

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 8 June 2016, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and declarations of interest		
2	Minutes of the Meeting of 24 February 2016 (VC)		2.15
	2.1 Matters Arising	SEN-1516-54	
	2.2 Proposed changes to 6A - <i>Standard Assessment Regulations: Postgraduate Research Degrees</i> (For endorsement – Prof T Zhang)	SEN-1516-55	
3	Report of Electronic Senate Meeting of 18 to 25 May 2016	SEN-1516-56	
	PART A – Vice-Chancellor’s Communications		2.25
4	4.1 BU 2018 and HE Sector Update	Verbal Report	
	4.1.1 The Higher Education White Paper and the Higher Education and Research Bill (Ms J Forster)	SEN-1516-57 & Presentation	
	4.2 Annual Review: Key Performance Indicators/Performance Indicators (Prof T McIntyre-Bhatty)	SEN-1516-58	
	4.3 Global BU Update: 2015/16 – Quarter 3 (Dr S Minocha)	SEN-1516-59	
	PART B – Discussion		3.10
5	5.1 Outcomes and recommendations from the Graduate School Review (Prof J Fletcher and Prof T McIntyre-Bhatty)	Presentation	
	PART C – Academic Governance		4.00
6	<u>For Approval</u>		
	6.1 Review of 6M – <i>Misconduct in Academic Research: Policy and Procedure</i> (Proposed new title 6M - <i>Research Misconduct: Policy and Procedure</i>) (Ms N Silvennoinen)	SEN-1516-60	
	PART D – Committee Business		4.20
7	7.1 Faculty of Science & Technology Faculty Academic Board minutes of 25 May 2016 (unconfirmed)	SEN-1516-61	
8	Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate. <ul style="list-style-type: none"> Independent Review of Senate (Ms J Mack) 	SEN-1516-62	
9	Dates of next meeting: Electronic Senate – 5th to 12th October 2016 Senate Meeting – 2.15pm – Wednesday 26th October 2016		4.30

BOURNEMOUTH UNIVERSITY**UNCONFIRMED****SENATE****MINUTES OF A MEETING OF SENATE HELD 24 FEBRUARY 2016**

Present: Prof J Vinney (**Chair**)
 Ms M Barron; Mr G Beards; Dr M Board; Dr M Bobeva; Dr E Borkoles; Prof J Fletcher;
 Ms M Gray; Dr R Gunstone; Mr A James; Prof S Jukes; Ms J Mack (Secretary);
 Prof I MacRury; Prof C Maggs; Ms E Mayo-Ward (SUBU); Prof S McDougall;
 Dr S Minocha; Ms J Northam; Prof T McIntyre-Bhatty; Prof S Page; Ms S Ponsford;
 Prof E Rosser; Ms C Schendel-Wilson (SUBU); Dr R Southern; Ms A Stevens;
 Prof S Tee; Dr H Thiel; Dr S White; Prof M Wilmore; Prof T Zhang

In attendance: Ms M Frampton (Policy & Committees Officer); Dr A Main [Agenda Item 5.1];
 Dr C L Osborne [Agenda Item 5.2]; Prof K Phalp [Agenda Item 5.1];
 Ms C Symonds [Agenda Item 5.1]

Apologies received: Mr J Andrews; Mr K Pretty; Mr G Rayment; Prof K Wilkes

1. WELCOME, APOLOGIES AND DECLARATIONS OF INTEREST

- 1.1 The Chair welcomed members to the meeting and apologies were noted as above.
- 1.2 Prof Stephen Jukes was attending his last meeting of Senate and the Chair gave thanks for his valuable contribution to Senate.
- 1.3 The Chair welcomed Prof Michael Wilmore, the new Executive Dean of the FMC and Ms Susan Ponsford, the new Professional Services Staff Representative who replaced Ms Jane Forster who stepped down from Senate following her appointment as Policy Adviser to the Vice-Chancellor.

2. MINUTES OF THE MEETING HELD ON 28 OCTOBER 2015

- 2.1 The minutes were approved as an accurate record.
- 2.2 The action listed in Section 5.5 of the previous minutes was completed on 30 October 2015.
- 2.3 At the last meeting, Senators were advised of the vacancies on the Academic Standards Committee (ASC), Education & Student Experience Committee (ESEC) and the Honorary Awards Committee.
- 2.4 The Chair confirmed that Dr Sonal Minocha and Dr Erika Borkoles had both been appointed to the Honorary Awards Committee. Prof Christine Maggs would join the Committee next year when the next vacancy arises.
- 2.5 The Chair confirmed that Dr Richard Gunstone and Dr Sara White had both been appointed to the Education & Student Experience Committee (ESEC) as Senate Representatives, and Dr Milena Bobeva had been appointed as Senate Representative to the Academic Standards Committee (ASC). Senators were requested to contact the Deputy Vice-Chancellor to register their interest in being one of the Senate representatives on the Academic Standards Committee.

ACTION:	Senators were advised to contact the Deputy Vice-Chancellor if they wished to register their interest in becoming a member of the Academic Standards Committee.
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ACTION BY:	Senators
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2.2 Ratification of Chair's Action: New Integrated Masters Award Title: MAccFin (Hons)

2.2.1 The rationale for the new Integrated Masters award title - Master of Accounting and Finance with Honours (MAccFin(Hons)), was circulated to Senators on 17 December 2015 for comment and approval. No negative comments were received by the Chair of Senate.

2.2.2 **Approved:** Senate approved the new Integrated Masters award title - MAccFin(Hons).

3. REPORT OF ELECTRONIC SENATE MEETING 4 TO 11 FEBRUARY 2016

3.1 The report of the Electronic Senate meeting of 4 to 11 February 2016 was noted.

3.2 The comments received with regards to Section 2 – Streamlining of the Ethics Approval Process had been forwarded to the University Research Ethics Panel for consideration.

4. VICE CHANCELLOR'S COMMUNICATIONS

4.1 BU 2018 and HE Sector Update

4.1.1 The University was now over half way through the delivery of the Strategic Plan up to 2018. The clear vision and direction set was now serving the University well considering the external changes universities were now facing. At the BU Leadership Conference in February, the launch of Delivery Planning had focused on maintaining our focus and momentum whilst responding to the external environment.

4.1.2 The University now had three years' progress against its Key Performance Indicators (KPIs) and further work would now take place to ensure the targets were achieved, and a good trajectory was required by 2018 to propel us through to 2025-30. The Delivery Planning Process would continue to inform our budgeting and join up cross university activity.

4.1.3 KPI1 – Academic Strength, had improved considerably over the last 12 months and had now reached 70% which was a positive step towards the goal of 100%. Another two highlights were the increase in the number of staff who had Doctorates, and the increase in the PGR student population. All of the University's achievements would combine to build academic strength and define the University's journey, whilst responding to the external environment. Work would continue to build momentum and realise the University's vision.

4.1.4 For the first time, the University was now listed within the Top 500 Universities in the world according to the latest Times Higher Education World University Rankings. Bournemouth University had also been ranked in the Times Higher Education Top 200 list of the most international universities in the world. This significant achievement reflected the University's growing international reputation. Competition would be key in future, and the University aspired to be within the top 50 of the aggregated three UK University League Tables.

4.1.5 The ULT Away Day planned for 25 February 2015 would focus on the different challenges and themes from each planning unit within the University. Discussions would focus on the University's positioning capital but would also concentrate on three key themes; academic and pedagogic innovation, employability and Postgraduate Research students (PGRs) in terms of culture and physical space requirements. How the University intends to accommodate PGRs, would be part of the planning process for budgets for the next three years.

4.1.6 The University had recently submitted its response to the Higher Education Green Paper. The Green Paper had contained the government's proposals for wide ranging and controversial reforms to Higher Education. Some of the proposed changes may require legislation. The Chair thanked those staff members who had contributed to the discussions and the response was expected in June 2016. A Technical Consultation on implementation of the Teaching Excellence Framework (TEF) was expected later this year, however as the EU Referendum had been arranged to take place on 23 June 2016, this could impact on the timing of the consultation.

- 4.1.7 The recent Higher Education Green Paper suggested that the Higher Education Funding Council for England's (HEFCE) functions may transfer to other bodies such as the Office for Students (OfS) which would then include responsibility for quality assurance, TEF functions and the Office for Fair Access (OFFA). One of the perceived risks to the proposals was the risk of an artificial separation of teaching and research, with QR research funding possibly becoming part of the Research UK (RUK) mechanism. The outcomes of the Green Paper would be monitored closely.
- 4.1.8 Following the Comprehensive Spending Review in November 2015 which had alluded to cuts for the Department for Business, Innovation & Skills (BIS) across the sector, Senators were advised that the receipt of funding letters would be delayed this year. HEFCE were expecting their funding letter in March 2016 and Bournemouth University expected to receive their funding letter on 19 April 2016. This letter would feed into the University's planning process in due course. Cuts were expected to 2015/16 funding and for the following two/three years. Overall, the University was in good financial shape and there was confidence that we would be able to adapt to respond to these funding pressures.
- 4.1.9 The Students' Union were uneasy with the effects of the cuts on students and were also concerned about student experiences and the fairness of access to education, particularly around the increase of fees and the Teaching Excellence Framework (TEF) metrics, although it was noted that any improvements to teaching were a good move forward.
- 4.1.10 Prof Maggs questioned whether academic staff were permitted to discuss the forthcoming EU Referendum and state their personal views to students. Senators agreed that academic staff were free to state their views and staff should always provide a balanced argument.

5. DEBATES

5.1 Student Achievement and Progression: The Implications of Trailing Fails

- 5.1.1 The Chair advised Senators that following a discussion regarding student progression following failure at the October meeting of ULT, it was agreed that a review of the University Academic Regulations related to trailing unit(s), condoning (marginal) failed unit(s) and degree classification algorithms (preponderance principles) would be undertaken to inform a debate at the February Senate meeting. The issues had also been discussed at Faculty Academic Board meetings and the February Academic Standards Committee meeting.
- 5.1.2 Ms Symonds provided an overview of the University's current position, with input from Prof Phalp and Dr Main. The University currently does not allow students to trail failed units and students are required to successfully pass a repeat unit(s) before progressing to their next level of study. In practice, this means that students have to take a year out to complete their repeat unit(s), and on successful completion are eligible to progress to the next academic Level, and re-join a different cohort. This extra year of study would mean that students have extra financial expenditure and their student experience may be affected. By allowing failed unit(s) to be trailed, students would be able to progress to the next Level of a programme with their existing cohort whilst concurrently undertaking the failed unit(s) but this does increase the pressure on students who are academically weaker as they will be undertaking more than 120 credits.
- 5.1.3 The paper included sector research and whilst it was not possible to quantify some but not all Higher Education Institutions (HEIs) allow the trailing of failed units, often with restrictions with regards to which units could be trailed e.g. core or non-core units, or option units. It was noted that many HEIs used different language to explain compensation and condoning marks, making comparisons difficult. Where trailing failed units was permitted and documented, the consensus appeared to be a small number of credits could be carried forward, with 20 credits being the preference.
- 5.1.4 The University was concerned about the number of students who reached the end of their first year of study and decided to leave. Analysis of the 2014/15 undergraduate cohort found 191 students (from a total of 3,955 Level 4 students) had an outcome where they failed one 20 credit unit and were required to repeat the unit with attendance. Of the 191 students, 169

students re-enrolled at the start of the 2015/16 academic year to complete a unit, and 22 students did not return. A more detailed analysis revealed that 3 of the 22 students had already repeated the unit and were not eligible to repeat again and were therefore withdrawn from the University, and 2 students enrolled late. Therefore, of the 22 who did not re-enrol, only 17 were actually eligible to re-enrol. 8 students had a mark of 30% and could therefore potentially be included in the definition of 'marginal fail'. It was this group who could potentially benefit from being allowed to trail a fail into the next year of study. The remainder had fails with unit marks of less than 30%.

5.1.5 An analysis was then carried out of the previous year (2013/14) and the figures were comparable. It was noted that 153 students failed one 20 credit unit in 2013/14, and of this 153, 130 re-enrolled in 2014/15 to complete the repeat unit, and of those, 100 subsequently re-enrolled on their programme full-time in 2015/16. 30 students did not return to continue their studies in 2015/16. Of those 30 students, some would have already had two attempts at passing the unit, which meant they had each attempted the assessment on 4 occasions and would have been withdrawn.

5.1.6 Senators were requested to consider a number of options and the possible timescales for any changes. Ms Symonds stated that in her view, there were 4 options available:

- Continue with the current approach; the processes were academically sound and suitable measures were in place to deal with students with mitigating circumstances;
- To reconsider the compensation regulations; the discussion at ASC agreed that the current percentage level associated with the University's compensation regulations was harsh compared with practice elsewhere in the sector, although the amount of credit that can be compensated in our regulations is more generous than elsewhere;
- Allow trailing a failed unit at Level 4 for marginal fails. The concept of a 'fast-track' and/or an alternative assessment as an exceptional opportunity to repeat a unit could be considered. This would need to take into account whether the unit was taken with or without attendance and the extent to which this impacted on attendance on other units. A benchmark for a definition of a marginal fail would need to be agreed – 30% was suggested. This fast track approach would, if the unit was successfully completed, enable students to remain with their original cohort.
- At Level 5 students on sandwich awards are normally allowed to trail one or two units whilst on placement. For students not on sandwich awards allowing them to trail a fail into Level 6 would need careful consideration as it could impact on their final degree outcome.

5.1.7 Dr Southern advised that if the trailing of failed units was implemented, and students were able to continue with attendance, consideration should be given to timetabling and every effort should be made to ensure the units were able to take place and any timetable clashes should be avoided. If a student passed their continuous assessment in the first year of study but failed their exam, the student should be able to stay with their cohort and then resit the examination only.

5.1.8 Dr Borkoles agreed that the suggested 'fast-track' option was worthy of consideration. She advised that whilst working as an external examiner at other institutions, she had observed an 'in unit recovery' system, which allowed students to have a further attempt at the assessment if students believed they had not performed well before the unit was completed. This re-assessment was marked as it normally would be, but the mark was not released to the student. Students could not achieve a better mark as a result of this re-assessment, it would only become 'live' if the student failed the unit. If the student passed this reassessment, a mark of 40% would be recorded. They also provided an opportunity for alternative assessment to students if the exam was only taken once a year. This alternative reassessment task had to be equal in terms of weighting, but it was not time bound (e.g. once a year exam). Students were able to submit reassessment during the summer and if the student passed, then they were able to join their original cohort in September. This system appeared to work well within other HEIs.

- 5.1.9 Discussions had taken place at Faculty Academic Boards. The FMC Faculty Academic Board had been in agreement with the suggestion of implementing the trailing of failed units from Level 4 to Level 5, and Level 5 to the placement year, but not in agreement to any failed units being trailed to the final year. After hearing about the debate which had taken place at the February Academic Standards Committee meeting, Prof Jukes did support the 'fast-track' suggestion along with the DDEPP for FMC and he believed the Faculty could cope with the administrative consequences. Within the FMC the proposed system of trailing failed units could only work without attendance.
- 5.1.10 Within the FHSS, the Faculty would have to consider any Professional, Statutory and Regulatory Bodies' (PSRB) requirements as well as core or optional units. The suggestion of the 'fast-track' could be accommodated within the FHSS for those students who were motivated to continue and would put in the extra effort to 'fast-track'. It was noted that if a student failed a unit twice, they would need additional academic support at the start of the academic year.
- 5.1.11 Prof MacRury advised that the work involved in establishing which units were core units and which units were optional was a significant amount of work, but believed the introduction of the failing of trailed units would be good for student experience, in particular for international students. Prof MacRury agreed with the suggestion of the 'fast-track' option and thought it may align with another catalyst of inputting a more coherent level of blended learning over the summer.
- 5.1.12 Prof Rosser suggested that with the constraints of the current situation, the existing structure should be examined further, and suggested the possible introduction of exam boards in early Spring, which would provide those students with a semester 1 fail with an opportunity to be reassessed earlier.
- 5.1.13 Prof Phalp advised that if a student was unable to remain with their cohort, this would have a significant impact on their student experience, and noted that BU compensation regulations were significantly more harsh than other HEIs, as other institutions go as low as 25% (although not for all units), particularly with Level 4 students, and further thought should be given to this area.
- 5.1.14 Dr Main agreed with Prof Phalp's comments and believed that looking at core and non-core units and applying a revised compensation regulation would be appropriate. If this type of regulation were agreed the number of marginal fails would decrease reducing a requirement for trailing failed units.
- 5.1.15 Ms Schendel-Wilson believed each student should be dealt with on a case by case basis and if a failed unit was important to their degree, the student should be advised why they failed. If a student failed by just a small number of marks, they should be allowed to continue and make good that failure in such a way as to ensure the student did not withdraw from the University. If a student met with their Academic Adviser for possibly just one hour to discuss the failed unit and areas for improvement, they may be able to improve their mark considerably upon repeating the unit.
- 5.1.16 Ms Symonds advised that over the past years, the University had been asked to reduce its flexibility of assessment boards in response to a comment that boards could exercise discretion.
- 5.1.17 Prof Maggs proposed that if the University felt passionate about introducing the trailing of failed units, then the logistics of the processes could be worked through. Prof Wilmore questioned whether the figures provided could be drilled down further to discover the patterns and the types of units which were leading to fails as it may well be fundamental elements of assessment that could be dealt with. It was important to deal with the root causes and this would require further analysis.
- 5.1.18 The discussion turned to the issue of non-attendance at lectures and the relationship with students failing. It was thought that if a student did not attend lectures and failed their unit again, it was agreed that a student repeating a unit with non-attendance would be likely to fail. Students needed to be aware they must engage with their unit. Senators suggested the introduction of attendance registers, although it was noted this would be a large task.

- 5.1.19 Prof Maggs gave an example from her previous institution whereby students could graduate by passing 16 out of 18 units, 16 being the minimum number of units to graduate. This process was never questioned by academic staff or external examiners and could be considered.
- 5.1.20 Prof McIntyre-Bhatty gave an overview of the areas discussed and which would need further consideration before the trailing of failed units were introduced to the University:
- Logistical and operational issues would need to be considered and mechanisms as to how they could be developed;
 - Would students who fail 20 credits be academically able to continue and would they be able to achieve their learning outcomes;
 - It was suggested that the trailing of failed units could be seen to be a better solution than compensation as the latter could mean that the University 'condones' that students had not achieved their learning outcomes.
 - The introduction of 'fast-track' would be very useful to students if they could repeat within the year without attendance.
- 5.1.21 Senators agreed to support the principle of trailing up to 20 credits at Level 4 and Level 5. The Chair agreed that further discussion would take place at the next Academic Standards Committee meeting and would return to Senate for final approval. Ms Symonds commented that the further discussions would need to examine Level 4 and Level 5 separately as the implications and how they would be managed would be different.

5.2 Summary of ESEC Debate on Placements and Further Deliberation Requested of Senate

- 5.2.1 Dr Osborne introduced the paper which summarised the discussion held at the February ESEC meeting. The three key points discussed and agreed upon by ESEC were:
- The deadline by which a student should secure a placement for Undergraduate sandwich degrees should be brought forward from mid-December to the end of August to enable those unplaced to progress to Level H on programmes where this was possible.
 - Placement and relevant work experience would be certified and the mechanism to do so was likely be through the implementation of the HE Achievement Record (HEAR).
 - Greater use of Academic Advisers to support dialogue with students regarding placements and work experience, and greater use of Placement Development Advisers and student communication campaigns should be made to ensure students on placement remain part of the BU community.
- 5.2.2 The final key point discussed at ESEC was with regards to the 40 week duration of placements. Further discussion on placement durations had focused on the achievement of Indicative Learning Outcomes and therefore quality, not quantity. Following discussion by Senate, it was anticipated that students should be advised of the decisions made before Easter 2016 in order to be compliant with the Competitions and Markets Authority guidance in order to be implemented for the 2016/17 cycle. Senators were reminded that national guidance did not recommend a 40 week placement and the HE landscape had changed significantly since the 1990s when the Council for National Academic Awards (CNAA) had originally determined the 40 week placement duration.
- 5.2.3 Ms Barron advised that not all students secure one 40 week placement and some students had already been securing two shorter placements. Prof Rosser suggested the minimum length of time for a placement should be 30 weeks as a year of study on campus is comprised of two 15 weeks semesters, but the final decision with regards to the length of the placement should be made personally by each student. Senators agreed that as professional placements within FHSS were 29 or 30 weeks in length, there was no strong rationale as to why other placements should be longer in length.

- 5.2.4 Following discussion, Senators agreed that prospective students would not be concerned having a shorter placement, and it was recognised that students could find it easier to secure a shorter placement as from an employer's perspective, it would result in having to pay a student for a shorter period of time which was believed to be favourable. With the introduction of shorter placements, students may also have the opportunity to build a portfolio of shorter placements. Prof McDougall believed the time was now right to consider this suggestion further.
- 5.2.5 Dr Osborne explained that a formal placement certificate would be provided to document the names of the companies and the length of each placement, linked to implementation of the HE Achievement Record (HEAR). Dr Minocha suggested that further work should be carried out looking at placement certification as there may be other routes available.
- 5.2.6 Following feedback received from students, Ms Schendel-Wilson reminded Senators that the level of support and contact students received from the University whilst they are on a placement was very important and should be focused upon more moving forward. In addition to the support provided, the cost of the placement year should be fully explained to students as historically students did not understand how the monies were used. Ms Barron advised an explanation of what the fee covers was on the BU website.
- 5.2.7 **Noted:** Senate noted the three decisions made by the Education & Student Experience Committee.
- 5.2.8 **Approved:** Senators approved the duration of a placement should be a minimum of 30 weeks in length.

6. OTHER REPORTS

6.1 Global BU Update – Quarter 2

- 6.1.1 Dr Minocha introduced the second quarterly Global BU update which included the key highlights of the last quarter and set out the key priorities for the next period. The report provided highlights of the external environment context for Global BU and structured the internal updates around the 1-6-3 framework of the Global Engagement Plan. The report would be available to view on the staff intranet from 9 March 2016.
- 6.1.2 Dr Minocha played a short film of a student who had recently visited Macau. The student shared her experiences, which included increasing her confidence, learning to work with and build relationships with others and improved team-working. The whole experience had been very positive and the student talked about how she felt it had made her more thoughtful, considerate and confident and she was now working much more closely with international students upon her return to the University.
- 6.1.3 The Global Festival of Learning would be piloted in 2016 and the event would take place in China and Malaysia and would occur over two days in both locations between 25 and 29 June 2016, which would coincide with the BU Festival of Learning. The Pro Vice-Chancellor Global Engagement would attend both locations and would be accompanied by staff, students and colleagues. Senators were advised to contact Dr Minocha for any further information.
- 6.1.4 **Noted:** Senate noted the Global BU Update for Quarter 2.

6.2 **Amendment to the definition of Higher Doctorate in 2A – Awards of the University: Policy and 8C – Higher Doctorate Awards at Bournemouth University: Procedure**

- 6.2.1 In October 2015 and February 2016, the Academic Standards Committee considered and approved the new academic procedure, *8C – Higher Doctorate Awards at Bournemouth University: Procedure*. The procedure outlined the formal process for awarding a Higher Doctorate at the University and was submitted for note.

- 6.2.2 The procedure incorporated an amendment to the current award title of Higher Doctorate which was defined in the *2A – Awards of Bournemouth University: Policy*.

The change to the definition for the Higher Doctorate was proposed as follows:

Original Definition: *‘Such an applicant shall be a holder of at least seven years’ standing of a first degree or a holder of at least four years’ standing of a higher degree’.*

Proposed new Definition: *‘Such an applicant shall be a holder of at least four years’ standing of a higher degree (normally Doctorate)’.*

This change had been made following the unanimous agreement of the Graduate School Research Degrees Committee.

- 6.2.3 Prof Zhang advised that Higher Doctorates were prestigious awards and were normally reserved for those with a Doctorate who were leading figures internationally, however it was acknowledged there would be exceptional cases. The updated wording did not exclude those with exceptional circumstances.
- 6.2.4 Dr Gunstone advised there had been inconsistencies in relation to the award titles listed within the *2A – Awards of the University: Policy* and *8C – Higher Doctorate Awards at Bournemouth University: Procedure*. •EDQ agreed to check the documents accordingly before republication.
- 6.2.5 **Approved:** Senate approved the amended definition of Higher Doctorate for inclusion in *2A – Awards of the University: Policy* (section 7.7.1). The revised definition would also be included in *8C – Higher Doctorate Awards at Bournemouth University: Procedure*.

7. FACULTY OF HEALTH & SOCIAL SCIENCES MINUTES OF 4 FEBRUARY 2016 (UNCONFIRMED)

- 7.1 **Noted:** The Faculty of Health & Social Sciences minutes were noted.

8. ANY OTHER BUSINESS

- 8.1 Ms Stevens raised an issue about the timing of Senate meetings and the proposed requirement for Faculty Academic Board (FAB) meetings to take place prior to Senate meeting dates in order that the minutes could be submitted to Senate in a timely manner. Prof Maggs advised that it was difficult to hold the Faculty of Science & Technology FAB meeting in October as it was not possible for Student Reps to attend, and therefore suggested the October Senate meeting be held later in the year in order that Student Reps could have their training and attend the FAB meeting. It was noted that Student Reps are elected in October each year and then receive training at the end of October.
- 8.2 The Chair advised that the timing of FAB meetings had been examined and were required to take place prior to each Senate meeting in order that the FAB minutes were available to Senate and that any issues raised could be considered in a timely fashion. Prof McIntyre-Bhatty advised that each Faculty would have business to discuss from the end of the previous academic year at the October meeting, therefore each FAB should manage its business moving forward, irrespective of when the meeting takes place.
- 8.3 Following discussion, it was agreed the matter would be discussed outside of the meeting in order to try and find a solution.

9. DATES OF THE NEXT MEETING:

Electronic Senate – 9.00am on Wednesday 18 May 2016
Senate Meeting – 2.15pm on Wednesday 8 June 2016

Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	Proposed changes to 6A - <i>Standard Assessment Regulations: Postgraduate Research Degrees</i>
Paper Number	SEN-1516-55
Paper Contact	Prof Tiantian Zhang
Purpose & Summary	<p>In October 2015, Senate considered changes to the University's 6A - <i>Standard Assessment Regulations</i> (Postgraduate Research degrees). The key change concerned a change to the maximum registration period for full-time PhD students from 60 to 48 months in line with sector practice and BU 2018 PI32. The change was supported by Senate and approved for implementation from January 2016.</p> <p>The paper for the October Senate had noted that the Graduate School and Educational Development and Quality (EDQ) would review the current registration periods for Professional Doctorates (EdD, EngD, DProf) separately and report back to Senate regarding potential alignment with the new PhD registration period. The enclosed paper summarises the outcome from this review and proposes that the Professional Doctorate registration periods remain unchanged.</p>
Decision Required of the Committee	To endorse no change to Professional Doctorate registration periods.
Implications, impacts or risks	None.
Confidentiality	None.

Review of Professional Doctorate registration periods

Graduate School Research Degrees Working Group findings, May 2016

1. Background and process

- 1.1 In October 2015, the University revised the maximum registration period for full-time PhD students from 60 to 48 months in line with sector practice and BU 2018 PI32 (PGR completion rates within 4 years of enrolment). The change became effective from January 2016 (new entrants only). At the time, the Graduate School and Educational Development and Quality (EDQ) agreed to review professional doctorate registration periods separately and consider whether alignment with the revised full-time registration period for PhDs would be possible.
- 1.2 The University's current full and part-time registration periods in Appendix 1 were benchmarked against sector practice as follows:
- i. The recently published report for HEFCE on the *Provision of professional doctorates in English HE institutions* (January 2016) in terms of key award characteristics;
 - ii. 15 other higher education institutions' assessment regulations;
 - iii. programme information available at www.findaprofessionaldoctorate.com.
- 1.3 Additionally, a meeting was held with the Graduate School, EDQ and the Deputy Deans (Research and Professional Practice) of the two Faculties which currently offer Professional Doctorates, to discuss existing BU provision. These findings were submitted to a Graduate School led Research Degrees Working Group for consideration in April 2016. The Working Group is currently carrying out a wider review of *8A - Code of Practice for Research Degrees* and *6A - Standard Assessment Regulations: Postgraduate Research Degrees*.

2. Current portfolio and findings

- 2.1 Professional Doctorates are generally intended for experienced practitioners and typically require current employment or extensive previous experience in a relevant professional setting. The University's current part-time portfolio aligns with these key characteristics whilst the full-time Doctor of Engineering/ Doctor of Professional Practice Digital Media requires PGRs to be paired up with a host company/industrial mentor¹. Most awards in the sector are offered in part-time mode (3-8 years in length) and some are offered full-time (2-4 years in length). The variety of awards is reflective of the range of disciplines and professional contexts within which they have been developed.

Full-time provision

- 2.2 The University has 1 full-time Professional Doctorate leading to the award of Eng/DProf (Doctor of Engineering/ Doctor of Professional Practice Digital Media) which is 4 years in length. The programme was developed collaboratively with the University of Bath and supported by EPSRC. The requirement for close industry involvement noted in 2.1 above is reflected in the structure and length of the EPSRC-funded Centre for Digital Entertainment provision.
- 2.3 The Working Group concluded that, as the maximum registration periods need to allow some flexibility with regards to the end date, it is not practical to align these with full-time PhDs. **The current registration periods should therefore remain unchanged.**

¹ The *Provision of professional doctorates in English HE institutions* report highlights the Engineering Doctorate as a model that does not generally conform to the key characteristics of professional doctorates

Part-time provision

- 2.4 BU's current part-time portfolio includes 3 programmes leading to the awards of EdD (Doctor of Education Creative and Media) and DProf (Doctor of Professional Practice Health & Social Care; Doctor of Professional Practice Research Practice). The programmes are 4-5 years in length and broadly in line with the common characteristics outlined in HEFCE's report.
- 2.5 The Working Group noted that current part-time registration periods are already in line with part-time PhD registration periods and sufficiently flexible to accommodate the range of existing curriculum models. **It is therefore proposed that the maximum registration periods for part-time programmes should remain unchanged.**

3. Further considerations

- 3.1 The University does not have a curriculum development model for professional doctorates and its professional doctorates have been validated as individual research degree programmes. In terms of the current provision, both the Doctor of Education Creative and Media and Doctor of Professional Practice Research Practice programmes are due to be reviewed for 2018-19 academic year. Development of a common core structure with sufficient flexibility to take account of the different subject area/professional requirements could therefore be timely and the Graduate School Research Degrees Working Group noted that this could be explored further during 2016-17.

Dr Julia Taylor, Graduate School and Ms Netta Silvennoinen, Educational Development and Quality

May 2016

Appendix 1**Extract, 6A - Standard Assessment Regulations: Postgraduate Research Degrees****4. REGISTRATION**

- 4.1 The maximum periods which a PGR may take to complete the programme of research, from first registration, are normally as follows:

		Minimum (months)	Maximum (months)
MRes	<i>Full Time</i>	12	18
	<i>Part Time</i>	24	36
MPhil	<i>Full Time</i>	18	36
	<i>Part Time</i>	36	72
PhD	<i>Full Time</i>	24	48
	<i>Part Time</i>	48	84
DBA	<i>Part Time</i>	48	84
DProf	<i>Full Time</i>	48	60
	<i>Part Time</i>	48	84
EdD	<i>Part Time</i>	48	84
EngD	<i>Full Time</i>	48	60
	<i>Part Time</i>	-	-

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
18 May 2015 (9AM) TO 25 May 2015 (5PM)**

STATEMENT ON QUORUM

1. The meeting was quorate with 22 members confirming attendance.

EXTRAORDINARY ELECTRONIC SENATE MEETING – 13 APRIL TO 20 APRIL 2016

2. 2016 HONORARY AWARDS (SEN-1516-39 and SEN-1516-40)

- 2.1 The meeting was quorate with 21 members confirming attendance.
- 2.2 Senate were requested to approve the Honorary Awards Committee Terms of Reference. (SEN-1516-39).
- 2.3 Senate **approved** the Honorary Awards Committee Terms of Reference.
- 2.4 Senate were requested to approve the recommendations for the 2016 Honorary Awards set out within Item 4 of the Honorary Awards Task Group minutes of 9 March 2016. (SEN-1516-40).
- 2.5 Senate **approved** Item 4 of the Honorary Awards Task Group minutes of 9 March 2016.
- 2.6 The University Board subsequently **approved** Item 4 of the Honorary Awards Task Group minutes on 6 May 2016.

MATTERS RAISED BY MEMBERS

3. OFFICE LOCATION POLICY AND STUDENT PERCEPTION OF PRESTIGE (SEN-1516-41)

Raised by: Dr Richard Gunstone, Faculty Academic Staff Representative for the Faculty of Science and Technology

Description of the matter: Can Estates/Director of Operations commit to a policy on office layouts post FB2 across the BU Estate? Many academics feel how we approach the layout, condition of offices, and placement of support staff could go a long way to creating a sense of prestige or special occasion when students and external collaborators visit a lecturer in their office.

At present lecturers are often one door away from busy corridors and teaching spaces, in office conditions less well equipped than student facilities. Frequently, students will walk into an office, considering it a public space like a seminar room or laboratory, which is understandable. Academics feel some symbolism, prestige creation and perception management in staff office space will lead to positive effects on the staff-student relationship, and it is felt will impact student surveys and the NSS in a beneficial way.

This is really about how we configure what the University has in terms of existing resources, rather than any additional spend.

Some suggestions that had been made:

- 1) Concentrating staff offices together, for example on a floor in Poole House or other buildings;
- 2) Placing administrative shared spaces in front, and serving as entrances to clustered staff offices;
- 3) Attaching administrative staff desk space to Professorial offices.

Some academics also feel this will create positive effects in creating an academically-led culture in support of BU2018.

The additional comments received from Senators with regards to offices for academic staff were passed to the Chief Operating Officer for information.

Response from the Chief Operating Officer: The Estates Development Framework (EDF) sets out a long term vision for our estates. It is broken down into three main phases of development. Phase one, of which FB2 is the next major development on the Talbot site, takes us to 2019/20. We have just started work on developing the initial thoughts for Phase 2 and whilst we cannot commit to any specific policies, we are committed to engaging with staff around the future developments to ensure we deliver on our commitment for world class facilities for work performance. Senate will have an important role in this engagement.

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

4. UNIVERSITY RESEARCH ETHICS COMMITTEE TERMS OF REFERENCE

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

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

Chair's Decision

No comments received, Senate Terms of Reference **approved**.

MINUTES OF STANDING COMMITTEES

5. ACADEMIC STANDARDS COMMITTEE, 10 FEBRUARY 2016 (SEN-1516-43)

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

Chair's Decision

Item noted, no further action.

6. ACADEMIC STANDARDS COMMITTEE, 11 APRIL 2015 (SEN-1516-44)

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

Chair's Decision

Item noted, no further action.

**7. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 11 FEBRUARY 2016
(SEN-1516-45)**

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

Chair's Decision

Item noted, no further action.

**8. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 5 APRIL 2016
(SEN-1516-46)**

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

Chair's Decision

Item noted, no further action.

MINUTES OF ACADEMIC BOARD MEETINGS

**9. ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC ACADEMIC BOARD,
9 MARCH 2016 (SEN-1516-47)**

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

Chair's Decision

Item noted, no further action.

10. GRADUATE SCHOOL ACADEMIC BOARD, 23 FEBRUARY 2016 (SEN-1516-48)

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

Chair's Decision

Item noted, no further action.

**11. FACULTY OF HEALTH & SOCIAL SCIENCES, FACULTY ACADEMIC BOARD, 5 MAY
2016 (SEN-1516-49)**

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

Chair's Decision

Item noted, no further action.

**12. FACULTY OF MEDIA AND COMMUNICATION ACADEMIC BOARD, 9 MARCH 2016
(SEN-1516-50)**

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

Chair's Decision

Item noted, no further action.

13. FACULTY OF SCIENCE AND TECHNOLOGY ACADEMIC BOARD, 18 FEBRUARY 2016 (SEN-1516-51)

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

Chair's Decision

Item noted, no further action.

MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS

14. UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE, 27 JANUARY 2016 (SEN-1516-52)

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

Chair's Decision

Item noted, no further action.

15. UNIVERSITY RESEARCH ETHICS COMMITTEE, 17 FEBRUARY 2016 (SEN-1516-53)

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting:

Wednesday 8 June 2016 at 2.15pm in the Board Room

Next Electronic Senate meeting:

9.00am on Wednesday 5 October 2016 to 5.00pm on Wednesday 12 October 2016



Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	The Higher Education White Paper and the Higher Education and Research Bill
Paper Number	SEN-1516-57
Paper Author/Contact	Jane Forster
Purpose & Summary	For information – to set out the background and the next steps in relation to the White Paper reforms and the HE and Research Bill
Decision Required of the Committee	N/A
Strategic Links	S1. Fuse research, education and practice to create a unique academic experience where the sum is greater than the component parts.
Confidentiality	N/A

Background - White Paper and HE and Research Bill

Read the [White Paper](#) and find information about the [Teaching Excellence Framework](#) here. Read the [Higher Education and Research Bill](#) [here](#) and the [House of Commons explanatory notes](#) [here](#)

QUALITY

White Paper:

- The Office for Students (OfS) will ensure the ongoing quality of provision.
- Providers will be subject to annual data monitoring by the OfS.
- The government will be abolishing the previous process of cyclic quality review where every provider, regardless of risk, was reviewed after the same number of years. Rather, quality reviews will only occur when triggered by: a provider seeking to gain approved status, Approved (Fee Cap) status or DAPs; as a result of a previous provisionally satisfied assessment or if annual monitoring activity gives cause for concern.

HE and Research Bill:

- The OfS has a duty to establish a committee, called the Quality Assessment Committee.
- The OfS has power to make arrangements for a scheme to give ratings to English higher education providers regarding the quality of, and standards applied to, the higher education provided by them. Higher education providers are not obliged to apply for such a rating. The OfS will be able to use this power to run the Teaching Excellence Framework.
- Where a body has been designated to perform an assessment function, the function does not cease to be exercisable by the OfS.

OFFICE FOR STUDENTS AND AGENCIES

White Paper:

- HEFCE is closing and is to be replaced by an Office for Students (OfS) which starts work on 1st April 2018.
- The Office for Fair Access will be subsumed into the OfS.
- HEFCE and OFFA staff will transfer across to OfS which will also have a fresh board.

In the HE and Research Bill:

- The OfS will establish and maintain a register of higher education providers in England. The register will include, among others, all providers whose students can receive student support or have a Tier 4 licence for international students.
- The OfS will have powers to enter and search premises in England occupied by supported higher education providers, if they are deemed to have breached the conditions of their registration as higher education institutions.
- The OfS will have the ability to revoke an institution's right to call itself a university, even if that was granted by Royal Charter.

NEW UNIVERSITIES, COMPETITION AND REGULATION

White Paper:

- The OfS will take over responsibility for granting DAPs and UT for English institutions from the Privy Council. However, the criteria and guidance will continue to be owned by BIS.
- Providers delivering courses at the new bachelors level and above, in any subject, will be able to obtain their DAPs indefinitely, and secure university title, after successfully completing a three year review period after they are first awarded full DAPs.
- By introducing greater flexibility around DAPs, the government will ensure that new entrants have an alternative to validation.
- Concerning market exit- all approved and approved (fee cap) providers will need to have a student protection plan in place.
- Providers that receive public funding will continue to come under the scope of FOI, while those that do not receive public funding will not.
- Providers will no longer need to submit changes to their governing body documents and will remove unnecessary regulations related to Higher Education Corporations.
- New higher education providers should be allowed to award their own degrees and charge £9,000 tuition fees from the day that they open.
- The government will remove the minimum student numbers criterion for awarding full university status.
- There will be a call for evidence looking at whether students should be able to switch university course more easily (see below).

HE and Research Bill:

- The OfS must encourage competition between English higher education providers in connection with the provision of higher education, where that competition is in the interests of students and employers.
- The OfS may assess, or make arrangements for the assessment of, the quality of, and the standards applied to, higher education provided by English higher education providers.
- The provisions will enable a risk- based approach which will allow all predominantly degree- level providers to make a case for degree awarding powers with the OfS.
- The provisions will enable more flexible degree awarding powers: up to bachelor- level only or in a limited range of subjects, and it will enable a more streamlined process for conveying DAPs and university status by transferring responsibility for granting them from the Privy Council to the OfS.

RESEARCHWhite Paper:

- A new body - UK Research and Innovation (UKRI) will replace Research Councils UK and following the Nurse recommendations, will merge the research councils and Innovate UK into this “single, strategic research funding body”.
- A brand new body called Research England will be created under UKRI and take responsibility for managing the REF and delivering QR, although it will maintain its own governance structure to ensure that the dual support system is maintained.

HE and Research Bill:

- The Secretary of State may by regulation add/omit/change the name of a council.
- UKRI will delegate functions to the Councils, with each Council responsible for the strategic leadership and research and scientific decisions in their area.
- The “balanced funding principle” is the principle that it is necessary to ensure that a reasonable balance is achieved in the allocation of funding between functions exercisable by the Councils and functions exercisable by Research England.

See [our blog](#) on the BU Research Blog on the implications for research. Read more about changes to the structure of the research councils and the Stern review of the REF [here](#).

WIDENING PARTICIPATIONWhite Paper:

- All universities will be required to publish detailed information about application, offer and progression rates, broken down by ethnicity, gender and socio-economic background. This was announced by the Prime Minister in January. See our widening participation page for more information about policy in this area.

HE and Research Bill:

- Introduction of a transparency duty requiring higher education providers to publish data on the backgrounds of their applicants to make their admissions processes clearer.
- The OfS will not set targets for access and success.
- Regulations can provide an alternative model of student finance alongside current student loans. Full details on the type of product offered will be set out in secondary legislation.

STUDENT MOBILITY

The proposal to allow students to switch providers more easily is covered under a separate call for evidence: **Accelerated courses and switching university or degree.** The Policy and Public Affairs team will co-ordinate BU's response to this consultation - [contact us](#) if you want to be involved.

VALIDATION

The OfS will have powers to validate degrees and designate others to validate them.

Background - Teaching Excellence Framework

The Teaching Excellence Framework (TEF) was first proposed in the BIS Green Paper in November 2015 and launched in the White Paper in May 2016 - a technical consultation for year 2 (17/18) was launched in May 2016. The White Paper issued in May 2016 includes further information about the TEF, including the structure and framework: The TEF will be introduced more slowly than suggested in the Green Paper. The technical consultation on year two was issued at the same time - the Policy and Public Affairs team will be coordinating a BU response to this. There is a separate HESA consultation on DLHE which is likely to inform later years of the TEF - see our pages on this.

Year One (2016/17)

- All providers with any form of successful QA award will receive a rating of ‘Meets Expectations’.
- Eligibility for TEF Year one will be expanded to all providers that deliver undergraduate provision, including at levels 4 and part-time courses.

Year Two (2017/18) will be a trial year.

- There will be three different TEF ratings – Meets Expectations, Excellent and Outstanding - rather than the four that was proposed in the Green Paper.
- The TEF consultation relates to Year 2 – 2017/18 only. The Year 2 TEF assessment will be carried out by a panel (of experts in teaching and education and student representatives), who will look at a set of core metrics and also an (optional) submission (of up to 15 pages) from the provider providing additional evidence. Suggested areas that might be covered are included in the consultation. .
- The financial incentive will not be differentiated according to the level of the award, with all providers who achieve at least a ‘Meets Expectations’ rating able to charge the full inflationary uplift.
- The core metrics will be student satisfaction scores (National Student Survey), graduate outcome data (Destination of Leavers from Higher Education), and continuation rates.

Year Three (2018/19)

- Subject to the results of the lessons-learned exercise, year three will be the first full year of assessment at provider level. This will include the incorporation of other metrics as a result of the TEF technical consultation.
- Year three will also include pilot assessments at disciplinary level.

Year Four (2019/20)

- Will be the first year in which disciplinary level assessments take place.
 - Will be the earliest the government intends to also include taught postgraduate courses.
- Inflationary increases in tuition fees will be allowed for participating institutions that meet basic standards in 2017-18 and 2018-19, ahead of the introduction of differentiated caps in 2019-20.

Alongside the White Paper and the Bill, the government have issued some research - see the BIS (Youthsight) research asking applicants and graduates about choice, information, teaching quality and value for money.

The Year 2 Consultation

24. Figure 2: The assessment framework – conceptual model

Aspect of quality <i>Areas of teaching and learning quality</i>	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Criteria <i>Statements that identify what assessors will be looking for</i>	Teaching Quality criteria	Learning Environment criteria	Student Outcomes and Learning Gain criteria
Evidence <i>The evidence base that will be used to form a judgement against the criteria, made up of core metrics and additional evidence</i>	Core metrics		
	National Student Survey (Q 1-4 – teaching on course; Q 5-9 – assessment and feedback)	National Student Survey (Q 10-12 – academic support) Non-continuation (HESA)	Employment/destination (DLHE) Potential highly-skilled jobs metric
Statement of findings <i>Description of performance in each aspect</i>	Additional evidence (provider submission)		
	Teaching Quality statement of findings	Learning Environment statement of findings	Student Outcomes and Learning Gain statement of findings
Overall outcome <i>TEF rating</i>	Possible Commendations		
	TEF Rating		

Metrics will be averaged over three years, and benchmarked, and significant differences from the benchmark will be flagged (per year, not just the overall average)

161. Table 2: Data sources and student cohort coverage

Metric	Data Source	Student cohorts
The teaching on my course; Assessment and feedback; and Academic support	NSS (all types of providers)	Final year students in 2013/14, 2014/15 and 2015/16
Non-continuation	HESA student records (for HEIs and APs)	Full-time entrants in 2011/12, 2012/13 and 2013/14
	HESA and/or ILR student records (for FECs)	Part-time first degree entrants in 2010/11, 2011/12 and 2012/13
Employment/destination	DLHE (all types of providers)	Leavers in 2012/13, 2013/14 and 2014/15

Taking account of the diversity of students

For each provider, there should be separate metrics for their full-time and part-time students and the metrics should be broken down or ‘split’ by key student characteristics and types of provision. Each of the splits will be benchmarked against other students in the sector with the same characteristics.

- **Level of study:** split between first degree and other undergraduate qualifications
- **Age:** split between young and mature students
- **Participation groups:** split between POLAR quintiles 1-2 and POLAR quintiles 3-5
- **Disability:** split between students who have and have not declared a disability
- **Ethnicity:** split between students with a white background and a Black or Minority Ethnic (BME) background. In addition, where there are significant differences (i.e. different flags) within the BME group, these will also be reported
- **Domicile** (for the NSS-based metrics only): split between UK; other EU; and non-EU students

95. Table 1: Proposed contextual information to aid interpretation of the core metrics

Contextual Information
<p>A. Student population characteristics data: The number and proportion of full-time and part-time undergraduate students studying at the provider, averaged over the last three years and broken down into the following categories:</p> <ol style="list-style-type: none"> Level (first degree and other UG) Age (young and mature) Polar quintiles (1, 2, 3, 4 and 5)³⁰ Ethnicity (White, Black, Asian, Other and Unknown) Sex (male and female) Disability (disabled and not disabled) Entry qualifications (high, medium or low tariff) Subject of study (the 18 subject areas used for benchmarking) <p>Domicile (UK, other EU, non-EU)</p>
<p>B. Data maps: Data maps will support interpretation of employment/destination metrics. A map will show employment rates and further maps for a provider will show:</p> <ul style="list-style-type: none"> • where students who study at the provider grew up • where students who studied at the provider found employment

Provider submission - Providers can put forward additional evidence that supports its case against the criteria. This evidence can be qualitative and/or quantitative. The submission may refer to and build upon evidence explored as part of broader quality assurance arrangements but should not duplicate it. The emphasis in the provider submission should be on demonstrating the **impact** and **effectiveness** of teaching and its outcomes. You cannot include copies and links to other documents.

Commendations - Commendations could be made to indicate excellence in the following areas, and no separate or additional evidence would be required:

- Excellence in research-led teaching
- Excellence in business engagement
- Excellence in achieving positive outcomes for students from disadvantaged backgrounds
- Excellence in innovative teaching methods
- Excellence in delivering part-time and/or distance learning
- Excellence in the support, reward and recognition available for teaching staff.

Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	Annual Review: Key Performance Indicators/Performance Indicators (KPIs/PIs)
Paper Number	SEN-1516-58
Paper Author/Contact	Prof T McIntyre-Bhatty
Purpose & Summary	The report sets out performance against the KPIs and PIs set out in BU2018 and subsequently reviewed in the summer of 2015.
Decision Required of the Committee	For discussion.
Implications, impacts or risks	The KPIs will be monitored throughout the academic year and regular reports will be made to the appropriate committees where any required action will be agreed.
Confidentiality	Commercially sensitive.

1. Background and Context

- 1.1 The following report summarises performance against the KPIs and PIs which are set out in BU 2018.
- 1.2 The tables in the report show performance at University, and where possible, Faculty level for the 14 KPIs, followed by the detail for the 15 PIs which inform the Academic Strength KPI.
- 1.3 Movement since the February report is reflected by the performance column arrows. Arrows for the first 14 KPIs show the direction of actual performance. For the remaining PIs up and down arrows are shown if performance has moved plus or minus 5% against the target. Where there is no arrow there is no update since the last report.

2. Key Risks and Issues

- 2.1 KPI1 Academic Strength continues to improve, increasing by 1% to 71% overall in the latest KPI reporting period. This measure has now improved for 5 consecutive periods and has increased by 10% in the last 12 months. This latest increase is primarily as a result of progress in the following areas:
 - The percentage of academic staff who hold at least one recognised professional affiliation (PI14) has increased to 40% from 34% recorded in December 2015;
 - PI15 the percentage of academic staff who also work in industry has increased by 2% to 28%;
 - The percentage of academic staff who hold a teaching qualification and/or who are HEA Fellows has also improved to 61% from 59% in December 2015. This is as a result of on-going improvements in data quality to determine whether related qualifications were based on post compulsory education;
 - As detailed in the KPI review paper presented to the Audit, Risk and Governance Committee in November, PI1 has now been updated to reflect a new methodology showing the percentage of academic staff with GPA of 3* in the REF mock exercise. Performance is showing 20% against a 30% target, which is an improvement since the last report (39% against a 70% target).
- 2.2 Within the Academic Strength indicator there are a number of measures which have marginally decreased since the February report; most noteworthy is the number of international conference presentations per academic FTE (PI5) which is measured over a 12 month rolling average and has fallen from 0.86 to 0.81.
- 2.3 KPI14 Gearing has improved since the last report to 16%. This reflects the latest forecast including the impact of the disposal of Cranborne House and the re-phasing of capital expenditure and therefore required borrowings.
- 2.4 There have also been a number of marginal changes in the performance of other KPIs since the last report, including a small improvement to KPI7 Student Staff Ratio and marginal decreases to KPI8 Academic staff with doctorates and KPI6 Composite League table rank as a result of the latest Complete University Guide publication, where the University has consolidated at rank 56 (compared to the previous rank 54).
- 2.5 In international league table modelling, the mirrored calculation for the Times Higher Education composite International Outlook score has increased from 25% to 28% in 2015. This is a key indicator in the Times Higher Education ranking of the most international universities, in which BU places in the Top200. This increase is largely down to improvements in the number of internationally collaborative academic articles and an increasingly international academic staff nationality profile.

3. Prior Scrutiny and Recommendations of Other Committees

- 3.1 The KPIs and PIs were reviewed by the University Leadership Team on 20th April 2016.

4. Decision Required

- 4.1 To consider and note.

KPI Board Report – May 2016

KPI Performance

		FHSS	FoM	FMC	FST	BU	Performance	15-16 BU Target	BU 2018 Target	Sector Bench marks	Notes	Next Board Update
KPI1	Academic Strength %	73%	69%	66%	75%	71%	↑	-	100%	-	Composite of PI1-PI15. No BU target for 2015-16 as progress will vary by Faculty.	July 16
KPI2	Overall student satisfaction (as measured by NSS) %	85%	79%	79%	72%	79%	-	82%	84%	86%	NSS 2015 results	Nov 16
KPI3	Non-UK student population on campus %	1%	24%	16%	10%	13%	-	14%	16%	20%	2015 HESES Return	Nov 16
KPI4	Average UCAS tariff points	310	301	328	299	309	-	300	300	300-359	2015-16 tariff score for enrolled students on campus	Nov 16
KPI5	Graduate employability %	96%	93%	93%	93%	93%	-	90%	90%	93%	Most recent DLHE survey showing 2013-14 graduates	Nov 16
KPI6	League Table composite rank	<i>Not available by school</i>				67	↓	60	50	-	Updated to include 2017 Complete University Guide.	July 16
KPI7 (a)	Student/staff ratio	16.9	22.6	16.1	16.9	18.1	↑	19.0	18.0	16.9	SSR based on 2016 HESES data against staff in post as at Feb 2016	Nov 16
(b)	Academic vacant post FTE	14.0	16.8	10.8	17.4	59.0	↓	-	-	-	Academic vacancies as at Feb 2016	Nov 16
KPI8	Academic staff with doctorates %	51%	72%	60%	83%	67%	↓	70%	70%	45%*	As at 29 th Feb 2016	July 16
KPI9	Overall staff satisfaction %	88%	83%	78%	85%	85%	-	85%	90%	-	2015 Staff survey	Nov 17
KPI10 (a)	Total full-time student numbers	5,025	4,713	3,774	3,729	18,338	-	-	-	-	2016 HESES Return	Nov 16
(b)	Total full time undergraduate new entrants	644	1,353	1,118	1,236	4,629	-	-	-	-	2016 HESES Return	Nov 16
KPI11	Current ratio	<i>Not available by faculty</i>				1.3	↔	0.3	1.3	1.5	2015-16 Forecast	July 16
KPI12	Annual contribution %	<i>Not available by faculty</i>				4%	↔	6%	6%	5%	2015-16 Forecast	July 16
KPI13	Total reserves £m	<i>Not available by faculty</i>				68	↔	64	84	180	2015-16 Forecast	July 16
KPI14	Gearing %	<i>Not available by faculty</i>				16%	↑	33%	29%	15%	2015-16 Forecast	July 16

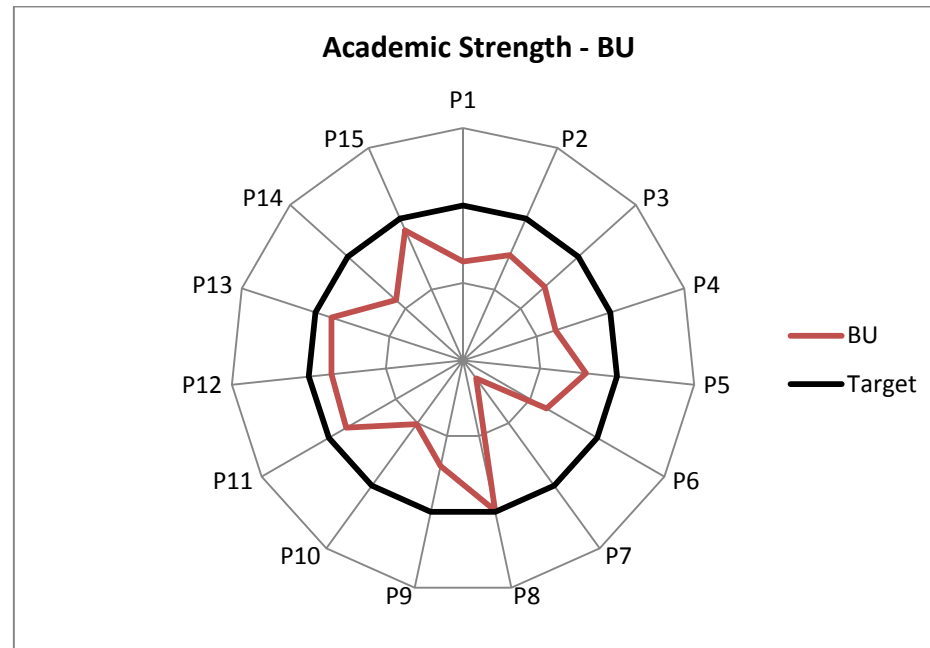
Key ↔ Updated but no performance movement since last report ↑ Updated with improvement in performance
 ↓ Updated with decrease in performance - Nothing to update since last report

Benchmarks: * KPI8 benchmark based on headcount and includes non-established part-time hourly paid staff. The equivalent figure for BU is also 45%. Benchmark data based on latest available data, mainly pertaining to 2013-14.

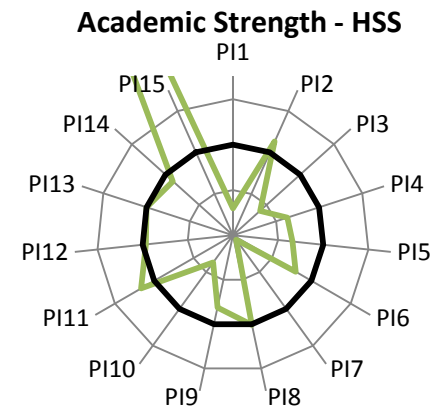
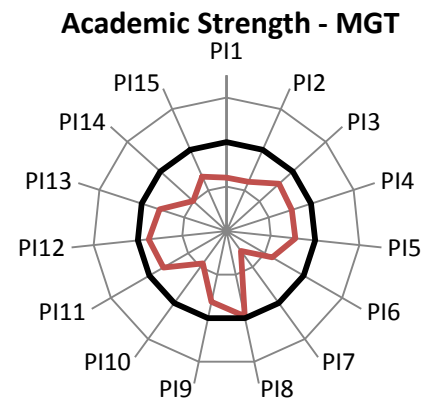
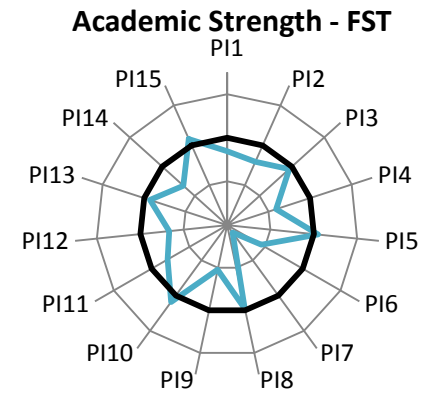
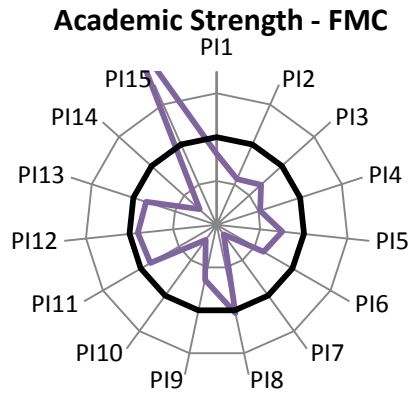
KPI Board Report – May 2016

KPI 1 Academic Strength

The graph below shows performance in KPI1: Academic Strength in each of the 4 Faculties and at BU. The 15 PIs that make up KPI1 are split between the three areas of fusion, Research (PI1-5), Education (PI6-10) and Professional Practice (PI11-15). The graph shows progress in each Faculty towards the targets for each of these areas and the gap left to cover before 2018. Particular areas of strength remain in Professional Practice around graduate employment into professional jobs and the number of placement opportunities taken up by students.



FHSS	FoM	FMC	FST	BU
73%	69%	66%	75%	71%



KEY	
Black Line = Target	
Coloured Line = Faculty Performance	
	PI7: Students engaged in exchange and mobility in their programme (%)
	PI8: Full Time BU (excl PI) First Degree New Entrants Continuation (%)
	PI9: PGT/PGR Students as a proportion of total student population (%)
	PI10: Student/Staff Co-authored publications per academic FTE per year (ratio)
Research	
PI1: Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	
PI2: R&E Income per Academic FTE (£000s)	
PI3: Post Grad Research Students (FTE Equivalent) : Academic Staff	
PI4: % of BU outputs that have been made available via the green route open access	
PI5: International Conference Presentations per Academic FTE per year	
Education	
PI6: Academic staff with teaching qualification and/or who are HEA Fellows (%)	
	Professional Practice
	PI11: % of Graduates entering professional employment or graduate study
	PI12: Students undertaking sandwich out or short placement (%)
	PI13: Degrees accredited by PSRBs (% of Eligible programmes only)
	PI14: Proportion of academic staff who hold at least 1 recognised professional affiliation (%)
	PI15: Academic Staff also working in Industry (%)

Academic Strength Data

		FHSS	FoM	FMC	FST	BU	Performance	BU 2018 Milestone	Sector Bench marks	Notes	Next Data Update
PI1	Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	9%	18%	24%	25%	20%	NEW	30%	42%	REF mock results	Feb 17
PI2	R&E Income per Academic FTE (£)	20,352	10,875	10,286	14,306	13,755	↔	18,000	-	R&KE 3 year budget average/ 3 year Academic FTE average	July 16
PI3	Post Grad research students (FTE equivalent) : Academic staff	0.4	0.8	0.7	1.0	0.7	↔	1	0.5*	2016 HESES PGR FTE /Feb 16 Academic FTE	July 16
PI4	% of BU outputs that have been made available via the green route open access	54%	65%	44%	50%	53%	↔	85%	-	1 Mar 2015 - 29 Feb 2016	July 16
PI5	International conference presentations per Academic FTE per year	0.66	0.78	0.75	1.05	0.81	↔	1	-	Int. conf. Mat 15 - Feb 16 / average Academic FTE	July 16
PI6	Academic staff with teaching qualification and/or who are HEA Fellows (%)	81%	60%	62%	45%	61%	↔	100%	38%	Teaching quals/HEA Fellows as proportion of staff in post at Feb 16	July 16
PI7	Students engaged in exchange and mobility in their programme (%)	1.2%	5.5%	2.7%	2.1%	2.9%	-	20%	1.2%	Overseas mobility activity as at Feb 16	July 16
PI8	Full Time BU (excl PI) First degree new entrants continuation (%)	91%	88%	93%	88%	90%	-	90%	91%	First degree entrants who continued in 14-15	Feb 17
PI9	PGT/PGR Students as a proportion of total student population (%)	16%	16%	13%	10%	14%	-	20%	19%	2016 HESES	Feb 17
PI10	Student/staff co-authored publications per academic FTE per year (ratio)	0.07	0.09	0.04	0.22	0.11	↔	0.2	-	1 Mar 15 - 29 Feb 16 / average Academic FTE	July 16
PI11	% of Graduates entering professional employment or graduate study	93%	65%	70%	63%	70%	-	80%	73%	Most recent DLHE showing 2013-14 graduates info	Nov 16
PI12	UG Students undertaking sandwich out or short placement (%)	96%	88%	90%	67%	84%	-	100%	-	2015-16 Year 3 Students with sandwich year or short placement	Feb 17
PI13	Degrees accredited by PSRBs (% of Eligible programmes only)	100%	79%	85%	93%	89%	-	100%	-	Number of accredited programmes 2015-16	Feb 17
PI14	Proportion of academic staff who hold at least 1 recognised professional affiliation (%)	62%	35%	18%	47%	40%	↑	70%	-	Academic staff with affiliation recorded on BRIAN as at Feb 16	July 16
PI15	Academic staff also working in industry (%)	66%	7%	24%	11%	28%	↑	10%	-	Staff working in industry as at Feb 16	Nov 16

Key

- ↔ Updated with performance movement since last comparative report is + or – 5% of target ↑ Updated with improvement performance of 5% or more of target
 ↓ Updated with decrease in performance of 5% or more of target - Nothing to update since last report

*Benchmarks: * PI3 benchmark based on headcount. The equivalent figure for BU is also 0.5.*

KPI Board Report – May 2016

KPI 1 – Definitions

KPI 1 - Academic Strength	Measurement Definition
PI 1 - Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	This will be measured via mock REF census points in Feb 2016, Autumn 2016, Spring 2018 and Spring/Summer 2019.
PI 2 - R&E Income per Academic FTE (£000s)	Rolling three year average using budget/forecast information at the same point in time for current year and previous two years divided by the average number of academic staff less demonstrators and research assistants over the same three year period.
PI 3 - PGR Students (FTE equivalent) : Academic staff	All academic staff to PGR Students
PI 4 - % of BU outputs that have been made available via the green route open access	An output has been made available via the green open access route if the full version of the output has been uploaded to BURO via BRIAN. Measured as a proportion of the total output published per calendar year
PI 5 - International conference presentations per Academic FTE per year	International conferences as reported via BRIAN over the last 12 months per academic staff member less demonstrators (averaged over the same 12 month period)
PI 6 - Academic staff with teaching qualification and/or who are HEA Fellows (%)	Academic staff (excluding demonstrators) who hold a teaching qualification or an HEA fellow. The PI now shows those who only hold 'post compulsory education' qualifications only. Work to ensure all academic staff are captured is continuing and will be made easier with the introduction of Core. The % of staff can only increase as more data is gathered.
PI 7 - Students engaged in exchange and mobility in their programme (%)	Defined as those students engaging in overseas mobility that is connected with their course regardless of duration.
PI 8 - Full time BU (excl PI) First degree new entrants continuation (%)	The proportion of full-time, first degree entrants who continued in the following year. As defined by HESA performance indicators to ensure sector comparison
PI 9 - PGT/PGR Students as proportion of total student population (%)	Number of postgraduate taught and research students as a proportion to all students
PI 10 - Student/staff co-authored publications per academic FTE per year (ratio)	Number of academic staff who have co-authored a publication/conference paper with a student over the past 12 months divided by the average number of academic staff less demonstrators. As reported via BRIAN.
PI 11 - % of Graduates entering professional employment or graduate study	Number of first degree leavers that go on to professional employment or graduate level study after 6 months as per the Destinations of Leavers Survey
PI 12 - UG Students undertaking sandwich out or short placement (%)	Sandwich out and short placement is based on Year 3 Level P & H students who are either on placement year, or have a unit enrolment on a short placement
PI 13 - Degrees accredited by PSRBs (% of Eligible programmes only)	Reported annually using KIS dataset and eligibility checked with Faculties.
PI 14 - Proportion of academic staff who hold at least 1 recognised professional affiliation (%)	Number of academic staff holding recognised affiliations from professional bodies (as per BIS and KIS lists) as reported on BRIAN as a percentage of academic staff less demonstrators and researchers
PI 15 - Academic staff also working in industry (%)	Defined as those academics either on formal secondment into industry, have fractional contracts and also work in industry or are contracted in from industry including PTHP.

Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	Global BU Update: 2015-16 - Quarter Three
Paper Number	SEN-1516-59
Paper Author/Contact	Dr Sonal Minocha, Pro Vice-Chancellor (Global Engagement)
Purpose & Summary	This update on the Global Engagement (GE) Plan provides a summary of global engagement activity in the third quarter. The report shares the latest in external HE policy news, alongside the key highlights of the last quarter and sets out the key priorities for the next period.
Decision Required of the Committee	For note
Strategic Links	The Global Engagement Plan, and this update, supports delivery of the global vision, values and targets set out within BU2018.
Implications, impacts or risks	None
Confidentiality	Confidential – Internal Use Only

Global BU Update

2015-16 – Quarter Three Update

1. Executive Summary

- 1.1** The purpose of this report is to provide a summary of global engagement activity in the third quarter, covering the period 1st February to 29th April. The report shares the key highlights of the last quarter and sets out the key priorities for the next period. The report first provides highlights of the external environment context for Global BU and structures the internal updates around the 1-6-3 framework of the Global Engagement (GE) Plan.
- 1.2** Key institution-wide GE activities in Quarter 3 include:
- Selection and approval of two further **Hubs of Practice** in India and China (see 4.33).
 - Launch and delivery of the pilot **Global Talent Programme** (see 4.27).
 - Confirmation of **Global Festival of Learning** locations and call for event proposals concluded (see 4.2).
 - UET agreement to establish **Global Engagement Leads** within Faculties (see 4.35).
 - Development of a cohesive approach to **organising delivery** of the GE Plan 2015-2018 (see 5.1).
- 1.3** Priorities for GE activity in Quarter 4 include:
- **Profile** - ASEAN BUzz event in May, and the Global Festival of Learning in June.
 - **Global Talent** - Preparing the Global Talent Programme (or its equivalent through the employability work) for fuller rollout from 2016/17.
 - **Partnerships** - The 'soft' launch of the China Hub of Practice in May.
 - **Operational Delivery** - Drawing together the GE operational plans and Faculty and Professional Service Delivery Plans in readiness for 16/17 GE Plan delivery; and preparing the Annual Global Engagement Update in July.
- 1.4** Colleagues are specifically invited to take note of:
- **The International and UK Partnerships Committee (IUPC) debate on joint degrees** (see 4.15) - this debate has been the driver for further GE Team discussions leading to a proposal being prepared by the Associate Deans (Global Engagement) for a potential pilot.
 - **The commitment to develop up to six corporately-led, strategic global partnerships by 2018** (see 4.16) - Faculties have the opportunity to consider which existing or potential partnerships could be put forward and developed to reach this level of activity.
 - **The pilot Global Talent Programme** (see 4.27) - the pilot is nearing completion and will be reviewed in parallel with the wider extra-curricular employability offer to students. Engagement from all colleagues in shaping and influencing the next stages of this work is welcomed.
- To find out more or to provide input, please contact GlobalBU@bournemouth.ac.uk.

2. Introduction

- 2.1 The purpose of this report is to provide a summary of global engagement activity in the third quarter, covering the period 1st February to 29th April. The report shares the latest in external HE policy news, alongside the key highlights of the last quarter and sets out the key priorities for the next period. The report is structured around the 1-6-3 framework of the Global Engagement (GE) Plan. Whilst it is not possible to capture all GE activity via this report, it is intended to share and disseminate as wide a range of activity as possible across all Faculties and Professional Services.

3. External Context

- 3.1 The last quarter has seen a number of higher education rankings published. In April, BU was recognised in *THE 150 Under 50 Rankings*, [placing us within the 101-150 bracket](#). BU was also recognised in the *QS World University Ranking by Subject 2016*, [placed in the 151-200 bracket](#) by subject ranking for its Communication and Media Studies programme. More widely, the [UK topped the rankings](#) for *THE's 200 best universities in Europe*, taking nearly a quarter of all places.
- 3.2 The quality of UK Higher Education was highlighted in a report published by [BIS](#) in late February: *The Teaching Excellence Framework: Assessing quality in Higher Education*. The report highlights the excellent international reputation of the UK HE sector as second only to the US, and warns Government that a poorly designed or rushed new Teaching Excellence Framework for universities risks damaging the UK's outstanding international reputation in higher education.
- 3.3 In February, Prime Minister Cameron came back from Brussels to announce the [In/Out Referendum will be held on the 23rd of June](#). In February, over 100 Vice-Chancellors signed an open letter in the Sunday Times for the 'In-Campaign', including that of BU's Vice-Chancellor Professor John Vinney. UUK continues to lead the *Universities for Europe* campaign to promote the benefits of EU membership and in March, the International Unit and UUK published *The Implications of International Research Collaboration for UK Universities* in further support of the 'In-Campaign'. In April, UUK went on to [publish new analysis](#) showing that EU students at UK universities generate £3.7 billion for the UK economy and support over 34,000 jobs. The report provided a breakdown for the nine English regions, Scotland, Wales and Northern Ireland.
- 3.4 Final amendments were made to the Immigration Bill during its [third reading](#) on the 12th April. A UUK spokesman announced that the, 'government has listened to the evidence and arguments provided by Universities UK and others, and has exempted jobs requiring PhDs from the proposal to levy an 'immigration skills charge' on employers'. However, current policy is still seen as 'too challenging' for [overseas students](#) as salary thresholds drive graduates to other countries. The UK's approach to international students is being challenged by the emergence of a [formal inquiry](#) into the Home Office's treatment of international students during its investigation into fraudulent English language exams, which led to the [deportation of up to 50,000 students](#).
- 3.5 Whilst the decline of overseas student numbers is identified as a 'significant sectoral risk' ([HEFCE](#)), the UK's relationship with India continues to build momentum and offers potential for drawing more Indian students to the UK. In February, Minister of State for Universities and Science Jo Johnson was [interviewed](#) by the Statesman and reiterated that 2016 is the UK-India Year of Education, Research and Innovation which will 'highlight the strengths of the bilateral relationship, drive further collaboration, including a range of digital technology-enabled education and training initiatives, so that both countries create a new 21st century framework as partners in education, research and innovation partners, in the global context.' In the same month, International Unit published *State of the relationship: UK HE engagement with India* which found 98% of surveyed HEIs 'rated a competitive student visa package and employment opportunities for international students as the most important enabler for

engagement with India'. It noted that while UK and Indian universities 'enjoy a strong relationship', improving research, student recruitment and regulatory change is necessary.

- 3.6** The value of mobility continues to be demonstrated by a report from the *International Unit, Gone International 2016: the Value of Mobility* published in February. The research explores the demography of students travelling abroad, where they go, and their academic and employment outcomes on return. It states that the number of UK-domiciled students going overseas has risen by 39.3% in 2013-14, and also clearly demonstrates that students who had studied abroad have higher employment and salary rates compared with those who did not.
- 3.7** Global talent and future workforce trends have also been high on the agenda during the last few months. February saw the launch of [Working Anywhere: A Winning Formula for Good Work?](#) – a report by The Work Foundation which predicts that flexible working will be the main way of working for 70% of organisations by 2020. The [Deloitte Millennial Survey 2016](#), also published in February, gives an insight into emerging trends concerning the millennials. The report suggests that millennials are a generation that are not as loyal to employers compared to previous generations, with two out of three expecting to leave their current employer by 2020. The report also describes how millennials highly rate leadership skills development believing that today's organisations do not do enough to ensure the creation of a new generation of business leaders. In April, we saw the launch of [Working Futures 2014 to 2024](#), published by the UK Commission for Employment and Skills (UKCES). The report estimates that by 2024, 46% of all UK employment will exist within highly skilled occupations, amplifying the importance of preparing future-ready graduates and up-skilling and re-skilling today's workforce.

4. Internal Context: Key Highlights from Quarter 3

1 Our Purpose

A Global BU

Awards

- 4.1** Following BU's inclusion in the **Times Higher Education top 200** list of the most international universities in the world, BU has been shortlisted in this year's Times Higher Education Leadership Management Awards (THELMAs) for '**Outstanding International Strategy**'. To be recognised this early is a measure of the commitment of those staff and students who have helped to co-shape and co-deliver the vision to date.

Global BU Events

- 4.2** **The Global Festival of Learning** – Arrangements for the inaugural Global Festival of Learning (GFOL) event have continued to progress. Running in parallel with the established Festival of Learning, BU will be co-hosting the pilot event in China with Sias International University on the 27th and 28th June, and in Malaysia with Sunway University and Cyberjaya on the 29th and 30th June.
- 4.3** An open call to all staff ran between March and April seeking event proposals. The proposals were reviewed by the GFOL Working Group and the GFOL team are now working with the successful applicants to finalise the programme. As part of this call staff were invited to co-present with a student if applicable and so far 11 students will be joining staff to co-present at the GFOL.
- 4.4** Additionally, an open student call has also been launched to invite students to gain a well-rounded impression of contemporary Malaysia or China whilst developing their team working, communication, problem solving, and cross-cultural skills. Students have the opportunity to apply for support roles in Malaysia as an ambassador or in event management, filming or

photography; or to the [Destination China summer school](#) a programme offering an exciting mix of visits and lectures coinciding with the GFOL.

- 4.5** Over the last three years, the Festival of Learning (FoL) has established itself as a wonderful celebration of learning and has showcased BU's research and expertise to a wide and varied audience. Building on this successful model, it is important that the impact that is achieved regionally is mirrored across the globe. Concentrating efforts on this singular event (in two key regions for BU) means BU will be able to maximise and capitalise on resources (e.g. publicising and hosting one focussed event rather than a number of smaller, unconnected events throughout the year). This focus and scale – like the FoL – will also deliver a more noticeable impact by providing a focused forum for sharing our expertise. Additionally, the events will provide the opportunity for a critical mass of BU staff and students to solidify and expand existing partnerships, and foster the development of new collaborations.
- 4.6** **ICC 2016** – The date for next year's International Commencement Ceremony (ICC) has now been confirmed. The event will take place on **Friday 23rd September** and the venue will once again be the Bournemouth International Centre (BIC). The cross-University working group, which has been meeting regularly since January, is overseeing the delivery of the 2016 event.
- 4.7** **Global BUzz Series** – The third of our Global BUzz events – Global BUzz China – was held on 10th February, and coincided with the Chinese New Year. Throughout the day-long series of seminars and workshops, we were joined by more than 120 staff, students and external guests to celebrate staff research and student experience. Speakers included guests from Imperial College London, La Roche Business School; the China-British Business Council and the Chinese Students and Scholars Association. To find out more, view the [Storify of the event](#).
- 4.8** Two Events Management students also joined the event to talk about their mobility experiences. Increasing student mobility remains a key priority and this gave students (and staff) the chance to hear first-hand about the experiences of current students and how a mobility experience has enhanced their employability. A short interview with one of the students, Ruth Harley, is available to view [here](#).
- 4.9** **Global BU Walks** - The Vice-Chancellor and Pro Vice-Chancellor (Global Engagement) have continued to meet with staff from across BU as part of the monthly [Global BU Walks](#). Colleagues recently involved in these meeting have included: [Dr Fiona Cownie](#), who has been involved in conferences and recruitment activity in Thailand; Dr Michael O'Regan who was invited to present at the 'Advancing Green Growth in Peru: A spotlight on tourism, transport and the blue economy' conference in Lima, Peru; and Dr Amanda Korstjens who – along with her colleague Prof Ross Hill – have been leading a project called 'LEAP: Landscape Ecology and Primatology' – which is a multi-disciplinary research project looking at how human disturbance activities and climate change affect forested habitats.

Social Media Activity

- 4.10** Our latest Twitter figures indicate we have over 27,600 followers shared across our five Twitter accounts (a rise from 20,000 since the last quarterly update). Our core Twitter account - @GlobalBU attracted over 16,500 visits in March. The recently launched Facebook page attracted over 2,400 followers since October 2015 and the new Instagram page now has over 600 followers.
- 4.11** The Global BU intranet pages are attracting an average of 800 page views per month, with more than 60% of those being unique page views. Aside from the main landing page, the international recruitment page and staff resources page are the most frequently visited with 178 and 168 unique page views each during the last quarter. The Global BU webpages have had 5,619 pages views this quarter with an average visit duration of 4 minutes. The most popular pages visited are 'Global BU' with 1,142 unique page views and 'Incoming Students' with 828 page views.

4.12 The **Alumni Association** Linked In group has continued to grow and now has more than 1,400 members. Their Twitter account, @BmthUniAlumni, now has more than 1,100 followers whilst there are more 70,000 active alumni volunteers listed on their database.

6 Objectives

Partnerships

- 4.13** As of the end of March. BU had **121** global academic partners - **45** international, **76** Erasmus - and 19 UK partners. Recent partnership agreements have been signed with:
- **Hebei University of Technology (HEBUT) – China:** The Faculty of Media and Communication have signed a three-year Research/Staff Exchange agreement with a new partner, Hebei University of Technology in China.
 - **Hochschule Emden Leer – Germany:** The Faculty of Health & Social Sciences have extended their existing Bilateral Agreement for Student Exchange and Staff Exchange/Research with Hochschule Emden Leer in Germany.
 - **Università Ca' Foscari Venezia – Italy:** The Faculty of Management (Tourism) have extended their existing Bilateral Agreement for Student Exchange and Staff Exchange/Research with Università Ca' Foscari Venezia, Italy's first business school and the second in Europe.
- 4.14** At the beginning of March, the Faculty of Management and Mobility Team also hosted a delegation from the University of South Carolina (USA) to discuss new options for exchange students.
- 4.15** Following a debate at the January 2016 International and UK Partnerships Committee (IUPC) on joint degrees, the GE Team has discussed potential partners and programmes that can be scoped further as suitable opportunities to pilot a joint degree offer, and ADGEs are currently drafting proposals from their Faculties for discussion at the May 2016 GE Team meeting.
- 4.16** More broadly, we are aiming to develop six corporately-led, strategic global partnerships by 2018. As key criteria for reaching 'strategic' status, partnerships need to deliver clearly measurable impact and outputs, generate income and/or student experience diversification or enrichment. Faculties are specifically encouraged to consider which existing or potential partnerships could be put forward and developed to reach this level of activity.

Recruitment

4.17 Provisional application numbers for September's overseas student intake are currently up against 2015.

4.18 A Facebook campaign has been trialled for Nigeria, Malaysia and Hong Kong to generate leads. Additionally, the monthly Facebook chat has started with the first two delivered; one by a student ambassador and one by Regional Manager. The student-led chat proved to be more popular and so further consideration is being given to offering more of these sessions.

Current application numbers for September 2016	2016	2015	Difference
Total PG OS:	1712	1658	+3.26%
Total PG EU	113	115	-1.74%
Total UG OS	708	592	+19.59%
Total UG EU	1051	907	+15.80%
Total	3584	3272	+9.50%
Stats exclude part time applications and NK fee region Source: Qlikview (as at 27/02/16)			

Mobility

4.19 As set out in the KPI summer review presented to ULT in September 2015, the methodology for (the student mobility related) PI7 was changed to ensure a broader and complete data set was captured. The old methodology only captured outbound international student mobility activity recorded through

the Global Horizons Fund, Santander and Erasmus+. This was therefore likely to be excluding a great deal of outbound international student mobility activity being undertaken through curricular, co-curricular or extra-curricular activities

(e.g. fieldtrips, placements with an international company, work experience, etc.).

	2013-14	2014-15	2015-16
Faculty of Health & Social Sciences	0.2%	1.8%	1.2%
Faculty of Science & Technology	0.6%	1.2%	2.1%
Faculty of Management	1.8%	2.2%	5.5%
Faculty of Media & Communication	0.5%	1.4%	2.7%
Bournemouth University Total	0.8%	1.7%	2.9%

Table 1: PI7: Students engaged in exchange and mobility in their programme (%) 2013/14 to date

4.20 Whilst the improved methodology has already seen figures for student mobility almost double in the last year, there are still significant improvements to be made. However, a more comprehensive data capture is an important first step in enabling us to reflect more accurately the full extent of outbound student mobility at BU.

4.21 In terms of current activity, during the last quarter alone, 120 students took part in some form of overseas travel as part of their studies. The Faculty of Media and Communication (71) and Faculty of Management (30) had the most students engaged in overseas travel during this period. The top five most visited countries were: Germany (50); Kosovo (12); India (11); the USA (10); and China (9). A total of 23 students were engaged in some form of work experience or work placement overseas whilst 33 took part in a study abroad programme¹.

4.22 As part of the refreshed strategy to improve student mobility rates (as set out within the GE Plan), a cohort-based approach to mobility has been piloted which uses existing Global Horizon Fund resources in a more focused way. The first of these pilots is called **Destination India**, which involved a group of 10 BA students from the Faculty of Media and Communications who took part in a student and staff exchange. The students, accompanied by Dr Salvatore Scifo, and supported by Dr Chindu Sreedharan and Dr Einar Thorsen, travelled to Symbiosis School of Liberal Arts in Pune, India for two weeks between 13th and 28th April. Students contributed to a [blog](#) whilst they were away, writing about what they saw and the people they met. Another pilot, Destination China – has also recently been announced, to coincide with the Global Festival of Learning (thereby creating further synergies and cost-effectiveness). Both projects will be reviewed over the summer with a view to embedding a cohort-based model for the next academic year.

4.23 In terms of staff mobility, the period 1st February 2016 – 29th April 2016 saw 137 academic staff travelling overseas on BU business. The most frequently visited countries were the US (16), China (14) and Spain (12). Attending conferences was the most common reason for academic staff travelling overseas (34).

4.24 Dr Phyllis Alexander, Head of Education and Professional Practice successfully hosted a planning meeting in Feb 2016, with Erasmus partners from Europe. A second report for ERASMUS+ regarding the Faculty of Management's three-year **International Learning Platform for Accountancy** project was also discussed. The project also involves planning the upcoming Intensive Study Programme that will take place in Vannes, France in October 2016 which five BU Accountancy, Finance and Economics students will participate in.

Research = Global Thinking

4.25 Global research continues apace across Faculties; some highlights reported in the ADGE's

¹ Source: Student Travel Register and Student Mobility Team database

updates to the GE Team are as follows:

- Zulfiqar Khan has developed a research collaboration with National University of Sciences and Technology (NUST), Pakistan. The first phase of this collaborative link initially includes five match-funded PhD studentships programme (£67,000 and in-kind support in lab and analytical resources), and a mini doctoral centre.
- Martin Robertson is developing a collaborative research project on 'Events and the Fourth Wall' (data from Melbourne, Bournemouth and Munich) with Dr. Olga Junek (Visiting Fellow, Munich University of Applied Science, Munich & Course Leader Event Management, Victoria University, Melbourne).
- Following a successful project with Suzhou government, Prof Mike Silk has been invited by AHRC to work on a new project in Nanjing on a 'Romantic Scotland' exhibition. Meanwhile Prof Silk started the second phase of Suzhou garden project whilst completing two book projects.
- On 16-17th March 2016, in Durban, South Africa, Dr Luciana Esteves delivered a workshop on coastal management and adaptation alternatives to around 40 officials of the three tiers of government in the province of KwaZulu-Natal. The workshop was organised by the Oceanography Research Institute and funded by South Africa's National Research Foundation.

Education and Student Experience = Global Talent

4.26 A selection of Faculty highlights in the last quarter include:

- Prof Katherine Appleton, from the Faculty of Science and Technology, has been working in France on two EU projects. She has been involved in international PhD transfer committees for students at the University of Aix, Marseilles and the University of Oslo, Norway, and has collaborated with two French companies to submit a match-funded PhD studentship.
- With Richard Southern from the Faculty of Media and Communication, a team of nine mainly 2nd year students have put together a short 45-second animation for CNNi as part of their "Visionaries 2020" project, broadcast worldwide on 14 March, and then to appear on the CNNi (Cable News Network International) website for several months.
- Also in the Faculty of Media and Communication, RedBalloon have set up and been helping to run a 3-week assessed teaching module for second year students from NHTV University in Breda, Netherlands. As part of the programme, students make a 20-minute live streamed TV programme. This has proven to be very successful and they are repeating it this year with more students signed up.
- Multimedia journalism student, Marcin Byszak, was shortlisted for and won the Professional Publishers Association [Most Promising Undergraduate Student award](#) for his third year magazine features project.
- As mentioned above, colleagues from the Faculty of Media and Communication have taken a group of BA Journalism Students to Pune in India as part of a staff and student exchange.

4.27 Global Talent Programme: At the beginning of February, the pilot Global Talent Programme (GTP) was launched. This HEA funded project is aimed at nurturing and developing talent in students by equipping them with the skills needed to work in a truly global way, crossing physical and cultural boundaries to deliver outstanding results. Spread across five core themes: Shaping Global Futures; Engaging Global Communities; Developing Global Practice; Delivering a Global Challenge Response; and Demonstrating Global Impact, a series of workshops/seminars with staff, SUBU and employers have been designed aimed to develop global mind-sets, heart-sets and skills-sets in students.

4.28 As of 13th April, a total of 187 students had engaged with the GTP pilot programme, with 165 having attended one or more sessions. A total of 56 (one third) had attended 50% or more of the sessions giving a mean average attendance of 52 students per session.

4.29 Engagement with regional employers and external organisations has also been extremely encouraging with six of the 11 sessions being delivered by or in partnership with employer representatives. These have included sessions with [Hays](#) (the world largest recruitment

firm), [Amuzo Games](#), [3 Sided Cube](#) and [Bournemouth and Poole Sustainable Food City Partnership](#).

- 4.30** Whilst the HEA part of the project formally concluded in April, the pilot will conclude in May and a full evaluation will then be undertaken in conjunction with staff and students. To date, the informal feedback received from students, staff and employers (who have been involved in the delivery of the workshops) has been very positive.
- 4.31** As a University, we offer students a variety of ways to engage in extra-curricular activities aimed at equipping them with work-ready skills and attributes sought by employers. Whilst there is a great deal of choice for students, institutionally there is an opportunity to articulate better the options available to them. In light of this, and following on from the February ULT Away Day, a cross-University group of academic and professional service staff are taking a refreshed look at our core extra-curriculum employability offer and how it might be re-framed so that it as appealing and relevant as possible to students, staff and employers.

Professional Practice = Global Traction

- 4.32** Key highlights in the last quarter from Faculties include:
- The Faculty of Media and Communication hosted a three and a half day visit from Montclair State University in April. Dr Christine Lemasianou, from Montclair State met with a large number of Faculty members, including the Executive Dean, the Associate Dean (Global Engagement), the Deputy Dean Education, the five department heads, and a number of programme leaders. Dr Lemasianou also had the chance to meet with the Partnership and International Development Manager, Dr Alastair Morrison, and members of the Mobility Team, as well as Associate Deans (Global Engagement) from other Faculties.
 - [Tsinghua University's State Key Laboratory of Tribology](#), Beijing, PR China, recently invited Dr [Zulfiqar Khan](#) to visit the University to participate in collaborative research and deliver guest lectures. His visit took place between 25 March and 9 April 2016 and was funded by Tsinghua University. Tsinghua University is ranked in the top two among well over 1,000 universities in China, it is ranked 49th in Times Higher Education and 25th in the World QS Ranking. Zulfiqar has developed significant research collaboration with Tsinghua University's State Key Laboratory of Tribology in the area of design for durability through nano coatings within complex interacting systems, incorporating corrosion for various industrial applications, including renewable energy. Key staff from Tsinghua University have plans to visit BU in the near future. More details can be found here: [research blog](#).
 - In the Faculty of Management, Dr Phil Long accepted an invitation from the Lao Government to collaborate on a World Travel Market project with the planning department within the Ministry of Culture, Information and Tourism. This is an exciting and important project as the UK Embassy is also on board to provide an official framework between UK Government and Lao Government, for UK HE institutions to cooperate with Laos.
 - In March, Michael O'Regan – also in the Faculty of Management - was invited to speak at a workshop called 'Advancing Green Growth in Peru'. During the trip he connected with 16 Peruvian academics. More information about the workshop can be found [here](#).
- 4.33 Hubs of Practice:** In January the call for proposals for the next two Hubs of Practice in China and India closed. As a result of this competitive process, two proposals were successfully selected and are being supported via the Fusion Investment Fund (FIF), in addition to the ASEAN Hub, as follows:
- **ASEAN Hub, Malaysia:** Principal Investigator, Clive Allen (Faculty of Management)
 - **Connect India:** Principal Investigator, Dr Chindu Sreedharan (Faculty of Media and Communications).
 - **China Innovation Hub:** Principal Investigator, Dr Lucy Lu (Faculty of Management)
- 4.34** These Hubs of Practice are a key part of BU's Global Engagement (GE) Plan and will be instrumental in driving forward the vision for a Global BU as we expand our intellectual capital regionally, nationally and internationally. A soft launch of Connect India was hosted in New

Delhi on the 27th April (see the Storify of the event [here](#)) and further details about each of the Hubs of Practice will be added to our webpages in the coming months. More detail on the Hubs of Practice is available on the [intranet](#) and [internet](#). In the next period, discussions with the GE Team will continue to ensure there is effective and appropriate coordination and communication of all Hub related activities to ensure the ongoing delivery of the GE Plan commitments.

3 Enablers

People

- 4.35** The fourth and final Associate Dean (Global Engagement), Professor Guy Starkey, joined BU, in the Faculty of Media and Communication in March. To support the AD (GE)s, Faculty champions, known as Global Engagement Leads (GELs), are also in the process of being introduced. Role descriptions - approved by the UET and HR - have been developed and set out how the GELs will work with their Associate Dean (Global Engagement) to champion the Global BU vision and activity within their Faculties. It is planned that by the start of the 16/17 academic year, these positions will be in place formally across all four Faculties.
- 4.36** As of 1st April, three posts from Academic Services have transferred across to the Global Engagement Hub to support delivery of PI 7 and to allow for closer alignment of student mobility and international partnership development with other strands of GE activity. The posts transferred are:
- International Partnership Development Manager (Alastair Morrison)
 - Global Engagement Mobility Officer (Claire Taylor)
 - Student Mobility Administrator (Sarah Hopkins)
- 4.37** These roles will be part of a refreshed team responsible for global partnership development and student mobility. The team includes two Global Engagement Administrators (Nikki Harvey and Joanne Bownes) who directly support the Faculties, and a Global Engagement Mobility Manager (starting over the coming months).

Environment

- 4.38 Global Hub on campus** – The Global Hub has become increasingly utilised by staff across the University for meetings and events. During the last quarter there were around 55 bookings in the Global Hub, an increase of around a third since the last quarter. Meetings this quarter have included: the members of the Conflict Transformation Studies project who regularly use the Hub for their Fusion-funded project group meetings; the Faculty of Management Global Engagement Lead meetings; and skype calls with employers as part of Careers Week.
- 4.39 Integrated IT system** - IT colleagues are continuing to work on developing the requirements for an integrated IT system to manage all partnerships, mobility and Global Fusion activity, for effective relationship management, engagement monitoring and impact assessment.

Finance and Performance

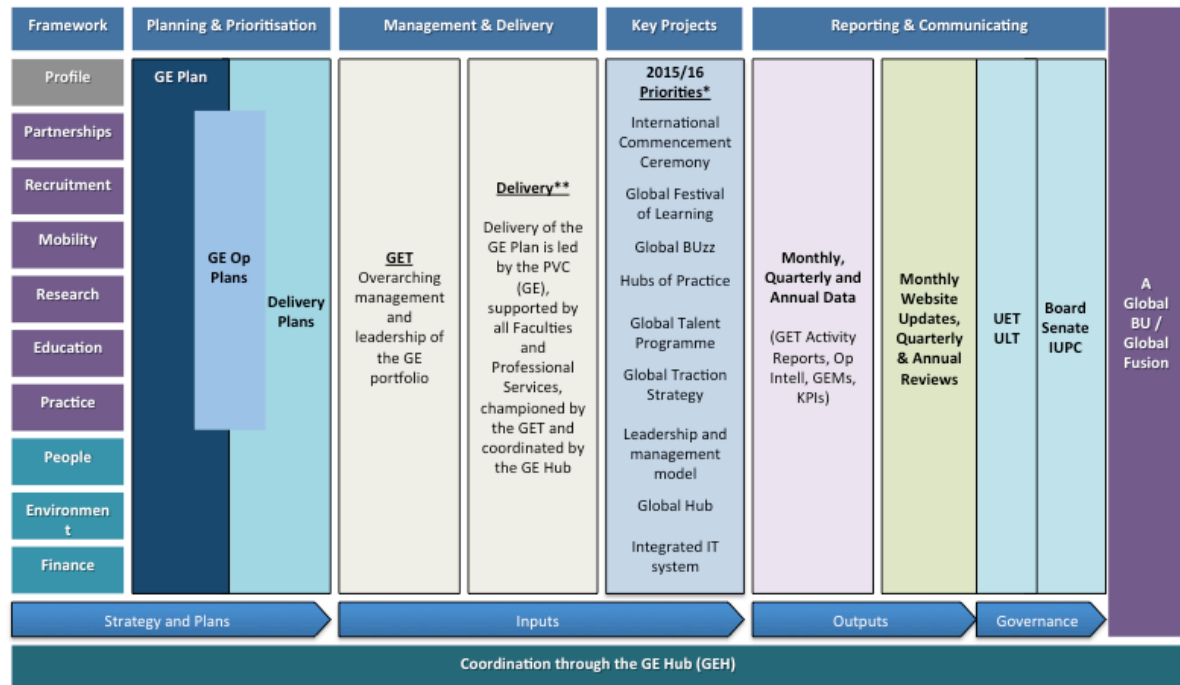
- 4.40 Risk Appetite** - In March, the Global Engagement Plan was run through the risk appetite framework (as defined by the Audit, Risk and Governance Committee), in a sandpit exercise with key stakeholders. The final report will be presented to the ARG Committee.

Operationalising Delivery of Global Engagement

The Global BU Operational Framework

- 5.1** Key to implementing the Global Engagement (GE) Plan 2015-2018 is to organise ourselves for sustainable delivery through a coherent and coordinated approach. The [GE Plan](#) describes the first phase of delivery to 2018. In addition to an annual refresh, the GE Plan will be strategically reviewed in 2017/18 in readiness for phase 2 (2018-2021) and phase 3 (2021-2025) of Global BU 2025 (in line with the development of BU 2025). An operational framework for delivery has been developed for the academic year 2015/16 which will be refreshed in July 2016 for the academic year 2016/17. This is to ensure a regularly refreshed yet increasingly embedded approach to implementing our Global BU 2025 ambitions through phase 1 and beyond.
- 5.2** The GE operational framework has four key elements: i) planning and prioritisation; ii) key projects and events; iii) management and delivery; and iv) reporting and communicating. An overview of the operational framework is summarised in Figure 1 (overleaf). More detail on each element is also provided below.
- 5.3 Planning and prioritisation** – A summary of the GE Plan 2015-2018 priorities are included in Appendix A and were shared with all staff in advance of this year's Delivery Planning round. Additionally, at the start of each academic year, three year [Operational Plans](#) and [GE Plan Priorities](#) are reviewed and refreshed. These in turn inform the [delivery planning](#) process held in March to May each year. The integration within the 2015/16 delivery planning round proved very effective and the specific guidance provided on GE priorities was well received. Moving forward, there are clear benefits from continual dialogue throughout the year to maximise integration and synergies between GE and delivery planning.
- 5.4 Management and delivery** - Led by the PVC (Global Engagement), the Global Engagement Hub is the coordinating vehicle for operationalising and coordinating a cohesive approach to delivering the GE Plan, and the cross-institutional matrix – the Global Engagement Team - provides management and oversight of the portfolio.
- 5.5 Key projects and events** - Although delivery of the GE Plan is collaboratively owned and shared across Faculties and Professional Services, there are a series of key pilot/in development projects that are cross-institutional. For the first few years of delivery of the GE Plan these are therefore led and coordinated by the GE Hub until they are fully embedded into business as usual. For each project, where applicable, the terms of reference, work schedules, agenda and meeting notes are shared on the i-drive.
- 5.6 Reporting and communicating** - Both the GE Plan and the supporting Operational Plans are reviewed each academic year through the annual GE update cycle that was endorsed by UET in August 2015. A number of mechanisms are in place for communicating this performance and activity – both more formally through UET, ULT and Senate via Quarterly Updates, and informally to internal and external stakeholders through the monthly PVC website updates, and VC updates.

Figure 1: Overview of the Global BU Operational Framework



* These do not include all GE activities but a selection of the key priorities for 2015/16
**Future delivery mechanisms will also include Global Engagement Leads etc.

5.7 The operational framework described here translates into a workflow for activity supporting delivery of the GE Plan. The different elements of this workflow feed into an annual calendar setting out specific dates for all GE activity required to support delivery of the GE Plan. This is produced annually by the Executive Officer to the PVC (GE) and the events calendar for 15/16 activities can be found [here](#).

5.8 Throughout the development of the GE Plan, there has been positive engagement from colleagues across the institution in defining and consolidating a cohesive approach to delivering a Global BU. Ongoing engagement with staff regarding the delivery of a Global BU will remain a priority as we further expand and enrich this footprint for global impact.

6 Looking ahead: Key Priorities Next Quarter

6.1 A focus for the final quarter of this academic year will be to draw together the GE operational plans and Faculty and Professional Service Delivery Plans in readiness for 16/17 GE delivery. There will also continue to be a number of key projects/activities that the Global Engagement Hub will be working with colleagues across the University to deliver including:

- The final Global BUzz event of the current academic year will be **Global BUzz ASEAN on 11th May**. We will again be providing a showcase of staff research as well hearing about the experiences of those students from the ASEAN region studying here at BU and those who have travelled to the region as part of their degree.
- The **Global Talent Programme** pilot formally concludes in May and preparations for wider rollout will take place. This will be informed by on-going discussions regarding the University's wider extra-curriculum employability offer.
- The launch of the **China Hub of Practice** in May and publication of further collateral on all three Hubs in June.
- The **Global Festival of Learning** in June.
- The **Annual Global Engagement Update** in July.

- 6.2** This report continues to be part of a series of regular communications sharing progress on delivery of the Global Engagement Plan. For ease, colleagues can find these [Quarterly Updates](#) on the intranet. There are also a number of other mechanisms through which we seek to keep colleagues and stakeholders informed and engaged with Global BU, including: monthly updates which are posted on the [Global BU website](#); and regular commentary on global HE and policy through our [Global BUzz](#). If you have any questions or want to find out more contact the Global Engagement Hub: either email globalbu@bournemouth.ac.uk or drop in to the Global Hub on Talbot Campus.

Dr Sonal Minocha

April 2016

Appendix A: GE Plan 2015-2018 Key Priorities

Global Engagement Plan – Key Priorities – 2015/16			
Objective	Milestones	Key Deliverables	Lead / Supporters
Global Profile and Reputation Enhancement – Global Fusion	Target for PI22 by 2018/19 is 60% (2014/15 performance is 25%).	ICC 2016; Global Fol; BUZZ events; positive media coverage; social media/website presence; Global Ambassador scheme; GE publications	Lead - PVC (GE), Supported by GE Hub and M&C
Collaborative Partnerships – We will build a strong portfolio of innovative partnerships by becoming a partner of choice	1 key strategic partnership launched (PI40)	Streamlined approvals process; establish at least one corporately led partnership with income generating potential.	Lead – Partnerships Team (development); Faculties, AS and LS (Delivery)
Recruitment – We will grow, diversify and integrate our on campus overseas students	KPI3 - 13% of non-UK student population on campus	Enhanced experiential marketing; diverse recruitment channels; stakeholder engagement to support sponsored student opportunities.	Lead - M&C (IMRST)
Mobility – We will enrich our (staff and) student experience through a range of outward and inward mobility programmes	PI7 – 3%-5% of all students undertaking an international activity	Link staff/student activities; resolve accommodation barriers; targeted mobility programmes; annual mobility festival; establish mobility mgt IT system	Lead – Mobility Team, supported by Faculties, Student Services
Education and Student Experience – We will develop all our students as global talent through our curricular and extra-curricular proposition	82% non-UK leavers in employment or study (PI39)	Global Talent Programme; pre-arrival/induction prog for international students including ICC 2016; mobility promotion/support in Faculties	Lead – Faculties, supported by SS and AS
Research – We will innovate our practice in taking fusion global in partnership with global organisations and global alumni	PI5 – 0.5 international conference per academic FTE	Establish at least one hub of practice; PHD scholarship programme enhancements; implement institutional development plan for Fusion.	Lead – Faculties, RI's supported by GS and RKEO
Professional Practice – We will innovate our practice in taking Fusion global in partnership with global organisations and global alumni	1 Hub of Practice	Develop global traction strategy; establish 1 Hub of Practice; establish global alumni/ambassadorial scheme.	Lead – Faculties, supported by Alumni & GE Hub
People – We will invest in the internationalisation of all our staff and create an integrative Global Engagement Team	N/A in first year	Guest lecturer programme; PPD support to all international staff; provide internationalisation opportunities for all staff	Lead - HR&OD
Environment – We will deliver a global academic footprint on and beyond our campus through a hub based approach	50% of global activity across the institution recorded centrally	An integrated IT system to manage all GE activity; International signage/ identifiers across campus	Lead – Estates; IT
Finance and Performance – We will develop an integrated financial and qualitative performance metric to manage and measure our global impact.	A self-sustaining Global BU model from 2018/19	A refreshed set of GE impact measures; a three year investment model developed covering all Global BU investment	Lead - Finance and Performance

Global Engagement Plan – Key Priorities – 2016/17			
Objective	Milestones	Key Deliverables	Lead / Supporters
Global Profile and Reputation Enhancement – Global Fusion	Target for PI22 by 2018/19 is 60% (2014/15 performance is 25%).	A targeted region/country specific proposition (e.g. establish country groups, GE champions).	Lead - PVC (GE), Supported by GE Hub and M&C
Collaborative Partnerships – We will build a strong portfolio of innovative partnerships by becoming a partner of choice	2 key strategic corporately led partnerships (PI40)	Identify UK/country specific funding; develop academic/recruitment partnerships. Establish 2 corporately led partnerships generating income.	Lead – Partnerships Team (development); Faculties, AS and LS (Delivery)
Recruitment – We will grow, diversity and integrate our on campus overseas students	KPI3 - 14% of non-UK student population on campus	More certain pipeline of recruitment through procedural scrutiny of admissions procedures and performance management / review of agents.	Lead - M&C (IMRST)
Mobility – We will enrich our (staff and) student experience through a range of outward and inward mobility programmes	PI7 – 10% of all students undertaking an international activity	Language proposition; promote BU as incoming study destination outside EU; promotion for prospective students; student support seeking funding.	Lead – Mobility Team, supported by Faculties, Student Services
Education and Student Experience – We will develop all our students as global talent through our curricular and extra-curricular proposition	83% non-UK leavers in employment or study (PI39)	Global Talent Programme, Activities to support home/international student integration; seamless international student journey; collaborative provision.	Lead – Faculties, supported by SS and AS
Research – We will innovate our practice in taking fusion global in partnership with global organisations and global alumni	PI5 – 0.7 international conference per academic FTE	Global Thinking proposition (to possibly include research centre). Support staff in securing international grants.	Lead – Faculties, RI's supported by GS and RKEO
Professional Practice – We will innovate our practice in taking Fusion global in partnership with global organisations and global alumni	2 Hubs of Practice	Implementation of global traction strategy. Enhance our offer to global alumni; establish at least 2 Hubs with a clear income generation model.	Lead – Faculties, supported by Alumni & GE Hub
People – We will invest in the internationalisation of all our staff and create an integrative Global Engagement Team	20% of all staff that participate in an international activity	Embed global across all recruitment and retention processes; continue to invest in diversity of staff profile.	Lead - HR&OD
Environment – We will deliver a global academic footprint on and beyond our campus through a hub based approach	75% of global activity across the institution recorded centrally	A GE identifier/prototype to signify zones/projects/spaces across the campus; full rollout of an integrated IT system to capture GE activity.	Lead – Estates; IT
Finance and Performance – We will develop an integrated financial and qualitative performance metric to manage and measure our global impact.	A self-sustaining global BU model from 2018/19	An operationally functioning BU-wide GE investment model, with robust monitoring / measurement systems/processes in place.	Lead - Finance and Performance

Global Engagement Plan – Key Priorities – 2017/18			
Objective	Milestones	Key Deliverables	Lead / Supporters
Global Profile and Reputation Enhancement – Global Fusion	Target for PI22 by 2018/19 is 60% (2014/15 performance is 25%).	External recognition and impact through awards and improvements in league table rankings	Lead - PVC (GE), Supported by GE Hub and M&C
Collaborative Partnerships – We will build a strong portfolio of innovative partnerships by becoming a partner of choice	4 key strategic corporately led partnerships (PI40)	Clear in-country presence and profile in key regions supported by 4 corporately led partnerships.	Lead – Partnerships Team (development); Faculties, AS and LS (Delivery)
Recruitment – We will grow, diversity and integrate our on campus overseas students	KPI3 - 16% of non-UK student population on campus	Reduce reliance on the open market model; key recruitment/recognition relationships established in key regions.	Lead - M&C (IMRST)
Mobility – We will enrich our (staff and) student experience through a range of outward and inward mobility programmes	PI7 – 20% of all students undertaking an international activity	A credible mobility programme with potential for international recognition.	Lead – Mobility Team, supported by Faculties, Student Services
Education and Student Experience – We will develop all our students as global talent through our curricular and extra-curricular proposition	84% non-UK leavers in employment or study (PI39)	A comprehensive Global Talent Programme available to all students.	Lead – Faculties, supported by SS and AS
Research – We will innovate our practice in taking fusion global in partnership with global organisations and global alumni	PI5 – 0.8 international conference per academic FTE	Enhanced thought leadership profile/impact through delivery of our Global Thinking proposition (e.g. Research Centre; Global Cities research programme).	Lead – Faculties, RI's, supported by GS and RKEO
Professional Practice – We will innovate our practice in taking Fusion global in partnership with global organisations and global alumni	3 Hubs of Practice	Global Traction through policy impact through at least 3 hubs of practice; international corporate training programmes.	Lead – Faculties, supported by Alumni & GE Hub
People – We will invest in the internationalisation of all our staff and create an integrative Global Engagement Team	30% of all staff that participate in an international activity	Facilitate specific international experiences for PS staff; ensure opportunities for all staff to get recognition and reward for Global BU activities.	Lead - HR&OD
Environment – We will deliver a global academic footprint on and beyond our campus through a hub based approach	90% of global activity across the institution recorded centrally	The majority of global activity is captured centrally and robust MI is available with minimum resource impact on staff/students. A Global Campus.	Lead – Estates; IT
Finance and Performance – We will develop an integrated financial and qualitative performance metric to manage and measure our global impact.	A self-sustaining global BU model from 2018/19	A robust framework and budgetary Global BU model for corporate oversight of global investment, activity and outputs/outcomes.	Lead - Finance and Performance



Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	Review of <i>6M – Misconduct in Academic Research: Policy and Procedure</i> (Proposed new title <i>6M - Research Misconduct: Policy and Procedure</i>)
Paper Number	SEN-1516-60
Paper Contact	Netta Silvennoinen
Purpose & Summary	<p>This paper summarises the outcome of a review of the principles and processes the University applies to investigations of staff and student research misconduct as outlined in the current <i>6M – Misconduct in Academic Research: Policy and Procedure</i> (proposed new title <i>Research Misconduct</i>). The review was carried out by a cross-University working group in conjunction with UCU.</p> <p>ASC considered the proposals in May 2016 when Members supported the recommended policy changes and gave in principle approval for the new procedure. ASC also supported the proposed updates to <i>6A - Standard Assessment Regulations</i> and noted the proposed changes to <i>8B – Research Ethics Code of Practice</i> to align these with the revised ARPP 6M.</p> <p>The enclosed paper outlines the recommended changes to the current policy and summarises the procedural changes. An annotated copy of ARPP 6M is enclosed in Appendix A. Appendices B and C show the proposed updates to ARPPs 6A and 8B.</p>
Decision Required of the Committee	<ol style="list-style-type: none"> 1) To approve the recommended policy changes to <i>6M – Misconduct in Academic Research: Policy and Procedure</i> as appropriate. 2) To approve the recommended minor changes to <i>6A - Standard Assessment Regulations (Taught Programmes and Research Awards)</i>. 3) To note the procedural changes to <i>6M – Research Misconduct: Policy and Procedure</i>. 4) To note the changes to <i>8B – Research Ethics Code of Practice</i> (RKEO to report to UREC).
Implications, impacts or risks	<p>Subject to Senate approval, the changes will be effective from 2016-17 and will need to be communicated to all staff, applicants, new entrants and continuation students taking account of the CMA requirements.</p> <p>The proposals are intended to further enhance the current processes for dealing with alleged cases of research misconduct as part of a wider policy framework that supports the integrity of research at BU.</p>
Confidentiality	None

Academic Services Educational Development and Quality

Review of 6M – Misconduct in Academic Research: Policy and Procedure (Proposed new title 6M - Research Misconduct: Policy and Procedure)

1 Background and process

- 1.1 This paper summarises the outcome of a review of the principles and processes the University applies to investigations of staff and student research misconduct as outlined in *6M – Misconduct in Academic Research: Policy and Procedure* (proposed new title *Research Misconduct*). The review was carried out by a cross-University working party and University and College Union (UCU) (see Section 3 for BU contributors). The fully revised policy and procedure reflects feedback received and supports the commitments set out in *The Concordat to Support Research Integrity* (UUK, July 2012).
- 1.2 ASC considered the proposals in May 2016 when Members supported the recommended policy changes and gave in principle approval for the new procedure. The key changes are summarised in Section 2 below. The current approved version of ARPP 6M is available [here](#). ASC also supported the proposed updates to *6A - Standard Assessment Regulations* (Appendix B) and noted the proposed changes to *8B – Research Ethics Code of Practice* (Appendix C) to align these documents with the revised ARPP 6M.
- 1.3 Members of Senate are now asked to consider the proposals and:
- i. To approve the recommended policy changes to *6M – Misconduct in Academic Research: Policy and Procedure* as appropriate.
 - ii. To approve the recommended minor changes to *6A - Standard Assessment Regulations (Taught Programmes and Research Awards)*.
 - iii. To note the procedural changes to *6M – Research Misconduct: Policy and Procedure*.
 - iv. To note the changes to *8B – Research Ethics Code of Practice* (RKEO to report to UREC).
- 1.4 If the proposals receive Senate approval, the changes will be implemented from September 2016 for all staff, continuation students and new entrants.

2 Summary of key changes

Recommended changes

- 2.1 The key changes recommended for Senate approval can be summarised as follows (see Appendices A and B for full details):
- i. ARPP 6M Section 4: New definitions of research misconduct, including two current definitions from *8B - Research Ethics Code of Practice* and associated updates to ARPP 8B in Appendix C;
 - ii. ARPP 6M Section 5: inclusion of nominated senior staff to provide confidential advice on research integrity; clarification regarding confidentiality; Respondent and Complainant rights; and the University's obligations under the Data Protection Act 1998;
 - iii. ARPP 6A Section 14 (taught awards) and Section 9 (research degrees): updates to the standard assessment regulations to include information regarding research misconduct.

Procedural changes approved by ASC

- 2.2 The key procedural changes approved by ASC include (see Appendix A for full details):
- i. New document title '6M - Research Misconduct: Policy and Procedure';
 - ii. Section 1: Expanded scope and purpose for clarity and transparency;
 - iii. Section 2: Revised key responsibilities to include Research Ethics Panel Chairs, EDQ, HR and RKEO roles;
 - iv. Section 3: Updated links to other BU documents;
 - v. Sections 6-8: a fully revised and more detailed investigation procedure to include transparent timescales, outcomes and role clarification throughout; a new procedural assessment (previously initial review); opportunity for respondent voice through a meeting during preliminary investigation; respondent access to the evidence base early on in the process; changes to the investigating team composition including Students' Union membership for student respondents; clarified representation process; clearer process for managing assessment penalties for student respondents and associated updates to *6A – Standard Assessment Regulations* in Appendix B; and notification of external organisations of the investigation/its outcome;
 - vi. Section 9: revised appeals procedure including details of proceedings; and transparent outcomes and timescales throughout;
 - vii. Section 10: new records maintenance and annual monitoring processes added in line with internal and external requirements.

2.3 **Other updates include**

- viii. Section 11: revised links to external information and examples of research misconduct to be added to the Research Ethics Toolkit;
- ix. Alignment with standard wording in other staff policies throughout;
- x. Sub-headings, re-ordering and updating of information throughout the document.

- 2.4 Subject to Senate approval of the policy changes listed in 2.1 above and detailed in Appendices A, B and C, the following actions are required:

ACTION: EDQ to coordinate communications to inform staff, continuation students and new entrants of the changes for 2016-17.

ACTION: RKEO to report to UREC the proposed updates to [8B – Research Ethics Code of Practice](#) as part of the current review of ARPP 8B.

ACTION: RKEO to develop examples of research misconduct for inclusion in the [Research Toolkit](#) for students and staff for 2016-17 academic year.

ACTION: Graduate School to update the *Visiting Student Researcher Form* to state that they are bound by the principles outlined in ARPP 6M.

3 BU Contributors/Reviewers

- 3.1 The following staff have contributed to this document: Sarah Bell (Research & Knowledge Exchange Office), Tim Brodie (Legal Services), Karen Fentem (Human Resources), Sally Gregson (Human Resources), Prof Vanora Hundley (Faculty of Health and Social Care), Prof Tim McIntyre-Bhatty (OVC), Prof Stephen Page (Faculty of Management), Eva Papadopoulou (Research & Knowledge Exchange Office), Netta Silvennoinen (EDQ), Catherine Symonds (EDQ), Dr Julia Taylor (Graduate School).

Netta Silvennoinen
Educational Development and Quality
May 2016

Appendix A

6M - Research Misconduct: Policy and Procedure



Owner: Educational Development and Quality
 Version number: 7.0
 Effective date: tbc (Academic Year 2016-17)
 Date of last review: May 2016

This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.

6M – Research Misconduct: Policy and Procedure

Comment [NS1]: Proposed new title 'Research Misconduct' to align with 8B – Research Ethics Code of Practice (scope is wider than the current title 'Misconduct in Academic Research' suggests).

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1. SCOPE AND PURPOSE

- 1.1 This policy and procedure applies to all Bournemouth University (BU) staff and postgraduate research students undertaking research under the auspices of the University. It also applies to undergraduate and postgraduate taught students in relation to suspected cases of a serious breach of research ethics¹. Visiting students and staff, and honorary members of staff, are bound by the same University rules surrounding research and ethical conduct as BU staff and students.
- 1.2 The University is committed to maintaining the integrity and probity of research. To this end, the University regards it as a fundamental principle that the conduct of research and the dissemination of the results of research must be truthful and fair and that all research must be undertaken to the highest ethical standards. Whilst honest errors and differences in, for example, research methodology and interpretations are not examples of research misconduct, academics are expected to maintain their knowledge and awareness of relevant internal and external requirements (see Section 11 for further information).

Comment [NS2]: Clarifies scope of procedure in relation to visiting students and staff.

Comment [NS3]: Clarification re what is not research misconduct included upfront.

¹ NB Other suspected cases of an academic offence which involve undergraduate or postgraduate taught students normally fall within the scope of 6H – Academic Offences: Policy and Procedure for Taught Awards or may be, in some instances, referred to 11K – Student Disciplinary: Procedure. Where suspected cases involve a serious breach of research ethics and an academic offence, 6.2 will apply.

Appendix A

6M - Research Misconduct: Policy and Procedure

1.3 This document sets out a framework for the investigation of research misconduct. It includes a process for seeking initial advice in relation to concerns about research integrity and outlines a procedure for the investigation of formal allegations of research misconduct. It also details the process to be followed in an appeal against a research misconduct decision. Allegations of misconduct that are unrelated to the research process do not fall within the scope of this policy and procedure but may be investigated under the University's disciplinary procedures for staff or students. Disciplinary procedures may be invoked where an allegation of research misconduct has been upheld/partially upheld in accordance with this procedure. Additionally, failure by staff or students to respect the parties' confidentiality under this policy and procedure may be referred for consideration under the relevant student or staff disciplinary procedure.

Comment [NS4]: Reference to seeking advice added here and sections 5.2-5.3 below to allow for confidential advice on research integrity prior to making a formal allegation.

Comment [NS5]: Clarification regarding the link between this and other procedures upfront.

Comment [NS6]: Added emphasis on confidentiality throughout due to the number of people potentially involved in a formal investigation/advising on concerns about research integrity.

2. KEY RESPONSIBILITIES

2.1 **Senate:** approves new policies and/or amendments to existing policies.

2.2 **Academic Standards Committee (ASC):** approves new and revised procedures as necessary.

2.3 **Research Ethics Panel Chairs:** provide confidential advice on concerns relating to research integrity to help establish whether they should be reported for investigation under this policy and procedure.

Comment [NS7]: New role as per comment against section 1.3 above.

2.4 **Deputy Vice Chancellor (DVC):** has overall responsibility for the policy and procedure and its implementation when a formal allegation of research misconduct against a member of the University is received. The responsibilities are detailed in section 6.

Comment [NS8]: Amended to reflect procedural changes.

2.5 **Educational Development and Quality (EDQ):** maintains this policy and procedure on behalf of the DVC. EDQ coordinates the appeals stage of the procedure and keeps a record of all investigated allegations against students and provides information for the University's annual statement on research integrity².

2.6 **Human Resources (HR):** provides advice as required on other procedural matters relating to staff. HR keeps a record of all investigated allegations against staff and provides information for the University's annual statement on research integrity³.

Comment [NS9]: Proposed that EDQ and HR jointly maintain records on behalf of the DVC and provide information for the University's annual statement on research integrity (will be prepared by RKEO in line with the *UUK Concordat to Support Research Integrity*).

2.7 **Research and Knowledge Exchange Office:** prepares the University's annual statement on research integrity which includes a section on research misconduct.

3. LINKS TO OTHER BU DOCUMENTS

3.1 Other internal documents which may have relevance to this one include:

- 6H - Academic Offences: Policy and Procedure for Taught Awards
- 8A – Code of Practice for Research Degrees
- 8B – Research Ethics Code of Practice: Policy and Procedure
- Code of Good Research Practice
- 11A - Academic Appeals: Policy and Procedure for Taught Awards
- 11C – Academic Appeals: Policy and Procedure for Research Awards
- 11K - Student Disciplinary: Procedure
- 11L – Third Party Involvement: Procedure
- Dignity and Respect (Harassment) Policy and Procedures
- Staff Disciplinary Procedure

Comment [NS10]: NOTE: Section updated in line with the proposed changes to 6M and to reflect the current range of University policies and procedures.

² See Section 10 for details.

³ See Section 10 for details.

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- Staff Grievance Procedure
- Staff Suspension Procedure
- "Whistleblowing" (Disclosure in the Public Interest) Policy and Procedures
- Conflicts of Interest Policy and Procedures
- Data Protection Policy
- Intellectual Property Policy and Procedures
- Investigation Procedure⁴

Policy

4. DEFINITIONS

4.1 'Research' is defined here in the broadest sense of this definition and to include all 'knowledge exchange' activity (innovation).

4.2 'Research ethics' are the moral principles guiding the planning and conduct of research, the publication of outcomes and post-project care and/or disposal of records or materials⁵.

Comment [NS11]: Definition of Research Ethics included here from ARPP 8B for transparency.

4.3 'Research misconduct' is taken to include in particular (but is not limited to):

- i. **piracy:** the deliberate exploitation of ideas from others without proper acknowledgement;
- ii. **plagiarism:** the copying or misappropriation of ideas (or their expression), text, software or data (or some combination thereof) without permission and due acknowledgement;
- iii. **misrepresentation:** the deliberate attempt to represent falsely or unfairly the ideas or work of others, whether or not for personal gain or enhancement;
- iv. **academic fraud:** deliberate deception which includes the invention or fabrication of data and/or experimentation;
- v. **improprieties of authorship:** including improper inclusion or exclusion of individuals as authors; misrepresentation or duplication of substantially similar material that has previously been the focus of one's own published research findings without due referencing;
- vi. **non-compliance of research governance:** failure to comply with appropriate internal and external requirements such as regulatory, financial, legal and/or ethical approval;
- vii. **serious breach of research ethics** as defined in 8B – *Research Ethics Code of Practice* and where not dealt with through student/staff disciplinary or other University procedure;
- viii. **facilitating misconduct in research:** deliberate concealment of research misconduct by others or collusion in such research;
- ix. **inciting others to commit research misconduct;** deliberate encouragement of others to conduct research in an untruthful or unfair manner;
- x. **improper dealing with allegations of research misconduct:** failing to address possible infringements such as attempts to cover up research misconduct and reprisals against whistleblowers.

Comment [NS12]: Proposed new definition.

Comment [NS13]: Proposed new definition from BU's Good Code of Research Practice (Integrity) to cover failure to follow financial/or legal approval.

Comment [NS14]: Propose that two of the current definitions in ARPP 8B fit better here than under 'breaches of ethics'.

Comment [NS15]: Proposed new definition in line with the *UUK Concordat to Support Research Integrity*.

4.4 Throughout this document the term 'Complainant' refers to the person(s) making a formal written allegation of research misconduct and the term 'Respondent' refers to the person(s) against whom the allegation is made.

⁴ In development

⁵ See 8B – *Research Ethics Code of Practice* for more details.

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5. PRINCIPLES

5.1 Research integrity

5.1.1 All members of the University are under a general obligation to preserve and protect the integrity and probity of research. In particular, if they have good reason to suspect any research misconduct, they should report their suspicions in accordance with the terms of this policy and procedure. Any other person making a formal allegation should bear in mind that any allegation is serious and could have major implications for the reputation of a student or a member of staff. In extreme cases, journals may refer cases of severe research misconduct, including plagiarism or breaches of research ethics, to Universities and increasingly use anti-plagiarism software to detect research misconduct.

5.1.2 The University is committed to ensuring that all allegations of research misconduct are investigated as fully, fairly and expeditiously as possible. In keeping with its "Whistleblowing" (Disclosure in the Public Interest) Policy and Procedures, the University also lays emphasis on principles of confidentiality, fairness and no-detriment. In particular the University seeks to ensure that anybody making an allegation of research misconduct, in good faith, suffers no detriment as a result of having made the allegation.

5.2 Advice on concerns about research integrity

5.2.1 The University's Research Ethics Panel Chairs can provide confidential advice to students and staff on concerns relating to research integrity to help establish whether they should be reported for investigation under this policy and procedure. Students and staff may also discuss any concerns initially with an intermediary such as the Graduate School Academic Manager or the relevant Deputy Dean for Research and Professional Practice. Those advising students and staff on concerns about research integrity are obliged to respect the confidentiality of the parties as outlined in section 1.3 above.

Comment [NS16]: Proposed new section on advice re research integrity to make advice more accessible and in line with the UUK Concordat to Support Research Integrity.

Comment [NS17]: Added to address concerns around confidentiality.

5.3 Making a formal allegation

5.3.1 Any formal allegation(s) of research misconduct shall be made in writing to the DVC. The Complainant, who need not be a member of the University, shall be required to provide written evidence in support of the allegation(s).

5.3.2 The relevant staff or student disciplinary procedure may be invoked where any member of the University is found to have made a malicious or vexatious false allegation.

Comment [NS18]: Clarified that this only applies to BU staff/students and moved here (previously under the next section, 'no detriment').

5.4 No Detriment

5.4.1 The principle of no detriment shall apply to the investigation of allegations. This means that the University will take reasonable measures to try to ensure that neither the Complainant nor the Respondent suffer a detriment solely as a result of the allegations having been made. This includes endeavouring to ensure that:

- i. the Complainant is not victimised having made the allegation⁶;
- ii. the Respondent(s) and any associated research project(s) shall not suffer any loss of reputation, funding, visa, or other loss, unless and until the allegation in question is upheld/partially upheld (but please see paragraph 5.5.2 below).

Comment [NS19]: New for cases where others' work may be implicated due to an allegation made.

5.4.2 Should the Complainant or Respondent(s) be concerned that they will suffer detriment as a result of an investigation they should raise this with the DVC in writing giving reasons for their concerns which will be responded to.

Comment [NS20]: Propose that the Respondent or Complainant may write to the DVC if they feel that they could suffer detriment.

5.5 Confidentiality and Data Protection

Comment [NS21]: This section has been expanded to clearly outline the University's obligations under Data Protection and clarified throughout.

⁶ See Dignity and Respect (Harassment) Policy and Procedures.

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5.5.1 So far as is practicable, the investigation of any formal allegation shall be carried out in accordance with principles of confidentiality and the Data Protection Act 1998. This means in particular that:

- i. The Complainant may request that their complaint is processed anonymously. The University will assess whether it is possible to do so provided that this is consistent with effective investigation (it may not be possible to provide complete anonymity under all circumstances; such circumstances will be discussed with the Complainant at the earliest opportunity);
- ii. the University shall take reasonable measures to ensure that neither the identity of the Complainant nor the identity of the Respondent is made known to any third party not involved in an investigation except as may be deemed necessary for the purposes of:
 - a) carrying out a full and fair investigation;
 - b) further action to be taken in respect of an individual against whom an allegation has been upheld;
 - c) further action taken in respect of a member of staff or student who is found to have made a malicious or vexatious allegation (see section 5.3.2 above);
 - d) collating evidence of witnesses;
 - e) seeking legal advice;
 - f) involving or notifying other organisations as per section 5.5.2 below;
 - g) notifying any individual or organisation (see section 8.5.4).
- iii. the University shall take reasonable measures to ensure that any investigation is conducted in a manner such that it is kept confidential to those with a legitimate and necessary reason to be kept informed. As a general rule, a Complainant will only be kept informed of the progress of an investigation in circumstances where they have a legitimate personal interest in the subject matter of the complaint (e.g. co-authorship). This will be determined as part of the Procedural Assessment (see Section 6 below). Where such an interest exists, then the Complainant will normally be kept informed of the progress of their allegation and the outcome of any investigation. Where no such interest exists, the Complainant will not normally be kept informed beyond the fact that their allegation is acknowledged and is being dealt with by the University.

Comment [NS22]: Revised in line with BU's Whistleblowing Policy to say that the Complainant may request anonymity but this cannot be guaranteed.

Comment [NS23]: Propose that taken out of ARPP 8B where malicious/vexatious allegations were listed as serious breaches of ethics.

Comment [NS24]: Clarifies when the Complainant may be kept informed of proceedings under this policy and procedure.

5.5.2 Depending on the nature of the allegation it may be necessary for the DVC to involve or notify other organisations that have a legitimate interest in the investigation at any point in order to comply with the requirements of funding bodies, professional, statutory and regulatory bodies and/or legal authorities, for instance in order to meet the requirements of match funded studentships or where external licencing arrangements are in place. Any external investigation led by such authority may need to take precedence over this procedure before an investigating team is appointed in line with this policy and procedure.

Comment [NS25]: Makes it explicit that the University may be required to provide information e.g. to funding/professional bodies early on during the investigation and that an external investigation may need to take precedence before an investigating team is appointed in line with ARPP 6M.

5.5.3 Where possible, any disclosure to a third party of the identity of the Complainant or the Respondent shall be on the basis that the third party is obliged to respect the confidentiality of the information so disclosed.

5.5.4 The Complainant, the Respondent, any witness or other parties to a case must not make any statements about the case, whether orally or in writing, to any third party (other than the person accompanying them, trusted advisers and other support bodies including Trade Unions, Occupational Health or other medical advisers and family members) whilst the allegation in question is being investigated, an investigation outcome has been challenged in an appeal, or is subject to disciplinary proceedings. Ongoing confidentiality of all information and proceedings should be respected, as far as is possible, where there is no case to answer or minor infractions have been found. Where an allegation is upheld or partially upheld, person/bodies with a legitimate interest in the outcome will be notified in accordance with section 8.5.

Comment [NS26]: NOTE: Expanded to reflect what statements may need to be made by the parties during the investigation.

Comment [NS27]: Ongoing confidentiality emphasised.

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- 5.5.5 It is acknowledged that there may be occasions when a balance has to be struck between some of the principles enumerated above. For example, it may prove to be impracticable to undertake a thorough investigation without disclosing the identity of the Complainant to the Respondent or to a third party. Any such conflict shall be referred to the DVC for adjudication, on the basis that the overriding objective of any proceedings is to seek the truth.
- 5.5.6 The University will maintain appropriate confidential records of allegations and formal investigations as outlined in section 10.
- 5.6 **Suspension of staff/students**
- 5.6.1 If at any stage the matter to be investigated falls under the University's *Staff Suspension Procedure*, staff Respondent(s) may be immediately suspended from work on full pay whilst the investigation proceeds. Student Respondent(s) may be suspended from study in line with the principles outlined in *11K - Student Disciplinary: Procedure*. The terms of the suspension shall be notified in writing to the Respondent(s), including any impact on studentships and/or other funding arrangements.
- 5.7 **Suspension of research**
- 5.7.1 If at any stage the DVC determines that the research in question presents a real or perceived risk to the University, any individual or organisation (e.g. where an alleged breach of research ethics is under investigation), the DVC may stipulate that research must cease until the investigation is complete.

Comment [NS28]: See new section 10 on records retention.

Comment [NS29]: Reference to the relevant policies added. Reference to any potential terms of suspension added.

Comment [NS30]: : Clarifies suspension of research (as opposed to suspension of student/staff).

Procedure

6. ACKNOWLEDGEMENT AND PROCEDURAL ASSESSMENT

6.1 The DVC will acknowledge receipt of an allegation normally **within 5 working days**. In the absence of the DVC, an academic member of the University Executive Team will act on his/her behalf as outlined in this procedure.

The DVC will review the allegation at the earliest opportunity to determine whether it falls under the scope of the University's research misconduct procedure. Where appropriate, the DVC may consult with a senior academic, normally a member of the professoriate. Where an allegation falls under more than one University procedure, the DVC will determine the order in which issues are dealt with. Where an allegation is received against a member of staff who is studying towards a BU award, the DVC will determine whether they are a staff or student respondent under this procedure.

Comment [NS31]: Propose to include indicative timescales throughout.

Comment [NS32]: Propose that the initial review now becomes a procedural assessment following which a preliminary stage follows to establish whether the allegation falls within the scope of ARPP 6M.

Comment [NS33]: Clarified that these two things need to be determined on a case-by-case basis.

6.2 Where a suspected research misconduct case involves a serious breach of research ethics, the DVC may request that the Pro Vice Chancellor (Research and Innovation) or the Chair of the University Research Ethics Committee (UREC) carries out the investigation on his/her behalf.

6.3 Where the University receives an allegation against an individual who is not subject to the BU student or staff disciplinary procedures, the DVC reserves the right to refer the case to the appropriate organisation for investigation.

6.4 Consideration of alleged historic research misconduct will incorporate reference to the policies in place at the time an alleged research misconduct occurred but an initial procedural assessment and any investigation that may follow will be conducted in line with the current procedure.

Comment [NS34]: Procedural clarity regarding allegation of historic research misconduct.

7. RESEARCH MISCONDUCT: PRELIMINARY STAGE

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- 7.1 The DVC notifies the Respondent in writing of the full substance of the allegation against them and the procedure for investigation normally **within 5 working days** of concluding the procedural assessment. Where the allegation falls under this procedure, the DVC will ask the relevant Executive Dean of the Faculty/Head of Professional Service to carry out a preliminary stage investigation. The Respondent has the right to respond in writing **within 5 working days** and request a meeting. Any such meeting will not be in the nature of a formal hearing but is intended merely to assist the preliminary investigation.
- 7.2 The preliminary stage investigation will be concluded within a reasonable timescale, normally **within 20 working days**. The investigation will include a review of the written evidence provided by the Complainant and the Respondent, and, where appropriate, a meeting with the Respondent. Where appropriate, the Executive Dean/Head of Professional Service will request further information from both the Complainant and Respondent. The Executive Dean/Head of Professional Service will inform the DVC of the findings of the preliminary stage investigation in writing.
- 7.3 The preliminary stage investigation will have one of the following outcomes as determined by the DVC:
- i. there is **no case to answer** because the complaint is without substance;
 - ii. **minor infractions** have occurred which do not constitute research misconduct;
 - iii. there is **sufficient evidence** to indicate the possibility of research misconduct.
- 7.4 **Where the DVC finds there is no case to answer**, no case records will remain against the Respondent's student/staff file (see section 10).
- 7.5 **Where the DVC finds that minor infractions have occurred**, the Respondent will be invited to discuss the outcome with the Executive Dean/Head of Professional Service at the earliest possible opportunity. Appropriate recommendations and/or actions, including guidance and mentoring will be put in place to prevent recurrence.
- 7.6 **Where the DVC finds that there is sufficient evidence to indicate the possibility of research misconduct**, the procedure for the formal stage investigation will be invoked.
- 7.7 The Respondent will be informed of the preliminary stage outcome and the evidence base which informed the decision in writing normally **within 5 working days** following the Executive Dean/Head of Professional Service's report to the DVC. The Complainant may be informed as per 5.5 iii above.
- 8. RESEARCH MISCONDUCT: FORMAL STAGE**
- 8.1 Notification of Proceedings**
- 8.1.1 The Respondent shall be required to formally respond in writing (by post or email) to the allegation **within 10 working days** of the date of written notification from the DVC. If the nature of the allegation is such that this timeframe is considered insufficient, then a longer time period can be agreed with the DVC. Failure by the Respondent to respond will not be taken as grounds to postpone the investigation.
- 8.1.2 If the Respondent admits research misconduct then, at the discretion of the DVC, the investigation may be concluded. The DVC will determine whether the matter be dealt with as a disciplinary matter, and/or reported to the examiners if the person concerned is studying for an award and/or whether any other sanctions or actions are deemed appropriate (see 8.5.2 below).
- 8.2 Investigating Team**
- 8.2.1 The DVC shall appoint an Investigating Team of at least three persons of appropriate standing normally including one member of the Professoriate, to carry out the investigation.

Comment [NS35]: Emphasis added re full substance of the allegations.

Comment [NS36]: A proposal to add a meeting with the Respondent to the preliminary stage to give the Respondent a voice before formal investigation.

Comment [NS37]: Propose three potential outcomes from the preliminary stage for transparency, including 'minor infractions' in line with the *UUK Concordat to Support Research Integrity*.

Comment [NS38]: New as per outcomes in 7.3 above. (also see Section 10 for details re case records).

Comment [NS39]: New as per outcomes in 7.3 above.

Comment [NS40]: Evidence base for the decision is made known to the Respondent in order for them to respond fully under 8.1.1.

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The Investigating Team is appointed normally **within 20 working days of notification to proceed to the formal stage.**

- 8.2.2 At least one member of the Investigating Team shall be an academic specialist in the general subject area or sub-discipline area within which the misconduct is alleged to have taken place. If necessary, this member of the Investigating Team may be external to the University. For student respondents the Investigating Team will include a representative of the Students' Union. Where required, panel membership may also involve professional, statutory or regulatory representation.
- 8.2.3 The DVC shall appoint one of the members to chair the Investigating Team. The Chair will normally be a senior member of staff of professorial standing from outside the discipline in which the misconduct is alleged to have taken place. The DVC shall appoint an appropriate administrator to act as secretary to the Investigating Team. In addition, an HR representative may be appointed to advise the Investigating Team.
- 8.2.4 Members of the Investigating Team must declare any potential conflicts of interest **within 5 working days** of the appointment in line with the University's *Conflicts of Interest Policy and Procedure*. The Investigation Team is confirmed to the Respondent normally **within 10 working days** of their appointment. The Respondent has a further **5 working days** to raise objections regarding the appointments. The DVC will determine whether it will be necessary to revise any appointments.
- 8.3 **Investigative Procedure**
- 8.3.1 The purpose of the formal stage investigation is to determine whether research misconduct has taken place and the nature and extent of any such misconduct. The investigation will be carried out within a reasonable timescale.
- 8.3.2 The Investigating Team will interview the Respondent and, where appropriate, the Complainant. The Respondent will have the right to advice, support and representation as follows:
- i. **Staff Respondents:** At each stage of the procedure, individuals have the right if they wish, to be accompanied by a fellow member of staff or by an appropriate representative of an independent trade union (recognised or non-recognised) as defined in the Employment Relations Act 1999 or an official employed by a trade union. A trade union representative who is not an employed official, must have been reasonably certified by their union as being competent to accompany a worker. Individuals may not be accompanied by anyone acting as a legal representative at any stage of the procedure.
 - ii. **Student Respondents:** Students may be accompanied and supported at any stage in the procedure by a friend. The Research Misconduct Procedure is an internal procedure and is not intended to be a legal process. The University advises students to use the services of the SUBU Advice team who are independent from the University and have a full understanding of the University's processes and procedures. The University does not normally use legal representation in the handling of cases, and does not expect that students will need to do so either. The engagement of legal professionals by students is normally not permitted (see *11L – Third Party Involvement: Procedure* for further details).
- 8.3.3 During the course of the investigation, the Investigating Team may, at its discretion:
- i. interview any other person;
 - ii. require the Respondent and any other member(s) of the University to produce any relevant materials;
 - iii. seek evidence from other persons.
- 8.3.4 The Investigating Team will make all documentation available to the Respondent and, where appropriate, the Complainant, at least **15 working days** before any interview. The

Comment [NS41]: Reference to sub-discipline area added here to cover cases where general subject knowledge may not be enough. Additionally proposed that for student respondents the investigating team will include SUBU representation in line with other student policies and that PSRB representation may also be required in some cases.

Comment [NS42]: NOTE: Declaration of conflict of interests added to the formal process.

Comment [NS43]: Representation clauses for staff and students to align with the standard wording in other similar policies.

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Investigating Team must ensure that the Respondent, and where relevant the Complainant, have the right to present evidence and respond in writing in respect of material disclosed to them by the Investigation Team. Any such evidence must be submitted to the Investigating team at least **5 working days** in advance of the interview.

8.3.5 The Respondent, and where relevant the Complainant, will be sent a copy of their own interview notes approved by the Chair of the Investigation Team to confirm whether they are an accurate record of the meeting. These will be provided **within 5 working days** by the secretary.

8.4 Findings

8.4.1 The Investigating Team shall report in writing to the DVC **within 5 working days** of concluding the investigation, indicating whether or not it **upholds** the allegation, in whole or in part, and giving reasons for its decision. **The following outcomes are available to the Investigating team:**

- i. there is **no case to answer** because the complaint is without substance;
- ii. **minor infractions** have occurred which do not constitute research misconduct;
- iii. research misconduct is confirmed and the allegation is **upheld or partially upheld**.

8.4.2 **Where the Investigating Team determines there is no case to answer, or it is determined that minor infractions have occurred, 7.4-7.5 above shall apply.**

8.4.3 **Where research misconduct is confirmed and the allegation is upheld or partially upheld,** the Investigating Team will make such recommendations to the DVC that fall within this policy to address any research misconduct and any assessment penalties to be applied to student Respondents. For postgraduate research students, assessment penalties will be issued as outlined in Section 9 of *6A - Standard Assessment Regulations: Research Degrees*. Where these outcomes are not appropriate for the circumstance surrounding the offence, the Investigating Team may recommend an alternative outcome to the DVC. For students on taught programmes, any penalty will be in accordance with *6H – Academic Offences: Policy and Procedure for Taught Awards* (see Appendix 2, Table 2 – Tariff of Penalties).

8.4.4 The DVC shall determine whether any or all of the recommendations of the Investigating Team should be accepted and any further action to be taken in line with 8.5 below to preserve the academic integrity and reputation of the University.

8.5 Subsequent actions and notifications

8.5.1 The DVC shall notify the Investigating Team's findings and the University's subsequent decision to the Respondent, the Executive Dean/Head of Professional Service and other persons or bodies that may have a legitimate interest in the decision **normally within 10 days** of receipt of the Investigating Team's report. If the DVC decides not to implement part or all of the recommendation(s) of the Investigating Team, a written explanation will be provided to the Respondent.

8.5.2 If the Investigating Team has found the allegation to be **upheld or partially upheld**, the DVC shall determine whether or not to invoke the relevant University staff/student disciplinary procedure. **Where the Respondent is studying for an award of the University, the DVC will report any assessment penalty to the relevant examiners (either to a Postgraduate Research Examining Team or an Assessment Board for taught awards). The examiners will receive the penalty and determine the Respondent's results in accordance with the relevant assessment regulations.**

8.5.3 **If there is no case to answer or minor infractions have occurred,** the DVC shall take appropriate steps to preserve the good reputation of the Respondent(s) and any associated research project(s). If the case has received any publicity, the Respondent shall be offered the possibility of having an official statement released by the University to the Press and/or other relevant parties, including those individuals who co-operated with the investigation.

Comment [NS44]: Proposed investigation outcomes from the formal stage.

Comment [NS45]: : New in line with the proposed outcomes.

Comment [NS46]: Tariff of penalties for taught awards clarified here. There is no agreed tariff of penalties for PGRs but PGR regulations are likely to cover most cases. A clause re alternative outcomes in line with ARPP 6H for taught provision.

Also see proposed changes to summary paper Appendices B and C (standard assessment regulations) and section 8.5.2 below for further clarification.

Comment [NS47]: Assessment penalties have been clarified further. This requires a small amendment to the relevant sections of all assessment regulations as shown in the summary paper Appendices B and C (standard assessment regulations).

Also see 8.4.3 above for further clarification.

Comment [NS48]: Added here for completeness in line with proposed investigation outcomes

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8.5.4 The Complainant may be informed of the investigation outcome as per 5.5.1 iii above. In addition, the DVC will determine whether it is necessary to inform any of the following:

- i. Co-authors and or publishers;
- ii. Funding bodies or other institutions/organisations involved in the research;
- iii. Professional, statutory or regulatory bodies;
- iv. Legal authorities;
- v. Other third parties with a legitimate interest in the investigation outcome;
- vi. Any other third party as necessary.

Comment [NS49]: : Clarified that other parties may need to be advised of the outcome.

9. THE RESPONDENT'S RIGHT OF APPEAL

9.1 Should the Respondent believe that there are grounds to appeal the outcome of the investigation, they may do so in writing, stating the reasons for the appeal, **within 10 working days** of the date of written notification of the DVC's decision. Any appeal by the Respondent against the outcome of the investigation shall be made in writing (by post or email) and must be lodged with the Quality and Enhancement Officer (Appeals & Academic Complaints). Any appeal received outside of this timescale will not be accepted without good reason.

Comment [NS50]: Sub headings and timescales added throughout this revised section.

9.2 In initiating an appeal, the Respondent should provide full details of the grounds upon which the appeal is based together with any new evidence or information. It is insufficient for the Respondent to object in general terms that an investigation has been carried out; they must specify the reasons (e.g. stating why the Respondent believes the process or decision is flawed or that there is new evidence or the penalty was unduly severe or inconsistent).

Comment [NS51]: Wording in line with other staff policies.

9.3 Normally, an appeal would be made on one or more of the following grounds:

- i. that there was a material procedural irregularity which rendered the investigation leading to the original decision unfair;
- ii. that the conclusions of the Investigating Team cannot, having regard to the evidence submitted, be reasonably sustained; or
- iii. that new material or information of which the Respondent could not reasonably have been expected to be aware of or adduced during the investigation has come to light which casts substantial doubt upon the correctness of the original findings.

Comment [NS52]: NOTE: Revised grounds are clearly outlined here. Previously embedded in text that an appeal could be requested if new evidence had come to light/due to procedural errors.

9.4 The Quality and Enhancement Officer (Appeals & Academic Complaints) will appoint an Appeals Board normally **within 20 working days** and notify the Respondent and, where appropriate, the Complainant of the date and process (see 5.5.1 iii).

9.5 For student respondents (including staff who are studying towards a BU award), there is no right of appeal against resulting assessment penalties which will be reported to the examiners as outlined in 8.5.2 above. Appeals may however be lodged against matters of procedural irregularity as per 9.3 i above.

Comment [NS53]: Clarified In line with 6H – Academic Offences: Policy and Procedure for taught awards.

9.6 Appeals against resulting disciplinary decisions shall be dealt with according to the principles set out in the relevant disciplinary procedure. A disciplinary process shall not normally commence until any appeal under this policy and procedure has been considered.

9.7 Appeals Board

9.7.1 The Appeals Board (which shall not include anyone previously involved in the investigation) shall be chaired by a member of the University Executive Team and shall include an academic familiar with the subject matter of the appeal (normally of professorial standing and external to the University if appropriate). For student respondents, a representative of the Students' Union will form the third member of the Appeals Board. For staff respondents, a further academic drawn from outside the Faculty/Head of Professional Service to which the appeal relates will form the third member.

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- 9.7.2 Members of the Appeals Board must declare any potential conflicts of interest **within 5 working days** of the appointment in line with the University's *Conflicts of Interest Policy and Procedures*. The Appeals Board is confirmed to the Respondent normally **within 10 working days** of the appointment. The Respondent has **5 working days** to object regarding the appointments. The Quality and Enhancement Officer (Appeals & Academic Complaints) will determine whether it will be necessary to revise any appointments.
- 9.7.3 The Appeals Board will liaise with the Quality and Enhancement Officer (Appeals & Academic Complaints) and will be given a copy of all written material pertaining to the original investigation together with a copy of the appeal and any new evidence or information filed in support. The Respondent and, where relevant the Complainant, will be given a reasonable opportunity to consider any new information submitted to the Appeals Board before the hearing.
- 9.7.4 The hearing will be conducted in line with the Procedure in Appendix 2. Where possible, the Appeals Board will be convened **within 20 working days** of confirmation of the appointments or as soon as is possible thereafter. The date and time of the hearing will be notified to the Respondent and, where relevant, the Complainant at least **10 working days** in advance by the Quality and Enhancement Officer (Appeals & Academic Complaints).
- 9.7.5 The hearing will consider the Respondent's case for appeal. The appeal will not normally re-hear witnesses whose evidence was heard in the original investigation but may do so if the Chair of the Appeals Board determines, by exception, that there are grounds that warrant this. The Respondent and, where relevant, the Complainant can be accompanied to the hearing by a friend or by an appropriate representative of an independent trade union (recognised or non-recognised) as defined in the Employment Relations Act 1999 or an official employed by a trade union. A trade union representative who is not an employed official must have been reasonably certified by their union as being competent to accompany a worker. Individuals may not be accompanied by anyone acting in a legal capacity). The Appeals Board may adjourn the hearing if it needs to carry out further investigations in relation to any new points or evidence.
- 9.8 **Outcome of the hearing**
- 9.8.1 The following outcomes are available to the Appeals Board:
- i. to **uphold** the appeal in full;
 - ii. to **partially uphold** the appeal;
 - iii. to **reject** the appeal.
- 9.8.2 In addition to upholding, partially upholding or rejecting the appeal, the Appeals Board will be entitled to make such recommendations to the Respondent and/or the University as it considers appropriate, including instituting a new investigation.
- 9.8.3 The decision of the Appeals Board shall be transmitted by the Quality and Enhancement Officer (Appeals & Academic Complaints) to the Respondent, the DVC, the Executive Dean of Faculty and any department with a legitimate business interest in the outcome e.g. Legal Services or HR **within 5 working days** of the hearing. The Complainant may be informed of the outcome as per 5.5.1 iii above.
- 9.8.4 The decision of the Appeals Board shall be final and no further appeal shall be permitted under this procedure (but see 11.6 below).
- 10. RECORDS MAINTENANCE AND ANNUAL MONITORING**
- 10.1 At the completion of the procedure (including any potential appeal), the DVC will arrange for the case records to be transferred to EDQ or HR for secure storage.

Comment [NS54]: Conflicts of interest added here for transparency.

Comment [NS55]: Appeal outcomes listed for clarity (previously embedded in the text).

Comment [NS56]: Proposed new section and monitoring/reporting process in line with the *UUK Concordat to Support Research Integrity* and to make it easier to respond to FOI requests.

Appendix A

6M - Research Misconduct: Policy and Procedure

- 10.2 EDQ and HR will maintain a record of all research misconduct allegations and investigations in accordance with the University's Data Protection Policy as follows:
 - i. EDQ maintains a central record of all allegations against students;
 - ii. HR maintains a central record of all allegations against staff.

NB Where there is no case to answer, the record will not appear against the Respondent's student/staff file.

Comment [NS57]: Clarified re when there is no case to answer (previously ambiguous).

- 10.3 EDQ and HR provide statistics and anonymised qualitative data on all investigations (including those where there is no case to answer or minor infractions have occurred) for the University's annual statement on research integrity highlighting any recommendations to help ensure that this policy and procedure remains current and valid. The annual statement is prepared by the Research and Knowledge Exchange Office.

General

Comment [NS58]: Revised benchmarks and information on advice for staff.

11. REFERENCES AND FURTHER INFORMATION

- 11.1 The [Research Ethics Website](#) is home to the [Code of Good Research Practice](#) which includes further information on good practice, including links to the relevant University and sector codes and documents. [The Research Ethics Toolkit](#) also includes examples of research misconduct.
- 11.2 The [Concordat to Support Research Integrity](#) (Universities UK, UUK, 2012) sets out the sector commitments to research integrity.
- 11.3 The [Quality Code for Higher Education \(Quality Assurance Agency, QAA, 2013\)](#) sets out the sector requirements for maintaining academic standards.
- 11.4 [The Good Practice Framework \(Office of the Independent Adjudicator, OIA, 2014\)](#) sets out the principles for fair and transparent handling of academic appeals.
- 11.5 Organisations offering advice, guidance and support on research related matters include the UK Research Integrity Office ([UKRIO](#)) and the Improving Dispute Resolution Advisory Service for Further and Higher Education ([IDRAS](#)).
- 11.6 If a student Respondent remains dissatisfied after exhausting Bournemouth University's internal appeals procedure s/he may request a review from the Office of the Independent Adjudicator for Higher Education. Their contact details are:

Comment [NS59]: Examples of research misconduct to be developed by RKEO.

Office of the Independent Adjudicator
 Second Floor
 Abbey Gate
 57-75 Kings Road
 Reading
 RG1 3AB

Tel: 01189 599813 email: enquiries@oiahe.org.uk

- 11.7 This document has been mapped against the requirements outlined in meeting the equality duty in policy and decision-making at Bournemouth University.

12. APPENDICES

- Appendix 1 – Research Misconduct Process diagram
- Appendix 2 – Appeal Hearing Procedure
- Appendix 3 – Appeal Hearing diagram

Appendix A

6M - Research Misconduct: Policy and Procedure

APPENDIX 1: RESEARCH MISCONDUCT PROCESS DIAGRAM

To be updated once the revised ARPP has been approved.

APPENDIX 2: APPEAL PROCESS DIAGRAM

To be included once the revised ARPP has been approved.

DRAFT

Appendix A

6M - Research Misconduct: Policy and Procedure

APPENDIX 3: ORDER OF PROCEEDINGS - APPEAL HEARING

Comment [NS60]: New order of proceedings.

- i. Introduction/background by **the Chair**.
- ii. **Respondent** (and/or representative if applicable) submissions.
- iii. The **Appeals Board** may at any time ask questions of the Respondent (or representative if applicable).
- iv. Chair invites the **Complainant** to question, through the Chair, the Respondent.
Note: the Respondent's representative may not answer questions on their behalf.
- v. [**Complainant** (and/or representative if applicable) submissions].
- vi. [The **Appeals Board** may at any time ask questions of the **Complainant** (or representative if applicable)].
- vii. [Chair invites the **Respondent** to question, through the Chair, the Complainant].
Note: the Complainant's representative may not answer questions on their behalf.
- viii. [**Complainant** (and/or representative if applicable) concluding statement].
- ix. **Respondent** (and/or representative if applicable) concluding statement.
- x. Summing up by the **Chair**.
- xi. The Respondent and, where relevant, the Complainant shall then withdraw while the Appeals Board considers the evidence *in camera*. If necessary, the Respondent/parties may be invited to clear points of uncertainty on evidence already given to the Appeals Board. The Appeals Board may reconvene to notify its decision to the Respondent/parties, on the same day, or else defer any decision in writing.
- xii. Close.

Additional notes

- Either party may request an adjournment at any stage of the proceedings.
- i. The Appeal hearing will be minuted; the Respondent/parties will be sent a copy of the minutes of the hearing.

Appendix B

Extract 1, Proposed changes to 6A - *Standard Assessment Regulations* for taught programmes (Section 14)

Current wording

14 ACADEMIC OFFENCES

- 14.1 Where an assessment offence has been committed, the Academic Offences Panel/Board will stipulate the mark to be awarded for the affected unit or element of assessment and the Assessment Board should consider whether the student is eligible for reassessment under Section 12 above.
- 14.2 Where the Academic Offences Panel/Board has stipulated that no opportunity of reassessment shall be permitted, the Assessment Board will withdraw the student from the programme. In such cases, the Academic Offences Panel/Board will stipulate whether the student may or may not be considered for an intermediate award in accordance with the assessment regulations

Proposed wording

14 ACADEMIC OFFENCES AND RESEARCH MISCONDUCT

Proposed new 14.1 heading to incorporate research misconduct.

Academic Offences Where an ~~assessment~~ academic offence has been committed, the Academic Offences Panel/Board will stipulate the mark to be awarded for the affected unit or element of assessment in line with 6H – *Academic Offences: Policy and Procedure for Taught Awards* and the Assessment Board ~~should~~ will consider whether the student is eligible for reassessment under Section 12 above.

- 14.2 Where the Academic Offences Panel/Board has stipulated that no opportunity of reassessment shall be permitted, the Assessment Board will withdraw the student from the programme. In such cases, the Academic Offences Panel/Board will stipulate whether the student may or may not be considered for an intermediate award in accordance with the assessment regulations.

Added reference to ARPP 6H for clarity.

Research Misconduct

- 14.3 Where an allegation of research misconduct is confirmed in accordance with 6M – *Research Misconduct: Policy and Procedure*, a penalty will be stipulated in line with 6H – *Academic Offences: Policy and Procedure for Taught Awards*. The Assessment Board will act in accordance with the principles outlined in the 14.1-14.2 above to determine the student's results.

New section to align with the process for dealing with serious breaches of ethics under ARPP 6M.

Extract 2, 6A - Standard Assessment Regulations: Postgraduate Research Degrees (Section 9)

Current wording

9 ACADEMIC MISCONDUCT

9.1 Where evidence of an assessment offence in the preparation of the thesis, or other irregularities in the conduct of the examination, comes to light prior to or subsequent to the recommendation of the Research Degree Examination Team, action will be taken, in accordance with the University policy on academic misconduct as outlined in 6M - Misconduct in Academic Research: Policy and Procedure. Where an allegation is upheld, the examiners will be notified of any required action and whether the candidate is eligible for any recommendation as outlined in Section 7 above.

Proposed wording

9 RESEARCH MISCONDUCT

Research Misconduct

9.1 Where evidence of **research misconduct** in the preparation of the thesis, or other irregularities in the conduct of the examination, come to light prior to or subsequent to the recommendation of the Research Degree Examination Team, action will be taken in accordance with the University's *6M – Research Misconduct: Policy and Procedure*. Where an **allegation of research misconduct** is confirmed, the Examiners will be notified of any required action and whether the candidate is eligible for any recommendation as outlined **in Sections 6 iv-vi above or will be withdrawn from the University.**

Extract, Sections 6 iv-vi

RESEARCH DEGREE EXAMINATION

- iv) that the candidate be permitted to RESUBMIT for the degree and be re-examined;
- v) that the candidate be awarded the lower research degree of MPhil (*only available for candidates registered for doctoral examinations and subject to the presentation of the thesis amended to the satisfaction of the Examiners*)
- vi) that the candidate NOT be awarded the degree and not be permitted to be re-examined.

Heading to align with revised ARPP

Propose to incorporate the tariff of penalties for research misconduct directly into the PGR regulations (cf. 6H tariff for taught provision).

Tariff of penalties to include these examination outcomes or withdrawal.

Appendix C

Extract, 8B – Research Ethics Code of Practice

12 NON-COMPLIANCE AND MISCONDUCT

- 12.1 The University expects that all research carried out in its name complies with the requirements and expectations of the RECP. Where a research study or researcher is suspected to be in breach of the RECP, action may be taken at School or University level to resolve this.
- 12.2 In the interests of openness, good practice and the reputation of the University, members of staff and students of the University, and members of the public, are entitled to raise concerns about the correct ethical practices in research, and particularly in relation to compliance with research ethics. Concerns or complaints should be directed to the Secretary of UREC; contact information is available on the [Research Ethics](#) web page.
- 12.3 BU considers that failure to gain ethical approval before starting a project, non-compliance with conditions specified by an approval body (e.g. funder, external ethical approver) or making significant changes to a research project without notifying an Ethics Panel or supervisor is classified as research misconduct. Further detail can be found in the University's [Misconduct in Academic Research: Policy and Procedure](#) document.
- 12.4 A serious breach of research ethics is considered research misconduct and will be dealt with according to the University's [Misconduct in Academic Research: Policy and Procedure](#) document. The following are **examples** of what constitutes a serious breach of research ethics:
- Deliberately attempting to deceive when making a research proposal;
 - Failure to obtain appropriate permission to conduct research with ethical implications;
 - Failure to follow protocols contained in ethical consent and/or unethical behaviour in the conduct of research;
 - Failure to meet relevant legal requirements and/or to follow any protocols set out in the guidelines of appropriate recognised professional, academic, scientific and governmental bodies;
 - Unauthorised use of information acquired confidentially;
 - Failure to follow any procedures and health and safety protocols that avoid unreasonable risk or harm to humans, animals or the environment;
 - The misuse of research findings which may result in harm to individuals, populations, animals or the environment;
 - Failure to declare a conflict of interest which may significantly compromise, or appear to significantly compromise, the research integrity of the individual concerned and the accuracy of any research findings;
 - ~~Inciting others to commit research misconduct;~~
 - Failure to declare (where known) that an external collaborative partner has been found to have committed research misconduct in the past or is currently being investigated following an allegation of research misconduct;
 - ~~Facilitating misconduct in research by collusion in, or concealment of, such action;~~
 - ~~Submitting an accusation of research misconduct based on vexatious or malicious motives~~

The deleted sections have been moved under ARPP 6M sections 4.3. xiii, 4.3. ix, and 5.3.2.

FACULTY OF SCIENCE & TECHNOLOGY

FACULTY ACADEMIC BOARD

THURSDAY 12TH MAY 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 7.1 - Cyber Security Technology Professional Degree Apprenticeship proposal
See Section 11.6 – 11.11 – Visiting Fellows

3. OTHER RELEVANT ACTIONS

See Section 3 Executive Dean's Report
See Section 4 Student Reps/SUBU Survey Reports

**FACULTY OF SCIENCE & TECHNOLOGY
MEETING OF THE FACULTY ACADEMIC BOARD
THURSDAY, 12 MAY 2016, AT 2PM IN THE BOARDROOM**

Present: Prof. Christine Maggs (Chair), Prof. Matt Bentley, Dr. Angelos Stefanidis, Prof. David Osselton, Dr. Philip Sewell, Prof. Remco Polman, Dr. Reza Sahandi, Prof. Richard Stillman, Prof. Vasilis Katos, Kelly Deacon-Smith, Paula Peckham, Liam Sheridan (Academic Services), Dr. Katherine Appleton, Louise Burman, Dr. Pippa Gillingham, Ken Bissell (ITS), Karen Rance (ITS), Jon Ward (Director of ITS), Prof. Rob Britton, Dr. Sulaf Assi, Paul Kneller, Prof. Timothy Darvill, Ellie Mayo-Ward (SUVP Ed), Simant Prakoonwit, Ben Thomas, Marios Angelopoulos, Prof. Wen Tang, Phil Stocks (Academic Library Support), Christopher Richardson, and Patti Davies (Admin Support)

1. **Apologies:** Holger Schutkowski, Chris Shiel, Eileen Wilkes, Clive Hunt, Keith Phalp, Zulfiqar Khan, Karina Gerdau-Radonic
2. **Review and approval of previous Academic Board meeting minutes of 18 February 2016**
The minutes of the Faculty Academic Board meeting of 18 February 2016 were presented for review and approval. The minutes were approved as presented.

2.1 Matters Arising (see document 2.1)

Item 4. Student Reps/SUBU Survey Reports

Action on Ellie Mayo-Ward (SUBU) to provide specific course level SimOn survey data to the Deputy Dean, Education, PP and the Associate Dean, Student Experience. EMW confirmed this action has been completed. This information was sent to the Associate Dean, Student Experience who reviewed the details.

Action Complete

Action on HoDs/Programmes Administrators to set up a "newsy" bulk text messaging service on a monthly basis for students who are away from campus during their placement year in order to keep these students informed about what is happening on campus. This action is pending for implementation next academic year. It was suggested that this be implemented by the Heads of Department and the Placement Office. Members agreed.

Action Ongoing for next Academic Yr.

Action on Jacky Mack to look into longer term storage of lecture material/notes on MyBU so students can access this information from last academic year as well as current year. Liam Sheridan reported that this action is in scope for September 2016 through the SITS programme. LS explained that the delay in launching SITS has affected this as investments in enhancing current systems that are becoming obsolete prior to the full launch of SITS have ceased. If all goes as planned with SITS, this problem will be rectified via SITS. Members suggested they be kept informed of the status of this development. If this ability to store feedback information through SITS is delayed any further than the anticipated implementation date, they need to inform their students accordingly so students can make alternative arrangements. A discussion followed. Academic Services will liaise with the Academic Admin Manager.

Action PP/Academic Services

Item 5. Academic Services Report

Action on Keith Phalp to set a due date for the Faculty for the submission of exam scripts to the Academic Admin. Office. Keith Phalp and Paula Peckham have followed up and action is complete.

Action Complete

Item 8. Items raised by staff

Action on Jacky Mack to take the request for prompt email alerts from SITS when MSc applications come in back to her team. Liam Sheridan reported this is also in scope to be addressed and fully implemented for the next Academic Year, October 2016. Christine Maggs and Angelos Stefanidis looked into this and found that there were 208 "zombie applications" on the system that were not being addressed due to lack of information or notification. These were mostly PGT applications with a few UG applications. The Faculty is potentially losing students, mostly PGT, as result of these delays. A discussion followed. LS suggested a list of applications be run a few times a week until the SITS email alert is fully operational. It was also noted that any changes made to these files also cause the details to be removed. Members agreed that this is unacceptable and problematic and needs to be addressed, otherwise the University will lose potential PGT students because applications are not being processed. Angelos Stefanidis will continue to monitor this along with the International Admissions Team as most of these applications are overseas applicants. In the interim, a list of applications will have to be run on a weekly basis by the Academic Admin Office if not more often to avoid having applications on the system that are not addressed due to lack of an email alert.

3. Executive Dean's Report - Professor Christine Maggs (tabled)

The Executive Dean's report was tabled for discussion. The report provided an overview of the current position of the Faculty with emphasis on changes and events since the last Faculty Academic Board meeting in February. The report addressed Faculty Structure, very strong overall position, major events, delivery planning and the dates for the Festival of Design & Technology in June. CM invited questions about her report which was tabled electronically. She said she would like the FAB to move away from the presentation of reports during the FAB meetings to allow time for more general discussion about topics of interest and relevance to the members through a question and answer session.

3.i Jon Ward, Head of IT Services, Ken Bissell and Karen Rance were present from IT Services to liaise with the Faculty Academics to see how ITS can better support the academic needs. CM opened the floor for questions and answers about IT Services and how ITS can more effectively support/interact with the Faculty. JW reported that the SciTech Department of Computing & Informatics recently attended an away day with IT Services which was very informative for both the Department and ITS. This is the first time IT Services Staff have had direct engagement with the Academic Departments and it was determined then that it would be very helpful for IT Services to send representative to the Faculty Academic Board meetings to address any ITS related issues that come up. Matters discussed included:

- The need to address and rectify PGR students having dual student/staff IT Service accounts. JW explained this had something to do with a permissions model and ITS is looking into ways to rectify this as it shouldn't be necessary for these students to have student and staff access.
- I-Drive/intra-store. JW reported this is not being managed by anyone in particular and has become a data dumping ground that ITS has to back up. The I-drive also present permission issues and is requirement driven. IT Services would like to make this more manageable such as moving to a Sharepoint system. The option of using Sharepoint is currently available through an IT Services user request. CM said she would like to see a SciTech Sharepoint system set up for the Faculty and Departments. **Action KR**
- Student profiles/timeliness of software updates in the labs - JW acknowledged and apologized for the problems experienced last year in getting the student labs ready with programme upgrades/software interfaces at the start of this academic year. Lessons were learned and processes have been implemented to avoid such delays and impact on academics and students happening again. JW explained the process that has been implemented to address and rectify the problems of the past. SciTech labs have the most complicated needs in terms of specialised software and interfaces with other systems. ITS will be starting their dialogues with academics and SciTech technical staff about software needs in the labs much sooner in order to get the new/updated software packaged installed and tested sooner, well in advance of the start of the academic year. Plans are underway to kick off a rolling programme of updates of software technologies and have specialised software packages follow staff and students' profiles rather than being PC specific. The Head of D&E asked that the Heads of Departments be kept informed about software technologies updates so teaching preparations can be done accordingly.
- Concern was raised about the time it takes to re-boot and upgrade profiles when software/desktop upgrades are done remotely. JW will take this back to ITS but he noted that desktop updates are difficult to implement without causing a need to update profiles. ITS is working on how to improve communications about upgrades. An IT Services technician may be assigned to SciTech to work closely with the Faculty's needs.
- Concern was raised about staff losing documents in the iCloud when walking between buildings' wifi. JW explained how the iCloud/wifi works and what is causing this to happen. Deleting the iCloud option from the BU setting should rectify this problem.
- Concern was raised about LES student specialist software (e.g. GIS) - not accessible anywhere in the University - ITS is trying to enable this software to follow students anywhere, being mindful of licence caveats. JW asked the HoD LES to provide him with a list of specialist software.

Action R Stillman

Further discussion followed about how IT Services can improve their service to the Faculty of Science & Technology. Members suggested direct communication between ITS and the Academic Heads of Department/and or Heads of Education would be most helpful. Embedding an IT Services specialist within the Faculty would also be very helpful in addressing IT/software situations effectively and quickly. JW reported that Ken Bissell of IT Services works closely with the Faculty's Technology Team. Members further suggested having an IT Services colleague attend the first week of lectures/seminars at the start of the academic year may help ITS better understand how the labs need to operate and the support needed.

4. Student Reps/SUBU Survey Reports (survey tabled)

Ellie Mayo-Ward tabled the Summary of student feedback collected by the Faculty of Science & Technology student reps. EMW reported SUBU is looking at ways to make the SimOn survey report more useful. Results are consistent as well as repetitive and show no change which is not particularly helpful in enabling Faculty's to address the results. Feedback to the SU VP Ed and/or Clive Hunt, Associate Dean, Student Experience about how to improve this to make it more useful was invited. A more detailed unit/module specific breakdown is provided to the ADSE. Members indicated more details at the unit level are more useful and better enables the Faculty to address the survey results.

EMW's term as SU VP Ed is coming to an end and this will be her last Academic Board meeting. Members thanked Ellie for her outstanding support and feedback and wished her well going forward.

5. Academic Services Report - Liam Sheridan (tabled)

The termly Academic Services Report was tabled. LS highlighted the two items listed for action and invited questions and comments.

5.1 Report - student Achievement & Progression: The Implications of Trailing Fails

Following up to the discussion at the last FAB meeting, Jacky Mack tabled a copy of the full report entitled Student Achievement and Progression: The implications of Trailing Fails. The change in policy to allow the trailing fails at BU is progressing for implementation. This is standard practice in most higher education institutions now. Data management in letting students know how their trailing fails will impact their graduation is being considered. The Deputy Dean, Education and Professional Practice is involved in detailed discussions about this new policy and members will be kept informed as this progresses.

6. Faculty Education and Student Experience Committee meeting minutes (for information)

(a) 19 February 2016 FESEC minutes tabled, (b) 27 April 2016 FESEC minutes tabled

7. Faculty Academic Standards Committee meeting minutes (for information)

(a) 21 January 2016 FASC minutes tabled, (b) 9 March 2016 FASC minutes tabled

7.1 Cyber Security Technology Professional Degree Apprenticeship proposal (tabled for approval)

The floor was open for discussion regarding the proposed Cyber Security Technology Professional Degree Apprenticeship. The costings were incomplete and are currently being worked out. This rationale for the business case is the government's investment into professional apprenticeships and the marketing demand for this in cyber security. CM noted that M&C will have to do some market research into the apprenticeship market before this proposal is sent on to ASC, but CR pointed out that M&C had agreed that there was no market research to do and that the proposal would include this information. Members approved this proposed professional degree apprenticeship pending confirmation of M&C's input within the next two weeks.

Approved

A discussion followed about various potential streams for professional apprenticeship degrees, such as in engineering. BU will have to register with the government to deliver professional apprenticeship degree programmes. The Cyber Security Technology proposal will serve as a pilot programme for BU.

8. Items raised by staff

No other items were tabled or raised.

9. Deputy Deans' Reports

9.1 Deputy Dean, Education & Professional Practice - Professor Keith Phalp (verbal report)

CM reported Keith couldn't be present as he had academic business to attend to in Athens. He has been meeting with various BU committees about various issues, including trailing fails. The Faculty has been given the approval to recruit for various lecturer and demonstrator positions indicated on the SciTech Delivery Plan.

9.2 Deputy Dean, Research & Professional Practice - Professor Matt Bentley (tabled)

The DDR, PP report was tabled for questions and comments. The last academic year continues to demonstrate success for the Faculty in terms of research and professional practice activity. The Faculty remains financially robust and has seen a growth of its research activity by income and research outputs, accompanied by considerable growth in PGR student numbers and research active staff appointments. The report addressed BU studentships, the Faculty's research centres, research income by activity type, PGR starters and completions, Faculty PG conference and professional practice/KTP activity.

CM encouraged staff to engage with BRIAN and keep their BRIAN page current as eligibility for QR funding will be monitored through BRIAN going forward. A brief discussion followed about how to update BRIAN.

10. Associate Deans and Heads of Department Reports

10.1 Associate Dean, Student Experience - Dr. Clive Hunt (tabled)

CH couldn't be present but he tabled his report. The report contained the MUSE Survey results by department along with a comparison of results between semesters. Academics have been asked to reflect on the MUSE report for their unit and must discuss the results with their students as well as posting a response on myBU. Those who have not responded to their students yet are being contacted by Clive Hunt.

The report also addressed the NSS, student induction planning, and the usefulness of SimOn. There was also a Student Rep Celebration Event and various prizes were awarded.

10.2 Associate Dean, Global Engagement - Dr. Angelos Stefanidis (tabled)

The ADGE report was tabled which highlighted the various global engagement activities that have been underway since the last FAB meeting. The Global Engagement part of the Faculty Delivery Plan has been submitted with a focus on student mobility. The Academic Departments within the Faculty are identifying various opportunities for student/staff mobility as well as international partnerships.

10.3 Head of Dept. of Archaeology, Anthropology & Forensic Sci - Prof. D. Osselton (tabled)

The Department of AAFS report was tabled for questions and comments. DO pointed out that the student satisfaction continues to rise, undergraduate recruitment numbers are good and AAFS should meet recruitment target. PGT recruitment numbers are down a bit though. In terms of staffing, there is a need to recruit for a demonstrator and recruitment for a grade 9 lecturer has been approved provisionally.

10.4 Head of Dept. of Computing & Informatics - Prof. Vasilis Katos (verbal report)

VK provided a brief verbal report regarding the Department of Computing & Informatics. A recent away day with Department members and the Department of IT Services was very productive and informative. This went very well. The Department has set a departmental research record with 14 good grant submissions. The Department's guest speaker programme has also been very successful and well attended. A member of the Department is leaving to work in industry next month.

10.5 Head of Dept. of Creative Technology - Assoc. Prof. Reza Sahandi (tabled)

The Department of Creative Technology report was tabled for questions and comments. Reza Sahandi highlighted a few points regarding staffing, new programme development - the MSc Mobile App Development programme has been approved. The Department's MUSE survey results have continued to improve and 6 EU H2020 grant applications for a total of €1.3m have been submitted in April from the Department. RS also congratulated Dr. Wen Tang on being appointed to the post of Professor in Games Technology. This has created a vacant post for an Associate Professor in Games Technology which will be advertised shortly. The Department is also in the process of recruiting a Senior Lecturer in Games Technology.

- 10.6 Head of Dept. of Design & Engineering - Assoc. Prof. Philip Sewell (tabled)
The Department of Design & Engineering report was tabled by PS for questions and comments. PS announced that the Department had a successful iMechE accreditation event yesterday and thanked all members of his Department for their efforts. He invited questions and comments about the report which highlighted the educational activities, research/enterprise activities, professional activities and staffing within the Department of D&E since the last Academic Board meeting.
- 10.7 Head of Dept. of Life & Environmental Sciences - Prof. Richard Stillman (verbal report)
RS reported that staff in the Department of LES have shared their strong feelings in support of the F&R staff impacted by the current F&R Consultation. The Department's Athena Swan submission is progressing well. The Department recently had a guest speaker event that was well attended and well received. Members of the Department have been involved in public engagements as well. The UK Hydrographic Office met with Department members yesterday and are interesting in forming links with the Department/BU. There are opportunities for the Departments of Design & Engineering and Psychology to be involved in this link as well. Applicant numbers for the Department are good. RS also provided a brief update about the Department's research activity, grant applications, award and match funded PhD students.
- 10.8 Head of Dept. of Psychology - Prof. Remco Polman (verbal report)
RP reported there will be a British Psychological Society visit in November. One of the Psychology students has been given the Placement Award and the Department has received the SimOn award from SUBU Reps. RP also provided a brief update about the research activity and conference activity within the Department.
- 11. Visiting Professors and Visiting Fellows Reappointments and Appointments**
- Visiting Professor**
- 11.1 Professor Peter Andrews, formerly of the British Museum of National History and now retired and curator of the Blandford Museum. Professor Andrews' knowledge and expertise is in paleoecology, taphonomy and zooarchaeology. Recommended for *appointment* to the CAA by Professor Tim Darvill.
Statement of Support/CV tabled **Recommended for approval**
- 11.2 Dr. Joe Caffrey, PhD from University College Dublin. Currently Sr. Lecture (Hon.) in School of Biological Sciences at Queens University, Belfast and Senior Research Associate with Inland Fisheries Ireland, Dublin. Recommended for *appointment* to the Centre of Ecology, Environment and Sustainability/LES by Professor Christine Maggs. Statement of Support/CV tabled.
Recommended for approval
- 11.3 Dr. Frances Lucy, PhD from Institute of Technology at Sligo, Ireland, currently Academic at the Institute of Technology at Sligo, Chairperson of Environmental Sciences Association of Ireland and former Editor-in-Chief for the Aquatic Invasions and BioInvasions records; Founder Board Members of Inland Fisheries Ireland. Area of expertise is in invasive species and their management. Recommended for appointment by Professor Christine Maggs to the Centre of Ecology, Environment and Sustainability/LES. Statement of Support/CV tabled.
Recommended for approval
- 11.4 Dr. James M. Bullock, PhD Plant Ecology, University of Liverpool. Principal Scientific Officer & Section Head Population and Conservation Ecology Centre for Ecology and Hydrology, Dorset. Recommended for *reappointment* for another 3 years to the Centre of Ecology, Environment and Sustainability/LES. Note: Dr. Bullock was reviewed and approved for reappointment last year for 3 years but the OVC back dated this reappointment two years to begin when his privileges previously lapsed.
Recommended for reappointment
- 11.5 Dr. Jonathan Cole - Consultant Neurophysiologist at NHS Poole Hospital. Long standing VP affiliated with the former Design Simulation Research Centre, now Design & Engineering Research Centre in BioMed engineering. Recommended for *reappointment* for another 3 years by Dr. Bryce Dyer and Dr. Venky Dubey.
Recommended for reappointment

Visiting Fellows

11.6 Dr. Antonio Barda-Fernandes - Former PhD Student, BU, currently Research Officer in the COA Valley Archaeological Park in Portugal. Recommended for appointment to the Centre of Archaeology and Anthropology/AAFS by Professor Tim Darvill. Statement of Support/CV tabled.

Approved

11.7 Dr. Bob Gillan - Managing Director of 3iC Ltd for Unmanned Aerial Systems (drones). Recommended for *appointment* by Andrew Ford to deliver UAS programmes to the Departments of AAFS and LES. Statement of Support/CV tabled.

Approved

11.8 Dr. Dominic Stubbing - Environmental fish Biologist, Managing Director of Watergates Fisheries, Ltd. Dr. Stubbing was a Visiting Research Fellow to the School of ApSci but he was inadvertently overlooked for reappointment and his privileges lapsed for a few years. Dr. Stubbing is recommended for *(re)appointment* by Professor Robert Britton to the Dept of LES/CEE&S. Statement of Support/CV tabled.

Approved

11.9 Dr. Christopher Miles, Psychology, actively engaged in publications and grant bids with Dr. Andrew Johnson. Recommended for *reappointment* for another 3 years by Dr. Andrew Johnson.

Approved for reappointment

11.10 Dr. Lilian Ladle - Archaeology, actively engaged with the CAA/AAFS. Recommended for *reappointment* for another 3 years by Professor Tim Darvill.

Approved for reappointment

11.11 Dr. Jeremy Pile - Coastal Environmental Specialist, actively engaged with the Dept. of LES/CEE&S. Recommended for *reappointment* for another 3 years by Dr. Richard Stillman.

Approved for reappointment**12. Health and Safety Issues**

MB reminded members about an email that was recently circulated about managing risk of explosions in any labs where any flammable or potentially explosive materials are used.

13. AOB

Phil from the Library stated there is a Guide to Open Access available in the library that staff might find helpful in accessing BRIAN and BURO.

14. Adjournment

There being no further business the meeting adjourned at 3:50pm.

Committee Name	SENATE
Meeting Date	8 June 2016
Paper Title	Independent Review of Senate
Paper Number	SEN-1516-62
Paper Author/Contact	Jacky Mack, Senate Secretary
Purpose & Summary	<p>The CUC Higher Education Code of Governance requires that the University Board receives assurance that academic governance is effective. This is embedded in the Board's Statement of Primary Responsibilities which requires the Board <i>'To receive assurance that appropriate processes are in place to monitor and evaluate the performance and effectiveness of Senate'</i>.</p> <p>In accordance with recommended good practice, an Independent Review of Senate will be commissioned to be undertaken over Summer/Autumn 2016. A draft Terms of Reference for that review is attached. Further information is contained in the 'Background' section.</p>
Decision Required of the Committee	Senate is asked to note the plans for the review and consider and comment on the attached draft Terms of Reference.
Strategic Links	Compliance with good governance practice.
Implications, impacts or risks	A relatively modest budget is available to undertake the review and it is important, therefore, that the terms of reference are well defined and focused in order to achieve best value from the review.
Confidentiality	Non-confidential

Independent Review of Senate 2016

Terms of Reference

Background

- 1 The CUC Higher Education Code of Governance requires that the University Board receives assurance that academic governance is effective by working with the Senate as specified in its governing instruments. This is embedded in the Board's Statement of Primary Responsibilities which requires the Board *'To receive assurance that appropriate processes are in place to monitor and evaluate the performance and effectiveness of Senate'*. The CUC Code also notes that governing Bodies may find an external perspective in this process useful. In order to meet this requirement one of the measures it recommends is that the Board examine the outcomes of regular academic governance effectiveness reviews (nominally every four years).
- 2 The last independent review of Senate was conducted in 2008, with a further internal review of the structure in 2010/11. In 2015 a light touch review of the Senate Membership and committees was undertaken following the move to a new Faculty structure to ensure that they reflected the new structure. A full independent review is being undertaken now in order to comply with sector best practice and ensure that the University's academic governance structures remain effective, particularly in light of impending changes in the HE environment, such as the Teaching Excellence Framework. This follows-on directly from the completion of a periodic independent review of the University Board in May 2016 (see paragraph 6 below).
- 3 The University undertook a review of its Instrument and Articles of Government which were approved by the Privy Council earlier this year. A new 'Board, Senate and Committees Policy & Procedures' document is also being implemented.
- 4 The Senate comprises 32 members including elected staff, ex-officio executive members, student representatives and appointed professorial staff. It meets 3 times per year under the Chairmanship of the Vice-Chancellor, with the Head of Academic Services acting as Secretary. Each meeting is preceded by an on-line electronic meeting which is designed to deal primarily with routine items of business for note.
- 5 Following the publication of the CUC HE Code of Governance, the University reviewed its compliance with the provisions of the Code. This resulted in the adoption of a recommendation to strengthen oversight of academic governance through expanded and more detailed reporting on Senate and its key committees.
- 6 In 2016, in line with best practice, an independent review of the University Board was undertaken by the Good Governance Institute. Under its terms of reference, the reviewer was asked to focus on best practice and benchmarking to ensure that the Board's role in academic governance arrangements was appropriate and met long term strategic plans (particularly addressing the relationship with Senate). This resulted in three recommendations being made with a view to developing further the working relationships between the Board and the Senate and the Board will consider these recommendations along with the rest of the report when it meets in July.

Areas of focus for External Reviewer:

The Board are broadly assured that academic governance is operating effectively and welcomes the recommendations of its own independent review in relation to strengthening the relationship with Senate. This subsequent independent review of Senate itself is asked to provide opinion and recommendations on the following 2 areas:

1. The effectiveness of Senate's structure and levels of delegated authority to sub-committees, with reference to sector benchmarks and best practice. In addition the reviewer is asked to consider and comment on the following elements of the structure and reporting lines;

International & UK Partnerships Committee → Academic Standards Committee → Senate
 Faculty Academic Standards Committee → Faculty Academic Board → Senate
 Student Voice Committee → Education & Student Experience Committee → Senate

2. The use of Senate's electronic meeting system (E-Senate) and its fitness for purpose.

Finance and timescales

The Senate requires a fixed quote to include all data collection and review, delivery of a draft report, refinements to the draft and production of a final report.

The budget available is modest so work will need to be focused.

The final report should be available by [] 2016 (date to allow time for internal consideration).

Information to be provided to External Reviewer:

- New Instrument and Articles of Government of Bournemouth University
- Scheme of Delegation
- Membership and Terms of Reference for Senate and its Committees
- Senate Committee structure
- Senate Annual Report to the Board
- Sample Senate minutes and papers, a selection of Senate Committee minutes and papers and actions registers
- Board, Senate and Committees Policy & Procedures

Information to be gathered by External Reviewer:

- Attendance at meetings to observe proceedings [to be confirmed]
- The reviewer is asked to survey of Senate members, and any other key stakeholders as appropriate, and report and makes recommendations on the findings of that survey.
- In addition the reviewer is asked to conduct interviews (by telephone or in person) with the following:
 - Vice-Chancellor
 - Deputy Chairman (DVC)
 - A sample of elected members (academic and professional services)

A sample of Professorial members
Deans
Chairs of Senate Committees
Students' Union representatives
Senate Secretariat
The Senate representative to the Board
Any other Senate members who would like to be interviewed

Contact for questions

Please contact Geoff Rayment at Boardclerk@bournemouth.ac.uk or 01202 963029 with any questions or to discuss any further information required.