

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 20 June 2012, 2.15pm

The Boardroom, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and declarations of interest		
2	Minutes* of the Meeting of 14 March 2012 (VC) <ul style="list-style-type: none"> • Matters Arising • OFFA Agreement 	SEN-1112-63 SEN-1112-64	2.15
3	Report of Electronic Senate Meeting of 30 May to 8 June 2012	SEN-1112-65	
	PART A – Vice-Chancellor’s Communications		2.30
4	Chair’s Update 4.1 BU Strategic Plan 2012-2018 (VC) Verbal report from the Chair. 4.2 Senate Membership: Appointment of a Business School Academic Staff Representative (VC) 4.3 QAA Update (Catherine Symonds) 4.4 REF Update (Prof Matthew Bennett)	Verbal Report Verbal Report SEN-1112-66 Verbal Report	
	PART B – Debate		2.50
5	Key Information Set (KIS)	SEN-1112-67	
	PART C – Other Reports		4.00
6	6.1 University Department of Mental Health Report	SEN-1112-68	
	PART D – Matters raised by members		
7	Appointment of Academic Staff with Doctorates (Jill Quest, Media School)	Verbal Report	
	PART E – Routine Committee Business		4.15
8	Minutes of Standing Committees: 8.1 Education & Student Experience Committee (unconfirmed), 28 March 2012 8.2 University Research Ethics Committee (unconfirmed), 11 June 2012) School Academic Boards: 8.3 School of Health and Social Care (unconfirmed), 30 May 2012. 8.4 School of Applied Sciences (unconfirmed), 30 May 2012. 8.5 School of DEC (unconfirmed), 23 May 2012 8.6 School of Tourism (unconfirmed), 23 May 2012	SEN-1112-69 SEN-1112-70 SEN-1112-71 SEN-1112-72 SEN-1112-73 SEN-1112-74	
9	Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate.		

**Minutes note: confirmed non-confidential minutes that are routinely published are available on the [Governance – University Board and Senate](#) page of the portal*

10	Dates of next meeting: Electronic Senate – 9.00am 3 October 2012 to 5.00pm 10 October 2012 Senate Meeting – 2.15pm, 24 October 2012		4.25
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Jenny Jenkin
Director of Student & Academic Services
Secretary
June 2012

SENATE

MINUTES OF A MEETING OF SENATE held on 14 MARCH 2012

- Present: Prof J Vinney (**Chair**)
Mr C Allen; Ms A Allerston; Prof M Bennett; Dr C Bond; Mr D Evans; Prof B Gabrys; Mr J Holroyd; Mr T Horner; Mr A James; Dr S Jeary; Ms J Jenkin (**Secretary**); Ms K Jones; Mr S Jukes; Mrs J Mack; Prof T McIntyre-Bhatty; Mr D Newell; Ms J Quest; Prof J Roach; Prof G Thomas; Mr D Willey; Prof T Zhang.
- In attendance: Ms K Pichlmann (Head of Admissions, Item 5); Mr G Rayment (Committee Clerk); Dr R Scullion (Media School, Item2).
- Apologies received: Mr J Andrews; Prof D Buhalis; Prof P Comninou; Prof R Palmer; Mr D Reeve; Prof H Schutkowski; Mr J Tarrant; Dr K Vall; Dr K Wilkes.

1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST

Apologies were noted as above and the Chair welcomed Professor Zhang, the newly appointed Head of the Graduate School, to the Senate membership. There were no declarations of interest.

2. MINUTES OF THE MEETING OF SENATE HELD ON 2 NOVEMBER 2011

The Minutes were approved as an accurate record.

2.1 Matters Arising

- 2.1.1 Minute 3.4. Review of the Electronic Senate process: The Secretary informed members that work was ongoing to review the electronic Senate process with a view to presenting any proposed changes for the following academic year. In the meantime, a single pdf document containing all of the electronic Senate papers in one electronic file had been made available for those who preferred to receive papers in this format.
- 2.1.2 Media School Charter. Following on from the Senate's previous discussion of the BU Promise, Dr Richard Scullion joined the meeting to present the Media School Charter. This was presented as an example of good practice which might be adopted by other Schools. The Charter had been produced in consultation with students and staff and was written in plain language which would be clear to all participants. It was driven by the requirement to improve student experience and had a pedagogic focus, designed to establish the collaborative nature of the academic/student partnership. Work was ongoing within the Media School to consider how the Charter could be communicated and embedded. Members welcomed the document and praised it for its clarity and simplicity. Members discussed the benefits of the cultural changes which could arise from such a charter and the DVC (TMB) suggested that this cultural imperative was more useful than targeting new/changes to policy as blunt instruments to re-set expectations of behaviour. Members agreed that there was no reason why such a model should not be implemented in other Schools, tailored as necessary to meet specific requirements. The Charter could be communicated to pre-course students as well as newly recruited staff members. It was suggested that it could be tailored to include academic activity beyond teaching (such as professional practice aspects) and workshops (in addition to lectures and seminars which were specified in the Media School model). It was also noted that there should not be nugatory duplication between

any Charter-based endeavours across the University and the development of the potential BU Commitment.

3. REPORT OF ELECTRONIC SENATE MEETING OF 24 to 29 FEBRUARY 2012

- 3.1 The Report was noted. The Chair thanked Mr James for his comments regarding the presentation of student reports at School Academic Boards and his concerns that these were presented only for 'noting' rather than fuller discussion. It was agreed that Deans would ensure that such reports were handled appropriately at meetings in future.

ACTION: To ensure student representative's reports receive an appropriate level of consideration at School Academic Board meetings.

ACTION BY: Deans

4. CHAIR'S UPDATE

4.1 BU Strategic Plan 2012-2018

- 4.1.1 The Chair reported that the BU Strategic Plan had been finalised and published and work was now proceeding within Schools and Services to draw up detailed delivery plans for the next 6 years, including consideration of budgets and resource implications. These plans would be subject to several iterations and scrutiny by the University Executive Team. The SUBU President welcomed the engagement with the Students' Union in drawing up the delivery plans. The Chair also updated Senate on the progress of government's Higher Education Bill. This had been delayed and was now expected to be presented in the second half of the next Parliamentary session. Indications suggested the Bill may be smaller in scope than originally expected, but that it would follow the same direction of travel with a focus on increased competitiveness in the sector.

4.2 National Student Survey

- 4.2.1 The DVC (TMB) informed Senate that the NSS campaign had been successful in achieving a high early response rate from students. IPSOS/MORI would now begin chasing outstanding respondents. The results of the NSS were expected to be made available in August.

4.3 Assessment Board Terms of Reference

- 4.3.1 The DVC (TMB) explained that the Academic Standards Committee (ASC) had established a Working Group which had undertaken a lengthy, in-depth review of the assessment process and proposed a number of changes which had been agreed by the ASC in December 2011, to come into effect this academic year. The new process had been established in consultation with the academic community. Amended Terms of Reference for academic boards had been drafted as part of this process and required approval by ASC and subsequently, Senate. The changes were not substantial. Due to timing issues (the next ASC meeting was not scheduled to take place until May) Senate were asked to delegate authority to the Chairs of ASC and Senate to approve the revised Terms of Reference on their behalf. At the request of members it was agreed that the Terms of Reference, together with the relevant extracts of ASC minutes, would be circulated to members electronically. Subject to this, Senate delegated authority to the Chair to approve the Terms of Reference.

ACTION: To circulate the revised Assessment Board Terms of Reference to members and to delegate authority to the Chair to approve them on behalf of the membership.

ACTION BY: VC/DVC(TMB)

5. FAIR ACCESS AND WIDENING PARTICIPATION

- 5.1 The Secretary introduced this debate by explaining that a Fair Access Working Group had been established to oversee and review the Fair Access Agreement, working to a submission deadline of mid-May. A Fair Access Management Group had also been established to ensure that fair access was embedded throughout all Schools and Services. The SUBU representatives presented a summary of the outcomes from the consultation with the Students' Union. Two key issues had emerged in respect of hidden course costs and bursaries. On the former, they welcomed the University's commitment to transparency in respect of course costs, but questioned whether the same information was available consistently to students on all programmes, and whether there was a risk of additional unforeseen costs arising mid-course. On bursaries, they noted that the University offered a choice of fee waivers or accommodation bursaries, but highlighted that fee waivers delivered no benefit to students in the short term. For accommodation bursaries, they noted that these were only available in respect of specific locations and that students in other accommodation could not benefit from this support. Also, these were limited to students who applied to Bournemouth University as a firm choice and not those listing Bournemouth as an 'insurance' option. They also queried the policy in respect of accommodation bursaries for care leavers.
- 5.2 The Head of Admissions responded that consultation was ongoing with the Accommodation Office on providing a wider choice of accommodation which would be eligible for bursaries, however she explained that the University had to be mindful of the potential financial risks associated with arrangements involving private landlords. In respect of care leavers, they were eligible for an accommodation bursary in any university controlled building. This policy recognised that care leavers, unlike other students, needed all year-round accommodation. However, care leavers represented a very small proportion of the student population. She also explained that consideration was ongoing in respect of admissions processes and policy in respect of 'insurance choices' versus 'firm choices' and how these would be handled in future.
- 5.3 Mrs Mack, the Academic Partnerships Manager provided a short presentation on the University's approach to widening participation and future developments. Performance had previously been measured against a KPI to meet 2 out of 3 HEFCE benchmarks, but progress against this target had not been achieved. Outreach activity had been undertaken via the 'Aim Higher' initiative. It was suggested that there were some negative perceptions of widening participation in some areas and that this weakened the level of institutional commitment. Moving forward, there would be a focus on outreach activity, provision of financial support and improving retention. Examples of outreach activity included the University's sponsorship of St Aldelm's Academy. Through the Access Agreement performance would be measured as a percentage of total expenditure. She explained that there would be fewer bursaries in 2012. In reviewing the Agreement it would be necessary to consider the impact of the agreement to date and the effect of tuition fee increases; the decision to withdraw student numbers from partner institutions; and the need to align widening participation activity to the new Strategic Plan and the academic core.
- 5.4 The Head of the Graduate School noted that widening participation was a cross-cutting theme in the Strategic Plan, but wondered whether it could be made clearer, with perhaps more specific projects for target groups (for example, ethnic minorities). The University had below average retention rates for some target groups which could be addressed through specific activities. She also suggested that there was a need for strong leadership and clear ownership of any performance targets in order to ensure delivery.
- 5.5 Members debated the issue of fee waivers and the lack of immediate benefit which they provided to students. The University recognised this issue, but noted that the Government had encouraged universities to adopt fee waivers. This is why the University had introduced the option of accommodation bursaries and was also

considering the introduction of a voucher scheme to provide additional benefits to students. Members debated the use of 'aspire' cards and similar schemes adopted in other universities which provided access to a wide variety of services. Some institutions also used the data gathered from the use of these cards to gauge levels of student engagement and highlight any potential issues for students who were failing to use the services on offer.

- 5.6 Members debated the University's performance in terms of the percentage of income spent on widening participation. Historically the University had appeared in the upper quartile of the league table of expenditure but had subsequently moved down the list in relation to other institutions. Some members felt that ethnic diversity was a particular challenge for the University and, whilst this was not a financial issue, it was important in terms of instilling a culture of global citizenship. In terms of outreach and Aim higher it was noted that the goal of such activity was to raise aspirations and participation in higher education generally – not necessarily limited to recruitment to Bournemouth University. Others suggested that the University might consider a wider variety of recruitment methods – such as an increased focus on interviews, portfolios and contextual information rather than grades. This was already the case for some programmes and it was suggested that it might be helpful to produce some data on whether it had actually widened participation on these courses. The SUBU President asked whether there were any particular arrangements for HSC students who were not in receipt of NHS funding and the Dean of HSC explained that such students would be eligible for the same support as any other HEFCE students.
- 5.7 The Chair thanked members for their input. The OFFA guidelines were expected to be published in late April and conversations with OFFA on the details of Access Agreements would take place from May.

6. OTHER REPORTS

6.1 Updated Terms of Reference for the Senate Research and Enterprise Committee

- 6.1.1 The Chair presented draft revised Terms of Reference for the Research and Enterprise Committee which brought the Committee in line with the new approach to knowledge exchange activity and made some updates to the membership. The revised Terms of Reference were approved.

6.2 Terms of Reference for the Student Voice Committee

- 6.2.1 The DVC(TMB) presented these Terms of Reference which established the former Student Voice Working Group as a permanent sub-committee of the Education and Student Experience Committee. The Terms of Reference were approved.

6.3 Revisions to External Examining Policy

- 6.3.1 The DVC(TMB) presented proposed amendments to the policy in respect of External Examiners to bring the policy in line with the revised QAA quality code on external examiners. The revised policy was approved.

6.4 Graduate School Academic Board (GSAB) Structure

- 6.4.1 The Head of the Graduate School presented this paper which established a structure and Terms of Reference for the Graduate School Academic Board and its sub-committee, the Research Degrees Committee. These reflected the Graduate School's enhanced remit in respect of PGR and PGT student experience and overseeing the delivery of research degrees. It was agreed to add a SUBU Representative to the membership of the GSAB (in addition to the student representation already present). Subject to this amendment the Terms of Reference were approved.

ACTION: Terms of Reference approved subject to amendment of the membership as above.

ACTION BY: Head of the Graduate School

7. MATTERS RAISED BY MEMBERS

7.1 There were no matters raised for the live meeting.

8. MINUTES OF STANDING COMMITTEES

8.1 Research & Enterprise Committee, 29 February 2012 (unconfirmed)

The minutes were noted.

8.2 Honorary Awards Task Group, 1 March 2012 (unconfirmed)

The minutes were noted. The recommendations for 2012 Honorary Awards were approved and will be presented to the University Board for their approval on 27th April. Some members suggested that one of the nominations might be deferred until 2013. It was also suggested that the criteria and/or process for considering nominations be reviewed for next year. Both of these points would be drawn to the Board's attention.

8.3 Academic Standards Committee, 15 February 2012 (unconfirmed)

The minutes were noted.

8.4 Business School, School Academic Board, 15 February 2012 (unconfirmed)

The minutes were noted.

8.5 School of Design, Engineering and Computing, 22 February 2012 (unconfirmed)

The minutes were noted.

8.6 School of Health & Social Care, 15 February 2012 (unconfirmed)

The minutes were noted.

8.7 The Media School, 28 February 2012 (unconfirmed)

The minutes were noted. In respect of online assessment handling it was confirmed that there were no mandatory targets for the roll-out of the online assessment system.

8.8 The School of Tourism, 15 February 2012 (unconfirmed)

The minutes were noted.

9. ANY OTHER BUSINESS

9.1 There was no other business.

DATE OF NEXT MEETING:

**Electronic Senate – 9.00am, 30 May 2012 to 5.00pm, 8 June 2012
Live meeting – 2.15pm, 20 June 2012 (Boardroom)**



Bournemouth University

**Fair Access Agreement
2013 – 2014**

May 2012

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Bournemouth University

Fair Access Agreement 2013 – 2014

In 2012, Bournemouth University (BU) launched our new Vision & Values statement, BU2018: Creating, Sharing, Inspiring. Our new vision states:

We will focus our investment in activity that raises aspirations in society to engage in higher education and seek ways to ensure that the benefits are clearly visible and quantifiable.

We will invest in outreach activity with schools and colleges, including amongst young people at an early stage in their secondary education where interventions have been proven to be effective in raising aspirations.

We will invest in financial support for those for whom affordability may be an obstacle to studying at BU.

In addition, BU2018 sets out to offer exceptional levels of relevant real world learning opportunities and placements meaning all students will have the opportunity to undertake a placement during their study at BU.

The University's key ambitions are:

- To deliver a successful outreach programme which is fully integrated within the University's Schools and Colleges Liaison function.
- To extend the outreach programme into new territories including: collaborations beyond the local region; an enhanced focus on specific target groups (e.g. Care Leavers); the provision of impartial HE guidance to those students in target schools and colleges who would benefit from this; and extensive use of our own BU students as ambassadors and mentors.
- To develop the use of contextual data in our admissions decisions to ensure that we recruit talented students from all walks of life who have the capability to succeed in Higher Education.
- To ensure that our students have the support that they need to stay on course and to succeed in their studies, through the delivery of an integrative and innovative programme to support student retention and success, GROW@BU.
- To offer a highly targeted, high impact, simple, transparent and clearly communicated programme of financial support, based solely on need.

BU will continue to work towards the Strategic Objectives set out in our Widening Participation Strategic Assessment:

- a. Achieve two of our three national benchmark targets for widening participation.
- b. Continue to offer a range of progression opportunities into and through Higher Education including the award of Foundation Degrees.
- c. Maintain effective relationships within the region, and investigate new collaborations further afield.
- d. Strengthen lines of accountability within the University's Academic Schools to ensure effective widening participation strategies are integrated into core business.
- e. Strengthen the central coordination of our widening participation activities.

The process by which BU has arrived at the priorities set out in this Fair Access Agreement included active engagement with the Students' Union, the University Leadership Team and the University Executive Team.

1. Scope of this Agreement

This Access Agreement is for UK and non-UK EU students, commencing 2013 in full time undergraduate courses which are subject to regulated undergraduate fees. NHS funded courses are, therefore, not part of this agreement.

The University has set part-time fee levels below the threshold for inclusion in our Fair Access Agreement; however, as part-time students are able to access all our facilities and support services they are part of a stimulating, challenging and rewarding university experience.

2. Fees

The University charges three fee levels for full time undergraduate students, as indicated in the table below. This also applies to Bournemouth University franchised programmes delivered through the University's partner colleges (listed in Appendix 1).

Degree Programme	Tuition fees for new entrants 2013-14	Estimated number of entrants 2013-14	Placement Year Fee	Annual inflationary increases
Honours Degree Fee	£9,000	3200	£675	Y
Foundation Degree Long Course Fee	£8,200	30	n/a	Y
Foundation Degree Fee	£6,000	370	n/a	Y

Fees will be reviewed and decided on an annual basis and set within the relevant government policies in place at the time.

3. Assessing Our Access and Retention Record

3.1 Access

The University's commitment to Widening Participation is long established and is set to be enhanced during the period of BU2018.

Data on the University's performance to date can be found in Appendix 2. On the national stage, Bournemouth University is performing well in recruiting students from State Schools (with 5.8% more students from State Schools than the national average, and 3.4% higher than regionally adjusted benchmark HESA, 2010/11) and students with a disability (3.0% higher than regionally adjusted benchmark, HESA, 2010/11). Students from under represented socio-economic groups (NS-SEC 4-7) are recruited at just below the national average (-2.7% from regionally adjusted benchmark, HESA, 2010/11) and students from low participation neighbourhoods (LPNs) at 2.3% lower than the national average (and -1.0% from regionally adjusted benchmark, HESA, 2010/11).

The University is committed to increasing numbers of students from these disadvantaged groups, and will particularly – but not exclusively – focus efforts on students from low participation neighbourhoods (LPNs) as we seek to better understand the reason for our under-performance through the work of the newly appointed Widening Participation Monitoring & Evaluation Analyst.

3.2 Retention

The HESA statistics for retention show that our retention rate for young first time degree entrants for 2009/10 is the same as that for the UK as a whole at 7.2% not continuing (BU average over the past three years is 6.5% compared with the UK 7%). For students from low participation neighbourhoods the BU rate for 2009/10 is 13.7% (not continuing) compared with UK total 9.9%, however over the past three years, the average percentage is 9.4% (not continuing) which is the same as the UK average for that period.

Bournemouth University's own statistics do not include students who leave the university and enrol at another HEI (as HESA data does). However they do provide an insight into trends. The data shown here is

for young (under 21) new UK entrants to the university on a first degree. Since 2008/09, the average rate of new entrant students leaving BU without completing their studies is 8.7%.

Over the same period, the rate of young new entrant students leaving BU from our target groups is higher than for the University as a whole. For LPN the average for the last three years is 12.1% and for students from the NS SEC 4-7 population the average percentage leaving is 10.3%, left BU without completing their studies.

Students with a disability who are in receipt of DSA, and who benefit from an increased level of support whilst on campus, have a higher retention rate than the rest of the study body. The average of these new entrant students leaving the University over the past three years is 5.8%. However, the average for students who have declared that they have an additional learning need, but are not necessarily claiming disabled students allowance is nearer to the rest of our target group at 10.5%.

We will be monitoring retention rates closely as we move forward with the measures we are implementing to work closely with students from our target groups, such as the GROW@BU concept, to assess impacts and aim to improve our retention rates.

4. Access Measures

Bournemouth University's Widening Participation Strategy acknowledges the importance of having a fusion of access measures targeted at different aspects of the student journey:

- i. **raising aspirations** and achievement,
- ii. **financial support** and
- iii. pro-active support to meet student needs increasing **successful student completions** and students' personal development

From 2012 the University committed new funding to raising aspirations and achievement. The Aimhigher with BU team allows the successful activities from Aimhigher to continue, costed at £700,000 in 2013/14. An additional fund for new outreach initiatives has been created for 2013/14, with £225,000 allocated in the first year.

The University will continue to deliver direct financial support for students from under-represented groups in line with the University's widening participation strategy. This includes the University's match funding for the National Scholarship Programme plus our own bursaries and scholarships.

The GROW@BU Approach, to aid student retention and success, will have a £600,000 investment in 2013/14. An additional fund for new retention initiatives has been created for 2013/14, with £225,000 allocated in the first year.

Full details on expenditure can be found in Appendix 4.

4.1 Admissions Policy

BU will ensure that its Admissions Policy and practices support the corporate aim of widening access to all those who are capable, regardless of their background. The University is currently exploring the use of contextual data in admissions, in order to further support fair access. In 2012, LPN indicators were used to highlight applicants within that target group and consider it positively when assessing the applicant's potential to succeed and making offers. We aim to extend the programme of contextual data usage from 2013 year of entry.

4.2 Outreach

The University shares the widely-held view that early interventions to raise aspirations are key to widening participation. Research studies show evidence that where interventions are solely at immediate pre-

University level, this will have minimal impact in widening participation as the disengagement of those students will have already happened.

Bournemouth University had been the lead HEI for the Aimhigher LIFE Area Partnership, and retained the core team in the university to continue to deliver the most successful interventions to target schools and colleges. Since the Aimhigher branding was well understood by stakeholders, the University opted to brand the Outreach programme 'Aimhigher with BU'. This team are responsible for co-ordinating the outreach element of the Fair Access Agreement across University Academic Schools, Professional Services and our students.

The University has selected three main groups for significant outreach interventions:

- a. Students from under-represented groups will continue to see an increase in outreach activity. In particular we will intensify our focus on students from Low Participation Neighbourhoods (LPN). One factor in this decision is that proxy data to facilitate targeting are readily available. However, we predict that targeting students from LPNs will have a flow on effect of increasing participation from students from low socio economic backgrounds (NS-SEC 4-7). The University will investigate the possibility of using the Pupil Premium data once this has been rolled out to schools, as a further way of targeting schools from lower socio-economic backgrounds.
- b. Care Leavers will continue to be a focus for 2013-14 as we build on preparatory work already undertaken. A specific objective will be to secure the Buttle Trust Quality Mark for Care Leavers during 2014/15.
- c. Students with a disability will remain in focus.

This is not an exhaustive list, and we will continue to work with other under-represented groups. For example, The Media School has partnered with the Brit School for Performing Arts & Technology in Croydon, to deliver a foundation degree. The location of the Brit School allows the University to work with students from ethnic minorities who would not normally apply to university.

4.2.1 Outreach Activities

The University will continue to run a number of the most successful Aimhigher interventions. We also recognise the critical role that both our placement students and our student ambassadors have had in raising the aspirations of under-represented students and helping to demystify higher education. We endeavour to use BU students to this end.

We will continue our relationships with target schools and colleges identified during the Aimhigher period and will explore how to expand this outreach to schools outside the Aimhigher geographical area, including at national level. In addition, our close links with local Academies in LPN areas – notably St Aldhelm's – will be developed further.

The activities which will continue to be funded are Summer Schools, Mentoring, Campus Visits, Taster Days, Curriculum Enhancement (particularly STEM), Information, Advice, Individual and Group Guidance sessions, Higher Education Experience sessions, Staff Development, supporting Looked After Children (LAC) Virtual Schools, and students with a disability. All of the above events for pre-16 learners have been proven to raise aspirations amongst the target groups. Evidence is available from local Aimhigher Area evaluations and widely acknowledged by national research.

Post-16 support for learners will be offered through specific guidance in helping students make appropriate applications to HE. BU funds a peripatetic impartial HE guidance resource for target schools.

By 2013-14 we intend to have in place a number of Compact/Progression Agreements with relevant target schools and colleges.

We will extend outreach activities to our target institutions' feeder schools at Primary level. In this context, we recognise that parents, carers and guardians are important influencers and will endeavour to reach more parents via Primary-level feeder schools over the next few years.

4.2.2 Estimated number/reach of activity

Target number of beneficiaries: 8,850. Full details on the outreach activities can be found in Appendix 3.

4.3 Student Retention & Success

The University's approach to increasing student retention levels, particularly those from fair access target groups is informed by three major BU projects, and in particular GROW@BU – a substantial pilot project highlighted in the Fair Access Agreement 2012/13 for supporting retention.

The second project is the BU review of the student experience which culminated in the development of the Student Experience Strategy in 2010. The review explored the specifics of life as a BU student, and considered student feedback, staff feedback and a review of research across the sector. The resultant strategy focuses on three core themes – student voice, student journey and student communities. Our retention strategy will touch on each of these themes. This is now under review as part of the roll out of the BU Strategic Plan 2012-18.

The third major project was the Here! Project, a partnership of Bournemouth University with Nottingham Trent University and the University of Bradford. Here! was funded jointly through HEFCE and the Paul Hamlyn Foundation and is one of seven projects that are part of the What Works! Student Retention and Success Programme. It was a three year project investigating the twin cores of why some first year students have doubts, but stay, and why some first year programmes retain their first year students better than their peers. The project outcomes are important because it concentrated on retention rather than withdrawal, wellness rather than illness.

4.3.1 The GROW@BU Approach

Originally titled the BU Coaching Scheme in the Fair Access Agreement 2012/13, this retention initiative was re-branded as the GROW@BU Approach. The new scheme title better represents the overarching focus on the personal and professional growth of BU students. The scheme is underpinned by the embedding of coaching and mentoring behaviours across BU linked to a package of support designed to develop resilience and support retention. The GROW@BU Approach has been piloted in 2011/12 with a group of Level C (1st Year) students from three of Bournemouth University's six Academic Schools, and will roll out to all first year students in 2012/13 with a particular focus on those from WP backgrounds.

GROW@BU is a holistic approach to student development based on a University-wide coaching culture where academics, peers and professional staff implement coaching and mentoring behaviours in their interactions with students. The scheme includes an integrative package of supportive mechanisms that enables students to maximise their potential while studying at BU. It encompasses a number of existing services (e.g. tutoring, learning skills support, PALs, ALN support, library services, SUBU, AskBU, counselling, chaplaincy, volunteering, BU Student Development Award, etc).

GROW@BU draws together current retention activity at BU and which extends the range of activities in light of the evidence gleaned from Here! and the BU student experience work regarding student motivation and retention. This evidence does not explicitly single out fair access students - although some elements of the scheme will ensure that students from WP backgrounds are monitored and provided with additional support - but our default assumption is that the findings will apply to all students to varying degrees. This will be evaluated at the end of the pilot.

Further details on expenditure can be found in Appendix 4. Details on the GROW@BU Approach are located in Appendix 5.

4.4 Financial Support for Students

The University policy in relation to fees, scholarships and bursaries is clear and transparent. During 2011/12 we recognised that the national message about fees and financial support was not well understood by prospective students, their advisers and parents. Consequently, we developed a YouTube animation which straightforwardly explains the position. This was adopted by Martin Lewis who led the Government's

national campaign for fees awareness. We will continue to communicate the financial arrangements effectively and clearly to our prospective students to ensure that those who may be disinclined to apply due to finances will be encouraged to apply to University.

The University is committed to offering value for money throughout the range of services provided to students and unless otherwise specified in the offer of a place to a student, there will be no extra charges for:

- Activities that all students on any particular programme are required to undertake to achieve their award e.g. going on field trips.
- Most specialist equipment that all students on a particular programme are required to acquire e.g. laboratory coats.

The University Fees Board, with responsibility for setting the University's fees, may also approve such other incentives as they deem appropriate.

Financial support will be given on the basis of need.

4.4.1 Investment in the National Scholarship Programme (NSP)

The University's provisional allocation from the Government for 2013/14 is for 385 National Scholarships, rising to 549 in 2014/15.

The University is committed to matching the Government's National Scholarship Programme (NSP) funding; and as the allocation of NSPs increases, so will the University's match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year). See Appendix 4 for more detail.

For the University, this means students are supported financially throughout their studies, supporting improved levels of retention and academic success.

The University will ring fence the funding for each cohort. 2013/14 entrants', match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. Full match funding will be reached in 2017/18.

The Bournemouth University Financial Support Package will be highly targeted for new students. Details on the key eligibility criteria and value of the financial packages for 2013/14 entrants can be found in Appendix 4.

5. Targets & Milestones

The University has set ambitious targets, whilst taking into account the historical applicant pool. Our progress toward the objectives will be measured through a variety of quantitative and qualitative data, as specified in Appendix 6. As there is a lag in the publication of the HESA WP performance indicators, data from the University's systems is used for in-year monitoring.

The University has elected to concentrate on target groups which already fall into the population of the region and where most impact will be felt. However, it should be noted that BU Academic Schools which draw applicants from a national pool have individual WP targets which include increasing applications from other under-represented students, such as those from ethnic minority groups.

A good example of this is from The Media School, where the development of an FdA Digital Media Practice in partnership with the Brit School for Performing Arts & Technology in Croydon, is aimed at students who

traditionally would not apply to University. On successful completion of this programme, and subject to meeting certain criteria, students can then top up their FdA to a BA based at Bournemouth University.

Our targets cover applicants, entrants, retention and outreach and comprehensively outline our commitment to access.

6. Monitoring and Evaluation Arrangements

A new structure for Widening Participation governance was implemented in 2012.

Reporting to the University Leadership Team, the Fair Access Agreement Implementation Group (FAAIG) is responsible for the Fair Access Agreement (FAA). It is chaired by the Deputy Vice-Chancellor, and has senior membership from Academic Schools, Student & Academic Services, Marketing & Communications and Finance & Performance.

Reporting to the FAAIG, the Fair Access Agreement Management Group (FAAMG) monitors the University's progress towards Widening Participation (WP) Key Performance Indicators identified in the University's Access Agreement. Chaired by a Dean of School, membership is of senior academics from all BU Academic Schools, and representation from Student & Academic Services and Marketing & Communications.

To support these groups, the newly appointed Widening Participation Monitoring & Evaluation Analyst provides in-year monitoring as well as data for all statutory reporting requirements.

The University's Dignity Diversity and Equality Steering Group has links with the FAAIG and FAAMG through joint memberships.

7. Collaboration

BU is committed to collaborative outreach which benefits prospective students, their advisers and families.

As part of the South West region, BU shares the same values in this endeavour as our neighbours. HEIs in the South West are committed to continuing and strengthening their collaborative widening participation partnerships to ensure that young people and adults across the region have access to activities that promote successful progression to higher education. A co-operative organisational structure has been agreed with individual universities leading on key areas along with meetings and some regional events coordinated through Universities South West (USW) the membership organisation for the 13 HEIs in the south west.

The work will include:

- Sharing and building upon best practice in WP;
- Consideration of provision in the region and identification of future areas for collaboration;
- Coordination of regional networks and events specialising in key areas e.g. disabled learners; care leavers and the progression of Access to HE Diploma learners;
- Developing coherence and consistency in data collection and data protocols to facilitate monitoring and evaluation;
- Identification and promotion of future opportunities for promoting further collaborative delivery mechanisms.

BU will widen its collaborative networks with an increasing focus on Dorset, Bournemouth & Poole conurbation, the South-East and London.

We also recognise the importance of collaboration beyond outreach, and into broader WP and equity arenas. See Appendix 7.

8. Provision of Information to Prospective Students

The University endeavours to provide clear, accurate, comprehensive and timely information to prospective and current students on the Access Agreement and any other related information as may be deemed relevant. In addition to our commitment to timely provision of information to prospective students, we commit to sharing data and information with UCAS and the Student Loans Company in a timely fashion.

The full range of student support available is publicised through a range of media, including the prospectus, our animation on YouTube, the website (including a dedicated area for Careers Advisers and Teachers), online listings on external sites, student handbook and hard copy information leaflets. Alternative formats are available upon request. In particular, the offer letter draws applicants' attention to the University's offer of a range of bursaries and scholarships (including the National Scholarship Programme). It also provides a web link where more detailed information about what is available and how to apply, can be accessed.

The 'askBU' service is the University's 'one stop' information and guidance shop for incoming and current students. All askBU advisors are trained to provide accurate information on the range of financial support available to students and the Student Financial Support Team is an integral part of the askBU service. The Students' Union Advice Service also provides advice on financial support. Regular emails are sent to prospective students to keep them informed of the latest information and the askBU service is actively engaged with social media channels (Twitter and Facebook) to answer questions.

Further face-to-face information and advice is provided at BU's five annual University-wide Undergraduate Open Days (which include a variety of presentations about University including Fees and Funding and applying to university); Subject / Interview / Selection days; UCAS/HE fairs and on campus visits; and a BU-hosted annual Careers Advisers and Teachers Convention.

BU's outreach programme is divided into aspiration raising and general HE experience activity for the pre-16 age group in target schools and colleges and the provision of much more tailored information, advice and guidance for the post-16s. It will include the provision of staff development to careers advisers and teachers and also targeted, impartial HE guidance for learners who have been identified as finding this helpful in making appropriate choices.

The University's fees policy clearly demonstrates our commitment to transparency of course costs and makes it explicit to all prospective students what is included in the fee for the duration of their programme, and what is not. This communication includes information on likely annual rises in line with the Retail Price Index (RPI) (or other inflator) and the level of bursary available as well as details on the appropriate appeals processes.

The University's Fees Board sets all fees, and the criteria for the award of scholarships and bursaries, annually. This is normally 18 months in advance of them coming into effect. Changes to policy are communicated to prospective and current students in a timely and appropriate manner.

The simplicity of BU's financial offer to students aids clarity of communication.

9. Students Covered in Previous Access Agreements

The University is committed to supporting continuing students financially through the remainder of their studies. Appendix 8 provides further details, with a forecast spend, taking into account steady state of student numbers and fees.

10. Consultation with our Students

BU is committed to working with our students, and regularly consults the Students' Union and utilises the ContriBUte panel of students (volunteers from the student body who provide feedback and comment on a range of BU activities and initiatives). In addition, our Student Ambassadors inform our work in the area of Outreach.

The Students' Union at BU (SUBU) have contributed to this Fair Access Agreement by providing advice and guidance in relation to the financial support package.

11. Equality & Diversity

Bournemouth University is strongly committed to Equality and Diversity, and promotes this throughout all its work with students, staff and the wider community. To achieve this goal we have an Equality Action Plan with a number of objectives which outlines a programme of work which promotes through outreach inclusion in higher education and helps to retain students and staff at Bournemouth University through a range of work in partnership with BU Academic Schools, Professional Services, local and regional organisations.

To monitor this work, the university has a Dignity, Diversity and Equality Steering Group, which is made up of representatives from all BU Academic Schools and Professional Services and the Students' Union. This committee helps to set, monitor, evaluate and report on the programme of equality work being undertaken at Bournemouth University.

Examples of work being undertaken, and to be continued, include raising awareness of mental health issues and the support available within the student and staff bodies through open lectures and through the development and dissemination of vodcasts. Awareness of the support available in higher education for students with a disability is through school and college visits and staff development.

BU will undertake equality impact assessments where and when necessary to ensure any unintended adverse effects of WP plans are minimised or removed.

Further information about Equality work can be found at:

www.bournemouth.ac.uk/diversity

Appendix 1 – Partner Colleges

BU is in the process of changing the model of collaboration with Partners from franchise to validation. Both models lead to a BU award, however, students on franchised programmes are considered BU students, and therefore come under Bournemouth University's Access Agreement. Students on BU validated courses are deemed to be students of the College delivering the course, and therefore it is the College who will set the fees and the support for those students.

This change is being phased in over 4 a year period, with the first cohort of students on the new validated model commencing in 2012.

Only BU students are included under this Fair Access Agreement, whether their course is delivered at one of the University Campuses or through a franchise arrangement at one of our Partner Colleges, listed below:

- Bournemouth and Poole College
- Bridgwater College
- The Brit School
- Kingston Maurward College
- Weymouth College
- Wiltshire College Salisbury
- Yeovil College

In addition, BU students at the Anglo-European College of Chiropractic, an Associate College of the University are included in the BU Fair Access Agreement.

Appendix 2 – Assessing our Access Record

Young Full-time Undergraduate Entrants (HESA PI Table 1b)

HESA Performance Indicators					BU Data
2006-07	2007-08	2008-09	2009-10	2010-11	2011-12

Low Participation Neighbourhoods

Bournemouth University	8.2%	8.6%	8.3%	8.3%	9.2%	9.7%
Location adjusted benchmark	9.5%	9.6%	9.6%	9.9%	10.2%	
Difference from Location adjusted benchmark	-1.3%	-1.0%	-1.3%	-1.6%	-1.0%	
UK	9.4%	10.2%	10.5%	10.7%	10.9%	

NS-SEC 4-7

Bournemouth University	29.7%	29.2%	32.6%	29.8%	29.5%	29.6%
Location adjusted benchmark	31.7%	30.8%	35.0%	32.0%	32.2%	
Difference from Location adjusted benchmark	-2.0%	-1.6%	-2.4%	-2.2%	-2.7%	
UK	30.3%	30.1%	33.1%	30.7%	31.3%	

State Schools & Colleges

Bournemouth University	94.7%	93.1%	95.2%	94.5%	94.7%
Location adjusted benchmark	90.7%	89.8%	91.2%	91.7%	91.3%
Difference from Location adjusted benchmark	4.0%	3.3%	4.0%	2.8%	3.4%
UK	88.3%	88.5%	89.0%	89.4%	89.2%

Full-time Undergraduates (HESA PI Table 7)

Students in receipt of DSA

Bournemouth University	5.2%	6.9%	7.3%	8.5%	8.3%	8.4%
Benchmark	4.2%	4.4%	4.6%	4.8%	5.3%	
Difference from Location adjusted benchmark	1.0%	2.5%	2.7%	3.7%	3.0%	
UK	4.3%	4.5%	4.7%	4.8%	5.3%	

Young Full-time Undergraduate Applications

Academic Year of Entry	BU Data				
	2008-09	2009-10	2010-11	2011-12	2012-13

Low Participation Neighbourhoods

Applications	9.0%	9.1%	9.9%	10.3%	10.0%
Enrolments	8.0%	8.1%	7.8%	7.7%	
Difference (Applications - Enrolments)	1.0%	0.9%	2.1%	2.6%	

Appendix 3 – Outreach

Type of Activities	Estimated number of beneficiaries
Higher Education Experience	1,500
Information, Advice and Guidance	1,500
Curriculum Enhancement	900
STEM	2,050
Primary School	600
Key Influencers	1,500
Summer Schools	400
Mentoring	400
TOTAL	8,850

Appendix 4 – Expenditure 2013/14

1. Expenditure on new access measures

Access Measures – 2013/14	Total Funding Committed in 2013/14(£)
Outreach	£700,000
Outreach fund for new initiatives	£225,000
TOTAL	£925,000

2. Expenditure on student financial support

2.1 Number of Scholarships available to BU students

Type	No. for 13/14 entrants	Est. no. for 14/15 entrants	Est. no. for 15/16 entrants
NSP	385	549	549
BU Bursaries	150	150	150
TOTAL	535	699	699

The University is committed to matching the Government’s National Scholarship Funding (NSP); and as the allocation of NSPs increases, so will the University’s match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year).

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2013/14 entrants’, match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement). **Full match funding will be reached in 2017/18** (see table 2.5).

How Students will be supported

As highlighted, our financial support package will be targeted at students from LPN and care leavers in the first instance.

2.2 Foundation Degrees

	Level C	Level I
Cash	£500	£500
Living & Learning Vouchers <i>or</i> Fee Wavier ¹	£1,000	£1,000

2.3 First Degree

	Level C	Level I	Level H
Cash	£400	£300	£300
Accommodation discount <i>or</i> Fee Waiver ²	£2000	£1000	£1000
Living & Learning Vouchers ³	£600	£200	£200
TOTAL	£3000	£1500	£1500

2.4 Care Leaver Bursary (for Foundation Degrees & First Degrees) ⁴

	Level C	Level I	Level H
Cash	£900	£300	£300
Accommodation discount <i>or</i> Fee Waiver ²	£4,500	£4,500	£4,500
Living & Learning Vouchers ³	£600	£200	£200
TOTAL	£6,000	£5,000	£5,000

¹ Foundation Degree Students

Eligible students are able to select which type of bursary best meets their circumstances in their living and learning vouchers or fee waiver

² Flexibility

Eligible students are able to select which type of bursary best meets their circumstances in their first year, accommodation discount or fee waiver.

³ Living & Learning Vouchers

As with the accommodation discount or fee waiver, students will also have choice of vouchers to support their living and learning expenses.

⁴ Care Leavers

In addition to the above measures, the University will guarantee year-round accommodation for care leavers for the duration of their programme. For the first year, the University will provide accommodation in University managed accommodation free of charge and then guarantee accommodation in University-managed housing for subsequent years. For students at Partner Colleges, where accommodation is not managed by the University, the University will contribute to the cost of accommodation with a bursary for that purpose.

Full details on the eligibility criteria for the student support packages can be found on the University's website with information on how to apply.

Key

Level C – Certificate Level (first year of programme)

Level I – Intermediate Level (second year of programme)

Level P – Placement Level (if applicable to the programme – not included here as bursary/NSP payments are not made during the placement year)

Level H – Honours Level (third year of programme)

2.5 The University's Expenditure on National Scholarships

	2012/13					2013/14				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£73,200	£0	£73,200	£3,000	£76,200	£154,000	£54,900	£208,900	£4,000	£212,900
Choice: Accommodation discount <i>or</i> fee waiver	£366,000	£0	£366,000	£15,000	£381,000	£770,000	£183,000	£953,000	£41,000	£994,000
Choice: of Living & Learning Vouchers	£109,800	£0	£109,800	£0	£109,800	£231,000	£36,600	£267,600	£0	£267,600
Total	£549,000	£0	£549,000	£18,000	£567,000	£1,155,000	£274,500	£1,429,500	£45,000	£1,474,500

	2014/15					2015/16				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£137,400	£357,000	£4,500	£361,500	£219,600	£243,900	£463,500	£4,500	£468,000
Choice: Accommodation discount <i>or</i> fee waiver	£1,098,000	£458,000	£1,556,000	£57,500	£1,613,500	£1,098,000	£813,000	£1,911,000	£78,500	£1,989,500
Choice: of Living & Learning Vouchers	£329,400	£91,600	£421,000	£0	£421,000	£329,400	£162,600	£492,000	£0	£492,000
Total	£1,647,000	£687,000	£2,334,000	£62,000	£2,396,000	£1,647,000	£1,219,500	£2,866,500	£83,000	£2,949,500

	2016/17					2017/18				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£300,000	£519,600	£4,500	£524,100	£219,600	£329,400	£549,000	£4,500	£553,500
Choice: Accommodation discount <i>or</i> fee waiver	£1,098,000	£1,000,000	£2,098,000	£85,500	£2,183,500	£1,098,000	£1,098,000	£2,196,000	£85,500	£2,281,500
Choice: of Living & Learning Vouchers	£329,400	£162,600	£492,000	£0	£492,000	£329,400	£219,600	£549,000	£0	£549,000
Total	£1,647,000	£1,462,600	£3,109,600	£90,000	£3,199,600	£1,647,000	£1,647,000	£3,294,000	£90,000	£3,384,000

3. Expenditure on retention measures

Retention Commitments	Total Funding Committed in 2013/14(£)
GROW@BU Approach Year 1 £300K, Year 2 £600K, Year 3 £660K, Year 4 £700K.	£600,000
Retention fund for new initiatives	£225,000
TOTAL	£825,000

Appendix 5 – GROW@BU

GROW@BU is designed to engage students from pre-arrival (offer stage) until alumni stage. This focus on the whole of the student journey is central to the philosophy of students becoming lifelong members of the BU academic community. Community and a sense of belonging have emerged as key issues for students in terms of engagement, retention and motivation. Another important element of the scheme is that it focuses on students as individuals and as such does not discriminate between academic, social, pastoral and other elements of the person. The student is approached holistically.

The scheme will vary in intensity and breadth according to student need – student need will, in turn, vary according to the particular requirements of the student and the stage of the student journey. For example, we know that the first year – indeed the first few weeks – are critical in setting expectations and habits and in enabling students to become part of a network or community. As such, particular emphasis will be made on year one changes.

The GROW@BU Approach has been piloted in 2011/12 with 300 Level C (1st Year) students from programmes in three of Bournemouth University's six Academic Schools – Business School, School of Health and Social Care and School of Applied Sciences. GROW@BU will be a phased implementation, with Phase 1 Implementation beginning in 2012/13 for all Level C students and Level I (2nd Year) students from the pilot. Full implementation for all undergraduate students will occur by 2014/15.

GROW@BU is a holistic approach to student development based on a University-wide coaching culture where academics, peers and professional staff implement coaching and mentoring behaviours in their interactions with students. The scheme includes an integrative package of supportive mechanisms that enables students to maximise their potential while studying at BU. It encompasses a number of existing services (e.g. tutoring, learning skills support, PALs, ALN support, library services, SUBU, askBU, counselling, chaplaincy, volunteering, BU Student Development Award, etc) .

Key facets included in the pilot

- Academic coaching behaviours
 - In lectures, seminar groups, or 1-2-1 on a needs basis
- Professional and personal coaching
 - In groups or 1-2-1 on a needs basis
- Online engagement and diagnostics
 - Support toolkit in a dedicated myBU community
 - e-portfolio tool e.g. Mahara
 - Diagnostic tools e.g. MBTI assessment
 - Online CHAT support
- Placement support at Level C
- Alumni engagement through coaching model

Key facets to be developed as part of Phase 1 Implementation

These activities were not included in the pilot, but have been developed and enhanced as a result of the pilot and subsequent evaluation:

- Pre-arrival engagement
- Extended Induction programme
 - An extended induction which gathers in intensity during the first term.
 - Enables students to get immersed in their subject and in academic habits from day one and enables them to build the necessary BU toolkit through the induction at an incremental pace.
 - Induction will be refreshed for each level transition and especially focused for e.g. top up transfer
- Extended peer assisted learning (PAL) – details below
- Engagement with extra-curricular activity and, as appropriate, the BU Student Development Award
- Access to specific support such as finance, counselling, medical
- GROW@BU Student Engagement Officers in each School – details below

GROW@BU Student Engagement Officers

The academic element of GROW@BU will be embedded in academic delivery and an extensive programme of staff development and support is planned for Phase 1 Implementation in September 2012. The support service element of GROW@BU will be co-ordinated by Student and Academic Services and delivered by a small team of graduate interns (one per school) who will act as student engagement officers/mentors for Widening Participation (WP) students during the critical first year of their studies at BU. The graduate interns will actively engage with students in their school to ensure that:

- they know of and can access the services that they need, including accommodation, IT, welfare, study skills, PAL, ALS and so on;
- they quickly form social, academic and other networks which help with their transition to HE study;
- they know who to contact at critical points in the year for all their requirements;
- they have a dedicated mentor to contact when they need support, are unsure, concerned, lacking in motivation or seeking to try something new or unfamiliar;
- students' engagement is monitored so that those who appear to be at risk of withdrawal or underperforming can be contacted by their academic tutor or the student engagement adviser to help them stay on course.

As such, the Student Engagement Officers provide wrap-around support for students during their most vulnerable period, when they are most likely to withdraw. Such support would be delivered in groups, individually, online and through other services, according to the needs of the student. As such, it has the potential to become highly personalised, particularly if supported by relevant systems. The network of Student Engagement Officers will be able to provide rich information to academic staff and to the University and external agencies such as OFFA on student engagement, preferences, needs and expectations.

Peer Assisted Learning

Peer Assisted Learning (PAL) is a long running and highly successful BU scheme that is intended to foster cross-year support between students on the same programme. It encourages students to support each other and learn co-operatively under the guidance of students from the year above

PAL has three main aims and it is intended to help students

- integrate quickly to university life and get to know other students
- improve their learning and study skills to meet the demands of their programme; and,
- prepare better for assessed work and examinations.

PAL sessions

- After receiving training, PAL Leaders (selected from Level I students) would facilitate regular study support sessions for groups of Level C students.
- PAL sessions are planned, structured and friendly.
- In PAL, the emphasis is on everyone in the group working co-operatively to develop their understanding. PAL is therefore about exploratory discussion led by the PAL Leaders. The more everyone joins in these discussions, the better the sessions work.
- Content for PAL sessions is based on existing course materials - handouts, notes, textbooks and set reading.
- Sessions may be aimed at encouraging cohort identity through extra curricula activity.

In 2011/12, 3,278 first year students were supported by 192 PAL Leaders across BU (85%).

Facets that may be developed as part of Phase 2 and 3 Implementation

- Mandatory work/volunteering/consultancy exposure for all students
- Entrepreneurship development
- Links to professional bodies through local student chapters
- Explicit support for Direct Entry Students
- Engagement with a BU 'coach' before arrival to ascertain student needs, expectations, identify interests etc.

Evaluation Measures

The scheme has been piloted in 2011/12 and the evaluation is informing Phase 1 Implementation in 2012/13. The evaluation package is still in formation but is likely to include:

- Qualitative report based on staff and student feedback
 - Interviews
 - Focus groups
 - Audience response
- Retention levels (year 1)
- Employability (DLHE)
- Student outcomes (academic)
- Student feedback, NSS, SEF
- BU Student Development Award participation and awards
- Employer and alumni feedback

Appendix 6 – Targets and Milestones

NB All targets and milestones are subject to final validation

Milestone/ target type	Description	Base- line year	Base- line data	2012-13	2013-14	2014-15	2015-16	2016-17	Commentary
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase % of applications from students in LPNs, by increased number of outreach interventions outlined in BU's AA.	2010/ 2011	9.90%	10.50%	10.75%	11.25%	11.75%	12.00%	9.9% of applicants to BU are from LPN, our goal is to increase the percentage of LPN students applying to the University. Step changes will be required, and the University will focus on the upward trend of applications over the period, allowing for annual anomalies and external factors influencing applications.
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2010/ 2011	7.80%	8.00%	8.20%	8.40%	8.60%	9.00%	7.8% of LPN applicants convert to enrolment. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing student decision making University student surveys and decliner surveys will also inform strategy in this area.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Socio-economic status - NS-SEC (4-7)	NS-SEC measures using BU systems data for timely monitoring. Increase enrolments of NS-SEC students through increased outreach in LPNs and active engagement during the application cycle and other measures.	2010/ 2011	29.70%	30.20%	30.70%	31.20%	31.50%	32.00%	29.7% of enrolments are from NS-SEC (4-7) students. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing applications. University student surveys and decliner surveys will also inform strategy in this area.
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of LPN students to similar levels to the rest of the student body which is 8.8%.	2009/ 2010	11.50%	11.00%	10.25%	9.75%	9.00%	8.50%	The University is ambitious in aiming to reduce the number of LPN students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. The GROW@BU Approach will be instrumental in this.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of NS-SEC 4-7 students to similar levels to the rest of the student body	2009/ 2010	10.10%	9.75%	9.00%	8.75%	8.50%	8.50%	The University is ambitious in aiming to reduce the number of NS-SEC (4-7) students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. The GROW@BU Approach will be instrumental in this.
Disabled Students	To maintain application and enrolment rates for students with disabilities.	2010/ 11	6.7% enrol- ment	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.
Disabled Students	To continue current levels of support for enrolled students in order to maintain the high retention rate (7.7% compared with rest of student body at 8.8%).	2010/ 11	7.7% reten- tion	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Care-leavers	Increase the number of enrolments from care leavers annually.	2010/11	4 students	5	6	8	9	10	The University is committed to care leavers, and aims to steadily increase the number of enrolments. This group of applicants can be difficult to target with large variances in the population. The University will look for upward trends and work towards the Buttle Trust Quality Mark for Care Leavers to aid this goal.
Care-leavers	Work towards gaining Buttle Trust Quality Mark status for Care Leavers by the 2014/15 academic year.					✓			Buttle Trust Quality Mark for Care Leavers status will publicly demonstrate our commitment to care leavers. It is envisaged it could be achieved by the 2014/15 academic year.

Appendix 7 – Collaboration: Outreach and Equity networks

Collaboration	Programme
Universities South West (all 13 Universities in South West Region)	WP networking and sharing best practice group. Disability Network Young People in Care / Care Leavers Virtual School Network
South Widening Participation Practitioners Network (all Universities in South entitled to attend)	WP networking and sharing best practice group
SW WP disability co-ordinators network	Sharing of good practice between BU, Bath and Plymouth HEI's.
Leon/SW equalities networks	Sharing/discussion of good practice between HEI E&D practitioners within all SW/SC HEI's
Bournemouth & Poole 14-19 Team, Dorset Local Authority, Young Enterprise, target secondary schools and academies	Employability Programme
Young Enterprise, target schools	One Community Project
Bournemouth & Poole Local Authority, South and East Somerset, target secondary schools and academies	Destination Success
STEM Plus, target primary, middle and secondary schools and academies	Robotics Challenge, Engineering Challenge
Bournemouth & Poole College, local secondary schools and academies	Culinary Taster Days
Weymouth College, Bournemouth and Poole College, local secondary schools and academies	Careers College Days
Budmouth Technology College, target schools	Centre of Excellence for Industrial Liaison
East Somerset Partnership	Taster Days
Children's University, target primary schools	Children's University
Arts University College at Bournemouth	Young People in Care Project
Proposed – The Tank Museum, Bovington	Family Science Activity Pack Yr7 Tank Design and Build Superhero Science workshops Yr 12 Taster Day
Proposed – Plymouth University, University of Southampton	Maths Roadshow

Appendix 8

Expenditure committed from previous Access Agreements

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Scholarships	375,811	375,811	375,811	375,811	375,811
Bursaries	2,562,914	1,800,000	900,000	500,000	0
TOTAL	£2,938,725	£2,175,811	£1,275,811	£875,811	£375,811

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
30 May 2012 (9AM) TO 8 June 2012 (5PM)**

STATEMENT ON QUORUM

The meeting was quorate with 17 members confirming attendance (two confirmed attendance off-line).

RECOMMENDATIONS FROM ACADEMIC STANDARDS COMMITTEE FOR APPROVAL

1. STUDENT NAME POLICY & PROCEDURE (SEN-1112-47)

Purpose of the paper: To introduce a new policy about the importance and responsibilities of ensuring that student names are recorded fully and accurately on the BU student record system. Currently this is not communicated enough resulting in problems for students and ourselves when records need to be amended and documents are requested to be reproduced with correct names displayed.

Decision required: Senate was asked to **approve** the Policy and Procedure.

Chair's Decision

The Student Names Policy and Procedure were approved.

2. NEW PROGRAMME – MASTERS BY RESEARCH (SEN-1112-48)

Purpose of the paper: To seek Senate approval for a new research degree programme – Masters by Research – to be added to the University's list of awards which can be conferred by the University. The document was approved by the ASC on 9 May 2012 which gave approval for the programme to proceed to the next stage of development. Senate approval is sought for the addition of this award to the University *Academic Policies and Regulations*.

Decision required: Senate was asked to **approve** the new programme.

Chair's Decision

The Masters by Research Programme was approved.

3. POSTGRADUATE RESEARCH DEGREES ADMISSION AND ASSESSMENT REGULATIONS (SEN-1112-49)

Purpose of the paper: To seek Senate approval for the updated postgraduate research degree Admissions and Assessment Regulations which were approved by the ASC on 9 May 2012.

Decision required: Senate was asked to **approve** the amendments to the Regulations.

Chair's Decision

The amendments to the Postgraduate Research Degrees Admission and Assessment Regulations were approved.

4. AMENDMENTS TO HIGHER NATIONAL ASSESSMENT REGULATIONS (SEN-1112-50)

Purpose of the paper: To seek Senate approve for changes to the Higher National

Assessment Regulations as recommended by the Academic Standards Committee and supported by the Quality Assurance Standing Group.

Decision required: Senate is asked to **approve** the amendments to the regulations.

Chair's Decision

The amendments to the regulations were approved.

5. CPD: ADMISSIONS AND ACCREDITATION OF PRIOR LEARNING (SEN-1112-51)

Purpose of the paper: To seek Senate approval for the University's entry requirements to be revisited to allow entry to Level 1 and H CPD units without the full underpinning credits as long as applicants demonstrate ability to study at that level and meet the entry requirements for the unit(s). This will require change to the University's current policy on the Accreditation of Prior Learning (APL).

Decision required: Senate was asked to **approve** the proposed changes for entry to CPD and the relevant Accreditation of Prior Learning Policy.

Chair's Decision

The changes for entry to CPD and the relevant Accreditation of Prior Learning Policy were approved.

MATTERS RAISED BY MEMBERS

6. THREE WORK ASSESSMENT TURNAROUND (HSC) (SEN-1112-52)

Raised by: the School Academic Staff Representative, The School of Health & Social Care

Description of the matter: *Please could the 3 week turnaround be revisited, given that the HE climate has undoubtedly changed/is changing. We had some interesting discussion at a Common Academic Structure good practice forum and indeed the 3 week turnaround remains even more challenging within this structure if students still wish to receive constructive and high quality written feedback. The discussion also highlighted that students prefer a longer turnaround to meet this objective.*

A response from the Director of Student and Academic Services was given with the paper. The Media School Academic Staff Representative also commented that *"In the media school we have large cohorts of first year assessment that requires four weeks for marking turnaround. This isn't necessarily "exceptional". However there are occasions when we can turn round smaller cohorts' work within two weeks. It may be prudent to revisit the wording which may reflect this. In every situation we ensure that students are clearly informed as to when to expect their feedback.*

Chair's Decision

If Senate members are in agreement that this issue requires further consideration, we will ask the Education and Student Experience Committee and Quality Assurance Steering Groups to review the matter in 2012/13.

7. SUPPORT FOR NEW LEARNING TECHNOLOGIES (HSC) (SEN-1112-53)

Raised by: the School Academic Staff Representative, The School of Health & Social Care

Description of the matter: *Staff trying to roll out new learning and teaching methodologies which require detailed IT knowledge often find they encounter problems. Whilst crisis support*

generally resolves them it would be better to have support available before rather than after as staff find this difficult and demoralising. A solution might be to have a strand of IT support more clearly identified and able to sort out such issues.

A response from the Director of Student and Academic Services was provided.

Chair's Decision

Comments and the response were noted, no further action.

8. APPOINTMENT OF ACADEMIC STAFF WITH DOCTORATES (MS) (SEN-1112-54)

Raised by: the School Academic Staff Representative, The Media School

Description of the matter: *I would like Senate to not only seriously reconsider the insistence that to be appointed at BU academics have to have doctorates, or commit to registering for them, but that Senate actually recommend the removal of the policy immediately. The policy is seriously disabling the recruitment of staff to the NCCA/Computer Animation Group within the Media School and no doubt is having a similar effect on other parts of BU where traditionally courses in the subject areas have been delivered by appropriately experienced and gifted practitioners. The evidence is that significant innovation and international recognition for academic excellence can be achieved by the institution through the commitment of people without doctorates as is proven in the success of the NCCA, which was recently awarded a Queen's Anniversary Award for its teaching. An award that is used on every email leaving BU as far as I can see.*

Chair's Decision

A response from the Executive Director of Organisation Development was not available in time for members to comment, and this item will therefore be carried forward to the agenda for the 20th June 2012 meeting.

9. DEC DELIVERY PLAN (DEC) (SEN-1112-55)

Raised by: the School Academic Staff Representative, School of Design, Engineering & Computing.

Description of the matter: *DEC has implemented a new leadership and management structure based around four academic groups. The heads of academic group work in partnership with the professoriate and research leaders to develop the educational provision and ensure our teaching is research informed and engages with the professions fully embodying the concept of fusion.*

A response from the Dean of DEC was given with the paper.

Chair's Decision

Item noted, no further action.

10. ALN SUPPORT (DEC) (SEN-1112-56)

Raised by: the School Academic Staff Representative, School of Design, Engineering & Computing.

Description of the matter: *In an attempt to adhere to the 3 week turnaround, minimise plagiarism and generally manage marking for such large cohorts, colleagues have introduced a number of 'in-class' assignments. These may be MCQs, short answer tests or timed essays and are fairly easily managed in the lecture slot. However organising all the separate rooms*

and invigilators, now that ALN have announced they will only provide amanuensis, and not invigilators for individuals who need computer access, has made the situation a logistical nightmare. A number of colleagues are very uneasy about sacrificing pedagogy and increasing staff time on marking and re-writing assignments, purely for organisational reasons so that we can accommodate a minority of students that ALN have undertaken to fully support. If ALN cannot fully support these students then should we accept them in the first place?

A response from the Head of Student Services was given with the paper and this was supported by the SUBU General Manager.

Chair's Decision

Item noted, no further action.

OTHER REPORTS

11. **CODE OF PRACTICE ON FREEDOM OF SPEECH (SEN-1112-57)**

Purpose of the paper:

Decision required: Senate is invited to **note** and **comment** on the proposed changes to the Code of Practice.

Chair's Decision

No comments were received. The draft Code of Practice will now proceed to the University Board for approval.

12. **AMENDMENT TO EDUCATION & STUDENT EXPERIENCE COMMITTEE TERMS OF REFERENCE (SEN-1112-58)**

Purpose of the paper: To seek Senate approval to the recommended amendments to the Terms of Reference.

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

Chair's Decision

The SUBU General Manager commented that It would be preferable for the spec to be GM of SUBU and /or the Head of Representation services. The revised Terms of Reference are approved subject to this amendment.

MINUTES OF STANDING COMMITTEES

13. **ACADEMIC STANDARDS COMMITTEE, 9 MAY 2012 (SEN-1112-59)**

Decision required: Senate is asked to **note** the minutes. 'Recommendations for Approval' are covered under items 1 to 6 above.

Chair's Decision

Item noted, no further action.

14. **EDUCATION & STUDENT EXPERIENCE COMMITTEE, 28 MARCH 2012 (SEN-1112-60)**

Decision required: Senate is asked to **note** the minutes. There are **no** 'Recommendations for

Approval'.

Chair's Decision

Item noted, no further action.

15. **SCHOOL ACADEMIC BOARD: MEDIA SCHOOL, 16 MAY 2012 (SEN-1112-61)**

Decision required: Senate is asked to **note** the minutes. There are **no** 'Recommendations for Approval'.

Chair's Decision

Item noted, no further action.

16. **SCHOOL ACADEMIC BOARD: BUSINESS SCHOOL, 16 MAY 2012 (SEN-1112-62)**

Decision required: Senate is asked to **note** the minutes. There are **no** 'Recommendations for Approval'.

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting: 20 June 2012, 2.15pm

Committee Name	Senate
Meeting Date	20 June 2012
Paper Title	Institutional Review update
Paper Number	SEN-1112-66
Paper Author/Contact	Jennifer Taylor
Purpose & Summary	To provide members with an update on progress with preparing for the QAA Institutional Review 2013
Decision Required of the Committee	To Note
Confidentiality	None

Key dates for review:

Review visit: w/b 10th June 2013 (for up to 5 days)

First visit by reviewers: 30th April 2013 and 1st May 2013

Preliminary meeting with QAA Assistant Director: w/b 18th February 2013

Submission of Institutional Self Evaluation Document: 25th March 2013

Submission of Student Written Submission: 25th March 2013

Information on the key features of the Institutional Review methodology, timelines and outcomes is available at <\\lytchett\IntraStore\SAS\Public\ADS\EDQ\QAA Audits\QAA Institutional Review 2013>

Update on arrangements:

The QAA has confirmed that the review team will be standard, consisting of 4 reviewers and a review secretary. A QAA Assistant Director will also be in attendance throughout. The Assistant Director has been confirmed as Peter Hodson.

The QAA have confirmed that collaborative provision will be reviewed through the standard review approach and no separate Collaborative Provision Review will be applied.

Names of the internal staff who will fulfil the roles of Institutional Facilitator and Lead Student Representative will be provided to the QAA shortly.

Update on preparations:

A Steering Group, chaired by Professor Tim McIntyre-Bhatty has been meeting periodically since November 2011 to oversee preparations and a wider Working Group comprising representation from all Schools and most Professional Services has been meeting on a monthly basis since January 2012. School briefings have been held in all Schools and more briefing and preparation activities will be scheduled during 2012-13.

The Institutional Review Steering Group has agreed the format of the Self-Evaluation Document (SED) based on the latest guidance from the QAA. More recently the Steering Group has confirmed that the choice of theme provided by the QAA for the review will be 'Student Involvement in Quality Assurance and Enhancement'.

The Institutional Review Working Group is continuing with a mapping exercise of current policy and procedure against the expectations outlined in the QAA Operational Description Annex 2. The timeline for key stages of the preparations has been agreed and is regularly reviewed. A draft SED will be available to the Working Group in July 2012 and will be circulated for wider consultation within the University in November 2012.

Any queries regarding the review should be directed to Jennifer Taylor or Catherine Symonds in Educational Development and Quality.

KIS REPORT FOR SENATE JUNE 2012

Key Information Sets (KIS) are comparable sets of information about full or part time undergraduate courses, designed to meet the information needs of prospective students.

Included are:

- All full-time and part-time undergraduate courses planned for 2013-14 in institutions that subscribe to the Quality Assurance Agency (QAA).
- Undergraduate programmes taught through further education colleges in England and Wales (this applies to colleges funded indirectly through a higher education institution and for courses HEFCE funds directly).

The only exclusions are short courses (one year full-time equivalent or less), postgraduate courses, those delivered wholly overseas, and closed courses

From September 2012 all KIS information will be published on the Unistats web-site and will also be accessed via a small advert, or 'widget', on the course web pages of universities and colleges. Prospective students will be able to compare all the KIS data for each course with data for other courses on the Unistats web-site.

Information to be published for each course includes:

- Results from NSS questions
- Proportion of time spent in L&T activities – by year/stage of study
- Proportion of summative assessment by method – by year/stage of study
- Accrediting bodies
- Institution owned/sponsored accommodation: average annual costs
- Average fees (excluding fee waivers) per year by country of UK domicile
- The destinations of graduates six months after completing their course
- Salary data for those in full-time employment.

Much of the data will be collected by HESA (NSS and DLHE); raw data on L&T and assessment for each course will be supplied by the HEI, as will information on accommodation costs and fees.

In addition HEFCE has identified a wider information set to be made available, including for instance prospectuses, programme guides, programme specifications, mission statement, corporate plan or equivalent strategic statement on HE provision. This is generally already available.

Timeline

The timeline is as follows:

Apr-May	Data collection by Schools
May	Unit-e upgrade, including tools to extract data and upload to HESA, provided by Capita
June	Cleansing and sense-checking of live BU data; creation of contextual information begins

July	Upload of BU data into KIS
Mid-July	Upload by HESA of NSS/DLHE data into KIS
July-August	Checking of combined data in KIS
22nd August	Sign-off by VC
Sept	Wider Information Set (BU contextual information, edited in the light of checking) available KIS published by HESA
Sept-Oct	Comparison of competitor course information
Oct onwards	Uploading of revisions, new courses etc. (each upload signed off by VC)

Current position

Apparent anomalies or distortions are being identified and the data checked; benchmarking with other institutions will be undertaken where possible; appropriate contextual information will be added to course pages. An initial review of the course pages indicates that there is significant information which provides appropriate and targeted context for the KIS data. Suitably tweaked and presented, the material is likely to be appropriate for our needs. All course pages will be reviewed in the context of each KIS dataset and appropriate adjustments made in consultation with School staff. Particular attention will be paid to any inferences that might be made from information that appears to be unusual, surprising or anomalous. The purpose will be to ensure that the reader is well informed and not misled by elements of the information that may be open to misinterpretation. The clarity and integrity of the message is of fundamental importance to ensure that potential applicants are very well informed and appropriate expectations set.

BU and HESA/DLHE data will be checked in July and August, and appropriate contextual information added to course pages.

Recent activity

Accrediting bodies – BU accrediting bodies have been checked against the draft HESA list. Following representations to HESA the British Institute of Professional Photography has been added to the list. However HESA will not add the Chartered Institute of Taxation, the Institute of Paralegals and the Royal College of Nursing to the list, published 29th March.

Responsible staff

ULT lead – Jenny Jenkin
 Manager – David Ball
 Technical support – Jon Mildenhall
 Wider information set support – Victoria Bel Gil
 PI liaison – Marianne Barnard

David Ball, June 2012

Committee Name	Senate
Meeting Date	June 20 th , 2012
Paper Title	University Department Mental Health
Paper Number	SEN-1112-68
Paper Author/Contact	Prof B. Gail Thomas
Purpose & Summary	Please find attached the annual report from the University Department of Mental Health (UDMH), a joint initiative between HSC and Dorset HealthCare University Foundation NHS Trust (DHUFT). Senators may remember that this Department was established in 2008 following designation of Dorset HealthCare as a University Trust by BU, recognising the strong and mutually beneficial relationship between HSC and the Trust. The Department is a focal point for activity in the area of mental health and learning disability education, research and practice development work. Senate is provided with the report as an update on progress in the development. In addition, Senate is asked to note that the Trust has recently expanded its scope and now provides community services for the whole of Dorset. As a result, we are currently exploring future possibilities for joint working across the reconfigured Trust with the Chief Executive, Paul Sly.
Decision Required	<i>Note</i>
Strategic Links	<i>Building external relationships</i>
Implications, impacts or risks	<i>For information – no risks</i>
Confidentiality	<i>No restrictions</i>



Report of DHUFT's 'University' Status

University Department of Mental Health: Annual Report

February, 2012



Dorset HealthCare University NHS Foundation Trust
Bournemouth University

Report on Progress since Designation of University Trust Status

Background

In 2009, an event was held in which the Dorset HealthCare NHS Foundation Trust (DHUFT) and the School of Health and Social Care (HSC) presented a case to Bournemouth University (BU) demonstrating that the relationship between the Trust and University should be recognised in a formal and explicit way. There had been extensive research into the possibilities and mechanisms for becoming a 'University Trust' and this was the proposed outcome of the event.

It had been a key strategic aim of the Trust to become a University NHS Trust linked to BU, since 2007. This was part of their successful application to Monitor (government regulator of NHS Trusts) as part of the application for Foundation Trust authorisation, following public consultation. At the event it was agreed that the commitment the Trust made to collaborative working with the University deserved such recognition and recommendation was made to Senate where there was agreement. The Trust then consulted with Monitor and the name change took place in 2010.

Although the primary relationship at that time was with HSC, it was agreed that opportunities for further collaborative working across BU were desirable. An Advisory Committee was established to oversee development and progress; the extract from the University Trust Governance document states:

An Advisory Committee will oversee, monitor and receive annual reports on the work which takes place as a result of the joint working at DHUFT and BU. This will include reports from the University Department of Mental Health (UDMH) but may also relate to other collaborative endeavours. It will manage the Trust use of the 'University' designation. The Advisory Committee will be charged with authorising specific application of the title, for example in the establishment of 'university clinics', and will oversee the general and ongoing use of the title. This Advisory Committee will include senior representatives from the Trust and the University, representatives from the management group of UDMH, and additional members to provide independent scrutiny of proposals. The Committee will be responsible for submitting annual reports to the Trust Board and University Senate to ensure that the work of the partnership is aligned to organisational priorities and meets expected standards of quality. It is anticipated that it will meet two to three times per year.

Actions

A number of activities have taken place over the past twelve to eighteen months which are bringing the two organizations closer together. These include:

1. Launch

A launch event took place on November 10th, 2010. This was designed to raise general awareness of the designation and implications of both the University Trust status and the development of a University Department of Mental Health.

2. DHUFT as a Practice Development Unit

HSC has had a practice development approach available to service providers on a consultancy basis for some years. Its aim (PDU accreditation) is to support service providers to analyse their approach to care delivery through a facilitated process, supported by academic colleagues, and to develop action plans for new improved approaches. DHUFT has been working with HSC to gain accreditation in each of its wards/ service units over the last few years; this culminated in an event on 27th October, 2009 where the entire Trust was recognised as a PDU on the basis of its commitment to improving excellence in care.

3. UDMH

The creation of a University Department of Mental Health as a collaboration between DHUFT and HSC has provided an important focus for education, research and practice development work in mental health. Professor Sue Clarke, Clinical Psychologist at DHUFT, has been appointed as the first Director of the Department and Dr Andy Mercer as Deputy Director; they are leading initiatives to improve mental health service delivery through academic endeavour. Full details of the activity of the Department are available in a separate report, including their first biennial conference. There are close links between UDMH and the psychology team in the School of Design, Engineering and Computing at BU.

4. BU supporting Time to Change

In October 2011 the Vice Chancellor at BU signed a pledge to support the Time to Change campaign as a demonstration of commitment to removing the stigma associated with mental health conditions. This was as a direct result of working closely with DHUFT through Mental Health Week where both BU and the Trust organised a variety of events at the University to raise awareness.

5. New Trust Vision & Values Project

Since designation as a University Trust on the 1st July, 2011, DHUFT merged with the community services providers in Dorset (previously Bournemouth & Poole PCT and Dorset PCT). HSC was commissioned to undertake a consultancy project to identify the views and ideas of Trust Board, staff, patients and partners on the new vision and values for Dorset HealthCare University NHS Foundation Trust.

Data from all sources has been recorded and has been analysed for inclusion in a final project report which was delivered to the client on the 11th November and discussed at the Trust Board on 30th November, which was attended by the Bournemouth team led by Professor Keith Brown. Following the November meeting the Trust intend to consult staff on a final proposed vision and values statement prior to a formal launch in early February.

Next Steps

Although there are many ideas about how the new extended Trust can link effectively across the Schools at BU, the next phase of development will be in bringing together colleagues, possibly in a half-day Away Day, to identify key priorities and possible projects. The next annual report should provide evidence of how the collaboration has continued to add mutual value.

Paul Sly
Chief Executive
Dorset HealthCare University NHS Foundation Trust
&
Professor B Gail Thomas
Dean of Health and Social Care & Applied Sciences
Bournemouth University

February, 2012

University Department of Mental Health: First Year Annual Report

This report covers the first year of the University Department of Mental Health (UDMH) collaboration between Bournemouth University (BU) and Dorset HealthCare University Foundation NHS Trust (DHUFT). It has been a very successful year that has seen the development of a close working relationship between the two organisations and the establishment of some key principles to allow them to plan for the future.

Trust University Status and Monitor Process

Towards the end of 2010 the DHUFT achieved 'university' status, the culmination of a long process that formally recognised the close relationship between the Trust and the University in the support and development of education, research and practice development.

Achievement of university status was always seen as the beginning of a journey; while the recognition was very welcome, both parties acknowledged that this newfound status needed a clear plan in order to develop and sustain the principles upon which the Trust's university designation was achieved. The University Department of Mental Health (UDMH) was formally established towards the end of 2010. The aim was to provide a physical environment and a formally structured collaboration to support and develop the staff from both organizations who are working to further the aims through research and development work.

Once UDMH became a reality, the first task was to appoint a Director to lead for the University. Professor Sue Clarke, a Consultant Clinical Psychologist working in the Trust was appointed as the first Director of UDMH, taking up her post (0.6 wte) in October, 2010. In September, 2011, Dr Andy Mercer, Professional Lead in Mental Health at BU, was confirmed by the UDMH Management Group as the Deputy Director.

Establishment of UDMH

One of the first priorities for the new University Department was to establish the UDMH management group. This group, drawn from members of the Trust and of the University comprises representatives from the key disciplines working in mental health services, together with service users from the Dorset Mental Health Forum. The membership of the management group is as follows:

Professor Sue Clarke	Director of UDMH, Consultant Clinical Psychologist, DHUFT (Chair)
Dr Andy Mercer	Deputy Director of UDMH, Professional Lead for Mental Health, BU
Kim Meldrum	PA to Sue Clarke, UDMH Administrator, DHUFT
Dr Andrew Mayers	Senior Lecturer, Psychology, BU
Dr Ciarán Newell	Consultant Nurse, Eating Disorders, DHUFT
Clive Andrewes	Associate Dean, Practice Development, BU
Dr Fran Biley	Associate Professor, BU
Dr Laurence Mynors-Wallis	Medical Director, DHUFT
Meherzin Das	Clinical Psychologist, DHUFT
Neal Beamish	Service User Peer Specialist, Dorset Mental Health Forum
Dr Paul Walters	Consultant Psychiatrist, DHUFT
Professor Roger Baker	Consultant Clinical Psychologist, DHUFT
Ros Urwin	Professional Lead for OT, DHUFT
Terry Bowyer	Service User Representative, Dorset Mental Health Forum

Values, Aims and Priorities

One of the first priorities for UDMH was to reflect on and agree the values that should underpin the work of the Department and to set out the aims and priorities for the first year and beyond. This was achieved through a collaborative event, facilitated by Professor Bob Remington of the University of Southampton and attended by the UDMH management group. A full report of the process and the outcome is available. The group were able to identify goals and reach a shared statement, outlining their priorities for the first five years.

The group agreed the following mission statement:

The University Department of Mental Health aims, through research and scholarship, to enhance human wellbeing and engagement in life.

By 2016, UDMH aims to have established high quality collaborative partnerships between academics, health professionals, service users, carers, and students, to improve services through research, education, and practice development.

Each member of the group was asked to identify steps that UDMH would need to complete to fulfil its mission. Seven overarching categories of action were identified and prioritised systematically, as follows:

1. Disseminate / market UDMH activities
2. Identify resources
3. Establish collaborative partnerships
4. Funded research
5. Clarify values
6. Develop UDMH clinics
7. Expand education

Since the UDMH Away Day, this action plan has focussed the UDMH management group agenda and will provide a structure for this first year report.

1: Dissemination

Our first priority was identified as dissemination and marketing. These activities were seen to comprise the essential springboard for developing and sustaining the clinical, educational and research activities that would follow. They provided the opportunity to create a profile for UDMH that would be recognisable amongst a range of stakeholders.

University Department of Mental Health Launch and Inaugural Conference

Two public successes during the first year of the University Department of Mental Health have been the initial launch event in November, 2010, designed to raise general awareness of the designation of both the University Trust status and of the development of the Department and the inaugural UDMH Conference held on 10th June 2011, entitled 'Engagement in Life: Promoting Wellbeing in Mental Health'.

The conference event celebrated the establishment of the UDMH and further highlighted our aspirations in research, scholarship and education. Terry Bowyer, a service user and member of the Dorset Mental Health Forum, set the context for the day with an

introductory presentation recounting his personal ‘recovery’ journey from serious mental illness.

Subsequent keynote addresses, by Dr Mike Slade and Professor Tom Lynch, reflected the conference theme and illustrated the high quality UDMH research and education agendas. These plenary sessions were complemented by several concurrent sessions presented by academic staff of the University, clinical staff from DHUFT and other local mental health service providers and by service users.

The event was covered by the Bournemouth Evening Echo on 3rd June, 2011 and an interview with Professor Clarke, outlining the values and aspirations of the department, was broadcast on BBC Radio Solent on the 10th June, 2011 at 4.00pm.

The conference was attended by over 100 delegates, including DHUFT and BU, service users and carers. Feedback on the conference was highly positive, with virtually everyone who completed evaluation forms rating the event in the highest category. Participants commented on the rich mix of speakers, the diversity of topics addressed and the great networking opportunities. The management group were very encouraged by such an overwhelmingly positive response, and have already started looking at an appropriate theme for the next UDMH conference, building on the momentum generated by the first, which is provisionally scheduled for Spring/Summer, 2013.

Full details of the conference, the programme and the keynote presentations are available via the UDMH blog <http://blogs.bournemouth.ac.uk/university--mental-health/>

Conference Presentations: National and International

Since October, 2010, nine conference presentations have been designated to UDMH. Seven of these were at national conferences and two were at international conferences.

Table I: UDMH Designated Conference Presentations

UDMH Designated Conference Presentations
Clarke, S. (2011) Engagement in Life: An RCT comparison of Acceptance Commitment Therapy and Treatment as Usual for Treatment Resistant Participants. <u>The University Department of Mental Health Conference</u> . Bournemouth University, June.*
Clarke, S, Kingston, J., Remington, B., Bolderston, H., & James, K. (2011) ACT versus TAU-CBT with Treatment Resistant Participants: A Randomised Control Trial. <u>BABCP</u> , Guildford, July.*
Clarke, S., James, K., (2011) A Randomised Trial of the Effectiveness of Cognitive Analytic Therapy (CAT) for the Treatment of Personality Disorder. <u>4th International Conference for Cognitive Analytic Therapy</u> . Krakow, Poland, September.
Clarke, S., Bolderston, H., & Remington, B., (2011) Developing an ACT-based group intervention for DBT Graduates: Moving from ‘quiet desperation’ to a ‘life worth living’. <u>ACBS World Conference IX</u> . Parma, Italy, July.*
Newell, Cl., (2011) Therapeutic Approaches in Eating Disorders. <u>MSc in Clinical Psychology</u> . Bournemouth University. Bournemouth, January.*

UDMH Designated Conference Presentations Cont'd.
Newell, C., (2011) Promoting Service User and Carer Participation in Services. <u>Eating Disorders International Conference</u> . London, March.**
Newell, C., (2011) Perilous Recovering. <u>University Department Inaugural Conference</u> . Bournemouth, June.**
Newell, C., (2011) Eating Disorders: Promoting Wellbeing. <u>World Mental Health Week</u> . Bournemouth University. Bournemouth, October.*
Mayers, A., (2011) Falling Asleep, Staying Awake! Sleep Disorders. <u>Southern Health NHS</u> . Eastleigh, September.

NB: * denotes 'in the spirit of' Recovery; ** denotes Recovery focussed

Peer Reviewed Publications

In the past year, nine UDMH designated papers have been published, or are in print in peer reviewed journals. Three UDMH papers are under review currently, and a further five are in preparation for publication. Further papers may have been designated to UDMH, if staff had not been concerned about mixed loyalties.

Table 2: UDMH Peer Reviewed Publications

UDMH Peer Reviewed Publications Published/In Press
Clarke, Kingston, Wilson, Bolderston & Remington (in press) Acceptance and Commitment Therapy (ACT) for a Heterogeneous Group of 'Treatment Resistant' Clients: A Treatment Development Study, <u>Cognitive and Behavioral Practice</u> .*
Gratz, K. L., Hepworth, C., Tull, M. T., Paulson, A., Clarke, S, Remington, B., & Lejuez, C. W. (2011). An Experimental Investigation of Emotional Willingness and Physical Pain Tolerance in Deliberate Self-Harm: The Moderating Role of Interpersonal Distress. <u>Comprehensive Psychiatry</u> , 52 (1), 63-74.
Kingston, J., Clarke, S., Ritchie, T., & Remington, B. (2011) (in press). Developing and Validating the 'Composite Measure of Problem Behaviors.' <u>Journal of Clinical Psychology</u> , 67 , 736-751.
Walker, S., Kelly, M. (in press). The introduction of an Early Warning Signs Journal in an Adolescent Inpatient Unit, <u>Journal of Psychiatric and Mental Health Nursing</u> , 18 , 563-568
Kelly, M., Galvin, K. (2010). Does a Cross-Educational Practice Meeting assist Thorn Graduates to Implement Psychosocial Interventions into Clinical Practice? <u>The Journal of Mental Health Training, Education and Practice</u> , 5 , Issue 4
Baker, R., Owens, M., Thomas, S., Whittlesea, A., Abbey, G., Gower, P., Tosunlar, L., Corrigan, E., & Thomas, P.W. (in press). Does CBT facilitate emotional processing? <u>Behavioural and Cognitive Psychotherapy</u> .

Kingston, J., Clarke, S., & Remington, B. (2010). Investigating the Relationship between Problem Behaviors and Experiential Avoidance. <u>Behavior Modification</u> , 34 , 145-163.*
Rushbrook, S., & Coulter, N. (2010). Playfulness in CAT. <u>Reformulation</u> . ACAT, 24-27.
Sin, J., Gamble, C., Kelly, M., (in press) The Development of a Family Intervention for Psychosis Competency Assessment and Reflection, <u>The Journal of Psychiatric & Mental Health Nursing</u> .
Rouse, R., Middleton, L, Corrigan, E., Moore, J., Vaughn, T, & Burley, C. (2011). The Emotional Processing of Adults with Substance use problems: From Early Treatment to Recovery. <u>Addictive Behaviors</u> .
Lothian, S., Baker, R., Hickish, T., Owens, M., Thomas, P.W., Nash, C., Thomas, S., Corrigan, E., & Horn, S. (2011). Emotional Processing Deficits in Colorectal Cancer. <u>Psycho-oncology</u> .
Clarke, S., Thomas, P., & James, K. (Under Review). A Randomized Control Comparison of Cognitive Analytic Therapy and Treatment as Usual for Personality Disordered Participants. For <u>British Journal of Psychiatry</u> .
Clarke, S., Kingston, J. & Remington, B. (in prep). A Randomised Control Trial of an Acceptance & Commitment Therapy (ACT) Group and a Treatment as Usual (TAU) Group for Heterogeneous, Treatment Resistant Clients.
Clarke, S., Taylor, G., Remington, B. (in prep). A Randomised Control Comparison of Acceptance & Commitment Training and DoH recommended Psycho-Educational Training with Mental Healthcare Staff.
Taylor, G., Clarke, S., Remington, B. (in prep). Psychological Adjustment in Mental Health Staff: The Role of Experiential Avoidance.
Clarke, S., Taylor, G., Remington, B. (in prep). A Randomised Control Comparison of Experiential Acceptance Commitment Training and Dialectical Behaviour Therapy Skills Training with Mental Healthcare Staff.
Pond, R., Rushbrook, S., Clarke, S., (in prep). IPTS: 15 years of Service.

NB: * denotes 'in the spirit of' Recovery; ** denotes Recovery focussed

Web pages

The Department now has a web presence; in the HSC section of the BU web pages there is an introductory page setting out the aims and objectives of the University Department of Mental Health. This can be accessed at <http://www.bournemouth.ac.uk/hsc/university--of-mental-health.html>

We have also established a UDMH blog, to allow key staff to disseminate information, provide a commentary on key issues in mental health and to maintain a 'live' presence on the web. The first entries have been posted, and we will be looking to provide regular updates via this medium. The address is <http://blogs.bournemouth.ac.uk/university--mental-health/>

2: Identification of Resources

Given that dedicated funding is only available to support the Director's and PA's posts, an important objective was to identify existing staff within the Trust and BU, and members of Dorset Mental Health Forum, who could contribute to the educational, service development and research aims of the Department. To this end, Professor Clarke has met with over 50 members of DHUFT, BU and members of Dorset Mental Health Forum, during the past year. The aim of this scoping exercise was to (1) orientate them to the new Department and (2) identify their interests and aspirations for research and training. These meetings have contributed towards a number of DUHFT / BU collaborations.

Income has been acquired from successful research grant applications and income generating training developments described below in Tables 5 & 6. In addition, two sessions of Professor Roger Baker's time has been supported from R & D funding, for a 12-month period, to support the development of a research seminar course and a number of small-scale research projects.

3: Establishing Collaborative Partnerships

During the past year, nine collaborative research projects between the Trust, BU and other organisations have been prepared. All of these are rooted in the values of the Department: Three are concerned with developing treatments to enhance the wellbeing of service users or carers; three are concerned with reducing stigma and discrimination in mental health. Table 3 shows the content area, key staff and stage of development of these collaborations.

Table 3: University Department Research Collaborations in Preparation

Content Area	DHUFT	BU	Stage of Development
Counterfactual Thinking in Clinical Depression	Dr Paul Walters	Dr Kevin Thomas	Ethics application
Acceptance Commitment Therapy for Carers of People with Early Dementia*	Dr Sam Dench Prof Clarke		Ethics application
Dialectical Behaviour Therapy for Adolescence	Dr Lindsay Walker		Ongoing
Falls Intervention in Dementia Patients	Prof Roger Baker Lisa Gale Diane Johnson	Prof Peter Thomas Helen Allen Dr Samuel Nyman Dr Zoe Sheppard	Funding application to the MRC
Canford Canons Football Project**	Dr Adrian Marsden Dr Stephen Turberville Amy Cheeseman Lisa Gale Terry Bowyer	Dr Andy Mercer Helen Allen	Funding applications to various charitable trusts

Content Area	DHUFT	BU	Stage of Development
Developing an Understanding of the role of Immigration and being black on Emotional Processing and Mental Health	Damaris Mwangi Lisa Gale Prof Roger Baker	Prof Edwin Van Teijlingen Prof Peter Thomas Helen Allen Dr Zoe Sheppard	MRC grant application
Understanding Aspirations towards 'Zero Restraint'**	Phil Morgan Jackie Lawson Prof Clarke		Planning
DBT Skills CD Project	Veronica Hicks Rebecca Pond Prof Clarke		Planning
An evaluation of a sibling support group, for young people with a learning disabled sibling. *	James Cook Gary Sutton-Boulton	Dr Sid Carter Dr Andy Mercer	In prep for publication

NB: * denotes 'in the spirit of' Recovery; ** denotes Recovery focussed

In addition to this, a number of University Department training collaborations are being planned. Table 4 shows the content area, and the training facilitators of these. University Department trainings that have already been delivered during the past year are listed below in Table 6.

Table 4: University Department Training Collaborations in Preparation

Content Area	DHUFT	BU	Mental Health Forum
Half-day Research Workshop	Prof Clarke Dr Paul Walters Prof Roger Baker		Neal Beamish
1.5 hr Research Seminars	Prof Clarke Mike Kelly Ciarán Newell Ros Urwin Prof Roger Baker Dr Paul Walters	Andrew Mayers	Neal Beamish
DBT Intensive Training*	Prof Clarke Dr Sophie Rushbrook Dr Stuart Purcell		Neal Beamish
DBT Skills Training*	Prof Clarke		Neal Beamish

NB: * denotes 'in the spirit of' Recovery; ** denotes Recovery focussed

4: Funded Research

Externally funded research is clearly an important source of income for the Department, and also a measure of its success. During the past year, together with other Universities, the Department has been awarded two, peer reviewed research grants, listed in Table 5. The first of these – STOP! Chronic Back Pain – is concerned with evaluating an innovative self-management approach to the treatment of chronic back pain. The second – REFRAMED – involves a five-year evaluation of the treatment of treatment resistant depression. DUFHT is the main site in this multi-centre trial, reflecting the confidence of our research collaborators (see Table 5) and the funders in our ability to implement this prestigious trial. These awards will increase the opportunities available to us to attract further funding and thus to develop the research capacity of the Department.

Table 5: Successfully Funded University Department Research Collaborations

Title of Project	Funder	£	UDMH Staff	Other Collaborators
STOP! Chronic Back Pain*	Health Foundation	£74k	Meherzin Das	Bournemouth University
REFRAMED*	MRC	£2.1m	Prof Clarke	University of Southampton University of Exeter University of Plymouth University of Swansea University of Bristol Kings College, London Bournemouth University

NB: * denotes 'in the spirit of' Recovery; ** denotes Recovery focussed

5: Values Clarification

The values of the Department share some considerable overlap with the values of the Recovery philosophy, in that there is an emphasis on engagement in life and wellbeing and recognition of the value of service user involvement, rather than a focus on psychiatric symptomatology. These values were explicitly highlighted in our first inaugural conference.

During the past year, we have strengthened the Department's relationship with Dorset Wellbeing and Recovery Partnership (WaRP) yet further, e.g., Professor Clarke is a member of the Recovery Steering group. Service users are represented on our management group, and play an important role in both our research and educational endeavours. In addition, many of our research projects and training programs could be seen to be either *in the spirit of* Recovery or explicitly focussed on Recovery.

6: Developing University Department Clinics

Following the Department's away day, the management group established two small working parties, to take forward two of the priorities areas identified by the group, UDMH Research Clinics and Education. Both working parties have met and established some initial priorities.

UDMH Research Clinics. Clinics would be engaged in generating practice-led research, and they could also provide consultation and training to generate income to support the development of these activities further. It could be argued that two services within DHUFT – the NHS Beacon award winning Intensive Psychological Therapies Service (IPTS) and the Eating Disorder Service - already meet these criteria. However, some concern was expressed by the former Chief Executive that identifying specific services in this way, could foster the perceptions of elitism within the Trust.

For this reason, a suite of BU rooms on the third floor of Bournemouth House has been identified, and a BU risk assessment is currently underway as a first step towards the development of a more general University Department Clinic. It is hoped that these rooms will initially be used for the REFRAMED study, and that any spare capacity could be used more generally to support other, funded research, consultation and training.

7: Expand University Department Education

Sixteen University Department trainings have been completed during the past year, and nine of these (denoted by *) have contributed to a generated income in excess of £15,000. For this reason, it has now been agreed that future training income will be placed in a University Department budget for UDMH dissemination and other activities.

Table 6: University Department Trainings

Date	Title	Venue	UDMH Staff
2012, January	DBT TRD Training	Bournemouth University	Prof Clarke
2012, January	DBT & Suicide Risk Management	Southampton University	Dr Sophie Rushbrook Dr Stuart Purcell
2011, November	Therapeutic Approach to ACT/CBT/DBT	Bournemouth University	Dr Sophie Rushbrook
2011, November	IPTS Service Overview	Bournemouth University	Dr Sophie Rushbrook
2011, November	How to Complete Clinical Applications	Bournemouth University	Dr Sophie Rushbrook
2011, November	ACT Treatment Resistant*	Bournemouth University	Prof Clarke
2011, November	DBT Intensive, Part II*	Preston	Prof Clarke
2011, November	Personality Disorder	Bournemouth University	Dr Sophie Rushbrook

Date	Title	Venue	UDMH Staff
2011, October	Personality Disorder	Bournemouth University	Dr Sophie Rushbrook
2011, May	DBT Intensive, Part I*	Preston	Prof Clarke
2011, January	Working with Borderline Personality Disorder*	Exeter University	Prof Clarke
2011, January	An Introduction to Dialectical Behaviour Therapy*	Exeter University	Prof Clarke
2011, January	An Introduction to Acceptance & Commitment Therapy*	Exeter University	Prof Clarke
2010, December	An Introduction to Acceptance & Commitment Therapy: Outcome and Process with Treatment Resistant Participants*	Bournemouth University	Prof Clarke
2010, November	DBT Intensive, Part II*	DHUFT	Prof Clarke
2010, October	DBT Intensive, Part I*	Warrington	Prof Clarke

NB: * denotes trainings that generated income

In addition to this, further trainings are planned for 2012 – 2013 (see Table 4), including a half-day experiential workshop to encourage DHUFT staff who have an interest in research to consider both the ‘barriers’ and values in conducting systematic clinical audit and research in their workplace. The aim of the workshop is to (a) stimulate a curiosity for research, (b) assess the level of enthusiasm within the Trust and (c) refine a one-year series of 1.5 hour research seminars, which will follow the experiential workshop.

Potential topics that DUHFT and BU staff have already been identified to deliver the research seminars, during 2012 – 2013. This course could be ‘endorsed’ by BU and participants offered a UDMH certificate of attendance to formalise the process. If successful, the seminars may eventually form the basis for a University Department Research Methods Masters Course for mental health practitioners.

Developing UDMH

It should be clear from the foregoing report that UDMH has made an excellent start. This does not, however, mean that it can continue in the same vein over the next few years, or even the next few months. At this stage of its development, it is important to identify a realistic growth strategy for the department because, without it, the momentum generated

in its first year may start to dissipate. Discussions are therefore underway with both the Chief Executive of the Trust and the Dean of Health and Social Care at BU to identify the major factors that are relevant to the future developments.

Professor Sue Clarke
Director of University Department of Mental Health

February, 2012

BOURNEMOUTH UNIVERSITY

EDUCATION AND STUDENT EXPERIENCE COMMITTEE

CONFIRMED MINUTES OF MEETING HELD ON 28th MARCH 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Changes to the Committee's Terms of Reference - see section 7.1 of the minutes

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

Mobility and Erasmus - see section 3.1 of the minutes

Appeals and Complaints Report 2010/2011 - see section 3.3 of the minutes

Minutes of the meeting held on 28 March 2012 at 1400 hours in room DG02

Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor (Student Experience, Education and Professional Practice)
Ms M Barron (Secretary)	Head of Student Services
Mr R Chater (Clerk)	Quality and Enhancement Officer
Ms M Barnard	Representing the Academic Partnerships Manager
Prof D Buhalis	Senate Member [present for part of the meeting]
Ms F Cownie	School Student Experience Champion, The Media School
Ms J Dawson	Observer nominated by the Chair of the Board
Dr S Eccles	Head of Education, The Media School
Mr J Gusman	Undergraduate Student Representative
Dr R Hill	Associate Dean (Education), School of Applied Sciences
Mr T Horner	President of the Students' Union
Dr M Humphreys	Director of Estates and IT Services
Dr M Hutchings	Representing the Deputy Dean (Education) and the School Student Experience Champion, School of Health and Social Care
Mr A James	General Manager of the Students' Union
Ms J Jenkin	Director of Student and Academic Services
Ms K Jones	Student Union Vice President (Education)
Dr F Knight	Representing the Head of the Graduate School
Dr A Main	School Student Experience Champion, School of Design, Engineering and Computing
Dr K McGhee	School Student Experience Champion, School of Applied Sciences
Prof J Parker	Member of the Professoriate, School of Health and Social Care
Prof D Patton	Member of the Professoriate, The Business School
Mr M Ridolfo	School Student Experience Champion, The Business School
Mr P Ryland	Deputy Dean (Education), School of Tourism
Associate Prof C Shiel	Director of the Centre for Global Perspectives
Ms C Symonds	School Student Experience Champion, School of Tourism
Ms J Taylor	Educational Development and Quality Manager
Dr X Velay	Deputy Dean (Education), School of Design, Engineering and Computing
Dr G Willcocks	Deputy Dean (Education), The Business School

In attendance:

Ms S Fereday	Quality and Enhancement Officer
Ms S Leahy-Harland	Observer (Student Experience Programme Manager)
Dr B Merrington	University Chaplain

*Actions:

CS	Associate Prof C Shiel
DD(E)s	Deputy Deans (Education)
JD	Ms J Dawson
MB	Ms M Barron
MH	Dr M Humphreys
MR	Mr M Ridolfo
PR	Mr P Ryland
SE	Dr S Eccles
SSECs	School Student Experience Champions
TM-B	Prof T McIntyre-Bhatty

1. Apologies

Apologies had been received from:

Dr B Dyer	School Student Experience Champion, School of Health and Social Care
Prof R Gozlan	Member of the Professoriate, School of Applied Sciences
Mr A Ireland	Chair of Student Voice Committee
Ms J Mack	Academic Partnerships Manager
Mr C Matthews	Deputy Dean (Education), School of Health and Social Care
Ms M Mayer	Observer nominated by the Chair of the Board
Ms J Quest	Senate Member
Prof T Zhang	Head of the Graduate School

- 1.1 The Committee welcomed three new members from the Professoriate, nominated by the Chair of Senate:
Prof R Gozlan, School of Applied Sciences
Prof J Parker, School of Health and Social Care
Prof D Patton, The Business School
- 1.2 The Committee noted and welcomed the appointment of current member Dr S Eccles to the role of Committee Deputy Chair.

2. Minutes of the previous meeting (18 January 2012)

2.1 Accuracy

The minutes of the last meeting were approved as a true record.

2.2 Matters Arising

2.2.1 *Minute 2.2.4*

ACTION: This action had yet to be completed. It was agreed that the Deputy Vice Chancellor would report back on the ULT discussion of EBC usage at the March 2012 meeting of ESEC.
The Deputy Vice Chancellor reported that following discussion at ULT, the issue of undergraduate use of the EBC had been referred back to the Business School for consideration in its Strategic Plan.

2.2.2 *Minute 2.2.5*

ACTION: It was agreed that the Head of Student Services would convene a meeting with all School Student Champions, the Director of Estates and IT, and a representative of the Students' Union to discuss the feasibility of the introduction of a system that would allow students to receive a receipt for hard copy hand-ins in light of the committee's deliberations and report back to the committee with its recommendations at the next meeting (March 2012).

An item considering Assignment Receipting Options had been placed on the agenda for discussion (see minute 3.2).

2.2.3 *Minute 2.2.9*

ACTION: It was agreed that the protocol produced by the Student Voice Committee should be discussed executively at the University Leadership Team (ULT).

Action*

The Deputy Vice Chancellor reported that the protocol for responding to students had been noted by Senate alongside the Media School Student Charter. Senate members had welcomed the latter document and praised it for its clarity and simplicity and noted the benefits of the cultural changes which could arise from such a charter. Therefore, it was proposed that charters were continued to be developed as best practice by the Schools, supporting a cultural shift for positive change in behaviour. However, it was agreed that response protocols should be managed locally including encouragement of the use of appropriate out-of-office messages.

ACTION: Schools to consider developing their own charters utilizing the Media School's Charter as best practice.

**DD(E)s/
SSECs**

ACTION: Schools to retain and manage their individual response protocols.

**DD(E)s/
SSECs**

2.2.4 *Minute 2.2.10*

ACTION: It was agreed that the Chair would give a full report on the implementation of a "you said, we did" / "listening to you" tab at the next meeting (March 2012).

The Deputy Vice Chancellor reported that he had asked Deputy Deans (Education) for a response on the issue. Most Schools had implemented "you said, we did" / "listening to you" and in those School where full implementation had not yet been completed the Deputy Deans (Education) would be moving this forward over the next few weeks.

Concern was raised that the term ""you said, we did" sounded reactive and didn't reflect that students' issues were engaged in their learning in partnership with Schools. It was agreed that there could be flexibility in the terminology used to describe the process within Schools.

2.2.5 *Minute 3.1*

ACTION: It was agreed to set up a working group to identify a strategy for the implementation of the revised UK Professional Standards Framework. The membership of the group would be the current teaching team for the Postgraduate Certificate in Education Practice, The Media School's Head of Education (who would lead), and the Staff Development Manager. In addition to issues raised in the report, the working group should also consider the University's Fusion strategy (BU 2018) and costings for the support of those staff with relevant qualifications other than the Postgraduate Certificate in Education Practice. The working group should report back to the Committee at its next meeting (March 2012).

The Media School's Head of Education reported that two meetings of the working group had been held to date. The group had planned timescales for considering existing proposals and implications for practice.

ACTION: It was agreed that the group produce a full report for the next meeting (May 2012).

SE

2.2.6 *Minute 3.2*

ACTION: It was agreed that the committee would continue to monitor the strategies and action plans to facilitate the sharing of good practice. It was envisaged that an institutional conference be held in the summer in this regard. Additionally, the School of Tourism and SAS should circulate their full Action Plan and updates to members of the Committee for consideration.

The Clerk had circulated the School of Tourism and SAS Action Plans.

The Chair had requested that Education Enhancement plans only be submitted to the first two meetings of ESEC of the academic year. The first meeting would receive the updated action plans whilst the second meeting would consider progress against the plan. Therefore, there was no consideration at this meeting.

2.2.7 *Minute 3.2*

ACTION: It was agreed that Student Voice Committee deliberate whether principles of consistency can be found in the differing approaches taken to the gathering of mid-cycle unit feedback in Schools, and whether such principles should be embedded across the institution in the next academic year.

The Head of Student Services reported on behalf of the Student Voice Committee that although members had discussed the issue, opinions were varied and it had been unable to reach a consensus.

ACTION: The Chair requested that the Student Voice Committee deliberate further and produce a report with a definitive proposal for submission to the next meeting (May 2012).

Action*

AI

2.2.8 *Minute 3.3*

ACTION: It was agreed that Paper ESE/1112/26 should be circulated to the Deans of Schools for consideration at School Academic Boards with specific responses included in School Education Enhancement Action Plans within their Strategic Plan submissions for 2012/13 onwards.

Action completed.

2.2.9 *Minute 3.3*

ACTION: It was agreed that the Director of Estates and IT Services would review the availability of short-term lets and report to the next meeting (March 2012) as the lack of such lets had been identified as a barrier to international mobility.

Issue discussed under item 3.1.

2.2.10 *Minute 3.4*

ACTION: It was agreed that consideration of a new open-architecture solution for 2013/14, based upon the recommendations of the report, should be undertaken as a project by the Student Experience Programme Board, with progress monitored at ESEC via the Student Experience Programme Board Report.

The Director of Estates and IT Services reported that he had started the project. There would be two stages: the first would be a Blackboard upgrade, to be implemented ready for the next academic year. The second stage would be to move towards a more open architecture VLE for the 2013-14 academic year.

3. Items for discussion

3.1 Mobility and Erasmus

3.1.1 The Director of the Centre for Global Perspectives summarised the contents of Paper ESE/1112/37. Issues that needed to be addressed included: students dealing with complicated administrative arrangements; having the confidence to apply, which may be addressed through personal development; student financing which might be addressed through bursaries for unpaid placements; and visa issues for outbound students.

However, it was noted that one of the greatest barriers to mobility was the lack of short-term accommodation options in Bournemouth University held accommodation to allow for part-year study. Members concurred with this view. The Director of Estates and IT Services commented that the issue was challenging to address since the current priority was to ensure University accommodation for all 1st year and international students and the University was currently 1000 beds short of meeting this requirement.

It was agreed to run a pilot in the School of Tourism and the Business School in place for 2012/13 and to provide a small number of lets.

ACTION: The Director of Estates and IT Services to review accommodation arrangements for a pilot based on six students for each of the two Schools, for a period of three to four months.

MH

Action*

ACTION: The Head of Student Services to draft a proposal for financial support for students who wished to use accommodation on a part year basis only, for Executive consideration, with input from the Director of the Centre for Global Perspectives, the Business School Student Experience Champion and Deputy Dean (Education), School of Tourism.

**MB/CS/
MR/PR**

- 3.1.2 The Head of Student Services summarised the contents of Paper ESE/1112/38. In line with the University's Strategic Plan there was a push to increase BU targets for placements abroad. Therefore increased numbers have been applied for in the Erasmus application. This has implications for Schools and for placements in order to meet these targets.

It was noted that in the application there had been an increase in the target for staff mobility for both teaching assignments abroad and for staff training. Therefore it was imperative that Schools encourage uptake, particularly since the funding would need to be returned if not utilised. Members asked for clarification of the criteria and options for staff mobility.

ACTION: It was agreed that the Director of the Centre for Global Perspectives would circulate to Schools for discussion a paper summarising Erasmus staff targets and opportunities and that Schools should also note the need for the future development of bi-lateral institutional relationships to support mobility.

CS

3.2 Assignment Receipting Options

The Head of Student Services summarised the contents of Paper ESE/1112/39. Conclusions had been reached via email correspondence and the paper presented the Committee with four options regarding possible introduction of a system that would allow students to receive a receipt for hard copy hand-ins. Although no option provided a complete solution.

As had been noted at the previous meeting, Schools reported lost assignments were extremely rare. It was noted that in these instances, there appeared to be a lack of consistency in approach by Schools. This needed to be addressed.

ACTION: It was agreed to collate how Schools deal with lost assignments at present with the aim of the Committee ensuring parity.

MB

It had been agreed at the previous meeting that it was best practice to receipt and that a solution to receipt for hard copies was required. It had been noted in the paper that the proposal outlined in the previous meeting for an electronic receipt to be sent in response to an electronic submission sent in addition to a hard copy used for marking purposes, had raised concern that there would be unacceptable back-office workload because these assignments would have to be sorted, requiring additional staff resource. However, members challenged this view, suggesting that the online submission box or email box would only need to be checked in instances when a hard-copy had not been received. Therefore, it was proposed to further investigate a solution where students additionally submit an electronic copy online in order to receive an automated receipt.

ACTION: It was agreed that the group consider the above proposal and analyse the risks in order to produce a report with a definitive proposal for the implementation of electronic copy submission for automated receipting, highlighting any problems, with alternative solutions and risks, for submission to the next meeting (May 2012).

MB

3.3 Appeals and Complaints (2010/2011)

The Head of Student Services summarised the contents of Paper ESE/1112/40. It was noted that the University continues to be compliant with QAA Code of Practice.

The Committee was pleased to note that in general there were relatively low numbers of appeals and complaints and that this reflected well on the overall quality of the student experience. However, there was a rise in the number of appeals that were progressing to the mediation stage. It was felt that this number could be reduced if students received a clearer rationale for the local stage decision and the Head of Student Services reported that Schools would be advised to give more detail in their final local stage reports. A low number of appeals progressed to the OIA and the vast majority of these were not upheld, indicating that BU's processes were fair and applied appropriately. Appeals and Complaints were becoming increasingly complex, both at the local and formal stages and there was likely to be an increase in numbers of complaints and appeals submitted annually across the sector.

Action*

The Committee thanked the Appeals, Complaints and Conduct Officer for her very clear and detailed report. Schools also wished to record their thanks for her support and advice given in individual cases.

ACTION: the University Board to be notified of the findings of the report and its consideration by the Committee.

JD

4 Approval and endorsement

4.1 There were no items for consideration under this agenda item.

5. For note

The contents of the following reports were noted.

5.1 Students' Union President's Report (Paper ESE/1112/42). Particular attention was drawn to the following discussions that had taken place at the SUBU Student Shout meeting held in February:

- The ongoing request for the installation of additional drinking water fountains throughout the campus.
- The request for all lectures to be recorded and made available on myBU had split student opinion with half feeling that it would lead to poor attendance and half feeling that this would be a beneficial source of reference that students could utilise at a later date.
- The need for better parking provision for nursing students on late night placements. Financial support was available for supporting student travelling after buses had stopped, however students needed to be made more aware of this.

5.2 The Educational Development and Quality Manager reported verbally that the Institutional Review Working Group was awaiting details of who the audit team would be. The QAA thematic element for the audit process was due to be published at the end of March. The Working group continued to map against expectations and were identifying any immediate actions necessary for Schools. A draft of evaluation document was planned to be produced by the end of the academic year. The Committee thanked everyone involved for their input.

5.3 Update on the Fusion Seminar and Conference Series (Paper ESE/1112/42). It was noted that staff who had submitted abstracts would be notified shortly as to whether they had been selected. A programme for the event would soon be published.

6. Reporting Committees

6.1 Student Voice Committee minutes were accepted (Paper ESE/1112/43). It was reported that this committee would be discussing the role of the Student Experience Champion as two School Quality Audits had identified that there was a need for further clarification of this role.

The following reports were received without comment:

6.2 E-Learning Enhancement Forum (Paper ESE/1112/44)

Action*

6.3 Student Experience Programme (Paper ESE/1112/45)

7. Any other business

7.1 The Committee considered the proposed changes to the Committee's Terms of Reference (Paper ESE/1112/46) and further changes were suggested by members and deliberated.

A member of the committee suggested to consider reviewing the Main Responsibilities to see if it is possible to make them more succinct, for example: to subsume sections 8 and 9 into section 6.

ACTION: It was agreed that the following changes would enhance the effectiveness of the Committee and therefore to be recommend to Senate for approval:

MB

- That the membership includes the University Chaplain.
- That the membership includes an Academic Administration Manager.
- That the membership includes the General Manager of the Students' Union and/or the Students Union Head of Representation.
- That the wording of section 6 of the Main Responsibilities be changed from "To monitor key procedures relating to the student journey" to "To monitor the student experience relating to the student journey".

7.2 The Student Union Vice President (Education) asked whether the Committee would discuss issues raised by the Student Union. The Deputy Vice Chancellor clarified that the Student Voice Committee as a reporting committee of ESEC may refer issues as appropriate to ESEC or elsewhere for discussion. Anything that required consideration for escalation should normally first be raised at the Student Voice Committee as a reporting Committee of ESEC.

8. Date of next meeting

30 May 2012, 1400-1600, The Board Room

BOURNEMOUTH UNIVERSITY

COMMITTEE MINUTES SUBMITTED TO SENATE

UNIVERSITY RESEARCH ETHICS COMMITTEE

UNCONFIRMED MINUTES OF MEETING HELD ON 11 JUNE 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL BY SENATE

None

2. ACTIONS APPROVED BY THE COMMITTEE

None

3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST

The review of Research Governance is ongoing and the report will be presented to the Committee in the Autumn, prior to submission to Senate.

The Committee considered a proposed web-based ethics form (intended to replace the current ethical approval checklist) and recommended a number of amendments.

SENATE

UNIVERSITY RESEARCH ETHICS COMMITTEE (UREC)

MINUTES OF A MEETING HELD ON 11 JUNE 2012

Present: Dr R Chapman (Chair)
Mr S Beer; Dr E Craig; Dr D Lilleker; Dr G Roushan.

In Attendance: Ms Julia Hastings Taylor (Secretary); G Rayment (Committee Clerk).

Apologies: Dr J Cobb Mr J Francis; Mr D Gobbett; Dr M Hind.

1. MINUTES OF PREVIOUS MEETING (8 February 2012)

The minutes of the previous meeting were approved as an accurate record.

1.1 Matters Arising

Matters arising had been actioned or were dealt with under other agenda items (below).

2. RDU UNIVERSITY RESEARCH ETHICS REVIEW AND PROPOSED WEB-BASED ETHICS FORM

2.1 The Chair informed members that the draft report of the research governance review was currently with the Pro Vice Chancellor for consideration and was not yet available to the Committee for discussion. The Committee would not, therefore, be able to recommend the document to the Senate for consideration and approval at its meeting on 20 June. Instead, it would be submitted to the next meeting of the Committee in October with a view to submitting it to the Autumn Senate meeting. It was agreed that the report would also be submitted to the members for comment electronically in advance of the October meeting (possible during the Summer), to ensure that adequate time was available to consider it in some detail. Dr Chapman confirmed that he would continue to act as Chair of the Committee in a caretaking capacity pending the agreement and implementation of the review.

ACTION: To make the research governance review report available electronically to members for comment and on-line discussion once the draft has been agreed with the Pro Vice Chancellor. It will then be discussed in full at the Committee's next meeting on 3 October 2012 prior to submission to Senate.

ACTION BY: Secretary

2.2 In advance of the report being presented, the Secretary had circulated copies of a proposed web-based ethical approval form and invited comments from Members. This was based on the current ethical approval checklist and/or Economic & Social Research Council (ESRC) guidelines. Questions relating to Health & Safety had been removed as these were subject to separate compliance measures under COSHH. New questions had been added regarding Data Protection and situations involving a 'gatekeeper' acting on behalf of respondents. The form was designed to be 'collapsible'

in format with the user only being prompted to complete the sections relevant to their particular requirements. The form would be completed by the researcher for submission along with the initial proposal, but would not be added to the database until it had been approved by the supervisor. The IT team had confirmed that, once constructed, the web-based form could be easily amended should revisions arise from any future review.

- 2.3 Members debated the amount of detailed information on the courses included in the 'drop-down' box under the 'School and Framework' heading. Some felt that this level of detail was unnecessary and that it might be sufficient to just record the School. Students may not recognise the courses as listed and it was noted also that research centres were being re-aligned/re-structured and would need to be aligned with the relevant departments. It was also noted, however, that the information would form a stand-alone database and that, for this information to provide useful detailed analysis, it would be necessary to include information such as the relevant degree programme.
- 2.4 After further discussion it was agreed that the information requested should be the School followed by the Status (Undergraduate (UG), Postgraduate Taught (PGT), Postgraduate Research (PGR), Staff), and if UG status were selected then the programme and level would be requested. Some Schools (including Applied Sciences and the Media School) would also benefit from collecting programme/level data on PGT research projects. The Secretary would e-mail School Ethics Representatives separately on this point to clarify the requirements for each School.
- 2.5 Members briefly debated the assumption that the form would be completed only by level H students and staff, noting that data collection also took place amongst level I students. It was felt this may lead to UG teaching involving research that was not being ethically approved. Members agreed that this was an issue which required further consideration, but that this would be best considered as part of the Committee's comments on the wider research governance review.
- 2.6 Members discussed the question "Is your research project funded?" and the Secretary explained that the information would be accessible by the Research & Knowledge Exchange Operations team, who would only release funds once an ethical checklist had been completed.
- 2.7 Members noted the question "Is your research solely literature based?" and debated whether this would include non-print media, such as on-line social networks or broadcast materials, such as news programmes. It was agreed to add further information on the definition of 'literature' to include anything which is published in the public domain and any non-public archive materials to which the research has been given authorised access.
- 2.8 It was agreed that the question "Will your research project involve human participants as primary sources of data..." should be amended to "Will your research involve interacting with human participants...". Further information on informed consent would also be provided (via a link or 'roll-over' information box).
- 2.9 Members agreed that the proposed new question "Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited?" should be retained.
- 2.10 The questions regarding the use of 'drugs, placebos or other substances' and 'tissue samples' were discussed. It had been confirmed with the Human Tissue Authority that the School of Applied Sciences did not require a licence to store human tissue samples. Therefore this question was likely to only apply to research HSC research under the NHS National Research Ethics Services (NRES) governance. It was suggested that these questions might be amended to ask (if the initial answer was 'yes') why the project was not being conducted under NRES procedures.

- 2.11 It was agreed that a single text box should be provided at the end of the section on research involving human participants, which sought further information on any sub-questions to which the answer 'yes' had been given. This would be more concise than having a text box under each sub-question.
- 2.12 Members agreed to the inclusion of a new question "Will you have access to personal information that allows you to identify individuals OR access to confidential corporate or company information..?". It was noted that this may also apply to literature reviews. The question might also be amended to include a question on whether the researcher had been granted permission to access the personal information.
- 2.13 Members agreed to the inclusion of the question "Will your research involve experimentation on any of the following: animals, animal tissue, genetically modified organisms?", noting that 'organisms' included plants.
- 2.14 Members agreed that the question "Is it likely that your research project will put any of the following at risk...?" should be replaced with a final 'catch-all' question which asked if the researcher had any other issues to declare, listing the relevant examples (i.e. risks to living creatures, stakeholders, participants, the environment, institutional reputation etc.).
- 2.15 All other elements of the form, not specifically referenced above, were agreed as drafted.

ACTION: To amend the web-based ethical approval form taking into account these comments.

ACTION BY: Secretary

3. MATTERS RAISED BY SCHOOL ETHICS REPRESENTATIVES

- 3.1 There were no matters raised by School Ethics Representatives.

4. ANY OTHER BUSINESS

- 4.1 The Chair updated Members on NHS Trusts seeking to gain University Trust status. Work was proceeding on the merger of Bournemouth and Poole Hospitals and the resulting new hospital would be seeking University Trust status. The work to implement this had been divided into a number of themes and the Chair was leading on the 'Research' theme. It was anticipated that the resulting system would dovetail NHS and the University's research processes, with the NHS handling any research ethics issues in respect of NHS employees.

Dates of future meetings

Wednesday, 3 October 2012	12.30 – 14.00	Committee
Wednesday, 6 March 2013	12.30 – 14.00	Committee
Wednesday, 12 June 2013	12.30 – 14.00	Committee

Geoffrey Rayment
Committee Clerk
UREC-1112-Minutes 11 June 2012

BOURNEMOUTH UNIVERSITY

SCHOOL OF HEALTH & SOCIAL CARE

SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 30 May 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Proposed New Member:

Prof Ismail Baba – Visiting Professor
Good relationship and opportunities for future developments particularly around placements for SSP.

Recommended for approval to VC

Proposed Renewals:

Mike Wee (VP)
TM presented. It was agreed in the last 3 years MW has published significantly and in last year his involvement with University has been extensive.

Recommended for approval to VC

Janice Morse (VP)
JM Continues to help with international networking and much evidence in her writing which refers to Bournemouth University.
Some PhD international students have been recruited partially due to her reputation. JM's visits are very cost effective as they are fully funded by the activity itself (e.g. conference or masterclasses).

Recommended for approval to VC.

Dr Paul Walters - Visiting Professor
Paul is a distinguished Psychiatrist, with extensive publications. His appointment will contribute to the enhancement of research capability within the Trust and the University. He will be useful in developing MH in other areas such as depression and heart disease. He is already very proactive in research preparation for people currently not research active.

Previously recommended for approval through Chair's action; the committee endorsed the recommendation.

2. APPROVALS

Proposed New Member:

Dr Azlinda Azman – Visiting Fellow
Has hosted our students and co-authored a book with JP and SC.

Approved.

Rob Brown (VF)
KB advised that RB continues to represent us in the field of MH and has a key text book in that field. He provides advice to the Government. David Hewitt and RB will be running a conference for HSC.

Approved for renewal.

HSC SCHOOL ACADEMIC BOARD

30 MAY 2012

UNCONFIRMED MINUTES

Attendees: Gail Thomas, Ian Donaldson, Georgina Brown, Phillipa Hodgson, Barbara Dyer, Penn Greenberg, Anthea Innes, Vanora Huntley, John Tarrant, Carol Bond, Les Todres, Judith Wilson, Caroline Ellis-Hill, Andy Scott, Deirdre Sparrowhawk, Keith Brown, Jane Murphy, Sara White, Andy Mercer, Maggie Hutchings, Sue Way, Bethan Collins, Tony Markus, Valerie Eslick,

Apologies: Andy Philpott, Clive Andrewes, Jill Jordan, Katie Jackson, Jill Davey, Janet camel, Amy Blackham, Louisa Cescutti-Butler, Jonathan Parker, Clare Taylor, Edwin van Teijlingen, Suzanne Shepherd.

2.0	MINUTES OF THE LAST MEETING	
2.1	Accuracy The minutes were recorded as accurate.	
2.2	<p>PREP implementation / progress CM reminded colleagues that PREP (Peer Reflection on Education Practice) is focussing this year is on assessment in HSC; this takes two forms:</p> <ul style="list-style-type: none"> • Analysing assessment briefs, largely through members of QAEG, FL and PCs, checking the clarity of the brief for students and whether the template was followed. He reported that this was underway and 50% of briefs have been looked at and returned. • Assignment feedback itself. Currently undergoing a process of identifying academic staff and pairing them for review of the quality of feedback to students on their assignments. Templates have been designed to use when assessing feedback. <p>Both parts should be completed by end of June, to be reported to a future academic board and SASC.</p> <p>CB asked whether we should only concentrate on the written elements as academics generally took time within a lecture to explain the assignment and should that not also be measured. It was explained that whilst this is clearly the case and valuable, it is recognised that students need to have utmost clarity in written form in the first instance with verbal briefing being an addition (in case students aren't able to attend the briefing, want to refresh themselves of what was said, etc. However, it also may be a useful activity to learn from it and as this is part of a 2 year activity, we may consider how to evaluate the quality of verbal briefing in the future.</p>	
2.3	<p>Estates Issues AS gave up to date information: Bournemouth House First round of works nearly complete. 14 June is the official opening of the SUBU BOHO lounge and 1st floor student support offices for administration. BOHO lounge will be the first BU 'Learning Zone' with up to date technology to be installed in the lounge. Its aim is to create zones where students can learn as well as relax. Administrators seem proud of the space and the development has received positive feedback from colleagues and students. It still needs finishing off with graphics and signage. The outside area in BH is not finished and quality is not as good as envisaged. This has been referred to the Project Manager. Over the summer, the Science labs will be refreshed and will be shared with School of Tourism as well. As part of that project there will be a water fountain plumbed in.</p> <p>RLH Plans to upgrade 3rd and 4th floors are ongoing. Business case to next CMB to secure funding.</p> <p>Talbot campus Have a range of improvements and activities happening there over the coming months especially to the sports hall and central campus concourse.</p> <p>Lulworth House has now been taken down and a refurbished car park will be supplied.</p>	
2.4	<p>Library books Unit leaders were asked at the last SAB to liaise with library staff to ensure recommended publications are available in e-books or in hard back. It remains as an</p>	

	action for everyone especially as units are reviewed before the new academic year to ensure anything that is on reading list is available to the students.	ALL
2.5	IPE BD advised as a work in progress in AP's absence. Issue raised at previous meeting related to students complaint about being placed in small groups from diverse geographic areas (e.g. Yeovil, Bournemouth, Portsmouth) and the difficulties associated with getting together, particular if students were on placement.	AP
2.6	Student travel This appeared to affect a minority of students on OT/PT claiming they were unaware of the extent they would have to travel to their placements. Having investigated this, BD reported that students are advised throughout their application, induction process, programme material and in course briefings with staff. However, Andy Philpott will be looking at M&C materials to ensure they are clear and emphasised. SUBU agreed that information needs to be clear.	AP
2.7	HSC Prize Giving Ceremony This is being piloted by HSC because of the number of awards that were extending the length of the Awards ceremony in November and the prize recipients did not receive the profile they deserved. It is recognised that there are challenges for the academics to select the right student as selection is early. However, this provides another opportunity to celebrate success and all winners will be noted in the programme in the degree awards ceremony. The venue has dictated that there are limitations to who can attend, but as this is very much a pilot this year, we will seek feedback. It is felt to be a more inclusive approach as further prizes are being awarded to students from all UG programmes in the School when previously not all courses were represented in the prize list. Feedback will be presented to ULT.	GT/DS
2.8	Feedback on VF <ul style="list-style-type: none"> • Professor Paul Lewis has been awarded an Emeritus Professorship. • David Coppini - materials revised for resubmission. • Gwyneth Lewis approved. 	
3.0	EDUCATION ENHANCEMENT	
3.1	<p>Grow @ BU concept</p> <p>Background – Part of the Fair Access agreement with HEFCE identifies the need to support WP students to succeed and BU's approach is being called GROW@BU. This is the whole package of supportive mechanisms available to students (personal tutoring, PALs, SUBU, learning skills, ALN, counselling, chaplaincy, volunteering, development award, etc) and has a key component of the use of coaching behaviours in interactions with students. Launch events ongoing now to share the concept and some technique for effective coaching behaviours; there will be further staff development opportunities and an online toolkit will be available in the new academic year.</p> <p>Linda Neal was introduced as the Academic Coaching Advisor for GROW@BU. LN explained the meaning of coaching at BU and that the emphasis was around helping students to help themselves. She felt this was based on staff being able to develop skills in the following:</p> <p>To be able to question appropriately To be able to listen to what is being said and what might be required To reframe the discussion and look at it from a different perspective To reflect on the discussion to ensure clarity of what is being said</p> <p>LN has started to design some scripts that can be used by staff to consider how to improve interactions with students; e.g. how to get the best out of lectures and taking good notes from a lecture. Further scripts/case studies will be developed using current ongoing good practice.</p> <p>LN also offered academic individual or team sessions and this should be booked through Beth Shepherd - BUCoaching@bournemouth.ac.uk as she will be available for 4 days in June. Colleagues were encouraged to take up this opportunity.</p>	ALL
3.2	Exercise Science student placements Following the last Academic Board, the PC and Head of Practice Education met with the entire cohort of Exercise Science students to gain further feedback about their concerns. These were duly noted and changes were made to the placements accordingly following meetings with placement supervisors; students now have a more	

	<p>structured activity calendar at their placements as requested.</p> <p>A comprehensive placement handbook, centred on the student viewpoint, is currently being finalised by KR-J and will include protocols adapted from their guidebook. With the process of REPs endorsement underway for the programme, the handbook also contains codes of conduct and rules and regulations from REPs to guide and support students.</p> <p>It was agreed the team had been very responsive and the action appropriate.</p>	
4.0	REPORTS	
4.1	<p>Dean's Report and discussion on staff survey results</p> <p>It was noted that a pleasing number of student achievements are included in the latest report because they are being passed on appropriately; thanks were expressed to colleagues who shared this information. These achievements underpin the Dean's message to the students every term on the bulletin boards, on MyBU and email as well.</p> <p>The Committee wished to congratulate everyone who was recognised by the SUBU 'you're brilliant' awards and it is pleasing to see how many other members of staff as well as academics have been recognised. SUBU co-ordinate this and it is welcome. There were no other comments or questions from the Dean's report.</p>	
4.2	<p>Staff Survey</p> <p>The results from the latest staff survey were presented with a comparison to the results from 2010. Many areas have improved over the period overall at BU and in HSC. We do not have the data by academic and admin respondents and have asked for it as it is felt this would be helpful. One area of particular concern is that there has been an increase from 8 to 11 people saying that they believed they has been harassed or bullied at work in the previous 12 months. There was a discussion about what this possibly means; JT suggested that many academics feel harassed by student demands and so this does not necessarily relate to managers or colleagues, however we do need to do some work to try and understand it more fully. As this was considered to be serious the members decided that the School should be proactive and ensure that a clear message is sent advising staff of the provision what is available in the way of support should anyone feel this way. JW agreed to modify an existing briefing for all staff.</p> <p>Encouraging items were that the environment appeared to be less noisy and people were feeling less unwell because of stress. Other strengths included job satisfaction, feeling valued by customers and patterns of working.</p> <p>Academic communities and admin groups are being asked to discuss the outcomes in their groups and to feedback thoughts, suggestions and ideas for the School action plan, to be developed by the end of July.</p>	<p>JW</p> <p>All</p>
4.2	Student Representative Reports	
4.2.1	<p>Student Experience Forum</p> <p>Notes and actions are available on I drive. Generally the cross school forum has been successful although attendance could be better. Most student reps attending brought forward issues not resolved elsewhere and BD expressed her thanks to the student reps present and also to Katie Jackson for their engagement and support. It was also noted that our first SU VP Lansdowne appointment, Phillipa Hodgson had made a very valuable contribution to the School.</p> <p>It was reported that the last meeting was unfortunately dominated by issues around Portsmouth site and it was discovered that most of these issues had already been raised at the appropriate PTMs. Actual notes from this forum have been forwarded to the whole team.</p>	
4.2.2	<p>SUBU Synoptic Report</p> <p>Notes are available on the I drive. Responses to rep surveys are recorded as disappointing.</p> <p>With regard to the NSS, organisation and management continues to be low. However, it was felt that the new improvements to BH and also the new ARC placement system, which will give greater transparency for students on their placement, may help improve these figures.</p>	

	<p>There was some discussion about how we ensure that if students have a negative experience on placement that this is captured as few students undertake practice evaluation presently. ARC should help as the student will be asked to evaluate their last placement before being able to access information about their next one. It was noted that on the overall the placement experience is scored highly by students completing the NSS and often it is the issues outside our control that reduce those scores.</p>	
4.2.3	<p>Report from Student Reps None.</p>	
4.3	<p>Deputy Dean (Education) Report Report was tabled and is available on I drive. Some topics were on the agenda at a later time; PREP, CPD. Other topics were:</p> <ul style="list-style-type: none"> • HSC Educational Enhancement Group – Final strategy to be agreed and circulated shortly. • Programme Reviews and Validations – Nursing Curriculum framework is being reviewed including the common interprofessional elements, but discussions will be completed with other frameworks to ensure parity for the year 2013 before other programmes are validated. The members congratulated the nursing team on very good progress made, being well ahead of schedule. From Sept 2013 nursing will move to all degree. 	
4.4	<p>Deputy Dean (Research) Report Report circulated in notes. It was highlighted that HSC had been successful in PhD studentships - matched and fully funded. It has recently been agreed for fee waived studentships to also be available – these would be available for outstanding candidates. HSC numbers of PhD students rising quickly.</p> <p>Grant Academy. This is a new support that will peer review bids before submitting for funding and will increasing become a quality measure.</p>	
4.5	<p>Student and Academic Services Summer Report Report circulated. SAS delivery plan shows how they are meeting University plan. Sumer term report including key highlights.</p>	
4.5.1	<p>Confirmation and clearing preparation is included in this report and the University is waiting to see whether we will reach targets through this period, especially with regard to the increase in fees for 2012.13. There is some discussion around modification of tariff points, but that overall student strengths will be considered alongside any modification.</p>	
4.5.2	<p>Common academic structure A question was raised around how staff would apply for exceptions to CAS for new programmes? It was advised that it would be part of the review process for new and revalidated programme. Current programmes may have a need for exceptions because of specifics in practice.</p> <p>It was felt that validation and revalidation provided an opportunity to fit into semesterisation. This was a system adopted by many other HEIs and staff could liaise with colleagues in other HEIs, go on visits and consider other creative solutions to explore how they can manage the practice placements in semesters.</p>	
5.0	<p>MINUTES OF REPORTING SUB-COMMITTEES <i>(For information, the full minutes are available electronically for reading prior to meeting via: /HSC/Private/ School Academic Board/ meetings/ 2012/ 30.5.12/Notes of meetings)</i></p>	
5.1	<p>Admissions, Progression and Employment Group (APE) Notes available on the I drive. A point of note was that MSc Public Health had a 50% increase in students applying, but the majority of international students were applying for scholarships and conversion of these applicants is low.</p>	
5.2	<p>School Academic Standards Committee Minutes available on the I drive.</p>	
5.3	<p>School Research and Enterprise Committee Report tabled. No highlights.</p>	

9.1.4	<p>Has hosted our students and co-authored a book with JP and SC.</p> <p>Approved by SAB.</p> <p>Emma Pitchforth - Visiting Fellow</p> <p>This application was tabled at the meeting and it was felt by the proposer, Vanora Huntley, that she would bring welcome health economic expertise to the School.</p> <p>It was agreed that as members did not have time to read the document GT to take Chairs Action once circulated to academic colleagues for consideration.</p>	
9.2	<p><u>Proposed renewals of HSC Visiting Faculty (due 1.4.12)</u> <i>CVs available electronically for reading prior to meeting via: I/HSC/School Academic Board/meetings/2012/30.5.12/ CVs</i></p>	
9.2.1	<p>Mike Wee (VP) TM presented. It was agreed in the last 3 years MW has published significantly and in last year his involvement with University has been extensive.</p> <p>Recommended for approval to VC</p>	
9.2.2	<p>Janice Morse (VP) JM Continues to help with international networking and much evidence in her writing which refers to Bournemouth University. Some PhD international students have been recruited partially due to her reputation. JM's visits are very cost effective as they are fully funded by the activity itself (e.g. conference or masterclasses).</p> <p>Recommended for approval to VC.</p>	
9.2.3	<p>Rob Brown (VF) KB advised that RB continues to represent us in the field of MH and has a key text book in that field. He provides advice to the Government. David Hewitt and RB will be running a conference for HSC.</p> <p>Approved for renewal.</p>	
	<u>Chair's Action</u>	
9.3.1	<p>Dr Paul Walters - Visiting Professor Paul is a distinguished Psychiatrist, with extensive publications. His appointment will contribute to the enhancement of research capability within the Trust and the University. He will be useful in developing MH in other areas such as depression and heart disease. He is already very proactive in research preparation for people currently not research active.</p> <p>Previously recommended for approval through Chair's action; the committee endorsed the recommendation.</p>	
10.0	ANY OTHER BUSINESS	
10.1	<p>School Strategic Plan This has been finalised and circulated. Concepts have not changed from first iteration. However, leadership and academic structure had been adjusted. One rationale is that a number of colleagues who have had extensive roles in liaison with NHS are moving into phased retirement. The part time DDE role has become difficult and unsustainable due to growing central requirements and the need to sustain the relationships with the NHS. It is felt that creating two high level external facing posts, Directors of Employer Engagement (Health and Social) will add security for the future. CM and CA will share the Health post and KB will slot into the Social one.</p> <p>Therefore three posts will soon be advertised for internal promotion: DDE, AD Practice Development and 0.5 wte HoPE (AP will job share through 2 year transition period).</p> <p>The position as Associate Director External Engagement (Social) is out for external ad along with the university 'big splash'.</p>	
10.2	<p>Proforma – Workload Plan The members recorded their thanks to Neil Davidson for the work he had undertaken on behalf of Andy Scott, Director of Ops. The proforma has been circulated to all academic staff and relates to 11.12 as well as the next academic year. AS asked for as much transparency as possible to be completed on the form.</p>	

10.3	<p>GT advised that the School were trying to reassure themselves that the teaching in frameworks is covered and for audit purposes in relation to our ability to deliver the curriculum. It was stressed that this, in no way, was meant to diminish the plethora of other activities undertaken by staff.</p> <p>The proforma should be completed ideally before the appraisal round (end of June) as it could support that process.</p> <p>It was also noted that the University will be appointing School interns, one per school, as an additional resource to develop the Grow @ BU programme.</p>	
	<p>FUTURE MEETING DATES To be arranged</p>	

BOURNEMOUTH UNIVERSITY

**MINUTES OF A MEETING OF THE SCHOOL OF APPLIED SCIENCES
SCHOOL ACADEMIC BOARD HELD ON 30TH MAY 2012.**

Chair: Gail Thomas

In attendance: Demetra Andreou, Lizzy Graig-Atkins, Jill Beard (SAS), Tom Cloherty (Level I Student Rep), Rebecca Dolling (4pm), Marie Dunning, Karina Gerdau-Radonic, Fred Gerber (Level H Student Rep), Rudy Gozlan (4pm), Ross Hill (4pm), Brian James, Kate Jones (SUVP), Kerri Jones, Paul Kneller, Amanda Korstjens, Sophie Larder, Kevin McGhee (4pm), Adrian Newton, Alex Otto, Dave Parham, Gill Seaton, Martin Smith, Judith Wilson (HR)

Apologies: Mark Brisbane, Rob Britton, Tim Darvill, Anita Diaz, John Gale, Tilak Ginige, Genoveva Esteban, Phillipa Gillingham, Dan Franklin, Ellie Hambleton, Iain Hewitt, Ross Hill (3-4pm), Mark Maltby, Nicola Murray-Fagan, David Osselton, Paola Palma, John Stewart, Richard Stillman, Kate Welham, Eileen Wilkes

1. Minutes of the meeting held on 15th February 2012.

The minutes of the last meeting were approved. For progress on actions, please refer to the action plan. It was agreed that the action plan would only include incomplete actions in future.

2. Education Enhancement

2.1 School Quality Audit/Action Plan

It was reported that the recommendations that came out of the audit, had been presented at SASC and ASC. It was agreed that progress would be monitored by RH and RD at SASC.

2.2 Final School Strategic Plan/Next Steps

GT reported that the final draft had been presented at the University Exec Team and was accepted. The school would look to start implement the plan in earnest at the start of the next academic year. GT asked for any suggestions to take forward on the diversification agenda, i.e. ideas on new endeavours, and asked colleagues to raise these at any time. It was agreed that overall the School was happy with the proposed plan and no points or issues were highlighted.

2.3 Peer Reflection on Educational Practice (PREP) Progress

HS reported that groups had met to discuss good practice in assignment feedback for students (as the sphere of PREP this year) and all groups would convene to share

their findings and put forward suggestions. Staff who were part of these groups agreed that it had been a useful exercise. HS asked the groups to report back with comments and suggestions to present at the next SAM on 4th July.

BJ reported that online assessment had been discussed and the next step would be to look at enhancing the experience of using Turnitin for both staff and students.

Online marking, online feedback and external examiners being able to look at work electronically, were seen as priorities. It was suggested that IT resources needed to be reviewed. MD advised that work was being done to improve facilities, such as providing staff with iPads, two screens and/ or laptops and looking at what would be most compatible with online assessment facilities. MD asked for feedback from staff on what they feel would be the best technology. MD added that Windows 7 will also be rolled out to academic staff in September.

3. Reports

3.1 *Dean's Report*

GT reported that the CAS calendar has now been agreed and there was recognition that the three week break at Easter may not be first choice but it what will go forward as the unions have explicitly asked that staff have the opportunity to take leave in that period. It will be put in place for academic year 2013/14.

GT reported that the Grow@BU project is rolling out for all level C students from September. Launch events are taking place currently; KGR had attended and found the event very useful. The project brings together the package of support for students that will enable them to develop as students, professionals and individuals while at university and will have a strand of embedding coaching behaviours into interactions between staff and students. Staff development sessions are giving an insight into easy techniques that could be introduced to improve the learning experience; an electronic toolkit is also being developed. The University is employing BU graduate interns in each school from September, who will connect with students and become a resource in respect of 'coaching'. Whilst there were some positive ideas to come out of the launch event, KGR suggested that there is a fine line between supporting and 'parenting' students and it is important to strike the right balance. It was also noted that some schools have many more PAL leaders than ApSci and it may be that we could benefit from a review of our current PAL structure.

The staff survey results were reported. 68% of ApSci staff completed the survey. There have been some positive changes and staff felt that improvements had been made in job satisfaction and their working environment. Communication between staff and senior management had improved and staff felt comfortable voicing their opinions and

raising concerns. However, the results showed that there were too many unnecessary changes, and changes that were not being communicated effectively. Staff were unhappy that they had no input on changes made that affected them. Continuous demands, stress of heavy workloads and work life balance were areas of concern and need further exploration and action. Unfortunately, although this has improved, there are still some staff who feel they had been bullied or harassed in the previous 12 months in the workplace. GT advised that this was a wide term with many different perceptions of what constitutes bullying or harassment. It would be beneficial for staff to meet to define exactly what these terms mean. AN asked what had been done in two years to address concerns raised in the previous survey, as it did not seem that any action had been taken. GT reported that an action plan had been drawn up but not communicated to staff nor completed. It was agreed that dealing with the concerns this time will be an open process and an action plan will be developed collaboratively. Staff are encouraged to discuss the issues in their managed groups to feed into the plan which needs to be in draft by the end of July.

It was agreed that the current building work taking place on campus should have been better communicated to staff and students. People were not sure what was being built, or how long it would take and some signs around campus to advertise this would be very helpful.

Action: GT to raise issue of building work at UET, to see what can be done to improve communication to staff and students.

3.2 *Student Representative Report*

FG reported that only 3.6% (42 students) had completed the survey. Level C students felt learning resources and academic support were good, but there was some divide over the quality of teaching. Negative feedback was reported regarding two hour exams, as students felt they needed three to complete the exam to the best of their ability, without feeling rushed. AK pointed out that the exam/coursework split had changed from 70:30 to 50:50, so the equal weighting made a three hour exam unnecessary. PK added that exams were two hours last year, so it should not have come as a surprise. FG reported that students said the layout of exams were not as they had expected and the change should have been better communicated to students.

Students had also commented that some lecturers had not responded to emails, even after being chased several times. It was one particular group experiencing this problem and would need addressing. It was agreed to progress this outside of the meeting.

KJ reported that 19 ApSci staff had been nominated and 17 of those had won a 'Your Brilliant' award. They were all congratulated!

3.3 *Deputy Dean Report*

HS reported that Jacqui Gush had joined the School to help prepare for CAS. Unit leaders will be asked to amend their unit specs to reflect the changes in delivery. All documents need to be ready by late summer, for approval.

HS encouraged staff to use BRIAN (Bournemouth Research, Information & Networking), when it is launched in June. It will aid staff with research output, providing information on research grants and opportunities. Staff will be encouraged to bid for grants from the Fusion fund to improve School facilities and research opportunities. Demonstration sessions are available and further information can be found on the blog.

It was reported that the Festival of Learning will take place in June 2013 and it will allow the University to connect with the public and stakeholders. It was agreed that this is a great opportunity to raise the School's profile, bring in funds and showcase our research and enterprise activities. Applications from staff will be considered at the end of July.

3.4 *Student and Academic Services Report*

The report was circulated. There were no comments.

3.5 *Student Population Statistics*

RD shared UG and PG recruitment figures. She advised that the School will go into clearing again this year and the University will be using ApSci as a model of good practice, based on its success last year in successfully increasing student numbers through clearing.

There will be a PG open day on 13th June. RD is working with AK on a 'Keep Warm' communication project to maintain contact with potential students to encourage conversion. There are two UG open days on 15th and 16th June. Work is being done with marketing PG courses to undergraduates to encourage them to carry on studying at BU. It was shared that some of the PG titles will be rested this year while we do market research and consider other options for delivering specialist teaching/ disciplines.

3.6 *Marketing Update*

SL reported that advertising campaigns are promoting BU to potential students. There will be both digital and printed advertisements and campus tours. Literature has also been sent to Schools and Colleges, to promote the University's profile and the London Anthropology event is taking place at the British Museum, providing information to college and sixth form students, which should further enhance our profile. Marketing are also looking to improve conversion rate through clearing. Focus groups are being set up to discuss further marketing tactics.

SL asked for more staff to volunteer at open days; it is hoped all programmes will be represented. She advised that potential PG

students were being contacted this week to arrange interviews. Prospectuses are being designed and will be ready for September. Postcards will be ready sometime this week or next week and course videos are also being finalised.

4. Minutes of Reporting Sub-Committees

Framework Management Team

UG- The report was circulated. There were no comments.

PG- The report was circulated. There were no comments.

5. Minutes of Other Sub-Committees/Working Groups

5.1 *School Research and Enterprise Committee*

The minutes were circulated. There were no comments.

6. Items Raised by Staff

6.1 *Exam Boards*

RD thanked staff for engaging in preparations for the exam boards. All staff had been invited to the boards and those who had not replied, or had declined would be contacted, as all units and programmes must be represented.

6.2 *School Student Charter*

RH reported that the Student Charter had been discussed at the UG ProCo meeting, TMG and Exec. Feedback was very positive, however, the Student Reps felt that students would have liked the opportunity to look at it and give their feedback. KJ suggested that the School could also look at tailoring it more to ApSci and advised that ST has a very good charter, which could be used as a model.

Actions:

RH to circulate School Student Charter to students, for their feedback.

KJ to provide RH with ideas and suggestions before it is reviewed in July.

7. Any Other Business

7.1 *Staff Survey*

See item 3.1

7.2 *Visiting Faculty*

Following discussion at an earlier SAB, Dr Macchioni has been approved as a Visiting Fellow (VC did not approve as a Visiting Professor).

Action:

KJ to write to Dr Macchioni to welcome and confirm.

Kerri Jones
Secretary
30/05/12

Approved as a true and accurate record:

.....

Professor B Gail Thomas (Chair)

Date:.....

SCHOOL OF DESIGN, ENGINEERING AND COMPUTING
MEETING OF THE SCHOOL ACADEMIC BOARD
WEDNESDAY, 23 May 2012, OVC Board Room

Unconfirmed

Present: Prof. Jim Roach (Chair), Prof. Mark Hadfield, Dr. Xavier Velay, Dr. Andrew Main, Dr. Reza Sahandi, Prof. Keith Phalp, Prof. Sine McDougall, Dr. Zulfiqar Khan, Dr. Cornelius Ncube, Prof. Siamak Noroozi, Prof. Bogdan Gabrys, Helen Impett, Kelly Deacon Smith, Louise Burman, Frank Milsom, David Newell, Hamid Bouchachia, Raian Ali, Emili Balaguer-Ballestos, Venky Dubey, Kevin Thomas, Ben Thomas, Philip Sewell, Paul deVrieze, Sherry Jeary, Kyle Williams (Student Rep), Jan Walter Schroeder (Student Rep) Kate Jones (SUBU), Patti Davies (Administrative Support)

Guests: Samantha Leahy-Harland, Rita Dugan, and David Ball

11. Visiting Professors/Visiting Research Fellows

Visiting Professors – for recommendations for approval by SAB to OVC

- 11.1 Dr. Xinbo Gao –Software Engineering– recommended by Dr. Lai Xu for Software Systems Research Centre. Prof. Gao is a well published and well qualified academic and dean at Xidian University who has worked closely with Dr. Xu. He is a Professor of Pattern Recognition and Intelligent Systems with a strong background in international cooperation and research.
Recommended for Approval
- 11.2 Prof. Dr. Zhiyong Peng – Software Engineering – recommended by Dr. Lai Xu for Software Systems Research Centre. Prof. Peng is from the Computing School at Wuhan University in China. He has similar research areas as Dr. Xu and is well published. He has played senior roles in Chinese computer sciences, data bases and e-government societies. He has done research in the areas of database, web services and service-oriented computing. As vice dean of computing in charge of MSc education and internationalisation, his appointment to visiting faculty at BU in DEC would provide opportunities to strengthen the school's and university's cooperation both in teaching and student exchange with Wuhan University in China.
Recommended for Approval
- 11.3 Prof. Dr. Athman Bouguettaya – Software Engineering – recommended by Dr. Lai Xu (full 40 page CV on DEC Public I-Drive) for Software Systems Research Centre. Prof. Bouguettaya is head of the School of Computer Science at RMIT University in Melbourne, Australia. He has worked with Dr. Xu on two projects while they were at CSIRO and is a well published researcher and academic. Prof. Bouguettaya's international reputation in the area of service computing and e-government could greatly enhance the research and graduate education here as well as provide opportunities for teaching cooperation and student exchange with RMIT University in Australia.
Recommended for Approval
- 11.4 Prof. Marco Aiello – Software Engineering – recommended by Dr. Lai Xu (full 64 pg CV on DEC Public I-Drive includes several pages of journal publications and research projects) in Software Systems Research Centre. Prof. Aiello is a Professor of Distributed Information Systems in the Institute of Mathematics and Computing Science of the Rijksuniversiteit Groningen University in The Netherlands where he coordinates the Service Orientated Systems Group and the Distributed Systems and Software Engineering unit. He has also has similar research areas with Dr. Xu here. He is very strong in research and publications and his international reputation in service computing and smart building can greatly enhance the research and education here, as well as provide opportunities for international cooperation and exchange with Groningen University.
Recommended for Approval
- 11.5 Michael D. Jacobs – Psychology – recommended by Dr. Simon Thompson and Dr. Roger Baker for the Psychology Research Centre as Visiting Professor of Counselling and Psychotherapy. The statement of support and CV were tabled but no one was available to elaborate further as to how Michael Jacobs would be involved or whether he should be a Visiting Research Fellow. With the approval of members present, JR will discuss this further with Roger Baker and/or Simon Thompson and will follow through with a Chair's action accordingly.
Delayed pending Chair's Action

- 11.6 Dr. Falco Sniehotta – Psychology – recommended by Dr. Samuel Nyman and Prof. Sine McDougall for the Psychology Research Centre. Dr. Sneihotta is a high profile health psychologist and is currently a reader in Psychology at Newcastle University, and President-elect of the European Health Psychology Society. Dr. Sneihotta is research and publication active and will be of benefit to the Psychology Research Centre as a Visiting Professor.
Recommended for Approval
- 11.7 Prof. Hock Soon Seah – Creative technology – recommended by Dr. Reza Sahandi for the Creative Technology Research Group. He is the Director of the Games Lab at the School of Computer Engineering at Nanyang Technological University in Singapore. He has a very impressive background and CV in Graphics and Image Technology, Animations and Games. He is extremely well published and research active. This appointment could provide opportunities for international cooperation and possible student and staff exchanges between the two institutions.
Recommended for Approval
- 11.8 Prof. John Hall – Psychology – due for renewal of privileges (Recommended for reappointment by S McDougall) Prof. Hall is actively involved in the Psychology PGT courses.
Approved
- 11.9 Prof. Terry Sheppard – Design Simulation– due for renewal of privileges (Recommended for reappointment by XV) Prof. Sheppard is actively involved in PGR supervision.
Approved
- Visiting Research Fellows due for renewal:**
- 11.10 Dr. Antolin Hernandez Battez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK)
Approved
- 11.11 Dr. Jose Luis Viesca Rodriguez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK)
Approved
- 11.12 Dr. Ruben Gonzalez Rodriguez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK)
Approved
- 11.13 Dr. Dymitr Ruta – Smart Technology – due for renewal (Recommended for reappointment by BG)
Approved
- 11.14 Dr. Katarzyna Musial – Smart Technology – due for renewal (Recommended for reappointment by BG)
Approved

**SCHOOL OF DESIGN, ENGINEERING AND COMPUTING
MEETING OF THE SCHOOL ACADEMIC BOARD
WEDNESDAY, 23 May 2012, OVC Board Room**

Unconfirmed

Present: Prof. Jim Roach (Chair), Prof. Mark Hadfield, Dr. Xavier Velay, Dr. Andrew Main, Dr. Reza Sahandi, Prof. Keith Phalp, , Prof. Sine McDougall, Dr. Zulfiqar Khan, Dr. Cornelius Ncube, Prof. Siamak Noroozi, Prof. Bogdan Gabrys, Helen Impett, Kelly Deacon Smith, Louise Burman, Frank Milsom, David Newell, Hamid Bouchachia, Raian Ali, Emili Balaguer-Ballestos, Venky Dubey, Kevin Thomas, Ben Thomas, Philip Sewell, Paul deVrieze, Sherry Jeary, Kyle Williams (Student Rep), Jan Walter Schroeder (Student Rep) Kate Jones (SUBU), Patti Davies (Administrative Support)

Guests: Samantha Leahy-Harland, Rita Dugan, and David Ball

1. **Apologies:** Ana Gutierrez, Ruth Muir, Tania Humphries Smith, Gary Toms,

The meeting was opened with a presentation to Professor Keith Phalp of a "You're Brilliant" award from the Student Union.

2. **Presentations SciVal – Rita Dugan**

Rita Dugan provided a slide presentation about the SciVal research product tools that is now available. It shows BU research in the top 50 globally with collaboration potentials. RD stressed that there are caviats and clarifications that are often necessary as some of the information is dated but should be updated soon. Julie Northam is available to answer questions in using this tool.

Grow@BU – Samantha Leahy-Harland (document tabled)

Samantha Leahy-Harland provided an informative slide presentation about the Grow@BU mentoring/coaching programme. For the most part, it is a continuation of what is already being done in some schools, including DEC, through PAL. It being standardised and adopted throughout the University as a philosophy in the hope that it will improve retention by helping students to help themselves. It is being rolled out to all Level C students in September and the rest of the students afterwards. There will be awareness events for staff. All Level C unit tutors are encouraged to attend. The floor was open for questions.

3. **Minutes of the last meeting dated 22 February 2012**

The minutes of the DEC School Academic Board meeting of 22 February 2012 were reviewed for approval. The minutes were approved as presented.

- 3.1 Matters Arising

4. **STUDENT FORUM REPORT AND/OR SUBU REPORT**

Action on student representatives at the Dean's request to please ascertain from those students who have indicated they would like anonymous marking, why they would prefer anonymous marking and let him and/or Andrew Main know as there might be a reason behind the suggestion that could be easily addressed. Action was completed. It was determined that anonymous marking is not practical in Design or Creative Technology and the majority of Computing students don't want anonymous marking as it slows down feedback. Evidently most of the students who do want anonymous marking are in Psychology and the Framework members are considering how or if this can be implemented without compromising timely and personal feedback. **Action Completed**

- 8.2 **Deputy Deans' Reports**

A question arose pertaining to the crediting of R&E Grant Income. JR, KDS and the school's Finance Manager will investigate this matter. Action Complete and will be addressed further in the presentation about the School's Strategic/Delivery Plan. **Action Completed**

4. **Dean's Report - Professor J. Roach**

- DEC Strategic Plan – slide presentation/discussion

JR explained the process involved in the development of the School's Strategic/Delivery Plan and the input provided by staff that was incorporated into this Plan. JR presented the School's Strategic/Delivery Plan in an informative slide presentation which summarised the School's Plan. The actual document is 58 pages and the time frame of delivery is very much contingent on capital budget approval by the UEG and Board. The School's Strategic Plan addresses the

School's vision, includes a swot analysis of strengths, weaknesses and opportunities, addressing various issues, including space/resources needs, MSc numbers, Research grant income, how to improve student experience through short and long term solutions and academic development and staffing needs. The floor was open for questions and comments. JR reported that the School is in excellent shape, financially and academically. New posts are in the budget and interviews will soon be taking place for applicants for these posts in Psychology and Computing. Other posts are in the process of being reviewed and approved for recruitment.

It was noted that the UEG was very complimentary of DEC's Strategic Plan and will publish all the Strategic/Delivery Plans from the schools and professional services imminently.

5. Student Forum Report and/or SU BU Report (report tabled)

Kyle Williamson and Kate Jones presented the Summary of feedback collected by DEC School Student Reps. KJ reported that this survey is available to be done in all school's by Student Reps but so far, the response and use has been limited. The report presented to DEC represents a 6.6% response to two student reps who conducted this survey. SUBU will be actively educating all student reps about utilising this survey in order to try to standardise surveys being done by reps and obtain a better response. Unfortunately qualitative and quantitative data is missing in many areas. The report was reviewed and discussed in detail.

The report indicated some opportunities with regard to assessments and feedback, particularly in a Design Unit. The Framework Leader said it would be helpful if these concerns were discussed with him as they arise in order to provide an opportunity for him to investigate and address any concerns. AM indicated that it is clear from the Student Forums that the students' perception of the definition of feedback is different from the staff members' perception of feedback and that is problematic. The Programme Administrator for Computing also pointed out that the Academic Admin Office is full of boxes of uncollected marked assignments that contain detailed feedback from the lecturers to students and that there is a need for students to be more pro-active and responsible in getting this feedback by collecting their marked assignments, as well as attending and engaging in their lectures and seminars. A discussion followed about the variations in use of timely but limited electronic feedback that is meant to be supported by the more detailed feedback on the marked assignment scripts. The Student Reps present acknowledged that student engagement/attendance is an ongoing problem throughout the University and an anecdote was shared about how a lecturer took an opportunity to illustrate and explain how much time and money students' waste per minute when they don't show up and engage in their lectures which was very effective for his students.

Further discussion followed about how frameworks can address the problem of marked assignment scripts not being collected by students from Academic Admin and whether or not assignments should be handed back at lectures or seminars. The practice varies. Some students only check the electronic feedback. XV suggested the Frameworks consider this issue for feedback to him and the School Academic Standards Committee as to whether the school should standardise a practice protocol regarding electronic feedback and an optimal way to get detailed feedback (on marked assignments) back to students who are not collecting them from Academic Administration.

Action Frameworks/XV

KW reviewed the Start, Keep and Stop items in the report. There are printer availability issues across the University. Design students have been asking for additional server space to accommodate the size of their projects/work since the first term but so far this has not been addressed and has been delayed by ITS. This is especially important for FoDI. AM has discussed this with ITS already to no avail. JR stated he would chase this up with ITS.

Action JR

Other issues included availability of plugs and lab space and workload planning; need to respect quiet areas within labs, all of which are being addressed through the School's Strategic Plan for improving and adding lab space. Admin and Frameworks are also posting timetables for labs. There were also some concerns about the need to improve signage for room numbering throughout the building.

6. Student and Academic Services Report – report tabled (David Ball for Ana Gutierrez)

The SAS Report along with a Summary of the SAS Delivery Plan was tabled for informational purposes. David Ball explained the SAS Delivery Plan, and Living and Learning Zones, and then invited questions and comments.

7 School Academic Standards Committee minutes

7.1 Minutes of (a) 25 April 2012 meetings

The minutes of the 25 April 2013 SASC meeting were presented for review and comments.

A question arose from one of the Student Reps about the implementation of 60 credit projects as a student concern and how timely will failures be allowed to be resubmitted. Members pointed out that statistically out of 150 project submissions there are usually only about 13 or less than 1% failures which are usually due to non-submission. Students are given an opportunity to resubmit within a reasonable time frame and most students who have failed resubmit within the time allocated and then pass.

8. Items Raised by Staff

8.1. Transparency and communication within the school – Venky Dubey

VD noted the positives developments within the school, particularly through the School's Strategic Plan, etc., however, in his opinion there is an issue concerning transparency and communication which he sees impeding progress in research areas. Specifically, he didn't think it was appropriate to move PhD students from one office to another without the input of academic supervisors. JR explained that there are various construction projects underway to address PhD and Academic Staff Office needs which are being overseen by the Director of Operations. She tries to keep everyone in the loop as much as possible and as KDS has an overview of these moves and plans for more moves it would be best to discuss this with her (as she had to leave this meeting to attend another meeting).

VD also felt there was a lack of flexibility and options about use of research funding, i.e., a carry over into next fiscal year and/or use in slush/expense fund, who to go to regarding various issues without having to go from one person to another, and questioned the transparency in the process of appointing qualified external examiners for PhD VIVAS. MH and KDS usually try to alert staff members if they have funds that need to be used or loosed in a timely manner.

Regarding flexibility of use of funding, JR explained that the school is strictly bound by tight protocol and practices overseen by Finance Department and the University Auditors about how such funds are used. Schools are strictly forbidden from using such funding in a slush or expense fund. JR said he would be happy to discuss and clarify any specifics VD is referring to with him further after the meeting but assured him that this is in compliance with auditing requirements.

MH explained the standardised and published process of appointing external examiners. External Examiners are often recommended by staff members who are supervising PhDs and there is a process that requires much scrutiny to determine qualifications and if there is any conflict of interest to negate an appointment. MH pointed out that there process is published within the University and available, and there is a PGR Panel within each school that oversees this process and appoints External Examiners accordingly. MH also pointed out that VD is actually one of the members of this panel in DEC.

With regard to general communication, JR explained that there are monthly School Senior Management meetings and Senior Managers are responsible for communicating information out of these meetings to their staff members. He also reiterated that he and the other School Executive Team members have an open door policy and are happy to meet with staff members who have any questions or issues they would like to discuss. VD expressed his concerns about timely responses to his emails from Executive Members. JR explained that he tries to respond quickly within a few days depending on his dairy, via a telephone call or face to face meeting to enable a timely and personalised discussion however, VD indicated he prefers written/email responses to his emails.

BG suggested it would be most helpful for current and new staff to have a list of who to go to for what, both within the school and centrally (i.e. CRE/RKE bids). JR acknowledged that there is a lot of flux centrally and it can be confusing but a "go to" list within the school can be added to the current new staff orientation document, i.e. who to contact for expense claims, ordering library books, etc. JR said he and KDS would pull a list of in-school contacts together and have his executive assistant add this to the current New Staff Orientation Document for DEC.

Action JR/KDS

9. Deputy Deans Reports

9.1 Deputy Dean, Education – Dr. X. Velay

- CAS calendar (doc tabled)
XV tabled a proposed CAS Calendar starting in 2013. He noted that this has been revised a few times and is subject to further revisions, but specifically noted the details in the upper left corner regarding the timeline for winter break, mid-term exams, completion of marking of mid term exams, and then the start of the second semester. This is a tight timeline but the results of the mid terms will not be considered by assessment boards until June or the end of the 2nd semester. Further thought will have to be given as to how best to help staff through this tight timeline strategically. A discussion followed. A question arose regarding when a student will know if he or she failed an exam/unit. SAS is suggesting all students who do fail a unit/exam be counselled about their failure and the likely consequences of it when the first semester scripts are marked to enable timely notification. A discussion followed. Members noted that semesterisation is common in most places here and internationally and works well. Any problems in the transition from terms to semesters will undoubtedly be worked out.
- Peer observation for 2012-13
XV reported that Peer Observation was implemented on a voluntary basis a few years ago with approximately 30% participation. The UEC is planning to fully implement PREP (Peer Observation programme) for developmental purposes throughout BU and more information will be following.
- Standardised mid-cycle unit feedback
The DVC, Education is looking into the implementation of standardised mid-cycle student surveys across the university. Student reps and members present questioned how students will be more receptive to this survey than all the others that have proven difficult to get students to complete. Consideration is ongoing as input is being sought and provided.
- Email protocol (i.e. response time to students)
XV reported that one of the other schools has established an Email protocol regarding response time to student's emails. It was noted that 95% of the staff do respond to students' emails within 3 days (working days) but the complaints regarding a very small minority who don't respond in a timely manner have necessitated discussion and development of an Email Protocol. XV opened the floor for discussion and many comments were made about this needing to be a two way street as some students are too informal in their emails and/or use personal email accounts rather than their university email accounts causing emails to be deleted as coming from unrecognised sources. Some staff members have had emails after hours or during weekends and then complaints that staff didn't respond immediately to those. Members asked that a protocol indicates response within 3 business days provided staff are not off campus on leave or attending conferences and that students must use their BU Email accounts, not personal accounts. Members have asked that students be required to use their University email accounts and encouraged to respond to staff emails in a timely manner as well. AM suggested this be incorporated into a School Charter both for staff and students (which is on the agenda to be discussed later).
- Twitter feed
There have been some requests for more school involvement by staff in the Twitter feed. It is a useful tool for research projects and is being used increasingly within DEC with plenty of Tweets from followers. Members noted that social networks are good tools for communicating what is happening however staff cannot be expected to be on these networks often enough to ensure immediate responses to tweets or Facebook comments. A protocol for use and responses on social networks should be developed for the University.

9.2 Deputy Dean (Research, Enterprise & Internationalisation) - Prof. M. Hadfield

The DD(REI) report was tabled. MH noted the Research Excellence Framework (REF) publication rehearsal is underway and all staff are urged to engage with it. The deadline for this exercise is quite tight. MH also noted the paragraph concerning the Fusion Fund call for applications and the considerable opportunity it provides for all academic staff members. Applications must be submitted by 1 July 2012. The floor was open for questions and comments.

10. Associate Deans Reports

- 10.1 Associate Dean, Student Experience – Dr. A. Main
The ADSE report was tabled which provided an update about the success of student forums and plans to meet more regularly next year, with additional SUBU training; Induction and enrolment, electronic assessment, NSS, BU Surveys and the high level of compliance within DEC to 3 week turnaround. Questions and comments were invited.

10.1a. DEC School Charter (document tabled)

AM tabled a proposed student and staff school charter for consideration, discussion and approval. He noted that the Media School has a School Charter for students and staff and modified their charter to comply with DEC. From both student and staff perspectives, it outlines what is good practice. The Student Union is in favour of school charters and schools and universities will be required to make their charters public. The SU VP Education noted that the DEC and BMS charters are generic and specific enough to be interchangeable with the other schools and as such perhaps the school specific charters should be THE applicable charter for students, rather than a central BU Charter and school specific charters. A discussion followed. A suggestion was made to review this to ensure it can be applied appropriately to the Post Graduate students as well. All members present indicated their support in favour of the School Charter proposed.

School Charter Approved

- 10.2 Associate Dean, Design & Engineering – Dr. T. Humphries Smith
The Report from the Head of Academic Group for Design and Engineering was tabled for review and discussion. The report addressed educational activities within the Framework. BEng/MEng is scheduled to complete validation of the distance learning units to be delivered during the first year of operation on 9 July 2012. A brief update about research activities was also included. THS was successful in securing a Royal Academy of Engineering Visiting Professor in Employer Engagement with funding for 4 years, commencing on 1 October 2012.
- 10.3 Associate Dean, Computing & Informatics – Dr. K. Phalp
The Report from the Head of Academic Group for Computing & Informatics was tabled for review and discussion. The report provided an update about reviews within the framework taking place in preparation for validation events in Autumn 2012, recruitment, successful revalidation of Computing Master courses and plans to upgrade the Computing Laboratories and staffing update, as well as CAS preparation. Questions and comments were invited.
- 10.4 Associate Dean, Creative Technology/CT Research Group – Dr. R. Sahandi
The Report from the Head of Academic Group for Creative Technology was tabled. An Industrial Advisory Panel has been formed and met in March. The Framework is actively pursuing JAMES accreditation for the BSc Music and Audio Technology course and are also considering the development of other pathways in Music and Sound Production. The Games Technology course is recruiting very well. Two MSc Programmes in CT are recruiting for next year. The Report also addressed efforts underway to reduce withdrawals and improve student engagements and Research and Enterprise activities. Questions and comments were invited.
- 10.5 Associate Dean, Psychology/Psychology Research – Professor S. McDougall
A combined Psychology Academic *and* Research report was tabled which outlined the current status of studentships, funded activities, publications, conferences, teaching and learning, etc. BSc Psychology had a successful validation event on May 10th and Fusion funding was obtained for a student summer placement scheme. Questions and comments were invited.
- 10.6 Any other business re Frameworks Management/Team meetings – Framework Leaders
Framework leaders indicated they had nothing further to report from their frameworks.

11. Visiting Professors/Visiting Research Fellows

Visiting Professors – for recommendations for approval by SAB to OVC

- 11.1 Dr. Xinbo Gao –Software Engineering– recommended by Dr. Lai Xu for Software Systems Research Centre. Prof. Gao is a well published and well qualified academic and dean at Xidian University who has worked closely with Dr. Xu. He is a Professor of Pattern Recognition and Intelligent Systems with a strong background in international cooperation and research.

Recommended for Approval

- 11.2 Prof. Dr. Zhiyong Peng – Software Engineering – recommended by Dr. Lai Xu for Software Systems Research Centre. Prof. Peng is from the Computing School at Wuhan University in

China. He has similar research areas as Dr. Xu and is well published. He has played senior roles in Chinese computer sciences, data bases and e-government societies. He has done research in the areas of database, web services and service-oriented computing. As vice dean of computing in charge of MSc education and internationalisation, his appointment to visiting faculty at BU in DEC would provide opportunities to strengthen the school's and university's cooperation both in teaching and student exchange with Wuhan University in China.

Recommended for Approval

- 11.3 Prof. Dr. Athman Bouguettaya – Software Engineering – recommended by Dr. Lai Xu (full 40 page CV on DEC Public I-Drive) for Software Systems Research Centre. Prof. Bouguettaya is head of the School of Computer Science at RMIT University in Melbourne, Australia. He has worked with Dr. Xu on two projects while they were at CSIRO and is a well published researcher and academic. Prof. Bouguettaya's international reputation in the area of service computing and e-government could greatly enhance the research and graduate education here as well as provide opportunities for teaching cooperation and student exchange with RMIT University in Australia.

Recommended for Approval

- 11.4 Prof. Marco Aiello – Software Engineering – recommended by Dr. Lai Xu (full 64 pg CV on DEC Public I-Drive includes several pages of journal publications and research projects) in Software Systems Research Centre. Prof. Aiello is a Professor of Distributed Information Systems in the Institute of Mathematics and Computing Science of the Rijksuniversiteit Groningen University in The Netherlands where he coordinates the Service Orientated Systems Group and the Distributed Systems and Software Engineering unit. He has also has similar research areas with Dr. Xu here. He is very strong in research and publications and his international reputation in service computing and smart building can greatly enhance the research and education here, as well as provide opportunities for international cooperation and exchange with Groningen University.

Recommended for Approval

- 11.5 Michael D. Jacobs – Psychology – recommended by Dr. Simon Thompson and Dr. Roger Baker for the Psychology Research Centre as Visiting Professor of Counselling and Psychotherapy. The statement of support and CV were tabled but no one was available to elaborate further as to how Michael Jacobs would be involved or whether he should be a Visiting Research Fellow. With the approval of members present, JR will discuss this further with Roger Baker and/or Simon Thompson and will follow through with a Chair's action accordingly.

Delayed pending Chair's Action

- 11.6 Dr. Falco Sniehotta – Psychology – recommended by Dr. Samuel Nyman and Prof. Sine McDougall for the Psychology Research Centre. Dr. Sniehotta is a high profile health psychologist and is currently a reader in Psychology at Newcastle University, and President-elect of the European Health Psychology Society. Dr. Sniehotta is research and publication active and will be of benefit to the Psychology Research Centre as a Visiting Professor.

Recommended for Approval

- 11.7 Prof. Hock Soon Seah – Creative technology – recommended by Dr. Reza Sahandi for the Creative Technology Research Group. He is the Director of the Games Lab at the School of Computer Engineering at Nanyang Technological University in Singapore. He has a very impressive background and CV in Graphics and Image Technology, Animations and Games. He is extremely well published and research active. This appointment could provide opportunities for international cooperation and possible student and staff exchanges between the two institutions.

Recommended for Approval

- 11.8 Prof. John Hall – Psychology – due for renewal of privileges (Recommended for reappointment by SMcDougall) Prof. Hall is actively involved in the Psychology PGT courses.

Approved

- 11.9 Prof. Terry Sheppard – Design Simulation– due for renewal of privileges (Recommended for reappointment by XV) Prof. Sheppard is actively involved in PGR supervision.

Approved

Visiting Research Fellows due for renewal:

- 11.10 Dr. Antolin Hernandez Battez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK)

Approved

- 11.11 Dr. Jose Luis Viesca Rodriguez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK) **Approved**
- 11.12 Dr. Ruben Gonzalez Rodriguez – Sustainable Design due for renewal (Recommended for reappointment by MH/ZK) **Approved**
- 11.13 Dr. Dymitr Ruta – Smart Technology – due for renewal Recommended for reappointment by BG) **Approved**
- 11.14 Dr. Katarzyna Musial – Smart Technology – due for renewal (Recommended for reappointment by BG) **Approved**

12. Research Centres Reports (overviews)

- 12.1 Smart Technology Research Centre - Professor B. Gabrys
The STRC report was tabled. The report included an update about the Centre's R&E Bids, the INFER Project activities, new staff members affiliated with the STRC, publications and seminars and conferences. BG recognised 3 of the PGR students' affiliated with STRC successful Fusion Fund Bids and congratulated Walter Schroeder, Neil Vaughn, and Manuel Salvador for a job well done. Questions and comments were invited by BG.
- 12.2 Sustainable Design Research Centre- Dr. Zulfiqar Khan
The SDRC report was tabled. The report included an update about the Centre's bidding activity, short courses, invited keynote speakers/conference chair, conference participation, funding successes and publications. Questions and comments were invited by ZK.
- 12.3 Design Simulation Research Centre - Professor S. Noroozi
The DSRC report was tabled. The report highlighted the Centre's Enterprise activity, evidence of national/international research standing impact, professional practice CPD & Enterprise and the significant number of publications by members and PGR students. Questions and comments were invited by SN.
- 12.4 Software Systems Research Centre - Dr. C. Ncube
The SSRC report was tabled. The report addressed the Centre's research bids, publications, conferences/workshops, and enterprise activity. Questions and comments were invited by CN.
- 12.5 Creative Technology Research Group – Dr. Reza Sahandi
The CTRG report was tabled. The report highlighted the groups' publications, bidding activity, international activity and other activities. Questions and comments were invited by RS.
- 13. School Research Committee and Internationalisation Steering Committee minutes**
Minutes of meetings (a)SRC February 2012, (b) ISC March 9 and (c)April 30 2012 were presented for review for informational purposes and comments.
- 14. Health and Safety Issues – K. Deacon Smith**
JR reported he and KDS do regular walk through checks of the labs and workshops. There are no health and safety issues to report.
- 15. AOB**
A referral was made back to the SAS report regarding induction proposals, i.e, a lecturer from each school to address new students during arrival week. Student reps present noted most students prefer small interactive groups within their programmes rather than many large general meetings. AM is currently working on this for DEC.
- 16. Adjournment**
JR took this opportunity to thank the student representatives for their input and feedback throughout this academic year and wished them the best of luck as they complete their courses. There being no further business, the meeting was adjourned.

BOURNEMOUTH UNIVERSITY

MINUTES SUBMITTED TO SENATE COVER SHEET

SCHOOL OF TOURISM ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 23RD May 2012

SUMMARY

There were no referrals to Senate.

Bournemouth University

School of Tourism

Minutes of the Meeting of the School Academic Board 2PM Wednesday 23rd May 2012 TAG02

Present: Dr Keith Wilkes (Chair), Clive Allen, Prof Adam Blake, Andrew Boer, Paul Boyce, Corinna Budnarowska, Andrew Callaway, Dr Shuang Cang, Dr Janet Dickinson, Julie Edwards, Crispin Farbrother, Maggie Fray, Dr Matthew Frew, Prof Alan Fyall, Dr Mary Beth Gouthro, Philippa Hudson, Rob Hydon, Caroline Jackson, Dr Ian Jones, David Kilburn, Dr Katherine King, Natalia Lavrushkina, Caroline Littlewood, Dr Joanne Mayoh, Dr Miguel Moital, Dr Debbie Sadd, Dr Neelu Seetaram, Cathy Symonds, Prof Roger Vaughan, Karen Ward, Dr Feifei Xu, Amanda Wilding

Attending: Emma Crowley (SAS only for item 7) Lauren Jarrad (Minutes) Kate Jones (SUVP – Education)

Apologies: Sean Beer, John Best, Shelley Broomfield, Dr Lorraine Brown, Prof Dimitrios Buhalis, Lynda Challis, Morris D’Cruz, Dr Jon Edwards, Dr Dorothy Fox, Beverly Fraser, Stacey Gale, Chris Hall, Louise Hanlon-Brooks, Dr Heather Hartwell, Keith Hayman, David Kilburn, Jane Lloyd, Alexis Major, Dr Hanaa Osman, Nicky Pretty, Sheila Rogers, Dr Vijay Reddy, Philip Ryland, Ann Sawyer, Dr Richard Shipway, Barry Surman, Barry Squires, Clare Taylor, Julia Woodcock

1 Welcome & apologies

Actions

The Chair welcomed everyone to the meeting.

Apologies were received and noted as above.

2 Minutes of the previous meeting – 15 February 2012

The minutes of the previous School Academic Board were confirmed as accurate.

Matters Arising

3.2 Student Representatives Synoptic Report

Discussion took place around securing a ST specific learning space for students. However the Chair informed the committee that developments within Dorset House in the near future are to generate more staff offices.

3 For Discussion

3.1 School Delivery Plan

The Chair informed the Board that the School Delivery Plan had been accepted. He stated that risks around international recruitment and research income would need to be well managed and that attention was required in terms of future administrative staff costs. .

3.2 BU Staff Survey

The results of the BU Staff Survey had been circulated prior to the meeting and the Chair summarised the results.

The survey indicated that staff felt that supportive managers and good working conditions contributed to the positive results.

A discussion took place around the strength of communication and the committee felt that more engaging communication would be beneficial with less emphasis on emails. 'Town Hall' meetings are to be held by Academic Group with the Dean and the School HR Manager to discuss any issues..

JE enquired about obtaining a meeting room for staff use with CJ reinforcing that the space could be used for academic discussions. KW advised the committee that Estates are busy until Christmas and the priority was securing new staff offices.

The Chair advised the committee that nine new staff appointments are currently being advertised; closing date 20th June with interviews taking place on the 16th July.

KW

3.3 Deans Report

The Chair summarised the recent Guardian League Tables and congratulated the academic teams on the improvement.

The Board was advised that ST had the highest NSS response rate at 79.22%. Discussion took place around students completing this survey and the Board felt that greater emphasis on evaluating all three/four years of their time at BU would improve results.

The Chair advised that PG recruitment is strong. However KW reported that new UKBA rules on pre-screening for TB are being brought in for international students from July.

JE summarised UG recruitment, highlighting that ST is down on target numbers and that Clearing will be an unknown quantity this year.

3.4 Student Representatives – Synoptic Report

The SUVP Lansdowne attended and referred to the synoptic report that had been prepared from the report submitted by Student Reps to Programme Committee Meetings. KJ highlighted that the response rate to these surveys was very low at 6.05% and this was due to the time of year. The Board was informed of the new approach to data collection for these reports for 2012/13 with SUBU taking a much greater role in creating the questionnaires and proof reading the responses. The following was highlighted from the report:

- Students were happy with the assessment and feedback procedure within the school.
- The mixing of programmes for some units was unfavourable with students preferring a more subject specific approach.
- Students responded positively to the following aspects of their education: guest lectures, one to one meetings, lecture slides available on myBU and interactive and engaging lectures.

The School's response to some of the points raised is copied in below and has been posted on myBU for students to read.

Qualitative data

Q. 1. *Learning and teaching*

Q. 3. *Academic support*

Students really like:

- Guest lectures
- One to one meetings and open door policy of staff
- Consultancy in final year
- Slides being available before lectures on myBU

Students would like:

- More interactive lectures, with podcasts available.
- Earlier dissertation draft deadline.
- Typed feedback or legible handwriting
- Relief staff to cover absences.

School Response:

These positive comments are much appreciated and suggestions for improvements are always welcomed by the School.

The School actively promotes good practice across all of its programmes and our staff are always encouraged to facilitate fully interactive sessions.

Where individual assignment feedback is illegible you should discuss this matter with the relevant Unit Tutor or PL to ensure detailed verbal feedback is obtained.

The School notes the comment in respect of the Dissertation, which reflect comments made in other student fora. Earlier draft deadlines / submission of draft chapters will be introduced for the 2012/13 AY.

Q. 2. *Assessment & feedback quality*

Students really like:

- Quick turnarounds.
- Individual feedback and breakdown of marking.

Students would like:

- No group work.

School Response:

The reference to group work is noted and will form part of the School's discussions when we review our portfolio of programmes as part of the Undergraduate and Postgraduate Curriculum Review that is taking place in 2012/13 for 2013/14. You should note, however, that group-work is an integral part of every programme and is a skill that you need to master in preparation for the working environment. We appreciate that group-working can be challenging at times and would always advise you to contact your Unit Tutor if a problem arises within a group in which you are involved.

However we equally receive very positive comments from students who consider group work highly rewarding.

Q. 4. Organisation & management

Students would like:

- Cohesive views from teaching staff on the same unit.
- Deadlines to be more evenly spread out across the year.

School Response:

The comment about cohesiveness is noted and the School will take this into account when reviewing its UG & PG provision in 2012/13.

The School works hard to produce as friendly an assessment timetable and teaching timetable as is realistically possible given the constraints and the availability of staff and resources.

Q. 5. Learning resources

Students would like:

- More group work spaces and access to better software and facilities to aid presentations.
- All the key texts to be available as e-books.

School Response:

You are encouraged to advise Unit Tutors if you encounter limited copies of books or on-line resources. You should also be aware that the Library staff use the level of reservations to determine the demand for additional spend on specific subject material.

In partnership with academic staff the library support team for ST has recently reviewed printed books in highest demand and has spent £5,000 increasing the number of print copies and where possible electronic access to these books. To help you find e-books we have begun introducing QR codes to the bookshelves to route students to the appropriate e-resources. QR codes for Events, Leisure, Retail and Hospitality students were the first to be added to the library shelves.

3.5 Deputy Dean Education & Student Experience

The Chair referred to PR's report which had been circulated prior to the meeting

and gave the opportunity for members to comment. The CAS timeline was considered, with the Board raising issues around the delivery of option units at Level H as not all options will be available each term meaning students may have limited choice. The Board agreed this should be referred back to PR.

PR

Particular attention was drawn to the student charter which was considered and approved by the committee. Discussion took place around sanctions for breaking the charter with DS emphasising that unless there are sanctions there is no point publishing one. AW shared best practice from the Sports programmes which have published a code of practice for many years with the code being embedded at induction. A consistent approach to discipline across the academic team based on BU Policy and Procedure's ensures that all actions laid out as sanctions are followed through.

A brief discussion took place surrounding taking attendance registers with the Chair advising the Board that it is a student's personal decision as this is Higher Education and that with the implementation of CAS students will see the effects of poor attendance much sooner in the academic year.

3.6 Referrals

3.6.1 No referrals from SASC

3.6.2 No referrals from Masters Framework

3.6.3 No referrals from Partners

3.6.4 No referrals from UG Events Management

3.6.5 Referrals from Tourism Management

Dissertations

It was agreed that changes to Dissertation support guidelines had not benefited students, with many receiving advice late in the year which gave them less time to make changes and increased stress levels, It was felt that students should be encouraged to submit draft chapters during the Academic Year to ensure early feedback and still be allowed to submit a draft. There was also some concern regarding the consistency of the application of the word count and whether 10% allowance should be standard across all assignments including dissertations.

The committee discussed the feedback and agreed that BU is already lenient on the word count by not including tables or qualitative data and that it is good practice for students, in preparation for the world of work.

3.6.6 Referrals from Leisure Marketing

Tariff Points

It was agreed by the Team that the tariff points were currently set too high and the Team would like to see this reduced to, realistically, 260 points. It was agreed that this issue should be taken to SAB.

KW agreed that over the years the points have been rising across the School. However this may be the first year we will see an impact upon recruitment. The 2013 prospectus has already been printed as is. However the Chair has noted the referral.

3.6.7 Referrals from Retail Management

Placement and Careers Review

The Level H Tutor noted that the course team had not been included in the consultation process so far and are concerned about the implications of possible centralisation of the service. The team agreed that they valued the expertise and specialism offered by the existing PDAs and this is a USP as far as the students are concerned.

The Board felt that currently Placement and Careers are doing a very good job and were against centralisation of the service. Conversation took place that other academic schools are also opposed to centralisation and the situation will be monitored.

3.6.8 Referrals from Hospitality Management

The LHT noted that the course team had not been included in the consultation process so far and are concerned about the implications of possible centralisation of the service. The team agreed that they valued the expertise and specialism offered by the existing PDAs and this is a USP as far the students are concerned. Concerns to be forwarded to SAB.

Same discussion as in minute 3.6.7.

3.7 Associate Dean Academic Group Reports

3.7.1 Taught Postgraduate Programmes Report

The Chair summarised the report, drawing particular attention to the planned recruitment activity.

3.7.2 Associate Dean Events and Leisure

CJ referred to the main points in her report and thanked MBG and CA for all their work as Programme Leaders and welcomed Nick Rowles as Programme Leader from the end of July.

CF suggested that the good news contained within the report should be published more widely such as the website or the blog. KW advised that, that functionality should be available when the new website goes live and as part of the new Research Blog.

3.7.3 Associate Dean Sport

IJ welcomed new staff Dr Andy Adams, Dr Tim Breitbarth and Lucy Sheppard to the team and congratulated the team on the Guardian League Table result and KG on her 'you're brilliant' award. He summarised the report which had been available prior to the meeting asking for any suggestions regarding Education Excellence be passed onto KG or PB as they are part of the working group for the School of Tourism.

3.7.4 Associate Dean Hospitality and Retail

AB referred to the main points in the report thanking Hania Janta for all her hard work during her time here. Attention was drawn to the successes of students who have been nominated for awards and had papers accepted. AB thanked RH and PH for their help in arranging for the labs to undergo refurbishment for September.

3.8 Associate Dean International Engagement

The report had been made available prior to the meeting and the Chair drew particular attention to the summary and requests for any suggestions or input regarding overseas activity to be passed on to RS over the summer.

3.9 Deputy Dean: Research & Enterprise

AF presented his report, referring to the main points as follows:

- Acknowledged that the performance indicators set for ST are feasible with the only concern regarding accommodating up to 78 PhD students.
- Reported that ST was being encouraged to broaden out into the social sciences publications.

AF informed the committee that BURO has now been replaced with BRIAN and reminded members not to upload anymore information to BURO. He acknowledged that it was a new system, with good integrated software and there will be training for users.

3.10 There were no referrals from SREC

4 For approval and Endorsement

There was no business under this agenda item.

5 For Note

5.1 Student and Academic Services

The SAS report was received.

5.2 Senate

The Senate report was received.

6 Reporting Committees. Minutes received:

- School Academic Standard Committee – Wednesday 7th March 2012
- School Research & Enterprise Committee – Thursday 3rd May 2012
- UG Programmes:
 - BATM – 29 February 2012
 - BAEM – 22 February 2012
 - BALM – 7 March 2012
 - BARM – 29 February 2012
 - BAHM and Top Ups – 22 February 2012
 - Sport Framework – 22 February 2012
- Masters Framework – 1 December 2012
- Partners
 - BPC – 7 March 2012
 - WLC – 6 March 2012
 - UCY – 29 February 2012

Cannington Centre – 1 February 2012

7 Any Other Business

7.1 Grow @ BU

EC ran through her presentation outlining the new Grow@BU initiative. Copies of the slides are available within the SAB folders on the I Drive. The following areas of concern were raised by the committee:

- The scheme may ostracise widening participation students more than they are already are, it was felt that this would be more noticeable on the Sports programmes where students have the opportunity to self fund added value courses etc.
- The committee felt that this may have an impact upon staff resourcing. However EC reinforced that staff would not be spending more time with students and it was about improving teaching approaches and techniques.
- Discussion took place surrounding whether this was duplicating work done by the counselling service, chaplaincy and askBU. However EC put forward that this was an academic approach designed at making the transition easier for students.
- Some members of the committee felt that this would be as beneficial for those returning to Level H after placement and voiced concerns that this would not impact then until Stage Three of the implementation plan.

8 Next Meeting

The next SAB meeting will take place in the Autumn Term, date to be confirmed.