

BOURNEMOUTH UNIVERSITY**SENATE**Wednesday 10th November, 2.15pm

The Boardroom, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Minutes of the Meeting of 9 June 2010 • Matters Arising	<i>See minutes note*</i>	2.15
	PART A – Vice-Chancellor’s Communications		
2	External Developments	Verbal Report	2.20
3	Committee Matters • Articles of Government and Senate Standing Orders • Committee Guidance	SEN-1011-2 SEN-1011-3	
4	Electronic Senate Meetings	SEN-1011-4	
5	2009-10 Strategic Reviews – Summary	SEN-1011-5	
	PART B – Debate		
6	Enhancing the Student Experience at BU	SEN-1011-6	2.50
	PART C – Matters raised by members		
7	• Issues raised by the Business School • On-line assessment	SEN-1011-7 Verbal report	3.50
	PART D – Routine Committee Business		
8	Minutes of Standing Committees <u>Board Committees with Senate Representation</u> 8.1 Nominations Committee, 17 September 2010 (unconfirmed). <u>Senate Standing Committees with Board representation</u> 8.2 Research & Enterprise Committee, 18 June 2010 (confirmed). 8.3 Research & Enterprise Committee, 28 October 2010 (unconfirmed).	<i>See minutes note*</i>	4.05

	<p>8.4 Research Ethics Committee, 23 June 2010, (unconfirmed)</p> <p><u>Senate Standing Committees</u></p> <p>8.5 Academic Standards Committee: 8.5.1 21 July 2010 8.5.2 13 September 2010 8.5.3 19 October 2010</p> <p>8.6 Education Enhancement Committee, 5 October 2010 (unconfirmed).</p> <p><u>School Academic Boards:</u></p> <p>8.7 The School of Applied Sciences: 8.7.1 19 May 2010 8.7.2 16 June 2010 8.7.3 21 July 2010 8.7.4 29 September 2010</p> <p>8.8 The Business School, 27 October 2010</p> <p>8.9 School of Design, Engineering & Computing, 20 October 2010</p> <p>8.10 School of Health & Social Care, 4 November 2010</p> <p>8.11 Media School, 8.11.1 7 July 2010 8.11.2 27 October 2010</p> <p>8.12 School of Tourism, 8.12.1 5 May 2010 8.12.2 6 October 2010 8.12.2.1 Response to referral</p>		
9	Any other business		
10	Date of next meeting: 16 March 2011, 2.15pm		4.15

Jenny Jenkin,
Director of Student & Academic Services
Secretary
November 2010

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

Paper Title	Articles of Government and Senate Standing Orders
Paper Number	SEN-1011-2
Paper Contact	Nichola Kett and Geoff Rayment Policy and Committees (Student and Academic Services)
Purpose	To ensure that Senate members are aware of the content of these key documents.
Link to the Strategic Plan	None
Implications/impacts	Risk relating to non-compliance
Audience	Senate members
Decision Required by the Committee	Senate is asked to note the Articles of Government and Senate Standing Orders
Additional committees to consider proposal	None
Status of paper	Non-confidential

ARTICLES OF GOVERNMENT FOR BOURNEMOUTH UNIVERSITY

HIGHER EDUCATION CORPORATION

In exercise of the powers conferred upon it by section 125 of the Education Reform Act 1988, the Bournemouth University higher education corporation makes the following Articles of Government in accordance with which the Bournemouth University shall be conducted:

1. INTERPRETATION

1.1 In these Articles, words and expressions shall have the meanings ascribed to them in paragraph 1 of the Instrument of Government made by the Privy Council on 26 April 1993 and;

The “holders of senior posts” means Principal, the Clerk and the holders of such other senior posts as the Board of Governors may determine and “holder of a senior post” shall be construed accordingly;

“the staff” includes both teaching and other staff of the University;

“staff Governor” means a member of the Board of Governors appointed on the nomination of the Academic Board or as co-opted staff nominee;

“student Governor” means a member of the Board of Governors appointed as a student nominee or as a co-opted student nominee; and

a “Students’ Union” means any association of the generality of students formed to further the educational purposes of the University and the interests of students as students.

1.2 The Interpretation Act 1978 shall apply for the interpretation of these Articles as it applies for the interpretation of an Act of Parliament.

2. CONDUCT OF THE UNIVERSITY

The University shall be conducted in accordance with the provisions of the Education Acts 1944 to 1993, any subsequent Education Acts, any relevant regulations, orders or directions made by the Secretary of State, or by the Privy Council, and subject thereto, in accordance with the provisions of the Instrument, these Articles and any rules or bye-laws made under these Articles.

3. THE CHANCELLOR

The Board of Governors shall have the power to appoint a suitable individual as Chancellor of the University and may determine the duration and other terms of such office and the functions and duties to be carried out by the Chancellor.

4. RESPONSIBILITIES OF BOARD OF GOVERNORS, PRINCIPAL AND ACADEMIC BOARD

The Board of Governors

4.1 The Board of Governors shall be responsible for:

- (a) the determination of the educational character and mission of the University and for oversight of its activities;
- (b) the effective and efficient use of resources, the solvency of the University and the Corporation and for safeguarding their assets;

- (c) approving annual estimates of income and expenditure;
- (d)
 - (i) the appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts;
 - (ii) the assignment of duties to and appraisal of the Principal, the Clerk and other holders of senior posts; and
- (e) setting a framework for the pay and conditions of service of all other staff.

The Principal

4.2 Subject to the responsibilities of the Board of Governors, the Principal shall be the chief executive of the University and shall be responsible for:

- (a) making proposals to the Board of Governors about the educational character and mission of the University and for implementing the decisions of the Board of Governors;
- (b) the organisation, direction and management of the University and leadership of the staff;
- (c) the appointment, assignment of duties, grading, appraisal, suspension, dismissal, and determination – within the framework set by the Board of Governors – of the pay and conditions of service of staff other than the holders of senior posts;
- (d) the determination, after consultation with the Academic Board, of the University’s academic activities, and for the determination of its other activities;
- (e) preparing annual estimates of income and expenditure, for consideration by the Board of Governors, and for the management of budget and resources, within the estimates approved by the Board of Governors; and
- (f) the maintenance of student discipline and, within the rules and procedures provided for within these Articles, for the suspension or expulsion of students on disciplinary grounds and for implementing decisions to expel students for academic reasons.

The Academic Board

4.3 Subject to the provisions of these Articles, to the overall responsibility of the Board of Governors, and to the responsibilities of the Principal, the Academic Board shall be responsible for:

- (a) general issues relating to the research, scholarship, teaching and courses at the University, including criteria for the admission of students; the appointment and removal of internal and external examiners; policies and procedures for assessment and examination of the academic performance of students; the content of the curriculum; academic standards and the validation and review of courses; the procedures for the award of qualifications and honorary academic titles; and the procedures for the expulsion of students for academic reasons. Such responsibilities shall be subject to the requirements of validating and accrediting bodies;
- (b) considering both the development of the academic activities of the University and the resources needed to support them and for advising the Principal and the Board of Governors thereon; and
- (c) advising on such other matters as the Board of Governors or the Principal may refer to the Academic Board.

4.4 The Academic Board may establish such committees as it considers necessary for purposes enabling it to carry out its responsibilities provided that each establishment is first approved by the Principal and Board of Governors. The number of members of any such committee and the terms on which they are to hold and vacate office shall be determined by the Academic Board.

5. ACADEMIC BOARD

5.1 There shall be an Academic Board of no more than 34 members, comprising the Principal (who shall be Chairman) and such other numbers of staff and students as may from time to time be approved by the Board of Governors. At least half of the members of the Academic Board shall be holders of management posts (as specified in paragraphs 5.2(a) to (d) (inclusive) below) and the remainder will be staff and student members (as specified in paragraphs 5.2(e) to (g) (inclusive) below). The period of appointment of members and the selection or election arrangements shall be subject to the approval of the Board of Governors.

5.2 The membership of the Academic Board shall consist of:

- (a) the Principal;
- (b) the Deputy Principal(s), the Director of Personnel, and any other Assistant Principal(s);
- (c) Deans and Heads of Academic Departments;
- (d) Heads of Central Service Departments (from those Central Service Departments established by the Board of Governors);
- (e) one member of the full-time teaching staff from each Academic Department freely elected biennially by members of that Department, in accordance with such regulations and procedures as the Academic Board shall from time to time approve;
- (f) two members of the full-time non-teaching staff freely elected biennially by members of such staff, in accordance with such regulations and procedures as the Academic Board shall from time to time approve; and
- (g) two students of the University elected annually from the student body.

5.3 The Principal shall appoint a Deputy Chairman from among the members of the Academic Board to take the chair in his place.

5.4 The Academic Secretary shall act as Secretary to the Academic Board.

5.5 The quorum and procedures for the Academic Board shall be as determined by the Academic Board from time to time and as expressed in its standing orders.

6. DELEGATION OF FUNCTIONS AND COMMITTEES

6.1 Subject to the following provisions of this Article, the Board of Governors may establish committees for any purpose or function, other than those assigned elsewhere in these Articles to the Principal or to the Academic Board, and may delegate powers to such committees or to the Chairman of the Board of Governors or to the Principal.

6.2 The Board of Governors or any relevant committee of the Board may co-opt as members of the committee any appropriate individual who is not a member of the Board of Governors except:

- (a) the majority of the membership of the committee shall always comprise members of the Board of Governors;
- (b) as provided for in Article 6.3 below.

6.3 The Board of Governors shall establish a committee or committees to determine or advise on such matters relating to employment policy or finance as the Board of Governors may remit to them. The members of the committee or committees shall be drawn from the Board of Governors other than staff or student Governors. The committees will include an Audit Committee to be established in accordance with the requirements of any relevant funding authority.

6.4 The Board of Governors shall not, however, delegate the following:

- (a) the determination of the educational character and mission of the University;
- (b) the approval of the annual estimates of income and expenditure;
- (c) ensuring the solvency of the University and the Corporation and the safeguarding of their assets;
- (d) the appointment or dismissal of the Principal;
- (e) the varying or revoking of these Articles.

7. **APPOINTMENT OF CLERK TO THE BOARD OF GOVERNORS**

The Board of Governors shall appoint a Clerk to act as secretary to the Board of Governors.

8. **PROCEDURES FOR MEETINGS**

- 8.1 (a) The Board of Governors shall elect a Chairman biennially. Nominations for the office of Chairman shall be submitted to the Clerk prior to the meeting at which the appointment will be determined. In the event of more than one nomination being received an election will take place at that meeting.
 - (b) The Board of Governors shall elect a Deputy Chairman biennially to act in the absence of the Chairman.
 - (c) If both the Chairman and Deputy Chairman are absent, the members present shall choose one of their number as chairman for the meeting. A member of the Board of Governors who is employed by the University or a student thereof, who is a student nominee or a co-opted member of the Board of Governors, is not eligible for appointment as Chairman or Deputy Chairman or as chairman of a meeting of the Board of Governors.
- 8.2 (a) The quorum for meetings of the Board of Governors shall be the numbers of members (who may be present in person or by proxy) determined in accordance with the table set out below. If a meeting is quorate, but less than half the members present are independent members, a majority of the independent members present shall be able to require that a decision be deferred to the next meeting. No decision shall be deferred more than once under this provision.

<i>Total actual membership of Board of Governors</i>	<i>Minimum number of members to be present for quorum</i>	<i>Minimum number of independent members within the total to be present for quorum</i>
<i>12 or 13</i>	<i>5</i>	<i>3</i>
<i>14 to 16</i>	<i>6</i>	<i>4</i>
<i>17 or 18</i>	<i>7</i>	<i>4</i>
<i>19 to 21</i>	<i>8</i>	<i>5</i>
<i>22 or 23</i>	<i>9</i>	<i>5</i>
<i>24 or 25</i>	<i>10</i>	<i>6</i>

- (b) If at the expiration of half an hour after the time appointed for a meeting a sufficient number of Governors to form a quorum is not present (in persons or by proxy), or if at any meeting the business is not completed the meeting shall stand adjourned sine die and a further meeting shall be summoned as soon as conveniently may be. Any meeting may be adjourned by resolution.

8.3 Conduct of Meetings

- (a) The Board of Governors shall hold a meeting at least once in every academic term.
- (b) All meetings of the Board of Governors shall be convened by the Clerk.
- (c) A meeting of the Board of Governors may be requisitioned by any three of their number or by the Chairman.
- (d) (i) At least five clear days' notice (exclusive of the dates of service and meeting) shall be given of every meeting of the Board of Governors. A meeting may be called at shorter notice only if so agreed by at least three-quarters in number of the members entitled to attend and vote thereat.
- (ii) The notice shall specify the time, date and place of the meeting and the general nature of the business to be transacted.
- (iii) Notice shall be given to all members entitled to attend and vote at the meeting, but accidental omission to give, or failure to receive notice shall not invalidate the proceedings at the meeting.
- (iv) Notice of a meeting or any other notice may be sent by post to any member at the address registered by him with the Clerk to the Board of Governors, and is deemed served 24 hours after posting. Proof of posting shall be deemed proof of service.
- (e) The proceedings of the Board of Governors or any committee of the Board of Governors shall not be invalidated by any vacancy in their number or by any defect in the election, appointment or qualification of any Governor.
- (f) (i) Subject to paragraph (ii) below every question to be determined at a meeting of the Board of Governors or of any committee of the Board of Governors shall be determined by a majority of the votes of the Governors present and voting on the question and where there is an equal division of votes the Chairman of the meeting shall have a second or casting vote.

- (ii) A proposed alteration of the Articles of Government shall be approved only if supported by not less than three-quarters of members present and voting.
 - (g) Any resolution of the Board of Governors may be rescinded or varied at a subsequent meeting if due notice as required by Article 8.3(d) of the intention to rescind or vary the same has been given to all the Governors.
- 8.4
- (a) If a Governor has a direct or indirect pecuniary interest, family or other personal interest in any matter under discussion, and is present at a meeting of the Board of Governors or a committee of the Board of Governors at which the matter is to be considered, he shall, as soon as practicable after the commencement of the meeting, disclose that he has such an interest. He shall withdraw from the meeting during consideration of the relevant item, unless the other members of the Board of Governors, or of the committee of the Board of Governors, decide that he shall remain or the matter is before the Board of Governors as part of a report and is not itself the subject of debate, and in either case he shall not speak or vote upon the matter.
 - (b) The foregoing shall not prevent the Board of Governors considering and voting upon proposals for the Corporation to insure the members of the Corporation against liabilities incurred by them arising out of their office of the Corporation obtaining such insurance and paying the premiums.

8.5 **Governors employed as staff of the University**

Members of staff who are members of the Board of Governors:

- (a) shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors or of a committee of the Board of Governors at which there is consideration of the appointment or promotion of a person to a post senior to that being held by them, or consideration of the suspension, dismissal, resignation, or retirement of a person holding such a post;
 - (b) shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors at which there is consideration of his/her own promotion, suspension, dismissal, resignation, or retirement (except as provided for in the Articles of Government relating to suspension and dismissal);
 - (c) shall not, at any time after notice of the termination of his/her contract shall have been given by or to him/her, attend at any such meeting as aforesaid at which there is consideration of the appointment of his/her successor.
- 8.6 Any student being a Governor shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors at which there is consideration of the appointment, promotion, suspension, resignation, retirement or dismissal of any member of the University staff or, except as provided in these Articles of Government, of any matter concerning his/her own expulsion.
- 8.7 Minutes of the proceedings of the Board of Governors shall be kept by the Clerk and, together with the agendas and papers, be reasonably available to students and staff for reference, except where material relates to named members of staff or students, or prospective members of staff or students, or to matters which the Board of Governors has resolved shall be confidential. All such minutes will be signed by the Chairman of the Board of Governors or his deputy as a correct record of the proceedings.

8.8 Members of the Board of Governors shall not be bound in their speaking and voting by mandates given to them by other bodies or persons, except where acting as a proxy for a member.

8.9 **Proxy Representation**

- (a) Members of the Board of Governors shall be entitled to appoint another member of the Board of Governors as his/her proxy at any meeting or adjourned meeting of the Board of Governors.
- (b) The appointment of the proxy shall be in writing and may direct the proxy to vote on behalf of the appointor for or against any specific resolutions to be proposed, or as the proxy may think fit, or to abstain.
- (c) The member who is appointed the proxy shall, in addition to his or her own vote, be deemed to have an additional vote on any resolution for any person for whom he/she has been appointed proxy.
- (d) The instrument appointing a proxy must be deposited with the Clerk not less than 48 hours before the time for holding the meeting or the adjourned meeting for which the proxy is appointed and an instrument of appointment which is not so deposited will be invalid.
- (e) A member of the Board of Governors who has appointed a proxy will be entitled to attend any meeting notwithstanding the appointment, but the proxy may not be exercised whilst the appointor is present at the meeting.
- (f) Arrangements for proxies will not apply to meetings of committees of the Board.

8.10 A resolution in writing signed by at least three-quarters of the members (with at least half of those signing being independent members), each of whom would have been entitled to vote on it if it had been proposed at a meeting of the Board of Governors at which he or she was present, shall be as effective as if it had been passed at a duly convened meeting of the Board of Governors and separate copies of any documents may be sent to individual members for their signature.

8.11 The quorum and procedures for meetings of committees of the Board of Governors shall be as determined by rules or bye-laws made from time to time by the Board of Governors but, subject thereto, such committees shall determine their procedures for meetings as they consider appropriate.

8.12 **Appointment of new members of the Corporation**

- (a) Where the Corporation is the appointing authority, the provisions for the calling and conduct of meetings shall be as set out in Articles 8.1 to 8.10.
- (b) Where the current independent members are the appointing authority, they shall form a committee of the Board of Governors for this purpose. There shall be a quorum for this committee when half the independent members in office are present.
- (c) The voting will proceed as in 8.3(f) save that where the appointment is of an independent member by the Corporation, a majority of the current independent members, whether or not taking part in the vote, agree; and the appointment of a member over the age of 70 shall require an absolute majority of all the members of the appointing authority, whether or not taking part in the vote.

9. **APPOINTMENT AND PROMOTION OF STAFF**

9.1 Each member of staff shall serve under a contract of employment with the Corporation.

9.2 Upon the occurrence of a vacancy or expected vacancy for the post of Principal, and for other senior posts, the post shall be advertised nationally.

10. **CONDUCT OF STAFF**

10.1 After consultation with the staff, the Board of Governors shall make rules relating to the conduct of staff.

10.2 **Academic Freedom**

In making rules under Article 10.1, the Board of Governors shall have regard to the need to ensure that academic staff of the University have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy or losing their jobs or any privileges they may have at the University.

11. **SUSPENSION AND DISMISSAL OF STAFF**

Suspension

11.1 The Chairman of the Board of Governors, or in the absence of the Chairman, the Deputy Chairman, may suspend from duty, with pay, the holder of a senior post for misconduct or other good and urgent cause. The Chairman, or Deputy Chairman, shall report such suspension in writing to the Board of Governors within two working days or as soon thereafter as practicable.

11.2 The Principal may suspend from duty, with pay, any member of the staff, other than the holder of a senior post, for misconduct or other good and urgent cause.

11.3 Anyone who is suspended from duty under Articles 11.1 or 11.2 shall be entitled to receive from the Principal, or in the case of the holders of senior posts, from the Chairman or Deputy Chairman of the Board of Governors, written notification of the suspension, setting out the grounds on which the decision to suspend has been taken.

11.4 Procedures for the suspension of staff under Articles 11.1 or 11.2 shall be specified in rules made by the Board of Governors after consultation with the staff. The rules shall include provision that:

- (a) any person who has been under suspension for three weeks or more may appeal in writing to the Board of Governors against the suspension, save that no such right of appeal shall lie if the person is the subject of a reference to a Special Committee under Article 11.5 or of a notification from the Principal under Article 11.12;
- (b) any appeal made under 11.4 (a) shall be considered as soon as practicable;
- (c) a suspension against which an appeal is made shall continue to operate pending the determination of the appeal.

Dismissal

Holders of senior posts including the Principal and the Clerk

11.5 If the Chairman of the Board of Governors, or in his absence the Deputy Chairman, or a majority of the members of the Board of Governors, consider that it may be appropriate for the Board of Governors to dismiss the holder of a senior post, the Chairman, Deputy

Chairman, or Board of Governors as appropriate, shall refer the matter to a Special Committee of the Board of Governors, which shall be convened as soon as possible to examine the facts, otherwise investigate the grounds for dismissal and make a report to the Board of Governors.

- 11.6 The person whose dismissal is to be considered by the Special Committee shall have the right to make representations to the committee, including oral representations, for which purpose he or she may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors.
- 11.7 The Special Committee shall prepare a written report for consideration by the Board of Governors, a copy of which shall be sent to the person to whom it relates. The report shall set out the facts relating to the case, and any considerations which the committee considers should be taken into account in the Board of Governors' consideration of the matter. The report should not contain recommendations as to the decisions to be taken by the Board of Governors.
- 11.8 The Board of Governors shall consider the report of the Special Committee and take such action as it considers appropriate, which may include the dismissal of the person concerned. The person concerned shall have the right to make representations to the Board of Governors, including oral representations, for which purpose he or she may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors.
- 11.9 The Special Committee shall consist of three members of the Board of Governors. The Chairman of the Board of Governors, the Deputy Chairman and the Principal shall not be eligible for membership of the Special Committee.
- 11.10 The Board of Governors shall make rules specifying procedures for the conduct of the Special Committee and other aspects of the procedure set out in Articles 11.5 to 11.9.

Other Members of Staff

- 11.11 The Principal may dismiss any member of the staff of the University other than the holder of a senior post. If the circumstances are such that he is entitled to do so by virtue of the conduct of that member of staff that dismissal may take immediate effect without any need for prior notice.
- 11.12 Where the Principal proposes to dismiss such a member of staff and the circumstances described in Article 11.11 do not prevail he shall notify the member of staff concerned of that proposal. That staff member shall be given an opportunity to make representations to the Principal (including oral representations, for which purpose the staff member may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors) before any decision to dismiss is taken by the Principal.
- 11.13 Where a staff member has been dismissed pursuant to Article 11.11 or a decision to dismiss has been taken pursuant to Article 11.12 that staff member may appeal against the dismissal or decision, as the case may be, to the Board of Governors. In the case of an appeal against a decision to dismiss the dismissal shall not take effect until the appeal has been determined.
- 11.14 Procedures for the dismissal of staff by the Principal and for the consideration of appeals against dismissals shall be specified in rules made by the Board of Governors after consultation with the staff. The rules will make provision for rights of representation.
- 11.15 **Delegation of Principal's Powers of Dismissal and Suspension**

The powers of the Principal to suspend and/or dismiss staff under Articles 11.2, 11.11 and 11.12 above may be delegated by the Principal to the holder of a senior post. The

delegation of any such powers shall be in accordance with any regulations relating to such delegation made by the Board of Governors. In the case of any such delegation, the references to “the Principal” will, where applicable in Article 11 above, also be deemed to include any person to whom such powers have been delegated.

12. GRIEVANCE PROCEDURES

After consultation with the staff the Board of Governors shall make rules specifying procedures according to which staff may seek redress of any grievances relating to their employment.

13. STUDENTS

13.1 A Students’ Union shall conduct and manage its own affairs and funds in accordance with a constitution approved by the Board of Governors and shall present audited accounts annually to the Board of Governors. No amendment to or rescission of that constitution, in part or in whole, shall be valid unless and until approved by the Board of Governors.

13.2 The Board of Governors, after consultation with the Academic Board and representatives of the students, shall make rules with respect to the conduct of students, including procedures for suspension and expulsion.

13.3 In exercise of their responsibilities under Article 4.3(a), the Academic Board, after consultation with the Board of Governors and representatives of the students, shall determine procedures for the expulsion of a student for an unsatisfactory standard of work or other academic reasons.

13.4 The Board of Governors shall make provision for students to have an appropriate opportunity to raise matters of proper concern to them at all levels in the University, including the Board of Governors and the Principal.

14. FINANCIAL MATTERS

Fees

14.1 The Board of Governors shall determine the tuition and other fees payable to the Corporation (subject to any terms and conditions attached to grants, loans or other payments paid or made by any appropriate funding authority).

Accounts, Estimates and Audit

14.2 The Board of Governors shall keep accounts and records and appoint auditors in accordance with the provisions of the Act.

14.3 Annual estimates of income and expenditure shall be prepared by the Principal for the consideration and approval of the Board of Governors.

15. RULES AND BYE-LAWS

The Board of Governors shall have power to make rules and bye-laws concerning such matters with regard to the government and conduct of the University as it shall think fit. Such rules and bye-laws shall be subject to the provisions of these Articles of Government.

16. COPIES OF ARTICLES, RULES AND BYE-LAWS

A copy of these Articles, and any rules or bye-laws, shall be given to every member of the Board of Governors and shall be available for inspection upon request to every member of staff and every student.

17. AMENDMENT OF ARTICLES

These Articles may be amended or replaced by a resolution of the Corporation passed in accordance with Article 8.3(f)(ii) either with the approval of the Privy Council or as required by the Privy Council, after consultation with the Corporation, in accordance with section 125 of the Act.

18. DATE OF ARTICLES

These Articles shall come into operation on 30 January 1996.



SENATE

STANDING ORDERS

July 2010

Contents	Page
Application of Standing Orders	4
Terms of Reference and Membership	4
Officers	5
Election of Members	5
Co-option	6
Substitutes/Proxy Representation	6
Observers	6
Quorum	6
Meetings	6
Agenda and Minutes	6
Order of Business	7
Voting	7
Senate Committees and Formal Reporting Lines	8
Standing and Sub-Committee Procedure	8
Clerking Arrangements	9
Variation and Revocation of Standing Orders	9
Appendix 1	
Senate Structure Diagram	10
Appendix 2	
Election of Representatives to Senate	
Election of School Academic Staff Representatives	11
Election of General Academic Staff Representatives	12
Election of Professional and Support Staff Representatives	12
Appendices 3-16	
Senate Committees' Terms of Reference	
Senate Standing Committees	
Appendix 3	
School Academic Board	13
Appendix 4	
Academic Standards Committee	15
Appendix 5	
Education Enhancement Committee	17
Appendix 6	
Research & Enterprise Committee	19
Appendix 7	
Research Ethics Committee	20
Appendix 8	
Student Experience Committee	21
Senate Sub-Committees	
Appendix 9	
School Quality Assurance & Enhancement Committee	23
Appendix 10	
School Research & Enterprise Committee	25
Appendix 11	
Framework Management Team	26
Appendix 12	
Partnership Board	28

Appendix 13 Internationalisation Strategy Group	30
Senate ad hoc Standing Committees	
Appendix 14 Constitution & Procedures Committee	31
Appendix 15 Boards of Examiners	32
Appendix 16 Research Examination Teams	34

1. APPLICATION OF STANDING ORDERS

- 1.1 These Standing Orders shall apply - as far as is practicable and appropriate - to the work of all Standing Committees and Sub-Committees of Senate.

2. TERMS OF REFERENCE AND MEMBERSHIP

The Articles of Government for the University define the terms of reference and membership for Senate as follows.

2.1 Terms of Reference

- 2.1.1 Subject to the provisions of the Articles of Government, the overall responsibility of the University Board, the responsibilities of the Vice-Chancellor and the requirements of validating and accrediting bodies, Senate shall be responsible for:

- (i) general matters relating to the research, scholarship, teaching and programmes at the University, including criteria for the admission of students;
- (ii) the appointment and removal of internal and external examiners;
- (iii) policies and procedures for assessment and examination of the academic performance of students;
- (iv) the content of the curriculum;
- (v) academic standards and quality and the validation and review of programmes;
- (vi) the procedures for the award of qualifications;
- (vii) confirmation of awards made by undergraduate and postgraduate Boards of Examiners and by Research Examination Teams (the Vice-Chancellor on behalf of Senate);
- (viii) the procedures for the expulsion of students for academic reasons;
- (ix) considering both the development of the academic activities of the University and the resources needed to support them and for advising the Vice-Chancellor and the University Board thereon;
- (x) advising on such other matters as the University Board or the Vice-Chancellor may refer to Senate.

- 2.1.2 Senate may establish such Standing Committees and Sub-Committees as it considers necessary for purposes enabling it to carry out its responsibilities provided that each establishment is first approved by the Vice-Chancellor and the University Board. The number of members of any such committee and the terms on which they are to hold and vacate office shall be determined by Senate.

2.2 Membership

- 2.2.1 There shall be a Senate of no more than 34 members, comprising the Vice-Chancellor (who shall be Chair) and such other staff and students as may from time to time be approved by the University Board. At least half of the members of Senate shall be holders of management posts as defined in paragraph 5.2(a) to 5.2(d) of the University's Article of Government. The period of appointment of members and the selection or election arrangements shall be subject to the approval of the University Board.

- 2.2.2 The membership of Senate shall consist of:

- (i) Vice-Chancellor;
- (ii) Deputy Vice-Chancellor;
- (iii) Pro-Vice-Chancellors;

- (iv) Director of Finance;
- (v) Director of Human Resources;
- (vi) Director of Student & Academic Services;
- (vii) Deans of School;
- (viii) Principal of Anglo-European College of Chiropractic (AECC);
- (ix) President of the Students' Union;
- (x) Vice-President (Representation) of the Students' Union;
- (xi) General Manager of the Students' Union;
- (xii) One member of academic staff from each School freely elected triennially by members of academic staff of that School, in accordance with such arrangements as Senate shall from time to time approve;
- (xiii) Two members of academic staff freely elected triennially by members of academic staff, in accordance with such arrangements as Senate shall from time to time approve;
- (xiv) Two members of the professional and support staff freely elected triennially by members of professional and support staff, in accordance with such arrangements as Senate shall from time to time approve.

In addition the following will be in attendance at Senate as Observers:

- (xv) Two members of the Professoriate in each School (See provision in paragraph 7.2 below).

3. OFFICERS

- 3.1
 - (i) The Vice-Chancellor shall be Chair of Senate and an ex-officio member of all Standing Committees of Senate.
 - (ii) The Pro-Vice-Chancellor (Education & Professional Practice) shall be Deputy Chair.
 - (iii) The Academic Secretary or their nominee shall be Secretary to Senate.
- 3.2 In the event of the absence of the Chair and the Deputy Chair, the Pro-Vice-Chancellor (Research & Enterprise) shall act as Chair. If all three are absent, Senate shall elect its own Chair for that meeting.

4. ELECTION OF MEMBERS

- 4.1 The academic and professional and support staff members shall serve for a period of three years and elections will be held triennially in the Summer term in accordance with such arrangements as Senate shall from time to time approve. The procedure for the election of the academic and professional and support staff members is set out in Appendix 2.
- 4.2 The election of members to represent a newly established School, or a School affected by restructuring and/or staff transfer, where the changes affect 20% or more of those academic staff within a School eligible for election, shall proceed immediately following the effective date of establishment or change, as determined by the Chair of Senate.
- 4.3 A casual vacancy shall be filled by election and the person so elected shall hold office for the unexpired term of office of the member being replaced. The person elected to fill a casual vacancy shall also fill any vacancy which was created on a Standing Committee or Sub-Committee.
- 4.4 The election of members of Senate shall normally be conducted by secret ballot.

4.5 Senate shall consider what action to take when it is informed that an elected member has been absent, or it is notified that he/she will be absent, from three consecutive meetings of Senate.

5. CO-OPTION

5.1 Standing Committees and Sub-Committees of Senate may co-opt up to two additional members normally for a period of up to three years in duration.

6. SUBSTITUTES/PROXY REPRESENTATION

6.1 Substitutes shall be permitted at meetings of Senate and its Standing Committees and Sub-Committees at the discretion of the Chair.

7. OBSERVERS

7.1 Students and University staff (other than as specified in 7.2 below) shall have the right to observe meetings of Senate, Standing Committees and Sub-Committees but not to participate in Senate debate unless such is agreed by resolution of Senate. The numbers observing at any one meeting shall not exceed the total membership of Senate.

7.2 *Pro tem*, Observers at Senate shall include two members of the Professoriate from each School who shall have the right to participate in debate.

8. QUORUM

8.1 Business shall not normally be transacted at any meeting of Senate, its Standing Committees or Sub-Committees, unless at least 50% of the total membership is present or as otherwise agreed by Senate.

9. MEETINGS

9.1 Senate shall normally meet once a term.

9.2 All Standing Committees and Sub-Committees of Senate should normally meet at least once per term.

9.3 Extraordinary meetings of Senate may be called with at least seven days' notice by the Vice-Chancellor, or by the Secretary, at the written request of six members of Senate.

10. AGENDA AND MINUTES

10.1 Any member of Senate may put forward an item or motion for discussion, by giving written notice to the Secretary at least eight days before the next meeting of Senate, except in the case of an extraordinary meeting of Senate or motions raised under Standing Order 10.2.

10.2 Motions which may be moved without notice are:

- (i) to elect a Chair of the meeting;
- (ii) relating to the accuracy of the minutes;

- (iii) for varying the order of business;
- (iv) for adjournment of a meeting or a debate;
- (v) for putting the question;
- (vi) for amending motions;
- (vii) for adopting or referring back reports and recommendations of committees and motions consequential on the adoption or referral back of such reports and recommendations;
- (viii) for appointing committees, provided that this arises from an item on the agenda;
- (ix) for referring a matter to a committee;
- (x) for recording a vote by numbers only;
- (xi) for determining a question by secret ballot (a member of Senate who so wishes, may have his or her name recorded as assenting, dissenting or abstaining from any given vote);
- (xii) to suspend Standing Orders.

10.3 The Secretary shall agree each Agenda with the Chair.

10.4 The Agenda will normally be sent by the Secretary to all members of Senate seven days before each ordinary meeting.

10.5 Unconfirmed minutes of the previous meeting of Senate and reports and papers relevant to the Agenda shall be sent with the Agenda to members of Senate.

10.6 Confirmed Agendas, Minutes and Papers of Senate shall be filed in Student & Academic Services and published on the staff and student portals.

11. ORDER OF BUSINESS

11.1 Unless Senate shall resolve otherwise, the order of business at every meeting of Senate shall be:

- (i) to elect a Chair if the Officers as in (3) above are not present;
- (ii) to read and approve as a correct record the minutes of the last meeting of Senate;
- (iii) to consider any matters arising from the minutes;
- (iv) to receive such communications as the Chair needs to lay before Senate;
- (v) to receive and consider questions, motions or items advanced by members which must be received at least 8 days before the meeting;
- (vi) to receive and consider reports of committees.

12. VOTING

12.1 Where a concensus cannot be reached through discussion, decisions shall be determined by a show of hands, unless a motion is accepted that a secret ballot is more appropriate, and except as provided for under Standing Order 4.4.

12.2 Voting shall be by a simple majority.

12.3 In the event of a tie the Chair shall have a second and casting vote.

13. SENATE COMMITTEES AND FORMAL REPORTING LINES

13.1 The Standing Committees of Senate shall be as follows:

- (i) School Academic Board
- (ii) Academic Standards Committee
- (iii) Education Enhancement Committee
- (iv) Research & Enterprise Committee
- (v) Research Ethics Committee
- (vi) Student Experience Committee

13.2 The Sub Committees of Senate shall be as follows:

- (i) School Quality Assurance & Enhancement Committee
- (ii) School Research & Enterprise Committee
- (iii) Framework Management Team
- (iv) Partnership Board
- (v) Internationalisation Strategy Group

Senate shall also have the following *ad hoc Standing Committees*:

- (i) Constitution & Procedures Committee
- (ii) Board of Examiners
- (iii) Research Examination Team.

14. STANDING AND SUB-COMMITTEE PROCEDURE

14.1 The terms of reference and membership of the Standing Committees and Sub-Committees currently approved by Senate are set out in the Appendices to these Standing Orders.

14.2 All Standing Committees shall be entitled to establish further Sub-Committees, subject to the prior approval of Senate.

14.3 Standing Committees which report to Senate shall at each ordinary meeting of Senate report on progress on matters in hand.

14.4 Each Standing Committee shall have the power to invite written or oral submissions from all members of staff and students.

14.5 All Standing Committee reports containing recommendations shall be fully documented and, where appropriate, shall refer to the views of those members who dissent from the committee's recommendations.

14.6 The time, place and nature of the business of all Standing Committee and Sub-Committee meetings shall be circulated at least three working days before such meetings.

14.7 If the Chair and Deputy Chair are both absent, the committee will elect its own Chair for that meeting.

14.8 Within the terms of reference of the committee concerned, committee Chairs may take Chair's Action in exceptional circumstances. Any such actions must be reported to the next meeting of the committee concerned. In the case of Boards of Examiners, the Chair must have the approval of the External Examiner in certain circumstances before any action is taken. Further information in relation

to Chair's Action is contained in the University's Academic Policies and Regulations.

- 14.9 Minutes of all meetings shall be recorded and copies of all minutes sent to the Secretary, and published in the University, together with discussion papers (except where these are of a confidential nature and cannot be made public). Minutes of meetings should be prepared within 3 working days of the meeting and submitted to the Chair for approval before circulation to the committee members. Whenever a Standing Committee discusses any document, correspondence or other information which a committee considers has implications for the University outside its own terms of reference, all relevant details must be submitted to Senate.
- 14.10 Where, in exceptional circumstances, a 'virtual' committee meeting takes place, for example using e-mail, telephone or video conferencing, every effort should be made to ensure that the procedures set out in these Standing Orders are applied and that the discussion and decision making process is carefully recorded. Minutes should be prepared and circulated in the same way as for 'face to face' meetings.

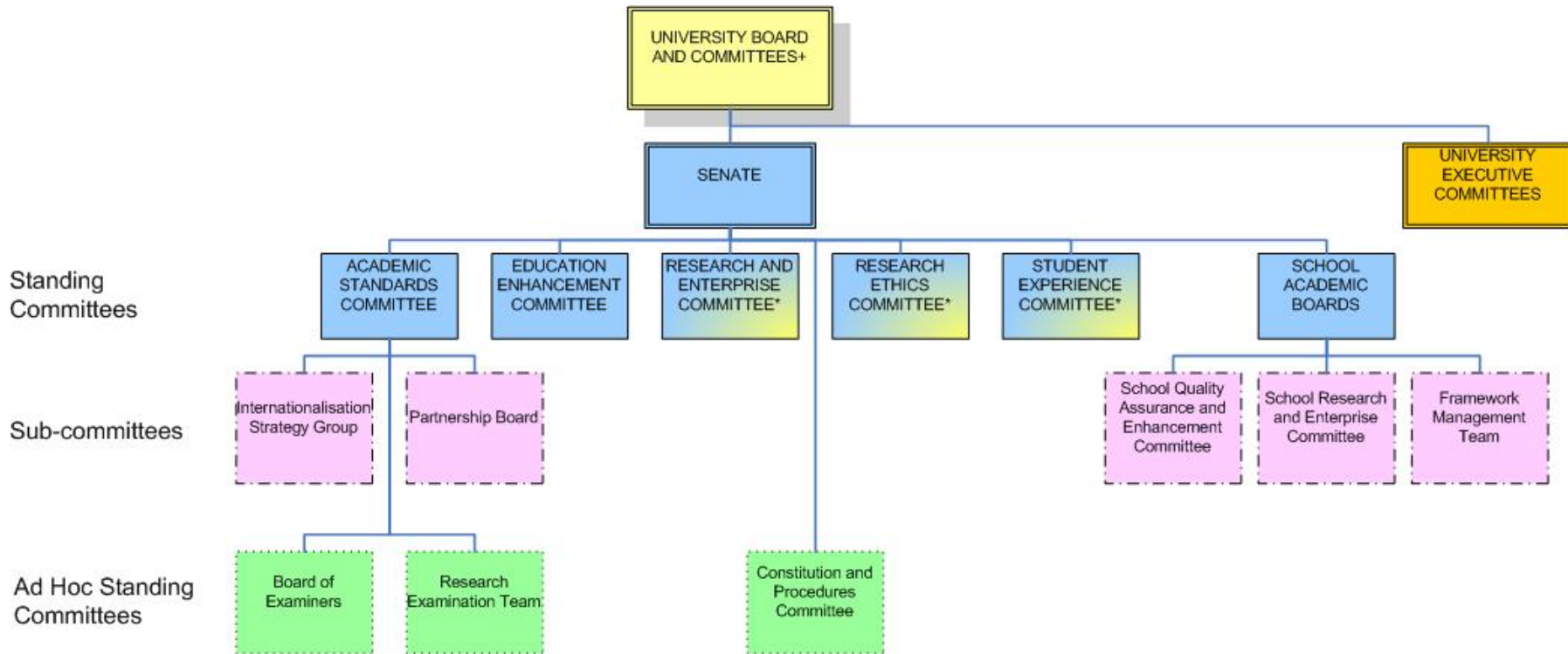
15. CLERKING ARRANGEMENTS

- 15.1 The Secretary shall be responsible for the clerking arrangements in respect of Senate and its committees and shall put in place such procedures as are necessary to ensure that all Senate Committees are serviced and report as appropriate.

16. VARIATION AND REVOCATION OF STANDING ORDERS

- 16.1 Any motion to add to, vary or revoke these Standing Orders shall be referred to Constitution & Procedures Committee which shall report on the motion to the next meeting of Senate.

Appendix 1



+ Including the Nominations Committee, a University Board committee with Senate representation (also includes Honorary Degrees)

* Senate Standing Committee with Board representation

— Formal reporting line

APPENDIX 2

ELECTION OF REPRESENTATIVES TO SENATE

1. PROCEDURE FOR THE ELECTION TO SENATE OF ONE MEMBER OF ACADEMIC STAFF FROM EACH SCHOOL FREELY ELECTED TRIENNIALLY BY MEMBERS OF THAT SCHOOL

Eligible Nominees

- 1.1 Any member of academic staff shall be eligible for nomination.

Constituency

- 1.2 All members of academic staff, including Deans of School, shall be eligible to vote.

Nominations

- 1.3 Nominations, duly proposed, seconded and agreed by the nominee, shall be submitted to the Academic Secretary before an appointed day, not less than seven days after notice of the election has been given by the Academic Secretary.
- 1.4 Those nominated shall be entitled to submit brief biographical details which will appear on the ballot paper.

Election Process

- 1.5 Where an election is necessary, the process will be managed by the Academic Secretary and the following election process will be used:
- 1.6 A ballot paper will be sent, to each member of the constituency, who shall be entitled to vote for one candidate only.
- 1.7 Voting shall take place during a period of not less than 7 days. Ballot papers shall be returned in an envelope provided, by the stated date and time. Any papers received after that date and time shall be void.
- 1.8 Ballot papers shall be counted by the Academic Secretary. The count shall take place in the presence of at least one Dean or Director of Professional Service.
- 1.9 The candidate(s) with the highest number of votes shall be declared elected.
- 1.10 In the event of a tie the decision will be made on the toss of a coin.
- 1.11 The results of the election, with the votes cast for each candidate and/or the name of any candidate returned unopposed, shall be published in the University.

2. PROCEDURE FOR THE ELECTION TO SENATE OF TWO MEMBERS OF THE ACADEMIC STAFF FREELY ELECTED TRIENNIALLY BY THE MEMBERS OF SUCH STAFF

Eligible Nominees

2.1 Any member of academic staff shall be eligible for nomination.

Constituency

2.2 All members of academic staff, including Deans of School, shall be eligible to vote.

Nominations

2.3 Nominations, duly proposed, seconded and agreed by the nominee, shall be submitted to the Academic Secretary before an appointed day, not less than seven days after notice of the election has been given by the Academic Secretary.

2.4 Those nominated shall be entitled to submit brief biographical details which will appear on the ballot paper.

Election Process

2.5 As in 1.5 to 1.11 above.

3. PROCEDURE FOR THE ELECTION TO SENATE OF TWO MEMBERS OF PROFESSIONAL AND SUPPORT STAFF FREELY ELECTED TRIENNIALLY BY THE MEMBERS OF SUCH STAFF

Eligible Nominees

3.1 Any member of professional and support staff, including Directors of Professional Service shall be eligible for nomination.

Constituency

3.2 All members of professional and support staff shall be eligible to vote.

Nominations

3.3 Nominations, duly proposed, seconded and agreed by the nominee, shall be submitted to the Academic Secretary before an appointed day, not less than seven days after notice of the election has been given by the Academic Secretary.

3.4 Those nominated shall be entitled to submit brief biographical details which will appear on the ballot paper.

Election Process

3.5 As in 1.5 to 1.11 above.

APPENDIX 3

SCHOOL ACADEMIC BOARD

Terms of Reference

Purpose: School Academic Board is the principal academic deliberative committee of the School with responsibility for the nature and quality of the School's academic provision. Subject to the general responsibility of Senate for the academic work of the University, each School Academic Board shall debate the planning, co-ordination, development and oversight of frameworks and research, enterprise, professional practice and education within the School. It should also work with the Dean and the School Executive on key aspects of School policy and the implementation of University academic policies.

1. To take responsibility for admissions, assessment and examination procedures and other matters pertaining to student progress;
2. To inform Academic Standards Committee in a timely manner of matters which may jeopardise the maintenance of academic standards or the quality of learning opportunities;
3. To consider University and School educational enhancement initiatives and approve the School Educational Enhancement Strategy;
4. To consider and act upon current provision of frameworks and programmes and make recommendations to Academic Standards Committee on future provision;
5. To maintain an overview of quality assurance through the School Quality Report and other matters reported by the School Quality Assurance & Enhancement Committee;
6. To recommend and agree the policies for education, professional practice, research and enterprise within the School and to identify any associated staff development needs;
7. To liaise with the School Executive to consider and act upon management information data relating to the School's provision;
8. To consider both the development of the academic activities of the School and the resources needed to support them;
9. To consider and act upon student representative reports and Students' Union synoptic reports;
10. To maintain oversight of Framework Management Team activity and promulgate best practice.

Chair

Dean

Deputy Chair

A Deputy Dean (or equivalent)

Secretary

Member of staff from the relevant School as nominated by the Dean.

Quorum

15 people or 50% + 1 (whichever is the smaller)

Usual Number of Meetings

3 per annum

Reporting Line

Senate

Sub-Committees

School Research & Enterprise Committee
School Quality Assurance & Enhancement Committee
Framework Management Teams

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services.
Minutes to be published on University staff and student portals.

Membership

Vice-Chancellor (Ex-officio)

Dean (Chair)

All academic members of School

Other members of School Executive not included in the above

Four representatives from professional and support staff in the School (to be determined by ballot)

Up to two Student Representatives (one undergraduate, one postgraduate) nominated by the Students' Union

A member of the Student & Academic Services Executive

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 4

ACADEMIC STANDARDS COMMITTEE

Terms of Reference

Purpose: Principal University committee to maintain the academic standards set for and achieved by students and to oversee the quality of learning opportunities available to students.

1. To keep under review the Quality Assurance Framework and recommend to Senate such changes as appropriate;
2. To consider and approve new and revised framework and programme proposals in relation to the University's overall academic profile and its strategic objectives;
3. To maintain an overview of the University's framework and programme evaluation activity and processes and to ratify the outcomes;
4. To maintain University oversight of issues arising from the annual framework and programme monitoring process through the School Quality Reports and approve these or otherwise;
5. To consider and act upon management information data arising from the annual monitoring process to ensure the continuous enhancement of the University's academic provision and maintenance of standards;
6. To consider and act upon on matters reported by other University Committees which may jeopardise the maintenance of academic standards or the quality of learning opportunities;
7. To maintain University oversight of the quality assurance and enhancement management functions and responsibilities within Schools through the process of School Quality Audit and to monitor resulting action plans;
8. To consider and approve proposals for new partnerships in relation to the University's collaborative provision strategy and to approve outcomes of Institutional Approval visits;
9. To maintain an overview of partnerships including approval of outcomes of Partner Institution Review and receipt of Partnership Board minutes;
10. To make recommendations to Senate on policies and regulations for the admission and the assessment of students including postgraduate research degree students;

Chair

Pro-Vice-Chancellor (Education & Professional Practice)

Deputy Chair

Deputy Dean (Education) (or equivalent)

Secretary

Academic Quality Officer or other officer as nominated by the Director of Student & Academic Services.

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

Senate

Sub-Committees

Partnership Boards
Internationalisation Strategy Group

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services.
Minutes to be published on University staff and student portals.

11. To monitor and assure the quality of procedures for approving registration on a programme of research leading to a research degree or diploma;
12. To approve or otherwise nominations for the appointment of External Examiners and Examiners of research degrees and keep under review their terms of appointment;
13. To monitor and act upon External Examiners' reports;
14. To monitor and act upon Professional, Statutory and Regulatory Body reports and activity.

Membership

Vice-Chancellor (Ex-officio)
Pro-Vice-Chancellor (Education & Professional Practice) (Chair)
Director of Student & Academic Services
Senior member of AECC nominated by the Principal of AECC
Three Members of the Professoriate (to be appointed by the Vice-Chancellor)
Director of Marketing & Communications or nominee
Deputy Deans (Education)
President of the Students' Union
Vice-President (Representation) of the Students' Union;
General Manager of the Students' Union
Head of Student Administration
Educational Development & Quality Manager
Academic Partnerships Manager
Head of Graduate School

Notes

Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 5

EDUCATION ENHANCEMENT COMMITTEE

Terms of Reference

Purpose: Oversight of the University's education enhancement strategy and enhancement of the quality of learning opportunities across the University.

1. To develop, implement and disseminate initiatives and policies to promote best practice, knowledge exchange and research in curriculum design and pedagogy;
2. To maintain and monitor the outcomes of the University's Education Enhancement Strategy and oversee the Schools' Education Enhancement Strategies;
3. To identify University-wide resource needs for the enhancement of education and advise Senate;
4. To identify, promote and review University-wide staff academic development needs;
5. To consider broad issues of academic and educational policy and advise Schools and Senate;
6. To consider reports from relevant bodies, including Centres for Excellence in Teaching and Learning.
7. To consider the range and quality of the learning opportunities available to students and address these as appropriate.

Membership

Vice-Chancellor (Ex-officio)
Pro-Vice-Chancellor (Education & Professional Practice)(Chair)
Deputy Deans (Education)
Director of Estates & IT Services
Director of Student & Academic Services
Head of Academic Development Services
Educational Development & Quality Manager
Library and Learning Support Manager
Academic Partnerships Manager
Director of Centre for Excellence in Media Practice (CEMP)
Up to three National Teaching Fellows
President of the Students' Union
Vice-President (Representation) of the Students' Union

Notes

Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

Chair

Pro-Vice-Chancellor (Education & Professional Practice)

Deputy Chair

Deputy Dean (Education) (or equivalent)

Secretary

Member of Student & Academic Services as nominated by the Director.

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

Senate

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services. Minutes to be published on University staff and student portals.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 6

RESEARCH & ENTERPRISE COMMITTEE

Terms of Reference

Purpose: To promote and monitor the University's research and enterprise activity.

1. To promote and review Research and Enterprise within the University;
2. To approve policy on all matters relating to the University's Research and Enterprise Strategies;
3. To review School Academic Board research plans, consider specific proposals for University funding, and support and advise on the distribution of funds;
4. To assist the University in general, and the Pro-Vice-Chancellor (Research & Enterprise) in particular, in the development of a strong and financially sound Enterprise culture and structure within the University;
5. To receive information relating to Research and Enterprise activities within the University;
6. To act as an interface with the University Board to raise its awareness of University activities in the Research and Enterprise areas.

Membership

Vice-Chancellor (Ex officio)
Pro-Vice-Chancellor (Research & Enterprise) (Chair)
Normally at least four Members of the University Board nominated by the Chair of the Board (one of whom to be Deputy Chair)
A senior representative from Student & Academic Services to be nominated by the Director
Deputy Deans (Research & Enterprise)
Head of Research
Head of Enterprise
Deputy Head of Research
Deputy Head of Enterprise
Head of Graduate School
Director of Finance

Notes

Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

Pro-Vice-Chancellor (Research & Enterprise)

Deputy Chair

Member of the University Board

Secretary

Committee Clerk

Quorum

50% + 1

Usual Number of Meetings

Up to 3 times per year

Reporting Line

Senate
University Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and the University Board and held by Student & Academic Services. Minutes to be published on University staff and student portals.

APPENDIX 7

RESEARCH ETHICS COMMITTEE

Terms of Reference

Purpose: To monitor University research activities at both undergraduate and postgraduate level and to consider individual requests for ethical approval to ensure University research and enterprise activities are in line with sound ethical practice.

1. To formulate, maintain and keep under review the University research ethics policy in line with best practice;
2. To approve or otherwise research and enterprise proposals remitted to it from School Research & Enterprise Committees requiring ethical approval;
3. To maintain a register of all University research and enterprise projects with ethics approval;
4. To review and monitor the impact of ethical considerations on the quality of education;
5. To promote, review and monitor all research ethics related staff development activities.

Membership

Vice-Chancellor (Ex-officio)

A maximum of four co-opted members with research experience who may not be Bournemouth University staff. At least one member of the co-opted members must have experience of research ethics issues. One of the co-opted members to be appointed as chair
A senior representative from Student & Academic Services to be nominated by the Director
A Research Ethics representative nominated by each School Research & Enterprise Committee
A representative from the Centre for Research & Enterprise

A member of the Graduate School

Up to three members of the University Board nominated by the Chair of the Board

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

External (that is, not a University staff member) appointed by the Chair of Senate

Deputy Chair

A Professor

Secretary

Member of Student & Academic Services representing Research

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

Senate
University Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services.
Minutes to be published on University staff and student portals.

APPENDIX 8

STUDENT EXPERIENCE COMMITTEE

Terms of Reference

Purpose: Principal University Committee to promote and develop activities designed to enhance the student experience. To monitor the development of the student regulatory framework.

1. To support the achievement of the University's Corporate and Strategic Plans by taking responsibility for ensuring the on-going enhancement of the overall student experience;
2. To champion the measures the University is taking to enhance the overall student experience across the University, including
 - i) the academic experience;
 - ii) the placement experience;
 - iii) the personal development experience;
 - iv) the social, cultural, sporting and other recreational experience.
3. To consider the appropriateness, effectiveness and efficiency of the range of pastoral care and other support services and facilities provided for students and to monitor these to ensure that they meet the aims and objectives set out in the University's Strategic Plan;
4. To monitor key procedures for the recruitment, admission, induction and assessment of students to ensure that those procedures represent best practice in the sector and in the University's policies on Fair Access and Dignity, Diversity & Equality and to provide the best experience for the applicant/student;
5. To encourage students to provide feedback, to monitor the outcomes of the annual National Student Survey (NSS), internal student surveys and, working with other relevant committees, to recommend to Senate and the University Board any appropriate steps to address issues arising from those surveys;
6. To monitor the effectiveness of the University's student-related rules and regulations and to approve any changes that may be appropriate to ensure fair and impartial application of a reasonable regulatory framework;
7. To encourage both formal and informal dialogue between students and the rest of the University Community about the quality of the student experience and to ensure that students have access to appropriate, clear and transparent formal mechanisms for dealing with complaints and academic appeals;
8. To consider any other matters remitted to the Committee by Senate and/or the University Board.

Chair

Pro-Vice-Chancellor (Education & Professional Practice)

Deputy Chair

Member of the University Board

Secretary

Head of Student Administration (or delegate appointed by them)

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

Senate
University Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services.
Minutes to be published on University staff and student portals.

Membership

Vice-Chancellor (Ex-officio)

Pro-Vice-Chancellor (Education & Professional Practice) (Chair)

Director of Student & Academic Services

President of the Students' Union

Vice-President (Representation) of the Students' Union

General Manager of the Students' Union

Up to four elected members of Senate nominated by the Chair of Senate

Up to four members of the University Board nominated by the Chair of the University Board (one of whom to be Deputy Chair)

One staff representative from each School who has regular contact with students, to be nominated by the Dean

Up to five students nominated by the Students' Union, to include, where possible, a representative of part-time students, postgraduate research students, postgraduate taught students, and Partner Institution students

Head of Graduate School

Director of Estates & IT Services

Head of Academic Development Service

Head of Student Administration

Head of Student Services

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 9

SCHOOL QUALITY ASSURANCE & ENHANCEMENT COMMITTEE

Terms of Reference

Purpose: In conjunction with Academic Standards Committee, Education Enhancement Committee and School Academic Board to be responsible for maintenance of academic standards and quality assurance and enhancement processes on all of the educational activity within the School.

1. To inform School Academic Board and Academic Standards Committee in a timely manner of matters which may jeopardise the maintenance of academic standards or the quality of learning opportunities;
2. To consider issues recorded at of Boards of Examiners and in reports from External Examiners and recommend any appropriate action to the School Academic Board and/or Academic Standards Committee;
3. To develop and update annually the School Education Enhancement Strategy in light of the University's Education Enhancement Strategy and the School Quality Report. To monitor the implementation of the School Education Enhancement Strategy;
4. To consider the outcomes of any external reviews of School provision, including professional, statutory and regulatory body reports and activity, and monitor action plans to address any matters raised;
5. To develop School practice on all aspects of student feedback in line with University policy, monitor the responses and disseminate actions as required;
6. To consider and recommend new and revised framework and programme proposals to the University and to approve modifications;
7. To ensure the effective management of the School's responsibilities for the schedule of framework and programme evaluation. To include appointment and co-ordination of design phase panels, and consideration of design phase and evaluation phase outcomes;
8. To consider reports on partnership activities from the Partnership Co-ordinator, and, where appropriate, to make recommendations for action on matters of academic standards and quality to School Academic Board and/or Academic Standards Committee;

Chair

Deputy Dean (Education) (or equivalent)

Deputy Chair

An Associate Dean (or equivalent)

Secretary

Member of staff from the relevant School as nominated by the Dean.

Quorum

50% + 1 (including the appointed Associate Dean from another School and a representative from SAS)

Usual Number of Meetings

3 per annum

Reporting Line

School Academic Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to School Academic Board and held by Student & Academic Services. Minutes to be published on University staff and student portals.

9. To ensure that all Frameworks operate effective Independent Marking Plans for all credit bearing activities;
10. To establish and oversee School Accredited Prior Learning arrangements;
11. To monitor the nature and pattern of academic offences, appeals and complaints within the School and act as necessary;
12. To approve or otherwise Annual Reports on Framework Monitoring, produce the School Quality Report for consideration by the School Academic Board and Academic Standards Committee and monitor its implementation.

Membership

Dean (Ex officio)

Deputy Dean (Education) (Chair)

Partnership Co-ordinator

School Associate Deans

Academic Administration Manager

Associate Dean from another School (appointed by the Chair of Academic Standards Committee)

A representative from Educational Development & Quality

A representative from Library & Learning Support

Framework Leaders*

A Representative from Marketing & Communications (relevant agenda items only)

Notes

*Schools should establish the Framework Leaders to attend SOAEC.

The representative from Marketing & Communications is expected to attend relevant agenda items only and is therefore excluded from the quorum calculation.

Where variation in roles and titles exist within Schools, the Dean should nominate an appropriate person to undertake the membership role.

Other members of the School may attend.

Associate Dean from another School appointed for a period of three years.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 10

SCHOOL RESEARCH & ENTERPRISE COMMITTEE

Terms of Reference

Purpose: To oversee, promote and monitor School research and enterprise activity.

1. To keep under review the School Research and Enterprise strategies;
2. To promote, monitor and review research and enterprise activities within the School;
3. To consider applications for registration on programmes of research leading to research degrees or diplomas and report these to the Graduate School Executive Committee;
4. To consider any ethical issues in relation to proposed research activities and to refer such matters to Research Ethics Committee where appropriate;
5. To monitor and take action as appropriate on the supervision and progress of research students;
6. To approve applications for upgrading of registration to PhD in accordance with the University's current research policies and procedures;
7. To recommend membership of Research Examination Teams for postgraduate research students to Academic Standards Committee.

Membership

Dean (Ex-officio)

Deputy Dean (Research & Enterprise) (Chair)

Other members of School (as determined by School Academic Board)

Two Student Representatives (as determined by School Academic Board)

All Professors and Associate Professors from the School

Notes

Where variation in roles and titles exist within Schools, the Dean should nominate an appropriate person to undertake the membership role.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

Deputy Dean (Research & Enterprise) (or equivalent)

Deputy Chair

A Professor

Secretary

Member of staff from the relevant School as nominated by the Dean.

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

School Academic Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to School Academic Board and held by Student & Academic Services. Minutes to be published on University staff and student portals.

APPENDIX 11

FRAMEWORK MANAGEMENT TEAM

Terms of Reference

Purpose: Management of an academic framework and its elements, including recruitment, assessment, student support and the academic quality of the provision.

1. To put in place and oversee a Framework Management structure applicable to the School;
2. To be responsible for securing recruitment to the framework, working with the support of the University's Admissions Team;
3. To manage the delivery of the Framework and evaluate the academic standards and quality of education;
4. To manage the arrangements for and oversee the quality of student support and placements;
5. to monitor and enhance the student experience and learning opportunities, including proposing framework/programme modifications;
6. To be responsible for the programme of assessment, including internal and external examining arrangements;
7. To consider and act upon student representative reports and other forms of student feedback;
8. To consider and act upon industry advisory panel and/or professional body feedback and reports;
9. To monitor employability data, including graduate destination statistics, and take appropriate action;
10. To be responsible for the ongoing monitoring of the Framework and for the production of an annual report, including an action plan;
11. To remit to the School Quality Assurance & Enhancement Committee any matters arising that may put at risk the academic standards or quality of student learning opportunities;
12. To review and act on other matters affecting the Framework, as required from time to time by the School Academic Board or Senate.

Chair

Framework Leader

Deputy Chair

A Programme Co-ordinator

Secretary

Programme Administrator

Quorum

40% + 1

Usual Number of Meetings

3 per annum

Reporting Line

School Academic Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to School Academic Board and held by Student & Academic Services. Minutes to be published on University staff and student portals.

Membership

Deputy Dean (Education) (Ex-officio)

Framework Leader (Chair)

Programme Co-ordinators or their representatives

Unit Leaders

Link Tutors
Supervised Work Experience Tutor
Admissions Tutor
Framework/Programme Administrator(s)
Representative from Graduate Employment Service
Representative from Library and Learning Support
Representative from Marketing & Communications
Up to ten student representatives to be determined by the Framework Management Team.

Notes

The Framework Management Team shall establish and maintain such an underpinning structure as is applicable to the School.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

APPENDIX 12

PARTNERSHIP BOARD

Terms of Reference

Purpose: Partnership Boards provide a forum for strategic development and ongoing dialogue and review of partner institution performance and activities and the related student experience.

1. To review higher education (HE) provision leading to a Bournemouth University award, including the partner HE strategy, resources and finance;
2. To monitor the student experience, utilising available data including the programme matrix (where appropriate), the annual National Student Survey (NSS) and internal student surveys as appropriate;
3. To discuss and agree action on quality assurance matters arising from the annual framework and programme monitoring process and External Examiners' reports;
4. To monitor the implementation of recommendations and conditions arising from framework and programme evaluation;
5. To monitor action plans arising from Partner Institution Review;
6. To consider proposals for development of provision and bids for funding for such provision;
7. To share relevant institutional level developments; and other matters of common interest that may impact upon the partnerships;
8. To provide a forum for student representative feedback;
9. To remit relevant matters for further discussion to the Principal or Chief Executive and the Pro-Vice-Chancellor (Education & Professional Practice).

Membership

Pro-Vice-Chancellor (Education & Professional Practice) (Ex-Officio)
Relevant School Dean (Chair)
Partner Institution Principal or Chief Executive
Partner Institution Head of HE (or equivalent)
Academic Partnerships Manager
Educational Development & Quality Manager
A student representative from the Partner Institution

Chair

Relevant Dean

Deputy Chair

Relevant Deputy Dean (or equivalent)

Secretary

Representative from Student and Academic Services representing partnerships.

Co-Options

Students' Union Partnership Development Co-ordinator.

Quorum

50% + 1

Usual Number of Meetings

2 per annum (Regional FE Colleges)
1 per annum (all other partnerships)

Reporting Line

Academic Standards Committee

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Academic Standards Committee and held by Student & Academic Services. Minutes to be published on University staff and student portals.

General Manager of the Bournemouth University Students' Union

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

The venue rotates between the University and the Partner Institution.

APPENDIX 13

INTERNATIONALISATION STRATEGY GROUP

Terms of Reference

Purpose: To maintain oversight of the University's Internationalisation Strategy and to champion internationalisation throughout the University.

1. To develop and promulgate the University's Internationalisation Strategy in line with other key University strategies;
2. To champion and monitor progress towards the key objectives of the Internationalisation Strategy and to advise Education Enhancement Committee of any action or issues relating to education;
3. To debate strategic developments (external and internal) and to advise appropriate bodies on new directions and targets resulting from these;
4. To scrutinise and recommend to Academic Standards Committee any proposed collaborative international partnerships.
5. To make recommendations to the Vice-Chancellor in relation to any proposed Memoranda of Understanding or Agreement and to report the outcomes to Academic Standards Committee.

Membership

Pro-Vice-Chancellor (Research & Enterprise) (Chair)
Pro-Vice-Chancellor (Education & Professional Practice) (Ex-officio)
A representative from each School (appointed by the Dean)
Director of the Centre for Global Perspectives
Director of Student & Academic Services
Head of Student Services
Academic Partnerships Manager
Head of International Marketing & Student Recruitment
Head of Research

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

Pro-Vice-Chancellor (Research & Enterprise)

Deputy Chair

Director of Student & Academic Services

Secretary

To be appointed by the Director of Student & Academic Services.

Quorum

50% + 1

Usual Number of Meetings

3 per annum

Reporting Line

Academic Standards Committee

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Academic Standards Committee and held by Student & Academic Services. Minutes to be published on University staff and student portals.

APPENDIX 14

CONSTITUTION & PROCEDURES COMMITTEE

(An *ad hoc standing committee*)

Terms of Reference

Purpose: To be responsible for scrutinising any proposed changes to Senate Standing Orders and subsequently making recommendations to Senate in respect of the University's deliberative structure.

1. To advise on such constitutional and procedural matters as Senate may from time to time require;
2. To consider any request to add to, vary or revoke Senate's Standing Orders and to make recommendations to Senate on such matters.

Membership

A member of the University Executive Team (Chair)
One other member of the University Executive Team
Academic Secretary or nominee
Up to six members of Senate (nominated by the Vice-Chancellor)
One representative nominated by the Students' Union

Notes

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

A Member of the University Executive Team

Deputy Chair

One other member of the University Executive Team.

Secretary

Committee Clerk

Quorum

50% + 1

Usual Number of Meetings

The committee will meet as and when required to do so.

Reporting Line

Senate

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and held by Student & Academic Services.
Minutes to be published on University staff and student portals.

APPENDIX 15

BOARD OF EXAMINERS (*Ad hoc standing committees*)

Terms of Reference

Purpose: Boards of Examiners review annual student achievement and individual student results. They are authorised to assess students in accordance with the Framework assessment regulations and to confer awards of the University, and where appropriate of other awarding bodies, upon those who have fulfilled the learning outcomes of an approved programme of study and achieved the standards required for an award.

1. To judge whether students have fulfilled the learning outcomes of their programme of study and have achieved a standard which accords with a consistent national standard of awards;
2. To judge each student's performance as a whole and to make judgments by applying discretion as appropriate within the parameters set out in the assessment regulations for the Framework;
3. To interpret the assessment regulations for the Framework of study in the light of the University's requirements and of good practice in HE;
4. To exercise discretion in recommending an award or an alternative form of assessment where a student has been unable for valid reasons to present the full schedule of assessment for the programme;
5. To be responsible (through the Sub-Board of Examiners and/or through formally constituted sub-groups) for all assessment which contributes to an award;
6. To confer on behalf of Senate awards of taught degrees;
7. To agree arrangements to delegate to the Sub-Board of Examiners or to other formally constituted sub-groups of the Board of Examiners, responsibility to make recommendations to the Board in specified circumstances and to make decisions in cases specified by the Board in accordance with the principles and regulations approved by the University;
8. To ratify Accreditation of Prior Learning;
9. To receive the decisions of School Academic Offences Panels/University Academic Offences Board;
10. To create such underpinning structures as are necessary and to receive and consider their reports;

Chair

Dean of relevant School or nominee

Deputy Chair

Deputy Dean (Education) (or equivalent) of relevant School or appointed representative

Secretary

Programme Administrator

Quorum

50% + 1 (normally to include an External Examiner)

Usual Number of Meetings

1 per annum

Reporting Line

Academic Standards Committee (by exception)

Sub-Committees

Sub-Boards of Examiners

Minutes

Copies of all minutes to be submitted to, and held by, Student & Academic Services on behalf of Senate.

11. To refer matters which may jeopardise academic standards to Academic Standards Committee.

Membership

Dean (or nominee) (Chair)

Deputy Dean (Education) (or equivalent)

Framework Leaders

Other academic staff with overall responsibility for the assessment of the major subject components of the Framework (such responsibility to be defined by the Chair of the Board)

External Examiner(s)

Programme Co-ordinators

Link Tutors

A member independent of the School*

Notes

Delegated responsibilities may include reassessment and deferred assessment, consideration of mitigating circumstances, recommendations for intermediate awards, the assessment of credit for units which contribute to an award, or credit for the placement in a sandwich programme.

Delegated Boards may not require the full Board of Examiners membership. The required membership and quorum required for delegated Boards should be determined by the Chair.

No student shall be a member of a Board of Examiners for his or her Framework or attend an examiners' meeting for that Framework.

Any member of the Framework Team with assessment responsibility may be required to attend a specific meeting of the Board.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

*The Independent Member should be a member of Quality Assurance and Enhancement Group (QAEG). Please see Academic Procedures D3 for when Independent Member is required.

APPENDIX 16

RESEARCH EXAMINATION TEAM (*Ad hoc standing committees*)

Terms of Reference

Purpose: Research Examination Teams examine research student achievement. They are authorised to assess research students in accordance with Bournemouth University's regulations for the Award of Degrees by Research and to confer awards of the University, and where appropriate of other awarding bodies, upon those who have achieved the standards required for an award.

1. To assess whether a candidate has met the required level for the award in question;
2. To make one of the following recommendations:
 - that the appropriate award be made;
 - that the appropriate award be made subject to minor amendments to the research report or thesis;
 - that the appropriate award be made subject to major amendments to the research report or thesis;
 - that the candidate be permitted to re-submit for the award and be re-examined;
 - that the candidate not be made an award and not be permitted to be re-examined;
 - in the case of a PhD, DBA or DProf examination, that the candidate be awarded the degree of MPhil.
3. To confer on behalf of Senate awards of degrees by research;
4. To refer matters which may jeopardise academic standards to Academic Standards Committee.

Membership

An Independent member appointed by the Deputy Dean (Research & Enterprise) (Chair)
Internal Examiner (approved by the Academic Standards Committee)
At least one External Examiner (approved by the Academic Standards Committee).

Notes

A student's supervisor(s) may be present at the Research Examination Team meeting (in the capacity of observer only) if the student is in agreement.

Chair

An Independent member appointed by the Deputy Dean (Research & Enterprise) (or equivalent) of the School in which the student is studying

Deputy Chair

None

Secretary

To be appointed by the Deputy Dean of the relevant School

Quorum

The Chair and at least two examiners, at least one of which must be external to the University

Usual Number of Meetings

The Team will meet as and when required to do so

Reporting Line

Academic Standards Committee (by exception)

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to, and held by, Student & Academic Services on behalf of Senate.

All Examiners must have the appropriate experience as specified in Bournemouth University's *Research Codes of Practice*.

Administrative and secretarial support for the Research Examination Team will normally be provided by the School responsible for the award.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Paper Title	Committee Guidance
Paper Number	SEN-1011-3
Paper Contact	Nichola Kett and Geoff Rayment Policy and Committees (Student and Academic Services)
Purpose	To inform Senate members of the production and implementation of the Committee Guidance (the good practice guide as recommended in the last review of the Senate Standing Orders).
Link to the Strategic Plan	None
Implications/impacts	<ul style="list-style-type: none"> • Management of risk relating to non-compliance • Standardisation of committee processes to promote efficient and effective working
Audience	Senate members
Decision Required by the Committee	Senate members are asked to note and endorse the Committee Members' Guidance 2010/11 and note the wider Committee Guidance developments.
Additional committees to consider proposal	None
Status of paper	Non-confidential

KEY POINTS

- Relates to Senate and its committees.
- Guidance on legislation pertaining to the publication of minutes.
- Definition of roles and guidance for Chairs, Secretaries and Clerks.
- Standardisation of administrative processes (for example, paper numbering, agenda and minute templates, and reporting of minutes to Senate).
- Document management.

DISSEMINATION

Staff Development sessions have been delivered by Policy and Committees (Student and Academic Services) on the Committee Guidance.

Staff Development sessions have been delivered by Policy and Committees and Legal Services on Information Legislation and BU Committees.

Changes to the committee processes have been communicated to all key committee contacts.

All documentation is available on the portal, the I drive and on a MyBU community.

FUTURE DEVELOPMENTS

- Currently applies to Senate and its standing committees (excluding School Academic Board), although all staff are encouraged to follow the Guidance.
- Requires review of implementation and recommendations for academic session 2011/12.

FURTHER INFORMATION

The full Committee Guidance can be found at:

<http://portal.bournemouth.ac.uk/C17/C2/Guidance%20and%20Information/default.aspx>



Committee Members' Guidance 2010/11

September 2010

Policy and Committees (Student and Academic Services)

Rationale

A request for committee guidance emerged from the review of the Senate Standing Orders, which were last approved by Senate in June 2010. The recommendation, approved by Senate, was “*that a Good Practice Guide is produced and used by all Senate Committee Chairs and Secretaries.*”

The Committee Members’ Guidance aims to compliment and support the main guidance.



Scope

Introduction

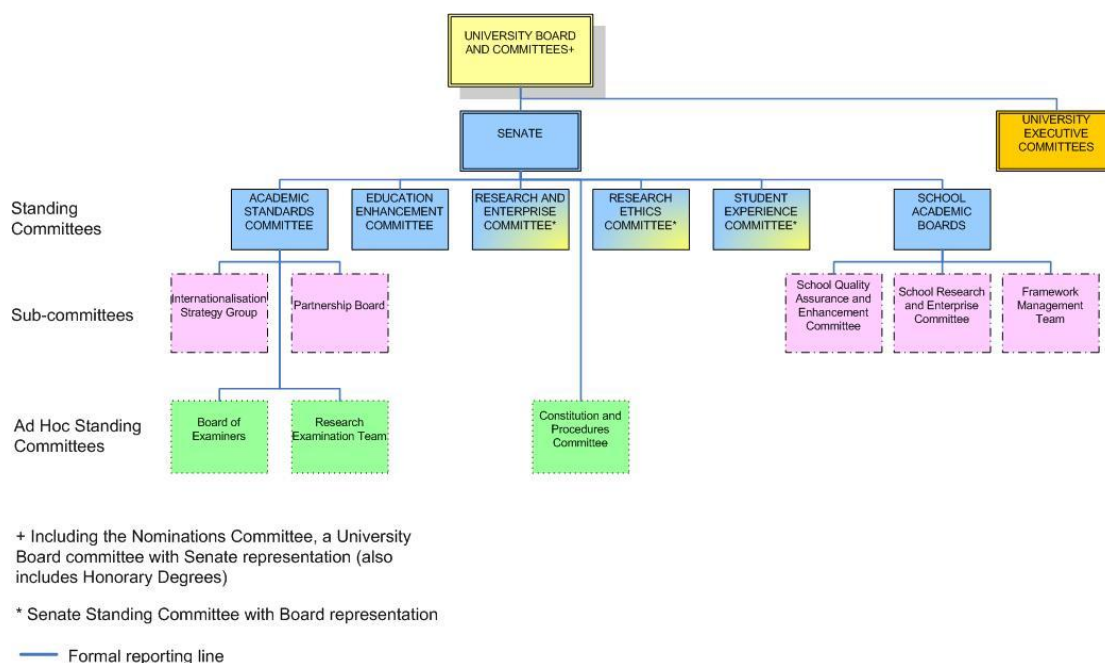
The guidance in this handbook covers Senate, its standing committees, sub-committees and ad-hoc standing committees (hereafter referred to as *Senate and its committees* or *Senate committees*).

For the 2010-11 academic session, the guidance is **prescriptive for Senate and its standing committees (excluding School Academic Boards) only** as detailed in the diagram below. This is because the recommendations from the Senate Standing Orders were given 12 months to be fully implemented. The use of the guidance at this level will be evaluated during academic session 2010/11 and a decision regarding further implementation will be made. **Meanwhile, staff are strongly encouraged to make use of the guidance for other Senate committees to promote uniformity and good practice.**

It is recognised that some committees, such as Boards of Examiners and Research Examination Teams, have very distinct functions and this guidance does not take the place of existing policy and procedures.

The guidance is primarily aimed at committee Clerks, Secretaries and Chairs. Separate guidance exists for committee members.

Diagram of Senate and its Committees



Information on the full University committee structure can be found on the Governance – University Board and Senate page of the staff portal.

Senate

Senate is the chief academic decision-making body of the University. Therefore, Senate and its committees are an extremely important and integral part of governance and decision-making at the University. It is important that the Senate committees operate effectively and provide accountability and transparency in decision-making.

University Board

The University Board is the governing body of the University. The Articles of Government for Bournemouth University detail the terms of reference for the Board. The University Board has its own set of sub-committees that report to it.

Section 5 of the Articles of Government for Bournemouth University contains information relating to the Terms of Reference for Senate (referred to as the Academic Board). Further information on the University Board can be found on the Governance – University Board and Senate page of the staff portal.

University Executive Committees

The main University Executive committees are the University Executive Team (UET) and the University Leadership Team (ULT). UET and ULT report to the University Board. The agendas for Senate and certain standing committees are approved by UET.

There are a number of committees, groups, teams and boards that operate underneath UET and ULT and the matters being discussed may impact and influence the business of Senate and its committees, however, there is currently no central register of the responsibilities and reporting lines of these bodies.

Senate Standing Orders

The terms of reference for Senate are set out by the Articles of Government for Bournemouth University. The Senate Standing Orders (SSO) contain detailed information on the terms of reference for each of its standing committees, sub-committees and ad-hoc standing committees. The current SSO were approved by Senate at its meeting in June 2010.

The Senate Standing Orders can be found on the Governance – University Board and Senate page of the staff portal.

Terms of Reference

The Senate Standing Orders contain the terms of reference for all Senate committees. It is good practice to include the terms of reference in the

agenda for the first meeting of the academic session to familiarise all members with the purpose and remit of the committee.

The terms of reference may also be considered during the last meeting of the academic year to reflect upon their effectiveness and applicability. The Senate Standing Orders are reviewed by the Constitution and Procedures Committee and any comments or proposed changes to a committee's terms of reference should be submitted to the Constitution and Procedures Committee (via the Committee Clerk) for consideration.

Setting up of Sub-Committees

As detailed in the Articles of Government, Senate “*may establish such committees as it considers necessary for purposes enabling it to carry out its responsibilities provided that each establishment is first approved by the Principal [Vice-Chancellor] and Board of Governors*”. Therefore, any committee (or similar) which operates under and the outcomes formally feed into the Senate committees (detailed in the diagram above) must be approved by the Vice-Chancellor and the Board of Governors. This is important as the deliberative decision-making structures operating within the University must be clarified and transparent. In this instance, a Senate Committee Terms of Reference template must be completed and submitted to Policy and Committees for processing and recording.

Senate committees may establish short-life (operating for no more than one academic year) working or task groups responsible for examining or working on a particular matter or task without any additional approval. This may be particularly appropriate when an operational matter needs to be explored in detail, meaning that the committee can focus on more strategic matters.

Committee Contacts

Contacts for Senate committees can be found on the Governance – University Board and Senate page of the staff portal.

Roles

The Role of the Clerk

The role of the Clerk is to ensure that meetings are effectively organised and that the outcomes are recorded and communicated.

Please note: this definition does not apply to the role of Clerk to the University Board, which is a distinct role defined by the Articles of Government for Bournemouth University.

The Role of the Secretary

The role of the Secretary is to ensure that the appropriate committee business is progressed according to the terms of reference and to provide guidance and support to the committee (especially the Clerk and the Chair) as a subject specialist.

Combining the Role of the Clerk and the Secretary

In some cases it may be appropriate to combine the role of the Clerk and Secretary. However, due to the importance of Senate and its committees, it is highly beneficial to have a Secretary who is knowledgeable on the subject and is able to provide guidance to the Committee and assist the Clerk in the planning of the committee business. It is unreasonable to expect one person to provide guidance to the committee, contribute to discussion and to take minutes and action notes at the same time.

The Role of the Chair

The role of the Chair is to ensure the effective conduct of the committee (within the terms of reference), ensuring that business is being progressed and facilitating meaningful discussion and sound decision-making.

The Role of the Member

The role of the Committee member is to contribute effectively to the business and outcomes of the committee, and to represent their constituency as appropriate.

Guidance For Members

Ongoing

- Ensure the committee dates, times and locations are diarised
- Gather views of the constituency being represented (as appropriate)**
- Regularly consult the committee terms of reference
- Submit suggested agenda items to the Clerk in advance of a meeting
- Inform the Clerk of any changes to contact details

Before the meeting:

- Contribute to any agenda items as requested by the Chair
- Ensure any outstanding actions from the last meeting are completed and communicated to the Clerk
- Submit any papers to the Clerk within the deadline
- Read the committee documentation
- Submit apologies to the Clerk (seek agreement from the Chair (via the Secretary if necessary) to send an appropriate deputy if unable to attend a meeting

At the meeting:

- Arrive at the meeting on time
- Raise matters of accuracy only on the minutes (they have been approved by the Chair)
- Contribute to discussion and decision-making (through the Chair)
- Speak to papers as appropriate
- Support the Chair in ensuring that the meeting runs to time
- Keep to the topics on the agenda and try to avoid repeating points or issues
- Avoid introducing items under Any Other Committee Business without informing the Chair in advance
- Take notes

After the meeting:

- Follow up any assigned actions
- Communicate outcomes to constituency being represented (as appropriate)**

** **PLEASE NOTE:** those representing a constituency are:

- Student representatives
- Students' Union at Bournemouth University (SUBU) Sabbatical Officers
- Those committee members who have been elected (representing the constituency that is eligible to vote for them) – that is:
 - Senate – one member of academic staff from each School freely elected triennially by members of academic staff of that School
 - Senate – two members of academic staff freely elected triennially by members of academic staff

- Senate – two members of the professional and support staff freely elected triennially by members of professional and support staff
- School Academic Board – four representatives from professional and support staff in the School

Information

The Principles

Under the terms of the Data Protection Act 1998, the Freedom of Information Act 2000, and the Environmental Information Regulations individuals have legal rights in regard to obtaining information held by the University. The legislation also brings with it certain legal responsibilities and expectations in terms of the publication of information and the protection and processing of personal data.

The seriousness of breaching information legislation cannot be underestimated, and there are reputation and financial consequences, including fines.

Publication of Committee Documentation

As detailed in the Senate Standing Orders and the University's Publication's Scheme, for academic session 2010/11 the approved, non-confidential minutes of Senate Committees (excluding Boards of Examiners and Research Examination Teams) and the agenda and non-confidential papers for Senate only will be published on the staff and student portals, effectively making them available to the public.

In light of this, further training and development will be delivered to Clerks, Secretaries and Chairs in October 2010 to provide guidance and support in order to ensure that the University is meeting its obligations in terms of information legislation. In the meantime, please see the Access to Information page of the University website:

http://www.bournemouth.ac.uk/about/policies/access_to_information.html

The publication of non-confidential agendas, minutes and papers for Senate will be evaluated during academic session 2010/11.

Types of Information

Information for the Public

There are two types of information for the public which need to be removed from committee documentation:

1. Information protected by the Data Protection Act 1998 (further training will be provided)
2. Freedom of Information and Environmental Information Regulations exemptions (further training will be provided)

Information for Members

The following type of information may need to be removed from committee documentation depending on the member receiving it:

1. Reserved Business:

- No student of the University shall be present during discussions relating to the admission, progression, assessment (or other similar matter) of another student.
- No student of the University shall *normally* be present during discussions relating to the appointment or employment of individuals to the University unless deemed appropriate by the Chair.
- The information made available to observers (specifically external observers) should be carefully considered and approved by the Chair.
- The Chair may deem any other matter appropriate to be dealt with as reserved business.

Note: this does not remove the obligation to comply with statutory regulation.

Note: all committee members should declare any conflict of interests as detailed in the Minutes section of this guidance.

Publication of Committee Documentation

When approving the minutes of the previous meeting, the Chair should notify members that the non-confidential minutes will be published on the staff and student portals and effectively made public. This is very important as the names of committee members will be contained with the minutes and there are Data Protection implications. If a member objects, Legal Services should be consulted.

The responsibility for deciding the status of information (confidential or non-confidential) resides with the Chair but they will be guided by recommendations from the Clerk and Secretary.

- **Full unconfirmed confidential** minutes can be reported to the next committee (although any reserved business should be clearly marked so that the Clerk, Secretary and Chair of that committee can consider the appropriate action depending on the membership of the committee).
- **Confirmed non-confidential** minutes only (in PDF format) should be posted on the staff and student portals.

The staff portal has been restructured so that each Senate committee has its own page containing information such as membership and meeting dates (you may wish to check that any existing links have not broken). Non-confidential minutes should be uploaded to the appropriate page.

A link to the committee information will be placed on the student portal and the SUBU website.

The Environment

As outlined in the Strategic Plan, one of the University's main priorities is to reduce its carbon footprint and the adverse impact on the environment.

Anyone involved in committees knows that they can produce a lot of paperwork. There are a few simple methods that can be used to reduce the volume of paperwork produced:

- Write on both sides of a notebook
- Print more than one page per sheet (print -> properties -> finishing -> X pages per sheet)
- Print double sided
- Only print out specific papers, for example those for discussion/decision/approval, rather than those for information
- Use an electronic device to view and read committee documentation at the meetings

Members With Additional Needs

Reasonable adjustments will be made for committee members with additional needs. These may relate to, for example, ensuring meeting venues are accessible or providing documentation in an alternative format.

Please advise the Clerk of the committee of any additional needs.

Training And Development

If you have any suggestions/requests for training and development sessions relating to committees, please contact Policy and Committees or Staff Development.

Questions, Queries and Comments

If you have any questions, queries, suggestions or comments on the committee guidance or processes, please contact Policy and Committees:

Nichola Kett

Policy and Committees Manager
Student and Academic Services

☎ 01202 961248

✉ nkett@bournemouth.ac.uk

Geoff Rayment

Committee Clerk
Student and Academic Services

☎ 01202 961073

✉ grayment@bournemouth.ac.uk

Paper Title	Electronic Senate Meetings
Paper Number	SEN-1011-4
Paper Author/Contact	Nichola Kett (Policy and Committee Manager) Student and Academic Services
Purpose	To propose the introduction of electronic Senate meetings
Link to the Strategic Plan	Efficiency and effectiveness of processes. Reduction of carbon footprint and adverse impact on the environment.
Implications/impacts	IT has been consulted and the software to support electronic Senate meetings is in place Training and guidance will be required for Senate members.
Audience	Senate members and all staff (especially those staff who support and manage Senate committees)
Decision Required by the Committee	Senate is asked to consider and approve the implementation of electronic Senate meetings
Additional committees to consider proposal	None
Status of paper	Non-confidential

RATIONALE

An Electronic Senate meeting, to be held three weeks prior to each Senate meeting, would assist with the timely consideration and progression of routine Senate committee business. Additionally, this approach would ensure that adequate time is available at Senate meetings for members to discuss and debate academic issues and developments (as identified by the Vice-Chancellor and the University Board). Furthermore, this approach would help the University to meet its aim of reducing its carbon footprint and adverse impact on the environment, provided that members do not print off a copy of the electronic papers.

PROCEDURE

The Electronic Senate would last for one full week. An agenda and associated documentation would be posted on a Confluence site and members would provide their comments within the same site (no comment indicates agreement with the item).

The Vice-Chancellor (as Chair) would consider the comments submitted and would either conclude the item (with the details reported to the next Senate meeting) or refer it to the Senate meeting for further consideration where significant comments were received.

The Electronic Senate would also be used to gather matters from the Elected Representatives. Members would be able to comment on the matters raised. The Vic-Chancellor would consider the matters raised and the resulting comments and either conclude the matter (with details reported to the next Senate meeting) or refer it to the Senate for further discussion where significant comments were received.

A report of the outcomes of the Electronic Senate would be submitted to the next Senate meeting.

Examples of Electronic Senate Agenda Items

Items not requiring significant discussion, for example:

- All minutes from Senate Standing Committees (unless there is a major item recommended for approval which requires discussion).
- Routine updates of ongoing activities (for example: reviews; projects; etc.).
- Minor changes to regulations and policies.
- Minor Constitution and Procedures Committee recommendations.

Access

- Senate members only (note any implications for external members or those with additional needs).
- In keeping with normal committee practice: no anonymous comments and comments should be viewable by all members.

TIMESCALES

Suggested Timings

Vice-Chancellor (or Secretary) approves electronic Senate agenda and papers	4 weeks prior to Senate
Committee Clerk/Policy and Committees Manager finalises and uploads agenda and papers to site	Deadline – 3 weeks prior to Senate
Electronic Senate	
Electronic Senate site open to members for comment	For 1 week
Deadline for comments	2 weeks prior to Senate

	meeting
Vice-Chancellor to consider comments and make decisions on how to progress business items (the comments received during the Electronic Senate will be submitted to the Senate meeting)	As soon as possible after Electronic Senate closes (only 1 week to turnaround any actions)
Senate committee documentation sent out to members	1 week prior to Senate meeting
Senate	

Academic Year 2010/11 – Key Dates

Wed	Electronic Senate agenda and papers approved by Vice Chancellor (or Secretary)	16 Feb	25 May
Thu			
Fri			
Sat			
Sun			
Mon			
Tue	Electronic Senate agenda and papers finalised and uploaded to the site		
Wed	Electronic Senate meeting opens (9am)	23 Feb	1 Jun
Thu			
Fri			
Sat			
Sun			
Mon			
Tue			
Wed	Electronic Senate meeting closes (9am) Comments collated by Policy and Committees and sent to VC Submission deadline for Senate meeting papers	2 Mar	8 Jun
Thu	VC to consider comments and make decisions on how to progress items Senate meeting agenda and papers approved by VC		
Fri			
Sat			
Sun			
Mon			
Tue			
Wed	Senate meeting agenda and papers distributed	9 Mar	15 Jun
Thu			
Fri			
Sat			
Sun			
Mon			
Tue			
Wed	SENATE MEETING (2.15pm)	16 Mar	22 Jun

PROPOSED ACTION

- Setting up of site.
- Training for the Committee Clerk and Policy and Committees Manager on the system/site (to be cascaded to Vice-Chancellor and Director of SAS as appropriate).
- Guidance (and training where appropriate) for Senate members to be developed.

Paper Title	2009/10 Strategic Reviews
Paper Number	SEN-1011-5
Paper Contact	David Willey Deputy Vice-Chancellor
Purpose	To inform Senate members of the outcomes of the Strategic Reviews The full reports can be found at: I:\OVC\Public\ULT\Strategic Reviews - Sept 2010
Link to the Strategic Plan	Section 8 of The Review of the Strategic Plan 2009/10 to 2013/14 identified ten separate areas of strategic importance to BU that required further review
Implications/impacts	As detailed in the summary report
Audience	Senate members
Decision Required by the Committee	Senate is asked to note the outcomes of the Strategic Reviews
Additional committees to consider proposal	None
Status of paper	Confidential Reclassified as non-confidential at the meeting

BOURNEMOUTH UNIVERSITY

SENATE

WEDNESDAY 10 NOVEMBER 2010

For Information

STRATEGIC REVIEWS – SUMMARY

The Review of the Strategic Plan 2009/10 to 2013/14 was approved by the University Board in December 2009. Section 8 of the document identifies ten separate areas of strategic importance to BU that require further review. These are set out below. Nine of the reviews have now concluded. One review was suspended.

Progress has been previously reported to Senate. This paper summarises the key conclusions of the Reviews and notes future actions and next steps. Whilst the work on the ten reviews is now concluded, Senate will receive updates on any relevant actions that flow from these reviews.

1 Regional Role and Profile

This review was suspended pending current developments with respect to local and regional Government, the probable replacement of the Multi-Area Agreement (MAA) with a Local Enterprise Partnership (LEP) involving all local authorities in Dorset and the conurbation, and the priority of our regional role as viewed by Professor Vinney in his role as Vice-Chancellor.

Our previous position has been to play our role within the region but as a supporter rather than a leader of local and regional initiatives, and to raise our profile incrementally with key influencers, both individuals and organisations. No changes in this position are proposed at this time.

The Deputy Vice-Chancellor has lead responsibility for our regional role and profile.

2 Academic Footprint

This review reported in July 2010.

Widening and balancing our academic footprint was identified as a key element of BU's original Strategic Plan 2007-12. The review focused on the current balance of programmes which are popular but potentially short-lived, and those with smaller but more enduring demand.

The review concluded that the University's portfolio and allocation of student numbers at undergraduate level should continue as at present under the oversight of Academic Planning Group. The portfolio of subjects should continue to be informed by market research and should maintain a balance of high frequency and low frequency subject areas. No immediate new actions were needed.

3 Off-Campus Provision

The review reported in July 2010. Its scope included all off campus provision to BU awards including provision through partner FE colleges, private providers and employers and provision of BU programmes within the UK but away from the two primary University campuses. It excluded the delivery of BU courses by BU overseas: this is covered by the review of transnational education.

The review reaffirmed the three key principles to which all partnership provision must adhere:

- Strategic alignment: partner provision should complement and align with University provision.
- Educational and financial sustainability: partnerships must be cost effective, sustainable and of a critical mass
- Contribution to reputation and brand value of the University: partnerships must make a positive contribution to the reputation of BU.

The review also confirmed the importance of Partnership Boards including that at University Centre Yeovil as the vehicles through which ongoing review and governance should be conducted.

The recommendations of the review were to continue to develop partnership and off campus provision along current lines.

4 Trans-National Education

The review reported in May 2010. The review investigated the desirability and feasibility of BU delivering education in locations outside the UK.

The review concluded that Trans National Education (TNE) is not a priority for BU at this time. The financial and reputational risk exposure together with the need for material investment in such proactive initiatives outweighs the potential benefits of increased income and international profile. However the review concluded that individual Schools who wish to pursue developments of international partnerships should be encouraged to do so within the current University policy framework for establishing partnerships. All proposals should be properly risk assessed.

5 Managing Employment Costs

The review explored rising employment costs including the longer term benefits and costs of remaining within a national pay framework; and how the flexibility of our workforce might be enhanced, for example through flexibility of administrative job roles or the balance between core and non-core employees.

The recommendations from the review include:

- develop options and proposals to move towards a reward system based on performance rather than length of service.
- work with and input into the national review of pensions to ensure we are aware of issues and implications of the national reviews of the three HE pension schemes.
- undertake a detailed workforce planning process to review the capability and capacity of the BU workforce over the next five years.

- develop structures, systems and staff development processes that will support the development of a flexible workforce within administrative and some professional services roles.

These recommendations are being taken forward over the coming months.

6 Balance of Postgraduate and Undergraduate Students

The review reported in July 2010. It considered the balance of postgraduate taught (PGT) and undergraduate (UG) students within the University. Postgraduate research students were outside scope. The review concluded that in comparison with other institutions in the UK, the University has a low proportion of postgraduate students but that it would be desirable to increase the postgraduate complement. Furthermore it identified opportunities to increase the number of postgraduate students.

The review team made a number of recommendations. The primary recommendation is

- BU should undertake a detailed assessment of the opportunity and implications of rapidly growing postgraduate student numbers, both home/EU and overseas. This growth should aim to take BU to the point where 20% of the total student full time equivalent (FTE) is PGT. This work should cover
 - how rapid growth can be achieved;
 - impact on resources e.g. accommodation;
 - associated risks of adopting such a strategy.

The assessment should be led by the Deputy Vice-Chancellor. There is a strong view that this assessment is needed urgently.

Other recommendations are primarily aimed at incremental improvement in the growth of postgraduate student numbers and will be taken forward as business as usual.

- BU should increase the number of international partnership and hence international feeder institutions.
- BU should aim to increase the continuation of BU UG to PG courses through the use of targeted scholarships and incentives.
- BU should adopt the use of the proposed PI: a fixed FTE representing % growth from a baseline.
- Schools should consider the provision of more market oriented pathways (pre-sessional/preparatory courses that progress to BU courses) and re-packaging of top-ups to pre-masters courses facilitating a BU undergraduate and postgraduate degree in two years.
- Schools should take note of the flexible masters framework recently developed in the Media School and consider developing similar frameworks and further explore co-design and co-delivery of flexible and part-time masters provision with business.
- Complete the development of a robust cost modelling tool for PGT
- Schools should review the quality matrix to improve the quality of PGT provision.

7 Non-Traditional Modes of Educational Delivery

The review concluded in July 2010. It focused on three areas of non-traditional delivery: Continuing Professional Development (CPD), fast track two-year undergraduate degrees, and the professional doctorate.

The key outcomes of the review include:

- CPD – a growing opportunity for growth for BU. BU should seek incremental development but with a stronger focus on corporate organisations as clients rather than individuals;
- Two-year degrees – this continues to be of strong interest to Government, in part because of the choices for fast track degrees offered by private sector providers. BU will do nothing explicitly now but will look again at two year degrees when the outcome of HEFCE-backed trials and the review of HE spending by government are known.
- Professional Doctorates – development of these is most far advanced in the School of Health & Social Care where they seek to produce “academic professionals” rather than “professional academics”. BU will continue to build incrementally on good practice within the University.

8 Environmental and Corporate Social Responsibility

This review reported in March 2010 and recognised that whilst the University has achieved a reasonably high profile for and commitment to environmental management, Corporate Social Responsibility (CSR) is a developing but increasingly important topic for the University, the Board and the University Leadership Team.

The accepted recommendations of the review are largely incremental in raising the visibility and strengthening the governance of CSR. Of particular note is the acceptance that ULT and the Board should receive regular reports on and engage more significantly with CSR issues. As one sign of commitment to this, the Board’s January CPD will be an externally-facilitated two hour workshop on CSR.

The Deputy Vice-Chancellor has lead responsibility for Environmental and Corporate Social Responsibility

9 Estate Strategy

The Estate Strategy was approved by the University Board in January 2010. Key outcomes include

- developing the Lansdowne campus around a new significant multi-purpose building, the Lansdowne Exchange;
- developing a new significant multi-purpose building, the Talbot Exchange;
- reducing the University’s carbon footprint;
- enhancing the student experience through increased student accommodation and improved sports facilities

Implementation of the Estate Strategy is already underway under the governance of the Change Management Board.

10 IT Strategy

The IT Strategy was approved by the University Board in January 2010. Key outcomes include

- enhanced student and staff experience including online assignment handling, improved course organisation and management, and additional online facilities such as online shop and cashless services.
- investment in Research and Enterprise including CRM for enterprise client management, and in IT systems that support research
- investment in institutional sustainability including an enhanced web content management system
- enhanced infrastructure including expanded wireless network, and increased capacity and resilience in servers and networks.

Implementation of the IT Strategy is already underway under the governance of the Change Management Board.

David Willey
Deputy Vice-Chancellor

25 October 2010

SENATE DEBATE – 10 NOVEMBER 2010

Enhancing the Student Experience at BU

Opening Questions

1. What is distinct about the Bournemouth University (BU) student experience? What is it that makes us different and what is our unique selling point?
2. How can we manage student expectations?
3. How can/should we measure the student experience to ensure it is being enhanced? What is the role of the National Student Survey (NSS)?
4. Do different types of students (for example undergraduate, taught postgraduate, postgraduate research, full time, part-time, distance learning) have/need a different student experience?
5. Are there stages of the student experience? If yes, what are they?
6. How can academic and professional services staff influence the student experience both individually and collectively?
7. Should we cover all aspects or focus on specific parts of the student experience?
8. How do research-teaching linkages inform the student experience?
9. Are/should students be looking for “value for money” from their student experience? How can we deal with this in the context of increasing tuition fees?
10. How do we ensure quality of service?

Supporting Documentation

Bournemouth University Student Experience Strategy

Report: An Independent Review of Higher Education Funding and Student Finance (Lord Browne)

Update and Terms of Reference – Student Charters Group (Universities UK and National Union of Students)

Association of Heads of University Administration (AHUA) University-Student Charter

National Union of Students Charter on Feedback and Assessment

Increasing university income from home and overseas students: what impact for social mobility? (The Sutton Trust)

The Spending Review Framework

Bournemouth University

GREEN PAPER

DRAFT Student Experience Strategy 2010-14

Context

In March 2010, the Student Experience Working Group (SEWG) was formed under the leadership of Professor John Vinney. The membership of the group was drawn from the academic community, the student community and the professional services. The purpose was to consider the nature of the BU student experience, to develop a vision for the BU student experience in 2014, and to identify some illustrative actions which would move us closer to the 2014 vision.

In parallel with this activity, Deans have been assessing the NSS and SUE outcomes and developing a series of actions and SUBU has been reviewing its activities in the light of the SEWG findings.

This paper sets out some emerging principles which, if endorsed by ULT, will be developed into a new BU Student Experience Strategy.

NB The actions outlined in the appendix are illustrative not definitive and should be **read in conjunction with the Deans' report on NSS/SUE, the SUBU Student Rep System review and the CMB project list for the 'Student Experience Programme'**.

Decision sought

ULT is invited to review the draft strategy

Professor John Vinney

Jenny Jenkin

June 2010

DRAFT Student Experience Strategy 2010-14

1 By 2014, the Bournemouth University Student Experience will be defined by an inspirational, academically rich and challenging education supported by a culture which

- is focused on enabling students to 'be the best that they can be' , inspiring a lifelong passion for knowledge and for their chosen discipline
- treats students as individuals and as members of the BU academic community
- ensures clarity and timeliness of information flows
- is underpinned by shared expectations between students and staff
- strives for effective communications between staff and students
- is friendly, accessible, responsive, can-do
- is inclusive and inculcates a **sense of 'belonging' to the BU community**

2 The Student Experience Strategy is based on three core themes:

- Student Voice
- Student Journey
- Student Communities

And these will form the basis of the implementation of the strategy.

2.1 Student Voice

Strategic aim: to build a culture and systems such that:

- students speak and are heard
- BU is highly agile and responds to the student voice
- there is engagement between staff and students and meaningful resolution
- students and the academic community are working in partnership – a shared journey
- students can influence and change things (and observe the change)
- there is a focus on continual enhancement and improvement

2.2 Student Journeys

Strategic aim: to build a culture and systems such that:

- students are treated as individuals throughout their journey with BU and are offered services such as coaching, diagnostics, profiling to facilitate their awareness of their individuality
- expectations are shared about the student journey and student life; **crystallising the 'purpose'** of the learning endeavour
- students are supported in defining what success means to them in pursuit of their goals
- there is a future focused approach to the student journey
- there is a strong emphasis on the early stages of the student journey when students are most receptive to their environment but also at their most vulnerable.

2.3 Student Communities

Strategic aim: to build a culture and systems to:

- develop a sense of community and shared endeavour and pride in the BU experience
- ensure students feel a valued member of that community
- define the BU community identity: developing the BU narrative, emphasising academic and educational excellence
- support collaborative learning, engagement in extra-curricular activities, social networking and support

APPENDIX: Illustrative Action Plan (see also Deans NSS review, CMB projects list and SUBU actions)

Student Voice

- Review and probably extension of PAL and student rep system
- **Student Experience 'Champion' in each School**
- BU-wide 'Dean' of the student experience, championing student agenda at all levels
- Students involved more actively in all decision making fora (including staff appointments)
- **Implement 'you said; we did'**
- Student voice committee
- **Regular question time slots with key individuals and 'ask the Dean' type tools**
- Timetable sessions in labs with PCs to allow students to complete the online feedback, NSS or SUE.

Student Journey

- Using feedback on assessment as part of the reflective/learning process; shift focus of feedback to student progress and keep it short and simple
- Identifying with and tackling crisis points eg 5 week interventions (refreshers week?)
- Year long induction; pervasive and two way communications (someone needs to be accountable for student communications)
- Staff advocacy
- Collect information on student likes/preferences, areas for development and field opportunities
- On-line PDP and CV linked to eg BU award. Skills audits, CV as diagnostic, personality type profiling

Student Communities

- **Define the community and refer to staff and students as 'members'**
- Emphasis on teams, cohorts, use of pictureboards and other prompts to embed the partnership feel
- Look at sub communities – SUBU, personal, local etc
- Building arts/culture etc as part of the wider fabric of the experience

Basics

- Student friendly timetables
- Local student champion budgets to enable quick fixes
- Define what quality of service means at BU eg email response times
- **Overhaul student feedback mechanisms and redefine what it's for and how it is used**
- Transport and buses – **review in services to assess 'student friendliness'**
- Review of stepping stones, pal and student rep system
- Reduce complexity and improve communications (role of technology?)
- Review of the arrangements for student finance, accommodation, social support with the student in mind
- **Definition of a statement which encapsulates the SE Strategy eg 'Students first' 'Passionate about students'**
- Provide a bank of say 50 lap tops or net books available for day loan.

- Use text messaging to inform students of last minute cancellations
- Emphasise student experience as an strategic priority

SECURING A SUSTAINABLE FUTURE FOR HIGHER EDUCATION

**AN INDEPENDENT REVIEW OF HIGHER
EDUCATION FUNDING & STUDENT FINANCE.**

12 October 2010

www.independent.gov.uk/browne-report

FOREWORD



Lord Browne at City of Westminster College.

England has an internationally respected system of higher education. There are now a record number of people enrolled, studying an increasingly varied range of subjects at a diverse set of higher education institutions ('HEIs'). Graduates go on to higher paid jobs and add to the nation's strength in the global knowledge based economy. For a nation of our scale, we possess a disproportionate number of the best performing HEIs in the world, including three of the top ten.

However, our competitive edge is being challenged by advances made elsewhere. Other countries are increasing investment in their HEIs and educating more people to higher standards.

In November 2009, I was asked to lead an independent Panel to review the funding of higher education and make recommendations to ensure that teaching at our HEIs is sustainably financed, that the quality of that teaching is world class and that our HEIs remain accessible to anyone who has the talent to succeed. Over the last year, we have consulted widely and intensively. Our recommendations are based on written and oral evidence drawn from students, teachers, academics, employers and regulators. We have looked at a variety of different systems and at every aspect of implementing them – financial, practical and educational – to ensure that the recommendations we are making are realistic for the long term. I would like to thank all those who have contributed their knowledge, experience and time to this review. Our findings are contained in our full report and summarised here.

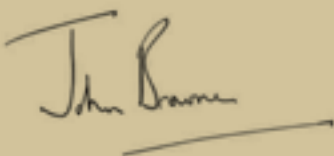
- Great advances have been made in making it possible for more people from all backgrounds to enter an HEI. Currently 45% of people between the ages of 18 and 30 enter an HEI, up from 39% a decade ago. Improvements have been made to ensure that students from disadvantaged schools or backgrounds are given a fair chance to study for a degree. Our recommendations build on this success. Support by way of cash for living ('maintenance') will be increased. Those studying for a degree part time will be given proportionate access to funding to those studying full time.
- The quality of teaching and of the awarded degrees is the foundation upon which the reputation and value of our higher education system rests. Our recommendations in this area are based on giving students the ability to make an informed choice of where and what to study. Competition generally raises quality. The interests of students will be protected by minimum levels of quality enforced through regulation.
- England's HEIs are very varied, in the type of student they attract, the standards of attainment they require for entry, the courses taught and so on. While most of higher education takes place in an HEI called a university this one word does not capture the reality of their diversity. Our recommendations reinforce this diversity. And since one size does not fit all, we would expect the result to be that HEIs will set varied charges for courses.
- A degree is of benefit both to the holder, through higher levels of social contribution and higher lifetime earnings, and to the nation, through higher economic growth rates and the improved health of society. Getting the balance of funding appropriate to reflect these benefits is essential if funding is to be sustainable. Our recommendations place more of the burden of funding on graduates, but they contribute only when they can afford to repay the costs financed. Students do not pay charges, only graduates do; and then only if they are successful. The system of payments is highly progressive. No one earning under £21,000 will pay anything.

We estimate that only the top 40% of earners on average will pay back all the charges paid on their behalf by the Government upfront; and the 20% of lowest earners will pay less than today. For all students, studying for a degree will be a risk free activity. The return to graduates for studying will be on average around 400%.

In formulating our recommendations we had to balance the level of participation, the quality of teaching and the sustainability of funding; changing one component has an impact on the others. What we recommend is a radical departure from the existing way in which HEIs are financed. Rather than the Government providing a block grant for teaching to HEIs, their finance now follows the student who has chosen and been admitted to study. Choice is in the hands of the student. HEIs can charge different and higher fees provided that they can show improvements in the student experience and demonstrate progress in providing fair access and, of course, students are prepared to entertain such charges.

Our recommendations will lead to a significant change; we do not underestimate the work that will be required. Since this review was commissioned the pressure on public spending has increased significantly. This will add urgency to make funding sustainable. We hope that, as these recommendations are debated, no one loses sight of the powerful role that higher education will play in continuing to build the greatness of this nation.

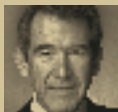
Respectfully submitted on behalf of the Review Panel, by



**LORD BROWNE OF MADINGLEY, FRS, FRENG
CHAIRMAN**

12 October 2010

PANEL MEMBERS



John
Browne



Michael
Barber



Diane
Coyle



David
Eastwood



Julia
King



Rajay
Naik



Peter
Sands

For full member biographies,
please visit our website:
[www.independent.gov.uk/
browne-report](http://www.independent.gov.uk/browne-report)

THE PRINCIPLES

01



MORE INVESTMENT SHOULD BE AVAILABLE FOR HIGHER EDUCATION.

The current system puts a limit on the level of investment for higher education. As a consequence we are at risk of falling behind rival countries. Our proposals introduce more investment for higher education. HEIs must persuade students that they should 'pay more' in order to 'get more'. The money will follow the student.

02



STUDENT CHOICE SHOULD BE INCREASED.

No HEI can grow in the current system to respond to student demand. Many prospective students do not get adequate advice or information to help them choose a course of study. Our proposals put students at the heart of the system. Popular HEIs will be able to expand to meet student demand. Students will be better informed about the range of options available to them. Their choices will shape the landscape of higher education.

03



EVERYONE WHO HAS THE POTENTIAL SHOULD BE ABLE TO BENEFIT FROM HIGHER EDUCATION.

No one should be put off from studying in higher education because they cannot afford the cost of living while they are studying. HEIs will be evaluated on how well they are doing in providing fair access to all.

04



NO ONE SHOULD HAVE TO PAY UNTIL THEY START TO WORK.

The pressure on public finances could mean that students have to pay upfront or rely on loans from banks and money from families to meet the costs of higher education. We reject those approaches. In our proposal, Government will meet the upfront cost of higher education through the Student Finance Plan (see page 11 for more information). Students will not have to rely on banks or families to meet the costs of learning or living.

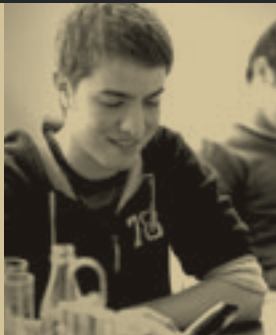
05



WHEN PAYMENTS ARE MADE THEY SHOULD BE AFFORDABLE.

Students should only pay towards the cost of their education once they are enjoying the benefits of that education. A degree is a good investment. Payments will be linked to income, so those on low incomes pay nothing. No graduate will face demands for payments that they cannot afford to make. Payments stop when the Student Finance Plan is complete – this is not a lifetime graduate tax (see page 6 and 7 for more information).

06



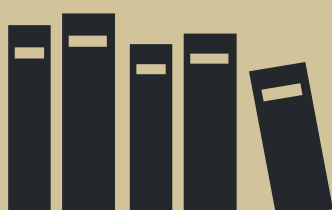
PART TIME STUDENTS SHOULD BE TREATED THE SAME AS FULL TIME STUDENTS FOR THE COSTS OF LEARNING.

The current system requires part time students to pay upfront. This puts people off from studying part time and it stops innovation in courses that combine work and study. In our proposal the upfront costs for part time students will be eliminated, so that a wider range of people can access higher education in a way that is convenient for them.

THE PROPOSAL

HIGHER EDUCATION

EMPLOYMENT



LEARNING

LIVING

EARNING



LEARNING

Students choose where they want to study and what they want to study. Government pays the costs of learning upfront.

LIVING

- Support for living costs available to all through an annual loan of £3,750. No means testing for access to loans for living costs.
- Additional support for students from families with an income below £60,000 per year, up to £3,250 in grants

EARNING & PAYING

- Students pay nothing up front. Graduates only make payments when they are earning above £21,000 per year.
- Payments are affordable – 9% of any income above £21,000.
- If earnings drop, then payments drop. If graduates stop work for whatever reason, then payments stop as well.
- The payment threshold is reviewed regularly to bring it into line with growth in earnings
- The interest rate on the loans is the low rate that Government itself pays on borrowing money. There is a rebate for low earners.
- Any balance remaining after 30 years is written off

PAYMENT HOLIDAY

If graduates stop work for any reason, then payments stop as well.



PAYING

OPTIONAL



GIVING

GIVING

- HEIs that charge the most for learning contribute to the costs of student finance by paying a levy on that income

Graduates can choose to make optional tax deductible payments to support their chosen HEI

PAYMENTS DUE BY GRADUATE EARNINGS

£ Annual earnings	Monthly		Weekly	
	Gross income	Payment	Gross income	Payment
0	0	0	0	0
21,000	1,750	0	404	0
25,000	2,083	30	481	7
30,000	2,500	68	577	16
40,000	3,333	143	769	33
50,000	4,167	218	962	50
60,000	5,000	293	1,154	68

The payment due is dependent only on the income of the borrower; it is independent of the interest rate and size of debt outstanding.

THE BENEFITS

We have been guided throughout our work by three aims: to increase participation, improve quality and create a sustainable long term future for higher education in this country. Our proposals are designed to deliver the following benefits.

PARTICIPATION

HIGHER EDUCATION EXPANDS SUSTAINABLY TO MEET QUALIFIED DEMAND, WITH ACCESS FOR ANYONE WHO HAS THE TALENT TO SUCCEED.

Our proposals create the financial scope for higher education to expand. We recommend a 10% increase in the number of places; and new support for the costs of learning for part time students. We propose an increase in the support for living costs for students from low income backgrounds. We recognise the role of HEIs in promoting access to higher education for all and ask the schools system to respond by improving guidance.

QUALITY

HEIs ACTIVELY COMPETE FOR WELL INFORMED, DISCERNING STUDENTS, ON THE BASIS OF PRICE AND TEACHING QUALITY, IMPROVING PROVISION ACROSS THE WHOLE SECTOR, WITHIN A FRAMEWORK THAT GUARANTEES MINIMUM STANDARDS.

Our proposals are designed to create genuine competition for students between HEIs, of a kind which cannot take place under the current system. There will be more investment available for the HEIs that are able to convince students that it is worthwhile. This is in our view a surer way to drive up quality than any attempt at central planning. To safeguard this approach, we recommend that the Higher Education Council enforces baseline standards of quality; and that students receive high quality information to help them choose the HEI and courses which best matches their aspirations.

SUSTAINABILITY

INCREASED PRIVATE CONTRIBUTIONS AND MORE TARGETED PUBLIC INVESTMENT TO SUPPORT HIGH QUALITY PROVISION AND ALLOW THE SECTOR TO GROW TO MEET QUALIFIED DEMAND.

The current funding and finance systems for higher education are unsustainable and need urgent reform. In our proposals, the system is put on a more sustainable footing by seeking higher contributions from those that can afford to make them, and removing the blanket subsidy for all courses – without losing vital public investment in priority courses. These measures create the potential to allow the numbers of student places to increase by 10% and enhance support for living costs while still allowing public spending reductions to be made.

HOW WOULD IT BENEFIT ME?

STUDENTS & GRADUATES

- Better education through a system that is built around their aspirations
- More choice, more opportunities
- Better information about courses
- No barriers to access
- Affordable payments



PARENTS & FAMILIES

- No upfront payment for the costs of learning
- Affordable contribution to the costs of living
- Additional targeted help for low income families
- Less means testing



HIGHER EDUCATION INSTITUTIONS

- More competition
- More say, more control
- Emphasis on quality
- Opportunity to raise more investment



GOVERNMENT

- Less involved, less regulation
- More trust in the decisions of students and HEIs



THE COMPARISON

How our plan differs from a graduate tax.

ISSUES	GRADUATE TAX	STUDENT FINANCE PLAN
<i>Cost of learning</i>	No upfront costs	No upfront costs
<i>Cost of living</i>	Will require support through loans – this means that graduates have to pay the additional tax as well as make loan payments	Graduates make a single set of payments to cover the costs of learning and living provided upfront by Government
<i>Payment terms</i>	Linked to income, no fixed mortgage style payments, payments continue indefinitely	Linked to income, no fixed mortgage-style payments, payments stop when costs of learning and living are paid back – or 30 years – whichever is earlier
<i>Protection for graduates on low incomes</i>	Graduates start paying when they cross the income tax threshold – £6,475 per year	Graduates pay nothing until they earn £21,000 per year
<i>Costs for graduates</i>	Uncapped, could be several multiples of the cost of the degree	Maximum payment is equal to the charge of the degree. Majority of graduates will pay less
<i>Funding to HEIs</i>	Tax revenues take time to build up – for first 25 years, model depends on Government filling that gap; after that, depends on Government enforcing a ring fence around graduate tax revenues	Direct funding relationship between student and HEI
<i>Burden on Government</i>	Additional £3bn a year until 2015-16 at least; additional spending continues until ca. 2041-42	No additional spending; continuing requirement to provide student finance
<i>Relationship between students and HEIs</i>	Student experience does not matter to HEI for raising funding	HEI depends on student willingness to pay for significant proportion of funding, so providing a high quality student experience is critical
<i>Incentives for HEIs</i>	No variability in funding, so no incentives to focus on quality, access or student experience	Sustaining income – or raising it – depends on improving quality, access and student experience

THE ADMINISTRATION

HOW IT IS FINANCED

- The Student Finance Plan will be administered by Student Finance, an organisation operating at arm's length from Government
- Students will be able to apply for finance at the same time as applying to study. Rather than choose the course and then seek finance separately, there will be a single application gateway.

The elements of the plan are:

- **Living:** Providing students with grants and loans for living costs on the basis of their own or their parents' income
- **Learning:** Paying the costs of learning upfront on behalf of the student
- **Paying:** Collecting payments from graduates, via the tax system, and managing their remaining payments
- **Giving:** Providing an easy way for graduates to make voluntary tax deductible payments to their chosen HEI

HOW IT IS REGULATED

THE HIGHER EDUCATION COUNCIL

The higher education system is currently overseen by four bodies. These will be replaced by a single Higher Education Council, charged with looking after students' interests and the public investment in higher education. It will take a more targeted approach to regulation, with greater autonomy for HEIs.

The Council will be independent from Government and from HEIs. It will have five areas of responsibility:

- **Investment** – identifying and investing in high-priority courses; evaluating value for money; dealing with the unexpected, with the primary aim of protecting students' interests
- **Quality** – setting and enforcing minimum quality levels across the whole sector
- **Equity of access** – making sure that individual HEIs and the sector as a whole make measurable progress on admitting qualified students from disadvantaged backgrounds

- **Competition** – ensuring that students get the benefits of more competition, by publishing an annual survey of charges, looking after the interests of students when an HEI is at risk and regulating the entry of new providers
- **Dispute resolution** – students can ask the Council to adjudicate on a dispute that cannot be resolved within their HEI, and the Higher Education Council can provide a decision which binds both sides

.....
The Higher Education Council will explain how it is investing taxpayers' money, and safeguarding students' investment in higher education through an annual report to Parliament.



To read the full report of the Independent Review
of Higher Education Funding & Student Finance, please visit

www.independent.gov.uk/browne-report

Universities UK

Update to AHUA on the Student Charter Group

Background

1. The previous Minister for Higher Education, David Lammy MP, announced the establishment of a Student Charter Group before the election. The Coalition Government has continued to support the Group, which met for the first time on 16 July 2010.

Membership and Remit

2. The Student Charter Group aims to:
 - explore current practice in HEI/ student agreements
 - assess the current impact of such agreements and explore lessons which could be drawn, as a means of spreading best practice across the sector
 - develop an outline charter, showing the topics and issues which individual HEI agreements might cover, and develop and publish guidance on the preparation, design and use of student charters, and provide information to inform and support the work of institutions and student unions.
3. The full terms of reference are at [Annex A](#).
4. The Group is secretaried by the Department for Business, Industry and Skills (BIS), but UUK had the opportunity to nominate one of the Chairs. We nominated Professor Janet Beer (Vice-Chancellor, Oxford Brookes University), as she is also Chair of the HEFCE Higher Education Public Information Steering Group. The other chair of the Student Charter Group is Aaron Porter (President, National Union of Students).
5. The members are: Chris Brink (Vice Chancellor, Newcastle University), Liam Challenger (Student Union President, Leeds Metropolitan University), Mark Hunt (Deputy Vice Chancellor, University for the Creative Arts), Amanda Chetwynd (Pro-Vice-Chancellor, Lancaster University), Graeme Wise (NUS), Douglas Blackstock (QAA), Heather Fry (HEFCE), Paul Clark (UUK) and Anna Vignoles (Professor of Economics of Education, Institute of Education).
6. UUK are acutely aware that the group does not include universities administrators, for example at Academic Registrar level. We are fully aware that this is important, in order to draw on the sector's knowledge of history, what works, legal context and practical issues which might arise from the group's recommendations. The Chairs have committed to consult with groups at this level, and the precise way in which this will happen should be confirmed at the second meeting of the Student Charter Group on 14 September 2010.
7. The Group intends to report in January 2011.

Exploring current practice in HEI/ student agreements

8. In order to inform the group, UUK and GuildHE surveyed their members in August 2010, in order to investigate the use of student contracts/charters/agreements. The response rate was high (82% of UUK members, 61% of GuildHE members), which shows how important this issue is to members. We would like to thank AHUA members who took the time to respond to the survey, especially given the time of year. This was supplemented by NUS qualitative research in six student unions.
9. Of those who responded, a small majority (60%) of English HEIs currently have a student contract/charter/agreement (defined in the widest sense) in place. These vary very significantly in length, content, formality and dissemination. The majority of these were not labelled “charters”, but were other kinds of student agreements, commitments, value statements, promises (or given other kinds of headings). Those which were labelled “charters” came primarily from new universities, and were very varied.
10. Institutions with student contracts/charters/agreements considered that the documents help to manage expectations and to provide an effective platform for communication; however, they considered that there was a balance to be struck between meaningless broad statements and encouraging unnecessary litigation. Approximately one quarter of HEIs did not have a formalised contract/ agreement/charter in place and were not currently developing one, while 12 English UUK institutions had discontinued a contract/ charter/ agreement, often in order to re-brand it or embed it in other documents.
11. The full analysis of the research, including student views, is going to the Group and will be published. A small number of institutions may also be contacted to take part in qualitative research via a short telephone discussion and again, we would be grateful for assistance from AHUA members in this. UUK would also be happy to bring another paper to the next meeting of the AHUA Executive in December, on request.
12. Any queries about UUK’s involvement in the Student Charter Group may be addressed to fiona.hoban@universitiesuk.ac.uk or Naomi.drinkwater@universitiesuk.ac.uk

Terms of Reference – Student Charter Group

The Coalition Government is committed to improving the quality of higher education teaching and the information provided by HEIs to students.

To support this agenda, the Government, in partnership with UUK and the NUS, is bringing together university and student representatives to: explore best practice in the use of student charters and other student agreements; and to develop an outline student charter which can be used to inform a new basic standard and develop good practice across all English HEIs.

Objectives:

a) To explore current practice in HEI/student agreements

This will include student 'contracts' and other forms of student agreements in English HEIs, especially those developed in collaboration with local student unions.

b) To assess the current impact of such agreements and explore lessons which could be drawn, as a means of spreading best practice across the sector

The group will also take account of the evidence provided to the Higher Education Public Information Steering Group (HEPISG) on the key pieces of information required by students and also the work to implement the Coalition commitment to "publish more information about the costs, graduate earnings and student satisfaction of different university courses". It will also need to take account of proposed revisions to sector-wide quality assurance arrangements.

The Group will then:

c) Develop an outline charter, showing the topics and issues which individual HEI agreements might cover and develop and publish guidance on the preparation, design and use of student charters, and to provide information to inform and support the work of institutions and students' unions

For example, charters could include: expectations on feedback, learning support facilities available, welfare support; as well as responsibilities of students such as private study time and complying with academic regulations.

Reporting and Timing

The Group will report in January 2011. BIS will publish the report online, with NUS and UUK support.

Convenor and Chairs

The Group will be convened by the Minister for Higher Education and jointly chaired by Professor Janet Beer (VC of Oxford Brookes and Chair of HEPISG) and the NUS National President, Aaron Porter.

Secretariat

The secretariat will be provided by BIS.

Membership

The agreed membership is now confirmed as follows:

1. Aaron Porter, NUS President (co-chair)
2. Janet Beer, Vice Chancellor, Oxford Brookes University (co-chair)
3. Chris Brink, Vice Chancellor, Newcastle University
4. Liam Challenger, Student Union President, Leeds Metropolitan University
5. Mark Hunt, Deputy Vice Chancellor, University for the Creative Arts

6. Amanda Chetwynd, Pro-Vice-Chancellor, Lancaster University
7. Anna Vignoles, Institute of Education, University of London
8. Graeme Wise, NUS
9. Douglas Blackstock, QAA
10. Heather Fry, HEFCE
11. Paul Clark, UUK

[INSERT UNIVERSITY LOGO]

(1) **[INSERT NAME OF UNIVERSITY]** ("THE UNIVERSITY")

(2) **[INSERT NAME OF THE STUDENT]** ("THE STUDENT")

University-Student Contract

1. PURPOSE OF THIS CONTRACT

- 1.1 The purpose of this document is to set out the contract between the Student and the University. In addition to the contract with the Student, the University has other legal obligations on it, such as those set out by Parliament. This contract does not attempt to define these other obligations.
- 1.2 The Student and the University have obligations to each other, so it is in the interests of both the Student and the University that the terms of the contract between them are clearly defined.

2. EFFECT OF THIS CONTRACT

- 2.1 The terms of this contract form part of the offer to study at the University. By accepting an offer to study at the University, the Student accepts the terms of this contract.
- 2.2 When the Student enrolls in the University, the Student will be asked to sign a copy of this contract, which confirms that the Student accepted the terms of this contract when it was offered through UCAS.
- 2.3 If this contract has been made between us by means of distance communication (ie if up to the point when the contract is concluded there has been no face-to-face contact between the Student and the University or the University's representative, or any visit to the University), then the Student will be able to cancel this contract at any time until, the earlier of: a) 7 days from the date when the contract is concluded; or b) the date on which the University starts to provide the services.
- 2.4 In order to cancel the contract the Student must inform the University in writing at the address at 10.1 of this contract. If any payment has been made by the Student to the University under this Contract prior to the date of cancellation then a full refund will be provided by the University using the same payment type.

3. OTHER DOCUMENTS WHICH FORM PART OF THIS CONTRACT

- 3.1 This document and the documents listed at 3.4 form the entire contract between the University and the Student with regard to the Student's course. They replace any other promises or representations in relation to the Student's course made by the University or any of its employees.
- 3.2 The table at 3.4 sets out the other documents which form part of this contract, where those documents can be found and which, if any, parts of each do not form part of the Contract. The University may make reasonable amendments to these documents.
- 3.3 The University and the Student shall abide by the terms of the documents listed at 3.4. If there is any difference between the content of this document and one of the documents listed at 3.4, the Student and the University shall act in accordance with the terms of this document.

3.4 TABLE OF ALL RELEVANT POLICIES AND DOCUMENTS

Document	Location of Document	Part(s) of this document which do(es) not form part of the Contract
Insert name of document here	Insert location of document here	Insert part(s) of this document which do(es) not form part of the Contract here

3.5

4. **JOINING INFORMATION**

- 4.1 The University shall provide the Student with the joining information that the Student will need before the Student arrives at the University.

5. **CRIMINAL CONVICTIONS**

- 5.1 The University shall decide if any criminal convictions the Student may have are incompatible with study at the University and inform the Student of its decision before the first day of term.

- 5.2 The Student shall inform the University of any unspent criminal convictions, or spent criminal convictions, in the circumstances set out in **[CRIMINAL CONVICTIONS POLICY]**.

6. **TEACHING AND LEARNING**

- 6.1 The University shall:

6.1.1 deliver the parts of the Student's course which are within its control with reasonable care and skill.

6.1.2 deliver the Student's course in accordance with the description applied to it in the prospectus for the academic year in which the Student begins the course. However, the University may make reasonable amendments to the timetable, location and methods of delivery, the content, syllabus and assessment of the Student's course.

6.1.3 clearly explain the academic requirements for the Student's course to the Student.

6.1.4 if such action is reasonably considered to be necessary by the University in the context of its wider purposes, discontinue or decide not to provide the Student's course or to merge or combine it with other programmes of study. In this event:

(a) if prior to its commencement the University discontinues or decides not to provide the Student's course, or makes any significant variation to the Student's course, then it will notify the Student in advance if reasonably possible and the Student shall be entitled to withdraw their application by written notice to the University. The fees paid by the Student will be refunded.

(b) if after the Student's commencement the University discontinues or decides not to provide the Student's course, or makes any significant variation to the Student's course, then it will make a reasonable offer to the Student of alternative arrangements.

6.1.5 make available to the Student suitable learning support facilities and other services. The University may make reasonable variations to the services and facilities provided.

- 6.2 The Student shall:

6.2.1 fulfill all the academic requirements of the Student's course, including submission of course work and other assignments and attendance at examinations, on time and in accordance with the terms of **[ACADEMIC REGULATIONS]**.

6.2.2 pursue such studies as are reasonably required of the Student by any person designated by the University.

6.2.3 prepare adequately for any course-related activity which the Student is required to undertake outside the University, such as placements.

7. FEES

7.1 The University shall:

7.1.1 inform the Student of the date by which fees shall be paid.

7.1.2 refund any fees paid by the Student which may be refundable in accordance with **[FEES POLICY]**.

7.2 The Student shall ensure that the fees are paid in accordance with **[FEES POLICY]** before the date on which they must be paid.

8. STUDENT EXPERIENCE

8.1 The University shall provide a suitable network of pastoral care in accordance with **[STUDENT SUPPORT POLICY]**.

8.2 The Student shall:

8.2.1 behave in a manner which is consistent with **[STUDENT BEHAVIOUR POLICY]**.

8.2.2 promptly notify the University if any of the Student's relevant circumstances (such as home address, domicile or the existence of criminal convictions) change.

9. IF THINGS GO WRONG

9.1 If the Student has a complaint about the University, it is recommended that the Student uses the **[COMPLAINTS PROCEDURE]**. This procedure has been produced to help to resolve any complaints by the Student as promptly, fairly and amicably as possible.

9.2 If, having followed the University's **[COMPLAINTS PROCEDURE]** to completion, the Student remains dissatisfied, the Student has the right to make a complaint to the Office of the Independent Adjudicator for Higher Education.

9.3 If the Student does not act in accordance with this contract, or any of the documents referred to in it, the University may take disciplinary action against the Student under the relevant University procedure. One of the possible outcomes of such an action is that the Student's contract with the University may be terminated and the Student required to leave the University.

10. GENERAL

10.1 If the Student wishes to contact the University about this contract, the Student shall write to **[UNIVERSITY ADDRESS]**. If the University wishes to contact the Student about this contract, the University shall write to the address supplied by the Student at **[DESCRIBE WHERE STUDENT SUPPLIES ADDRESS]**.

10.2 This contract is only enforceable by the Student and the University. No other person shall have any rights in connection with this contract.

- 10.3 The University will hold and process your personal data - including sensitive personal data - whilst you are a student and after you have left the University. You agree to this data being processed in accordance with the **[DATA PROTECTION POLICY]**. The University shall only process your data for those purposes and in the manner described in the **[DATA PROTECTION POLICY]** and in accordance with the Data Protection Act 1998.
- 10.4 If any part of this contract becomes illegal or invalid, the parts of the contract which are not illegal or invalid shall remain in force.
- 10.5 Neither the University nor the Student shall be liable for failure to perform any obligations under this contract if such failure arises from circumstances beyond their reasonable control, including acts of God, war, terrorism, industrial disputes (including disputes involving the University's employees), fire, flood, tempest and national emergencies. If either the University or the Student seeks to rely on this Clause, then they shall ensure that the consequences of any failure to act in accordance with this Contract are kept to a minimum.
- 10.6 The University and the Student shall act in accordance with the **[INTELLECTUAL PROPERTY POLICY]**. Under this policy, the University will normally own any intellectual property generated by the Student.
- 10.7 Failure of either the University or the Student to enforce any part of this Contract shall not be construed as a waiver of a right to enforce that part of the Contract and shall not affect the right later to enforce any part of the Contract.
- 10.8 This contract is governed by the laws of, and jurisdiction of the courts of England and Wales.

Signed

[NAME]

Date



national union of students

Charter on...

Feedback and Assessment

1. Formative assessment and feedback should be used throughout the programme

Assessment should be used as part of the learning process, as well as a tool to measure understanding and application. Formative assessment and feedback is critical to the development of learning and should be integrated into the curriculum in a strategic way. You should consider how to capture and formalise ongoing feedback in practical courses such as art and design. Wherever appropriate, there should be formative feedback before the assessment deadline for taught postgraduate students and for undergraduate dissertations.

2. Students should have access to face-to-face feedback for at least the first piece of assessment each academic year

For most students, a discussion about their work is the most productive form of feedback they can receive. At the start of each academic year, it is crucial that students are given an opportunity to discuss their work with a tutor to enable them to set goals for the coming year. As well as helping students to develop their learning, this can act as a progression monitoring tool for the institution. If face-to-face feedback is impossible (e.g. due to distance or part-time learning), technology can be used to facilitate a discussion between tutor and student.

3. Receiving feedback should not be exclusive to certain forms of assessment

Traditionally, summative feedback is usually only given on written essays and some forms of practical work. But students need feedback on all forms of assessment they come across in order to develop their learning. In the recent NUS/HSBC Student Experience Report, 90 per cent of students say they would like feedback on exams, compared to only 12 per cent who currently receive written comments and 9 per cent who receive verbal feedback. Most courses rely on exams as the summative assessment – it is therefore important that students receive feedback on these, especially in exams prior to finals.

4) Feedback should be timely

Timely feedback is a key concern of students, with the NUS/HSBC Student Experience Report showing that almost a quarter of students have to wait more than five weeks to receive feedback. Students should usually receive personalised feedback within three weeks of the assessment submission deadline. There could also be generalised group feedback on the key learning areas that affect most students within one week of the assessment.

5) Students should be provided with a variety of assessment methods

In many courses there is too much reliance on exams or long essays as the sole form of assessment. There should be greater innovation in assessment, including the use of technology, and students should be involved in helping to design their own assessment. Similarly, not all subject disciplines use peer and self-reflective feedback – these methods should also be encouraged.

6. There should be anonymous marking for all summative assessment

NUS research shows that where anonymous marking has been introduced there has been an improvement in the marks of women, black and Asian students and among some other student groups. Anonymous marking provides reassurance for students and staff against the perception of discrimination. Where anonymous marking is not possible, especially in the arts, there should be stringent measures to blind double mark, or use external examiners.

7. Students should be able to submit assessment electronically

Many students believe that they should be able to submit their assessments electronically. While this will not be possible in every case, this increased flexibility will support part-time and distance learners as well as other non-traditional students, such as those with caring responsibilities or those who commute to university. Ultimately, the flexibility of electronic submission will benefit all students and will help to ensure that assessment methods respond to the changing expectations of digitally-literate students.

8) Students should be supported to critique their own work

Students should not be overly reliant on feedback from tutors. One of the key skills developed in higher education is the ability to critique, and students should be supported to be able to review their own work and that of fellow students. Developing students' abilities to peer review and self reflect is an important skill for future employment, as well as deepening their own learning.

9. Programme induction should include information on assessment practices and understanding marking criteria

Assessment standards and marking criteria are not readily understood by students. Students should be given an induction on what is expected of them academically on their course, in order for them to produce high-quality work. Some students can be unwittingly engaged in academic misconduct, or plagiarism, through simple misunderstandings of what is expected, and how to reference properly. Good inductions and study skills sessions prior to major assessment would aid students' understanding of these issues. Academic misconduct guidelines could also be translated into the languages of any large student groups at an institution.

10. Students should be given the choice of format for feedback

Students want feedback in a variety of formats, including verbal, written and electronic. At the start of the year students should also be able to state their preferred form of summative feedback. This provides a useful focus for a meeting with a personal tutor, while giving students a choice in the form of feedback; and making the feedback more physically accessible to them. This approach should ensure that all students, no matter whether they are full-time, part-time or distance learners, will have easy access to their feedback. Regardless of format, the feedback should always be written in plain English, and be legible and clear.

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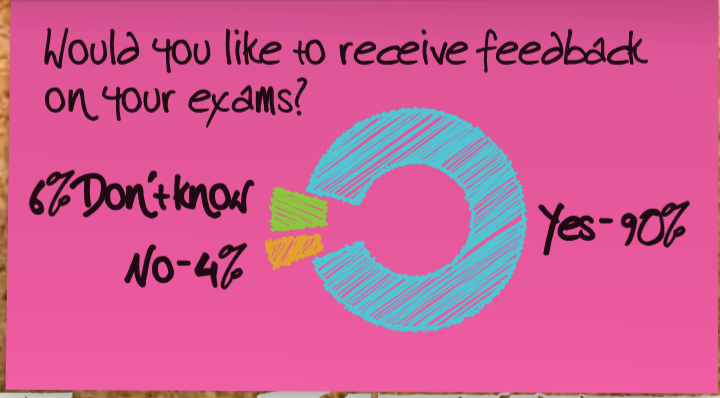
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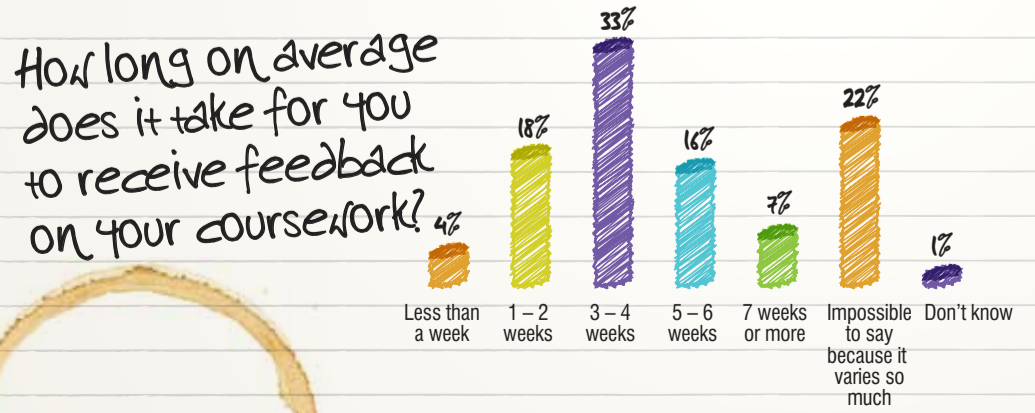
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National Student Survey Results for Assessment and Feedback 2005 & 2009



How long on average does it take for you to receive feedback on your coursework?



national union of students

Charter on...

Feedback & Assessment

www.nus.org.uk



Increasing university income from home and overseas students: what impact for social mobility?

Centre for Economic Performance, London School of Economics

September 2010

Introduction

This short note describes a basic analysis of the two most likely options that universities in England have of generating more income from student financial contributions in the future: raising contributions (or fees) from home (UK and European Union) students; and expanding numbers of international (non-EU) students who already pay full and unregulated fees. The question posed is what implication these possible income streams have for social mobility -- ie the future enrolment of underprivileged or non-privileged home students in the country's leading research universities and in higher education in general¹.

Against a backdrop of the expected cuts to core university budgets in the Government's forthcoming Comprehensive Spending Review, student finance and university student numbers are topics that are currently receiving much attention in higher education policy debate. The Independent Review of Higher Education Funding and Student Finance will shortly publish its recommendations to Government on the future of fees policy and financial support for full and part-time undergraduate and postgraduate students².

This analysis is based on available data on the sector to date including recent trends on the increasing numbers of overseas postgraduate and undergraduate numbers, as well patterns for student fees where they are currently allowed to vary by institution and degree course – for international students, and for postgraduate courses. They provide an insight into possible future trends of student numbers and charges, if fees, or graduate contributions, are allowed to vary in the same way for home undergraduates. The implications for the enrolment of less privileged students into university are considered.

The figures have been produced by research economist Richard Murphy and Professor Stephen Machin at the Centre for Economic Performance at the London School of Economics – as part of a project commissioned by the Sutton Trust exploring the growth of undergraduate and postgraduate numbers and their effect on intergenerational mobility.³

¹ This analysis is part of wider report commissioned by the Sutton Trust into the social composition of postgraduate students. See: <http://www.suttontrust.com/research/the-social-composition-and-future-earnings-of-postgraduates/>

² <http://hereview.independent.gov.uk/hereview/>

³ We would like to thank the Higher Educational Statistical Agency (HESA) for the use of their data. HESA does not accept responsibility for any inferences or conclusions derived from the data by third parties

Options for increasing university income from students

Universities generate income from numerous sources: research grants, student fees, residence charges, and government subsidies. The money from government can be split into three sources of income: money for research, buildings, and students. This paper is solely concerned with the revenues generated by student fees.

If individual universities want to increase income from students, either from the government or the students themselves, the 5 main routes available to them are:

- 1. Increasing fees (or financial contributions) of UK/EU undergraduate students*
- 2. Increasing the number of UK /EU Students*
- 3. Changing the subjects taught to UK /EU students to subjects that attract higher levels of government funding (for example laboratory based subjects attract more funding than standard subjects)*
- 4. Increasing fees of non-EU students, or UK/EU postgraduate students*
- 5. Increasing the number of non-EU students or postgraduate students*

However, there are a number of constraints on these routes:

- 1. Despite the introduction of capped variable fees for home undergraduates at universities in England, the vast majority of courses already charge the maximum annual fee level allowed - £3,290 for 2010/11 – although this issue is at the heart of Lord Browne’s current review.*
- 2. Strict limits have been introduced on the numbers of UK/EU students universities can recruit, with fines of £3,700 per student when universities exceed their limit.*
- 3. There are many practical difficulties involved in changing a significant amount of degree courses to increase price.*
- 4. Universities face an increasingly competitive market for international and home postgraduate students, limiting any large fee increases.*
- 5. Fears over the mis-use of student visas for purposes other than education threatens a reduction in the numbers available for overseas students – but nonetheless, numbers have increased substantially over the last decade.*

This paper considers the implications of two options seen as most likely to offer realistic prospects for raising income in the future: increasing fees (or financial contributions) of UK/EU undergraduate students; and increasing the number of non-EU students or postgraduate students.

Option 1: increasing the contributions of UK/EU undergraduate students

The maximum fees charged to undergraduate students from the UK/EU are set annually and currently stand at £3,290 for 2010/11, with the vast majority of university courses in England charging this maximum amount. These fees are on top of funds allocated directly by Government to universities for teaching students⁴.

Among the options being currently considered by Lord Browne's review of student finance is increasing the level and variety of contributions from undergraduate students - whether through increased fees, contributions after graduation, or through a graduate tax. At the same time the Government is considering large cuts to the funding directly to universities for teaching, partly to be compensated for by higher contributions from students..

Whilst we cannot be sure how universities will respond under a different student finance system, we can get an indication of how home undergraduate charges or fees might vary in the future under less constraints, and with less Government support directly to universities, by looking at the currently unregulated, mostly 'full cost', fees for non-EU undergraduate students, and postgraduates.

As far as we are aware, the levels and patterns of unregulated fees in England have not been documented in detail up to now. Table 1 below however shows how undergraduate fees for non UK/EU students varied in the year 2010/11 for 20 different universities across six subject areas – Physics, Maths, Economics, Business, Computer Science, and English.

The first thing to note is the scale of the fees – of the order of three to five times the amount of current annual fees paid for by home undergraduates - once current Government contributions to fees are taken into account.⁵ In some subjects, there are also considerable differences in fees charged by different universities, with some institutions charging almost double those of others. The levels of fees are broadly correlated to the reputation of universities (The table lists the 2011 university rankings published by the Times newspaper) – consistent with economic theory that would model a university's reputation as an equivalent proxy for demand for student places. However, this is not the sole factor at play: there are particularly high fees for universities based in London.

The levels of fees vary between different subject areas, noticeably lower for English for example. There is also much less variation of fees in some subject areas, such as English, compared with others such as physics and computer science.

⁴ The funding, which is weighted more heavily for scientific and medical subjects, is allocated via the Higher Education Funding Council for England. See: http://www.hefce.ac.uk/pubs/hefce/2008/08_33/

⁵ The comparisons are made by subtracting current Government subsidies for undergraduate fees from the fees listed for overseas students so they are comparable with current undergraduate fees.

Table 1: Undergraduate fees for overseas students for 20 universities

	Physics	Maths	Economics*	Business	Computer Science	English	Rank
Oxford	14,000	12,200	12,200	NA	14,000	12,200	1
Cambridge	14,073	10,752	10,752	NA	14,073	10,752	2
Imperial	20,750	21,400	NA	NA	21,400	NA	3
LSE	NA	NA	13,680	NA	NA	NA	5
Durham	14,865	11,400	NA	11,400	11,400	11,400	6
UCL	16,725	12,770	12,770	16,725	16,725	12,770	7
Warwick	15,000	11,500	15,000	15,000	15,000	11,500	8
Lancaster	13,060	13,060	12,060	12,060	13,060	10,500	10
Exeter	13,200	11,100	11,100	11,100	13,200	11,100	12
Bristol	14,950	14,950	11,900	NA	14,950	11,900	14
Southampton	13,300	10,400	10,400	10,400	10,400	10,400	19
Manchester	14,200	14,200	10,800	10,800	14,400	11,300	30
Reading	NA	10,200	10,200	10,200	12,300	10,200	35
Hull	11,900	NA	NA	9,800	11,900	9,800	48
Oxford Brookes	NA	10,200	10,400	10,400	10,200	10,200	51
Lincoln	NA	NA	NA	10292	10914	10292	62
Portsmouth	NA	9,200	9,200	9,200	9,200	9,200	74
Coventry	NA	8,560	8,560	8,560	9,100	8,560	84
Bedfordshire	NA	NA	NA	8,950	8,950	8,950	101
Derby	NA	8,500	NA	8,500	8,500	8,500	104

*Economics at Oxford is represented by the course Philosophy Politics and Economics

Similar trends exist for overseas students taking postgraduate qualifications – particularly one year Masters degrees, as shown below in table 2 for the same 20 universities. There is significant price dispersion amongst universities but in general there are higher fees for universities ranked more highly. Again, fees are particularly high for prestigious London based universities.

Table 2: Postgraduate fees for overseas students for 20 universities

	Physics	Maths	Economics*	Business	Computer Science	English	Rank
Oxford	NA	12,200*	12,000	NA	14,000	12,000	1
Cambridge	14,073	10,752	14,715	NA	14,073	10,752	2
Imperial	19,100	16,000	NA	NA	21,550	NA	3
LSE	NA	NA	19,224	NA	NA	NA	5
Durham	14,865	11,400	NA	11,400	11,400	11,400	6
UCL	18,245	14,000	14,600	NA	18,245	14,000	7
Warwick	NA	11,500	15,000	13,800	15,000	11,500	8
Lancaster	NA	NA	16,500	NA	13,060	10,500	10
Exeter	NA	13,200	11,100	NA	NA	11,100	12
Bristol	NA	NA	12,140	NA	NA	11,900	14
Southampton	13,900	11,000	11,000	11,000	13,900	11,000	19
Manchester	NA	14,400	11,300	NA	14,400	11,300	30
Reading	NA	10,200	10,200	10,200	12,300	10,200	35
Hull	11,900	NA	NA	9,800	11,900	9,800	48
Oxford Brookes	NA	NA	NA	10,710	11,110	10,350	51
Lincoln	NA	NA	NA	10,747	11,954	10,747	62
Portsmouth	NA	NA	9,700	9,700	9,700	NA	74
Coventry	NA	NA	NA	9,360	9,870	NA	84
Bedfordshire	NA	NA	NA	9,300	9,300	NA	101
Derby	NA	NA	NA	8,950	8,950	NA	104

The other set of fees that would give an indication of what the non regulated fee market may look like are the fees charged to domestic students undertaking taught postgraduate courses. Again we see in broad terms that variation in fees according to university reputation. The variation in fees charged also varies across subjects.

Subjects generally associated with higher salaries, such as Economics and Business have the highest differences between maximum charged and minimum, reflecting perhaps the expectations of labour market returns for such degrees. Perhaps the course most directly associated with increased earnings is a Masters of Business Administration (MBA). Among this sample of 15 universities the highest fee is six times the lowest fee level charged for a domestic student.

Table 3: Postgraduate fees for home students for 20 universities

	Physics	Maths	Economics*	Business	Computer Science	English	Rank
Oxford	NA	3466*	6,750	NA	3,466	3,466	1
Cambridge	3,465	3,465	8,553	NA	3,465	3,465	2
Imperial	3,466	5,500	NA	NA	4,466	NA	3
LSE	NA	NA	19,224	NA	NA	NA	5
Durham	4,200	4,200	NA	4,200	4,200	4,200	6
UCL	4,865	4,865	11,555	NA	4,865	4,865	7
Warwick	NA	5,820	5,820	8,800	5,820	5,820	8
Lancaster	NA	NA	10,000	NA	4,170	4,170	10
Exeter	NA	4,500	4,500	NA	NA	4,500	12
Bristol	NA	NA	5,060	NA	NA	4,450	14
Southampton	3,466	3,466	3,466	3,466	3,466	3,466	19
Manchester	NA	3,500	3,466	NA	5,400	3,466	30
Reading	NA	4,200	4,200	4,200	4,200	4,200	35
Hull	3,390	NA	NA	7,000	3,390	3,390	48
Oxford Brookes	NA	NA	NA	8,550	4,430	4,320	51
Lincoln	NA	NA	NA	3,694	3,694	3,694	62
Portsmouth	NA	NA	4,000	4,400	3,466	NA	74
Coventry	NA	NA	NA	3,720	3,720	NA	84
Bedfordshire	NA	NA	NA	4,635	4,635	NA	101
Derby	NA	NA	NA	5,940	4,680	NA	104

Table 4: MBA fees for 16 universities

	UK/EU	Other
Cambridge	36,000	36,000
Manchester	34,400	34,400
Imperial	34,000	34,000
Oxford	33,000	33,000
Reading	33,000	33,000
Lancaster	23,500	23,500
Warwick	22,850	22,850
Exeter	18,500	18,500
Durham	18,500	18,000
Oxford Brookes	18,390	18,390
Southampton	16,750	16,750
Hull	16,500	16,500
Portsmouth	13,800	15,250
Bedfordshire	13,500	13,500
Coventry	7,800	10,590
Lincoln	6,386	11,350

Implications for future undergraduate charges

While the figures presented above are not exhaustive, they provide an indication of what could happen if the financial charges for undergraduate courses at universities in England are allowed to vary more than they do currently. Given the patterns for overseas students and postgraduate courses, we would see undergraduate fees or charges rapidly increase, particularly for those universities with the highest academic reputations, and particularly for degree courses with the highest financial returns. There are obvious concerns that such large variations might deter students from less privileged backgrounds from embarking on particular degree courses – solely on financial grounds. We will discuss this further at the end of the note.

Option 2: increasing the number of non-EU students or postgraduate students

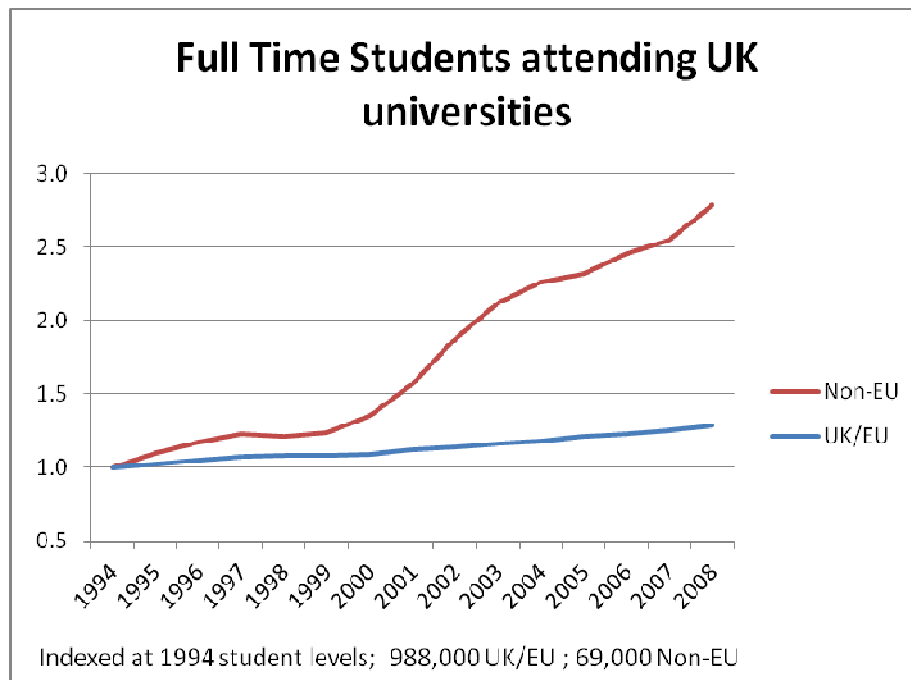
The fee income from non-EU or overseas students has been growing at a significant rate at UK universities. In 2008/09, the total fee income from such students stood at £2.18bn, two and a half times greater than it was just 8 years previously (£0.88bn). Overseas fees account for 8.6% of all universities' income – compared with 15.5% from home fees.

There are currently 1,231,000 full time undergraduates in the UK and 232,000 full time postgraduates, of which 149,000 (12%) and 125,000 (54%) are from overseas (EU and non-EU).⁶ With a good international reputation, UK universities are in a prime position to recruit overseas students, and they have capitalised on this, more than doubling the amount of non EU students in the last 10 years, currently standing at 193,000. The majority of this growth has come from Asia.

Recent growth in student numbers

The following graphs represent the relative growth rates of students (both postgraduate and undergraduate) from outside and within the EU relative to their 1994 levels. In 1994, there were 988,000 UK and EU students, and 69,000 non-EU students. Since then, there has been a large rise in the number of non EU students, and by 2008 there were nearly 3 times as many as there were in 1994 (an extra 123,000 students). For UK and EU students the growth has been less strong relative to their starting values, with an increase in numbers of around 30% (although in absolute terms their growth has been larger, with 283,000 more students).

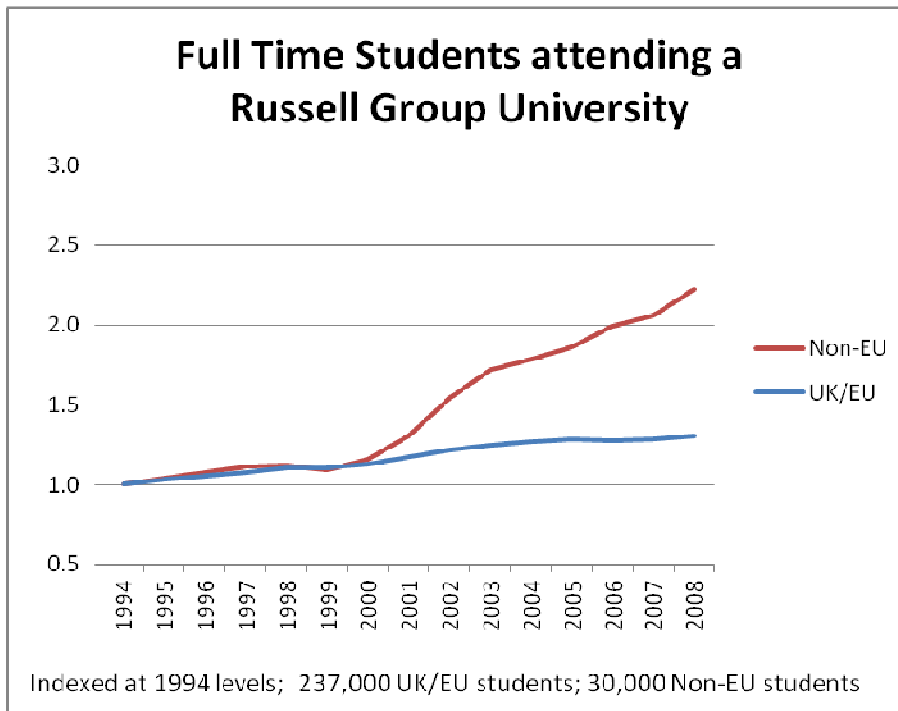
Figure 1: relative increases of overseas and home students



⁶ The numbers of students from outside the EU are 95,000 (8%) and 98,000 (42%) when including EU with UK

Figure 2 meanwhile shows similar trends exist for research intensive universities, represented here by members of the Russell Group.⁷ In 1994, there were 237,000 UK and EU students and 30,000 non-EU students. By 2008 there were there were 310,000 UK and EU students, 73,000 more than 14 years previously, and 66,000 non-EU students, 36,000 more than in 1994. These equate to 31% and 122% increases respectively.

Figure 2: relative increases of students at Russell group universities

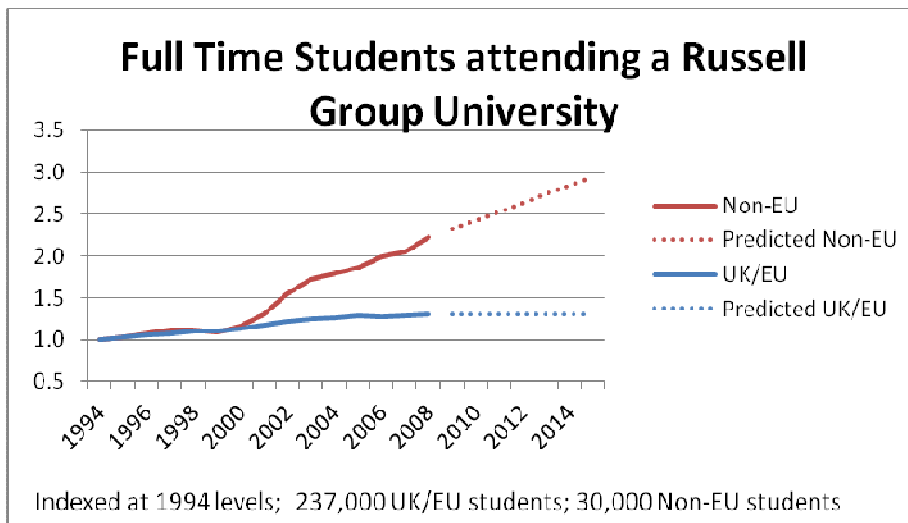
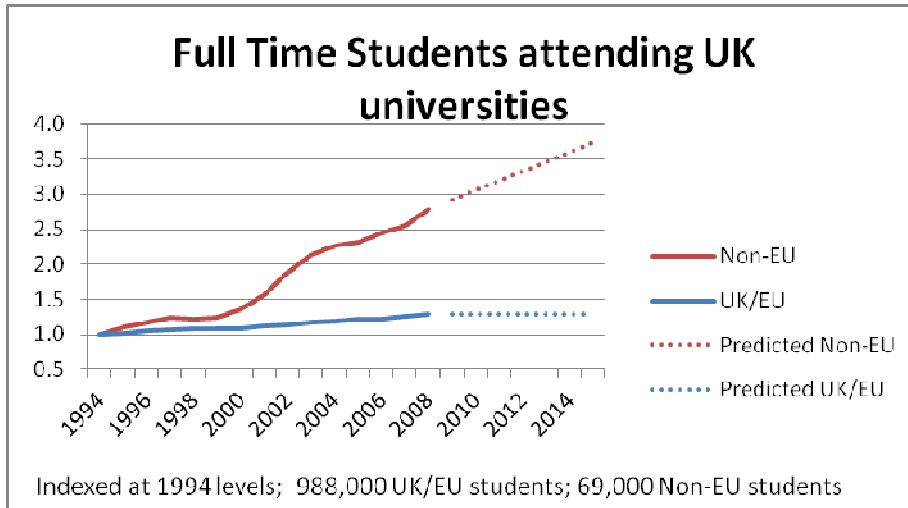


⁷ The Russell Group is composed of the following universities: Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Oxford, Sheffield, Southampton, Warwick, Imperial College, London, King’s College London, London School of Economics, Queen’s University Belfast, and University College London.

Future projections

The figures below suggest future possible projections of growth for non-EU students over the next five years assuming a similar trend since 2002, and assuming the current cap on numbers for home students continues. Under these assumptions by 2015 there will be 1,271,000 UK/EU students, and 258,000 non-EU students (17% or 1 in 6 of all students)⁸. Non-EU students would make up 10% of undergraduates by 2015 and 50% of postgraduates. Meanwhile by 2015 there will be 310,000 UK/EU students at Russell Group Universities and 87,000 non EU students (22% of the total).⁹

Figure 3: Future projections of overseas and home students



⁸ These numbers are made up of: 1,137,000 home undergraduates and 123,000 international undergraduates (10%); and 135,000 home postgraduates and 134,000 international postgraduates (50%)

⁹ This is made up of: 258,000 home undergraduates and 41,000 international undergraduates (14%); and 51,000 home postgraduates and 46,000 international postgraduates (47%)

Increasing fees

The median postgraduate fees across the sector currently stand at £9,500 for non laboratory subjects and £11,500 for laboratory subjects, with undergraduate fee levels for non-EU students following just below at £9,350 and £10,900 (2009/10). These fees have increased on average by 30% and 40% respectively since 2002/03. But the growth of these unregulated fees has been higher in the research intensive Russell group universities where non laboratory subject fees have grown by 40%.

Given the increases in fees already, and the strong international competition for overseas students, the likely strategy for universities in the future will be to increase numbers of overseas students at similar current fee levels.

Implications of increasing overseas student numbers

In the following section we consider the possible impact on social mobility of increasing international student intakes - while home student numbers are held constant. But it is also worth noting a number of potential benefits as well as costs from increasing numbers of overseas students for universities and the UK economy as a whole.

Potential benefits include:

- ❑ Incomes from overseas students can provide the resources for increased numbers of degree places for domestic students.
- ❑ Domestic students may also gain through positive peer effects of highly motivated and able overseas students (and get the opportunity to learn about the wider world besides their core studies).
- ❑ Attracting the best international postgraduate research students contributes to world class research in the UK.
- ❑ International students' spending on goods and services whilst in the country is estimated at £2.3bn a year.¹⁰
- ❑ Overseas students staying on in the country contribute as tax payers and high ability workers.
- ❑ International students who return to their own countries could be more likely to source goods and services from UK companies

Potential costs include:

- ❑ Crowding out of domestic students by increasing amounts of international students.
- ❑ Negative peer effects, if the international students are not well prepared for the course. The accepting of less able international students could be a consequence of limiting the places

¹⁰ Kelly & McNicoll 2009

for domestic students, so to fill any spare capacity and maximise revenues universities may lower the entry requirements for non-EU students.

- ❑ Increased student teacher ratios
- ❑ If international students have displaced domestic students and then return to their home countries, then the potential productivity of a graduate has been lost to the UK economy.
- ❑ Increased competition for graduate jobs is harder for domestic students, but on a national level the country does not suffer assuming the students are of the same ability.
- ❑ Flow of British techniques and technologies abroad as students return to their countries of origin, reducing the UK's technological advantage in various fields.

Conclusions & Policy Implications

This simple analysis of likely future funding strategies to increase income from students raises at least two major concerns about the continuing access of less privileged home students to leading research universities, and into higher education in general. With the prospect of significant future funding cuts, university access remains a key challenge for the higher education sector.

Higher fees

The first concern is that less privileged home students are deterred in the future from applying to undergraduate degree courses because of the costs they will incur – before, during or after university. As the patterns for current overseas student fees demonstrate, charges for degree courses are likely to escalate rapidly if completely unregulated. At the highest end of the market, this could mean annual fees perhaps five times the current annual undergraduate payments – assuming that current Government subsidies continue.

We are also likely to see charges rise in particular for those universities with the highest academic reputations, particularly for degree courses with the highest financial returns – and it is here that the access issue is most acute. In the appendix we present figures showing the extent to which the social composition of current students already varies for different subject areas at university. One further concern is that in the future these differences are exacerbated if Government cuts to fee subsidies fall disproportionately on particular academic disciplines. With higher fees, these subjects may become off-limits for less privileged students.

Recent surveys of future prospective students suggest that a substantial hike in fees would deter a large number of pupils from going to university, with over three-quarters saying they would be unlikely to go if annual undergraduate fees were increased to £10,000 a year.¹¹ Meanwhile the Sutton Trust has highlighted particular concerns over the enrolment of non-privileged students to elite research universities which during the last decade has flatlined - in contrast to some progress made for the higher education sector as a whole.¹²

We do not offer here an appraisal of the potential impacts on social mobility of the different financial systems currently being considered for universities in England by Lord Browne's review as well as the Government. However, a key question for any future system, whether based on fees, graduate contributions or a graduate tax, is whether it adequately addresses concerns that poorer students will be deterred from high cost degrees despite their educational value, and the social gap in higher education attainment widens further. In that context, a complete removal of the fees cap would seem to be a big risk in terms of widening access to leading universities, as would lifting it to anything approaching £10,000 a year.

In addition, any future system will require a comprehensive set of grants, loans and support for less privileged students, but also much improved information, advice and guidance on the relative benefits of different degree courses. In its submission to Lord Browne's review, the Sutton Trust outlines a series of proposals including piloting a scheme whereby students from low income homes should get their first year of university for free. The free first year it is hoped would alleviate some of

¹¹ <http://www.suttontrust.com/research/young-people-omnibus-2010-wave-16/>

¹² <http://www.suttontrust.com/research/sutton-trust-submission-to-sir-martin-harris/>

the risk and uncertainty that deter non-privileged students from applying to certain courses and institutions.¹³

Overseas students

The second concern for social mobility highlighted in this note is that if universities can not raise income from higher contributions from home students in the future, then they will increasingly prioritise the recruitment of greater numbers of overseas students instead. The dramatic growth in overseas numbers over recent years is documented here – but what needs to be remembered is this has occurred during an era of growth for home students at the same time.

Preliminary analysis suggests that the recruitment of overseas students to date has not displaced home students, but has been additional to them. But what would happen in a future scenario of fixed home student numbers and limited extra income from home students – would we see universities focusing much more on the international market rather than in widening access and fostering home-grown talent? The future projections presented suggest that if home student numbers continue to be capped, then non-EU students could make up 17%, or 1 in 6, of all students by 2015. At Russell Group universities meanwhile non EU students would make up 22% of all students at these research intensive institutions¹⁴.

An associated problem in terms of social mobility is that further growth in home student numbers is most likely necessary if widening access is to continue. The Sutton Trust has highlighted this issue for the enrolment to the most selective university courses in particular. The increase in intakes from those from under-represented groups at highly selective universities in the last few years largely mirrors the overall expansion of places at those universities, rather than resulting from the displacement of other students from better-off homes. Capping growth in home student numbers will inevitably hinder attempts to improve social mobility – one of the Government's declared aims in relation to the Browne review.

Again we do not offer here a detailed analysis of how a future student funding (and support) system might allow individual universities to continue to expand their home student numbers. But this remains a key question for social mobility in light of the likely incentives to focus on expanding overseas students numbers instead. How can individual universities be allowed to expand home student numbers in a financially sustainable way?

Part of the solution may be to introduce financial incentives for universities to recruit poorer students, as suggested in the Sutton Trust's submission to the Browne review. The Trust proposes the creation of a bounty fund of tens of millions of pounds a year to reward universities that make special efforts to recruit such students. At the same time it is argued that universities which wish to charge higher tuition charges must deliver an extended programme of high quality outreach and access work.¹⁵

¹³ <http://www.suttontrust.com/research/submission-to-review-of-he/>

¹⁴ Another related issue is whether universities should be allowed to charge overseas fees for extra home students, once degree numbers have been filled. Anecdotally many leading research universities are reporting that they are getting offers from home students to pay international fees.

¹⁵ <http://www.suttontrust.com/research/submission-to-review-of-he/>

Appendix

Parental Socio Economic Classification of Native Graduates by Subject Group (2008)

Subject Group	Parental Occupational Group	
	Higher Managerial & Professional	Lower Supervisory, Technical, Routine, LT Unemployed
Medicine & dentistry	47.2%	10.0%
Veterinary science	33.2%	15.5%
Languages Historical & philosophical studies	30.1%	15.2%
Physical & Mathematical sciences	29.4%	18.4%
Engineering & Architecture	28.4%	20.1%
Average	26.6%	19.7%
Creative arts & design	24.3%	21.2%
Computer science	22.6%	27.6%
Business & Mass communications studies	22.8%	22.4%
Education	17.4%	26.7%



HM TREASURY

The Spending Review framework



The Spending Review framework

Presented to Parliament by
The Chancellor of the
Exchequer
by Command of Her Majesty

June 2010



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Contents

		Page
Chapter 1	Introduction	3
Chapter 2	Strategic approach to spending	7
Chapter 3	Scope of the Spending Review	11
Chapter 4	Timetable and process	15

1

Introduction

1.1 Reducing the budget deficit is the most urgent issue facing Britain. Last year, the latest Public Sector Net Borrowing forecast was the largest in Britain's peacetime history. The March Budget forecast the UK deficit to be 11 per cent of GDP this year. According to the International Monetary Fund (IMF), the UK has the highest budget deficit in the G7 and G20, and its latest forecasts project that public sector debt will double between 2007 and 2015, to around 90 per cent of GDP.

1.2 This high level of borrowing – a legacy of the previous Government – risks undermining fairness, growth and economic stability in the UK. The Government is committed to tackling the deficit and restoring debt to a sustainable path as:

- in general, the higher the level of debt, the higher the interest rate that markets will demand to compensate them for holding that debt. Failure to tackle Britain's deficit would therefore both push up the costs of debt service and risk higher long-term interest rates, not just for the Government, but also for families and businesses through the higher costs of loans and mortgages. Higher interest rates tend to reduce economic growth, through their adverse impact on investment and productivity;
- without urgent action, debt interest will take an increasing proportion of public expenditure, squeezing out spending on priorities. On the previous Government's plans debt interest was set to reach £70bn by 2014-15, around double the amount as a share of GDP as in 2006-07. It is unproductive and unfair to spend more on debt interest payments than, for example, on schools in England. All else being equal, action to reduce the level of debt reduces debt service costs and the level of tax required to deliver a given level of public services over the long term;
- as has been shown by recent developments, the level of debt can rise quickly when economic shocks hit. Higher levels of debt reduce the Government's capacity to respond to future economic shocks; and
- public borrowing is only taxation deferred, and it would be irresponsible to accumulate substantial debts that would have to be paid off by subsequent generations in the decades to come.

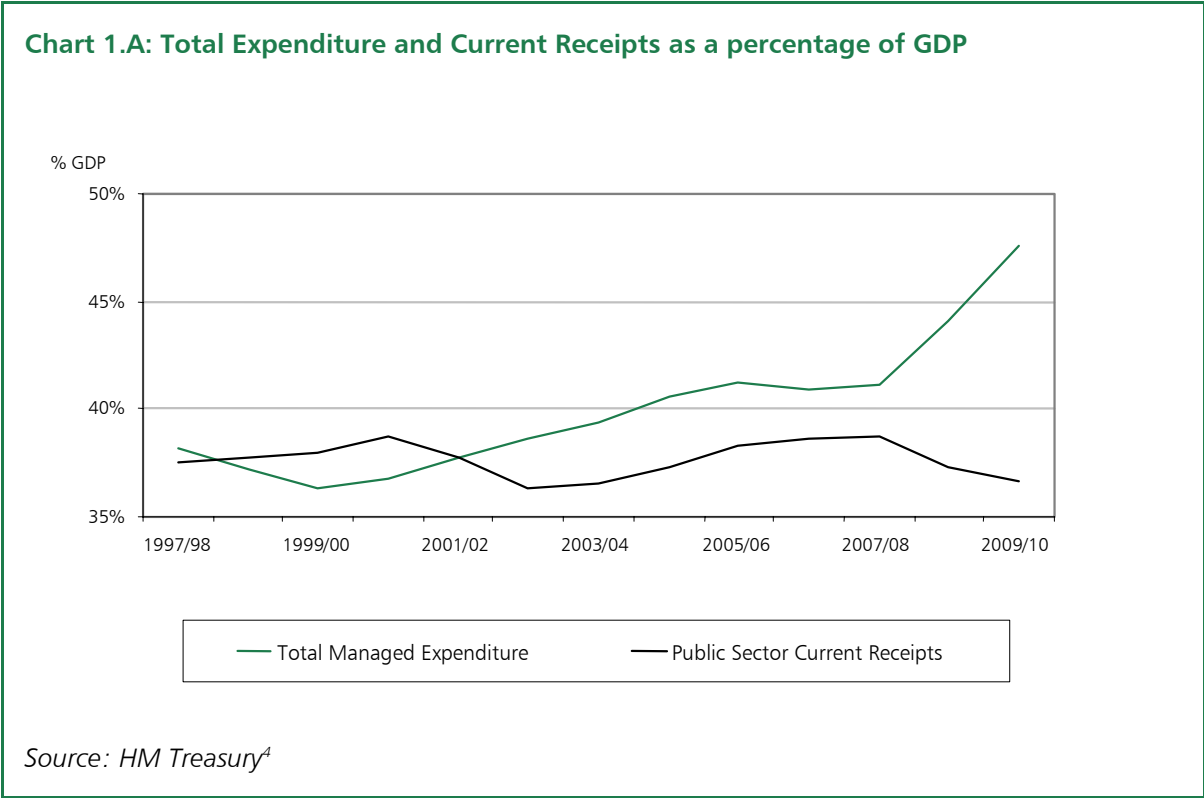
1.3 That is why the Government has committed to a significant acceleration in the reduction of the structural deficit over the course of the Parliament. This is necessary to show the world that Britain can live within its means, thereby rebuilding confidence in the economy and protecting jobs.

1.4 The Government is committed to carrying out Britain's unavoidable deficit reduction plan in a way that strengthens and unites the country. The Spending Review will be guided by the principles of freedom, fairness and responsibility, in order to demonstrate that we are all in this together.

1.5 The Government has made clear that the bulk of the deficit reduction will be achieved through reductions in spending rather than increased taxes. Ensuring that taxpayers' money is

well spent is the fair and responsible way to reduce the deficit. This is consistent with international best practice: IMF research suggests that spending reductions are more likely to deliver a successful fiscal consolidation and better economic performance.

1.6 Under the previous Government, public expenditure was set to reach £704 billion this year, a historically high level of 48 per cent of GDP.¹ Government receipts have averaged around 38 per cent over the past 20 years, not exceeding 40 per cent in that time.² Chart 1.A shows a widening gap between government expenditure and receipts in recent years, reaching 11 per cent of GDP this year.³



1.7 Tackling a deficit of this scale requires urgent action. The Government has already set out how it will reduce spending this year by £6¼ billion by cutting waste. This involved taking some difficult decisions, but was essential to demonstrate the Government’s determination to get to grips with the deficit. The Government’s actions have already been endorsed by the conclusions of the G20 group of finance ministers in South Korea.

1.8 But reducing spending this year is only the first step on a long road towards restoring good management of Britain’s public finances. Even tougher decisions will be required at the Spending Review. The Government is determined to take those decisions in a way that is in line with its values of freedom, fairness and responsibility. The Government will:

- deliver its guarantee that health spending will increase in real terms in each year of the Parliament, and that 0.7 per cent of GNI will be spent on overseas aid by 2013;
- limit as far as possible the impact of reductions in spending on the most vulnerable in society, and on those regions heavily dependent on the public sector;

¹ Source: HM Treasury. March Budget 2010
² Source: HM Treasury. Data derived from National Statistics Public Finances statistical releases
³ Source: HM Treasury. March Budget 2010
⁴ Data derived from National Statistics Public Finances statistical releases

- protect as far as possible the spending that generates high economic returns; and
- make further savings to fund the priorities set out its programme.

1.9 The Government’s approach to public spending will not only be to live within its means but also to ensure that expenditure is focused on protecting the quality of the key frontline services that are important to the public and that provide support to the worst off in society. There can be no justification for spending public money on programmes and projects without considering the impact on the outcomes that people care about. This means putting in place structures that ensure accountability and transparency. All departments will publish business plans showing the structural reforms that they will implement to create more effective accountability and the measures they will take to ensure that effective results are delivered from the resources and inputs agreed in the Spending Review.

1.10 Successfully reducing the largest deficit in Britain’s peacetime history will mean approaching the Spending Review in a completely different way from how it has been approached in the past. It will mean:

- thinking innovatively about the role of government in society;
- taking the difficult decisions collectively as a Government to reduce the deficit; and
- consulting widely using all available talents to ensure that we deliver a stronger society as well as a smaller state.

1.11 This approach is at the heart of the coalition Government’s partnership, and draws on lessons learned from international examples of successful fiscal consolidations in the past, such as in Canada in the 1990s. They used a “Star Chamber” model of program review boards at Ministerial and senior official level to challenge departmental spending plans using a series of key questions to promote innovative thinking.

1.12 This document sets out the Government’s plans for the Spending Review, and the steps it will take from today to deliver this. In the June Budget, the Government will set the overall path for the public finances, including expenditure, over the rest of the Parliament.

2

Strategic approach to spending

2.1 The forthcoming Spending Review will involve more than the allocation of resources. While it will rightly focus on reducing Britain's record deficit and restoring sound public finances, it will also provide a platform to consider new and radical approaches to public service provision.

2.2 The scale of the challenge presents an opportunity to take a more fundamental look at the role of government in society and how it can fulfil that role. The Review will therefore consider how to deliver a step change in public sector productivity and value for money. The Government's values of freedom, fairness and responsibility will underpin its approach. The Government also recognises that how it spends money is often more important than how much it spends.

2.3 The Spending Review will set out a long-term vision for public services and a programme of key reforms to deliver that vision, including the specific actions being taken to implement reforms. The Government will:

- deliver a step change in the drive for efficiency and value for money in the public sector, including by driving down the cost of operational delivery as well as simply cutting out waste and lower priorities. The new Efficiency and Reform Group will support departments to deliver savings in specific areas, including renegotiating contracts, maximising collective buying power and using benchmarking to improve performance. Each Secretary of State will also appoint a Minister with specific responsibility for driving value for money across their department, identifying savings opportunities and playing a key role in challenging spending in all areas including spending on contracts and programmes;
- challenge departments, local government and delivery partners to consider fundamental changes to the way they provide vital services. This includes looking at how they can promote fairness by better targeting interventions; how they can promote freedom by encouraging a greater range of service providers, challenge state monopolies and exploit the synergies between delivery bodies; and how they can promote greater responsibility by shifting power, funding and accountability into the hands of individuals and frontline professionals who are often better placed to allocate limited resources;
- set out its plans to reform the welfare system, and to restrain the costs of public sector pay and pensions. The more that can be achieved in these areas, the more the Government will be able to do to protect jobs and spending on frontline public services; and
- look beyond near-term pressures to support reforms that better position the UK for meeting long-term demographic, economic, environmental and social challenges, any of which could imperil long-term fiscal stability if left unaddressed.

2.4 In light of its commitments to fairness and social mobility, the Government will look closely at the effects of its decisions on different groups in society, especially the least well off, and on different regions. Coupled with the radical reforms the Government has proposed for welfare, taxes and education, this Spending Review will make supporting those most in need a priority.

2.5 To ensure that all of these issues are considered, and that resources are prioritised within tighter budgets, departments will be asked to prioritise their main programmes against tough criteria on ensuring value for money of public spending:

- Is the activity essential to meet Government priorities?
- Does the Government need to fund this activity?
- Does the activity provide substantial economic value?
- Can the activity be targeted to those most in need?
- How can the activity be provided at lower cost?
- How can the activity be provided more effectively?
- Can the activity be provided by a non-state provider or by citizens, wholly or in partnership?
- Can non-state providers be paid to carry out the activity according to the results they achieve?
- Can local bodies as opposed to central government provide the activity?

2.6 In this era of substantially tighter spending, it is going to be more important than ever to demonstrate to the public that money is well spent. Setting out plans at the Spending Review is just the first step. The Government will then need to ensure that the reform programme is achieved and that there are robust mechanisms to ensure accountability to the public.

2.7 To achieve this, the Government has ended the previous government's complex system of Public Service Agreements, which relied on top-down performance management and too many politically motivated targets. Over the Spending Review, the government will consider the best structures for ensuring departmental accountability for achieving more for less. This will include the publication of departmental business plans showing the resources, structural reforms and efficiency measures that they will need to put in place to protect and improve the quality of key frontline services while spending less. These plans will also include the key statistics and data that the public can use to hold departments to account for spending money efficiently and effectively.

2.8 The Coalition Programme for Government¹ also made a commitment to create strong financial discipline at all levels of government and place an obligation on public servants to manage taxpayers' money wisely. In accordance with this, the Government will:

- strengthen and re-position the role of the departmental finance director (FD) as an enabler of informed decision making at Board level, mandating FD approval of new investments and consultation on material business decisions;
- provide an aligned, long term strategy for financial management across central government, and ensure that FDs and their finance teams have the skills and experience to drive it;
- introduce financial performance measures such as improved balance sheet and cash management, and improve risk management including by departmental self-assessment; and

¹ Source: HM Government: The Coalition - our programme for government

- increase the quality, transparency and accountability of financial information through the action it has already taken in publishing the Treasury's COINS database, through the Clear Line of Sight project and in publishing Whole of Government Accounts.

3

Scope of the Spending Review

3.1 The Spending Review, to be published in the autumn, will set out spending plans for the whole Parliament. It will show how the Government will reduce the deficit whilst building a free, fair and responsible society.

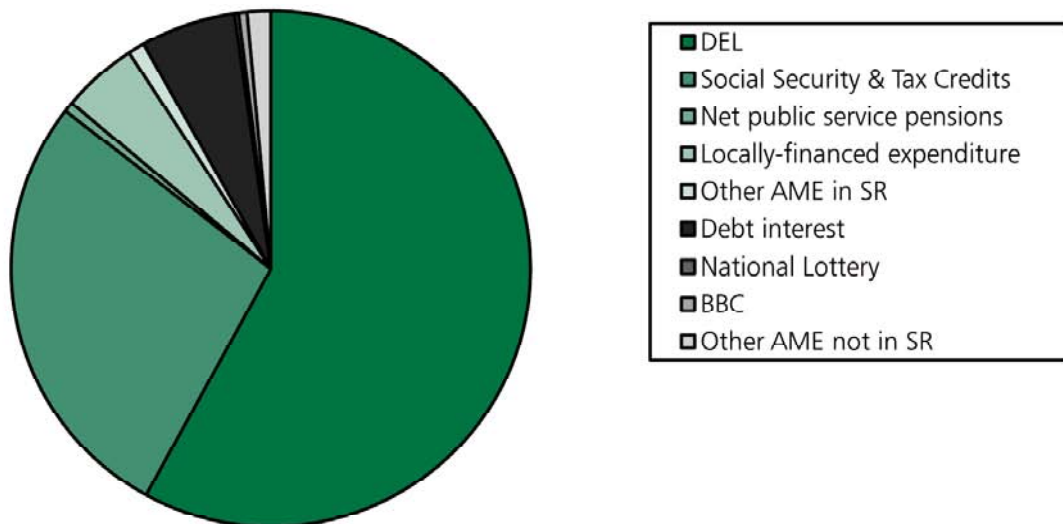
3.2 Ahead of the June Budget, the newly established Office for Budget Responsibility (OBR) will make independent forecasts for the economy and the public finances. They will produce the fiscal projections that will underpin Government policy in the Budget.

3.3 In the June Budget, the Government will set out the mandate that it will pursue for the public finances, against which the OBR will judge its fiscal policy. This will include setting the path for expenditure in the next Spending Review period which will give a clear sense of the scale of the challenge.

3.4 The Spending Review will set departmental expenditure limits (DEL) for every Government department. To ensure that the Spending Review looks comprehensively across the whole of Government expenditure, it will also cover significant elements of Annually Managed Expenditure (AME) where the risk is taken by the Exchequer as a whole, setting out plans for savings and reform in these areas. These include:

- social security;
- tax credits; and
- public service pensions.

Chart 3.A: Coverage of the Spending Review



Source: HM Treasury¹

3.5 As Chart 3.A shows, this approach means that the vast majority of public spending (those elements shaded in green) will be incorporated within the Spending Review.

3.6 For capital spending, the Government will undertake a fundamental review of spending plans to identify the areas of spending that will achieve the greatest economic returns. Departments will also be asked to examine their assets and consider how they can be managed more effectively, including considering the role of privatisation and contracting out where assets do not need to be held in the public sector.

3.7 The Government will also consider whether there are areas of spending for which funding allocations should be set on a longer-term basis than the life of the Parliament to provide greater certainty to service providers, users and investors. The benefits will need to be weighed against the need to retain flexibility to adapt spending plans to emerging economic and fiscal circumstances.

3.8 For other areas of spending, departments will be asked to provide a full assessment of the unit costs of key public service outputs. This analysis will show how the unit costs have changed over the years, how they compare with other countries and the private sector and how the unit costs will be reduced in future as public spending becomes more efficient. On the administrative spending of central Whitehall and its Arms Length Bodies, departments will be asked to reduce their spending by at least one third.

3.9 The Government has set out its intention to promote the radical devolution of power and greater financial autonomy to local government. It will use the Spending Review to progress this, in particular through simplifying the funding to local government and reducing the burden of centrally driven reporting requirements. The Government will ensure that the Spending Review process considers the needs of local government holistically, and takes account of the opportunities for frontline bodies to work together across traditional boundaries. As set out in Box 4.A, the Government will also ensure that it consults with all tiers of government during the Spending Review.

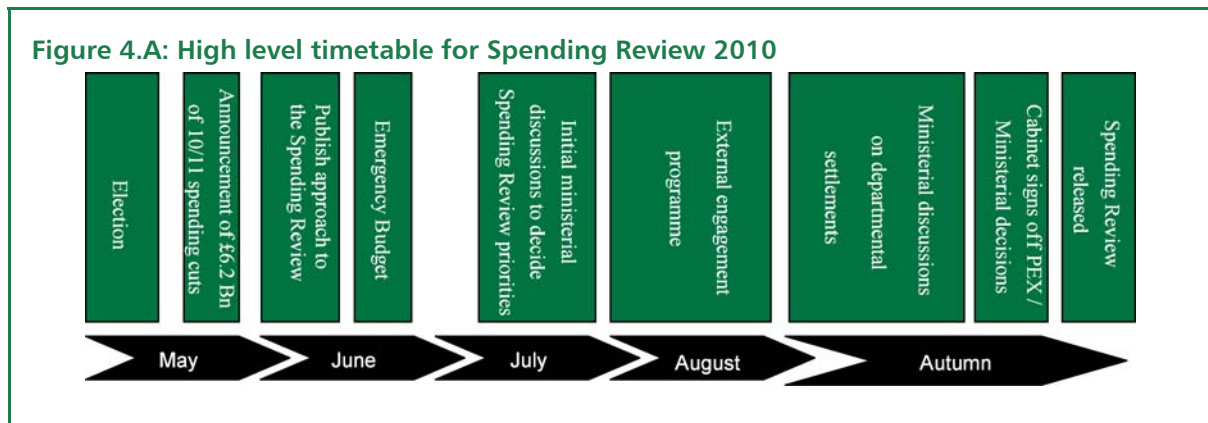
¹ Data derived from March Budget 2010

3.10 The Spending Review will also determine the level of funding to the devolved administrations of Scotland, Wales and Northern Ireland. The Government is committed to working closely with the devolved administrations to tackle the UK's budget deficit, and build the foundations for strong and sustained economic growth. The Finance Ministers' quadrilateral meetings will discuss the Spending Review and ensure that the devolved administrations are fully consulted.

4

Timetable and process

4.1 The Government will move promptly to complete a Spending Review that meets its commitments to both deficit reduction and public service reform.



4.2 The June Budget will set out the mandate the Government will pursue for the public finances, including the path for expenditure in the next Spending Review period. This will enable the Government to start intensive discussions about how to deliver the required spending reductions.

4.3 Ahead of the summer recess, departments will, working with HM Treasury, submit initial plans for delivering their objectives within reduced budgets. The Treasury will provide guidance to departments so that preparatory and technical work can begin now.

4.4 Departments' submissions will include plans to deliver continuous value for money improvements, as well as proposals to make savings through more fundamental public service reform on the major blocks of spending. In determining their objectives and considering reforms to these key blocks of spending, departments will test their programmes against the key questions on value for money in public spending discussed in Chapter 2, prioritising the programmes and activities which are most effective at achieving the Government's goals.

4.5 Where the achievement of a Government objective depends on more than one department, it will be important that those departments work closely to deliver it in the most cost effective manner. In some cases this may involve additional spending by one department to realise savings in another department's budget. To support closer collaboration between departments the Treasury is encouraging departments to submit joint Spending Review submissions on cross-cutting issues.

Shared responsibility

4.6 The Spending Review will shape the role of the state in the future, and the Government's reform agenda for this Parliament. It is not for the Treasury to impose these decisions on departments. Nor is it the sole responsibility of the Treasury to deliver fiscal consolidation. The Government is committed to working collectively to make the decisions about how to reduce spending in a way that is in line with its values.

4.7 To lead this collective approach in Government, the Prime Minister has appointed a Committee of senior Cabinet Ministers – the Public Expenditure (PEX) Committee. Chaired by the Chancellor of the Exchequer and supported by the Chief Secretary, the PEX Committee will advise the Cabinet on the high level decisions that will need to be taken in the Spending Review. The initial membership of the Committee will be:

- Chancellor of the Exchequer (Chair) – The Rt Hon George Osborne MP
- Chief Secretary to the Treasury (Deputy Chair) – The Rt Hon Danny Alexander MP
- Foreign Secretary – The Rt Hon William Hague MP
- Minister for the Cabinet Office and Paymaster General – The Rt Hon Francis Maude MP
- Minister of State at the Cabinet Office – The Rt Hon Oliver Letwin MP

Other Cabinet Ministers will be eligible to be considered as members of the Committee once they have settled their departmental allocation.

4.8 The membership will ensure that, as with the coalition programme, the Government draws on the best ideas from across the coalition parties, and that the Committee represents the range of views in taking the difficult decisions that will be needed.

4.9 Alongside this, the Cabinet Secretary and Permanent Secretary to the Treasury will chair an officials committee at Permanent Secretary level to build the Government's collective understanding of the issues, ensuring support for the overall principles and approach and discussing cross-cutting issues.

4.10 The PEX Committee will ensure the Government takes the time to consider collectively the effect of different options on its agreed priorities, and on different groups of society. Over the summer, the PEX Committee will test and challenge departments' plans, and ensure that they respond to external engagement. These deliberations will be informed and supplemented by the detailed conversations that will take place between the Treasury and departments.

4.11 In particular, the PEX Committee will consider:

- the Government's approach to cross-cutting issues, including public sector pay and pensions and local government expenditure;
- the key objectives for each department to ensure that sufficient prioritisation has been taken in line with spending challenges and that the quality of key frontline services will be protected; and
- the strategic issues, for example, reform of the welfare state.

4.12 The Committee will also take into account the findings of the various independent reviews that have spending implications. Some reviews will conclude in time for the Spending Review, others will be ongoing and the Spending Review will take into account any initial conclusions. These include:

- Commission to review the long-term affordability of public sector pensions;
- Strategic Defence and Security Review;
- Local Government finance Review;
- Commission on long-term care;
- Review of Legal Aid;

- Review of sentencing policy;
- Review of the Housing Revenue Account;
- Review of the terms and conditions for police officer employment;
- Review to set the date at which the state pension age starts to rise to 66;
- Lord Browne's Higher Education Review; and
- Review of support for part-time students.

4.13 In the autumn, the PEX Committee will advise the Cabinet on allocations for departments based on bilateral discussions between departments and the Treasury. It will supplement regular discussions at Cabinet at key points in the process, including ahead of the June Budget, and as decisions are being taken ahead of the conclusion of the Spending Review in the autumn.

4.14 To deliver this, the Government knows that it will require the input of the brightest and best individuals to achieve the optimal outcome in this Spending Review. Therefore, it will form a Spending Review Challenge Group of experts – both from within government and outside – to act as independent challengers and champions for departments throughout the process. Their remit will be to think innovatively about the options for reducing public expenditure and balancing priorities to minimise the impact on public services. The Government is also committed to engaging more widely during the Spending Review, and its plans are set out in more detail in Box 4.A.

Box 4.A: Delivering a fully consultative process

We're all in this together

The Government is committed to carrying out Britain's unavoidable deficit reduction plan in a way that strengthens and unites the country.

The Government is determined that this Spending Review process will be open, responsible and fair and conducted in a way that protects the poorest and most vulnerable in our society; in a way that unites our country rather than divides it; in a way that demonstrates that we're all in this together.

Over the next few weeks, the Government will begin a process to engage and involve the whole country in the difficult decisions that will have to be taken. Doing so will demonstrate that this Government believes there is a more open, transparent and collaborative approach to solving problems than has been the case in the past.

Transparency

As the Government has said, greater transparency across Government is at the heart of our shared commitment to enable the public to hold politicians and public bodies to account; to reduce the deficit and deliver better value for money in public spending. The Government will build on the actions it has already taken to publish raw public spending data from the Combined Online Information System (COINS) which the Treasury uses for fiscal management. In addition, the Government will publish more user-friendly subsets of COINS data by August 2010, and has committed to publishing online all new items of central government spending over £25,000 from November 2010.

Engaging with experts

As part of its public engagement process, the Government will gather talented individuals from within the public sector and beyond, harnessing their expertise to think creatively about the big questions it faces.

The Government will organise a series of events over the summer to discuss and debate various aspects of public spending. The line-up of events will incorporate many of the key areas that need to be considered as part of the overall Spending Review process, including the following themes:

- cross-cutting issues such as the role of localism, including how this can meet the Government's vision to distribute power and opportunity more widely;
- major areas of departmental Government expenditure; and
- the broader welfare reform strategy, which will be considered in this Spending Review alongside other AME spending to ensure a comprehensive process.

A range of people will be invited to these events, to make sure that they represent a wide spectrum of expertise and viewpoints. Invitees will include members of think tanks and interested groups, academics, representatives of local government, business and trade unions, and public sector experts and watchdogs such as the Audit Commission.

The Government also wants to consult more broadly at the sectoral level, to ensure that all issues are properly considered and priorities balanced against each other. Departments will be asked to do this over the summer to inform their discussions with the Treasury.

Immediate steps

4.15 The Treasury has asked departments to re-examine spending approvals given between the start of the year and the election. Departments and the Treasury have been working together to determine whether these approvals are affordable and consistent with the Government's priorities, stopping those that are not. In some cases, the outcome may be to suspend the project until the Spending Review, when a final decision on affordability will be taken.

Conclusion

4.16 There is no doubt that the forthcoming Spending Review will be challenging. But it also presents a unique opportunity to deliver the programme that the coalition Government has set out to achieve: to deliver radical, reforming government, a stronger society, and power and responsibility for every citizen. By doing things differently – thinking innovatively about the Government's role in society, taking the decisions about Britain's future collectively, ensuring that fairness is at the heart of those decisions and that everyone has their say – the Government can deliver the real change that Britain needs.



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Paper Title	Matters raised by members
Paper Number	SEN/1011/7
Paper Contact	Jenny Jenkin, Director of Student & Academic Services
Purpose	Issues raised by elected representatives
Link to the Strategic Plan	None
Implications/impacts	None
Audience	Senate members, Business School academic staff.
Decision Required by the Committee	Senate is asked to consider the issues raised.
Additional committees to consider proposal	
Status of paper	Non-confidential

Business School Senate Questions

In the context of the current financial constraints and our strategic aims, can the University sustain an ongoing investment in research active staff or should the balance be moved closer to education, professional practice and enterprise.

Should the Newton report recommendations on School structure be reviewed in the light of recent experiences? Is uniformity of structure across the Schools the way to go or does it not matter whether each School has its own structure, as long as it is fit for purpose?

Questions remitted elsewhere or dealt with as a matter of fact

For Executive Director of Finance – please comment on concerns expressed regarding the University financial health

Paper Title	IT Support Services: Response to School of Tourism School Academic Board (SAB)
Paper Number	SEN/1011/24
Paper Contact	Jenny Jenkin, Director of Student & Academic Services
Purpose	Response to a referral of an issue from the School of Tourism SAB minutes of 6 October 2010.
Link to the Strategic Plan	IT Strategy, Improvement of the Student Experience.
Implications/impacts	None
Audience	Senate members, School of Tourism SAB.
Decision Required by the Committee	Senate is asked to note the response.
Additional committees to consider proposal	Response to be referred back to School of Tourism SAB
Status of paper	Non-confidential

Issue

The following referral has been made to Senate via the minutes of the School of Tourism's SAB held on 6 October 2010.

'It was reported that students are frustrated that the IT Helpdesk has moved out of the Library to a remote location. In terms of the Student Experience this was perceived to be a retrospective development as they benefited from face-to-face contact. Talbot Campus staff also find the loss of this facility inconvenient.'

Response

As of the 20th September, IT Help now operates in double the number of locations and the opening hours have extended to 9.00pm.

The Sir Michael Cobham Library

Bournemouth House Library

Opening hours 9:00am to 9:00pm Monday to Thursday and 9:15am to 5:15pm
Fridays

askBU The Base, Poole House, Talbot Campus

askBU BG06, Bournemouth House, Lansdowne campus

Opening hours 8:30am - 5:00pm Monday to Thursday, 8:30am - 4:30pm Friday, and
closed between 2:00pm and 3.30pm on Wednesdays

The IT services that will be supported by staff in the libraries and askBU will include:

- Student password resets
- Student IT account lockouts
- Printing
- Print credit value loaders
- Equitrac print credit (refunding credit if required)
- Email/Outlook live
- SPSS (giving out disks with helpsheet only)
- Basic myBU troubleshooting
- Basic wireless access troubleshooting
- Audio Visual loans for students (Talbot Campus, W104 and Lansdowne
Campus, askBU BG06)

An extensive training program has been put in place for Library and askBU staff. We
have IT staff located in SAS to make the transition successful.
