BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 24 October 2012, 2.15pm

The Boardroom, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	**Welcome, apologies and declarations of interest**		
2	**Minutes* of the Meeting of 20 June 2012 (VC)** 2.1 Matters Arising	SEN-1213-12	**2.15**
3	**Report of Electronic Senate Meeting of 3 to 10 October 2012**	SEN-1213-13	
	PART A – Vice-Chancellor's Communications		**2.30**
4	4.1 **HE Sector Update (VC)** 4.2 **BU Strategic Plan 2012-2018: Implementation Update (VC)**	Verbal Report Verbal Report	
	PART B – Debate		**2.50**
5	**Student Recruitment**	SEN-1213-14	
	PART C – Other Reports		**3.50**
6	6.1 **Research Ethics Review and Revised Terms of Reference** (PVC) 6.2 **Institutional Audit Update** (Catherine Symonds) 6.3 **REF Update** (Prof Matthew Bennett) 6.4 **Senate Committees Annual Review** (Jenny Jenkin) 6.5 **Research & Knowledge Exchange Committee – Amendments to Terms of Reference** (Jenny Jenkin) 6.6 **Public Information** (Jenny Jenkin)	SEN-1213-15 SEN-1213-16 Verbal Report SEN-1213-17 SEN-1213-18 SEN-1213-19	
	PART E – Routine Committee Business		**4.20**
7	**Minutes of Standing Committees:** 7.1 University Research Ethics Committee (unconfirmed), 3 October 2012 7.2 Academic Standards Committee (confirmed), 14 September 2012 **School Academic Boards:** 7.3 HSC School Academic Board (confirmed), 30 May 2012 7.4 HSC School Academic Board (unconfirmed), 12 October 2012	 SEN-1213-20 SEN-1213-21 SEN-1213-22 SEN-1213-23	
8	**Any other business** **Please Note:** items of any other business should be notified a week in advance to the Secretary of Senate.		

9	**Dates of next meeting:** **Electronic Senate – 9.00am 27 February to 5.00pm 6 March 2012** **Senate Meeting – 2.15pm, 20 March 2012**		**4.25**

Jenny Jenkin
Director of Student & Academic Services
Secretary
September 2012

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

BOURNEMOUTH UNIVERSITY **UNCONFIRMED**

SENATE

MINUTES OF A MEETING OF SENATE held on 20 JUNE 2012

Present:	Prof J Vinney (**Chair**) Mr C Allen; Ms A Allerston; Prof M Bennett; Dr C Bond; Prof D Buhalis; Mr J Holroyd; Mr T Horner; Mr A James; Dr S Jeary; Prof M Kretschmer; Mrs J Mack; Mr D Newell; Ms J Quest; Prof E Rosser; Prof H Schutkowski; Mr J Tarrant; Dr H Thiel; Prof G Thomas; Prof T Zhang.
In attendance:	Mr D Ball (Item 5); Ms L Bryant (SUBU); Dr C Chapleo; Ms S Chaytor-Grubb (SUBU); Ms R Limbrick (SUBU); Mr G Rayment (Committee Clerk), Mr M Simpson (SUBU); Ms C Symonds; Dr G Willcocks (DDE, Business School, Item 5);
Apologies received:	Mr J Andrews, Prof P Comninos; Mr D Evans; Prof B Gabrys; Ms J Jenkin (Secretary); Ms K Jones; Mr S Jukes; Prof T McIntyre-Bhatty; Prof R Palmer; Mr D Reeve, Prof J Roach; Dr K Wilkes, Mr D Willey

1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST

There were no declarations of interest. The Chair welcomed new members Mr Chapleo, Dr Thiel and the new SUBU sabbatical officers who were observing the meeting.

2. MINUTES OF THE MEETING OF SENATE HELD ON 14 MARCH 2011

The Minutes were approved as an accurate record subject to the following amendments:

Minute 5.3, 7th sentence: Amend to "*Through the Access Agreement performance would be measured <u>against the</u> percentage of total expenditure*";

Attendance: Add Prof E Rosser to the list of members present.

2.1 Matters Arising

Action points arising from the previous meeting had been completed and the Terms of Reference for the Assessment Boards, Graduate School Academic Board and Research Degrees Committee had now been formally signed-off. The Chair also informed members that, following Senate's previous discussions, the Education and Student Experience Committee (ESEC) had agreed that individual school based student charters based on the Media School model would be progressed and charters published in due course. Matters relating to wider student services and support will be accommodated through clear information provision on the website and student portal. On the specific issue of protocols for responding to students, ESEC had agreed that Schools would retain and manage their protocols locally. Members also noted the final version of the Fair Access Agreement, a copy of which was circulated with the papers for information.

3. REPORT OF ELECTRONIC SENATE MEETING OF 30 MAY 2012 to 8 JUNE 2012

The Report was noted.

4. CHAIR'S UPDATE

4.1 BU Strategic Plan 2012-2018

The Chair briefly summarised progress on the development and implementation of the University's Strategic Plan 2012-2018. Following final approval of the new Vision and Values, the BU Strategic Plan and its associated Key Performance Indicators (KPIs) by the University Board, Schools and Professional Services had subsequently produced more detailed Strategic Delivery Plans which will underpin financial plans for the forthcoming year. The Chair then updated members on the new 'Stratnav', an on-line tool (accessible through the staff intranet) developed to describe how the different aspects of the BU Strategic Plan and KPIs were connected and structured with KPIs.

4.2 Senate Membership: Appointment of a Business School Academic Staff Representative

The Chair informed members that Dr Chris Chapleo had been elected by the Academic Staff of the Business School to replace Anne Allerston who had come to the end of her term of office. Members welcomed Mr Chapleo and thanked Ms Allerston for her valued input to the Senate over many years. The Chair also thanked Mr Newell and Mr Tarrant who had come to the end of their terms of office as general academic staff representatives. Following the agreed restructuring of the membership to incorporate professoriate staff from each School, these general academic staff positions would not be filled. Finally the Chair thanked Mr Horner and outgoing sabbatical officers of the Students' Union for their work on Senate, and welcomed the incoming officers. The membership changes were approved.

4.3 QAA Update

Ms Symonds presented her short update report on progress on the preparations for the QAA Institutional Review. The 5 day review visit would take place from 10 June 2013, with reviewers visiting the University prior to this on 30 April and 1 May 2013. The deadline for the submission of the self evaluation document and student written submissions was 25 March. This would be a standard review process (not the new risk based approach) conducted by the standard review team. Senate noted the report.

4.4 Research Excellence Framework (REF) Update

Prof Bennett (PVC) informed members that the deadline for the REF submission was October 2013 and the first of two summarative exercises was already underway in order to fine-tune the submission. A REF 'dress rehearsal' was scheduled to take place in February/March 2013. REF comprised 3 components: Outputs (publications); Environment (the Postgraduate community); and societal impact. The latter aspect would be considered via case studies, approximately 40 of which were now in preparation. The results from the REF exercise would not be announced until December 2014, with funding allocations expected in Spring 2015. Members noted the update.

5. KEY INFORMATION SET (KIS)

5.1 Mr Ball presented his report on the preparations for the introduction of the mandatory KIS data set, designed to provide published, comparable sets of data for prospective Undergraduate students. KIS excluded Postgraduate and short courses (one year or less) plus any courses delivered wholly overseas. Information to be published for each course included National Student Survey (NSS) results, fees, assessment, time spend in learning and teaching activities, accommodation costs and graduate employability. Data would be collected by Schools in April/May prior to it being checked and supplemented with contextual information. The data would be formally signed-off by the

VC in August before being published by HESA in September. Each course web-page would include a link to the relevant data on the HESA website.

5.2 Mr Horner reported on the discussions which had taken place among student representatives and noted that some had questioned whether the KIS data would give a true picture of university life. It was suggested that the focus of many prospective students would be on contact hours, with an emphasis on quantity rather than quality measures. He noted that he had received anecdotal evidence of a small number of students with extremely low levels of contact time, although such cases appeared not to be the norm. He also reminded members that SUBU was an active and important part of the student recruitment process, through events such as open days.

5.3 Dr Wilcocks suggested that KIS could be considered from the perspective of the Efficient Market Hypothesis (EMH), with university education being seen as an investment. EMH stated that, based on all available information, price would be equal to value. KIS provided new information for 'investors' and could, therefore, be seen as a positive development in that it narrowed the gap between price and value.

5.4 Some members felt that the sector would converge over time in respect of how they reported data. Others noted that there were potential flaws in the way in which data for Partner Institutions was presented (i.e. as if they were BU Programmes). Members noted that additional contextual information, however, would be provided which would help to address these points and would also include definitions of, for example, contact hours. Members debated the ability of potential students to understand and interpret the data being presented and it was suggested that this would need to be explained carefully through effective communications (for example, through open days). It was also noted that there were many other potential factors which influenced a students' decisions, such as geographical location. It was also felt that the student/academic relationship should be seen as a partnership rather than a consumer relationship.

6. OTHER REPORTS

6.1 University Department of Mental Health Report

Prof Thomas briefly presented this annual report from the University Department of Mental Health, a joint initiative between the School of Health and Social Care (HSC) and Dorset Healthcare University Foundation NHS Trust established in 2008. Members noted the report, and the expanded scope to provide community services for the whole of Dorset currently under discussion with the Trust's Chief Executive.

7. MATTERS RAISED BY MEMBERS

7.1 Appointment of Academic Staff with Doctorates.

7.1.2 The Chair explained that this item had been raised brought forward from the Electronic Senate (see paper SEN-1112-54) as it had not proved possible to provide a written response in time for inclusion in the electronic papers. Ms Quest explained that the matter had been raised by her colleagues in the Media School who were growing increasingly concerned that the requirement for academic staff to possess doctorate level qualifications was creating difficulties in recruitment. It was also felt that this policy failed to recognise the value of professional practice experience and was thus inconsistent with the Fusion concept and the University's strategic plan. It was noted, for example, that three staff had contributed towards the work which led to the receipt of the Queen's Anniversary Prize award despite not having doctorates. She noted that Exeter University had adopted a policy of recruiting certain academic staff with appropriate industry experience through a PhD waiver scheme.

7.1.3 Academic Staff Representatives of the Business School and the School of Tourism agreed with these concerns and noted that similar recruitment problems had been

experienced, for example in the field of accountancy and law. SUBU representatives also supported the importance of professional experience which was greatly valued by students. They also noted that having a doctorate level qualification did not necessarily translate into effective or inspiring teaching skills. Other members noted that doctorates did not just include PhDs and that options for professional doctorate level qualifications should be considered. Others felt that academics must have good research skills, and that professional skills and experience might be recognised through a different employment model or grading mechanism.

7.1.4 The PVC explained that the value of industry experience was recognised, but that it had to be at the right standard. For this reason, the Executive had worked hard over the past year to establish an equivalency framework. Some members, however, felt that the equivalencies were set too high. The Chair added that the number of academic staff with doctorates had increased but still remained at less than 50%, compared with an average amongst the top 50 universities of 70%. A KPI target of 70% by 2018 was amongst those established to monitor the implementation of the University's Strategic Plan. He thanked members for their views and agreed that the UET would closely monitor the use of the equivalence framework over its first 12 month period and consider adjusting it if necessary.

ACTION: To monitor the use of the doctorate equivalence framework once it had been in operation for at least a full academic year and review if necessary.

ACTION BY: VC

8. MINUTES OF STANDING COMMITTEES

8.1 Education & Student Experience Committee, 28 March 2012 (unconfirmed)
The minutes were noted.

8.2 University & Research Ethics Committee, 11 June 2012 (unconfirmed)
The minutes were noted.

8.3 School of Health and Social Care, School Academic Board, 30 May 2012 (unconfirmed)
The minutes were noted.

8.4 School of Design, Engineering & Computing, School Academic Board, 23 May 2012 (unconfirmed)
The minutes were noted.

8.5 School of Tourism, School Academic Board, 23 May 2012 (unconfirmed)
The minutes were noted.

9. ANY OTHER BUSINESS

9.1 Members briefly raised technical issues which were being experienced in respect of the new staff intranet, particularly problems accessing the intranet remotely. The Chair explained that this was a known issue and that work was underway to resolve the problem.

DATE OF NEXT MEETING:

Electronic Senate – 9.00am 3 October to 5.00pm 10 October 2012.
Live meeting – 2.15pm, 24 October 2012.

Non-confidential

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

REPORT OF A MEETING OF ELECTRONIC SENATE held on
3 October 2012 (9AM) TO 10 October 2012 (5PM)

STATEMENT ON QUORUM

The meeting was quorate with 16 members confirming attendance.

MATTERS RAISED BY MEMBERS

1. **ISSUE OF DEGREE CERTIFICATES (EIS)(SEN-1213-01)**

Raised by: the School Academic Staff Representative, Estates & IT Business Services

Description of the matter: BU currently only provides students with degree certificates on, or after, the day of graduation. As certificates are required by some employers, and some for Visas, this can restrict opportunities for students before graduation. Could we provide students with certificates before the day of graduation?

A response from the Awards Co-ordinator was given with the paper. The Academic Partnerships Manager asked that Student Administration set out the pros and cons so that Senate can understand the background to the current approach. The SU President suggested students request an official transcript confirming awards. Possibly some research needs to be conducted with alumni and recent graduates to establish whether any problems have been encountered. The Deputy Dean for Education (HSC) suggested Senate discuss the additional resources required and costs to implement the early issue of certificates.

Chair's Decision

Issues noted, further detail to be provided, no further action.

2. **ANALYSIS OF THE LAST RECRUITMENT CYCLE (MS) (SEN-1213-02)**

Raised by: the Media School Representative, Media School

Description of the matter: Please can you advise what analysis has been conducted from the last recruitment cycle (quantitative and qualitative) and how this is being used to plan the future admissions' strategy?

A response from the Head of Admissions was given with the paper.

Chair's Decision

Item noted, no further action.

3. **COST OF LIBRARY CANOPY (MS) (SEN-1213-03)**

Raised by: the Media School Representative, The Media School

Description of the matter: Please can you advise the cost of providing the Library Canopy, together with an explanation as to why it was felt to be a priority at the present time?

A response from the Senior Projects Manager was given with the paper. Comments received were in approval of the Library Canopy, however one Senate member highlighted that student social media channels were suggesting the new landscaping was paid for by increased fee income.

Chair's Decision

Item noted, no further action.

OTHER REPORTS

4. **REVIEW OF SENATE TERMS OF REFERENCE (SEN-1213-04)**

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

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

Chair's Decision

No comments received, Terms of Reference approved.

MINUTES OF STANDING COMMITTEES

5. **ACADEMIC STANDARDS COMMITTEE, 28 JUNE 2012 (SEN-1213-06)**

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

Chair's Decision

Item noted, no further action.

6. **EDUCATION & STUDENT EXPERIENCE COMMITTEE, 30 MAY 2012 (SEN-1213-07)**

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

The General Manager of the Students' Union commented that further work would be required between SUBU and SAS to ensure the option of assignment receipts was communicated well to students.

Chair's Decision

Item noted, no further action.

7. **EDUCATION & STUDENT EXPERIENCE COMMITTEE, 25 JULY 2012 (SEN-1213-08)**

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

Chair's Decision

Item noted, no further action.

8. **RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 18 JUNE 2012 (SEN-1213-09)**

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

Chair's Decision

Item noted, no further action.

9. **RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 26 SEPTEMBER 2012 (SEN-1213-10)**

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, 30 MAY 2012 (SEN-1213-11)**

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

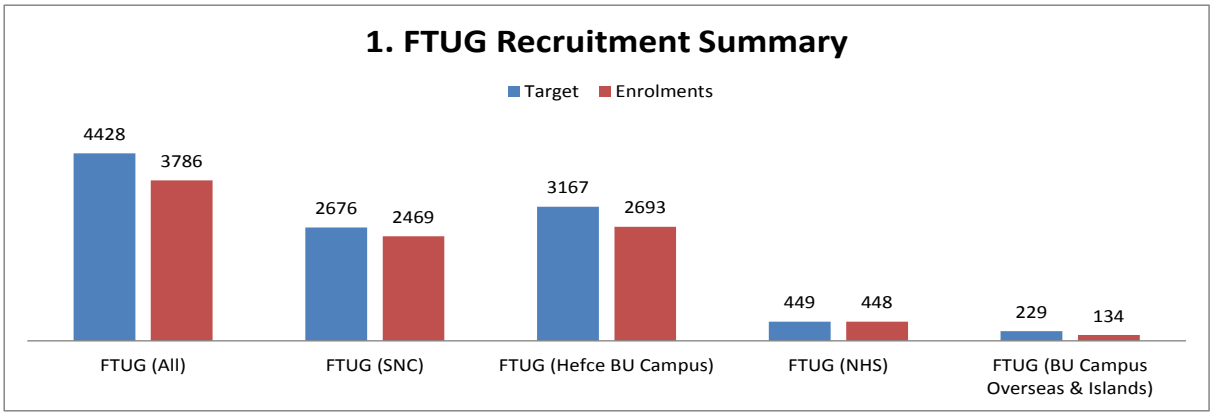
Next in-person meeting: Wednesday 20th March 2013 at 2.15pm

Bournemouth University

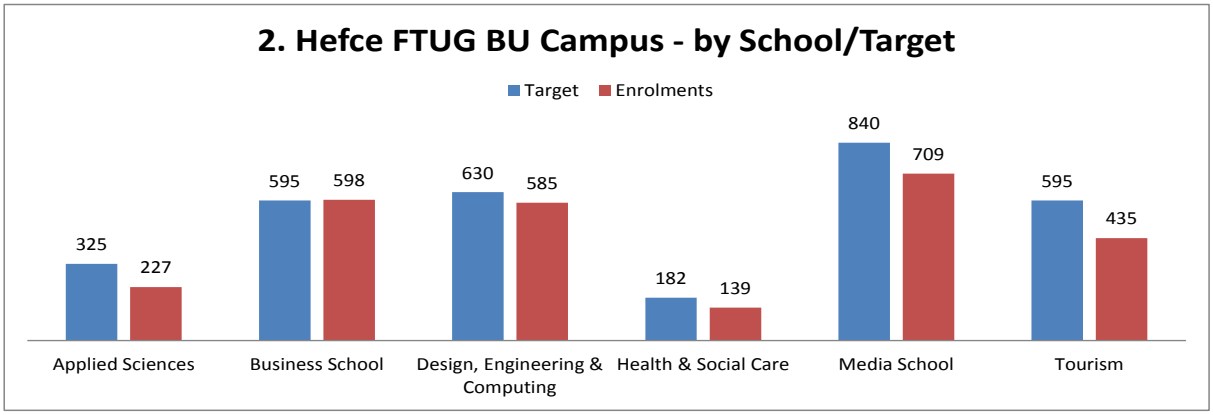
Committee Name	Senate
Meeting Date **Time required**	24 October 2012
Paper Title	Full Time Undergraduate Recruitment in 2012/13
Paper Number	SEN-1213-14
Paper Author/Contact	Liam Sheridan/Karen Pichlmann, SAS
Purpose & Summary	For Senate's information and discussion on FTUG recruitment in 2012/13 with a view to 2013/14 and the deregulation of ABB+ students.
Decision Required of the Committee	For noting.
Strategic Links	Student recruitment has impacts across most of BU2018.
Implications, impacts or risks	Financial, reputational and institutional implications of under recruitment With due consideration and in receipt of BU, UCAS and competitor information, BUCAT (BU Central Admissions Team) in consultation with Schools has agreed to change 2013/14 FTUG admissions requirements and offer structures in order to target full recruitment to SNC, and to attempt to maximise recruitment in de-regulated parts of the market. Where appropriate this includes the amendment of tariffs, introducing tariff ranges and reducing or deleting offer specificity.
Confidentiality	None.

BOURNEMOUTH UNIVERSITY
STUDENT & ACADEMIC SERVICES DIRECTORATE

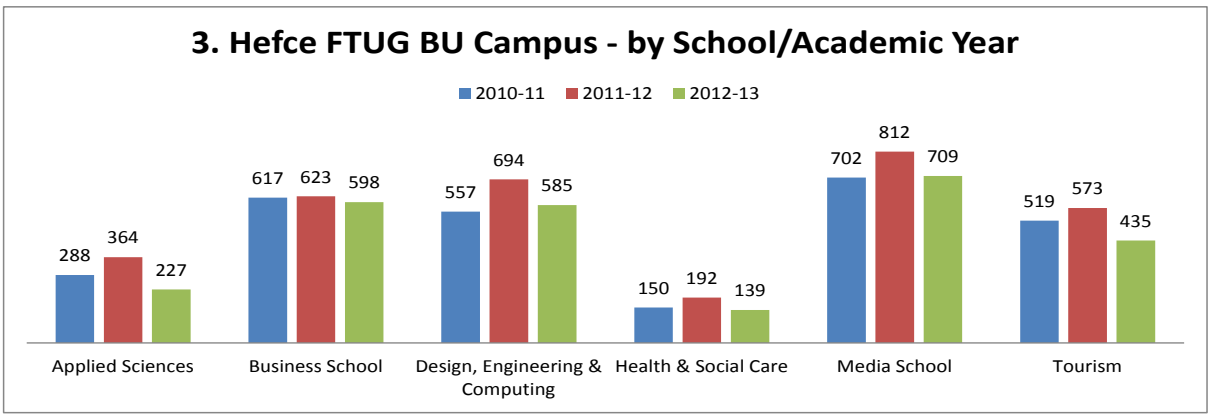
2012-13 FULL-TIME UNDERGRADUATE RECRUITMENT SUMMARY - NEW ENTRANTS



- BU under-recruited against 2012-13 Student Number Control (SNC) by 207 (7.7%)
- Under-recruitment of more than 5% can be removed from an institution's SNC in subsequent years, however Hefce have indicated that, due to under-recruitment at sector level, they may not impose this sanction in 2012-13
- BU campus Home & EU recruitment to Hefce programmes (not NHS) was under target by 474
- BU campus Overseas & Islands recruitment is similar to last year, however targets were more ambitious this year



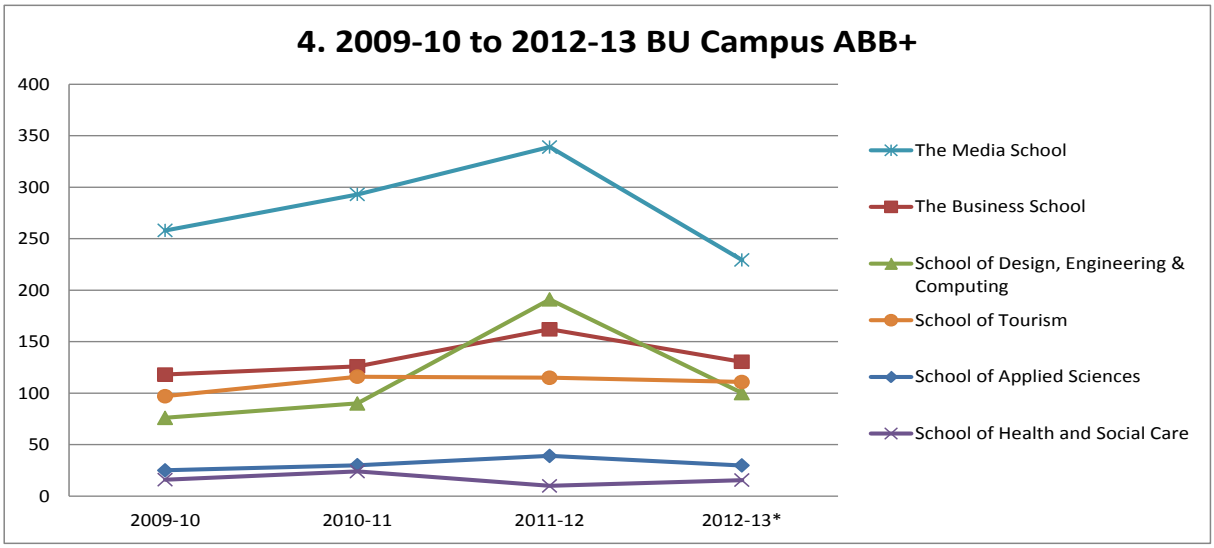
- Most Schools have not recruited to target this year: year-on-year applications were down 21% in this population
- To reach this position, it was still necessary to recruit nearly 500 students through Clearing. Although the Business School reached target, this outcome was dependent on c. 150 Clearing applicants.



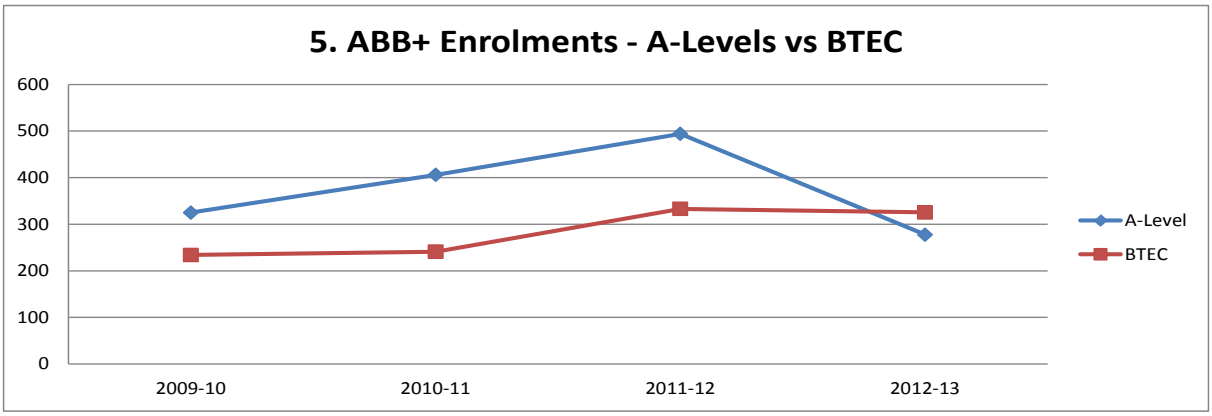
- All Schools have recruited fewer Hefce new entrants than in 2011-12
- Business School, DEC, HSC and Media School have recruited to a similar level as in 2010-11, whereas Applied Sciences and Tourism have not.

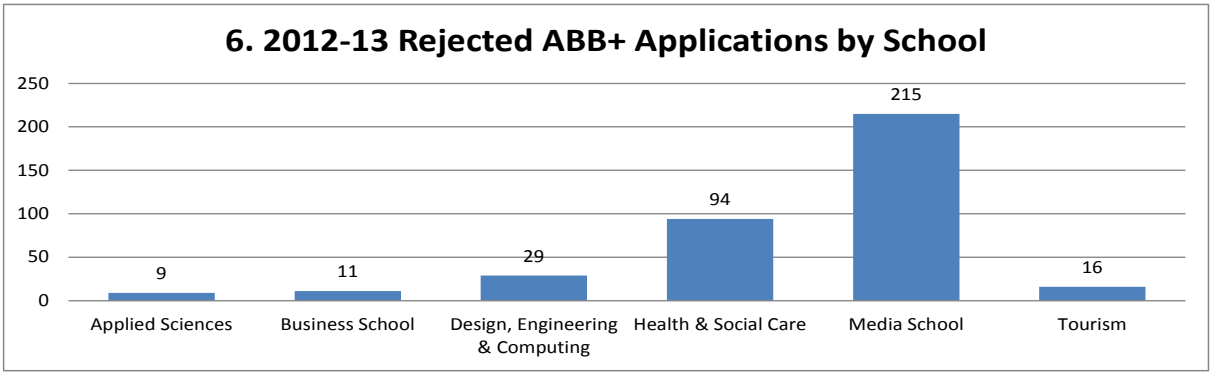
2012-13 FULL-TIME UNDERGRADUATE RECRUITMENT SUMMARY -DEREGULATION OF ABB+ STUDENTS

ABB+ ENROLMENTS	2009-10	2010-11	2011-12	2012-13
School of Applied Sciences	25	30	39	30
The Business School	118	126	162	130
School of Design, Engineering & Computing	76	90	191	100
School of Health and Social Care	16	24	10	15
The Media School	258	293	339	229
School of Tourism	97	116	115	111
TOTAL SCHOOLS	590	679	856	616
TOTAL ALL (INCLUDING PARTNERS)	663	742	946	682



- ABB+ enrolments rose from 2009-10 to 2011-12 before falling abruptly in 2012-13
- The fall in ABB+ enrolments in 2012-13 is largely attributable to students with A-Levels rather than BTEC (see below):





- An increase in the number of offers made, particularly in HSC and Media School, could help the University attract more students in the deregulated market

Bournemouth University

Committee Name	Senate
Meeting Date **Time required**	24 October 2012
Paper Title	Bournemouth University Research Ethics Review
Paper Number	SEN-1213-15
Paper Author/Contact	Julia Hastings Taylor
Purpose & Summary	To provide an update of the Bournemouth University (BU) research ethics model commissioned by the Pro-Vice Chancellor (PVC) in February 2012 to assess the overall effectiveness of BU's research ethics policies and procedures.
Decision Required of the Committee	To approve.
Confidentiality	None.

Bournemouth University Research Ethics Review

September 2012

1.0 Executive Summary

A review of the Bournemouth University (BU) research ethics model was commissioned by the Pro-Vice Chancellor (PVC) in February 2012 to assess the overall effectiveness of BU's research ethics policies and procedures. The existing model is a hybrid approach whereby some Schools have dedicated School Ethics Committees whilst others choose to cover research ethics business during School Research Committee meetings or have *ad hoc* arrangements. The current model is primarily devolved to Schools via School research ethics meetings and is overseen by a central University Research Ethics Committee (UREC).

On the basis of the data gathered as part of this review, it was concluded that the University's ethical review process is effective to some degree (moderately effective), but that it is ineffective in terms of implementation with specific respect to the mitigation of potential risks and because its procedures are fragmented across the University. This document describes what problems currently exist and proposes a series of solutions.

The review was conducted by the Research and Knowledge Exchange Development Team (RKED) and the main review activities included:

1) Meeting with research ethics stakeholders and various other key staff across the University's six Schools and Professional Services as appropriate;
2) Speaking with counterparts at other higher education institutions (HEIs) and discussing similar concerns;
3) Attending national-level conferences specifically targeted at university research ethics.

These activities highlighted two main areas of concern about the current research ethics process and structure at BU:

- A lack of awareness across BU of the importance of research ethics and a lack of understanding of potential risks if appropriate measures are not taken;
- A fragmented system of data collation. Without a University-wide system that streamlines the dissemination, storage and monitoring of ethics review forms, it is difficult to audit levels of compliance. As such, the University has limited knowledge of research projects that are proceeding without proper ethical approval, which could lead to serious risks for multiple stakeholders, including staff and students at BU.

The following proposed solutions are based on external benchmarking of good practice within the sector and extensive internal discussions with numerous stakeholders at BU:

- Increase awareness of BU's research ethics policies and procedures through: (1) UREC, which is charged with promoting best ethical practice in relation to research and research-related activities; and through (2) various internal exchanges, to include the BU

Research Blog, the University Research and Knowledge Exchange Forum (URKEF), and the Grants Academy, among others;

- Increase understanding among all staff and students through robust yet flexible policy that clearly outlines the appropriate procedures to follow and describes potential risks that need to be avoided;
- Create an online University-wide ethics review system that will streamline the dissemination, storage and monitoring of all University research ethics review forms. All approved forms should be held in a central database, which would allow for easy monitoring of compliance and enhanced auditing capabilities. Such a system would help ensure the highest levels of compliance while also identifying gaps, proposing new solutions and ensuring best ethical practice is undertaken by all researchers.

By actively promoting good research practice and implementing a more streamlined, auditable and compliant research ethics structure, BU will ensure that all industry requirements for research ethics and integrity are not only met, but are exceeded.

2.0 Glossary of Abbreviations

BU – Bournemouth University

CAF – Contract Authorization Form

CoPMRE – Centre of Postgraduate Medical Research and Education

CPD – Continuing Professional Development

DEC – Design, Engineering and Computing

ESRC – Economic and Social Research Council

HEI – Higher Education Institution

HSC – The School of Health and Social Care

HTA – Human Tissues Act

H&S – Health and Safety

KTP – Knowledge Transfer Partnerships

MBA – Master of Business Administration

NHSREC – National Health Service Research Ethics Committee

NRES – National Research Ethics Service

PGR – Postgraduate Research

PGT – Postgraduate Taught

PI – Principal Investigator

PIS – Participant Information Sheet

PVC – Pro Vice-Chancellor

RCUK – Research Councils United Kingdom

RED – Research and Enterprise Database

REF – Research Excellence Framework

RKED – Research and Knowledge Exchange Development Team

RKEO – Research and Knowledge Exchange Operations Team

ToR – Terms of Reference

UG - Undergraduate

UKRIO – United Kingdom Research Integrity Office

UREC – University Research Ethics Committee

URKEF – University Research and Knowledge Exchange Forum

3.0 Introduction

This internal University-wide research ethics review was conducted by the RKED on behalf of Professor Matthew Bennett, PVC. The review covers all circumstances where research ethics are a consideration:

- Externally funded research;
- Non-externally funded research;
- Undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) research.

As described in the *BU Research Ethics Code of Practice*,[1] 'research' refers to any form of disciplined inquiry that aims to contribute to a body of knowledge or involves a disciplined inquiry at any level which is designed to demonstrate mastery of research skills and techniques; 'research ethics' refers to the moral principles guiding research including inception, aims, completion, publication of results and beyond. The types of research and activities requiring ethical approval include traditional research (UG, PGT, PGR and staff) and non-traditional research activity, such as Knowledge Transfer Partnerships (KTPs), consultancies and contract work. These types of research define the scope of research ethics.

The purpose of this ethics review was to:

1) Describe current practices, including UREC and the ethical approval process within each School;
2) Identify areas in need of improvement and propose recommendations for change to raise awareness of BU's research ethics policies and procedures and validate the implementation of a streamlined, University-wide ethics review process that is flexible and auditable.

The following BU staff members were consulted during this review; additionally, an audit of the past two years' UREC meeting minutes was carried out and any relevant discussions and decisions are included as footnotes throughout this review.

BU Staff Member	Current Position
Prof Matthew Bennett	Pro Vice-Chancellor
Robert Chapman	Chairman, University Research Ethics Committee
Elizabeth Craig-Atkins	School Ethics Representative, School of Applied Sciences
Gelareh Roushan	School Ethics Representative, The Business School
Jon Cobb	School Ethics Representative, Design, Engineering and Computing
Martin Hind	School Ethics Representative, School of Health and Social Care
Darren Lilleker	School Ethics Representative, The Media School
Sean Beer	School Ethics Representative, School of Tourism
Julian Francis	Observer, University Research Ethics Committee

[1] BU Research Ethics Code of Practice: http://portal.bournemouth.ac.uk/sites/Policies%20Procedures%20and%20Regulations/Shared%20Documents/Research%20Ethics%20Code%20of%20Practice%20Sept%202009.pdf

BU Staff Member	Current Position
Gail Thomas	Dean, School of Applied Sciences and Dean, School of Health and Social Care
Holger Schutkowski	Deputy Dean, School of Applied Sciences
Roger Palmer	Dean, The Business School
Mark Hadfield	Deputy Dean, Design, Engineering and Computing
Jonathan Parker	Deputy Dean, School of Health and Social Care
Stephen Jukes	Dean, The Media School
Barry Richards	Deputy Dean (Research), The Media School
Alan Fyall	Deputy Dean, School of Tourism
Robert Hydon	Director of Operations, School of Tourism
Fiona Knight	Graduate School Academic Manager
Julie Northam	Head of the Research and Knowledge Exchange Office

4.0 Current Practices

The current practices are split into three sections: Current Practices in the Sector; BU University Research Ethics Committee; and BU Ethics Review Process.

4.1 Current Practices in the Sector

To ascertain the current ethics practices within the higher education sector, a review of 14 institutions' research ethics review processes – six of which were post-1992 universities – was undertaken. The review included researching each institution's published documents accessible online, discussing current practices at a national-level conference specifically tailored to research ethics and meeting face-to-face with counterparts at other HEIs.

The review concluded that there is no 'one size fits all' best practice model for research ethics policies and procedures. Across the sector, there is a clear lack of consistency not only with the function of each UREC but also with the ethical review approval process. Most HEIs operate a type of hybrid system similar to BU (e.g., University of Greenwich,[2] Oxford Brookes,[3] Northumbria University[4] and Southampton Solent University[5]) and have opted to create central URECs to help ensure best sector practices are implemented across the institution; as such, HEIs rarely devolve ethical review entirely to School or department level. However, the most apparent differences occur in where final research ethics approval is sought and to whom it applies. For example, some HEIs only require PGR and staff projects to undergo an ethics review (Oxford Brookes[6]), while others require all students and staff to undergo some form of ethics review (Southampton Solent University,[7] Bournemouth University); others focus primarily on research projects involving human participants when granting ethical approval (University of Plymouth,[8] University of Southampton[9]).

Discussions with counterparts at other HEIs reinforced the importance in building a research ethics framework that is best suited to each university's specific requirements. As previously discussed, BU operates a hybrid research ethics model (Section 5.2 discusses the advantages and disadvantages associated with BU's hybrid research ethics model) requiring all researchers to undergo an ethical review. The Economic and Social Research Council's (ESRC) Framework for Research Ethics advises that universities should establish procedures for reviewing UG and PGT research projects with the same high ethical standards expected in PGR and staff research.[10] In this instance, BU is already in line with the ESRC's guidance and the University should continue to require all student and staff researchers to undergo ethical review.

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[2] University of Greenwich: http://www.gre.ac.uk/research/rec/guidance-on-ethical-approval-for-research.
[3] Oxford Brookes University: http://www.brookes.ac.uk/res/ethics/committee.
[4] Northumbria University: http://www.northumbria.ac.uk/static/5007/respdf/ethics_handbook_2.pdf.
[5] Southampton Solent University: http://docman.solent.ac.uk/DocMan8/rns?RNS=ASQS/AH/1234574025.
[6] Oxford Brookes University: http://www.brookes.ac.uk/res/ethics/committee.
[7] Southampton Solent University: http://docman.solent.ac.uk/DocMan8/rns?RNS=ASQS/AH/1234574025.
[8] University of Plymouth: http://www.plymouth.ac.uk/files/extranet/docs/RSH/Researchethicspolicy2006.pdf.
[9] University of Southampton: http://www.southampton.ac.uk/corporateservices/rgo/.
[10] ESRC Framework for Research Ethics (2010): http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.

4.2 BU University Research Ethics Committee

In June 2007, BU held its first meeting of UREC, which is a sub-committee of Senate. Since then, the Committee has produced numerous University-wide documents outlining policies and procedures related to research ethics and conduct, notably the *BU Research Ethics Code of Practice* and the *Initial Research Ethics Checklist*. Both documents considerably changed the research landscape at BU.

4.2.1 Purpose, Roles and Responsibilities

As described in the Committee's current Terms of Reference (ToR), UREC's purpose is to promote best ethical practice in relation to all University research and research-related activities. Additionally, the Committee oversees the development and compliance of research ethics policies and procedures, provides advice and guidance on best ethical practice, gives approvals of projects referred to the Committee, and promotes education and training on best ethical practice. A revised ToR can be found in Appendix A and further detail on proposed changes can be found in Section 5.1.

Anecdotal evidence from current UREC members indicates that UREC understands its purpose in relation to the above-mentioned objectives; however, in practice, the Committee is not effectively fulfilling its roles and responsibilities as outlined in the ToR. Having produced various documents outlining policies and procedures but seeing few projects referred for approval, members and stakeholders have expressed concern that the Committee increasingly lacks clear objectives and an effective remit.

4.2.2 Remit

For the purpose of gaining a clearer understanding of UREC and its remit, an audit of UREC meeting minutes covering the past two years was conducted. This revealed the nature of discussions on various topics and helped to clarify why certain decisions were made.

Matters that could be deemed applicable to ethics – such as Health and Safety (H&S) and unethical funding – are not currently included in UREC's remit. As noted in the 9 December 2010 UREC meeting minutes, it was previously agreed to include H&S questions in the ethics checklist;[11] however, after recent consultation with Committee members and with counterparts at other HEIs, it is proposed that UREC should remain consistent in its remit by focusing specifically on promoting best practices and raising awareness of important ethical concerns (such as research involving participants, informed consent, vulnerable groups, etc.). Additionally, BU already has a dedicated H&S team with robust policies[12] as well as H&S contacts within each School; for example, the Ethics Rep from the School of Applied Sciences stated that the School has its own H&S representative and some of the questions on the current ethics checklist overlap with the H&S checklist. All H&S matters should be discussed in detail with either the School H&S liaison or BU's H&S team; however, H&S should be included in discussions between student and supervisor prior to the commencement of research.

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[11] Section 3.1.1 9, December 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2009%2012%2010.pdf.
[12] BU's H&S IntraMap: http://lytchett/intranet/intralinks2.asp?Sch_Dept=HS&ImId=643596036.

The matter of unethical funding sits outside this review and is beyond UREC's remit because it is not specific to the act of conducting research; however, should an academic or member of the Research and Knowledge Exchange Operations Team (RKEO) question the legitimacy of a donation or a funding organisation, this should be raised with the Research Development Officer (Research Conduct) in the first instance for further investigation and recommendation; depending on the circumstances, this may then be referred to the Head of the Research and Knowledge Exchange Office and/or the PVC.

Regarding UREC's remit, it is worth mentioning that during the 23 February 2011 UREC meeting, the scope and remit of the Committee was discussed[13] and during the 22 June 2011 UREC meeting it was agreed that the Committee would broaden its ToR to incorporate any ethical issues that fell within the academic remit of Senate.[14] However, this review proposes that the ethical remit of UREC should only extend to the types of research and activities previously described in this section, but no further. This is in line with existing practice in the sector.

4.2.3 Operation

The Committee meets three times a year, once in each academic term. Occasionally, UREC members raise ethical issues for consideration between meetings via email, but this is only on an *ad hoc* basis. The Committee Chair is externally appointed by the Chair of Senate. The current ToR document states that UREC should also have a Deputy Chair, elected by UREC, as well as a technical and administrative secretary. As far as membership, the current ToR document lists the following as members:

- Vice-Chancellor (Ex-officio);
- A maximum of three co-opted lay members nominated by the Chair of the University Board, none of whom should be BU employees, and at least two of whom should not be researchers in their own right. One of the co-opted members to be appointed as Chair. *[In practice, UREC has three co-opted lay members: Julian Francis, a member of the University Board; Dr Robert Chapman, the external chair, who is Head of Research at Royal Bournemouth Hospital; and Don Gobbet, who works for Dorset County Council]*;
- Head of Research or their nominee *[none]*;
- A member of the Graduate School *[none]*;
- A Research Ethics Representative nominated by each School Research and Enterprise Committee or equivalent *[all six Schools have an ethics representative].*

The Committee's current membership does not reflect that outlined in the current ToR – note specifically that BU no longer has a Head of Research and UREC does not have an appointed Deputy Chair – indicating that this needs revisiting. This review proposes a new membership structure as described in Section 5.1.3.

4.3 BU Ethics Review Process

[13] Sections 3.1.2, 3.2.1 and 3.2.2, 23 February 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1011-2Minutes_23_Feb_2011%20confirmed.pdf.

[14] Section 2, 22 June 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2022%20June%202011%20confirmed.pdf.

The current ethics policy clearly states that all researchers should be familiar with the *BU Research Ethics Code of Practice*,[15] which is the primary policy document outlining the necessary steps to be taken and considered before, during and after research collection, and should complete the initial research ethics checklist to identify any ethical issues associated with their research (Appendix B). Broadly speaking, the process for completing the research ethics checklist is as follows:

Students:

1) The student consults with their supervisor on any potential ethical issues raised in the proposed research project using the checklist as a guide;
2) The student then completes the checklist and submits it to their supervisor for approval;
3) Once approval has been granted, the research may commence.

Staff:

1) The Principal Investigator (PI) completes the ethics checklist and submits it to their School Ethics Rep for approval;
2) Once approval has been granted, the research may commence.

Anecdotal evidence gathered during meetings with research ethics stakeholders and various other key staff across the University suggests there is a lack of guidance and knowledge at supervisor level of potential research ethics issues that would need referral either to a School Research Committee or to UREC. For example, several staff members admitted to simply not knowing about BU's research ethics policies and procedures or about the need to gain ethical approval for their research. Additionally, there is concern in most Schools, particularly regarding staff research projects that the ethics checklist is not being completed at bid preparation stage and is frequently not completed at all. For example, in a recent incident, a member of staff was asked by a journal publisher to provide confirmation that their research was conducted ethically, but ethical approval had not been sought prior to commencing the research. Additionally, members of RKEO are aware of numerous funded projects that do not have ethical approval. This review proposes various measures to help alleviate both these concerns, as described in Sections 5.1.9 and 5.2.2.

The procedures outlined in the *BU Research Ethics Code of Practice* and the broad-stroke processes outlined above for student and staff approval are implemented in different ways across each School. Below is a brief outline of each School's current procedures for the ethics approval process (see also Appendix C).

4.3.1 School of Applied Sciences

For all taught students (both UG and PGT), individual ethics checklists are submitted as part of the student's research draft proposal. UG students submit their checklist as part of their learning contract, which is not marked and therefore the absence of a checklist could slip through the cracks. PGT students submit their checklist with their draft proposal, which is marked and therefore their completion rate for ethics checklists is very high. Copies of completed checklists are kept with each student's draft proposal. Supervisors of all students review and approve their

[15] BU Research Ethics Code of Practice: http://portal.bournemouth.ac.uk/sites/Policies%20Procedures%20and%20Regulations/Shared%20Documents/Research%20Ethics%20Code%20of%20Practice%20Sept%202009.pdf

students' ethics checklists; in the event of query or concern, the supervisor will approach the School Ethics Rep for advice. For PGR students and staff, the process for ethical review is not as structured as with taught students. School policy is for PGR students to submit their checklists to their supervisor and for staff to send completed checklists to the Ethics Rep; however, compliance is not monitored so it is unclear how many projects are moving forward without ethical approval.

4.3.2 The Business School

For all UG students working on a dissertation, individual ethics checklists are submitted to their supervisor for approval. This is part of their initial research project proposal submission and is therefore mandatory. All signed forms are held by the Programme Administrators. PGT students follow a similar process to UG, but the structure is not as tight – PGT students are not required to submit a checklist as part of their initial project proposal – and therefore compliance is not as regulated. For PGR students and staff, the Master of Business Administration (MBA) follows a similar process, and the process for ethical review is becoming more structured for all PGR students. School policy is for PGR students to submit their checklists to their supervisor and for staff to send completed checklists to the Ethics Rep; however, as with Applied Sciences, there is little monitoring of compliance so it is hard to assess how many projects are moving forward without ethical approval.

4.3.3 Design, Engineering and Computing (DEC)

For all taught students (both UG and PGT), individual ethics checklists are submitted electronically to their supervisor for approval. DEC is divided into four frameworks (Computing, Creative, Design and Psychology) and three of the four frameworks currently use a web-based ethics checklist, which was created in-house, while the fourth uses MyBU for all submissions. All completed ethics checklists have to be submitted with the student's dissertation as an appendix. Additionally, all submissions from the Computing, Creative and Design frameworks are sent to the Ethics Rep and submissions from the Psychology framework are sent to the Psychology Ethics Rep. This mechanism is in place to help monitor compliance and complete random audit checks. Because all DEC submissions are electronic, monitoring compliance is relatively easy. During several meetings with the DEC Ethics Committee, it became clear that they had the ability to provide levels of compliance within their School; however, it is also understood that while all four frameworks submit their forms electronically, not all of the frameworks emphasise the requirement to submit an ethics checklist. This is known within the School and steps have been taken to rectify the problem. For PGR students and staff, the process for ethical review is not as structured. School policy is for PGR students to submit their checklists to their supervisor and for staff to send completed checklists to the Ethics Rep; however, there is less monitoring of compliance as there is an understanding that PGR students and staff are more aware of potential ethical issues that may arise from their research projects.

4.3.4 School of Health and Social Care (HSC)

Due to the nature of HSC's research and the increased likelihood that research will involve human participants in a health or social care-related context, the School implements an internal research ethics review process – commonly referred to as RG2 – to ensure all human participant-related research is conducted in line with current NHS and Social Care guidelines. However, UG research projects are not reviewed using the RG2 process. Rather, UG students submit individual ethics checklists to be reviewed by the course and supervision team. For all

PGT, PGR and staff, ethical review is sought either within the internal RG2 process and/or through an external NHSREC (National Health Service Research Ethics Committee) Therefore, all PGT students undertaking research undergo an internal RG2 peer review, even if their study requires an external review through a NHSREC. PGR students that require external NHSREC approval may, at the supervisors' discretion, go straight to an external NHSREC review without needing an internal RG2 review. Staff projects requiring external NHSREC review generally go straight to the NHSREC and are not reviewed internally through RG2 unless a specific request is made for an internal RG2 review. The internal RG2 peer review is a four-week process using specific review criteria, leading to eventual ratification by the School Postgraduate Committee.

4.3.5 The Media School

For all taught students (both UG and PGT) working on a dissertation, individual ethics checklists are submitted to their supervisors for approval. For PGR students, the supervisor approves the ethics checklist and the originals are held with the PG Administrator. For staff research projects, completed checklists are sent to the Ethics Rep for approval and storage; however, there is minimal monitoring of compliance so it is unclear how many projects are moving forward without ethical approval.

4.3.6 School of Tourism

The School of Tourism recently approved an amendment to the ethics approval process to introduce a School Research Ethics Committee for the review of any ethically contentious projects prior to being passed on to UREC. For dissertations, all taught students (both UG and PGT) complete an ethics checklist, which is approved and signed off by their supervisor, and submit the checklist with their final dissertation. PGR students use to complete their ethics checklist with their supervisor as part of the MyBuild process. Given that this is now discontinued, the completed ethics checklist is now forwarded to the Ethics Rep for approval and storage. Staff researchers are responsible for completing an ethics checklist and submitting it to the Ethics Rep for approval and electronic and hard copy storage. The Ethics Rep maintains an electronic spreadsheet of all received ethics checklists, which includes approved forms that are held either electronically or in hard copy, allowing for easy monitoring of compliance. Additionally, the Ethics Rep is in the process of identifying research projects that are in progress without ethical approval in an effort to encourage better compliance.

4.4 Diversity of Practice: What are the Risks?

The diversity in practice across each School clearly exposes BU to potential risks. Due to the lack of a centrally controlled process for ethical review and approval, there is minimal knowledge of projects that are either approved without proper guidance or that by-pass research ethics approval altogether. Section 5.2 describes in detail the advantages and disadvantages associated with this devolved structure, referred to as a hybrid model for ethical review, as well as proposing steps BU can take to mitigate these risks.

5.0 Areas in Need of Improvement and Recommendations for Change

Research undertaken as part of this review – meetings with research ethics stakeholders and various other relevant staff from the University's six Schools and Professional Services – indicated the primary issues that the University needs to tackle are: promoting best ethical practice, raising staff and student awareness, and mitigating all potential risks associated with research ethics. Firstly, promoting best ethical practice was a reoccurring theme expressed by numerous members of UREC and the wider BU community; for example, the Business School Ethics Rep has asked on a number of occasions for School-specific best ethical practice, specifically to benchmark against other Business Schools in the sector. Secondly, raising staff and student awareness is also a critical issue that deserves ample attention; as previously discussed in Section 4.3, recent incidents highlight the need for better awareness of BU's research ethics policies and procedures. Finally, BU does not have sufficient risk mitigation in place because compliance and auditing procedures do not exist and therefore the University has no way of confirming whether or not research conducted under the auspices of BU has ethical approval. This is the primary concern expressed by one of UREC's lay members who has extensive experience with risk mitigation.

This section outlines the three primary areas that were identified from this review as being in need of improvement in order to tackle the issues mentioned above:

1) Awareness and promotion of good ethical practice;
2) University-wide policy;
3) Compliance and audit capabilities.

Meetings with BU stakeholders, benchmarking BU's policy with external codes of good research practice[16] and conversations with counterparts at other HEIs indicated that improvement in these three areas will make BU more effective at implementing and monitoring a robust research ethics policy.

5.1 Awareness and Promotion of Good Ethical Practice

The notion of awareness and active promotion of good ethical practice is a concept that the University strives to adhere to but is challenging to implement effectively in practice. This is evidenced by a lack of knowledge across the University of BU's policies and procedures on research ethics. Several recent incidents and acknowledgements of lacking knowledge on research ethics from members of staff reflect this statement. A complete culture shift is necessary: research ethics approval should not be viewed as just another box to tick or as a hurdle to conducting risky research; rather, the research ethics approval process should be seen as a tool for conducting research with a high degree of integrity and for bringing to light

[16] External benchmarks of good practice include national-level documents such as the United Kingdom Research Integrity Office (UKRIO) Code of Practice for Research (http://www.ukrio.org/ukR10htre/UKRIO-Code-of-Practice-for-Research1.pdf), the Economic and Social Research Council (ESRC) Framework for Research Ethics (http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf), the Research Integrity Concordat written by Research Councils UK (RCUK) and Universities UK (http://www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/Research/Pages/Researchintegrity.aspx).

new ideas that may otherwise have been missed in the research lifecycle.[17] The pragmatic perspective is that the necessary culture shift is not going to happen immediately; however, the various steps outlined below can be implemented in the short to medium term to begin embedding the importance of ethical approval in the research process for all students and staff. This section outlines numerous proposals to raise awareness and promote good ethical practice.

5.1.1 University Research Ethics Committee (UREC)

As expressed in the 5 October 2011 UREC meeting, "the Committee, whilst having delivered positive benefits to date, should review its remit and membership with a view to becoming more pro-active and evangelical in its approach."[18] This review proposes a revision of the current UREC ToR to achieve the proposals expressed in this section and to better ensure UREC functions to its full capacity. A revised ToR can be found in Appendix A. It is proposed that UREC will be able to effectively implement its objectives as set out in the ToR through various measures to include clearly defining the members' roles and responsibilities and structuring the UREC meetings to achieve multiple goals.

5.1.2 UREC Members' Roles and Responsibilities

The ToR clearly describes the purpose and objectives for UREC and these are in line with similar HEIs in the sector.[19] This review proposes the implementation of specific objectives outlined in the ToR and to ensure UREC is being used to its full potential in promoting best ethical practice. Roles and responsibilities of UREC include:

- Promoting best ethical practice;
- Overseeing the development of research ethics policies and procedures, and in particular to review and update as necessary the Research Ethics section of the Research Code of Practice;
- Monitoring and auditing compliance of ethics review within each School;
- Reviewing and responding to research project proposals in a timely manner;
- Attending regular training – including continuing professional development (CPD) – and information awareness sessions;
- Providing advice and guidance on best ethical practice and how to deal with any misconduct;
- Monitoring local research ethics committee activities via inclusion of local committee minutes to UREC meetings for oversight purposes (see Section 5.2.2 for more information on the relationship between local research ethics committees and UREC).

[17] This is one of the six key principles of the ESRC's Framework for Research Ethics (2010): http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.
[18] Section 3.1, 5 October 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1112-%20Minutes%205%20October%202011.pdf.
[19] Some HEIs allow public access to their UREC ToR, however not all are made available. Three examples of UREC ToRs that are similar to BU's ToR are available from: University of Greenwich: http://www.gre.ac.uk/offices/academic-council/membership/rec; Oxford Brookes: http://www.brookes.ac.uk/res/ethics/terms; Northumbria University: http://www.northumbria.ac.uk/static/5007/847027/ethics_policy.pdf.

Additionally, UREC should be aware of all high-risk research activity – for example, medical research or research dealing with the Human Tissues Act (HTA) and the Animals Act – and all research-specific licences held by each School. Before detailing the relevant roles and responsibilities, this review first proposes changes to the membership, length of service, selection process and training.

5.1.3 UREC Membership

This review recommends that UREC membership should comprise:

- Vice-Chancellor (Ex-officio);
- External Independent Chair;
- Two independent members from the University Board;
- Six Ethics Reps (one from each School);
- Six secondary representatives from each School who will attend UREC meetings on behalf of the Ethics Rep if an Ethics Rep is unable to attend. This will establish the principle that each School will always have representation at UREC, not only to improve discussion but to ensure that discussion items are not unnecessarily delayed due to the lack of Ethics Reps to speak to the items;
- A minimum of three independent lay members from the community (with no affiliation to BU), at least one of which must be knowledgeable in ethics;
- Student representative (preferably a PGR student);
- Secretary (non-member, in attendance);
- Committee Clerk (non-member, in attendance).

There have been numerous discussions with stakeholders (including BU UREC members, the BU UREC Chair and various counterparts from other HEIs) on whether to maintain an external Independent Chair or to appoint a senior member of BU staff as the Chair. A review of UREC meeting minutes from 5 October 2011 indicated that the negative aspects of keeping the position independent include the potential for a lack of authority and responsibility if the Chair is not a senior member of staff and being unable to progress matters within the University.[20] However, positive aspects to maintaining an Independent Chair include a non-biased view of BU and each School to ensure fair and honest decisions, the ability to effectively drive compliance and audit measures with an independent view on all projects and an understanding across the University that UREC remains an independent committee charged with making fair decisions to ensure the protection of those involved in research and the University's reputation.

During the 5 October 2011 UREC meeting, there was strong agreement that it is beneficial good practice for the Chair to be independent of the University.[21] The current UREC Chair has stated that he does not have a view on this matter and sees equally beneficial merits in either an Independent Chair or a senior member of staff. Within the sector, it appears that most HEIs do not have an Independent Chair and appoint a senior member of staff to the position. However, it

[20] Section 3.1, 5 October 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1112-%20Minutes%205%20October%202011.pdf.
[21] Section 3.8, 5 October 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1112-%20Minutes%205%20October%202011.pdf.

is recommended that UREC maintains the Independent Chair position because the independence and relatively non-biased views held by the Chair will help to promote an independent committee posturing itself to drive compliance and auditing measures. Additionally, this recommendation is in line with the majority view expressed by UREC members who have previously stated they prefer an Independent Chair, noting specifically that the independence of the Chair was felt to provide a greater degree of objectivity and the ability to ask 'difficult' questions if necessary.

Additional debate with UREC members took place on whether or not to invite additional independent lay members as well as a student representative to UREC. The vast majority of HEIs do include at least one lay member on their ethics committee and this is considered good practice within the sector.[22] The ESRC Framework for Research Ethics recommends URECs have at least one lay member.[23] It is also common for universities to include a student representative on their ethics committees.[24] Universities generally provide lay members/student representatives with a handbook detailing their role and responsibilities on the Committee and this documentation would need to be produced for the new UREC members at BU.

Several UREC members have argued that additional members – in particular independent lay members – might not have a role to play on the Committee seeing as very few projects are referred for review; however, as will be discussed in Section 5.1.7, this review recommends a significant restructuring of the UREC meetings to ensure that each meeting is effectively achieving the purpose outlined in the ToR. Involvement from a student, the independent lay members and Board members along with the multidisciplinary views of the School Ethics Reps will create vigour within UREC by combining different philosophies in an effort to detail effective best practices specific to research ethics.

Seeing as this review recommends a minimum of three independent lay members from the community, measures will be taken to ensure confidentiality in regards to reserved business. Reserved business includes, but is not limited to, research projects that display a high degree of sensitivity or the potential for negative effects on the University's reputation. As such, all independent lay members will be asked to sign a letter of appointment that covers matters of confidentiality,[25] similar to the process for Board members. UREC would ensure these issues form a key part of the recruitment and induction process of any independent lay members.

Another point that should be reiterated on the importance of the apparent and real independence of UREC is its relationship in the governance structure to Senate and the University Board. UREC is a sub-committee of Senate and this review argues that this is the appropriate place for the Committee to remain in the University governance structure. By so doing, UREC can effectively maintain a high degree of independence and sustain a positive relationship with Senate for leadership and direction on all high-level procedural changes to policy. Additionally, this position in the structure relays a clear message about the importance placed on research ethics at BU.

5.1.4 Duration of UREC Membership

[22] For example, UWE, Surrey, Plymouth, Oxford Brookes, York, Bath and Lancashire.
[23] Available from: http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.
[24] For example: Kingston, UWIC, Bath and Liverpool Hope.
[25] This is common practice in the sector, for example: UWE, Leicester, Liverpool and Aberystwyth.

It is recommended that all UREC members serve no less than one year and no more than three years on the Committee, with a review every 12 months served for both the member and the School (applicable for Ethics Reps only). Existing members will have the option to remain in post because it is recommended that this new policy begins in September 2012 with the start of the 2012/2013 academic year. This service duration will help to ensure that UREC membership is fluid and continually presenting new perspectives on research ethics; additionally, each School will begin to build up a consortium of research ethics experts to call on for advice when necessary.[26]

5.1.5 Selection Process for UREC Members

It is proposed that the external Independent Chair is appointed by the Chair of Senate and the University Board independent members are appointed by the Chair of the BU Board. The Ethics Reps should be selected by each School, with the School responsible for establishing a selection process and ratifying the appointment at the School's Research and Knowledge Exchange Committee (or equivalent). The independent lay members from the community and the student representative should be selected through UREC. In regards to remuneration for lay members, the majority of HEIs cover expenses only. According to results from a University of Southampton survey on remuneration for independent lay members of ethics committees: 19 institutions remunerate expenses only, ten do not remunerate, three remunerate in addition to expenses and two are currently reviewing their policies. As such, this review proposes that UREC continues to remunerate independent lay members for expenses only.

5.1.6 Training and Information Awareness

Attendance at CPD training and information awareness sessions is imperative to keep UREC members up to date on current national best practices and new legislation/regulation. As such, this review proposes that formal CPD sessions be held at every UREC meeting. Additionally, UREC members will be expected to be available for additional training days – approximately two per annum – in addition to the UREC sessions. These training days will be *ad hoc* and UREC members will be given sufficient notice in an effort to maximize attendance. Training and information awareness will focus on research ethics, integrity, conduct and potentially negotiation and conflict management seeing as Committee members will be expected to monitor compliance and audit research project proposals, which could cause discontent among students and/or staff. The suggestion for training in negotiation and conflict management came from the Chair of UREC at the University of Surrey; she explained the added benefit this type of training gives to UREC members who undertake compliance and audit measures. The importance of specific training for Ethics Reps and the wider Committee members has been discussed at length in previous UREC meetings[27] and is deemed good practice in the sector.[28]

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[26] Other HEIs have similar arrangements: Greenwich requires a three-year commitment and Northumbria requires a two-year commitment.

[27] Section 7, 14 April 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/Senate%20minutes/Minutes%20of%20Research%20Ethics%20Committee/UREC_Minutes_04_10%20confirmed.pdf; Section 3, 23 June 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2023%2006%2010.pdf; Section 2.3, 23 February 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1011-2Minutes_23_Feb_2011%20confirmed.pdf.

[28] Recommended for example in the ESRC Framework for Research Ethics (2010), available from: http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.

5.1.7 Structured UREC Meetings

Structuring the UREC meetings is an important initiative because the most common concern expressed during the early stages of this review was the future of UREC. As the overwhelming majority of project proposals are approved at School level, UREC is rarely presented with projects to debate and on which to reach consensus. It is therefore imperative to restructure UREC so that it is effective and adds value to the University. This review proposes that the UREC meetings are separated into thirds:

- The first third of the meeting will be dedicated to administrative tasks, to include reviewing policy, updating procedure and any other matters arising that fall under administrative tasks;
- The second third will be dedicated to School-specific activities, to include building School-specific best practices and briefing on each School's compliance and audit results. Firstly, School-specific best practices will be generated primarily through reviewing post-approved projects chosen on the basis that they present an ethical concern. UREC members will discuss the project's methodology and compile a list of School-specific best practices. This activity was previously mentioned at the 5 October 2011 UREC meeting as a suggestion to improve shared learning across the Schools.[29] Additionally, other HEIs with similar Schools will be contacted in an effort to identify their best ethical practices and to ensure BU is in line with industry standards. The second third of UREC meetings will involve briefs on each School's compliance and audit results. Evidence for these briefs will be gathered from multiple sources, primarily from the research ethics database as well as using data gathered from the Research and Enterprise Database (RED), lists of student projects and selections of collapsible forms. Each Ethics Rep will be responsible for compiling a compliance and audit report to present to UREC at each meeting. The Secretary will ensure a report format is made available to ensure consistency. Compliance and audit measures are described in more detail in Section 5.3.
- The final third of UREC meetings will be dedicated to CPD training or an information awareness session. The Secretary will ensure that UREC has a steady stream of both internal and external professionals and academics to present their research ethics expertise to UREC.

The concept to split UREC meetings into thirds was initially proposed by the Chair of UREC from the University of Surrey. The conversation focused on the differences between BU and Surrey and how to best use our own strengths and weaknesses to create the most effective UREC whilst acting with clear direction and purpose.

5.1.8 Electronic Meetings

In instances where a research project is presented to UREC for approval but a scheduled meeting is too far in the future, this review recommends that a UREC-specific electronic forum is created to review such projects and discuss any *ad hoc* business in a timely and efficient

[29] Section 3.7, 5 October 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1112-%20Minutes%205%20October%202011.pdf.

manner to ensure research progression is not hindered. The need to fill this gap was previously raised at the 14 April 2010 UREC meeting.[30] If necessary, *ad hoc* meetings will be arranged if the discussion cannot be resolved within the electronic forum with conference call capabilities if required.

5.1.9 Proposals to Raise Awareness

Below is a list of proposals to help increase awareness and raise the profile of the importance of research ethics across the University:

- Continue to add posts to the BU Research Blog on news and national-level information specific to research ethics, integrity and conduct;[31]
- Have a dedicated 'Ethics Week' on the Blog in which each day is centred on a specific ethics-related topic (for example, data protection, informed consent, CRB checks, and vulnerable groups);
- Invite staff and students from across the University to answer the question, "Why is research ethics important to you?" and post the responses on the Blog;
- Post summaries of each UREC meeting on the Blog, similar to the URKEF and the Research Excellence Framework (REF) meeting summaries currently posted on the Blog;
- Keep the BU research community informed of any forthcoming training and conferences specific to research ethics, integrity and conduct via the Blog;
- Brief the BU research community on training sessions and conferences attended, specifically focusing on lessons learned and best practices that could be applied to BU researchers;
- Offer desk-side support and training to staff and students with specific research ethics questions/concerns;
- Have the UREC Secretary attend the scheduled URKEF meetings after the UREC meetings to summarise the minutes, provide an update on School-level compliance and explain any new measures to increase awareness and improve compliance;
- Offer surgery drop-in sessions for all academics recently graduated from the Grants Academy to provide specialised support on research ethics – particularly because staff projects are not assigned a supervisor and new academics may require more support in this area – and on how to enhance grant proposals through a deeper understanding of the importance of research ethics;
- Work closely with the Graduate School to ensure all students receive mandatory instruction on research ethics and all supervisors are trained on research ethics and made aware of their responsibilities as a supervisor to their students. After consultation with the Graduate School Academic Manager, it is clear that these policies are already in place; additionally, beginning in the academic year 2012/2013, research ethics instruction will be mandatory for all graduate students. The Ethics Rep from the School of Tourism is currently conducting training for supervisors through the Graduate School;

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[30] Section 8.2, 14 April 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/Senate%20minutes/Minutes%20of%20Research%20Ethics%20Committee/UREC_Minutes_04_10%20confirmed.pdf.

[31] The 'ethics quiz' post added to the Blog on 2 April 2012 (http://blogs.bournemouth.ac.uk/research/2012/04/02/how-ethical-are-you-test-your-knowledge-and-win-a-prize/) was the most popular post accessed by BU staff via the Daily Digest email over the period 25 February to 24 May 2012.

- Require all academic staff and PGR students to complete an e-module training course on research ethics, which will highlight the importance of research ethics and outline major research ethics principles, such as duty of care to participants, data protection, vulnerable groups, informed consent, etc. Initially, all academic staff will be required to complete the e-module training followed by refresher training every two years thereafter. PGR students will be required to complete the e-module training during the early stages of their research programme. This proposal is intended to not only ensure all academic staff and PGR students are made aware of research ethics, but also to maintain awareness over the long term. Meetings with various stakeholders across BU (with Deans, Deputy Deans, supervisors and PGR students) indicate that there is a clear lack of knowledge around basic research ethics principles. This e-module will ensure that all academic staff and PGR students are fully aware and trained on research ethics, and will fulfil the requirement to train all graduate students on research ethics, as recommended by the Researcher Development Framework Domain C Research Governance and Organisation;
- Create a mini 'Fact Sheet on Research Ethics' outlining major research ethics principles that should be highlighted during any discussion between students and supervisors;
- In an effort to ensure all supervisors and staff researchers are made aware of the University's dedication to research ethics and the responsibility of all BU researchers to be aware of research ethics guidelines, the above mentioned fact sheet should be attached to all appropriate payslips on an annual basis. This proposal was suggested by a colleague from the University of Liverpool as an effective way to ensure all appropriate staff members are aware of the University's guidelines on research ethics in a 'push' manner rather than the typical 'pull' manner (for example, having to search for the guidelines in the intranet).

The various measures described in this section – raising the profile and adding value to UREC and raising awareness through several outlets – are immediate actions that can be taken to begin the longer-term process towards a positive culture shift around research ethics. However, various measures need to be taken to ensure the University is effectively informing students, supervisors and staff of the importance of understanding and implementing good ethical practice. Additional measures will also be taken to ensure awareness is maintained in the long-term; these measures are further described in Section 5.2.2 and include proposals such as integrating the ethics process with RKEO and the Contract Authorization Form (CAF) to ensure all funded projects have ethical approval.

5.2 University-wide Policy

BU currently operates a hybrid research ethics model, which is primarily devolved to Schools via School research ethics meetings and is overseen by a central UREC. There are a number of advantages and disadvantages to operating a hybrid model of ethical review.

Advantages of a hybrid model:

1) The independence granted to each School to use their expertise and knowledge in their field of study to make informed decisions on the status of a project's research ethics. This point is particularly important for some of BU's riskier areas of research – for example, medical research or research dealing with HTA and the Animals Act – which should remain devolved at School level and referred to UREC by the School if

appropriate. However, UREC should have full sight of all research-specific licences held by each School, and the Secretary will hold an updated list. Section 5.2.2 proposes that a mechanism is put in place to effectively link School- and research-specific licences with UREC and with wider BU policy to guarantee a clear audit chain is established;
2) The retention of the review and approval process at School level will not require more dedicated time and management at University level;
3) Continued high-level support for devolution at School level as well as high-level support for a centralised policy for dissemination, storage and monitoring. For example, during a meeting with the DEC Ethics Committee, it became clear that an overarching policy dictating the approval process would be contentious because one of the frameworks does not assign a single supervisor to a single student; rather, multiple supervisors are responsible for a group of students. As such, a unified approach instituted across the University could potentially derail current frameworks that simply chose to approach their student to supervisor relationship differently.

Disadvantages of a hybrid model:

1) The lack of a centrally-controlled process for ethical review and approval;
2) The opportunity for projects to bypass research ethics approval altogether where there is no central coordination of the review and approvals process;
3) The risk for low-level approval of high-risk projects.

While increased risk is the primary disadvantage to a hybrid model, this review proposes various measures to mitigate risk and to neutralise the disadvantages listed above. In response to the first two disadvantages, this review proposes a University-wide policy for the dissemination, storage and monitoring of all University research ethics data. This will provide the University with a streamlined process while keeping decision making at School level as well as creating a layer of compliance measures to ensure projects are not bypassing the research ethics approval process. In response to the third disadvantage, various measures will be taken; for example, ensuring all supervisors are aware of their responsibility to advise their students on research ethics and providing more detailed questions on the ethics form specifically related to high-risk projects. As such, the benefits of a hybrid ethics review model outweigh the increased risk seeing as adequate measures will be taken to mitigate these risks. This review proposes that BU continues to operate its hybrid research ethics model. This topic was previously discussed at the 5 October 2011 UREC meeting where it was noted that the diversity of approaches across the Schools is acceptable but that there were no resources or systems in place to audit compliance within these processes.[32] It is proposed that, whilst approval remains at School level, audit checks are built into the new procedure and are monitored by UREC. Compliance and audit measures are described in more detail in Section 5.3.

An area that requires improvement is the implementation of a University-wide policy that will provide a standard process for the dissemination, storage and monitoring of all University research ethics forms (while allowing each School to retain their individual review and approval processes as previously discussed). In addition, an updated Research Code of Practice will ensure all University policies and procedures are consistent and easily accessible. This

[32] Section 3.5, 5 October 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1112-%20Minutes%205%20October%202011.pdf.

University-wide policy will be achieved through the implementation of an online University-wide ethics approval system (by means of a collapsible web-based form), which will be developed in-house. In addition to the importance of monitoring compliance, the introduction of the online approvals system will have the added benefit of establishing one University-wide approach that addresses the inconsistencies and varying practices across the six Schools. This will strengthen the current ethics review structure and provide a more streamlined review process for all students, staff and supervisors.

Appendix D presents a detailed table of responses from 15 universities following an enquiry into developing a University-wide online research ethics review system. After numerous discussions with various other university research development officers – both directly via phone conversations, email or in person, or during national-level conferences specific to research ethics – it is clear that the overwhelming majority of UK universities are either seriously considering the implementation of an online ethics review system or are in the early stages of gathering information to determine the feasibility of setting up such a process. All agree that this would greatly streamline the ethics review system particularly as the issue of decentralisation and monitoring compliance are similar across the board.

Additionally, this University-wide policy should include an updated Research Code of Practice – to include the current *BU Research Ethics Code of Practice* – which outlines not only good ethical practice, but also good practice associated with all aspects of research. This Research Code of Practice would be robust while also allowing for flexibility within each School.

5.2.1 Collapsible Web-based Form

In an effort to streamline the ethics review process, to remove procedural inefficiency, and to monitor compliance, this review proposes the creation of a collapsible web-based ethics review form that is designed to be completely dependent on level of risk and to avoid the completion of any unnecessary or irrelevant questions. For example, if a research project is solely literature based, the researcher will not have to answer questions concerning human participants; however, if a research project proposes to collect data from individuals who might be considered vulnerable, the researcher would be required to answer more questions to ensure all ethical aspects have been considered. The questions on the web-based form would be based primarily on those already asked in the initial research ethics checklist, which is based on the ESRC example research ethics checklist in their Framework for Research Ethics[33] and was previously praised as excellent practice in research ethics by the Director of the United Kingdom Research Integrity Office (UKRIO). However, several revisions will be made to the current checklist to ensure all applicable and relevant questions are asked of all researchers. The concept of a collapsible web-based form was previously considered at the 23 June 2010 UREC meeting.[34] A draft example of the form is not attached to this review because it will be created in consultation with members of UREC. If requested, a draft example could be made available within one month after the approval of this review. It is recommended that this new online form is implemented for beta testing in October 2012 prior to full University implementation.

[33] ESRC Framework for Research Ethics (2010), p.33: http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.
[34] Section 5.2, 23 June 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2023%2006%2010.pdf.

While ethical approval will remain at School level, this web-based form will provide the University with a streamlined process across all Schools for dissemination, storage and monitoring compliance. Whereas the Schools' submission processes currently vary (paper copies, electronic copies, stored in various forms, etc.), all web-based forms will be stored in a central database to provide a comprehensive record of all University research activity. The central database will enable a monitoring capability so each School can report on their level of compliance; also, once this new system is up and running, UREC can begin administering audits to identify any areas that need further attention or training. The need for a database to track approved forms was previously discussed during the 9 December 2010 UREC meeting[35] but no further action was taken.

In an effort to streamline the monitoring and auditing process, the collapsible web-based form will begin by asking for identifiable data to ensure all forms are collated correctly in the database. Identifiable data would include: name, email, School and status (UG, PGT, PGR, staff), followed by the project title and the Ethics Rep or supervisor. As previously discussed, School's will continue to approve their students' and staffs' ethics forms; in the case of students, submitted forms will be sent directly to their supervisor for approval, and in the case of staff, submitted forms will be sent directly to their School's Ethics Rep. Both submitted (not yet approved) and approved forms will be held in the central database but submitted (not yet approved) forms will be annotated as such to delineate them from approved forms. In the case of funded research, RKEO will not distribute funds until an ethics form has been approved (this proposal is detailed in Section 5.2.2). Additionally, ethical approval reference numbers will be assigned to each approved form once they are stored in the central database. This will ensure that all approved forms are accounted for and can easily be retrieved should a funder, journal or member of the public request a copy of the approved form.

5.2.2 Policy, Procedures and Guidelines

This review recommends a complete revision of the University's guidance on research conduct. Work has already begun on drafting a Bournemouth University Research Code of Practice, to include the *BU Research Ethics Code of Practice*. This overarching BU Research Code of Practice hopes to include policy on topics such as: integrity and accountability, research data, publications, intellectual property and copyright, conflicts of interest, ethical review, adverse events and misconduct. Additionally, the Research Code of Practice will be drafted in consultation with advice and guidance from various organisations and documents to include: the UKRIO Code of Practice for Research,[36] the ESRC Framework for Research Ethics,[37] the Research Integrity Concordat written by Research Councils UK (RCUK) and Universities UK,[38] the Vitae Researcher Development Framework[39] and the Singapore Statement on Research

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[35] Section 2.1, 9 December 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2009%2012%2010.pdf.
[36] UKRIO Code of Practice for Research: http://www.ukrio.org/ukR10htre/UKRIO-Code-of-Practice-for-Research1.pdf.
[37] ESRC Framework for Research Ethics (2010): http://www.esrc.ac.uk/_images/Framework_for_Research_Ethics_tcm8-4586.pdf.
[38] Research Integrity Concordat: http://www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/Research/Pages/Researchintegrity.aspx.
[39] Vitae Researcher Development Framework: http://www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf.

Integrity,[40] among others. In time, the BU Research Code of Practice will form part of the BU Research Handbook.

Specific to research ethics, guidance and clarification will be given on the following complex topics, to name a few:

- Data protection, management and storage;[41]
- Informed consent;
- CRB checks;[42]
- Definitions of vulnerable groups.

Other proposals include:

- Inform all students, staff and supervisors that if a research project requires external review through the National Research Ethics Service (NRES), the researcher should contact the Dorset Research Consortium – soon to be based in Royal London House – for support and guidance. This proposal has been raised on a number of occasions: during a meeting with a member of the Centre of Postgraduate Medical Research and Education (CoPMRE) and the HSC Ethics Rep, this proposal was raised as a solution to an on-going (yet not all that common) issue within HSC (and the wider University for NHS-related research) to streamline the process by which researchers undergo NHSREC approval. This proposal was more recently raised with Robert Chapman (Chairman, UREC and Head of Research, Royal Bournemouth and Christchurch Hospitals) as a way to capitalise on the relationship between the University and the local NHS Trusts as BU will have access to experts on NHS ethics and governance processes with the Dorset Research Consortium;
- Ensure a mechanism is in place to effectively link School- and research-specific licences with UREC and wider BU policy to guarantee a clear audit chain is established. An initial proposal suggests establishing a procedure that requires all local research ethics committee (based on research-specific licences, such as HTA and the Animals Act) meeting minutes be included in the UREC meeting minutes for oversight purposes. Seeing as all UREC meeting minutes are included for review to Senate, this will also ensure University leadership are aware of research activity that falls within a research-specific licence. Where necessary information may be redacted from the UREC minutes at the digression of the Chair in the interests of confidentiality, or where they pertain to sensitive research-specific licences;
- Provide access to example Participant Information Sheets (PIS) and consent forms to ensure all students and staff know the minimal amount of required information when research involves human participation. This is a common practice across universities (evidenced through direct conversations with counterparts in other institutions). The

[40] Singapore Statement on Research Integrity: http://www.singaporestatement.org/downloads/singpore%20statement_A4size.pdf.
[41] Section 2.1 and 3.1, 14 April 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/Senate%20minutes/Minutes%20of%20Research%20Ethics%20Committee/UREC_Minutes_04_10%20confirmed.pdf.
[42] Section 1.1.2, 23 February 2011 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC-1011-2Minutes_23_Feb_2011%20confirmed.pdf.

RKED has access to numerous example PIS and informed consent forms from various universities, so these will be modified to fit BU's specific requirements;

- As previously discussed, clarify that all funded research being administrated by RKEO will have to have ethical approval prior to any funding being distributed. This proposal was raised as good ethical practice at a conference held by the UK Council for Graduate Education on Good Practice in Research Ethics. RKEO will recommend that ethical approval is sought at the application stage; however, confirmation of ethical approval for funded research will be introduced as part of the CAF process. RKEO will also have access to the central database and will be able to check if funded research projects have received ethical approval. This policy is of course flexible if the funding organisation requires a different procedure;[43]
- Clearly state that each supervisor is responsible for the review and submission of the ethics form for their students; however, the student will then be responsible for alerting their supervisor of any changes to their previously approved ethics form. The concern that supervisors would be held responsible for the actions of their students unbeknown to the supervisor has been raised on numerous occasions.[44]

5.3 Compliance and Auditing Capabilities

Research undertaken as part of this review also identified compliance and auditing capabilities as another area in need of improvement. This point has been raised by one of UREC's lay members who repeatedly expressed concern that BU does not have the capability to monitor compliance or audit research projects. The lay member felt that this lacking capability puts BU at serious risk as there is no way to know if risky projects are underway without ethical approval. Currently, only a few of the Schools would be able to provide accurate levels of compliance information for all their students and staff; most of the known data exists for taught students only. As discussed in Section 5.2.1, the creation and implementation of a collapsible web-based form for ethical approval will mean that all approved ethics forms are held in a central database; thus, monitoring compliance within each School will not only be possible, but also simple. Once the online system is in place, UREC will be in an excellent position to begin monitoring each School's level of compliance. Additionally, the central database will provide UREC members with the ability to begin auditing projects throughout the research lifecycle to ensure all the necessary forms, consent and approvals are in order.

An audit feature does not exist in the current ethics process and this review proposes that the University begins instituting random audit checks for higher-risk research projects (high-risk is discussed below). Ethics audits are already a feature of the ethics processes in place at a handful of other HEIs, for example Leeds and King's College London. UREC will aim to begin these audit checks one year after these new policies are in place, specifically the web-based ethics form. This year will allow for Ethics Reps to produce three term reports on their School's compliance levels as well as one annual report to the PVC. Additionally, this will allow UREC to analyse gaps in the system and provide guidance on how to fill those gaps to ensure higher levels of compliance across the University. The assigned School Ethics Reps and another member of UREC, most likely to be the Secretary, will conduct random audits on a minimum of

[43] Section 6, 14 April 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/Senate%20minutes/Minutes%20of%20Research%20Ethics%20Committee/UREC_Minutes_04_10%20confirmed.pdf.
[44] Section 4.1, 9 December 2010 UREC meeting minutes: http://portal.bournemouth.ac.uk/sites/governance/Shared%20Documents/UREC%2009%2012%2010.pdf.

5% of the higher-risk projects, which will be broadly defined as any project that involves human participants and sensitive issues, such as vulnerable people, covert research and the discussion of sensitive topics. Where Schools do not undertake significant or higher risk research (as defined above) then the audit will take place on 5% of all of their research. This will be determined by UREC based on each School's portfolio of research activity. This will be clearly defined in forthcoming updated policy.

As previously mentioned, the Ethics Reps will be expected to update UREC at each scheduled meeting on their School's level of compliance in order to begin identifying gaps and areas that require further attention. Additionally, UREC will be responsible for writing an annual report to the PVC covering all compliance, monitoring and auditing activities in addition to reporting on identified gaps and measures that will be taken to improve overall compliance. Lastly, the Ethics Reps will ensure that each of the School research groups is seamlessly integrated into the new process by monitoring the group's compliance in the same way student and staff projects are monitored.

The audit checks are not meant to assign blame; rather, the checks are meant to identify weaknesses in policy and procedures and propose ways to fill gaps. This places the ownership and responsibility for monitoring ethical compliance with the School Ethics Reps and ultimately with UREC. The Secretary, in collaboration with UREC, will produce templates and a process for the auditing of projects.

6.0 Conclusion

This review takes a pragmatic approach to the need for a shift in procedures and understands that the necessary cultural change is not going to happen instantly. However, changes and upgrades are necessary, not only to increase awareness and understanding of the importance of research ethics, but also to mitigate any potential risks to research stakeholders.

As noted in Section 3.0, this review went to great lengths to ensure all appropriate University stakeholders were consulted and given the opportunity to comment on the proposals put forward in this review. The overwhelming majority are supportive of the proposals and believe that the changes will not only help to ensure better compliance within each School, but will help to raise awareness of the importance of research ethics. Additionally, the proposal for a collapsible web-based form received significant praise because it will streamline the process and only ask ethics questions that are specific to the individual research project (for example, low-risk projects will require minimal review).

The proposals outlined in this review are considered achievable and promise to have significant impact while paving the way for future policies and procedures to strengthen Bournemouth University's dedication to research ethics and integrity.

Appendix A

The revised University Research Ethics Committee Terms of Reference (highlighted changes)

Bournemouth University

Research Ethics Committee

Terms of Reference

Delegated Authority and Purpose	Responsible on behalf of Senate to promote best ethical practice in relation to research and research related activities.
Main responsibilities	1. To promote best ethical practice; 2. To oversee the development of research ethics policies and procedures, and in particular to review and update as necessary the Research Ethics section of the Research Code of Practice; 3. To monitor and audit compliance of ethics review within each School; 4. To review and respond to research project proposals in a timely manner; 5. To attend regular training – including continuing professional development (CPD) – and information awareness sessions 6. To provide advice and guidance on best ethical practice and how to deal with any misconduct; 7. To monitor local research ethics committee activities via inclusion of local committee minutes to UREC meetings for oversight purposes.
Duration	Permanent
Chair	External (not a University staff member) to be appointed by the Chair of Senate
Management and Support	Technical Secretary – Research Development Officer (Research Conduct) Clerk – Committee Clerk
Membership	1. Vice-Chancellor (Ex-officio); 2. Two independent members from the University Board; 3. Six Ethics Representatives (one from each School); 4. Six secondary representatives from each School who will attend UREC meetings on behalf of the Ethics Representatives if they are unable to attend; 5. A minimum of three independent lay members from the community (with no affiliation to BU), at least one of which must be knowledgeable in ethics; 6. Student Representative (preferable a PGR student).

	Duration of UREC membership will be no less than one year and no more than three years, with a review every 12 months served for both the member and the School (applicable for Ethics Representatives only). Selection process for UREC members is as follows: • The External Chair is appointed by the Chair of Senate; • The University Board independent members are appointed by the Chair of the BU Board; • The Ethics Representatives are selected by each School, with the School responsible for establishing a selection process and ratifying the appointment at the School's Research and Knowledge Exchange Committee (or equivalent); • The independent lay members from the community and the student representative are selected by UREC.
Quorum	50% + 1
Usual Number of Meetings	Three per year
Reporting Line	Senate
Minutes	Senate (for consideration) University Board (for noting)
Sub-committees	School Research and Knowledge Exchange Committees
Publication	Non-confidential confirmed minutes are routinely published.
Notes	Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

Policy and Committees use only:

Final approval by:		Version number:	

Approval date:		Notes:	
Date of last review		Due for review:	

Appendix B

BU Initial Research Ethics Checklist

Bournemouth University

Initial Research Ethics Checklist

Note: ***All researchers*** must complete this brief checklist to identify any ethical issues associated with their research. Before completing, please refer to the BU *Research Ethics Code of Practice* which can be found at www.bournemouth.ac.uk/researchethics. Project Supervisors or School Research Ethics Representatives can advise on appropriate professional judgement in this review. A list of Representatives can be found at the aforementioned webpage. **Sections 1-5 must be completed by the researcher and Section 6 by the Project Supervisor or School Ethics Representative prior to the commencement of any research.** Approved ethics checklists should be submitted in accordance with the school-specific ethics process and will be stored for audit purposes. Students should also retain a copy for inclusion in their dissertation, which will be checked to ensure that it complies with any ethical constraints identified on the ethics checklist. Please refer to erss.bournemouth.ac.uk/researchsupport/bids/writing/processes.html for school-specific processes.

1 RESEARCHER DETAILS						
Name						
Email						
Status	☐ Undergraduate		☐ Postgraduate		☐ Staff	
School	☐ BS	☐ AS	☐ DEC	☐ HSC	☐ MS	☐ ST
Degree Framework & Programme						
2 PROJECT DETAILS						
Project Title						
Project Summary *Sufficient detail is needed; include methodology, sample, outcomes etc*						
Proposed Start & End Dates						
Project Supervisor						
Framework Project Co-ordinator						

3 ETHICS REVIEW CHECKLIST – PART A				
I	Is approval from an external Research Ethics Committee (e.g. Local Research Ethics Committee (REC), NHS REC) required/sought?		☐ Yes	☐ No
II	Is the research solely literature-based?		☐ Yes	☐ No
III	Does the research involve the use of any dangerous substances, including radioactive materials?		☐ Yes	☐ No
IV	Does the research involve the use of any potentially dangerous equipment?		☐ Yes	☐ No
V	Could conflicts of interest arise between the source of funding and the potential outcomes of the research? (see section 8 of BU Research Ethics Code of Practice).		☐ Yes	☐ No
VI	Is it likely that the research will put any of the following at risk:	Living creatures?	☐ Yes	☐ No
		Stakeholders?	☐ Yes	☐ No
		Researchers?	☐ Yes	☐ No
		Participants?	☐ Yes	☐ No
		The environment?	☐ Yes	☐ No
		The economy?	☐ Yes	☐ No

Research Ethics Checklist (Graduate School & CRE) July 2011

VII	Does the research involve experimentation on any of the following: Animals?	☐ **Yes**	☐ **No**
	Animal tissues?	☐ **Yes**	☐ **No**
	Human tissues (including blood, fluid, skin, cell lines)?	☐ **Yes**	☐ **No**
	Genetically modified organisms?	☐ **Yes**	☐ **No**
VIII	Will the research involve prolonged or repetitive testing?	☐ **Yes**	☐ **No**
IX	Will the research involve the collection of audio, photographic or video materials?	☐ **Yes**	☐ **No**
X	Could the research induce psychological stress or anxiety, cause harm or have negative consequences for the participants or researcher (beyond the risks encountered in normal life)?	☐ **Yes**	☐ **No**
XI	Will the study involve discussion of sensitive topics (e.g. sexual activity, drug use, criminal activity)?	☐ **Yes**	☐ **No**
XII	Will financial inducements be offered (other than reasonable expenses/ compensation for time)?	☐ **Yes**	☐ **No**
XIII	Will it be necessary for the participants to take part in the study without their knowledge / consent at the time?	☐ **Yes**	☐ **No**
XIV	Are there problems with the participant's right to remain anonymous?	☐ **Yes**	☐ **No**
XV	Does the research *specifically* involve participants who may be vulnerable?	☐ **Yes**	☐ **No**
XVI	Might the research involve participants who may lack the capacity to decide or to give informed consent to their involvement?	☐ **Yes**	☐ **No**

4 ETHICS REVIEW CHECKLIST – PART B

Please give a summary of the ethical issues and any action that will be taken to address these.

Ethical Issue:	**Action:**

5 RESEARCHER STATEMENT

I believe the information I have given is correct. I have read and understood the BU Research Ethics Code of Practice, discussed relevant insurance issues, performed a health & safety evaluation/ risk assessment and discussed any issues/ concerns with the Project Supervisor / School Ethics Representative. I understand that if any substantial changes are made to the research (including methodology, sample etc), then I must notify the Project Supervisor / School Research Ethics Representative and may need to submit a revised Initial Research Ethics Checklist. By submitting this form electronically I am confirming the information is accurate to my best knowledge.

Signed		**Date**	

6 AFFIRMATION BY PROJECT SUPERVISOR OR SCHOOL RESEARCH ETHICS REPRESENTATIVE
Where there is a potential conflict of interest seek advice from the School Ethics Representative.

Satisfied with the accuracy of the research project ethical statement, I believe that the appropriate action is:

The research project proceeds in its present form	☐ **Yes**	☐ **No**
The research project proposal needs further assessment under the School Ethics procedure*	☐ **Yes**	☐ **No**
The research project needs to be returned to the applicant for modification prior to further action*	☐ **Yes**	☐ **No**

** The School is reminded that it is their responsibility to ensure that no project proceeds without appropriate assessment of ethical issues, which is a stipulated requirement of the University's insurers. In extreme cases, this can require processing by the School or University's Research Ethics Committee or by relevant external bodies.*

Reviewer Signature		**Date**	

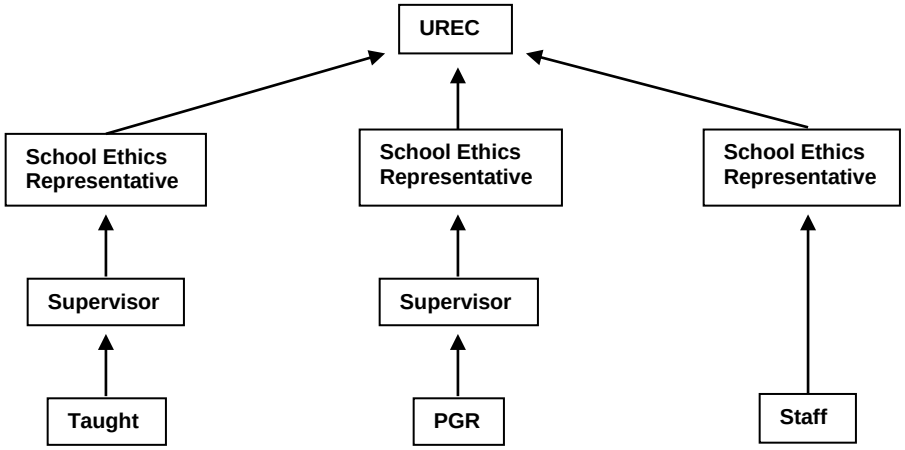
Research Ethics Checklist (Graduate School & CRE) July 2011

Additional Comments *Identify any project specific ethical constraints that need to be monitored and observed throughout the project.*

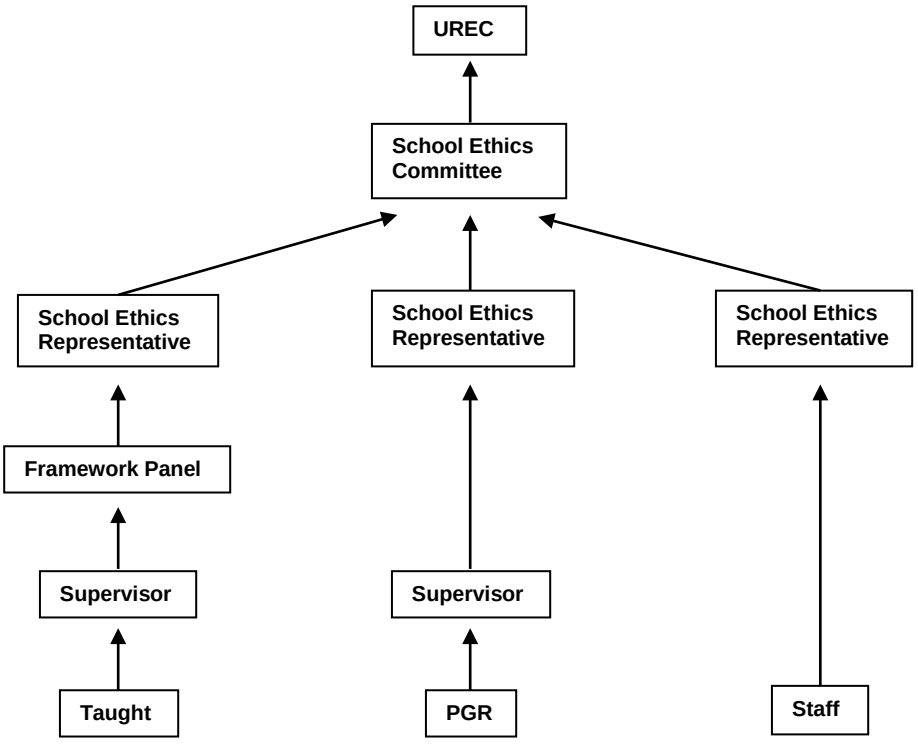
Appendix C

Flow charts describing the approval process for each of the six Schools are below.

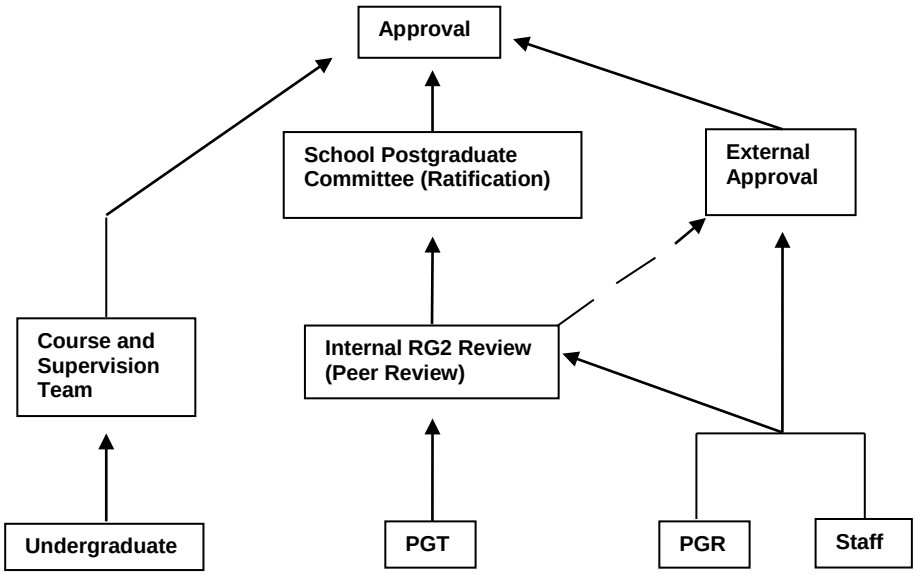
School of Applied Sciences, the Business School and the Media School:



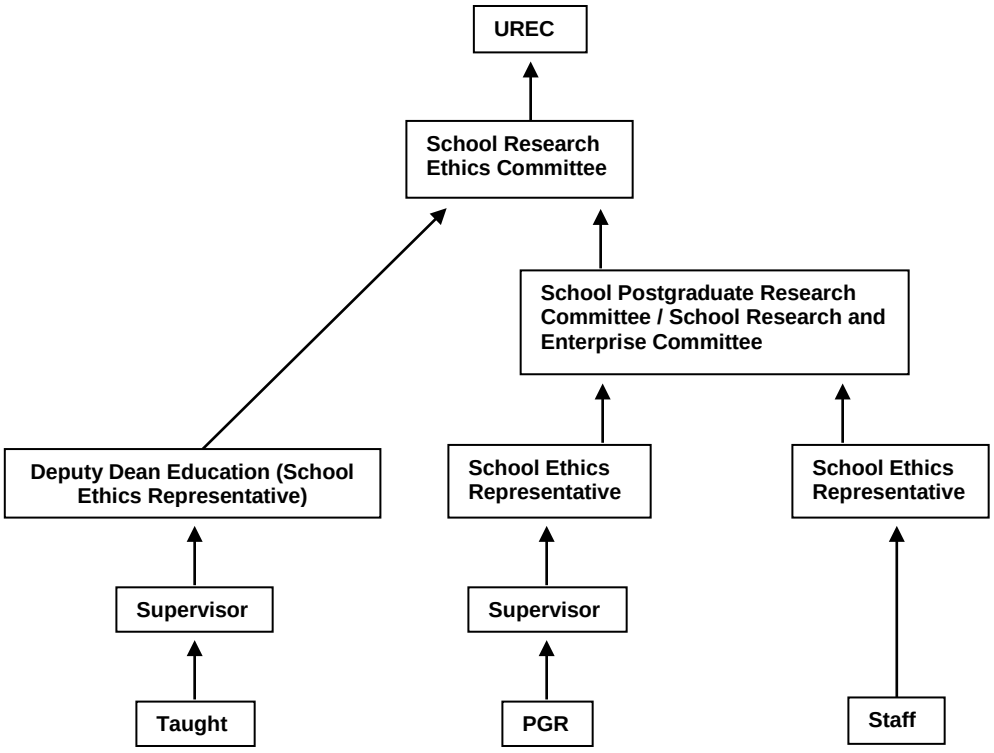
Design, Engineering and Computing:



School of Health and Social Care:



School of Tourism:



Appendix D

Response to an enquiry on developing a University-wide online research ethics review system.

The University of the West of England received 15 responses to their enquiry. Two Universities – Southampton Solent and Northumbria – have online systems in place. Another – Warwick – uses the functionality of their research administration system, while the IOE, University of London is currently using VLE – Blackboard. The remainder were almost all either considering introducing such a system and/or interested in finding out more about any currently in use. Here are the comments from each of the respondents. Additionally, the University of Bristol has recently begun using an electronic system.

University	Response
Southampton Solent	We have an online system that replicates paper forms (copies supplied with response). Depending on the answers given, the system automatically grants a fast track ethical approval or let the research know that they have to submit a full ethical application. This is done electronically too. The information is logged in the database, which we use for management reports. This was developed in-house, is very effective and well used by academic staff and students. One drawback: Turnitin does not 'talk' to the ethics online system.
Sheffield Hallam	No online system
King Abdullah University of Science and Technology, Saudi Arabia	No online system for ethics review (as yet). Currently reviewing and establishing procedures for ethics review
Northumbria	Have an online University-wide ethics approval system, developed it in-house last year with successful roll out for all research staff and PGR students in September 2011. It has been well received. We are on target for roll out to all UG students (programme level approval in some instances) in September 2012. The introduction of the online approvals system had the added benefit of establishing one University-wide approach which addressed the inconsistencies and varying practices across our eight Schools. The development of the system was lead by one of my research officers (part time role over approx 8 months) working with a developer from our IT department and included a piloting and review phase before launch.
London Met	Thinking of undertaking something similar but not yet off the ground.
Surrey	No online system, but something we would consider investing in. I believe that the University of Southampton has the most sophisticated in-

	house system at present. It is called ERGO (Ethics and Research Governance Online). Meanwhile Timothy Stibbs from the University of Manchester (in collaboration with KCL, Bristol and the Open University) is leading a workstream to explore the feasibility of adapting IRAS for Higher Education Institutions.
Highlands and Islands	No online system.
Warwick	Do not have a bespoke system but we use the functionality of our research administration system - Info-ed - to track ethics applications, link them to projects and workflow as necessary. It is not ideal and we are looking to procure a more complete research admin system which would have ethics as a module and fully integrate into both our administration systems and our internal committees (and with any luck IRAS). (Due to current procurement processes I probably shouldn't disclose the figures – however, we bought the software over ten years ago and pay a relatively small annual support fee.)
Bournemouth	No online system. Currently reviewing our ethics governance and considering having an online ethics review system. Have an ethics checklist and some of our Schools fill it in electronically, others fill it in by hand, and one School created a web-based version of the form. Plan is to carry the web-based form over to the whole University so all the forms are stored in a central database to streamline the process and ensure we have an easy system to check compliance.
Kings College, London	Have no online ethics review system and are looking to review the paper based systems and the databases we have.
Cambridge, Faculty of Education	No online system.
Cardiff Met	No online system.
York	Looked at an on-line ethics package last year but found it unsuitable and rather expensive.
Loughborough	No online system.
Institute of Education, University of London	Posted a similar query on to the AREC researchethics Jiscmail in December. You can see all the responses at this link: https://www.jiscmail.ac.uk/cgi-bin/webadmin?A1=ind1112&L=RESEARCHETHICS. There was some discussion of the use of the IRAS system and some details of university systems. We currently use our VLE - Blackboard discussions forums for our ethics

	committees. We needed to find out what systems were being used to inform our decision about what to do when the Institute moves VLE from Blackboard to Moodle over the summer. Discussing the options with our learning technologies unit and research ethics committee members we decided to move to Moodle (cost effective, increased function and fits with institute wide move) and to investigate a more comprehensive online package in the future. From the responses we got it seemed that journal reviewing package may be a good solution although it will be interesting to see how the Southampton system works in more detail.

Bournemouth University

Committee Name	Senate
Meeting Date	24th October 2012
Paper Title	Institutional Audit Update
Paper Number	SEN-1213-16
Paper Author/Contact	Catherine Symonds
Purpose & Summary	The paper provides a summary of activity associated with the forthcoming QAA audit.
Decision Required of the Committee	Paper is to note.
Strategic Links	The outcome of the audit provides external assurance of the standards of our awards and the quality of learning opportunities for students and links to league table positioning and institutional reputation.
Implications, impacts or risks	**The university would suffer significant reputational risk in the unlikely event of an unsuccessful outcome.**
Confidentiality	**The paper is for internal use only.**

Preparation for QAA Institutional Review June 2013

Activity to date:

Preparations for the review are led by the Institutional Review Steering Group (IRSG) which has met on six occasions. The Steering Group is supported by the Institutional Review Working Group (IRWG) which comprises school and professional services staff and is responsible for developing the self-evaluation document and detailed preparations for the review. Minutes of the meetings and details of the membership are available from EDQ on request.

An External Consultant has been contracted to provide support on the SED and preparations for audit.

A detailed timeline has also been developed and is available from EDQ.

Self Evaluation Document

A first draft of the Self Evaluation Document was put together during July. The earlier sections were developed on information already available from university documents with additional information provided by OVC. The bulk of the document was developed from the information provided on the spread sheets prepared by members of the working group. This first draft was then essentially rewritten in order to provide a consistency of style and also to incorporate advice received. This second draft was circulated to members of the working group and discussed in detail at the last meeting of the working group.

QAA Assistant Director

In September we were advised of a change to the Assistant Director (AD) assigned to our audit. Professor Robert Harris will now take on this role. The date of the Preparatory Meeting has been agreed as the 6th December and all those required for this meeting have been advised.

Next Steps

Members of the working group have been asked to comment on the accuracy of the draft and to provide copy for certain sections and update others. Requests for evidence to support certain sections have been made and this will continue. A further draft is now in development and this draft will be considered at the next Working Group meeting and at the joint meeting of the Steering and Working Group on 14th November.

A programme of meetings has already been scheduled for the time leading to the audit. In addition staff briefings will need to be scheduled.

Key Dates

Preliminary Meeting with QAA Assistant Director 6.12.12

Deadline for submission of SED and Student Written Submission 25.03.13

First team visit of audit team 30.04.13 and 01.05.13

Institutional Review Visit week commencing 10.06.13

Catherine Symonds

Institutional Facilitator

Oct 17th 2012

Bournemouth University

Title	Annual Review of Senate Committees
Paper Number	SEN-1213-17
Contact	Senate Secretary
Decision Required by the Committee	Senate is asked to **note and comment** on the report and actions arising.
Status of Paper	Non-confidential

SENATE

ANNUAL REVIEW OF SENATE COMMITTEES 2012

Introduction

1. The Committee Policy & Procedures include a requirement for Senate and its standing committees to be subject to an annual review. Committee Chairs and Secretaries were asked to complete a short pro-forma setting out information about the committees' operation over the past year. These have been submitted to the Policy & Committees team for review and used to compile this annual report for Senate

2. The aim of this reporting is to monitor the activities of Senate and its sub-committees in order to ensure they are operating as planned and to make any recommendations for improving the structure (including in terms of efficiency).

Responses received

3. Twenty four review forms were completed, covering the Senate itself and the main standing committees. Schools provided returns in relation to School Academic Boards (SABs), School Academic Standards Committees (SASCs) and School Research & Enterprise Committees (or equivalents).

4. Data collected included information on the number of meetings held, attendance rates, any changes to the terms of reference, views on the fitness for purpose of the membership and the use of 'Chair's Actions'. The form also invited general comments on the committee structure.

<u>General findings</u>

5. The committee structure was subject to an extensive review in 2010/11 and no major requirements for further change arose from this current exercise. Links between ASC and ESEC have been clarified through minor changes to the Terms of Reference and meetings are dovetailed to help ensure a smooth flow of business. Partnership Board meetings have been reduced from two to one per year. The International and UK Partnerships Committee is currently reviewing its Terms of Reference and is expected to increase its frequency of meetings and make some changes to its membership (the final draft will be submitted to Senate for approval).

6. All committees are conforming to the expected number of meetings per year laid down in their terms of reference. Some committees have held additional meetings, for example the Student Voice Committee established a one-off NSS sub-group.

<u>Attendance</u>

7. Attendance rates vary but most meetings have been quorate. Some do appear to struggle, however, to achieve attendance rates of much more than 50%, and very few meetings of any committee have achieved full attendance. Ultimately, maintaining good attendance remains the responsibility of the Committee Chair (working with the Secretary/Clerk). To help ensure clarity and consistency of approach it may be helpful to re-state the policy and good practice advice in respect of attendance at meetings. It is proposed that the Senate Secretary will circulate a short guidance note for Chairs and Secretaries on managing attendance at meetings.

Chair's Action

8. Most committees have used Chair's action at some point during the year to progress specific matters in a timely manner (for example to approve specific programme modifications subject to receipt of additional information). From the information provided this has been done appropriately and no further action is required.

School Academic Boards (SABs) and School Academic Standards Committees (SASCs)

9. The Terms of Reference for SABs and SASCs were last reviewed in November 2011. The Graduate School Academic Board (and Research Degrees Committee) were only approved in March 2012 and have not, therefore, been included within the scope of the current review. No issues have been raised regarding the Terms of Reference for either committee and no amendments are proposed at this time. (The current Terms of Reference for Senate Committees can be viewed on the Portal at http://portal/Documents/default.aspx?CatID=22889e72-5e22-42cf-a766-e04e47756976.)

10. HSC are adopting the use of electronic SAB meetings to deal with routine business, based on the Senate model. One respondent suggested that the flow of information between SABs and Senate should be reciprocal with SABs receiving reports back from Senate. As Chairs of SABs and members of Senate, Deans of Schools are best placed to report back to SABs on Senate discussions and may wish to consider how best this might be done (for example, through inclusion in regular staff e-mail updates). Confirmed minutes of Senate meetings are also available to all staff through the Staff Intranet.

Research Ethics Committee

11. A separate review of the University's research ethics governance has taken place and the final report and recommendations will be presented to the live Senate meeting on 24 October (following consideration by the University Research Ethics Committee). This will include recommendations for revisions to the Committee's Terms of Reference.

Research & Knowledge Exchange Committee/School Research & Enterprise Committees

12. The administrative arrangements for the Research & Knowledge Exchange Committee are being reviewed to ensure better linkages and clarity between Committee meetings and those of the University Research & Knowledge Exchange Forum. Any changes to the Terms of Reference arising from this review will be presented separately to Senate.

13. It is suggested that the Terms of Reference for School Research & Enterprise Committees be reviewed in order to ensure that they remain fit for purpose and take account of recent changes elsewhere in the Committee structure (for example, the Graduate School Research Degrees Committee and changes to research ethics referred to above). Any amendments arising from this will be presented separately to Senate for approval.

Jenny Jenkin
Secretary to Senate
Director of Student and Academic Services
October 2012

Bournemouth University

Committee Name	Senate
Meeting Date **Time required**	24 October 2012
Paper Title	Research & Knowledge Exchange Committee: Amendment to Terms of Reference
Paper Number	SEN-1213-18
Paper Author/Contact	Matthew Bennett/Jenny Jenkin
Purpose & Summary	For the last couple of years the BU Senate Research & Knowledge Exchange Committee has operated via termly formal meetings with informal meeting between times at monthly intervals (RKE Forum) with the same memberships and similar terms of reference. While this was a pragmatic way forward to reduced formality the committee now feels that this is unnecessary and would like to make all its meetings fall within the formal remit of Senate to ensure that Senate is fully sighted of its discussions. In the past the minutes for the RKE Forum have not been reported at Senate. This requires a minor change to the terms of reference of the Senate RKE Committee such that it become monthly.
Decision Required of the Committee	For approval.
Strategic Links	Improved Research Governance
Implications, impacts or risks	None
Confidentiality	Committee Terms of Reference are published.

Bournemouth University

University Research & Knowledge Exchange Committee

Terms of Reference

Delegated Authority and Purpose	Responsible on behalf of Senate for promoting and monitoring the University's Research and Knowledge Exchange activity.
Main responsibilities	1. To promote and review Research and Knowledge Exchange within the University; 2. To approve policy on all matters relating to the University's Research and Knowledge Exchange Strategies; 3. To review School Academic Board research plans, consider specific proposals for University funding, and support and advise on the distribution of funds; 4. To assist the University in general, and the Pro-Vice-Chancellor in particular, in the development of a strong, vibrant and financially sound Research & Knowledge Exchange culture and structure within the University; 5. To receive information relating to Research and Knowledge Exchange activities within the University; 6. To oversee the tactical/operational delivery of the Research & Knowledge Exchange Strategy.
Duration	Permanent
Chair	Pro Vice Chancellor
Deputy Chair	
Management and Support	Committee Clerk (formal meetings) Research Development Unit (informal meetings)
Membership	Vice-Chancellor (Ex officio) Pro-Vice-Chancellor (Chair) Executive Director of Finance and Performance Head of Academic Development (SAS Representative) Head of Graduate School Dean Representative Deputy Deans (Research & Enterprise) or Heads of Research & Heads of Enterprise for each School REF Unit of Assessment (UOA) Leaders University Research Development Manager Business Engagement Leader RKE Operations Manager Representative from M&C Board Observer (at their discretion)

	It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.
Quorum	50% + 1
Usual Number of Meetings	~~To meet formally 3 times per year to review strategy, and informally on a monthly basis to deal with tactical/operational delivery~~Monthly
Reporting Line	Senate
Minutes	Senate University Board
Sub-committees	None
Publication	Non confidential confirmed minutes are published on the Portal
Notes	Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role. The Executive Director of Finance and Performance may attend only the formal meeting should they choose.

Policy and Committees use only:

Final approval by:	Senate	Version number:	1.0
Approval date:	14 March 2012	Notes:	
Date of last review	14 March 2012	Due for review:	Spring 2013

Bournemouth University

Committee Name	Senate
Meeting Date	24 October 2012
Paper Title	Update regarding Public Information
Paper Number	SEN-1213-19
Paper Author/Contact	Jenny Jenkin
Purpose & Summary	This paper provides an update the public information landscape for HE
Decision Required of the Committee	To note
Strategic Links	Compliance
Implications, impacts or risks	None
Confidentiality	Non Confidential

Public Information Update

Senate 24 October 2012

In June 2011, HEFCE, UUK and GuildHE published their response to a consultation on public information for Higher Education which was, in turn, a response to the The higher education (HE) White Paper 'Students at the Heart of the System' (June 2011). The work was informed the BIS statement on implementation of the HE White Paper and will be taken forward by the Higher Education Public Information Steering Group [1]

The document set out the requirements for:

1. The Key Information Set (now live).
2. The Wider Information Set[2] - information required to be made available externally and internally whether freely or on demand - to be available by September 2012.
3. Public Information expectations for QAA Institutional Review[3]

Bournemouth University has published data for the KIS which is now available on the course pages of the BU website and on the Unistats website (http://unistats.direct.gov.uk/). Compliance with the wider information set has been reviewed and verified by the Institutional Review Working Group and this will inform the QAA review team when they visit the University in June 2013.

UK Universities are used to providing information in the interests of transparency and accountability. Our annual HESA return, DLHE submissions, NSS and of course Freedom for Information and Data Protection requirements form part of this landscape. The drive to extend public information on UK Higher Education is a key element of the coalition's intention to bring a market dimension to higher education, alongside the variable fees and deregulated student numbers developments. It is likely that there will be increasing demands for more detailed information to be published or made available in easily accessible forms.

These developments add to the burden of compliance on UK Universities. This was recognised in the White Paper which established a piece of work to review the data and regulatory landscape. The Higher Education Funding Council for England (HEFCE) and the Higher Education Better Regulation Group, (HEBRG), in consultation with the Information Standards Board (ISB) and Skills Funding Agency (SFA) have taken this forward via a new group, the Interim Regulatory Partnership Group (IRPG) which has a brief to inform the developments that will enable the implementation of new funding arrangements and a new regulatory framework for Higher Education in England. The IRPG has established two workstreams; one concerned with data management and the data landscape and another focusing on the regulatory landscape. In June of this year, the Group published a feasibility report which recommended 'for the key stakeholders to establish a collective oversight of

[1] See appendix 1 for terms of reference and membership

[2] See appendix 2

[3] See appendix 3

the information landscape to achieve a more efficient and effective system of governance. This would enable a programme of work, using shared expertise and building on the key strengths identified in the sector, to create a more coherent set of arrangements for the collection, sharing and dissemination of data and information. This would require each of the organisations involved to make a real commitment to work collaboratively and openly on issues involving data and information.' The full report is available at: http://landscape.hesa.ac.uk/wp-content/uploads/2012/01/IRPG_PrjB_Final_Report.pdf. Further work has now been commissioned to take the recommendations forward.

Bournemouth University will continue to monitor developments in the data and information landscape and further updates will be referred to Senate as appropriate.

Jenny Jenkin

October 2012

Appendix 1

Higher Education Public Information Steering Group terms of reference and membership

Terms of reference
The Higher Education Public Information Steering Group (HEPISG) will advise the UK funding bodies, and other relevant bodies sponsoring and implementing cross-sector projects on the provision of public information in HE, on the management and ongoing development of these projects. This will involve conducting reviews and receiving such reports and papers as to enable the group to:

a. Advise on the ongoing and future development of policy on public information in HE, taking into account any developments in quality assurance and enhancement as appropriate.

b. Advise on the provision of information in relation to employability and employment outcomes.

c. Advise on any substantive developments of the Unistats web-site or any future method of communication of public information about HE.

d. Advise on the ongoing development of the NSS, including its scope and coverage, administration and survey methodology, frequency, timing, and questionnaire design.

e. Advise on the specification for sector-level analysis of NSS data, and advise on what action should be taken as a result of any such analysis.

f. Advise on the dissemination of NSS data to individual institutions and student unions, and receive updates on progress.

g. Commission and receive expert technical advice as necessary.

h. Advise on the risks involved in these initiatives.

Appendix 2

Wider Information Set Requirements

1) Information on institutional context

The following information should be publically available:

- mission statement
- corporate plan or equivalent strategic statement on HE provision; where HE is publicly funded, through grants or student support, we would expect a high-level strategic document relating to the institution's approach to providing HE to be freely available
- statement of quality assurance policies and processes
- learning and teaching strategy
- higher education strategy (for further education colleges)
- information on partnerships (this refers specifically to agreements between partners delivering HE provision collaboratively; although the full partnership agreement may be commercially confidential, we would expect that an institution engaged in collaborative provision would make clear the nature of its partnerships and, in particular, the responsibilities of each partner with respect to the maintenance of quality and standards)
- employability statements.

2) Information about aspects of courses and awards

The following information should be publically available unless otherwise stated:

- prospectuses, programme guides, module descriptors or similar
- programme specifications - as well as information for students, 'programme specifications' may also provide a definitive description of a course for validation and approval purposes, and are particularly important in the context of collaborative provision. The QAA and relevant groups are therefore currently discussing the appropriateness of the term 'programme specifications'. For the purpose of the wider information set, information that is relevant to students and the wider public should be publically available.
- results of internal student surveys (these may be available internally only)
- links with employers – where employers have input into a course or programme (this could be quite a high-level statement)
- partnership agreements, links with awarding bodies/delivery partners (noting above).

3) Information on the quality and standards of programmes

The following will normally be made available internally and available externally on request:

- procedures and outcomes for programme approval, monitoring and review
- external examination procedures taking into account current QAA guidance and the UUK/GuildHE review of external examining arrangements in universities and colleges in the UK. The role of external examiners should be clearly comprehensible. A brief public explanation of external examining procedures could be considered.
- policies for student complaints, appeals and representations.

Appendix 3: QAA Institutional Review of Higher Education Institutions in England and Northern Ireland: A handbook for higher education providers.

Appendix 3

Public Information expectations for QAA Institutional Review

Information about the learning opportunities offered	
Expectations	Factors (for further explanation see the reference points)
Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy. Reference points: Quality Code - Part C: Information about higher education provision (see below) HEFCE 2011/18: Table 1 and Table 2 HEFCE 2012/04 Circular Please note the approach to be taken to the review of information in the case of new subscribers (Annex 1)	There are effective institutional mechanisms for making sure that the following information is fit for purpose, accessible and trustworthy: Information for the public about the higher education provider • Information for prospective students • Information for current students • Information for students on completion of their studies • Information for those with responsibility for academic standards and quality. The information detailed in HEFCE 2011/18, and in particular the Key Information Set (KIS) and the wider information set (WIS), is up-to-date, and accessible to the institution's stakeholders. External examiners' reports are shared as a matter of course with the institution's student representatives, for example through staff-student committees.

Extract from the QAA Quality Code for Higher Education

Indicator 1

- Higher education providers publish information that describes their mission, values and overall strategy.

Indicator 2

- Higher education providers describe the process for application and admission to the programme of study.

Indicator 3

- Higher education providers make available to prospective students information to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them.

Indicator 4

- Information on the programme of study is made available to current students at the start of their programme and throughout their studies.

Indicator 5

- Higher education providers set out what they expect of current students and what current students can expect of the higher education provider.

Indicator 6

- When students leave their programme of study, higher education providers issue to them a detailed record of their studies, which gives evidence to others of the students' achievement in their academic programme.

Indicator 7

- Higher education providers:
  • set out their framework for managing academic standards and quality assurance and enhancement and describe the data and information used to support its implementation
  • maintain records (by type and category) of all collaborative activity that is subject to a formal agreement.

BOURNEMOUTH UNIVERSITY

COMMITTEE MINUTES SUBMITTED TO SENATE

UNIVERSITY RESEARCH ETHICS COMMITTEE

UNCONFIRMED MINUTES OF MEETING HELD ON 3 OCTOBER 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL BY SENATE

The Committee agreed the report and recommendations of the Research Ethics Review and revised Terms of Reference. These are presented to Senate for approval at Item 6.1 of the agenda for the 24 October meeting.

2. ACTIONS APPROVED BY THE COMMITTEE

The Committee approved the recommendations of a special ethics panel which had been convened to consider a complaint regarding a PG students' research project.

3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST

None

BOURNEMOUTH UNIVERSITY **UNCONFIRMED**

SENATE

UNIVERSITY RESEARCH ETHICS COMMITTEE (UREC)

MINUTES OF A MEETING HELD ON 3 OCTOBER 2012

Present: Dr R Chapman (Chair); Mr S Beer; Mr I Carter; Dr J Cobb; Dr Elizabeth Craig; D Gobbett; Dr M Hind; Dr D Lilleker; Dr G Roushan.

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

Apologies: None

1. MINUTES OF PREVIOUS MEETING (11 June 2012)

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

1.1 Matters Arising

1.1.1 The online research ethical approval process had been demonstrated to Committee members. Feedback was positive and suggestions were being incorporated. J H-T to discuss under Agenda item 2.

1.1.2 All other Matters Arising were covered under Agenda items.

2. UNIVERSITY RESEARCH ETHICS REVIEW (including revised Terms of Reference)

2.1 The University Research Ethics Review had now been considered by other relevant groups and had being brought back to the Committee for approval. All amendments that had been received had either been implemented or reasons given as to why they had not been included. Once approved by the Committee, it would go before the Senate for approval on 24 October 2012. The Secretary thanked members for their input.

2.2 It was hoped that the soft launch of the online ethical approval process, which had been originally scheduled for 1 November 2012, would be brought forward although confirmation of this was still being sought. It was also expected that the full launch, scheduled for 1 March 2013, would be brought forward to 1 January 2013. The Committee would be kept informed on the exact dates of these launches.

2.3 Following the soft launch, 57 PhD students, together with a group of students from the School of Tourism, would test the facility and Julia Hastings Taylor had requested feedback on whether her assistance would be required on facilitating the use of the system. Suggestions for further volunteers to participate in the beta testing were also sought.

ACTION:
Feedback to be forwarded to Julia Hastings Taylor on the need for her input into the use of the online ethical approval process along with suggestions for other participants for the beta testing process.

ACTION TO BE TAKEN BY: School Ethics Representatives.

2.4 After discussion it was agreed that in connection with completion of the NHS component when relevant, the responsibility would be with the University to ensure compliance and

not rest with the Committee. The Secretary, with advice from Dr Hind, would include text on this point in the new Research Code of Practice.

2.5 It was also agreed that although the online ethical approval process would be the default facility, it was recognised that the internal review process would still be relevant on occasions.

2.6 It was noted that in connection with the Selection Process for UREC Members, the first sentence of point 5.1.5 of the Research Ethics Review should be amended to read:

"It is proposed that the external Independent Chair should be appointed by the Chair of the Senate and the University Board independent members should be appointed by the Chair of the BU Board."

ACTION:
Amend point 5.1.5 of the Research Ethics Review to take into account the amendment to the Selection Process for UREC Members.

ACTION TO BE TAKEN BY: Julia Hastings Taylor, Secretary

2.7 The Chair thanked Julia Hastings Taylor for her excellent work in connection with the Research Ethics Review and the online ethical approval process.

2.8 It was noted that the agenda for future meetings would be composed of three separate parts: Administrative and related issues; School-specific activities, and finally, CPD training or information awareness sessions.

2.9 It was agreed that the recommended 12 monthly review of UREC membership (5.1.4) would be at the discretion of the relevant Schools but that if there was an issue concerning membership, it would be considered by the Committee.

2.10 The Chair informed the Committee that he would remain in place until the completion of the March 2013 meeting when a review of the Chair's position and that of the committee membership would take place. At that meeting, consideration would also be given to the 3 year maximum tenure.

ACTION:
To discuss membership, as above, at the next meeting of the Committee.

ACTION TO BE TAKEN BY: Clerk to place on next agenda.

2.11 Dissemination of the Review would await its approval by the Senate at its meeting on 24 October 2012. The Committee approved the Research Ethics Review Report and amended Terms of Reference for recommendation to Senate, subject to the amendments noted above.

3. SPECIAL ETHICS PANEL: OUTCOMES FROM MEETING HELD ON 24 SEPTEMBER 2012 (Confidential)

3.1 The Chair explained that the need for the formation of the Special Ethics Panel, which was a sub-committee of UREC and whose membership included four UREC members along with the relevant Deputy Deans, was to investigate a formal complaint made into the conduct of a student's PhD and to consider relevant actions to be taken. Comments of a sensitive nature contained within the student's blog had been attributed to a named person, and although now deceased, a relative of that person had taken exception to the comments and had formally complained to the University.

3.2 At its meeting on 24 September 2012, the Panel had interviewed the student concerned, considered relevant documentation, discussed options and had tabled recommendations on a formal process to deal with the situation. A member of the Panel who was not a member of UREC, had requested sight of the minutes of this UREC committee meeting and following discussion, it was agreed that an extract of the minutes relevant to this issue would be forwarded. It was also noted that the confirmed non-confidential minutes of Committee Meetings were published on the staff intranet.

3.3 Recommendations made by the Panel had been summarised in a paper circulated to the Committee, together with copies of documents to be sent to relevant people. Following discussion on the possibility that copies of the blog might be in existence over which the student would have no control, it was agreed that wording in documentation should refer to "his" blog or "your" blog rather than "the" blog.

3.4 Following the student's interview, the Panel were not convinced that there had been a deliberate breach of University Ethics policy although there was a lack of clarity around whether the appropriate consent had been obtained. However, given the sensitive nature of the material and the complaint arising from its publication, a more timely removal of the content of interviews from the blog should have occurred. The Panel had therefore agreed on the recommendations summarised and discussed, including the recommendation that Schools review their monitoring processes and use of joint supervisory arrangements. Dr Martin Hind had also been appointed to closely monitor and oversee the future progress of the student's PhD, assuming his written agreement to the removal of the blog and other conditions imposed by the Panel.

3.5 The Chair confirmed that this incident had been a serious breach of ethics which could have had serious consequences for the University. It was imperative that the actions taken actually addressed the issues rather than merely agreed to a process.

3.6 The Chair confirmed that the student concerned had transferred from Sunderland University where no ethical approval had been given and on his transfer to Bournemouth University in 2007, the student's project had not been subjected to further ethical reviews.

3.7 Following discussion on what actions should be taken should the student fail to comply with decisions agreed, it was noted that the University's policies and procedures in respect of academic offences or staff disciplinary action would apply as appropriate.

3.8 Following discussion on the inclusion of ethical protocol in the induction of staff, it was noted that the University was procuring an ethics e-module that all new staff and PGR students would be required to complete and which would be closely monitored to ensure that they did. Should completion not take place, disciplinary action might result as it was agreed that the University must be seen to be going through the process of due diligence. It was estimated that all relevant staff and students would have completed this mandatory training module within approximately 6 months of it being introduced.

3.9 It was agreed that UREC might also consider issuing guidelines on the use of Social Media within research and it was noted that consideration would be given to those adhered to by the London School of Economics. It was agreed that two members of UREC would consider these guidelines and put forward a proposal to the Committee at its next meeting. It was agreed that the guidelines should include a statement that should protocols not be adhered to, the infringement would be a matter for disciplinary action. The Chair reaffirmed that notwithstanding the need for guidelines on the use of social media, the lack of guidelines in no way excused the breach of ethics which occurred in this case, which was clearly beyond reasonable doubt.

ACTION:
To consider the introduction of guidelines on the use of social media in research, taking into consideration those published by the London School of Economics.

ACTION TO BE TAKEN BY: Julia Hastings Taylor/Dr Gelareh Roushan

3.10 The Committee approved the recommendations of the Special Panel and the draft letters, subject to the amendments above and it was agreed to notify members once letters had been issued.

ACTION:
Committee Members to be notified once letters had been issued.

ACTION TO BE TAKEN BY: Julia Hastings Taylor

4. MATTERS RAISED BY SCHOOL ETHICS REPRESENTATIVES

4.1 Dr Craig asked for guidance on a proposed UG project within the School of Applied Sciences concerning the use of pheromones. It was agreed that consent was required from the participants, but that the scientific validity of the project was a more pressing concern. Dr Hind agreed to forward template documentation to assist Dr Craig.

5. ANY OTHER BUSINESS

There was no other business.

Dates of future meetings:

Wednesday, 6 March 2013	12.30 – 14.00	Committee
Wednesday, 12 June 2013	12.30 – 14.00	Committee

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Geoffrey Rayment
Committee Clerk
UREC-1213-Minutes 3 October 2012

BOURNEMOUTH UNIVERSITY

ACADEMIC STANDARDS COMMITTEE

CONFIRMED MINUTES OF MEETING HELD ON 14TH SEPTEMBER 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None.

2. APPROVALS

Business School – School Quality Audit Action Plan – See Section 3.4 of the minutes

Quality Assurance Standing Group (QASG) recommendations approved – See Section 3.5 of the minutes

Academic Offences: Policy and Procedure – Procedure Section - See Section 4.1 of the minutes

Quality Assurance and Enhancement Group (QAEG) new nominations approvals – See Section 4.2 of the minutes

New programme/framework approvals for development – See Section 4.3 of the minutes

Programme/framework review deferral requests approvals – See Section 4.4 of the minutes

New partnership proposals – See Sections 4.6 and 4.7 of the minutes

External Examiner Nominations and Examination Teams for Research Degrees approvals - See Section 5.4 of the minutes

3. OTHER RELEVANT ACTIONS

NSS Results – See Section 3.1 of the minutes

Marketing and Communications Annual Report – See Section 3.2 of the minutes

Framework Evaluation and Processes Annual Report – See Section 3.3 of the minutes

Completed framework/programme reviews, validations and reviews for closure ratification – See Section 5.2 of the minutes

Pending External Examiner Appointments – See Section 5.3 of the minutes

BOURNEMOUTH UNIVERSITY **Confirmed**
ACADEMIC STANDARDS COMMITTEE

MINUTES OF A MEETING HELD ON 14TH SEPTEMBER 2012

Present:

Prof Tim McIntyre-Bhatty (TMB)(Chair)	Deputy Vice Chancellor (Student Experience, Education and Professional Practice)
Ms Louise Bryant (LB)	SU President 2012/13, Students' Union (SUBU)
Dr Sue Eccles (SE)	Head of Education, Media School (MS)
Mr Alan James (AJ)	General Manager of the Students' Union (SUBU)
Mr Clive Matthews (CM)	Deputy Dean (Education), School of Health & Social Care (HSC)
Prof Keith Phalp (KP) (Deputy Chair)	Associate Dean, HOAG (Software Systems & Psychology), School of Design, Engineering and Computing (DEC)
Ms Pamela Rouse (PR) (Secretary)	Educational Development and Quality (EDQ) Manager, Student & Academic Services (SAS)
Mr Murray Simpson	SU Vice President Education 2012/13, Students' Union (SUBU)
Mr Arvid Thorkeldsen (AT)	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Dr Xavier Velay (XV)	Deputy Dean (Education), School of Design, Engineering and Computing (DEC)
Dr Geoff Willcocks (GW)	Director of Quality and Accreditations, Business School (BS)
Prof Tiantian Zhang (TZ)	Head of the Graduate School, Research and Knowledge Exchange Office (RKEO)

1 APOLOGIES

Apologies were received from:

Mr David Ball (DB)	Head of Academic Development Services, Student and Academic Services (SAS)
Mr Ian Carter (IC)	University Board Member
Mr David Foot (DF)	Market Research and Development Manager, Marketing and Communications (M&C)
Prof Alan Fyall (AF)	Deputy Dean (Research), School of Tourism (ST)
Ms Ana Gutierrez (AG)	Head of Student Administration, Student and Academic Services (SAS)
Dr Ross Hill (RH)	Associate Dean (Education), School of Applied Sciences (ApSci)
Mr James Holroyd (JH)	Student Journey Process Workstream Manager, Office of the Vice Chancellor (OVC)
Ms Sherry Jeary (SJ)	Senior Lecturer, School of Design, Engineering and Computing (DEC)
Ms Jacky Mack (JM)	Academic Partnerships Manager, Student & Academic Services (SAS)
Mr Philip Ryland (PR)	Deputy Dean (Education), School of Tourism (ST)
Prof David Osselton (DO)	Head of Forensic and Biological Sciences, School of Applied Sciences (ApSci)
Ms Catherine Symonds (CS)	Institutional Facilitator, School of Tourism (ST)

IN ATTENDANCE

Ms Marianne Barnard (MB)	Partnerships Academic Administration Manager, Student and Academic Services (SAS)
Mr Robin Chater (RC)	Quality and Enhancement Officer, Student and Academic Services (SAS)
Ms Maxine Frampton (MF) (Clerk)	Policy and Committee Officer, Student and Academic Services (SAS)
Mr Steve Gill (SG)	Financial Business Intelligence Analyst, Finance and Performance (F&P)
Ms Becky House (BH)	Senior Lecturer, School of Design, Engineering and Computing (DEC)
Dr Vicky Lewis (VL)	Director of Marketing and Communications, Marketing and Communications (M&C)
Dr Andrew Main (AM)	Associate Dean Student Experience, School of Design, Engineering and Computing (DEC), [for items 3.5 & 4.1]

MINUTES OF THE MEETING HELD ON 28TH JUNE 2012

2.1 Accuracy

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

2.2 Matters Arising

2.2.1 *Minute 2.2.1:* The issue with regards to medical certificates being issued to students for minor ailments was ongoing, and a paper would be submitted to the Committee by the Head of Student Services at a future meeting. It was noted that the Medical Centre have agreed to continue to operate the same system for 2012/13 as they did last year, namely to issue proper certificates for shorter term illnesses, at a charge.

2.2.2 *Minute 2.2.6:* The desk based due diligence in respect of the Universiti Sains Malaysia (USM) was yet to be completed. It would be submitted to a future meeting of the Committee.

2.2.3 *Minute 3.3:* To be discussed under Agenda item 3.4.

2.2.4 *Minute 3.3.2:* It was queried whether the cross School event regarding the new international preparatory programmes proposal had taken place yet. It was confirmed that a meeting had been held. However, as some interested parties may not have had an opportunity to attend, the Chair would discuss with the project team whether to hold a further cross School meeting.

Action: TMB

The Director of M&C would also raise the matter at the International Pathways Steering Group meeting on 17 September 2012.

Action: VL

2.3 ASC Terms of Reference and Membership
Received: 2.3 ASC Terms of Reference and List of Members

2.3.1 The Committee were asked for comments regarding the ASC Terms of Reference and Membership. It was commented that the role of Students' Union Vice President Representation had changed to that of Students' Union Vice President Education.

2.3.2 **Resolved:** the membership section of the Terms of Reference would be updated to reflect this change.

3 PART ONE: FOR DISCUSSION

3.1 NSS Results

Received: National Student Survey Results

3.1.1 The survey results were introduced to the Committee. It was reported that further sector wide data was due to be received on 17 September 2012. Survey results data would be embargoed until 27 September 2012. It was noted that partner NSS results had not been included in the report and would be available at a future date.

3.1.2 The score for overall student satisfaction had risen from 70% in 2011 to 79% in 2012, with scores in other areas also showing improvement. This year a new category had been introduced to gauge student satisfaction with the Students' Union. With an overall score of 75%, BU had performed well in this compared to other institutions.

3.1.3 There had been an improvement in scores across all categories in comparison with the previous year. The Committee commended everyone involved on their contribution, although it was important to make further progress.

3.1.4 It was noted that all Schools would be responding to NSS results through their Education and Student Experience Plans (ESEPs).

3.2 Marketing and Communications Annual Report

Received: Marketing and Communications Annual Report

3.2.1 The Director of Marketing and Communications summarised the paper for the Committee. Reassurance was provided that processes were in place to ensure all marketing material was accurate and reliable.

3.2.2 It was vital to ensure that information being fed through to the course search tool on the BU website was accurate. The transition from a paper-based to an online version of the ASC initial approval form for new framework/programme proposals would enhance accuracy and help to avoid a delay in advertising courses. It was planned to implement a more sophisticated system for website content management that would eliminate any discrepancy between online and printed course marketing materials by deriving the printed versions directly from the online ones.

3.2.3 Key Information Sets (KIS) had been produced and, to help with the interpretation of the data, Schools had provided M&C with contextual data that would supplement course information on the website.

3.2.4 This year an online marketing partner guide had been introduced which would provide a 'one stop shop' for information for partners to use when promoting Bournemouth University courses. It was reported that completion of the annual review of UK partners was imminent and the audit of international partners would take place in October.

3.2.5 It was reported that Academic Partnerships had been working to enhance online marketing of partner provision and to make it clearer to prospective students that courses were based at the partner institution. Further work would be carried out with International and UK marketing staff to look at streamlining processes to avoid any risk of error.

3.2.6 The audit of online partner course information carried out in September was planned to be followed up with a final check in January 2013 to ensure that all amendments had been completed. It was confirmed that the majority of inconsistencies in previous cycles related to entry requirements, unit titles, start dates and fees not being listed. The Director of M&C would clarify the scale of the inconsistencies identified in the audit of partner programme online marketing information and the length of time taken to rectify any errors identified.

Action: VL

3.2.7 It was reported that an online version of the ASC initial approval form for new framework/programme proposals would be developed. It was recognised that this should satisfy Schools' needs as well as those of EDQ and M&C. The Director of M&C would relay this back to her department.

Action: VL

3.3 Framework Evaluation and Processes Annual Report
Received: Framework Evaluation and Processes Annual Report 2012

3.3.1 The EDQ Manager summarised the paper for the Committee, highlighting the process and the outcomes of evaluation activity undertaken on behalf of ASC and drawing attention to the Action Plan in Appendix 2. It was reported there had been fewer actions arising this year than in previous years, with the process now working well.

3.3.2 During 2011/12 a total of 41 evaluation events had been completed, which involved 88 award titles. Of the 41 events, 20 involved a meeting with the framework team, 12 were undertaken as a paper based exercise and 9 were undertaken by SASCs. In the forthcoming year 43 events were expected. It was reported that compared to last year, the number of framework reviews for 2012/13 was expected to double and the number of reviews for programme closure would reduce. The number of early reviews increased the overall volume of review events.

3.3.3 Areas of good practice were highlighted with the most commonly cited commendations based around established links with employers; enthusiasm from students; quality of resources/facilities offered to students; enthusiasm and commitment from the framework teams and the standard of documentation.

3.3.4 Revising unit descriptors had been the most commonly stipulated condition/recommendation arising from evaluation events and since this might be considered an expected part of evaluation outcomes, further clarification on the underlying issues was requested from the EDQ Manager.

Action: PR

3.3.5 The Committee reflected on the action plan and volume of activity. It was noted that given the current climate in the HE sector, there would likely be increased levels of innovation and creativity with regard to programme development to ensure that the University is competitive and appropriately responsive to market needs.

3.4 Business School – School Quality Audit Action Plan
Received: Business School – School Quality Audit Action Plan

3.4.1 The Action Plan was introduced. The Committee was informed that the School Education and Student Experience Plan (ESEP) would reflect the recommendations captured in the Action Plan, and would be used to monitor progress.

3.4.2 **Approved:** The Business School – School Quality Audit Action Plan was approved.

3.5 Quality Assurance Standing Group (QASG) Recommendations
Received: Quality Assurance Standing Group (QASG) Recommendations; Business School proposal for accelerated undergraduate degrees; Part-time programme credit structures

3.5.1 <u>Business School proposal for accelerated undergraduate degrees</u>

3.5.1.1 Members were advised that QASG had deliberated on this matter and on the advantages and challenges of delivering an accelerated degree programme. The Business School had explained the design of the programme in detail. On the proposed programme students would complete level C and half of level I within one academic year. There was insufficient break between level C ending and level I commencing for students to undertake reassessment. However, in order that students could know how well they had performed at level C before commencing level I units, an Assessment Board would be held at the end of level C. In cases where a student had accumulated significant failure

they would be given academic counselling as to whether to commence level I or wait 12 months in order to concentrate on making good their level C failure before commencing level I.

3.5.1.2 QASG recommended to ASC that it approve the piloting of this accelerated degree programme, as it was anticipated that the structure of the programme would enable those who aspired to achieve the qualification early to do so. It was noted that DEC welcomed the development of this programme as it envisaged that it might also wish to develop accelerated degrees in the future.

3.5.1.3 It was anticipated that the programme might particularly appeal to mature students. In view of the challenges of undertaking an accelerated programme, applicants would be interviewed in order to ensure that they had the necessary ability and commitment. It was highlighted that ideally applicants would have previous industry experience; however, a placement option would be offered on the programme.

3.5.1.4 It was advised that fees would be charged by level rather than the number of years of study.

3.5.1.5 **Approved:** The proposal for the assessment board and reassessment structure for the BA (Hons) Business Studies programme run at Guernsey Training Agency was approved.

3.5.1.6 **Resolved:** In relation to any future requests for exceptions to the assessment board and reassessment model, it was agreed that these should be referred to and considered by QASG on a case by case basis, with recommendations then being made to ASC for approval or otherwise.

3.5.2 Part-time programme credit structures

3.5.2.1 The Committee discussed QASG's recommendation that new/revised part time programmes should deliver up to a maximum of two thirds of the credits delivered on equivalent full-time programmes. There was broad approval from members for the recommendation to be agreed as the standard route. However, it was acknowledged that in future there might be instances where exceptions would be sought. It was noted that this could have implications for the Short Courses Framework in MS. This would be investigated.

3.5.2.2 **Resolved:** The recommendation was approved, with effect from academic year 2012-13. Any requests for exceptions would be referred on a case by case basis to QASG to considerer and make recommendations to ASC for approval or otherwise.

4 PART TWO

4.1 Academic Offences: Policy and Procedure

Received: Academic Offences: Policy and Procedure

4.1.1 The EDQ Manager summarised the paper for the Committee. During 2012, EDQ updated this procedure in line with the new policy and procedure format. However, there had been some recent requests from Schools for several clarifications and changes to be considered for inclusion in the Policy and Procedure to be in force for the 2012-13 academic year. These had been considered by QASG and its recommendations had been brought to ASC for endorsement.

4.1.2 A summary of the proposed amendments was discussed and members welcomed them but sought clarification on a few areas.

4.1.3 The principle change proposed was to bring existing penalties 1 to 3, in the Tariff of Penalties, in line with the Assessment Regulations in order that the minimum penalties were at least as strict as the outcome for failure of a unit through poor performance or through late submission of coursework. Members supported this change. However, the

Students Union suggested that perhaps the Assessment Regulations were too strict in instances where a student had failed a single formal element; at reassessment the whole unit would be capped at the pass mark and students could not be rewarded for the other elements of that unit in which they might have performed well.

4.1.4 Another recommended change was to provide guidance relating to cases where students have mitigating circumstances that are relevant to an academic offence. It was clarified that if a student had not informed Bournemouth University of his/her circumstances at the appropriate time, those circumstances would not be considered unless the student provided evidence of valid reasons for not doing so previously.

4.1.5 It was requested that additional guidance and support be provided to students who had been found guilty of an academic offence in order to reinforce their understanding and help to ensure that they would not commit a further offence. Members agreed it would be helpful to publicise more widely information on the number of students being penalised for academic offences and the nature of those penalties, whilst maintaining student anonymity. Members agreed on the importance of students being aware of the full spectrum of academic offences not just plagiarism. It was noted that there were dangers inherent in providing a summary of academic offences in the student handbook as students may misinterpret or miss new or important information if they did not read the policy and procedure in full. It was suggested that a way be found to précis the information whilst directing students to the full, current version held centrally. The Students' Union would also be doing more in 2012/13 to signpost students towards relevant policies and procedures.

4.1.6 The EDQ Manager would schedule a review of Assessment Regulations for March 2013, in light of the above discussion. Further comments on the revised Academic Offences: Policy and Procedure, for consideration for 2013/14 implementation would also be reviewed at that time.

Action: PR

4.1.7 **Approved:** The revisions proposed in the paper were approved for implementation in the Academic Offences: Policy and Procedure for Taught Awards with effect from September 2012.

4.2 Quality Assurance and Enhancement Group (QAEG) – New Nominations Received
Received: Quality Assurance and Enhancement Group (QAEG) – New Nominations Received: two nominations from the Business School

4.2.1 **Approved:** The nominations included in the papers for Phyllis Alexander and Sally Weston were approved.

4.3 New Programme/Framework Development Proposals
Received: BA (Hons) Sociology and Anthropology

4.3.1 An overview was provided advising of the proposed new programme development from the School of Health and Social Care. The new programme would be located in the Social and Community Studies Framework and had been proposed in response to the School's strategic direction. It would foster increased cross-School collaboration between HSC and ApSci. Most of the units were already in existence and the programme would give wider choice to prospective students who wished to study social science.

4.3.2 In response to a query, the HSC DD(E) clarified that the proposed programme would have a placement and he would ensure it would appear in the documentation for the design phase.

Action: CM

4.3.3 **Approved:** The new programme proposal was approved for development.

4.4 Programme/Framework Review Deferral Requests
Received: Programme/Framework Review Deferral Requests

4.4.1 Business School deferral request

4.4.1.1 BS requested that the interim review of the MSc Corporate Governance (BU and GTA) be deferred from 2012-13 to 2013-14. The request was submitted in order to bring this review in line with the rest of the BS Masters framework review. Written agreement had been received from the PSRB.

4.4.1.2 **Approved:** The Committee approved the deferral of the review.

4.4.2 School of Health and Social Care deferral request

4.4.2.1 HSC requested periodic review of the MA Advanced Mental Health Practice be deferred from 2012-13 to 2013-14. The request was submitted in order to tie in with the change of PRSB and also to allow a combined programme review and PSRB approval visit in early 2014.

4.4.2.2 **Approved:** The Committee approved the deferral of the review.

4.4.3 Media School deferral request

4.4.3.1 MS requested that periodic review of its postgraduate Short Courses Framework be deferred from 2012-13 to 2013-14. The request was submitted in order allow individual programmes and units to complete their first cycles and for the new Head of the Centre for Excellence in Media Practice to be involved in directing the revalidation.

4.4.3.2 **Approved:** The Committee approved the deferral of the review.

4.5 London School of Business and Finance, UK – Level 2 Off-Campus Delivery Proposal
Received: London School of Business and Finance (LSBF) Partnership Development Proposal – Off-campus Delivery (Level 2);
Received: London School of Business and Finance (LSBF) Due Diligence Report – Shared Delivery/Programme (Level 2)

4.5.1 The DEC DD(E) provided an overview to the Committee of the proposed development to partner with LSBF to deliver DEC's current MSc Information Technology to a worldwide audience as an online programme. It was clarified that BU would request full ownership of the IP, as it would be essential to retain this.

4.5.2 It was clarified that the LSBF IT infrastructure would be used to deliver the programme online. BU would be responsible for the content and quality of the programmes, with LSBF responsible for marketing and IT delivery and support. LSBF staff would not be involved in educational delivery.

4.5.3 BU would need to explore the LSBF marketing network and buying power and how these programmes would be positioned within the marketplace. It would be imperative to make it clear in the marketing that the programmes belonged to BU.

4.5.4 It was highlighted that students in BU partnerships could be represented by and offered some support from the Students' Union if they were experiencing a problem with a programme. It was agreed that this should be highlighted to students, perhaps in a marketing video.

4.5.5 The Committee supported launching the programme in this mode of delivery.

4.5.6 The Committee noted a QAA report about academic standards on LSBF in regard to its former relationship with another HE institution which highlighted a range of areas of concern, such as recruitment practices, volumes of complaints received, plus physical

and human resources. It was noted that the report was published on 9 August 2012 and LSBF had six weeks to respond with an action plan.

4.5.7 Members wished to ensure that there was no risk to the University's reputation. It was noted that LSBF would shortly be subject to an Educational Oversight Review as an independent HE provider, and would also follow up on the items which had been flagged as a concern.

4.5.8 **Resolved:** The Committee agreed that BU would wait for the report of the Educational Oversight Review of LSBF and for references from other institutions in partnership with LSBF before a final decision was made.

4.6 Mahidol University International College (MUIC), Thailand – Level 2 Student Exchange Proposal
Received: Mahidol University International College (MUIC), Thailand – Student Exchange (Level 2); Mahidol University International College (MUIC), Thailand – Student Exchange (Level 2) – Due Diligence Report

4.6.1 It was reported that BU had been working with MUIC previously. However, the previous Memorandum of Understanding (MoU) had expired in 2007. The Business School now wished to re-establish the student exchange agreement. The Committee was asked to consider and give approval for the proposal to be developed and to determine whether or not a site a site visit would be required. It was established that whilst there had been recent visits to MUIC by BU staff, this had not included reviewing whether or not facilities were appropriate for BU students.

4.6.2 **Approved:** The proposal was approved for development and it was agreed that a visit was required in order to audit MUIC facilities.

4.7 Victoria University, Australia – Level 2 Student Exchange Approval
Received: Victoria University (VU), Australia – Renewal Form and Level 1 Due Diligence Report

4.7.1 The current Memorandum of Understanding (MoU) with Victoria University had expired in August 2012. A Student Exchange agreement was signed in May 2011 and was due to expire in 2016. The School of Tourism wished to renew the MoU to progress the partnership. It had been noted at IUPC that the current exchange papers were signed before the new process for Level 2 approval began, therefore it was envisaged that Level 2 approval would be undertaken as part of the renewal process. ASC were asked to consider the proposal and how the review should be conducted.

4.7.2 It was agreed that the University should be doing all it could to encourage student exchanges, and members fully supported this initiative.

4.7.3 **Approved:** The Committee agreed that the Level 2 partnership approval should be undertaken as a desk based exercise.

5 PART THREE

5.1 Partnership Agreements
Received: New Partnership Agreements (June to August 2012)

5.1.1 **Noted:** A paper giving details of the partnership agreements that had been signed since June 2012 was noted.

5.2 Completed Framework/Programme Reviews, Validations and Reviews for Closure
Received: Completed Framework/Programme Reviews, Validations and Reviews for Closure

5.2.1 **Noted:** The list of completed evaluations included in the paper was noted.

5.2.2 **Noted:** The outcomes of individual evaluation events were noted.

5.3 Pending External Examiner Appointments
Received: Pending External Examiner Appointments

5.3.1 **Noted:** The pending External Examiner appointments detailed in the paper were noted.

5.4 External Examiner Nominations and Examination Teams for Research Degrees Approved by Chair's Action
Received: External Examiner Nominations and Examination Teams for Research Degrees

5.4.1 **Resolved:** The External Examiner Nominations and Examination Teams for Research Degrees were ratified.

5.5 8A – Code of Practice for Research Degrees
Received: Code of Practice for Research Degrees

5.5.1 **Noted:** The Code of Practice for Research Degrees was noted.

5.5.2 The Students' Union would liaise with the Head of Graduate School to continue discussions over some concerns it had regarding this Code of Practice.

5.6 7A – Partnership Models and Definitions
Received: Partnership Models and Definitions – Franchised and Validated Provision

5.6.1 **Approved:** The Partnership Models and Definitions – Franchised and Validated Provision were noted and approved. Members would pass on information to colleagues in their School/Professional Service as appropriate.

6 COMMITTEES

6.1 International and UK Partnerships Committee Minutes
Received: The minutes from the meetings dated 13 June 2012 and 11 July 2012
Received: The minutes of the Sub Group meeting dated 25 June 2012

6.1.1 **Noted:** The minutes were noted.

6.2 Partnership Board Minutes – Summer 2012
Received: Partnership Board minutes for AECC, Bournemouth & Poole College and West London College

6.2.1 **Noted:** The minutes were noted.

6.3 Quality Assurance Standing Group Minutes
Received: Quality Assurance Standing Group Minutes of 30 July 2012

6.3.1 **Noted:** The minutes were noted.

6.4 School Academic Standards Committee Minutes
Received: SASC minutes for Ap Sci, BS, DEC and HSC

6.4.1 **Noted:** The minutes were noted.

6.4.2 The School of Applied Sciences SASC minutes were noted and it was reported that the CPD Policy and Procedure had been amended to clarify the required documentation to enable CPD delivery of a currently validated postgraduate unit.

6.5 Graduate School Academic Board Minutes
Received: Graduate School meeting minutes held on 30 May 2012

6.5.1 **Noted:** The minutes were noted.

7 ANY OTHER BUSINESS

7.1 No other business was raised.

8 DATE AND TIME OF NEXT MEETING

Thursday 11th October 2012 at 9.00am in the Boardroom

BOURNEMOUTH UNIVERSITY

SCHOOL OF HEALTH & SOCIAL CARE

SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 30 May 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Proposed New Member:

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

Recommended for approval to VC

Proposed Renewals:

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

Recommended for approval to VC

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

Recommended for approval to VC.

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

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

2. APPROVALS

Proposed New Member:

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

Approved.

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

Approved for renewal.

HSC SCHOOL ACADEMIC BOARD

30 MAY 2012

CONFIRMED MINUTES

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

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

2.0	**MINUTES OF THE LAST MEETING**	
2.1	Accuracy The minutes were recorded as accurate.	
2.2	**PREP implementation / progress** CM reminded colleagues that PREP (Peer Reflection on Education Practice) is focussing this year is on assessment in HSC; this takes two forms: • Analysing assessment briefs, largely through members of QAEG, FL and PCs, checking the clarity of the brief for students and whether the template was followed. He reported that this was underway and 50% of briefs have been looked at and returned. • Assignment feedback itself. Currently undergoing a process of identifying academic staff and pairing them for review of the quality of feedback to students on their assignments. Templates have been designed to use when assessing feedback. Both parts should be completed by end of June, to be reported to a future academic board and SASC. CB asked whether we should only concentrate on the written elements as academics generally took time within a lecture to explain the assignment and should that not also be measured. It was explained that whilst this is clearly the case and valuable, it is recognised that students need to have utmost clarity in written form in the first instance with verbal briefing being an addition (in case students aren't able to attend the briefing, want to refresh themselves of what was said, etc. However, it also may be a useful activity to learn from it and as this is part of a 2 year activity, we may consider how to evaluate the quality of verbal briefing in the future.	
2.3	**Estates Issues** AS gave up to date information: Bournemouth House First round of works nearly complete. 14 June is the official opening of the SUBU BOHO lounge and 1st floor student support offices for administration. BOHO lounge will be the first BU 'Learning Zone' with up to date technology to be installed in the lounge. Its aim is to create zones where students can learn as well as relax. Administrators seem proud of the space and the development has received positive feedback from colleagues and students. It still needs finishing off with graphics and signage. The outside area in BH is not finished and quality is not as good as envisaged. This has been referred to the Project Manager. Over the summer, the Science labs will be refreshed and will be shared with School of Tourism as well. As part of that project there will be a water fountain plumbed in. RLH Plans to upgrade 3rd and 4th floors are ongoing. Business case to next CMB to secure funding. Talbot campus Have a range of improvements and activities happening there over the coming months especially to the sports hall and central campus concourse. Lulworth House has now been taken down and a refurbished car park will be supplied.	
2.4	**Library books** Unit leaders were asked at the last SAB to liaise with library staff to ensure recommended publications are available in e-books or in hard back. It remains as an	

	action for everyone especially as units are reviewed before the new academic year to ensure anything that is on reading list is available to the students.	ALL
2.5	**IPE** BD advised as a work in progress in AP's absence. Issue raised at previous meeting related to students complaint about being placed in small groups from diverse geographic areas (e.g. Yeovil, Bournemouth, Portsmouth) and the difficulties associated with getting together, particular if students were on placement.	AP
2.6	**Student travel** This appeared to affect a minority of students on OT/PT claiming they were unaware of the extent they would have to travel to their placements. Having investigated this, BD reported that students are advised throughout their application, induction process, programme material and in course briefings with staff. However, Andy Philpott will be looking at M&C materials to ensure they are clear and emphasised. SUBU agreed that information needs to be clear.	AP
2.7	**HSC Prize Giving Ceremony** This is being piloted by HSC because of the number of awards that were extending the length of the Awards ceremony in November and the prize recipients did not receive the profile they deserved. It is recognised that there are challenges for the academics to select the right student as selection is early. However, this provides another opportunity to celebrate success and all winners will be noted in the programme in the degree awards ceremony. The venue has dictated that there are limitations to who can attend, but as this is very much a pilot this year, we will seek feedback. It is felt to be a more inclusive approach as further prizes are being awarded to students from all UG programmes in the School when previously not all courses were represented in the prize list. Feedback will be presented to ULT.	GT/DS
2.8	**Feedback on VF** • Professor Paul Lewis has been awarded an Emeritus Professorship. • David Coppini - materials revised for resubmission. • Gwyneth Lewis approved.	
3.0	**EDUCATION ENHANCEMENT**	
3.1	Grow @ BU concept Background – Part of the Fair Access agreement with HEFCE identifies the need to support WP students to succeed and BU's approach is being called GROW@BU. This is the whole package of supportive mechanisms available to students (personal tutoring, PALs, SUBU, learning skills, ALN, counselling, chaplaincy, volunteering, development award, etc) and has a key component of the use of coaching behaviours in interactions with students. Launch events ongoing now to share the concept and some technique for effective coaching behaviours; there will be further staff development opportunities and an online toolkit will be available in the new academic year. Linda Neal was introduced as the Academic Coaching Advisor for GROW@BU. LN explained the meaning of coaching at BU and that the emphasis was around helping students to help themselves. She felt this was based on staff being able to develop skills in the following: To be able to question appropriately To be able to listen to what is being said and what might be required To reframe the discussion and look at it from a different perspective To reflect on the discussion to ensure clarity of what is being said LN has started to design some scripts that can be used by staff to consider how to improve interactions with students; e.g. how to get the best out of lectures and taking good notes from a lecture. Further scripts/case studies will be developed using current ongoing good practice. LN also offered academic individual or team sessions and this should be booked through Beth Shepherd - BUCoaching@bournemouth.ac.uk as she will be available for 4 days in June. Colleagues were encouraged to take up this opportunity.	ALL
3.2	**Exercise Science student placements** Following the last Academic Board, the PC and Head of Practice Education met with the entire cohort of Exercise Science students to gain further feedback about their concerns. These were duly noted and changes were made to the placements accordingly following meetings with placement supervisors; students now have a more	

	structured activity calendar at their placements as requested. A comprehensive placement handbook, centred on the student viewpoint, is currently being finalised by KR-J and will include protocols adapted from their guidebook. With the process of REPs endorsement underway for the programme, the handbook also contains codes of conduct and rules and regulations from REPs to guide and support students. It was agreed the team had been very responsive and the action appropriate.	
4.0	**REPORTS**	
4.1

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

5.4	**School International Group** No report tabled.	
5.5	**School Health & Safety Committee** No report tabled. Another meeting to be arranged before end of academic year. No significant issues had been reported	
5.6	**School Postgraduate Committee** No report tabled.	
6.0	**ITEMS RAISED BY STAFF**	
6.1	**Senate** Members were asked to consider an electronic School Academic Board as per the last meeting. It had worked for Senate and was worth considering as it took the routine work out of Senate and gave more opportunity for debates on specific issues. It was agreed that this was worthy of consideration and there was a willingness to try this for SAB. A question to be raised at the next Senate was: Would Senate give serious reconsideration regarding the insistence to be appointed to BU academics need to have or register for a PhD? CB requested the views of members. It was noted that PhD appeared to represent all doctorates and that this should be made clear in the question to Senate. SUBU representatives commented that students do not feel that doctorates are particularly relevant, as long as the lecturer can build a good relationship with them and have up to date practice experience.	GT/DS ALL
7.0	**FRAMEWORK DEVELOPMENTS**	
7.1	**CPD/PG progress** Framework is being reviewed because it is overdue and it gives an opportunity to bring together the social care/social work and health frameworks. Questions raised by DVC Education at ASC will feature in evaluation stage. The CPD units are growing in popularity and most bring in substantial income. KB is being asked to promote the programmes/units and in bringing health and social care together in the one CPD framework. Approved to move forward.	
8.0	**COLLABORATIVE PROVISION** This is now reducing. There is discussion around the new validation and franchise options. Some FE partners are moving away from Foundation degrees to HND. It is important that there is a synergy between the excellence of FE partners and our own. For HSC this is not a significant part of our business, but the quality of any programmes is crucial. Unfortunately, Early Years expertise in the School is fairly limited. The changing way of allocating HEFCE numbers for partners indicates that future relationships and arrangements will change quite significantly	
9.0	**ITEMS FOR APPROVAL**	
9.1	<u>Proposed new members of HSC Visiting Faculty</u> *CVs available electronically for reading prior to meeting via:* *I/HSC/School Academic Board/meetings/30.5.12/CVs*	
9.1.1	John Paisey – Visiting Fellow Deferred as Kim Greaves not available to present.	
9.1.2	Prof Ismail Baba – Visiting Professor Good relationship and opportunities for future developments particularly around placements for SSP. <u>Recommended to go to VC for approval</u>	
9.1.3	Dr Azlinda Azman – Visiting Fellow	

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

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

BOURNEMOUTH UNIVERSITY

SCHOOL OF HEALTH & SOCIAL CARE

SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 12 October 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Proposed New Member:

Raymond Lee – Visiting Professor
Recommended for approval to VC

Debra Morgan – Visiting Professor
Recommended for approval to VC

Proposed Renewals:

Catherine Hennessey VP (due 1.8.12) Sarah Hean not present
Recommended for approval to VC

2. APPROVALS

Proposed New Member:
Phil Rushton – Visiting Fellow Paul Thompson *(Sarah Thomas in PT absence)*
Approved.
John Paisey – Visiting Fellow Kim Greaves (Sarah Thomas in PT absence)
Approved
David Halliwell – Visiting Fellow Sue Way
Approved
Stephanie Perrett – Visiting Associate Edwin van Teijlingen
Approved

Proposed for Renewal

Tristan Richardson VF (due 1.11.12)
Approved for renewal
Jillian Ireland VA (due 1.11.12) Vanora Hundley
Approved for renewal
Meherzin Das VF (due 1.11.12) Andy Mercer
Approved for renewal
David Coppini VF (due 1.4.12) Paul Thompson (Sarah Thomas in PT absence)
Approved for renewal

BOURNEMOUTH UNIVERSITY

SCHOOL OF HEALTH & SOCIAL CARE

SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 12 October 2012

Attendance:
Clive Andrewes, Barbara Dyer, Clive Matthews Elizabeth Rosser, Gail Thomas (Chair), Ann Hemingway, Sarah Thomas, Jonathan Parker, Andy Scott, Deirdre Sparrowhawk (Secretary), Sara White, Vanora Hundley, Edwin van Teijlingen, Michele Board, Carol Bond, Gill Jordan, Clive Matthews, Helen Farasat, Judith Chapman, Clare Taylor, Bethan Collins, Sue Way, Sophie Chaytor-Grubb, Ian Donaldson, Murray Simpson, Benjamin Westley, Lucy Morris, Wayne Bennett, Daniel Ahenkora, Pete Atkins, Andy Mercer

Apologies:
Valerie Elsick, Sara Crabtree, Rosie Read, Jill Davey, Anthea Innes, Jane Murphy, Janet Scammell, Kip Jones, Ursula Rolfe, Caroline Ellis-Hill, Luisa Cescutti-Butler, Paul Thompson, Karen Pichlman, Lee Ann Fenge

2.0	**Minutes of Last Meeting 30 May 2012** Agreed as correct record apart from spelling of the following names: Vanora Hundley, Gill Jordan, Janet Scammell	**DS**
2.1	**Matters Arising:**	
2.1.1	**GROW @BU** GT reminded members re the background to GROW@BU and its origination in the OFFA agreement with HEFCE aimed at Widening Participation Students (Low Participation Neighbourhood and Low Socio Economic Class 4 – 7 backgrounds). The original concept has evolved into developing student resilience and independence, helping learners to reach their full potential. This will be achieved by incorporating a wide range of development opportunities and mechanisms from across the University into a coherent whole and by underpinning our approach to students with positive interactions and coaching behaviours. There will also be specific support for WP students (being trialled via Graduate Intern scheme - Student Engagement Coordinators) HSC's intern is Babul Hussain and he is buddied with Ben Jones of Applied Sciences to provide cover for the students in each area. HSC has 80 students that are 'flagged, as WP. The SET members remit is to interact with these students with regard to social interactions, helping them to navigate BU and identify sources of support and satisfaction. Scheme to be officially launched on 24 October, to include an online toolkit. Questions were raised on its evaluation and the Committee were informed that an evaluation would take place on the Intern Scheme, but its form has not been identified	
2.1.2	**Staff Survey Action Plan** This was previously circulated to the members of SAB. Action points shown in plan were highlighted and progress discussed. Comments from the Committee members were in relation to: ***Communication on changes to estate:*** New labs – particularly well received and an official opening is being planned. ***Wellbeing:*** Sharing and Recognising Success – Dean's report received well by staff and SUBU, particularly the good news stories re staff and students. EvT publicising	

	success on staff publications was also felt to be very useful. Posters highlighting sources of support for BU staff from across the university will be available shortly. Food and catering – Discussions around the selection available to staff and students at Talbot Campus and Lansdowne. It was agreed that Chartwells could be asked to provide a healthy eating option at Bournemouth House, e.g. a Salad Bar. Staff reported that the queues are very long. AS agreed to talk to SUBU about student wishes and liaise with Chartwells. ***Other:*** Lansdowne Interchange on hold. Therefore discussions on future plans for BH on-going, including the seating area at the back of BH.	**AS**
2.1.3	**Electronic SAB** DS gave background on which systems have been discussed to support this initiative; confluence and SharePoint with the latter seeming preferable. A pilot is being developed via D and CB. It is felt that this may provide opportunities for engagement by more colleagues in relation to SAB, especially for those unable to attend. There will be two agendas; an electronic agenda for online view and then a shortened face to face agenda a week after the view period is closed. It is hoped this will provide opportunity for productive discussions on specific issues.	**DS/CB**
2.1.4	**Feedback on VF Approvals** This will be taken forward to next Agenda.	**GT**
3.0	**Education Enhancement**	
3.1	CM advised the Committee that the Education and Student Experience Plan has been drafted and is the continuation of the previous 100 day NSS plan. An earlier draft had been circulated but this is a live document and has been and will continue to be updated throughout the year, detailing the Schools plan for student experience and education in the current academic year (DDE responsibility). The document is written using various sources: • ARFMs – Monitoring reports for Programmes/Frameworks produced in the middle of September. • School Quality Report which considers the content of ARFM and also other issues concerning attrition, NSS, 3WTA. • School Quality Audit – action plan comes out of this audit which the School builds into the ESEP. • 50/100 day plan for NSS. • 2012.18 Blended learning strategy. The final live version will be presented at the next SAB.	**ER**
3.2	**PREP plans for 2012.13** PREP is Peer Reflection on Educational Practice and has replaced Peer Observation Scheme. The new scheme allows wider thinking about education and HSC had chosen to review assignment feedback for students in 2011/12 and it had 2 phases. The first involved examination of assignment briefs, due to previous student feedback that some were unclear. Briefs were sampled from each programme by an academic from another programme and feedback given to the teams. Phase 2 engaged every academic. Academics were paired and asked to assess the quality of feedback to students. Nearly all who have engaged with this scheme have advised that they have benefited from it in terms of their own assessment. CM's report details the recommended actions/outcomes from this exercise. Staff are asked to note these recommendations for use with assignment briefs and feedback. Some discussion ensued regarding ALN students and whether there was a consistency of interpretation to the marking criteria in relation to ALN students. It was agreed that an action point to consider feedback to ALN students should be taken forward.	**ER/GT/CM**

3.3	**NSS 2011.12 Results** CM reported that the University score have risen from last year. HSC in particular has done very well; the School scored highest overall in 5 categories. All programmes scores have improved. It was noted that the SU question was new this year and there was some concern about the score. However, reference to the detailed spreadsheet of individual questions shows that many ticked the neutral box. It was felt that this was because HSC students, for all sorts of reasons, do not feel they need to engage with SUBU. SUBU advised that the 2nd year of an SU VP Lansdowne would continue to improve on the very good work from the previous year. They reported that students are recognising improvements that have been made to BH. BD reported that in the Student Experience Survey, which has low response rates, but does highlight the importance of issues, HSC students rated extracurricular activity as least importance. It was felt therefore that rather than dissatisfaction it is lack of engagement with SU that may be responsible. The Committee agree that student representation has improved year on year and SUBU's wish to engage the HSC student is really valuable. GT congratulated all staff on the improved scores and noted that two programmes received 100% satisfaction rating.	
3.4	**NSS Comparison** CM circulated this spreadsheet at the meeting, which identifies question by question what the scores are per programme. Some questions score lower than the mean for the programme concerned and academic staff were asked to ensure that these areas for improvement were in the action plan for the coming year. Student Reps reported that information on re-enrolment for HSC students had been poor and some had received no contact from the University, especially those with early start to the academic year. DS to follow up for improvement with re-enrolment for administrative staff and academic teams.	**ALL** **DS**
4.0	**Reports**	
4.1	**Dean's Report** This report was noted.	
4.2 4.2.1 4.2.2	**Student Representative Reports** **Student Experience Forum** Next meeting on 21 November. No outstanding actions from previous meeting. BD thanked the Student representatives for their attendance today. Further representatives to be appointed include the Chair of Nursing Council and that of Midwifery. It was reported that Lucy Stainer has taken over from Janet Scammell on the Student Nursing Council. **SUBU Synoptic Report** SUBU reported low feedback response rates from HSC students last year, which they will be hoping to improve for this year. Report to be presented to the next SAB with key issues. SUBU enquired about the careers advice and support at Lansdowne. It was reported that this was currently on hold due to a Careers and Placements consultation. Another point previously raised by students was the need for clearer signposting to help and advice. It was felt that the new Reception area	

	on 1st floor of BH for the students and the movement of SUBU shop and Advice centre to more prominent positions would also help.	
4.2.3	**Report from Student Reps** An enquiry was raised about receipting of assignment hand ins. It was reported that the School is moving to receipting option for all students and greater online submission.	
4.3	**Deputy Dean Education Report** Report submitted by CM and most items discussed above. One point to note was the Quality Audit to take place early 2013. ER will be the representative for the School as DDE. **Nursing Review** ER reported that Nursing are moving nationally to all grad intakes from September 2013. A new programme is being developed, consulting a range of stakeholders. Humanisation will underpin the new curriculum. The Design phase is later this month with Evaluation phase in January 2013. Nursing will have a PG Diploma route as well.	
4.4	**Deputy Dean Research and Knowledge Exchange Report** HSC will be implementing the Strategic Plan for the School with cross and interdisciplinary research. The strategy is around raising the quality and quantity of research efforts which underpins the student experience. It was noted that the BU Grants Academy is in place so that more staff and students are able to produce high quality research bids. BU strategy is to ensure by 2018 an income £18k for every academic for R&KE. The School will develop a range of ways of mentoring people, with PhD support groups, encouraging recently post doc through the post doc group lead by ER. Professor Les Todres is also to be thanked for bringing together a compendium of sources of support and opportunities. We have one more year of preparation for the REF (Research Excellence Framework exercise) and we are preparing to submit two Units of Assessment; Social Work and Nursing, Midwifery and Allied Health Professions. The exercise rates the quality of research activity, environment and outputs and leads to a score that is important to reputation and may lead to funding. EvT advised that staff who do not meet the criteria of 4 high quality papers can still be eligible to be submitted into REF if they have personal circumstances which have caused either an absence such as sabbatical and maternity, or ALN or for early researchers. Staff need to complete a Personal Circumstances form which can be submitted to a separate Committee for consideration.	
4.5	**Student and Academic Services Autumn Report** Report available on the Idrive. It was felt that the report was very detailed and it would be beneficial to pinpoint the top 5 issues.	**KP/SAS**
5.0	**Minutes of Reporting Sub Committees** As the notes of these meetings were available it was agreed that exception reporting only would be required.	
5.1	**Admissions, Progression an d Employment Group** BD exceptionally noted that attrition rates in Adult nursing are increasing slightly, MH is getting better and Portsmouth midwifery have concerns.	
5.2	**School Academic Standards Committee** Nothing to exceptionally report	
5.3	**School Research and Knowledge Exchange Committee** Nothing to exceptionally report	

5.4	**School International Strategy Group** Chair for this group is now Dr Rick Fisher.	
5.5	**School Health & Safety Committee** Academic leadership will be relinquished by Clive Andrewes and Carol Bond will be new representative. Next H&S school group meeting 31 October.	
5.6	**School Postgraduate Committee** Chair of this Committee has changed as Lee Ann Fenge is now AD Employer Engagement Social Work. This Committee will be merged with the School RKE Committee over time. JP chairing both in the interim. It was reported that there had been a successful induction for 12 new PhD students this year, with increased numbers of cross School PhD students.	
6.0	**Items Raised by Staff**	
6.1	**Senate** CB advised that the on-going discussion re need for all academic staff to have PhDs has relaxed somewhat in that staff should have have doctorates (but not necessarily PhD) or equivalent professional standing.	
7.0	**Framework Developments**	
7.1	**BA Sociology & Anthropology degree** Chairs action taken. This is a joint honours degree with first intake Sept 2013. Rosie Read is Programme Leader and working with Applied Science staff. Paperwork went to ASC and has been approved.	
7.2	**PG Dip Nursing** Chairs action taken. Brief summary has been circulated. ASC have approved.	
7.3	Social Work is being reviewed this year, early. HCPC wish to undertake a light review.	
8.0	**Collaborative Provision** AM reported that we are in the process of closing Early Years provision and will review for closure Weymouth, Bournemouth & Poole and UCY. These partner colleges have intakes this year so we will need to support the foundation degree til 2015. We are also reviewing for closure the top up at Bournemouth, but an extension has been agreed by ASC for Bridgewater which will retain BU validation, unless they seek another HEI. GT reported that BU was moving towards awarding the designation of University status for the merged Royal Bournemouth and Christchurch Hospitals and Poole Hospital. There is an early March approval event, the School and the two merging trust will make a case for designation as we did for DHUFT. We want to build a mutually beneficial relationship. This is an exciting development and offers a lot of opportunities for the future.	
9.0	**Items for Approval** For the benefit of new personnel GT gave background information on why these roles exist and the role of the proposer in defining the expertise of the individual proposed and what specific contribution they will make. The proposer is expected to manage that relationship and ensure that HSC benefits from their role. Individuals approved receive a staff card, email address and access to Idrive.	
9.1	**Proposed new members of HSC Visiting Faculty**	
9.1.1	Phil Rushton – Visiting Fellow Paul Thompson *(Sarah Thomas in PT absence)* Approved.	
9.1.2	John Paisey – Visiting Fellow Kim Greaves (Sarah Thomas in PT absence) Approved	

9.1.3	Raymond Lee – Visiting Professor Jonathan Williams (Judith Chapman) Agreed to forward to Vice Chancellor for approval.	
9.1.4	David Halliwell – Visiting Fellow Sue Way Approved	
9.1.5	Debra Morgan – Visiting Professor Anthea Innes (JP in AI absence) Agreed to forward to VC for approval	
9.1.6	Stephanie Perrett – Visiting Associate Edwin van Teijlingen Approved	
9.2	**Proposed renewals of HSC Visiting Faculty (due 1.4.12)**	
9.2.1	Tristan Richardson VF (due 1.11.12) Paul Thompson *(Sarah Thomas in PT absence)* *Approved*	
9.2.2	Jillian Ireland VA (due 1.11.12) Vanora Hundley Approved	
9.2.3	Meherzin Das VF (due 1.11.12) Andy Mercer Approved	
9.2.4	Catherine Hennessey VP (due 1.8.12) Sarah Hean not present Agreed to forward to VC for approval	
9.2.5	David Coppini VF (due 1.4.12) Paul Thompson (Sarah Thomas in PT absence) Approved	
10.0	Any Other Business	
10.1	**BUDI (Bournemouth University Dementia Institute) Update** This team is growing. Led by Anthea Innes, recent appointments have been made, with two Post Docs in place, an administrator and an AD post out at advert. MB advised that the team was growing appropriately within the strategy and that there were lots of opportunities for people to become involved. There is already cross University involvement with a Psychologist from DEC being seconded to the team. It was noted that this was an Important issue to society and was of benefit to the School and the University that this was a main focus of our strategy. A Dementia Short course will be run in January.	
10.2	Service User Carer – PA advised that the team would like to link up with the student reps around their activities.	
11.0	**Future Meeting Dates** Wednesday 13th February, 2012 Thursday 16th May, 2013	