

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 28 February 2018 - 2.15pm

Board Room, Poole House, Talbot Campus

The attention of all committee members and attendees is drawn to the University's Conflicts of Interest Policy and Procedures which states that "Members ... must declare any interest they have in the business to be conducted at any meeting which they attend."

AGENDA

	<u>Paper</u>	
1. Apologies, Welcomes and Declarations of Interest		2.15
2. Minutes of the Meeting of 1 November 2017		
2.1 Matters Arising (VC)	SEN-17-001	
3. Report of Electronic Senate Meeting of 7 to 14 February 2018	SEN-17-002	
PART A – Vice-Chancellor's Communications		2.30
4. 4.1 BU2018 and HE Sector Update (VC)	Verbal Report	
PART B – Discussion/Debate		2.50
5. 5.1 BU2025	SEN-17-003	
PART C – Academic Governance		3.50
6. <u>For Approval</u>		
6.1 Faculty Academic Board Terms of Reference (For approval – Ms J Mack)	SEN-17-004	
PART D - Committee Business		4.00
7. <u>Minutes of Standing Committees</u>		
7.1 Academic Standards Committee minutes of 4 December 2017 (confirmed)	SEN-17-005	
7.2 University Research Ethics Committee minutes of 31 January 2018 (unconfirmed)	SEN-17-006	
7.3 Faculty of Health & Social Sciences – Faculty Academic Board minutes of 14 February 2018 (unconfirmed)	SEN-17-007	
7.4 Faculty of Management – Faculty Academic Board minutes of 7 February 2018 (unconfirmed)	SEN-17-008	
7.5 Faculty of Media & Communication – Faculty Academic Board minutes of 14 February 2018 (unconfirmed)	SEN-17-009	
7.6 Faculty of Science & Technology – Faculty Academic Board minutes of 1 February 2018 (unconfirmed)	SEN-17-010	
8. Any Other Business		4.15
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 on Wednesday 9 May 2018		
Senate Meeting – 2.15pm on Wednesday 13 June 2018		

BOURNEMOUTH UNIVERSITY**UNCONFIRMED****SENATE****MINUTES OF THE MEETING HELD ON 1ST NOVEMBER 2017**

Present:	Prof J Vinney	Vice-Chancellor (Chair)
	Mr D Asaya	President 2017/18, Students' Union
	Ms M Barron	Head of Student Services
	Mr G Beards	Director of Finance & Performance
	Dr M Board	Faculty Academic Staff Representative (FHSS)
	Dr M Bobeva	Faculty Academic Staff Representative (FM)
	Dr B Dyer	Faculty Academic Staff Representative (FST)
	Prof J Fletcher	Pro Vice-Chancellor (Research & Innovation)
	Ms M Gray	Faculty Academic Staff Representative (FMC)
	Mr A Hancox	Vice-President (Education) 2017/18, Students' Union
	Ms J Mack	Head of Academic Services (Secretary)
	Dr D McCarthy	Faculty Academic Staff Representative (FM)
	Prof T McIntyre-Bhatty	Deputy Vice-Chancellor (Deputy Chair)
	Prof D Mendis	Professoriate Representative (FMC)
	Dr S Minocha	Pro Vice-Chancellor (Global Engagement)
	Ms S Ponsford	Professional Services Staff Representative
	Mr K Pretty	Faculty Academic Staff Representative (FST)
	Prof T Rees	Professoriate Representative (FM)
	Dr R Southern	Faculty Academic Staff Representative (FMC)
	Prof S Tee	Executive Dean (FHSS) & Acting Executive Dean (FM)
	Dr S White	Faculty Academic Staff Representative (FHSS)
	Prof M Wilmore	Executive Dean (FMC)
In Attendance:	Mr A Child	Head of Academic Quality [Agenda Item 5.3]
	Ms J Forster	Vice-Chancellor's Policy Adviser
	Ms M Frampton	Academic Quality Officer (Clerk)
	Ms S Nairn-Smith	Business Support Manager [Agenda Item 5.2]
	Mr R Pottle	Head of PRIME [Agenda Item 5.1]
Apologies:	Mr J Andrews	Chief Operating Officer
	Prof K Appleton	Professoriate Representative (FST)
	Mr A James	General Manager, Students' Union
	Dr F Knight	Professional Services Staff Representative
	Ms J Northam	Head of Research & Knowledge Exchange Office
	Prof K Phalp	Acting Executive Dean (FST)
	Prof E Rosser	Professoriate Representative (FHSS)

1 WELCOME AND APOLOGIES

- 1.1 The Chair welcomed members to the meeting and apologies were noted as above.
- 1.2 The Chair welcomed the new Elected Academic Staff Representative for the Faculty of Management; Dr Dermot McCarthy, and also welcomed two new Professoriate Representatives; Prof Dinusha Mendis (Faculty of Media & Communication) and Prof Tim Rees (Faculty of Management). The Chair also welcomed Mr Daniel Asaya who had been re-elected as SUBU President for 2017/18 and Mr Alex Hancox who had been elected as SU Vice-President (Education) for 2017/18.

2 MINUTES OF THE PREVIOUS MEETING**2.1 Minutes of the Senate Meeting held on 7 June 2017**

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

2.2 **Matters Arising and Actions** (SEN-1718-12)

- 2.2.1 In response to the action listed on page 6 of the previous minutes, the BU2025 presentation slides were circulated to Senators on 22 June 2017.
- 2.2.2 With regards to the first action listed on page 8 of the previous minutes, the Senate Committees Structure Chart had been updated to show the Honorary Awards Committee as a joint Board and Senate Committee.
- 2.2.3 With regards to the second action listed on page 8 of the previous minutes, the University Committees Structure Chart was updated and circulated to Senators on 26 October 2017 with the Senate meeting papers.
- 2.2.4 Dr Board questioned whether the University had seen any improvement in the number of staff vacancies. Prof McIntyre-Bhatty confirmed the University was carrying a larger percentage of staff vacancies than it would normally expect and the position remained unchanged from the previous meeting. The number of vacancies was expected to reduce over the coming months.

2.3 **Declarations of Interest**

- 2.3.1 There were no declarations of interest.

2.4 **TEF Outcome**

- 2.4.1 The results of the Teaching Excellence Framework (TEF) were not known at the June Senate meeting, however shortly afterwards, the University was awarded a TEF Silver Award which would remain in place for a maximum of three years. Prof McIntyre-Bhatty was pleased that the TEF Panel had picked up key messages from the University's TEF submission, and highlighted aspects such as our high levels of placements, support for peer assisted learning and the high number of teaching staff holding a teaching qualification or membership of the Higher Education Academy.
- 2.4.2 The TEF Award and the good feedback received provided the University with a solid platform for the University to aim for a TEF Gold Award. There would be a substantial amount of work to do over the coming two years in order to achieve a Gold Award.
- 2.4.3 The University had chosen not to take part in the TEF Subject Level Pilots however mirror exercises would be carried out internally to inform the University's position.
- 2.4.4 Mr Asaya noted the recent controversy with some Students' Unions boycotting the National Student Survey (NSS), whilst Bournemouth University was in a position to have student engagement with the NSS. Mr Asaya questioned what steps should be put into place to tackle these problems across the country. Prof McIntyre-Bhatty advised that the University would continue to keep up to date with events in the sector and to ensure the student voice continued to be heard, whilst enhancing quality with the aim of a Gold TEF submission.

2.5 **Terms of Reference** (SEN-171813)

- 2.5.1 Minor amendments had been made to the Senate Terms of Reference which included the removal the Head of the Graduate School from the Membership and the removal of the Graduate School Academic Board from the Senate Sub-committee section to reflect recent organisational changes. The Senate Membership list had also been updated to reflect the three new Professoriate Representatives and the new elected Faculty Academic Staff Representative for the Faculty of Management.
- 2.5.2 **Approved:** Senate approved the updated Senate Terms of Reference which would be recommended to the University Board for noting.
- 2.5.3 **Noted:** Senate noted the updated Senate Membership List.

- 2.5.4 One amendment to the Membership of the University Research Ethics Committee (UREC) Terms of Reference had been made, to remove University Board members from the permanent membership and instead to include them as observers who could attend by pre-arrangement with the Chair. It was noted that this should state a maximum of two members in line with other Senate committees.
- 2.5.5 The duplicated text in the Vice-Chair section of the UREC Terms of Reference would be amended to read 'External (not a University member of staff)'.
- 2.5.6 **Approved:** Senate approved the updated University Research Ethics Committee Terms of Reference.

3 REPORT OF ELECTRONIC SENATE MEETING OF 4 TO 11 OCTOBER 2017 (SEN-1718-14)

- 3.1 **Noted:** The report of the Electronic Senate meeting of 4 to 11 October 2017 was noted.

4 VICE-CHANCELLOR'S COMMUNICATIONS AND DEBATE

4.1 BU2018, HE Sector Update and BU2025

- 4.1.1 Prof Vinney opened the discussion and explained the focus of the presentation/discussion would be around BU2018, the HE Sector and the current position with the development of BU2025. Discussions at previous meetings had included TEF and the Research Excellence Framework (REF), and a new Knowledge Exchange Framework (KEF) had recently been announced. This was expected to incentivise increased knowledge exchange, and would mean that there was a framework in place for each element of Fusion.
- 4.1.2 Student recruitment this year had not reached the required level. It had been a challenging year for applications across the sector, at a time of increasing competition. With regards to university rankings, the University had maintained its position in the THE World University Rankings, and in the domestic rankings the University had held its league table composite ranking. Over the last few years, the University's overall composite league table position had stabilised with the University currently being ranked at 66. Our ambition was to be in the top 50, and a step change in performance would be required to move above our current position. The University currently sits within a compressed part of the market with rankings sensitive to small changes.
- 4.1.3 The construction of the new bus terminus was progressing well and the new road from Boundary Roundabout would be complete soon after Christmas. These changes and the demolition of Tolpiddle House would allow the main entrance to Talbot Campus to be moved to the Boundary Roundabout end of Talbot Campus. The University was also investing in Brightspace, the new Virtual Learning Environment (VLE), and approximately 50% of students enrolled were now using the new VLE. Positive comments regarding the new VLE were being heard from staff and students.
- 4.1.4 In terms of a sector update, on 1 November 2017 the Higher Education Commission (HEC) had reported on their view of the Industrial Strategy. The University now had more information on how REF 2021 would operate and there had been announcements around TEF Year 3 including changes to metrics. The weighting of NSS data in the TEF metrics had been downgraded. The Office for Students (OfS) consultation was live, with responses due by 22 December 2017. The lengthy consultation document reflected the previous announcements and discussions about the role of the OfS. During the consultation period, staff were encouraged to contribute to the BU response. Over recent weeks there had also been a lot of debate nationally around fees and funding for universities and the government had announced that the tuition fee cap would not rise above £9,250 for the time being. Further news on a potential review was expected in the Budget on 22 November 2017.
- 4.1.5 Prof Vinney reminded Senators of the five BU values set out in the BU2018 Strategic Plan: Excellence; Achievement; Authenticity; Creativity and Responsibility. Over the last ten months, work had been ongoing across BU to seek feedback on the development of a new BU2025 Strategic Plan. The University Board were due to meet on 24 November 2017 to review the final draft of the BU2025 Strategic Plan, which would then be shared with staff and students during a consultation period. It was expected that the consultation would start before 4 December 2017 and run to 10 January 2018. Final approval of the BU2025 Strategic Plan would be requested from the University Board on 9

February 2018 and it would then be launched formally at the Leadership Conference on 1 March 2018.

- 4.1.6 For the BU2025 Strategic Plan, the University's purpose would be to: Inspire Learning; Advance Knowledge and Enrich Society. In the proposed new vision Fusion is what would differentiate us - by 2025: 'We would be recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice'. Reflecting on feedback from staff during the BU2025 engagement, the proposed updated values highlighted Inclusivity whilst retaining a focus on Excellence, Creativity and Responsibility. These four high level values provide a framework that will be interpreted at a local level. The proposed outcomes, which would demonstrate our success, had changed slightly since the version was shared with Senate earlier in the year. Further feedback would be welcomed from across the organisation. The updated version of the presentation slides would be circulated once the plan was ready for the consultation.
- 4.1.7 The BU2025 Strategic Plan was set out in five sections: Fusion and Investment; Leadership and Impact; Reputation and Networks; People and Culture and Performance and Resilience. There were fifteen headings. Currently there were approximately 100 detailed actions and these actions would give clarity and direction to support the delivery of the vision.
- 4.1.8 Professor Tim McIntyre-Bhatty reinforced the earlier discussion, confirming the BU2025 Strategic Plan would be more focused. The plan would help BU to make a step change, building on the core in place already. The strategic investment areas would help to define what the University would be known for, in addition to the core areas as described in the Fusion Themes. The University would work in an even more inter-disciplinary and multi-disciplinary way. Areas of future growth would help the University to grow its distinctiveness and would require targeted investment.
- 4.1.9 Moving forward, staff appointments would be even more targeted and would include the skill sets needed to build our distinctive profile for the future. Good progress had been made and work would need to be done on targeted investments e.g. intellectual capital and specialist and shared physical capital. The four proposed Strategic Investment Areas would be: Animation, Simulation & Visualisation; Medical Science; Sustainability/Low-carbon Technology/Materials Science and Assistive Technology. The University was already well known in the area of Animation, Simulation and Visualisation and there would be a continued need to drive our expertise in this area and work more broadly across the University with more disciplines. The area of Medical Science was already being worked on. In building this portfolio the University would build capacity and capability that was targeted and focused and single points of failure would be avoided. Some areas would be expensive to fund and investments would be phased.
- 4.1.10 Dr Dyer agreed the themes were excellent. He noted it was important to engage staff across BU to work together across the themes and investment areas. This collaboration would then generate many ideas for its innovation funnel. Ideas would need to be filtered and choices made about investment.
- 4.1.11 In order for the University to be ranked within the Top 50 universities, it would be important to make sure that the priorities were clear so that staff could focus on the right areas. This would require investment and an improved performance in all areas would be required as all metrics that feed into the league tables were important, with the key areas being around research, employability and graduates. The World University Rankings were based on academic perception and closely related to how well known an institution was world-wide, however this would be easier if the University specialised in a few key areas. Dr Dyer believed the University was always innovative and in order for BU to improve its position in the league tables it would need to take on new ventures in order to improve its ranking.
- 4.1.12 Dr White reminded Senators of the importance of keeping all staff up to date with the University's BU2025 Strategic Plan as she was keen to maintain staff engagement. Staff members were busy and it would be worthwhile to consider other methods of communication, therefore Dr White and Ms Forster would continue the discussion outside of the meeting. Senators were advised there would be more consultation sessions taking place in December and January and all staff were encouraged to attend.

- 4.1.13 Senators were advised that the staff intranet would be kept up to date with iterative versions of the Strategic Plan and emails and updates regularly sent to staff. There had also been engagement from many staff members through workshops and directly, and Professor John Vinney and Professor Tim McIntyre-Bhatty had attended open sessions in Faculties and Professional Services in order for staff members to provide feedback.
- 4.1.14 In order to define measures of success for BU2018, Key Performance Indicators (KPIs) would be developed and over time these KPIs were refined to ensure they were accurate and meaningful. A new set of measures for BU2025 would be defined, these would be both qualitative and quantitative.
- 4.1.15 Ms Barron advised that staff would appreciate the simplification of the BU2025 Strategic Plan to help improve staff engagement. The latest draft provided at the meeting was much simpler than previous drafts and would be easier to translate meaningfully across the organisation.
- 4.1.16 Dr Bobeva noted that Outcome A3 should include some reference to students, which Ms Forster agreed to include.
- 4.1.17 Work would continue on the BU2025 Strategic Plan and Senators were requested to continue to feed through any further comments. The next version of the Strategic Plan would be the final draft for consultation in December and January.

5 ACADEMIC GOVERNANCE

5.1 National Student Survey Results 2017 (SEN-1718-15)

- 5.1.1 Due to changes to the NSS Survey from 2016, it had been more difficult to make direct comparisons to results from previous years. Where possible, comparisons had been drawn between questions to give an indication of the trend.
- 5.1.2 The University's Overall Satisfaction score had fallen from 82% to 81% with the sector average falling from 86% to 84%, therefore the University was now 3% below sector average compared to 4% in the previous year. At programme level, 19 programmes had improved their overall satisfaction score, whilst 24 programmes had declined, 27 programmes were now at or above the sector average score of 84.18% compared to 22 programmes being above the sector last year.
- 5.1.3 Organisation and Management fell 6% to 70%, falling further behind the sector which also dropped 4% to 75%. There had been two positive question areas; Learning Resources where BU students were more satisfied than the sector in all three questions, and new for 2017, Learning Community, where BU students felt they had the right opportunity to work with other students as part of their course. The questions around Student Voice had shown a score of 1% below sector average at 68% with the Students' Union question showing a score at 10% above sector average. At Department level, 8 out of 20 Departments had improved their overall satisfaction this year, and 11 Departments were now at or above the BU average of 81%; 8 of these 11 Departments were also above the sector average of 84%. Last year, only 4 Departments were above the sector average of 86%, so this was an improvement.
- 5.1.4 Prof Tee explained that within the Faculty of Management (FM) for programmes which had scored low this year, a more pro-active approach was in place to target these programmes by putting in place Action Plans and working closely with the programme teams. Each of the lower performing programme teams had attended the latest Faculty Executive meeting to discuss the challenges the programmes faced and it was an opportunity for programmes which had performed well to share good practice. Professor Wilmore advised that within the Faculty of Media & Communication (FMC) similar meetings had taken place in order to put in place measures to address any issues which were sometimes complex and challenging.
- 5.1.5 Dr White advised that within FHSS, meetings had taken place with unit teams and student groups for those programmes which had scored low this year. The feedback received from students was discussed with the programme teams and proved to be very different to the feedback from academic staff, although it had been interesting to hear both staff and students' views.

5.1.6 Prof Rees reminded Senators of the importance of academic staff always feeding back to students on any issues raised and the resolution provided before the NSS takes place. This acts as a reminder to students that their feedback was acted upon and any issues dealt with.

5.1.7 **Noted:** The National Student Survey Results 2017 were noted.

5.2 Prevent Duty Annual Report (SEN-1718-16)

5.2.1 The University's Prevent Duty Annual Report had been considered by the University Executive Team on 3 October 2017 and the University Leadership Team on 11 October 2017 and was due to be submitted to the Audit, Risk & Governance Committee on 3 November 2017. Senators were requested to consider and endorse the report and the supporting evidence before final approval by the University Board on 24 November 2017 and onward submission to the Higher Education Funding Council for England (HEFCE).

5.2.2 The report presented was the second Prevent Duty Annual Report to HEFCE and there had been no serious incidents to report this year and no changes had been made to the operating context. The report was aligned to the University's Wellbeing policies for students and staff and applied to everyone in the BU community. The general awareness sessions were continuing to take place and were advertised on the staff intranet. The academic representatives on the Prevent Management Group had offered to help facilitate an academic debate style event to discuss the Prevent Agenda more widely and address areas of concern. Senators were requested to advise Shona Nairn-Smith of any ideas for engaging others within the BU community.

5.2.3 A tactical web filter solution had been introduced which filtered agreed categories of URLs, for example, violence and hate crimes, and now blocks user access to these sites. If access to websites which include the filtered content was required, this should be requested through IT Services.

5.2.4 Although Prevent training had been offered to SUBU, it was declined on behalf of the whole union by the previous SU President. The University would continue to work with the SUBU General Manager and the new sabbatical officer team and discussions were taking place around the provision of Prevent training for SUBU in 2017/18.

5.2.5 **Endorsed:** Senate endorsed the Prevent Duty Annual Report for consideration by the University Board.

5.3 Senate Annual Report 2016/17 including the Senate Effectiveness Review Action Plan (SEN-1718-17)

5.3.1 The Senate Annual Report 2016/17 provided a comprehensive overview of the work of Senate and its sub-committees and also provided assurance that the committees were effectively fulfilling their delegated responsibilities as detailed in their Terms of Reference.

5.3.2 Following the Senate Effectiveness Review report considered by Senate in June 2017, the report proposed eight core recommendations and three enabling recommendations. An Action Plan was developed to respond to the recommendations and was presented to Senators for approval. Some actions had been completed with some actions still ongoing. Further updates would be provided to Senate during 2017/18 as required. Any comments regarding the Action Plan should be communicated to Jacky Mack.

5.3.3 **Approved:** Senate endorsed the Annual Report to the University Board and approved the Senate Effectiveness Review Action Plan.

Senate Committees Structure Update

- 5.3.4 Academic Quality had considered the ongoing purpose and role of Partnership Boards which report to the Academic Standards Committee (ASC). ASC concluded that the function of Partnership Boards was effectively covered through a combination of other standard processes and meetings, meaning that a standalone Partnership Board was a form of duplication. This recommendation was approved by ASC Chair's Action and was ratified by the Committee on 31 October 2017. As a result, Partnership Boards were removed from the Senate Committee Structure with effect from 2017/18.
- 5.3.5 Following comments at the June meeting regarding the dotted lines linking Senate sub-committees, the Senate Committee Structure Chart had been simplified and now only showed links between committees as reflected in Terms of References as secondary reporting lines. It was noted the dotted line from the Faculty Academic Standards Committee to the Faculty Academic Board could be shown without crossing other dotted lines. Ms Mack agreed this would be updated accordingly.
- 5.3.6 **Noted:** Senate noted the updated Senate Committee Structure Chart.

Academic Quality Annual Report 2016/17

- 5.3.7 Following consideration and endorsement by ASC on 31 October 2017, the Academic Quality Annual Report 2016/17 provided Senate with a summary evaluation of evidence relating to the maintenance of quality and academic standards in 2016/17. The new HEFCE Operating Model for Quality Assessment launched in March 2016, had established the Annual Provider Review process as a key mechanism for assessing quality in Higher Education Institutions (HEIs). The report provided evidence to the University and the University Board that the application of University regulations, policies and procedures in 2016/17 were appropriate. The report also provided assurance that standards were being maintained for the University's academic provision during the reporting period and that the University had exercised its degree awarding powers appropriately.
- 5.3.8 Dr Southern asked if there were specific requirements for what should be reported on. Mr Child advised that the Committee of University Chairs (CUC) Illustrative Practice Note for Academic Governance provided an indication of good practice, but institutions had autonomy to determine the most appropriate approach. Dr Southern noted that longitudinal comparisons may not be possible for some of the data in the report. Mr Child confirmed that improved data was becoming available and more longitudinal data would be provided as it became available, where appropriate.
- 5.3.9 Mr Pretty commented on the Academic Offences data which showed the number of Academic Offence Panels and Boards from 2014/15 through to 2016/17. Senators agreed that academic staff were vigilant in identifying academic offences and it was noted that generally academic offences occurred when students faced impending deadlines for the submission of work. Upon reflection, students who reached University Academic Offence Boards had made an error in judgement in submitting work that was not appropriate rather than not submitting work and scoring a zero mark. It was important that students were aware of the severity of academic offences and that receiving a zero mark was better than being committing an academic offence with the ultimate penalty of withdrawal from the University.
- 5.3.10 Mr Asaya reminded Senators that many of the students who committed academic offences were international students who had found the change of culture difficult and believed that academic staff should provide support and regularly remind students of academic offences and the availability of Turnitin. Senators agreed that when academic staff became aware of an academic offence being committed, there was a substantial amount of work to be carried out to evidence the academic offence as well as providing ongoing support to students.
- 5.3.11 Senators requested that future Academic Quality Annual Reports present information around academic offences as a proportion of total student numbers. Proportions of students would be useful information to interpret the trends.
- 5.3.12 **Endorsed:** Senate considered and endorsed the specific recommendations which informed the Action Plan in Appendix 1.
- 5.3.13 **Endorsed:** Senate endorsed the report for consideration at the November meeting of the Audit, Risk & Governance Committee and the November meeting of the University Board.

6 COMMITTEE BUSINESS

- 6.1 Education & Student Experience Committee minutes of 3 October 2017 (SEN-1718-18)
Noted: The Education & Student Experience Committee minutes were noted.
- 6.2 University Research Ethics Committee minutes of 12 July 2017 (SEN-1718-19)
Noted: The University Research Ethics Committee minutes were noted.
- 6.3 University Research Ethics Committee minutes of 11 October 2017 (SEN-1718-20)
Noted: The University Research Ethics Committee minutes were noted.
- 6.4 University Research & Knowledge Exchange Committee minutes of 5 October 2017 (SEN-1718-21)
Noted: The University Research & Knowledge Exchange Committee minutes were noted.
- 6.5 Faculty of Health & Social Sciences Faculty Academic Board minutes of 10 October 2017 (SEN-1718-22)
Noted: The Faculty of Health & Social Science Faculty Academic Board minutes were noted.
- 6.6 Faculty of Management Faculty Academic Board minutes of 25 October 2017 (SEN-1718-23)
Noted: The Faculty of Management Faculty Academic Board minutes were noted.
- 6.7 Faculty of Media & Communication Faculty Academic Board minutes of 18 October 2017 (SEN-1718-24)
Noted: The Faculty of Media & Communication Faculty Academic Board minutes were noted.
- 6.8 Faculty of Science & Technology Faculty Academic Board minutes of 12 October 2017 (SEN-1718-25)
Noted: The Faculty of Science & Technology Faculty Academic Board minutes were noted.
- 6.9 The Chair thanked Executive Deans for providing a full set of Faculty Academic Board minutes to Senate.

7 ANY OTHER BUSINESS

- 7.1 There was no other business.

8 DATE OF NEXT MEETING

- 8.1 The next Electronic Senate meeting will start at 9.00am on Wednesday 7 February 2018.
- 8.2 The next Senate meeting will take place at 2.15pm on Wednesday 28 February 2018 in the Board Room.

BOURNEMOUTH UNIVERSITY**ELECTRONIC SENATE****REPORT OF A MEETING OF ELECTRONIC SENATE held on
7 February 2018 (9AM) TO 14 February 2018 (5PM)****STATEMENT ON QUORUM**

1. The meeting was quorate with 16 members confirming attendance.

MATTERS RAISED BY MEMBERS**2. QR FUNDING (SEN-1718-26)**

Raised by: Dr Sara White, Faculty Academic Staff Representative for the Faculty of Health and Social Sciences

HSS put in a plan for QR funding in June 2017 for the 2017-18 year, but only received a request to modify the plan on 31st October 2017. The plan was finally approved just before Christmas with a reduced budget for Faculty spend. The uncertainty about the availability of QR funding made planning impossible and led to a loss of momentum with regard to research. There is a lot of dissatisfaction in the Faculty. What is the plan for the next round of QR funding and how can we open up communication about this in a timely manner to staff who need to plan their work load? Any suggestions regarding how other Faculties have managed the dissatisfaction in their faculty if they faced a similar situation?

Response from the Pro Vice-Chancellor (Research and Innovation) was given with the paper.

Professor Appleton was concerned about the continuity of QR or other funding for research activities. Over the past six months, staff from the Faculty of Science & Technology had been unable to attend academic conferences to present REF-able work and network with potential collaborators, unable to disseminate and create impact, particularly by capitalising on impact based activities over the summer as well as being removed from funding consortia as a result of failing to attend collaborative meetings. A lack of funding has resulted in considerable wasted time and efforts and inabilities to plan have also continued to undermine research activities. Reassurance moving forward would be needed to ensure contingencies were in place during the transition from BU2018 to BU2025 to ensure the process was as smooth and progressive as possible, and that regular and ongoing activities would not be detrimentally impacted.

Chair's Decision

Issue noted, no further action.

3. ACCOUNTABILITY OF QR SPENDING (SEN-1718-27)

Raised by: Dr Richard Southern, Faculty Academic Staff Representative for the Faculty of Media and Communication

The recent restructuring of QR allocation centrally has had an immediate and detrimental effect on research spending commitments, not to mention morale of academic staff. Most significantly it has led to uncertainty in the funding of travel arrangements at which REF-able outputs were to be presented – costs which cannot be met through staff development budgets - and which are all the more essential to staff who are now all required by REF2021 to submit outputs. Can Senate please indicate how the central management of QR expenditure is better assisting early career and emerging academics to generate REF-able outputs and high quality impact than the previous funding allocation model? In addition, what performance targets will be used to measure the success of these measures, and how will they be assessed?

Response from the Pro Vice-Chancellor (Research and Innovation) was given with the paper.

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

4. GLOBAL BU UPDATE (SEN-1718-28)

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

Chair's Decision

Item noted, no further action.

MINUTES OF STANDING COMMITTEES

5. ACADEMIC STANDARDS COMMITTEE, 31 OCTOBER 2017 (SEN-1718-29)

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

Chair's Decision

Item noted, no further action.

6. EDUCATION & STUDENT EXPERIENCE COMMITTEE, 29 NOVEMBER 2017 (SEN-1718-30)

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

Chair's Decision

Item noted, no further action.

7. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 22 JANUARY 2018 (SEN-1718-31)

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next Electronic Senate meeting:

9.00am on Wednesday 9 May 2018 to 5.00pm on Wednesday 16 May 2018

Next in-person meeting:

Wednesday 13 June 2018 at 2.15pm in the Board Room



Committee Name	SENATE
Meeting Date	28 February 2018
Paper Title	BU2025 Update
Paper Reference	SEN-17-003
Committee Member/Presenter	Professor John Vinney, Vice-Chancellor
Previous committee consideration	Each meeting throughout 2017 and 2018
Decision Required	To note
Implications, impacts or risks	New strategic plan for BU starting 1st August 2018 – will impact all aspects of the University's activity
Confidentiality	N/A – BU2025 will be launched and communicated internally on 1st March 2018

EXECUTIVE SUMMARY

1 Purpose and Context

- 1.1 The draft BU2025 strategic plan was developed by the University Executive Team and reviewed and scrutinised by staff and committees across BU, including the University Leadership Team and Senate.
- 1.2 The BU2025 plan has been approved by the University Board and implementation planning will start in March 2018. This timing will ensure that the new strategic plan will be in place when the budget and delivery plans are prepared for 2018/19 and beyond in the spring of 2018, so that the implementation of the new plan will start immediately when the previous plan expires, without a gap. The plan is being submitted to Senate for note.

2 Background:

- 2.1 The current strategic plan, BU2018, has been in place since 2012 and the plan period will finish in July 2018. Following a series of Board workshops since spring 2017, including a joint one in July 2017 with the BU Leadership Team and Senate, and a number of staff engagement sessions and workshops, a draft strategic plan was prepared for the next period to July 2025.
- 2.2 The University Executive Team has conducted a consultation process between 28th November 2017 and 10th January 2018. Following this process, a revised version of the strategic plan has been prepared. The BU2025 strategic plan sets out 100 actions, which are intended to support the delivery of the BU2025 vision and outcomes. These actions are grouped under five headings and are set out below in detail.
- 2.3 The BU vision and values, which were prepared in 2011 and underpinned the BU2018 strategic plan, have also been reviewed as part of this process. The new vision and values are set out in this paper. The BU values have been simplified and updated to highlight inclusivity while retaining a focus on excellence, creativity and responsibility.
- 2.4 In addition to setting out a vision for 2025, and in response to staff feedback about defining success, the BU2025 strategic plan also specifies the outcomes of the plan. These outcomes are set out under four headings and describe the outcomes of the vision.
- 2.5 An equality analysis was carried out as part of the process of developing the BU2025 strategic plan and this was made available with the staff consultation. No issues were identified with the proposals – the usual processes will apply to implementation of each action in the plan, which in some cases will mean that separate equality analyses may be required.

3 Consultation and Feedback

- 3.1 The development of the new vision, values and strategic plan has input from across BU throughout the period over which it has been developed as well as during the consultation, which closed in January.
- 3.2 Before the consultation:
 - (a) From spring 2017, members of the University Executive Team held briefing and question and answer sessions with staff from all faculties and professional services, as well as open themed sessions and workshops. Presentations were made at a number of other committee meetings, such as the Health and Safety Committee and the Equality and Diversity Committee. A series of workshops were held with the Board.
 - (b) Staff were invited to provide feedback through a range of methods, from direct feedback in face-to-face sessions or e-mail, to on-line systems and text. Communication about the proposals and how to feed into it has included the Vice-Chancellor's regular e-mails to staff, social media and the intranet. Draft proposals were posted on the intranet along with the collated feedback and responses to it, and regularly updated. Direct feedback was sought from a group of critical friends including staff from across BU, with extremely high levels of engagement.

- (c) The proposals were reviewed at University Leadership Team meetings, including an awayday with a wider group of leaders from across BU. Regular updates were given at Senate meetings throughout 2017 and a draft of the full plan was shared with Senate.
 - (d) The BU2025 strategic plan was a standing item on the agenda of meetings with the Unions from February 2017, and progress has been discussed at those meetings.
 - (e) Students were involved through Students' Union representation on Senate and other committees, and feedback from the students of the future was sought at an open day in the summer of 2017.
- 3.3 Following board endorsement of the draft plan for consultation on 24th November 2017, a formal consultation was opened on 28th November 2017 and ran until 10th January 2018.
- (a) Material describing the plan, the background and context was made available on the staff intranet, and promoted via e-mail, on-line news items, social media and direct communication.
 - (b) ULT members led meetings with their teams to review and discuss the plan and encourage staff to engage and feedback. Detailed written feedback was provided from these meetings.
 - (c) Feedback was sought face to face in a series of workshops hosted by members of the University Executive Team, including six open meetings for staff from across the university.
 - (d) Feedback was provided by a number of staff directly via e-mail and an anonymous on-line survey.
 - (e) The plan was shared with the Unions before and during the consultation and they have also been given the updated draft for information at this stage.
 - (f) Internal responses to questions and comments were made available to staff in December 2017 and in January 2018.
- 3.4 Students were also consulted directly as well as through the committees in which they are involved. A specific set of background materials survey was prepared for students and promoted directly via e-mail, on-line news items and social media, as well as via a stand and comments box. There have not been high levels of student engagement but this is not surprising – current students will not be here in 2025 and the consultation period has unfortunately coincided with the end of term and the vacation.
- 3.5 The feedback from all of these sources was collated and reviewed. Overwhelmingly the feedback was positive. For example, from the on-line survey:
- (a) All respondents supported the purpose entirely or in part;
 - (b) 91% agreed (either in whole or in part) that the vision was ambitious and defined our direction for the next 7 years; and
 - (c) 93% of respondents agreed that the BU2025 outcomes as defined would support our vision and our purpose in whole or in part
- 3.6 A number of questions and issues were raised and the feedback highlighted some areas where the plan could be improved or amended. The main changes made were:
- (a) It was suggested that where we refer to staff and students we should instead refer to students and staff, as students should be at the heart of everything that we do. This change was made throughout the plan.
 - (b) Feedback suggested that it would be helpful to include an action about how we manage risk, particularly in the context of our plans relating to creativity and innovation. This action was included as a new action 90
 - (c) In response to positive feedback about the level of engagement with staff throughout the plan development, a new action was included relating to on-going engagement with staff following the launch of the BU2025 strategic plan, to seek feedback on prioritisation (new action 92). We also added clarification that we will be more transparent in our decision making process.

- (d) Following feedback on aspects of student experience and the “Campus Premium” element of the academic principles, we included a new action relating to our approach to wider aspects of student life to underpin this (new action 8).
- (e) Some staff expressed concern that some of our current academic areas are not obviously part of one of the strategic investment areas, and that as a result they were concerned that we may be planning to reduce our investment in those areas. To respond to the feedback and concerns raised in this area, specifically in relation to humanities, media and social sciences, we reviewed the wording of some of the actions to make it clear that we will also be investing in our core areas of strength.
- (f) Improving our research performance – some staff commented on the language in action 28, and it was clarified.
- (g) We did not mention environmental sustainability in the headline BU2025 outcomes and so it did not appear on the summary version of the plan. This is an important part of our plan and we changed the BU2025 outcomes to ensure that this is clear.

4 Purpose and Vision

4.1 For the BU2025 strategic plan, we wanted to define our purpose:

Inspire learning

Advance knowledge

Enrich society

4.2 Fusion is at the heart of who we are and what we do at BU. Our new vision for 2025 is:

We are recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice

5 Values

5.1 Reflecting feedback from staff during our BU2025 engagement, the proposed updated values were simplified and highlight inclusivity while retaining a focus on excellence, creativity and responsibility.

Excellence

Inclusivity

Creativity

Responsibility

5.2 A number of staff requested that we reconsider “authenticity” as a value, although when we discussed it at workshops the feedback was mixed. We have looked at the previous examples of authenticity in the BU2018 values, and consider that two of them were more relevant to excellence and responsibility. However, we recognise the importance that staff attach to the two statements from the BU2018 values “being open and transparent” and “showing integrity and professionalism at all times”. By removing authenticity as a value, we are not suggesting that these things are no longer important – in fact they are vital if we are going to achieve the BU2025 outcomes. We have therefore ensured that openness, transparency and authentic communication, as well as integrity and professionalism are reflected in the detail of the strategic plan.

6 Outcomes

6.1 For the BU2018 plan, we defined the vision and the plan, and then the measures, in the form of Key Performance Indicators (KPIs). One question asked in our BU2025 engagement was “how we will define success?” In the BU2025 strategic plan, we therefore have included four sets of outcomes that will demonstrate that we have delivered our vision and the plan. These outcomes will provide a useful reference for decision-making, prioritisation and allocation of resources, as

well as helping us consider our progress against our plan. We will seek to assess these via our academic principles and measure them in our Key Performance Indicators aligned to the BU2025 strategic plan.

- 6.2 As noted above, following feedback we have amended the headline of group C “We are a catalyst for sustainable social, environmental and economic growth and development”, to reflect sustainability and environmental development.
- 6.3 The other changes we have made were minor wording changes to make the language more consistent.
- 6.4 The 4 sets of outcomes (as updated) are:

We have established our distinctive Fusion learning culture and communities
A1: We have a worldwide reputation for our distinctive co-created Fusion approach A2: Our vibrant Fusion communities are collaborative, inclusive and resilient and connected world-wide A3: The BU learning experience is personalised, inter-disciplinary and consistently excellent
Our students and staff thrive through Fusion
B1: We attract and develop students and staff who thrive as lifelong learners through Fusion B2: Staff lead in their disciplines and professions and as members of high performing teams B3: We have a diverse and inclusive environment that enables achievement for all
We are a catalyst for <u>sustainable social</u>, <u>environmental</u> and economic growth and development
C1: We are a catalyst for impact by advancing knowledge, creativity and innovation C2: We drive social and economic growth and development through our staff, students and graduates C3: We support the development of the region and lead thinking on sustainability
We enrich society by having a significant impact on challenges world-wide
D1: Through Fusion we have a positive impact world-wide on the challenges facing society D2: Staff, students and graduates enrich society as active citizens in their communities D3: Our worldwide partnerships strengthen our shared impact

7 BU2025 Strategic Plan

7.1 The BU2025 strategic plan has 5 headings:



7.2 As noted above, we have added three new actions in response to feedback, so that we now have 100 actions grouped under these headings. The actions are grouped under headings as follows – these headings have not changed:

Fusion and investment	<ul style="list-style-type: none"> • Enhance and embed our distinctive Fusion learning approach • Provide an environment that engages and attracts staff, students and external stakeholders • Build capacity and capability to deliver the BU2025 outcomes • Invest in the strategic investment areas to develop them as future strengths
Leadership and impact	<ul style="list-style-type: none"> • Significantly improve our research performance • Build the worldwide impact of our Fusion of education, research and professional practice • Enhance our position as a sustainable organisation and manage the environmental impact of our actions

Reputation and networks	<ul style="list-style-type: none"> • Position BU as the destination of choice for students and staff seeking a distinctive Fusion environment and culture • Significantly develop our network of partners and be the partner of choice for businesses and organisations in the region
People and culture	<ul style="list-style-type: none"> • Attract, develop and retain the right people and teams to deliver the BU2025 outcomes • Embed our values and Fusion attributes consistently across BU • Continue with our strong commitment to ensuring equal opportunities for all
Performance and resilience	<ul style="list-style-type: none"> • Embed a culture of high performance • Manage organisational performance including academic sustainability and consistent high quality • Maintain financial resilience to enable investment

7.3 This is an integrated plan – we have not separated actions and “enablers”, and the actions are not grouped by service or activity. This plan requires a substantial improvement for all departments and professional services in terms of output and consistently high quality across all our activity. We will also be looking much more closely at alignment – ensuring that all structures and processes, but also our activity, including our education, research and engagement with practice and industry, align to the BU2025 outcomes, so that we are focussing on areas where we want to excel.

7.4 We have set out plans for investment in our core and enabling activity as well as in some strategic investment areas– this will mean refocussing and reprioritising where we currently invest in order to release capacity.

8 Fusion and Investment

8.1 This set of actions sets out how we will build on the work we have already done in the BU2018 plan period. It is intended that we will:

- establish an innovative and distinctive learning approach based on Fusion
- develop our stimulating, challenging, and rewarding university experience into a consistently excellent learning experience for students and staff
- provide an inclusive learning environment that engages and attracts students and staff
- develop a vibrant and successful community that supports our purpose to inspire education, advance knowledge and enrich society.

Enhance and embed our distinctive Fusion learning approach

- Define and then incorporate the Fusion learning approach consistently into our education, research and professional practice. Building on BU’s strengths, the Fusion learning approach will reflect:
 - the role of practice and industry in our education
 - the role of research in our education and developing students as researchers
 - ensuring that our research, education and practice combine to maximise impact
 - opportunities for multi- and inter-disciplinary learning
- All our departments will co-create distinctive Fusion learning experiences with students, staff, industry and practice
- Develop our comprehensive range of co-curricular and extra-curricular activities so that students and staff have the opportunity to enhance their experience and outcomes
- Co-create a set of attributes that support graduate outcomes. Support students to develop these attributes through our Fusion learning approach, our programmes, and co-curricular and extra-curricular offer. The graduate attributes will reflect:
 - intellectual curiosity
 - collaboration and teamwork
 - citizenship and societal contribution
 - global outlook
 - innovation and entrepreneurship

5. Co-create a set of Fusion attributes for staff. These distinctive attributes of our Fusion culture and learning community will be relevant to all staff and build on BU's strengths and values, that include:
 - creativity
 - leadership
 - citizenship and societal contribution
 - global outlook
 - collaboration and teamwork
 - development of self and others

Provide an environment that engages and attracts staff, students and external stakeholders

6. Each academic department and professional service takes action to consistently excel in measures of teaching quality, learning environment and student outcomes at all levels, adapting to changes in measures and subject definitions
7. Further develop our campus as a vibrant and inclusive environment, that engages students and staff and maximises the value of our campus experience
8. Further develop an integrated approach to student life, such as accommodation, transport, sport and community engagement, to underpin our wider campus experience *[new action]*
9. Continue to develop our environment to maximise the value of our campus experience to support our engagement with external stakeholders to develop our profile
10. All our departments, professional services and cross-BU teams listen to and respond to the student voice in their activities
11. Invest in leading digital learning systems and support for our Fusion learning approach
12. All our departments, and professional services engaged in student and academic support, act to improve attainment, retention and completion rates for all programmes and all groups of students. Use learning analytics and other data to provide personalised support for students to improve their outcomes
13. Increase the level and personalisation of student support by reviewing our services and ways of working
14. Develop BU as a healthy environment by:
 - monitoring and prioritising activities guided by best practice, evidence and the staff survey, reflecting our focus on equality and diversity
 - taking appropriate action to support health and wellbeing for all staff, including mental health
 - supporting staff to manage their own health and well-being, including mental health
 - providing flexible support
 - incorporating research and practice into our plans for our own environment through our Health and Well-being Fusion theme
 - providing a safe environment for students and staff to thrive
15. Provide a leading digital infrastructure to support our BU2025 outcomes
16. Make BU a destination of choice for international students, staff and visiting scholars by significantly increasing the services and support we provide
17. All our departments, professional services and cross-BU teams make BU a welcoming environment for international students and staff and supports their integration
18. All our departments, professional services and cross-BU teams provide consistently excellent service

8.2 As well as the investments required for these actions, there are two groups of actions in this set focussed on investment:

- (a) Building capacity and capability. These are closely linked to the actions in the People and Culture section.

- (b) Our strategic investment areas are areas of growth and development that build on our existing strengths and future opportunities. They are aligned to external priorities, including policy direction and funding opportunities. These investments will be made alongside the core and enabling investments to support our plans.

Build capacity and capability to deliver our BU2025 outcomes

19. Build critical mass, capacity and resilience in all our departments, professional services and cross-BU teams aligned with our academic principles and our BU2025 outcomes
20. Create resilient teams that work across BU to support our core academic areas and strategic investment areas and deliver our BU2025 outcomes
21. All our departments, professional services will review and adapt their workforce planning so that they have the capacity and capability to deliver our BU2025 outcomes within the agreed financial parameters
22. Develop and implement capability across BU to support the Fusion learning approach, including by:
 - collaborating with peer institutions worldwide, developing and sharing expertise
 - providing advice and support, and implementing tools to support staff to innovate and excel in learning and teaching
 - researching the impact of Fusion
 - ensuring that we have structures that support and deliver best practice
 - supporting staff to achieve higher levels of academic and professional qualifications

Invest in the strategic investment areas to develop them as future strengths

23. Define an approach for each strategic investment area and review progress regularly as part of our dynamic planning and reviews
24. Take an innovative and experimental approach to develop our strategic investment areas and engage with external opportunities and partners
25. Create a robust academic footprint and external profile in each of our strategic investment areas by building on our existing strengths
26. Define and set priorities for investment:
 - scope the opportunity, our existing strengths, and links to external priorities
 - develop detailed and flexible investment models
 - identify external funding opportunities
27. Prioritise internal spending to fund early investment in the strategic investment areas

9 Leadership and impact

- 9.1 Our vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through Fusion. To do this we will need to build our impact across our portfolio, including improving our research performance. Our impact on the environment is also an important part of this plan area.
- 9.2 It is also important that we take a more strategic approach to planning our research activity, to ensure that we are making the most of external opportunities for funding and collaboration. This approach will be important in our strategic investment areas but also in our core academic areas. This approach will also require a drive for greater inter-disciplinary collaboration, which is a key requirement for Research Council funding, for example.
- 9.3 As well as significant additional support and focus, the other changes that will support an improvement in research are organisational and cultural. The focus in the strategic plan on alignment with the BU2025 outcomes, the emphasis on teamwork and leadership, and the plans to ensure performance management, will also contribute to improved research performance.

Significantly improve our research performance

28. All our academic departments will:
- grow their internationally excellent and world-leading research;
 - increase their research and knowledge exchange funding; and
 - develop their impact
29. Our departments, professional services and cross-BU teams work together to horizon scan and pro-actively plan research activity so that it is aligned with government and funding body priorities and requirements, to maximise external funding opportunities, in particular by a focus on inter-disciplinary collaboration
30. All academic staff will develop a substantial research profile with impact aligned to our BU2025 outcomes. Academic staff develop their research and its impact and collaborate with and support colleagues to achieve this
31. Provide research support that is appropriate for academic staff at different levels and different career stages to help develop their research performance and impact
32. All our academic departments significantly increase the number of high quality externally funded or match-funded, postgraduate research students focussing on inter-disciplinary projects that align with our Fusion themes and strategic investment areas
33. Develop our approach to creating, protecting and exploiting intellectual property

Build the world-wide impact of our Fusion of education, research and professional practice

34. Consistently apply our academic principles, our BU2025 outcomes and benchmark data, performance data and market research in all our decision making, and be more transparent about decisions
35. Develop our innovative and leading portfolio of programmes that is aligned to our academic principles, supports our BU2025 outcomes, is supported by market research and supports our core academic areas and strategic investment areas
36. All our departments, professional services and cross-BU teams ensure consistently high quality outcomes and impact from their activities
37. All our departments, professional services and cross-BU teams create a social and economic impact locally, regionally and, where relevant, worldwide
38. Deepen and broaden our engagement across BU with professional bodies, industry and employers regionally and worldwide by:
- engaging them in co-creation
 - ensuring high levels of membership and participation by students, academic and professional services staff in professional bodies, organisations, events and conferences
 - collaborating to produce impact on education, policy and practice
39. Our professional service teams learn from and implement best practice in their areas to increase efficiency and effectiveness, and contribute to the development of their professions
40. All our departments, professional services and cross-BU teams align the activities of their staff to our BU2025 outcomes, the Fusion themes and our strategic investment areas
41. All academic and professional services staff develop Fusion case studies linked to their profile that show the impact of their work and how it is aligned to our BU2025 outcomes
42. Review our organisational structures and take action so that they support and align with our BU2025 outcomes
43. All academic departments align their programmes with the challenges facing society and the world and all our departments, professional services and cross-BU align co-curricular and extra-curricular opportunities with those challenges

Enhance our position as a sustainable organisation and manage the environmental impact of our actions

44. Support our staff from all parts of BU and students to take a responsible approach to the environment and sustainable development by:
- including sustainable development in our programmes and support our students and staff to make responsible choices about their environmental impact
 - bringing together our academic work on environmental sustainability with our approach to the physical environment at BU
 - driving significant worldwide impact on sustainability and the environment through our strategic investment areas
45. Take a leading position on our own environmental impact:
- informed by our work on sustainability through the strategic investment areas and Fusion themes
 - by improving the biodiversity of our estate, minimising use of resources and production of waste, reducing our carbon emissions and supporting more sustainable travel choices for staff, students and visitors
 - by providing opportunities for staff to use the Estate as a living lab for health and well-being and sustainability
 - by continuing to develop our estate sustainably
 - by taking a responsible position on sustainability in our investments, purchasing and our work with partners

10 Reputation and Networks

- 10.1 Our vision is to have a worldwide reputation for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice, and we will need to build this by building our impact and our networks. Impact is a separate heading, so under this heading we focus on making sure that BU is a destination of choice for students and staff and developing our networks.

Position BU as the destination of choice for students and staff seeking a distinctive environment and culture, based on Fusion

46. Engage and support all academic and professional services staff in sharing stories internally and externally to support our BU2025 outcomes and raise our profile externally. In particular all our departments, professional services and cross-BU teams articulate their engagement with Fusion and how it contributes to our BU2025 outcomes
47. Further develop a compelling and authentic narrative for internal and external communications that highlights our distinctive approach and impact, in order to improve stakeholder engagement, support collaboration and build worldwide recognition
48. Simplify our internal and external communications and use a targeted and evidence-based approach to focus our efforts in building our recognition and reputation worldwide
49. Monitor and measure external perceptions and identify priorities and opportunities for partnership and engagement
50. Use our corporate communications to position ourselves as the destination of choice for students and staff and develop our profile and reputation worldwide
51. Engage students and alumni networks so that they recommend and promote BU as a destination of choice

Significantly develop our network of partners to deliver our BU2025 outcomes and be the partner of choice for businesses and organisations

52. All our departments, professional services and cross-BU teams engage and collaborate with industry, employers, regional, national and global organisations and academic partners in broad and deep relationships to create opportunities and impact from Fusion
53. All our departments, professional services and cross-BU teams participate in a connected and consistent approach to external engagement
54. Identify key contacts for significant external stakeholders. Manage our relationships through these contacts so that we engage consistently across BU. All BU staff share information effectively
55. Create a worldwide network of academic peer organisations and international partners who share our vision and passion for Fusion learning approaches and work with them to advance knowledge, build our global outlook, develop our impact and grow worldwide recognition of BU
56. Engage long-term and pro-actively with external funders and partners worldwide to seek opportunities for collaboration and develop sources of income, including internationally
57. Strengthen our engagement with government, sector bodies, politicians and stakeholders to build our reputation and impact
58. Continue to build strong relationships with schools, colleges and targeted international universities to support access to higher education, student recruitment and raise our profile
59. Continue to develop our public engagement activities and invest in them to support our impact on society and worldwide recognition

11 People and culture

- 11.1 Our people and our culture are key to delivering our vision and the BU2025 outcomes. The importance of teamwork was raised many times during our engagement with staff. We have put the values at the top of our BU2025 strategic plan, and we want to embed them across BU, along with the attributes that go with Fusion.

Attract, develop and retain the right staff to deliver the BU2025 outcomes

60. Develop our approach to attracting, developing and retaining diverse teams of talented people with a Fusion mind-set so that we have the capability and capacity to deliver our BU2025 outcomes
61. Continue to invest in integrated and comprehensive induction, role and career development and support for staff from all parts of BU. Provide development frameworks and role and career paths that are based on Fusion and align to our BU2025 outcomes
62. Align all our staff development opportunities with our BU2025 outcomes
63. All our departments, professional services and cross-BU teams take account of staff feedback, manage change effectively, support openness and transparency, and communicate clearly and authentically to achieve high levels of staff satisfaction
64. Align recognition and reward structures to our values and BU2025 outcomes to support us to achieve our vision, recognising and rewarding high performance
65. Empower staff and provide flexibility when it will support the effective delivery of the BU2025 outcomes
66. Strengthen leadership across BU by repositioning current and future leaders, including the Professoriate, to act as leaders consistently, including:
 - performance and alignment to our BU2025 outcomes
 - leadership in the Fusion themes and our strategic investment areas
 - coaching and mentoring, building teams around them and succession planning
 - role modelling the Fusion attributes, our values and behaviours

67. All our departments, professional services and cross-BU teams implement consistent talent management and succession plans to effectively identify and retain high potential staff

68. Our departments, professional services and cross-BU teams review their ways of working and develop creative solutions to deliver more efficient and personalised support to staff

Embed our values and Fusion attributes consistently across BU

69. Embed our values in our internal performance and development frameworks, and take action to recognise and support behaviours that support our values, including professionalism, leadership, integrity, openness and transparency, kindness, respect, a positive mind-set and a caring approach in all our staff

70. All our departments, professional services and cross-BU teams celebrate and recognise staff achievements, including by seeking external awards and recognition

71. All staff engage with and seek feedback from staff, students and external stakeholders on all our activities, respond quickly and take account of it in their actions

72. All our departments, professional services and cross-BU teams support their staff to engage in citizenship internally and externally, in our regional, national and international communities

73. Support staff from all parts of BU to work collaboratively outside their department or service, including outside BU to build our connected and resilient community and enhance our worldwide reputation

74. Support students and staff from all parts of BU to volunteer and contribute to their communities

Continue with our strong commitment to ensuring equal opportunities for all

75. Maximise our opportunities to share and learn from a diverse range of perspectives by:

- further increasing the diversity of our students and staff
- continuing to recruit and support international students and staff
- developing an international scholarship programme with our overseas alumni
- supporting asylum seekers as students and staff

76. All our departments, professional services and cross-BU teams address gaps and challenges to secure higher levels of external recognition that reflects our inclusive and diverse community

77. Provide support and development opportunities for all students and staff with a particular focus on under-represented groups

78. All our departments, professional services and cross-BU teams support and address gaps in outreach, widening participation, access, attainment and progression of students from under-represented groups. We will set targets using benchmark data and evidence, manage our activities to achieve those targets and measure our impact

12 Performance and resilience

12.1 This strategic plan requires a significant improvement in performance across all our activities. This section of the plan therefore includes actions to ensure that our activities are aligned to the BU2025 strategic plan and outcomes.

12.2 The actions include steps to further embed a culture of high performance, including by ensuring that our workload planning and recognition and reward frameworks are aligned to the BU2025 outcomes and support collaboration and teamwork.

12.3 This section includes the actions that will help us measure, monitor and manage our performance across the organisation.

12.4 In order to fund our investments as set out in the plan, including investment in our core and enabling activities as well as new strategic investment areas, we will need to reprioritise our current spending.

12.5 This will mean ensuring that our activities are aligned with our plans, as well as ensuring efficiency and prioritising activities that will help us achieve our BU2025 outcomes.

Embed a culture of high performance

- 79. All our departments, professional services and cross-BU teams manage their performance, recognise high performance and address under performance, sharing best practice to build consistency across BU
- 80. Recognise and reward staff by consistently using open, fair and transparent policies and procedures that align to our academic principles and our BU2025 outcomes
- 81. All our departments, professional services and cross-BU teams will evolve their workload planning to support Fusion and our BU2025 outcomes
- 82. Develop our reward framework to recognise performance, including team performance and align it to our BU2025 outcomes
- 83. Set team objectives and performance indicators to drive delivery of our BU2025 outcomes across BU

Manage organisational performance including academic sustainability and consistent high quality

- 84. Horizon scan and take appropriate action to anticipate, influence and respond to policy and sector changes and developments in the external environment
- 85. Invest in information management systems and support and use them to inform our decision making
- 86. Develop a set of qualitative and quantitative performance indicators based on our academic principles and track our performance against our BU2025 outcomes
- 87. Identify and use robust external data sets to enable effective benchmarking of our performance, including our financial performance
- 88. Manage our performance against our performance indicators and benchmark data including reviewing our programmes and departments against our academic principles
- 89. Continue to review the scope, activity and resourcing of all our services against benchmark data. Use this data to make informed decisions about how we allocate resources and prioritise our actions
- 90. Dynamically review and change our priorities, phase our investments, manage our costs and reallocate resources to fund our investments
- 91. Support and encourage creative approaches and innovation to achieve our BU2025 outcomes, through a proportionate response to risk within our risk appetite and aligned to our academic principles *[new action]*
- 92. Review staffing, structures and processes so that we are efficient and agile and to release capacity for investment to achieve our BU2025 outcomes
- 93. Continue to engage with students and staff on the implementation of the BU2025 strategic plan and seek feedback to support our on-going reviews of performance and priorities *[new action]*
- 94. Disinvest from areas that do not align with our academic principles or our BU2025 outcomes, are not sustainable academically and/or fall below expected levels of performance

Maintain financial resilience to enable investment

95. Fund our investments by targeting areas for growth in income from research and knowledge exchange, growing income from international students, and developing alternative sources of income
96. All departments and professional services make a net positive contribution from income-generating activities while also ensuring that their decision-making reflects the overall impact on BU's financial position
97. Build capacity and capability in fund-raising to increase external funding and support for our investments
98. Secure external research infrastructure funding and other external funding to support our BU2025 outcomes including the strategic investment areas
99. Maintain financial resilience to fund our investments, by setting priorities, allocating resources and optimising value for money
100. Maintain a flexible approach to our long-term financial planning to maintain financial resilience by managing pace and responding to change



BU2025 – Vision, Values and Strategic Plan

Senate Feb 2018

Professor John Vinney

The plan and contextual information was made available on the staff intranet, and promoted via e-mail, on-line news items, social media and direct communication.

ULT held team meetings and provided written feedback

Open meetings and workshops hosted by members of the UET for staff from across the university

Feedback provided directly via e-mail and an anonymous on-line survey

The plan was shared with the Unions before and during the consultation

Internal responses to questions and comments made available to staff in December 2017 and in January 2018

Outcomes from the consultation

Survey:

- All respondents supported the purpose entirely or in part;
- 91% agreed (either in whole or in part) that the vision was ambitious and defined our direction for the next 7 years; and
- 93% of respondents agreed that the BU2025 outcomes as defined would support our vision and our purpose in whole or in part

New actions

- Helpful to include an action about how we manage risk, particularly in the context of our plans relating to creativity and innovation
- In response to positive feedback about the level of engagement with staff throughout the plan development, a new action relating to on-going engagement with staff
- Following feedback on aspects of student experience and the “Campus Premium” element of the academic principles, a new action relating to our approach to wider aspects of student life

Changes

- We should refer to students and staff not staff and students, as students should be at the heart of everything that we do.
- Review the wording of some of the actions to make it clear that we will also be investing in our core areas of strength.
- Improving our research performance – action 28 could be clarified.
- We should mention environmental sustainability in the headline BU2025 outcomes

Our BU2025 vision

Fusion is at the heart of who we are and what we do at BU

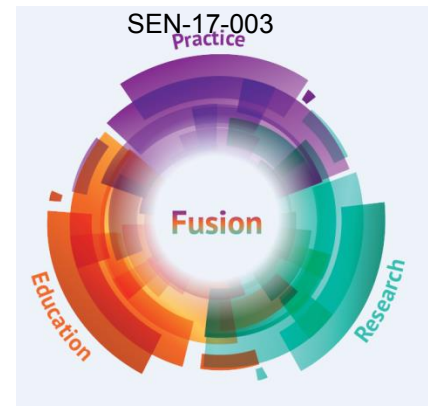
For the BU2025 strategic plan we want to define our purpose

Our purpose is to:

Inspire learning

Advance knowledge

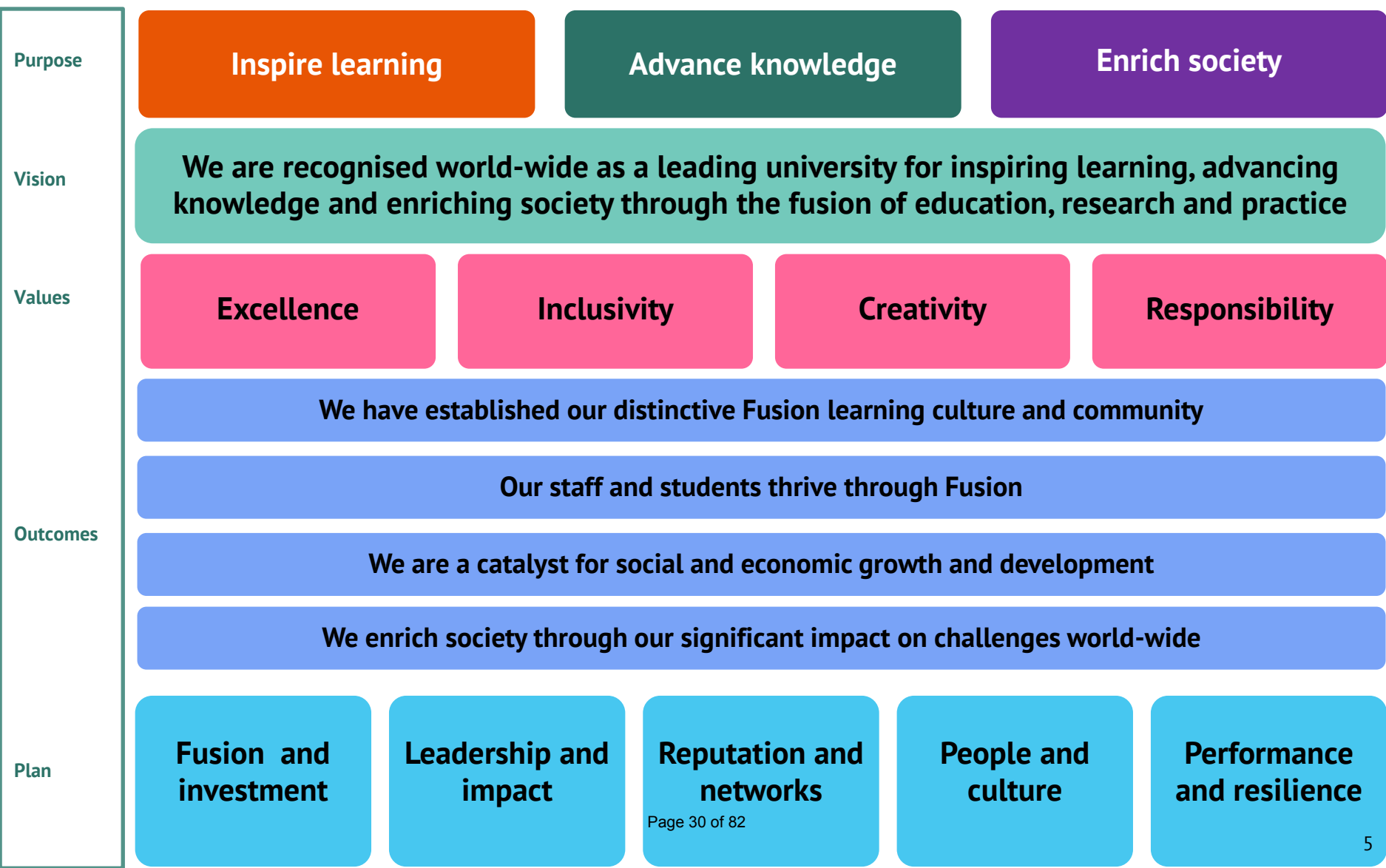
Enrich society



and set a vision in which Fusion is what differentiates us

**Our vision is that
by 2025:**

**We are recognised world wide as a leading university for
inspiring learning, advancing knowledge and enriching
society through the fusion of education, research and
practice**



Inspire learning	Advance knowledge	Enrich society
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We are recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice

Excellence	Inclusivity	Creativity	Responsibility
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A: We have established our distinctive Fusion culture and communities	B: Our staff and students thrive through Fusion
<p>A1: We have a worldwide reputation for our distinctive co-created Fusion approach</p> <p>A2: Our vibrant Fusion communities are collaborative, inclusive and resilient and connected world-wide</p> <p>A3: The BU learning experience is personalised, inter-disciplinary and consistently excellent</p>	<p>B1: We attract and develop students and staff who thrive as lifelong learners through Fusion</p> <p>B2: Staff lead in their disciplines and professions and as members of high performing teams</p> <p>B3: We have a diverse and inclusive environment that enables achievement for all</p>
C: We are a catalyst for sustainable social, environmental and economic growth and development	D: We enrich society by having a significant impact on challenges world-wide
<p>C1: We are a catalyst for impact by advancing knowledge, creativity and innovation</p> <p>C2: We drive social and economic growth and development through our staff, students and graduates</p> <p>C3: We lead thinking on sustainability and support the development of the region</p>	<p>D1: Through Fusion we have a positive impact world-wide on the challenges facing society</p> <p>D2: Staff, students and graduates enrich society as active citizens in their communities</p> <p>D3: Our worldwide partnerships strengthen our shared impact</p>

Plan	Fusion and investment	Enhance and embed our distinctive Fusion learning approach	A1, A2, A3, B1
		Provide an environment that engages and attracts staff, students and external stakeholders	A1, A2, A3, B1, B2, B3
		Build capacity and capability to deliver the BU2025 outcomes	A2, B1, B2, C1, C2, C3, D1, D3
		Invest in the strategic investment areas to develop them as future strengths	A2,B1, B2, C1, C2, C3, D1, D3
	Leadership and impact	Significantly improve our research performance	A2, B1, B2,C1, C2. C3, D1, D3
		Build the worldwide impact of our Fusion of education, research and professional practice	B2, B3, C1, C2, C3, D1, D2, D3
		Enhance our position as a sustainable organisation and manage the environmental impact of our actions	C2, C3, D1, D3
	Reputation and networks	Position BU as the destination of choice for staff and students seeking a distinctive Fusion environment and culture	A1, A2, B1, D2
		Significantly develop our network of partners and be the partner of choice for businesses and organisations in the region	A2, C1, C2, C3, D3
	People and culture	Attract, develop and retain the right people and teams to deliver the BU2025 outcomes	A1, A2, B1, B2, B3, D2
		Embed our values and Fusion attributes consistently across BU	A1, B1, B3, D2
		Continue with our strong commitment to ensuring equality and diversity	A1, A2, A3, B1, B3, C2, D1, D2
Performance and resilience	Embed a culture of high performance	A3, B2, C1, C2, D1,	
	Manage organisational performance including academic sustainability and consistent high quality	A3, B2, C1, C2, D1,	
	Maintain financial resilience to enable investment	A3, B2, C1, C2	

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Title	Faculty Academic Board Terms of Reference
Paper Reference	SEN-17-004
Committee Member/Presenter	Jacky Mack, Head of Academic Services
Previous committee consideration	<p>Faculty Academic Boards:</p> <ul style="list-style-type: none"> • Faculty of Science & Technology – 1 February 2018 • Faculty of Management – 7 February 2018 • Faculty of Health & Social Sciences – 14 February 2018 • Faculty of Media & Communication – 14 February 2018 <p>At the Faculty of Science and Technology meeting there was discussion whether explicit reference to Athena Swan should be included, however it was suggested that this could be added to the agenda if required.</p> <p>There were no other specific comments from Faculty Academic Boards on the updated Terms of Reference.</p>
Decision Required	To approve
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	<p>Faculty Academic Board Terms of Reference have been reviewed with Executive Deans. The overall delegated authority and purpose, and membership has not changed, however the main responsibilities have been revised and updated to ensure they reflect the breadth of responsibilities across all of the Faculty's academic activities, and ensure an appropriate balance of the committee responsibilities aligned to Fusion.</p> <p>Summary changes include:</p> <ul style="list-style-type: none"> - Explicit reference to oversight and ensuring the ongoing development of research, knowledge exchange and professional practice, alongside education, and the embedding of Fusion. - Additional explicit reference to oversight of research and knowledge exchange and reporting from FRKEC (similar to that for FESEC and FASC).

	<ul style="list-style-type: none"> - Removal of aspects of procedural oversight which overlapped with other Faculty committees, or are now sufficiently covered by the revised breadth of responsibilities, for example: <ul style="list-style-type: none"> o Explicit responsibility for oversight and monitoring of Peer Reflection of Education Practice (PREP) policy and procedure. - Removal of references which are out of date including: <ul style="list-style-type: none"> o Education and Student Experience Plans, Faculty Quality Report (now replaced by Annual Monitoring and Enhancement Review outcomes).
Confidentiality	Not confidential

Faculty Academic Board

Terms of Reference

Delegated Authority and Purpose	Faculty Academic Board is the principal academic deliberative committee of the Faculty with responsibility for the nature and quality of the Faculty's academic provision. Subject to the general responsibility of Senate for the academic work of the University, each Faculty Academic Board shall take oversight of and academically debate the planning, co-ordination, and effective development of research, knowledge exchange, professional practice and education within the Faculty.
Main responsibilities	<ol style="list-style-type: none"> 1. To oversee and ensure the ongoing development of research, knowledge exchange, professional practice and education, and the embedding of Fusion, and to receive regular reports from FASC, FESEC and FRKEC. 2. To oversee and ensure the ongoing development of quality assurance and enhancement, including outcomes of annual monitoring and other matters reported by the Faculty Academic Standards Committee (FASC). 3. To ensure the ongoing development and enhancement of education and the student experience and other matters reported by the Faculty Education and Student Experience Committee (FESEC). 4. To oversee the Faculty's research and knowledge exchange activity, and other matters reported by the Faculty Research and Knowledge Exchange Committee (FRKEC). 5. To take responsibility for reviewing and enhancing the academic focus and strength of the Faculty programme portfolio (including approval of new programme titles), and of other research and academic activities, and the staff development required to support such; 6. To liaise with the Faculty Executive to consider and act upon management information data relating to the performance of the Faculty's provision. 7. To consider and act upon student representative feedback, reports and Students' Union reports, and issues emerging from Student Fora. 8. To inform the Academic Standards Committee (ASC) and the Education and Student Experience Committee (ESEC) in a timely manner of matters which may jeopardise the maintenance of academic standards or the quality of learning opportunities. 9. To maintain oversight of Programme Team activity and promulgate best practice. 10. To consider and approve visiting academic Faculty appointments.
Duration	Permanent
Chair	Executive Dean

Deputy Chair	A Deputy Dean – Education & Professional Practice (or equivalent)
Management and Support	Clerk: Executive and Operations Officer
Membership	<ol style="list-style-type: none"> 1. Vice-Chancellor (Ex-officio) 2. All academic members of Faculty 3. Other members of Faculty Executive not included in the above 4. Four representatives from professional and support staff in the Faculty (to be determined by ballot) 5. Up to two Student Representatives (one undergraduate, one postgraduate) nominated by the Students' Union 6. A member of the Academic Services Executive <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
Quorum	15 people or 50% + 1 (whichever is the smaller)
Usual Number of Meetings	Three per year
Reporting Line	Senate
Minutes	Senate
Sub-committees	<p>Programme Management Teams</p> <p>Faculty Student Forum</p> <p>Faculty Academic Standards Committee (secondary reporting line)</p> <p>Faculty Research and Knowledge Exchange Committee (secondary reporting line)</p> <p>Faculty Education and Student Experience Committee (secondary reporting line)</p>
Publication	Documentation is not routinely published
Notes	Where variation in roles and titles exist within Faculties, the Executive Dean of the relevant Faculty should nominate an appropriate person to undertake the membership role.

Policy and Committees use only:

Final approval by:	Senate	Version number:	n/a
Approval date:		Notes:	
Date of last review		Due for review:	

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-005
Sub Committee and Date of Meeting	Academic Standards Committee Minutes of meeting held on 4 th December 2017
Items recommended to Senate for approval by a sub-committee	None.
Items referred to Senate for information by sub-committee	<ul style="list-style-type: none"> • Debate Item: PhD by prospective publication – too risky to introduce? PhDs by prospective publication is a route to achieving a Doctorate through the submission and acceptance of a predetermined number of publications in recognised journals. This model is implemented in various forms within UK institutions and more commonly in Europe. ASC discussed the potential advantages and disadvantages of the approach for BU. The Doctoral College signalled its intention to investigate the development of this route in due course. • Revised Assessment Design Principles Following the debate at the October ASC meeting, CEL provided an update on its work to identify and implement revised principles for assessment. ASC was advised of the timeline for this work with revised policy documents ready for June 2018 following a period of refinement and consultation. The Committee supported the draft principles, indicating the intention to reduce the overall burden of assessment, emphasise the importance of formative assessment and encourage innovative forms of assessment including through utilising technology. • Quality Code Consultation The UK Standing Committee for Quality Assessment (UKSCQA) launched its consultation on the review of the Quality Code in October with a deadline of the 13 December 2017. The proposals mark a major shift, through the creation of a much shorter set of expectations and core practices. ASC was provided with an update on the formulation of BU's formal response which focused on the implementation of the new Code within the changing regulatory landscape.

<p>Items approved by the sub-committee</p>	<p>Doctoral College Annual Report</p> <p>Partner Quality Report – Defence School of Communication & Information Systems</p> <p>Revised Partnership Approvals Process</p> <p>FMC New Programme Proposal: BU-wide EdD</p> <p>FMC New Programme Proposal: MA Marketing Communications</p> <p>FST New Programme Proposal: BSc (Hons) Cyberpsychology</p> <p>FST New Programme Proposal: BSc (Hons) Psychology with Forensic Investigation</p> <p>FST New Programme Proposal: BSc (Hons) Biomedical Sciences and BSc (Hons) Medical Science</p> <p>FM Deferral of Review: Sport and Physical Activity Programme Reviews</p> <p>External Examiner Nominations and Examination Teams for Research Degrees</p> <p>Quality Assurance & Enhancement Group – New Nomination Received</p>
<p>Confidentiality</p>	<p>None</p>

**BOURNEMOUTH UNIVERSITY
ACADEMIC STANDARDS COMMITTEE**

Unconfirmed

MINUTES OF THE MEETING HELD ON 4th DECEMBER 2017

Present:

Prof Tim McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Prof Vanora Hundley (Deputy Chair)	Deputy Dean - Research And Professional Practice (FHSS)
Mandi Barron	Senate Representative – Head of Student Services (SS)
Dr Milena Bobeva	Senate Representative – Principal Academic (FM)
Adam Child (Secretary)	Head of Academic Quality (AS)
Dr Barbara Dyer	Deputy Dean – Education & Professional Practice (FMC)
Ann Fernandez	Director of Marketing & Communications
David Foot	Market Research Manager
Alex Hancox	Vice-President (Education), Students' Union (SUBU)
Alan James	General Manager of the Students' Union (SUBU)
Jacky Mack	Head of Academic Services (AS)
Professor Alison McConnell	Professoriate Representative (FHSS)
Dr Kevin McGhee	Deputy Dean – Education & Professional Practice (FST)
Dr Corrina Laila Osborne	Head of Academic Operations (OVC)
Professor Elizabeth Rosser	Executive Dean (FHSS)
Dr Philip Ryland	Associate Dean Student Experience (FM)

In Attendance:

Jack Guymer	Academic Quality Officer (AS)
Dr Emily Arden-Close [Item 5.1.4]	Senior Lecturer (FST)
Dr Sue Eccles [Item 5.1.1]	Senior Principal Academic (CEL)
Dr Jane Elsley [Items 5.1.3, 5.1.4 & 5.1.5]	Head of Education, Department of Psychology (HoE)
Dr Paul Hartley [Item 5.1.6]	Senior Lecturer (FST)
Professor Debbie Holley [Item 4.2.1]	Head of Centre for Excellence in Learning (CEL)
Dr Fiona Knight [Items 3.1 & 4.1.1]	Doctoral College Academic Manager
Dr Tauheed Ramjaun [Item 5.1.2]	Lecturer in Corporate Communications (FMC)
Dr Carly Stewart [Item 5.2.1]	Senior Lecturer (FM)
Dr Jacqui Taylor [Item 5.1.3]	Associate Professor (FST)
Dr Julia Taylor [Items 3.1 & 4.1.1]	Doctoral College Academic Manager
Professor Edwin van Teijlingen [Item 3.1]	Professor of Reproductive Health (FHSS)

1 APOLOGIES

Apologies were received from:

Dr Lois Farquharson	Deputy Dean – Education & Professional Practice (FM)
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2 MINUTES OF THE MEETING HELD ON 31ST OCTOBER 2017

2.1 Accuracy (ASC-1718-35)

- 2.1.1 The Chair welcomed members to the meeting. Apologies were noted as above.
- 2.1.2 The minutes of the meeting held on 31st October 2017 were approved as an accurate record.

2.2 Matters Arising (ASC-1718-36)

- 2.2.1 All matters arising from the previous meeting were deemed to be complete, with the exception of those listed below. Please refer to the actions log for details of completed actions.

- 2.2.2 Minute 4.1.6 (5th April 2017) Student Population Statistics
Deputy Deans Education and Professional Practice (DDEPP) to discuss the report within their Faculty.

FHSS: *The Committee noted that the action remained outstanding for the Faculty. It was requested that an update on relevant discussions was sent to the Chair before the next meeting on 4th December 2017.*

FST: *The Deputy Dean – Education & Professional Practice (FST) needed to clarify which meeting of Faculty Academic Standards Committee (FASC) the summary had been discussed at. It was requested that an update was sent to the Chair before the next meeting on 4th December 2017 in order to close the action.*

Action completed:

FHSS: It was noted that the summary of the report was reviewed at the FASC meeting held 15th November 2017 and conversations were ongoing within the Faculty.

FST: The summary of the report was reviewed at the FASC meeting held 21st June 2017. An overview of the report had been disseminated to the Faculty's Heads of Department.

- 2.2.3 Minute 5.4.2.4 (31st May 2017) Faculty of Health and Social Sciences: Programme Development Proposal: Addition of new apprenticeship pathway to BSc (Hons) /PG Dip Adult Nursing; BSc (Hons) PG Dip Mental Health Nursing; BSc (Hons) Children and Young People's Nursing

Consideration was to be given to the approval process for new degree apprenticeships routes.

Work was ongoing to establish the various working groups and partnerships for the development of new degree apprenticeships. Whilst noting the Committee's concerns with regards to the speed of which degree apprenticeships needed to be approved, the Secretary reported that a meeting had been arranged with the Department of Design & Engineering to discuss the requirements for converting existing provision for delivery as a degree apprenticeship. It was hoped that the outcome of the meeting would help establish the most appropriate route that would need to be taken with regards to developing new degree apprenticeships and a further update will be provided at the next meeting on 4th December 2017.

Action ongoing: Academic Quality had discussed options for the academic approval of a Degree Apprenticeship in Engineering in line with current approval procedures, through the 'conversion' of the existing Integrated Masters delivered in partnership with Bournemouth and Poole College (BPC). Very early discussions had also taken place with the College around partnership working for the delivery of Degree Apprenticeships. It was expected that further updates would be provided in due course depending on the outcomes from these conversations.

Action: AC

- 2.2.4 Minute 4.1.3 (31st October 2017) Marketing & Communications Annual Report
Circulate guidance to staff as a reminder of the obligations on the University in supplying accessible information for prospective students.

Action completed: It was reported that the HEFCE Good Practice Guide had been circulated to Programme Leaders and other relevant Faculty colleagues by the Faculty Marketing Account Managers.

- 2.2.5 Minute 4.2.2 (31st October 2017) Academic Quality Annual Report
Follow-up outstanding programme-level action plans with relevant Programme Leaders.

Action ongoing: The Secretary noted that the programme-level action plans for postgraduate provision within the Department of Archaeology, Anthropology and Forensic Science were still outstanding. It was reported that the issue had been raised at the meeting of FASC on 8th November 2017 and submission of the action plans was expected shortly. The Chair requested that relevant colleagues provided direct correspondence to him

outlining reasons for the delay, noting annual monitoring should have been completed before the October meeting. **Action: KM**

2.3 **Declarations of Interest (ASC-1718-37)**

2.3.1 No declarations of interest were received.

3. **DEBATE**

3.1 **Debate Item: PhD by prospective publication – too risky to introduce? (ASC-1718-38)**

3.1.1 The Committee received presentations summarising reasons in favour of introducing a Doctor of Philosophy (PhD) by Prospective Publication as well as outlining some of the drawbacks of this option. More common in Europe, the PhD by Prospective Publication route offered an alternative path to the traditional PhD and involved writing a series of shorter papers, rather than one thesis, which were considered to contribute towards achieving the PhD once accepted for peer-reviewed journals.

3.1.2 Considerations when introducing a PhD by Prospective Publication included:

- The potential for time delays when a paper was being reviewed, or if a paper was rejected by a peer-reviewed journal with resulting impact on completion rates. It was considered that the time period between starting research and publishing a paper could be lengthy and might result in students withdrawing from their studies or reverting to the option to produce a single thesis;
- That there was variation in the number and expected standing of publications required to achieve the PhD at other institutions. There were also variations in publishing patterns between subject areas that might influence the criteria defined by the University;
- That the quality of research outputs might be compromised if students were able to submit papers to journals perceived as low impact in order to meet the minimum requirements of the PhD by Prospective Publication.

3.1.3 Reasons for favouring the introduction of PhD by Prospective Publication included:

- The provision of additional choice for those seeking to achieve a Doctorate, including potentially BU's own staff, thereby contributing to achievement of the University's Key Performance Indicator (KPI) relating to the number of academic staff with Doctorates;
- That achieving a PhD through publications was appropriate preparation for an academic career and incentivised activity that supported the University's objectives for the Research Excellence Framework (REF);
- As the papers used for PhD by Prospective Publication were peer-reviewed, there was assurance that the contributing outputs were academically rigorous, potentially reducing the number of amendments required during later assessment processes;
- A view across the sector was that the route helped students to develop their writing skills as they were required to write short, succinct papers for submission to journals, thus improving employability within a competitive market;
- It was noted that the standards of the route were equivalent to traditional methods of achieving a Doctorate, and the same quality assurance processes would generally apply to these degrees as did the current guidance from QAA, the Doctoral Degree Characteristics Statement (2015).

- 3.1.4 Members were largely in support of introducing the PhD by Prospective Publication route to the existing portfolio of postgraduate research qualifications that the University offered, though possibly as an option limited to existing staff members and alumni. The Chair noted that more work would be required to help inform thinking should the University wish to start delivering research degrees via this route. The Doctoral College indicated that it would consider how the University might introduce this form of provision. **Action: FK/JT**

4. PART 1: FOR DISCUSSION

4.1 Institutional Monitoring

4.1.1 Doctoral College Annual Report (ASC-1718-39)

- 4.1.1.1 The Doctoral College Academic Managers introduced the Doctoral College Annual Report noting that this had previously been considered at the BU Research Degrees Committee. The report provided an overview of trends in PGR provision including growth in the PGR population; increases in completion rates and the number of awards.

- 4.1.1.2 The results from the Postgraduate Research Experience Survey (PRES) highlighted that 26% of respondents reported not receiving formal training before undertaking teaching or demonstrating. The Centre for Excellence in Learning (CEL) was delivering a practice-based programme designed to prepare Postgraduate Research (PGR) students to undertake teaching responsibilities. It was suggested that Faculties should ensure PGR students have appropriate training before undertaking teaching duties. It was noted that there was an aspiration for more PGR students to gain recognition from the Higher Education Academy (HEA) following completion of the practice-based programme.

- 4.1.1.3 The Committee queried how the two areas of concern relating to the supervision of PGR students, as identified in the 2017 Action Plan, would be targeted. The Doctoral College Academic Manager reported that work was ongoing to develop bespoke supervisory training sessions and that a pilot training session was due to be delivered in the Faculty of Health and Social Sciences (FHSS), which would then be implemented across the other Faculties if deemed successful. In addition, the implementation of the Early Resolution Policy would improve channels for raising issues between supervisors and PGRs.

- 4.1.1.4 With regards to the future growth of PGR student numbers, it was noted that the University sought a significant increase as part of the BU2025. It was reported that the Doctoral College was in the process of producing a recruitment strategy to help reach this target, including working closely with the Deputy Deans Research & Professional Practice (DDRPP) to identify areas of potential growth.

- 4.1.1.5 It was noted that the Doctoral College had started to produce completion rates by department for the Faculty of Science & Technology (FST) to identify areas of strong performance and areas which needed improvement. It was suggested that it would be useful to monitor this data for all departments to help provide a better representation of completion rates across the University. **Action: FK/JT (with PRIME)**

- 4.1.1.6 It was also suggested that future versions of the report provide an overview of progress against milestones at the Faculty and department levels including final completion rates, as well as details of the level of engagement with supervisor development programmes.

- 4.1.1.7 **Approved:** The Committee approved the Doctoral College Annual Report.

4.1.2 AMER outcomes mapping (ASC-1718-40)

- 4.1.2.1 The paper provided a brief overview of activity which had been planned to address themes emerging from the annual monitoring documents as noted in the 2016/17 Academic Quality Annual Report, which was presented at the previous meeting held 31st October 2017.

4.1.2.2 Whilst noting that the Quality Assurance Standing Group (QASG) was a valuable forum for discussion, the Committee discussed how this group could be more effective at offering input and advice on issues relevant to its remit, including appropriate representation from the Faculties. The Secretary reported that there were plans to review QASG to ensure lines of communications to the Faculty were optimal and that members were aware of their general responsibilities as Faculty representatives.

4.1.2.3 Members were interested in the proposed action to debate the theme relating to development of 'academic community' at a future meeting of the Education and Student Experience Committee (ESEC). It was noted that this would be particularly relevant as supporting the communication of continuously developing departmental visions and missions, as departments shifted to become increasingly self-regulated, was a longstanding issue most recently debated as part of the Faculty consultation in 2014. It was suggested that the themes relating to opening communication channels between staff and students, and increased academic support for students should also be integrated in to the debate as they were equally relevant. The Secretary was asked to identify a suitable individual who was able to lead the debate at ESEC. **Action: AC**

4.1.3 Partner Quality Reports (ASC-1718-41)

Bournemouth and Poole College

4.1.3.1.1 There was some concern raised with the quality of BPC's Partner Quality Report. It was considered the report lacked the detail and critical reflection of previous reports from the College. It was noted that the actions identified for the upcoming year mirrored those agreed in the previous report, and the College had not outlined a response to a significant decrease across a range of scores in the National Student Survey (NSS).

4.1.3.1.2 The Chair requested that necessary revisions were made to the report before it was represented at the next meeting on 7th February 2018. **Action: AC**

Defence School of Communication Systems

4.1.3.2.1 Members expressed dissatisfaction with the quality of the Defence School of Communication Systems' (DSCIS) Partner Quality Report. The Chair noted that the frequent failure for DSCIS to report appropriately to the University about the quality assurance arrangements of the partnership was one of the factors behind the University's decision to withdraw from the partnership.

4.1.3.2.2 The Secretary reported that the Review for Closure process was an opportunity to consolidate DSCIS' report with the outcomes from the partner review to ensure any remaining issues were resolved.

4.2 Revised Regulations

4.2.1 Revised Assessment Design Principles (ASC-1718-42)

4.2.1.1 The Head of CEL provided an update on the progress of work relating to the revision of policy and guidance on assessment strategy. In particular, it was reported that Academic Quality had met with colleagues from CEL to map out timescales and responsibilities, and a working group had been established to take actions forward. A draft version of *6C – Assessment Design, Handling and Submission: Policy* was presented, although it was noted that the revised document would require further work in consultation with colleagues across the University.

4.2.1.2 Some concern was raised about the constitution of the working group which was represented by colleagues from Academic Quality, Faculties and the Students' Union (SU). It was suggested that membership was broadened to ensure that the working group was appropriately representative to take account of broad views as discussed by the Committee, particularly as there was significant expertise across the University with regards to assessment strategy.

- 4.2.1.3 The Head of CEL noted that further consideration was to be given to the timings for implementation, noting an early opportunity to embed new assessment principles within FHSS for 2019 as part of the period review of its provision. Whilst welcoming implementation of the revised assessment strategy initially in FHSS, the Executive Dean noted that the principles of assessment would need to be agreed as a matter of priority in order to provide direction for their review to minimise the risk of needing to make further amendments after the review process was completed.
- 4.2.1.4 Referring to the key principles of assessment as outlined in the paper, members offered support for the these with the following requirements:
- To incorporate reference to sub-elements of assessment in the principle relating to the reduction of assessment burden;
 - To ensure that reducing word count equivalency across assessment was made explicit;
 - To revise the principle relating to the development of authentic assessment as consideration needed to be given to developing a programme-level approach to assessing Intended Learning Outcomes (ILOs) rather than reducing the number of ILOs. **Action: DH**
- 4.2.1.5 The Chair requested that the constitution of the working group was reviewed and further consideration was given to the timings for implementation to ensure appropriate processes were in place to take work forward effectively. **Action: DH**
- 4.2.1.6 **Endorsed:** The Committee endorsed the proposed key principles of assessment, subject to the aforementioned requirements.
- 4.2.2 Revised Partnership Approvals Process (ASC-1718-43)**
- 4.2.2.1 The Secretary introduced proposed changes to the University's partnership approvals process. The revisions aimed to streamline existing practices and re-align risk assessment in order to develop a more flexible framework through which partnership approvals could be processed. It was noted that the International and UK Partnerships Committee (IUPC) had endorsed the proposal at the meeting held on 10th October 2017.
- 4.2.2.2 With regards to *7A – Partnership Models and Definitions: Policy*, the General Manager of the SU suggested that the definitions for each partnership model should clearly indicate whether a student was enrolled with the University or a Partner provider, particularly as it would help the SU identify which BU students at Partners were eligible to enrol as 'full' members of SUBU. **Action: AC**
- 4.2.2.3 **Approved:** The Committee approved updates to Regulations and Policies that were impacted by the revised partnership approvals process, including:
- *7A – Partnership Models and Definitions: Policy*
 - *7B – Partnership Approval: Policy and Procedure*
- 4.3 Consultation on the review of the UK Quality Code (ASC-1718-44)**
- 4.3.1 The paper provided an update on the consultation for a new approach to the UK Quality Code for Higher Education. It was noted that the proposal for the new Quality Code marked a major shift, through the creation of a much shorter set of expectations and core principles. Members were invited to send any further comments on the consultation to the Secretary for incorporation as part of the University's response. **Action: All members**
- 4.3.2 **Noted:** The Committee noted the update on the consultation on the review of the UK Quality Code.

5. PART 2: FOR APPROVAL AND ENDORSEMENT

5.1 New Programme Developments Proposals:

5.1.1 Faculty of Media and Communication: New Programme Proposal: BU-wide EdD (ASC-1718-45)

5.1.1.1 The Senior Lecturer (CEL) reported that following discussion at the October meeting of ASC the proposal had been revised to reflect practice of the existing Doctor of Education (EdD) Creative and Media programme by offering non-credit bearing units in the taught phase, thereby removing the requirement to develop a regulatory framework for awarding credit-bearing units at Level 8.

5.1.1.2 There was some discussion about the proposed programme titles. In particular, it was considered that a generic EdD programme would be more attractive to applicants rather than outlining a range of discipline-based programme titles. The Senior Lecturer (CEL) explained that subject branding had been expanded across the Faculties to allow students to specialise in their own disciplinary areas. After some discussion, it was recommended that a generic EdD programme was developed instead of the proposed discipline-based programmes. It was suggested that the programme should be marketed in a way that that made applicants aware that the programme sat within the Faculties and therefore facilitated subject specialisation.

5.1.1.3 Some concern was raised that Faculties might not always have the capacity to supervise doctoral students in terms of expertise in education research. The Senior Lecturer (CEL) reported that applicants would be required to submit a draft research proposal prior to entry, so Faculties could establish if they had sufficient supervisory expertise and capacity to support an applicant. It was also anticipated that Faculties would be engaged with the programme from an early stage to support students developing their research proposals.

5.1.1.4 **Approved:** The Committee approved the proposed BU-wide EdD for development, subject to the condition to amend the proposal for disciplinary specific programme titles.

5.1.2 Faculty of Media and Communication: New Programme Proposal: MA Marketing Communications (ASC-1718-46)

5.1.2.1 The Deputy Dean – Education & Professional Practice (FMC) noted that the proposal was well supported by the Faculty, and was in response to findings from the Faculty of Media and Communication postgraduate taught portfolio review which indicated that the development of a conversion programme would help improve student recruitment.

5.1.2.2 Members queried how the proposed programme would differentiate from competitor programmes, particularly as the market research indicated that there was an already saturated market for conversion programmes. The Lecturer in Corporate Communications (FMC) reported that there would be an element of innovation in the way the programme was designed and delivered. Significantly, it was noted that students would have an opportunity to undertake a 30-week non-credit bearing work placement. It was added that the Department had a longstanding relationship with professional bodies and there was aspirations to seek accreditation with the Chartered Institute of Public Relations (CIPR).

5.1.2.3 During the discussion, it was noted that the programme team were planning to explore the option of allowing students to specialise in streams specific to marketing communications, with these specialisms being reflected in the programme title. Although further consideration was still to be given, the Secretary advised that any variants in programme title would need to be approved by the Committee.

5.1.2.4 **Approved:** The Committee approved the proposed MA Marketing Communications programme for development.

5.1.3 Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Cyberpsychology (ASC-1718-47)

- 5.1.3.1 The Associate Dean Student Experience (FM) asked how students would be guided to select the most appropriate options at Level 6, given that they would only be required to choose two options from a possible 15. The Associate Professor (FST) reported that students would receive consultation from teaching staff before making these choices to help ensure options aligned with their own career aspirations.
- 5.1.3.2 Since the market research indicated that similar competitor programmes had recruited fewer than five students in any given year between 2011/12 and 2015/16, the Market Research Manager suggested that the proposed programme might be better offered as a unit option rather than an additional psychology title. The Associate Professor (FST) noted that there was a growing interest in the area and it was considered that the programme had the potential for future success. In terms of growth, it was reported that psychology applications had increased by 15% in the last five years, with specialisms being the driver behind growth.
- 5.1.3.3 There was some discussion about how the proposed programme differed from the existing BSc (Hons) Psychology programme. In particular, it was noted that at least one third of the credits for the award needed to be different from other awards within a group of cognate programmes. The Associate Professor (FST) reported that 80 credits worth of bespoke core Cyberpsychology units would be developed for the programme, with students undertaking the remaining 40 credits through the completion of a project specific to Cyberpsychology.
- 5.1.3.4 There was some concern that the proposal for a similar first year with BSc (Hons) Psychology would be less appealing for applicants and might result in a lack of cohort identity. The Associate Professor (FST) reported that students would learn the foundations of psychology in the first year as Cyberpsychology was based on traditional psychology principles. It was added that there would be a dedicated programme team to help develop cohort identity. The Chair noted that it was not uncommon for programmes to be structured in such a way that enabled a common first and second year with specialisms undertaken in the final year.
- 5.1.3.5 With regards to the common first year, the Market Research Manager suggested that consideration should be given to allow students to transfer between programmes as this might be more appealing for applicants who were unsure of which specialism, if any, they wished to pursue.
- 5.1.3.6 **Approved:** The Committee approved the proposed BSc (Hons) Cyberpsychology programme for development.

5.1.4 Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Psychology with Counselling (ASC-1718-48)

- 5.1.4.1 Members queried how the proposed programme would differentiate from the existing BSc (Hons) Psychology programme, given that a significant amount of content was shared between both programmes. The Senior Lecturer (FST) reported that bespoke units relating to counselling would be developed to replace existing core units. In addition, it was noted that students would be required to complete a project that was specific to counselling.
- 5.1.4.2 During the discussion, it was advised that the University's regulations stated that the use of the term 'with' in a programme title to link two subject areas required that the latter subject constituted not normally less than 30% of the total curriculum. With regards to the proposal, it was noted that the total credit value of the counselling specific units, including the project, fell short of the 30% requirement as stated in the University's regulations.
- 5.1.4.3 **Not approved:** Based on the proposed programme not meeting the University's regulations in relation to the use of 'with' in the programme title, it was agreed that the programme would not be approved for development. The Senior Lecturer (FST) was invited to revise the proposal before it was reconsidered by the Committee.

5.1.5 **Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Psychology with Forensic Investigation (ASC-1718-49)**

5.1.5.1 Members noted that the total credit value of the units specific to Forensic Investigation met the requirements to use the term 'with' in the programme title as set out in the University's regulations.

5.1.5.2 With regards to the market research, the Market Research Manager highlighted that Forensic Psychology was the second largest specialism within Psychology and recruitment had grown by 33% across the sector. It was considered that the programme would be a good feeder programme for the existing MSc Forensic Investigation programme.

5.1.5.3 **Approved:** The Committee approved the proposed BSc (Hons) Psychology with Forensic Investigation programme for development.

5.1.6 **Faculty of Science and Technology: New Programme Proposals: BSc (Hons) Biomedical Sciences & BSc (Hons) Medical Science (ASC-1718-50)**

5.1.6.1 The Senior Lecturer (FST) reported that both programme proposals fell within the scope of a strategic area for development as identified by BU2025. It was considered that the University was well placed to deliver teaching across both programmes, although it was considered that there would need to be further staff recruitment, investment in labs and establishment of an appropriate 30-week student placement to ensure a competitive range of programmes.

5.1.6.2 The Committee queried if there had been any in-depth consultations with FHSS, given that there was substantial expertise in the Faculty with regards to health related programmes. The Senior Lecturer (FST) confirmed that initial discussions had taken place with colleagues within FHSS and it was envisaged that these would continue as the programmes developed.

5.1.6.3 **Approved:** The Committee approved the proposed BS (Hons) Biomedical Sciences and BSc (Hons) Medical Science programmes for development.

5.2 **Programme Review Deferral Requests**

5.2.1 **Faculty of Management: Deferral of Review: Sport and Physical Activity Programme Reviews (ASC-1718-51)**

5.2.1.1 The Committee received the request to defer periodic review of programmes within the Department of Sport and Physical Activity until 2019/20. The rationale was on the basis that additional time was required to make significant and sustainable changes to the provision, including the development of two new programmes: BSc (Hons) Sport and Exercise Science and BSc (Hons) Sports Coaching. It was noted that the existing programmes were not at risk as immediate change was not required.

5.2.1.2 **Approved:** The Committee approved the request to defer periodic review for programmes within the Department of Sport and Physical Activity.

5.3 **Quality Assurance & Enhancement Group – New Nominations Received (ASC-1718-52)**

5.3.1 **Approved:** The Committee approved the following nomination for Quality Assurance & Enhancement Group (QAEG) membership:

- Wing-Tsz Chow (Academic Services)

5.4 **Pending External Examiner Appointments (ASC-1718-53)**

5.4.1 The Committee noted the list of pending External Examiner appointments. Although progress was being made, it was noted that 21 appointments were outstanding for 2017/18. The Chair advised members that External Examiner nominations needed to be sought by the end of January 2018 to ensure that all programmes had External Examiners

appropriately in place for the 2017/18 academic cycle.

Action: DDEPPs

5.5 External Examiner Nominations and Examination Teams for Research Degrees (ASC-1718-54)

5.5.1 **Ratified:** The Committee ratified the recently appointed External Examiners and Examination Teams for Research Degrees.

6. PART 3: FOR NOTE

6.1 Completed Programme Reviews, Validations and Reviews for Closure (ASC-1718-55)

6.1.1 **Noted:** The Committee the report.

6.2 Partner Review Action Plans Annual Submission (ASC-1718-56)

6.2.1 **Noted:** The Committee the report.

7. REPORTING COMMITTEES

7.1 Faculty Academic Standards Committee Minutes (ASC-1718-57):

7.1.1 **Noted:** The Committee noted the Faculty Academic Standards Committee Minutes:

- FHSS minutes of 15th November 2017 (unconfirmed)
- FMC minutes of 1st November 2017 (unconfirmed)
- FST minutes of 8th and 16th November 2017 (unconfirmed)

8. ANY OTHER BUSINESS

8.1 None.

9. DATE AND TIME OF NEXT MEETING

9.1 Wednesday 7th February 2018 at 1.00 pm in the Board Room

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-006
Sub Committee and Date of Meeting	University Research Ethics Committee minutes of 31 January 2018
Items recommended for Senate approval by a sub-committee	None.
Items referred for information by sub-committee	<p>Item 3.2.1: Updates from the previous meeting</p> <p>Item 4.1: Science, Technology & Health Research Ethics Panel Term Report</p> <p>Item 4.2: Social Sciences & Humanities Research Ethics Panel Term Report</p> <p>Item 5.4.1: Comparable Review</p> <p>Item 5.3: UREC Membership</p> <p>Item 5.5: Academics claiming outputs for appraisal, promotion and the REF</p>
Items approved by the sub-committee	Item 5.3: UREC Terms of Reference
Confidentiality	None.

Minutes of a meeting held on Wednesday 31 January 2018, 13:00, CG17 Christchurch House, Lansdowne Campus

In Attendance: Mr J Stevens (Chair) (JS); Ms S Bell (Secretary) (SBell); Prof H Schutkowski (HS); Dr S Beer (SB); Mr J Wale (JW); Mr P Lynch (PL); Dr I Jones (IJ); Dr S Thompson; Dr K Appleton; Mr D Gobbett; Dr M Hind; Ms C Gordon (CG)

Apologies: Dr J Hunt; Dr D Gabriel;

In Attendance: Mr P Stocks (PS) (Agenda Item 5.1); Mr S Pallister (SP) & Mr J Stevens (JS) (Agenda Item 5.2)

1 Welcome and Apologies

The Chair welcomed members and new member PGR REP Clare Gordon to the meeting. Apologies were noted

2 Conflicts of Interest

No conflicts of interest were reported

3 Minutes of the Meeting of Wednesday 11 October 2017 UREC-1718-02-002

3.1 Accuracy

The minutes were approved as an accurate record of the meeting with the exception of minute 5.3.1.

SB raised the point that it was not the case that all research requires ethical approval (e.g. it had been agreed that Literature Reviews normally were ethically neutral and would not require ethical approval). The revised wording for the Research Ethics Code of Practice (RECP) agreed at the previous meeting was therefore not an accurate reflection of current practice. It was agreed that the wording in the Clause 1.5 RECP should be further amended.

Action: SB and SBell to finalise wording and update the Research Ethics Code of Practice.

3.2 Updates/Actions from previous minutes

3.2.1 Minute 5.1 The Chair had written to the PVC R&I regarding the serious issue facing the Panels and UREC regarding a high number of founding members stepping down in March 2018, including all 3 Chairs with no recommendations for replacements. No response had been received to date.

4 Research Ethics Panel Reports

4.1 Science, Technology & Health Research Ethics Panel Term Report UREC-1718-2-003

- Work with the Panel continues to be gratifying and effective. One new member from the Faculty of HSS had taken up post as regular replacement and had settled in quickly.
- Overall, the quality of submissions is improving.
- The issue of being quorate in meetings is improving but still has not been settled.
- Succession planning for Panel chairs and replacements for founding members is an ongoing urgent issue that, so far, has not been sufficiently addressed. Frustration is mounting.
- As in the SSH Panel, the volume of applications going through review, either by correspondence or at Panel, is not a realistic reflection of the actual research undertaken at BU. Because of potential implications for the REF this will require careful thought.

4.2 Social Sciences & Humanities Research Ethics Panel Term Report UREC-1718-2-004

- The panel continues to be busy but, as in previous reports it is considered that this does not truly reflect the research that is being conducted in the University. The research ethics review/UREC need to address the issue that potentially academics are claiming outputs during annual appraisal, for promotion panels, and for the REF that have not had the appropriate ethical reflection/approval.
- The Panel continues to receive positive comments with regard to its operation
- The Panel has been seeing some excellent research proposals from some researchers.
- Panel members continue to have concerns about the quality of submissions from some researchers, both in terms of ethical reflection and the “scientific” merit of the work.
- When this concerns submission by PGR students, the panels and subsequently the chair, should not end up supervising the students in areas that are the responsibility of the supervisors; after all they are supposed to sign off student’s ethics before they come to panel; concerns were raised about the quality of some of the supervision in the University.
- Some colleagues’ poor time management is resulting in requests for expedited reviews.
- Concerns with regard to succession planning remain, given that 30% of members and the panel chairs and vice chairs all will stand down at the end of March 2018.

5 Items for Discussions**5.1 Research Data Management Update**

PS updated the Committee on RDM activities

5.1.1 After various delays, there is a planned launch event for the newly named online Repository early February. A naming competition had resulted in ‘BORDaR’ – Bournemouth Online Research Data Repository.

5.1.2 The Committee had various concerns regarding the process of making data open access but acknowledging progress and the need for compliance with funder requirements had updated current advice, including participant documents (participant agreement form and participant information sheet) to reflect ongoing developments in this area.

5.1.3 The Committee asked whether there would be an option to deposit data with restricted access. PS confirmed that similar to BURO, there would be the possibility to apply an embargo (with faculty agreement).

5.1.4 The Committee had asked for clarification on the scope of the researchers obligations; did it apply to current, historical data and data generated at another HEI? PS confirmed that currently the scope of the policy related to data generated at BU and for joint research, the data should be deposited at the PI’s HEI. In relation to the retrospective nature of the Policy, it was acknowledged that this was a grey area and policy would be continually updated to reflect funder requirements. It was acknowledged restrictions would apply where participants consent had not been obtained for the re-use and deposit of data (this would impact the retrospective nature of the policy). PS confirmed that Library staff would work with Researchers/RKEO on what was and was not possible when depositing data in BORDaR.

5.2 Mobile Computing Policy – Implementation and Monitoring (Simon Pallister Governance Manager, IT Services/James Stevens, Chief Data Governance Officer, OVC)

5.2.1 The Committee had concerns regarding BU’s vulnerability in the area of data security from the perspective of GDPR and use of mobile devices in research by staff. The Committee wanted to know how the policy will apply and the resources available to implement the policy.

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- 5.2.2 JS acknowledged that from the Policy the role and responsibilities weren't necessarily clear, however in terms of the risk, this was associated to the type of data collected e.g. if the data was not sensitive in nature and not likely to cause reputational harm, then a Researcher could justify the use of non-encrypted mobile devices for the purposes of collecting research data. If collecting sensitive data, it would be hoped the Researchers would take all reasonable steps to make sure devices used were encrypted. On the staff intranet there is now a dedicated area 'BU Safe' where Researchers can download information on keeping data secure including free encryption tools which can be downloaded; if they couldn't find the answers within this section, IT Services were on hand to help.
- 5.2.3 The Committee raised the issue of the use of digital recorders which could not be encrypted. Transfer and safe storage and compliance were being raised by Researchers as areas of concern; guidance seemed to be lacking in this area. JS raised the issue of having a legal basis for processing of this type of data (i.e. filming people who had not given consent). SB remarked that it was presumed given the experience of the colleagues from within the Faculty of Media & Communications that consent/ensuring appropriate legal basis was entrenched in its processes but it was compliance with policy (safe transfer of data to mobile computing devices) that concerned colleagues.
- 5.2.4 SP acknowledged that although digital recorders did not fall within the remit of the policy, he would look at current guidance on the transfer of data from digital recorders to safe storage and look to update/provide new guidance. JS noted that researchers would be compliant as long as they took and could demonstrate reasonable steps had been taken to keep data secure by the safe transfer and appropriate destruction.
- 5.2.5 SB continued with the scenarios of researchers undertaking research overseas in countries such as Kuwait. JS asserted that while the policy couldn't cover all scenarios, the safeguarding of researchers was paramount and would be managed on a case by case basis. Researchers should approach IT services for guidance on how to manage the process of safeguarding data when working aboard. Should frontline services not be able to help, the request would be escalated accordingly to the Information Security Team.
- 5.2.6 The Committee asked for clarification on the scope of the policy as it would appear the obligations under the policy applies to devices purchased by BU and not purchased independently by the Researcher. SP referred to the Committee to section 8 of the policy which deals with 'consumer devices not purchased via BU'. The Committee asked that clearer advice be made available to Researchers particularly the implications of clause 8.7.
- 5.2.7 JS acknowledged that to be compliant with ISO 27001 a number of policies had to be rolled out and that should a research project fall within the remit of ISO 27001 Researchers would be equipped appropriately to be compliant. For Researchers whose projects fall outside the scope BU should be in a position to give researchers the correct resources and if not, assist Researchers to take all reasonable steps and if necessary to put them in a position to justify why they can't be compliant with the policy.
- 5.2.8 SB widened discussions to include students. CG confirmed that students were currently using their own devices to record interviews, collect data. There was a lack of awareness amongst students on data management/security. This subject was not flagged currently through the ethical review process. SBell confirmed that she was in the process of working with the Digital Solutions Team to update the checklist and data management/security would be incorporated into the checklist. JS confirmed that targeted communications had been initiated but acknowledged that communications were missed.
- 5.2.9 SB informed JS/SP that for the majority of undergraduate and postgraduate taught students they were expected to use their own mobile devices for collecting data. In management/media facilities there was a store of devices students could access but again not encrypted.
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- 5.2.10 SP highlighted that he had voiced concerns when the policy was initially rolled out that there had been a lack of engagement with the end user in terms of making sure mechanisms/tools were in place to support researchers with compliance. SP was currently making a business case to look at how this gap could be bridged e.g. by guidance, new technologies but acknowledged that the scope was large with cost implications. SB noted that the Committee should be in a position to contribute evidence in support of this business case and would be happy to work with SP. CG was also asked to contribute to this process from the postgraduate researcher perspective.

SP referred the Committee to the Mobile Device Security Device as a useful resource.

Action: The Committee (SB & CG) to work with SP on making the business case identified in discussions.

Action: SBell to work on improving the ethics checklist for re-launch in March 2018

5.3. UREC Terms of Reference

- 5.3.1 Revised wording under Membership for University Board Observers was approved by Committee.

5.4 Research Ethics Code of Practice (Discussion of Comparable Review Section 10)

Comparable Review

- 5.4.1 The Committee discussed what the Code of Practice (RECP) refers to as a 'comparable' review for those occasions when BU will accept approval from other HEI/organisations (where BU is not the lead PI). A comparable review is based on systems and values (in terms of practice). It was concluded that if a BU Ethics Panel would not give approval for a project, then it would stand that if similar research was taking place in another HEI/organisation which had been approved, BU would be in position to refuse to accept this as acceptable approval. Should the Researcher meet the criteria/ grounds for appeal, an appeal to UREC could be made.

- 5.4.2 It was agreed that the wording in the RECP was sufficient and did not need to be amended.

Code of Practice 10.3 – Approval from External Committee

- 5.4.3 Could approval from the Ministry of Defence (MoD) be treated in the same manner as the NHS approvals i.e. the Researcher would not need to go through full BU Ethical approval as well as MoD approval? It was agreed that an evaluation would need to be made of the MoD ethical approval process before a decision could be made. It was agreed that should approvals be received by the MoD, SBell would conduct a desk based investigation and liaise with the Panel Chairs. A BU checklist would be completed as normally for external review but SBell would ask the Researcher to complete the full checklist for Panel review if deemed appropriate.

5.5. Academics claiming outputs for appraisal, promotion and the REF

- 5.5.1 The Committee would like Senate to note and respond to concerns raised by members that potentially there were researchers claiming outputs for which they hadn't obtained ethical approval. This is an area the Committee has problems with due to limited resources to conduct a full audit of outputs.

5.6 Modifications to the online ethics checklist

- 5.6.1 As reported under previous discussions, SBell was now working on a revised checklist for a relaunch in March. Instead of 7 sections, the checklist would be reduced to 4 sections.

- Section 1 – Researcher and Project Details
- Section 2 – Project Filter questions
- Section 3 – Further questions based on information provided in Section 2
- Section 4 – Final review and researcher statement

Before the Launch, testing would be take place involving various stakeholders.

5.7 Update on the Ethics Review

- 5.7.1 PL and SBell have met with SB and HS who will provide feedback on the review report which will impact succession planning for Panel and UREC. The next step will be to engage with the PVC R&I to appoint successors.

5.8 Succession Planning for Panels

- 5.8.1 At the moment, no plans are in place for successors to either Panel or UREC which is now critical due to Chairs stepping down at the end of March 2018. RKEO to engage with PVC R&I to put plans in place as soon as possible.

6 Matters raised by UREC Members

- 6.1 No matters were raised by Members

7 Any other Business

- 7.1 Due to the introduction of BORDaR, the participant agreement form template has been amended to reflect the re-use and storage of anonymised data.
- 7.2 Guidance in the PI Sheet will also be strengthened to enable participants to understand the implications of agreeing to the consent statement on storage and access to anonymised data held in BORDaR.

8 Date of Next Meeting

2 May 2018

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-007
Sub Committee and Date of Meeting	Faculty of Health & Social Sciences Faculty Academic Board meeting minutes of 14 February 2018
Items recommended for approval by a sub-committee	No items recommended.
Items referred for information by sub-committee	No items referred.
Items approved by the sub-committee	Minutes of previous FAB meeting held on 10 th October 2018 were approved. FAB Terms of Reference (FABHSS-17-003) were approved. All Visiting Faculty were approved.
Confidentiality	Not confidential.

HSS FACULTY ACADEMIC BOARD MEETING

MINUTES OF THE MEETING HELD ON Wednesday 14th February 2018

Present

Professor Elizabeth Rosser

Acting Dean of HSS/Deputy for Education and Professional Practice

In attendance

Catherine Angell

Senior Academic In Midwifery

Sara Ashencaen Crabtree

Professor Of Social & Cultural Diversity

Jonny Branney

Senior Lecturer In Adult Nursing

Luisa Cescutti-Butler

Senior Lecturer In Midwifery

Carol Clark

Head Of Dept - Human Science & Public Health

Kathy Curtis

Head Of Dept Nursing & Clinical Sciences

Audrey Dixon

CoPMRE Manager

Ian Donaldson

Principal Academic

Rosslyn Dray

Lecturer (Academic) In Social Work

Christine Fowler

Head of Library Services

Rebecca Freeman

Faculty Support Administrator

Alex Hancox

SU Vice President (Education)

Tikki Immins

Research Development Manager - ORI

Andrea Lacey

Lecturer (Student Representative Champion)

Jose Lopez Blanco

Faculty Librarian

Heather Martinson

Programmes Administrator

Alison McConnell

Professor In Sport/Health Science

Andy Mercer

Professional Lead For Mental Health

Eloise Nickerson

Sustainability Support Officer

Jonathan Parker

Professor

Sam Porter

Professor & Head Of Dept - Social Work & Social Sciences

Abbie Rees

Programmes Administrator

Tanya Richardson

Executive Assistant

Stephanie Schwandner-Sievers

Principal Academic

Rebecca Triggs

Programmes Administrator

Sue Way

Associate Professor

Sara White

Associate Dean Student Experience

Apologies

Professor Stephen Tee

Executive Dean for HSS and FoM

Nicky Adam

Primary Care Workforce Centre Administrator

Osman Ahmed

Lecturer In Physiotherapy

Helen Allen

Senior Research Health Psychologist

Tanya Andrewes

Lecturer in Nursing

Adam Bancroft

Lecturer in Paramedic Science

Rachael Bewes

Lecturer In Physiotherapy

Emma Bockle

Lecturer In Adult Nursing

Michael Bracher

Post Doctoral Research Fellow

Sheila Brooks

Post-Doctoral Research Fellow

Teresa Burdett

Lecturer In Integrated Healthcare

Louise Burgess

ORI Research Assistant

Kathryn Cheshir

Education Service Manager

Vince Clark

Learning Technologist

UNCONFIRMED

Karen Cooper	Lecturer In Adult Nursing
Helen Currie	LP - Nurse Practitioner
Dana Colborne	Lecturer in Midwifery
Dawn Dann	Lecturer Practitioner Post-Reg
Sharon Docherty	Senior Lecturer (Academic) In Quantitative Methodology & Statistics
Lesley Elcock	Practice Fellow In Perioperative Practice
Chris Ellis	Business Accountant
Caroline Ellis-Hill	Senior Lecturer in Qualitative Research
Sarah Emberley	Lecturer (Academic) In Midwifery
Helen Farasat	Senior Lecturer In Child Health Care Nursing
Lee-Ann Fenge	Professor Of Social Care
Adam Fraser	Physician Associate Curriculum Development Lead
Nikki Glendening	Senior Lecturer Nursing (Adult Nursing)
Barbara Grundy	Placement Support Officer
Sarah Hambidge	Researcher (Global Engagement Hub)
Susan Hanson	Demonstrator In Practice Skills
Tamas Hickish	Co-Director of CoPMRE/BUCRU
Vanessa Heaslip	Principal Academic In Adult Nursing
Jane Healy	Lecturer (Academic) In Sociology And Crime And Deviance
Michelle Heward	Post Doctoral Research Fellow - Dementia
Joanne Holmes	Lecturer In Nutrition
Justin Humphreys	Visiting Fellow
Sarah Keeley	University Practice Learning Advisor
Annabel Kenny-Jones	Programme Support Administrator
Anneyce Knight	Senior Lecturer in Adult Nursing
Jen Leamon	Senior Lecturer In Midwifery
Paul Lewis	Associate Dean - MRHS
Karen Marsh	Programme Support Officer
Lesley Milne	Senior Lecturer - Pre-Registration Midwifery
Jane Murphy	Professor Of Nutrition
Lisa Notley	Lecturer Practitioner
Margarete Parrish	Senior Lecturer
Karen Rees	Senior Lecturer In Public Health/Health Visiting HSC Research
Lynne Rutter	Senior Lecturer In Leadership & Management In Health & Social Care
Janet Scammell	Associate Professor
Christoph Schroth	Lecturer in Paramedic Science
Paula Shepherd	University Practice Learning Advisor
Desiree Tait	Principal Academic
Alison Taylor	Senior Lecturer in Midwifery
Peter Thomas	Professor Of Health Care Stats & Epidemiology
Joanna Thurston	Lecturer (Academic) In Sports Therapy
Alison Trinder	Paramedic Lecturer Practitioner
Edwin van Teijlingen	Professor of Reproductive Health
Tom Wainwright	Associate Professor Of Orthopaedics - Deputy Head Of ORI
Amanda Watson	Senior Lecturer (Head of Practice Education)
Clare Wedderburn	Associate Director - Dorset General Practice
Nicola Whittaker	Assistant Business Accountant
Richard Williams	Senior Lecturer (Academic) In Social Work
Elaine Williamson	Faculty Marketing Account Manager
Juliet Wood	Lecturer (Academic) In Midwifery

UNCONFIRMED**17/001 APOLOGIES**

Apologies were noted as listed above.

17/002 MINUTES OF THE PREVIOUS MEETING HELD ON 10th October 2017**17/003 Accuracy, FABHSS-17-001**

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

Kathryn Cheshir commented on the meeting papers prior to the meeting and wanted it noted that included in the Academic Services report section of the minutes, the Library Team have been working hard over the summer to ensure that the parallel running of both VLE's. Kathryn Cheshir wanted it reflected that this is the Library and Learning Support Technologists and Faculty Learning Technologists who have been carrying out this work.

17/004 Outstanding Action Plan/Matters Arising, FABHSS-17-002

The Faculty Academic Board noted the Action Plan Register and all items were completed.

Kathryn Cheshir commented on the meeting papers prior to the meeting on the VLE section of the Deputy Dean's Report for Education – The VLE will be evaluated formally this year before rolled out across the university. Kathryn had spoken to the TEL team in CEL and it is the case that lessons learnt from Phase 1 of the implementation will be applied to Phase 2 when all provision moves to Brightspace. Kathryn Cheshir wanted it highlighted to be clear the implementation across BU doesn't currently depend on the outcome of this first evaluation.

17/005 Faculty Academic Board Terms of Reference, FABHSS-17-003

The Terms of Reference were approved by the Faculty Academic Board.

17/006 FOR DISCUSSION – Faculty Reports**17/007 Dean's Report, FABHSS-17-004**

Prof Elizabeth Rosser asked if there were any comments on the Dean's report.

Dr Sara White enquired how the Dean's Report/Head of Department Reports are displayed. Tanya Richardson explained that there are three notice boards across Lansdowne Campus which display highlights and publications from these reports. Tanya Richardson to send Dr Sara White the highlighted reports to display on other boards so that Post Grads can have sight of them.

Action: TR
Format of completed action: Electronic

Prof Elizabeth Rosser asked the membership for their thoughts on how to publicise this information electronically.

There were various ideas which included sending the information via iphones, making use of the screens around the campus as this is currently used by other faculties and sending out a link via email. Also, highlights could be uploaded onto Brightspace for all students to read.

There was a typo in the Dean's Report. BU Vision BU2015 to be amended to BU2025.

UNCONFIRMED**17/008 Deputy Dean for Education, FABHSS-17-005**

Prof Elizabeth Rosser confirmed that one of the new programmes in development - BSc (hons) in Sports and Exercise Science has now been sent to the Academic Standards Committee to be considered for approval and it is believed that more work is required before it is approved.

Prof Elizabeth Rosser also confirmed that items 6.1.1, 6.1.2 and 6.1.3 – Apprenticeships for the Nursing and Clinical Sciences Department have now been approved online by the Faculty Academic Board membership.

Prof Elizabeth Rosser commented that VLE will be evaluated more formally and will give a further update at a later date.

17/009 Deputy Dean for Research, FABHSS-17-006

Prof Sam Porter presented the item on behalf of Vanora Hundley.

Prof Sam Porter highlighted that there were key changes for REF2021. The focus would be on publications so all staff with substantial responsibility for research will be expected to submit publications.

Two new centres were approved at the January RKEC - BU iWell and Seldom Heard Voices: Marginalisation and Societal Integration. Nearly two thirds of HSS academics are now members of research entities. Prof Sam Porter explained that they would need to align themselves to a cluster or centre in order to access support and maximise research.

Interviews are in the process of being carried out for the three Post Doctoral Researchers, one for each department who will be able to offer further support and be an investment in helping towards REF2021.

17/010 Acting Associate Dean, Global Engagement, FABHSS-17-007

Dr Jill Davey wasn't present at the meeting but everybody had read the Global Engagement update prior to the meeting.

Prof Sam Porter and Elizabeth Rosser advised that the Global Engagement Hub in Malaysia would be a priority in terms of connections and supporting internationalisation.

Prof Elizabeth Rosser stressed that globalisation would need to be incorporated into the curriculum so there would need to be a drive on this. Dr Sara White highlighted that this was being talked about at the Global Talent and Employability meeting which herself and Clive Andrewes attends. Dr Sue Way will keep HSS updated.

17/011 Associate Dean, Student Experience, FABHSS-17-008

The ADSE Report was focused around MUSE.

Dr Sara White advised that the SURE Conference (Showcasing Undergraduate Research Excellence Conference) is being held on 7th March 2018 in which a Nutrition student will be presenting. Additionally this student has been chosen as one of two students across the University to present her Poster in Parliament. This was considered a great accolade for herself, the faculty and the University.

UNCONFIRMED**17/012 Human Sciences and Public Health, FABHSS-17-009**

Dr Carol Clark thanked the Human Sciences and Public Health Department for all their hard work as there had been a huge amount of activity within the department.

Dr Carol Clark stressed how hard it had been to gather information for the report as it proved very time consuming and thought it would be a good idea to invest in some software to make the process easier.

It was suggested that BORDaR (Bournemouth Online Research Data Repository) could be an option as it has now gone live but after further discussion it was decided that this may not be suitable for the task.

Prof Alison McConnell asked for it to be noted that the University Systems were inadequate for the requests of information. If information is needed to be monitored then it would be good to have the appropriate software in place to produce it. It was suggested this might be something for RKEO to investigate.

Dr Carol Clark also thanked the department for the increase in student numbers and for the 50% increase in international students.

17/013 Social Science and Social Work, FABHSS-17-010

Prof Sam Porter congratulated the department on the increase in Criminology student numbers and the number of staff publications.

Prof Sam Porter asked the meeting if there were any comments on the report – there were no comments.

17/014 Nursing and Clinical Sciences, FABHSS-17-011

Dr Kathy Curtis stressed that it was a very time consuming task producing the department report.

Dr Kathy Curtis thanked the Nursing and Clinical Sciences Department for all their hard work as they had all been working incredibly hard.

Dr Kathy Curtis had identified a risk that the current SSR in Adult Nursing was unsustainable which would impact negatively on staff wellbeing and academic quality.

To note – the SSR for MH Nursing is 1:29, not 1:18 as the report shows.

The department has many new programme developments underway for validation in 2018 and are also trying to engage global engagement.

Prof Elizabeth Rosser will work with the HoD's to fully engage all staff in teaching of programmes.

17/015 Academic Services, FABHSS-17-045

Christine Fowler attended the meeting as Head of Library Services to talk through four actions as follows:

- Curriculum Build

The curriculum build for the March 2018 online module registration would have taken place during the first week of February and the Student Lifecycle Team will be asking for

UNCONFIRMED

information from HSS regarding the 2018/19 curriculum content with the aim of creating the September 2018 curriculum from March onwards. If HSS have any queries they will need to contact Julie Perrett, Team Leader of Student Administration, particularly where currently some units seem to have erroneous titles.

- Placement Policy Change

The Education and Student Experience Committee approved a change to the current placement policy 4k – placements: policy and procedure. This change enforces a deadline of 31st August for all students on optional placement sandwich programmes to secure a placement. For students who have been unable to secure an optional placement there would be automated progression to level 6.

As this change has been applied effective immediately, it was requested that HSS familiarise themselves with the revised policy which can be found on the Academic Regulations, Policies and Procedures web pages. If HSS have any queries they will need to contact Wing-Tsz Chow, Academic Quality Manager.

- Partnership Approval Process

Academic Quality has recently conducted a review of existing policies and procedures relating to partnership approval involving sector research and internal stakeholder consultation. Proposals arising from the exercise aim to ensure policies and procedures are fit for purpose and proportionate to the relative risks involved. The recommended changes were endorsed at the IUPC meeting and approved at the ASC meeting in December.

Christine asked for HSS to familiarise themselves with the revised versions of the related ARPP's, specifically 7A – Partnership Models and Definitions: Policy 7B – Partnership Approval: Policy and Procedure. These can be found on the Academic Regulations, Policies and Procedures web pages. If HSS have any queries they will need to contact Jules Forrest, Academic Quality Manager.

- Templates and Guidance for Committees

Christine highlighted the new meeting process for Clerks, Secretaries and Chairs of the Committees and asked that they familiarise themselves with the guidance and templates contained in the committees sharepoint site.

If HSS have any queries they will need to contact Andy Guttridge, Academic Quality Team Leader.

17/016 **FOR DISCUSSION – Faculty Developments**

17/017 **Collaborative Provision, Verbal**

Dr Andy Mercer gave an update on the following:

- Bournemouth and Poole College

The proposed development of apprenticeships went to the Academic Standards Committee and were approved. Bournemouth and Poole College are currently preparing the documentation for the FdSc Nursing Associate. There will be arrangements for an approval event in May/June).

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- Post Grad Medical Approval

The proposal for a Post Grad Medical approval has been taken to a central committee who are working with Dorset CCG. Currently the faculty are awaiting an update and then Andy Mercer will be informed and will feed back to the medics involved.

- International College

Articulation arrangements are in progress with the International College – Dr Andy Mercer will link with Dr Jill Davey for an update.

17/018 HSS Green Impact, Verbal

Eloise Nickerson, Sustainability Support Officer joined the meeting to promote the Green Impact Scheme. This scheme involves 12 teams across the University.

Eloise explained that the University will be working towards a bronze award which will involve completing a variety of tasks either as an individual or as a Faculty. This will run for 6 months and then will be audited by students to check the award has been achieved.

The new HSS Green Impact Team joined the meeting - Rebecca Triggs, Abbie Rees and Heather Martinson to highlight how staff can embed sustainable practices into their BU working life.

There are various activities going on this week at Talbot Campus to promote the Green Impact Scheme.

Prof Elizabeth Rosser asked why there wasn't anything being promoted at the Lansdowne Campus so the team will take it back and find out.

Prof Elizabeth Rosser also asked for the team to be invited to FAB meetings going forward and that a written paper is prepared prior to the meeting.

17/019 Peer Observation Teaching, Verbal

There is now a requirement to monitor the uptake and achievement of peer observation teaching. This will now be monitored through the appraisal process in which at least one peer observation will need to be discussed.

17/020 FOR APPROVAL AND ENDORSEMENT**17/021 New Programme Development Proposals****17/022 Nursing and Clinical Science Department****17/023 FD partnership with BPC Nursing Associate Apprenticeship, FABHSS-17-012**

This was approved online with no concerns.

17/024 Registered Nurse Degree Apprenticeship approved at FAB in May 2017 to align with new pre-registration curriculum), FABHSS-17-013

This was approved online with no concerns.

UNCONFIRMED**17/025 MSc Advanced Clinical Practice Apprenticeship Programme, FABHSS-17-014**

This was approved online with no concerns.

17/026 Visiting Faculty Proposals

No visiting faculty submissions were approved. Elizabeth stressed that if the proposer isn't present then the submission would need to be deferred to the next meeting.

17/027 Proposed New Visiting Professors

17/028 Heather Savigny, FABHSS-17-015

Prof Sara Crabtree

This was not approved and would need to be strengthened and resubmitted again in the future.

17/029 Dr Ann Phoenix, FABHSS-17-016

Prof Sara Crabtree

This was not approved and would need to be taken to the Visiting Faculty Working Group to consider.

17/030 Proposed Renewals of Visiting Professors

17/031 Dr Mike Wee, FABHSS-17-017

Prof Paul Thompson/
Ms Audrey Dixon

This was not approved and would need to be strengthened.

17/032 Professor Gwyneth Lewis, FABHSS-17-018

Dr Sue Way

This was not approved and would need to be strengthened.

17/033 Professor Kath Ryan, FABHSS-17-019

Prof Edwin van Teijlingen
/Dr Alison Taylor

This was deferred to next meeting.

17/034 Proposed New Visiting Fellows and Associates

17/035 New Visiting Associate - Kevin Brooks, FABHSS-17-020

Prof Tamas Hickish/
Ms Audrey Dixon

17/036 New Visiting Fellow - Dr James Bromilow, FABHSS-17-021

Ms Audrey Dixon/
Dr Tim Battcock

This was deferred to next meeting.

17/037 New Visiting Fellow - Dr Salman Heydari Khajehpour, FABHSS-17-022

Ms Audrey Dixon/
Prof Tamas Hickish

This was deferred to next meeting.

17/038 New Visiting Fellow - Istvan Batta, FABHSS-17-023

Prof Rob Middleton

This was deferred to next meeting.

17/039 New Visiting Fellow – Karen Grimshaw, FABHSS-17-024

Prof Keith Brown

This was deferred to next meeting.

UNCONFIRMED**17/040 Proposed Renewals of Visiting Fellows and Associates**

17/041 Renewal Visiting Fellow - Celia Beckett, FABHSS-17-025 Mr Clive Andrewes

This was deferred to next meeting.

17/042 Renewal Visiting Fellow - Dr Tim Battcock, FABHSS-17-026 Ms Audrey Dixon/
Prof Tamas Hickish

This was deferred to next meeting.

17/043 Renewal Visiting Fellow - Robert Brown, FABHSS-17-027 Prof Keith Brown

This was deferred to next meeting.

17/044 Renewal Visiting Fellow - Jane Holroyd MBE, FABHSS-17-028 Prof Keith Brown

This was deferred to next meeting.

17/045 Renewal Visiting Fellow - Richard Field, FABHSS-17-029 Prof Keith Brown

This was deferred to next meeting.

17/046 Renewal Visiting Fellow - Daisy Bogg, FABHSS-17-030 Prof Keith Brown

This was deferred to next meeting.

17/047 Renewal Visiting Fellow - Sarah Gallimore, FABHSS-17-031 Mr Clive Andrewes

This was deferred to next meeting.

17/048 Renewal Visiting Fellow - William Haydock, FABHSS-17-032 Dr Rosie Reid

This was deferred to next meeting.

It was suggested that the supporting statement templates should be updated to include the proposer rather than just the original proposer.

It was also suggested that there is a box which the proposer can explain what the fellow/associate/professor will be doing in the next 3 years to collaborate with BU not just what they have done in the last 3 years.

17/049 REPORTING COMMITTEES

Due to running out of time at the meeting, Prof Elizabeth Rosser emailed the Faculty Academic Board membership asking if anybody had any concerns with the Minutes of the sub-reporting committees. These were approved as an accurate record.

17/050 Faculty Academic Standards (04/10/17), FABHSS-17-033

17/051 Faculty Academic Standards (15/11/17), FABHSS-17-034

17/052 Research, Knowledge Exchange (18/01/18), FABHSS-17-035

17/053 APE (24/10/17). FABHSS-17-036

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- 17/054 APE (28/11/18), FABHSS-17-037
- 17/055 Programme Management Team (15/11/18), FABHSS-17-038
- 17/05 Pre-Reg Midwifery Management (04/10/17), FABHSS-17-039
- 17/058 Pre-Reg Nursing Management (11/12/17), FABHSS-17-040
- 17/059 CPD (29/11/17), FABHSS-17-041
- 17/060 Student Experience Forum (08/11/18) , FABHSS-17-042
- 17/061 Sociology/Social Work Management (22/11/18), FABHSS-17-043
- 17/062 Sociology/Social Work Team (22/11/2018), FABHSS-17-044
- 17/062 **ANY OTHER BUSINESS**
None
- 17/063 **DATE AND TIME OF THE NEXT MEETING**
Tuesday 15th May 2018, 1.00pm, Room B420, Bournemouth House

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-008
Sub Committee and Date of Meeting	Faculty of Management Faculty Academic Board meeting minutes of 7 February 2018
Items recommended for approval by a sub-committee	No items recommended.
Items referred for information by sub-committee	No items referred.
Items approved by the sub-committee	Minutes of previous FAB meeting held on 25 October 2017 were approved. FAB Terms of Reference (FOMFAB-17-003) were approved. 3 visiting researchers were approved.
Confidentiality	Not confidential.

FACULTY OF MANAGEMENT ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 7 FEBRUARY 2018

Present

Prof Stephen Tee (Chair)	Executive Dean
Prof Dimitrios Buhalis [Item 4.4]	Head of Department – Tourism & Hospitality
Dr Chris Chapleo [Item 4.3]	Head of Department - Marketing
Prof George Filis [Item 4.7]	Interim Head of Department – Accounting, Finance & Economics
Dr Ian Jones [Item 4.6]	Head of Department – Sport & Physical Activity
Dr David Jones [Item 4.5]	Head of Department – Leadership, Strategy & Organisations

In attendance

Le Bo	Academic
Corinna Budnarowska	Academic
Sophie Cherrett	Professional & Support Staff
Mehdi Chowdhury	Academic
Peter Erdelyi	Academic
Artur Gebka	Professional & Support Staff
Parisa Gilani	Academic
Louise Hanlon-Brooks	Professional & Support Staff
Josie Harris	Professional & Support Staff
Christopher Hartwell	Academic
Rebecca Hindley	Academic
Emma Jackson	Professional & Support Staff
Maureen Kehinde	Academic
Katherine King	Academic
Alan Kirkpatrick	Academic
Danni Liang	Academic
Daniel Lock	Academic
Evangelia Marinakou	Academic
Dermot McCarthy	Principle Academic
Heather Mitchell	Professional & Support Staff
Lesley Murphy	Academic
Isaac Ngugi	Academic
Donald Nordberg	Associate Professor
Helen O'Sullivan	Academic
Nikolaos Papanikolaou	Academic
Davide Parrilli	Academic
Jo Peasland	Professional & Support Staff
Louise Preget	Academic
Mark Ridolfo	Principle Academic
Svetla Stoyanova-Bozhkova	Academic
John Toth	Academic
Deborah Taylor	Academic
Karen Thompson	Academic
Tuan Vu	Academic
Yumei Yang	Academic

Observers

Chris Spencer	Deputy Head of Library Services & Deputy University Librarian
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Apologies

Andrew Adams	Academic
Lisa Ashurst	Professional & Support Staff

Frazer Ball	Academic
Adam Blake	Academic
Milena Bobeva	Interim Associate Dean Global Engagement
Rebecca Britten	Professional & Support Staff
Victoria Cracknell	Professional & Support Staff
Anne Davey	Faculty Librarian
Morris D'Cruz	Academic
Janet Dickinson	Head of Department – Events & Leisure
Shelley Ellis	Academic
Dr Lois Farquharson	Deputy Dean Education
Sharon Goodlad	Professional & Support Staff
Richard Gordon	Academic
Stephanie Guillemet	Professional & Support Staff
Alex Hancox	SU Vice President (Education)
Jens Holscher	Head of Department – Accounting, Finance & Economics
Caroline Jackson	Academic
Kaouther Kooli	Academic
Adele Ladkin	Academic
Martyn Polkinghorne	Academic
Tim Rees	Academic
Julie Robson	Academic
Maria Ryan	Professional & Support Staff
Philip Ryland	Associate Dean Student Experience
Mike Silk	Deputy Dean Research
Richard Shipway	Academic
Carly Stewart	Academic

17/001 APOLOGIES

Apologies were noted as listed above.

17/002 MINUTES OF THE PREVIOUS MEETING HELD ON 25 OCTOBER 2017

Accuracy (FOMFAB-17-002)

The minutes of the meeting held on 25 October 2017 were approved as an accurate record.

FAB Terms of Reference (FOMFAB-17-003)

Terms of reference were approved.

FAB Terms of Reference Cover Sheet (FOMFAB-17-004)

Approved as above.

17/003 FOR DISCUSSION – FACULTY REPORTS

Executive Dean's Report (FOMFAB-17-005)

It was reported the TEF silver award that has been achieved, however need to achieve Gold. Staff asked to meet with TEF reps within Faculty.

AACSB mock peer review visit was held in January. Improvements were highlighted for next scheduled visit in April, 10 weeks away. Accreditation is important to whole Faculty, Business School (BS) needs more identity, need to demonstrate the Business School (3 departments being Marketing, AFE and LSO) is still active and functioning. Website, literature and signage is being updated to reassure AACSB. Focus on AACSB does not minimise great work being done in other departments, Tourism, Sport and Events. Rehearsal events have been scheduled prior to visit, staff involved are requested to attend where invited. ST reluctant for staff to take leave or attend conferences during visit in April. Staff and students need to be prepared and be aware of AACSB language. The visiting panel commented that staff involved during visit were seen as stars and showed a lot of passion for their disciplines.

Once itinerary has been issued by AACSB, staff to be advised accordingly. UET and Chair of the Board will be attending the welcome event on Sunday 15 April.

Question raised over confusion of language being used, Business School or BU Business School, FoM, FM or FMG, it would be useful to use just one acronym. Gelareh Roushan-Easton (GR) is in discussions with marketing to look at best branding.

The accreditation will be for the long term and any future changes will be notified to AACSB. UET have agreed for BS identity to remain. ST requested all staff keep their BRIAN profiles up to date. Issue with translation was raised as staff not used to American terminology.

Suggested putting together a glossary to assist staff. GR advised that several papers are being produced to provide context to the panel along with FAQs and glossary for staff. ST to highlight "language" in weekly email to all staff to reach wider audience.

Action: ST
To be completed by 15 April 2018
Format of completed action: Email
Method of circulation: Email

Department of Events & Leisure Report (FOMFAB-17-006)

Janet Dickinson sent apologies, Kat King provided update. Level 5 students won best student event at the National Outdoor Association. Steady stream of outputs from staff along with good international conference attendance. Jayne Caudwell nominated by LSA for REF2021 Sub panel member.

Department of Marketing Report (FOMFAB-17-007)

Chris Chapleo thanked Jeff Bray for compiling report. 9 papers published within department including 3* and 2*, lot of professional practice and education activity, organisation of 3 conferences, 5 visiting researchers, 4 bids and 12 conference presentations.

Department of Tourism & Hospitality Report (FOMFAB-17-008)

Dimitrios Buhalis stated Fusion conference held in London last week was a huge success, CHME conference coming up in May, replacing/recruiting staff still challenging. Business case has to be put forward for any recruitment, aiming to reach 16:1 SSR, subjects below that are difficult to argue. Operational meetings held bi-weekly with HoDs to maximise resources.

Department of Leadership, Strategy & Organisations Report (FOMFAB-17-009)

David Jones provided update. Department going in positive direction, tackling research by bringing in top editors to advise staff, held successful departmental Away Day, developed special interest groups to help staff engage positively. Department is holding writing workshops which all staff are invited to. Received various requests from other Universities requesting LSO staff to be external examiners. Danni Liang passed PhD viva and Tim Ford has achieved his PhD (with some corrections). Karen Thompson won Herbert Walton award.

Department of Sport & Physical Activity Report (FOMFAB-17-010)

Staff focusing on quality rather than quantity. Quality of research has gone up and now achieving 1* and 2* publications. Good NSS and MUSE feedback for the department. Top department in sending students overseas to quality partners, receiving great feedback. Formerly thanked Tim Breitbarth who has left for his hard work within the department. ST asked for applications of interest for Athena Swan reps for Faculty, vital role as need to achieve silver in order to be negligible for grant money. Athena Swan has broadened to be more inclusive and diverse, not just focused on women. The gender pay gap was raised and would be helpful that some communication be sent out to show comparison between Faculty and University. ST will raise with HR.

Action: ST
To be completed by 28 February 2018
Format of completed action: Distribution of communication via email
Method of circulation: Email

Department of Accounting, Finance & Economics (FOMFAB-17-011)

George Filis (GF) thanked Phyllis Alexander for her role as interim HoD. Department is doing well with publications, 20 papers published, congratulations to Davide Parilli, Tuan Vu and Allan Webster. Developing impact cases with Yeganeh Morakabati. Overall staff doing amazingly well even though overstretched. GF personally thanked all staff in the department for their hard work.

Deputy Dean Education Report (FOMFAB-17-012)

Lois Farquharson sent apologies. ST advised preparations underway for NSS. Marketing are working on driving up recruitment numbers. Concerns were raised over targets and points, BU still aiming for high numbers and unconditional offers being sent too early. ST advised recruitment is discussed at BUCAT and will feed back suggestion for one target point rather than a range.

Action: ST**To be raised at next BUCAT****Format of completed action: Discussion to be raised at BUCAT****Method of circulation: Discussion****Deputy Dean Research Report (FOMFAB-17-013)**

Mike Silk sent apologies. ST discussed presentation (attached). It was raised that the Masters students have lost their space on the first floor of the EBC due to the PGRs utilising the whole floor. About to enter Delivery Plan process, align research to strategic themes, more likely to get investment. Teams will be rewarded rather than individuals. International partners to be utilised more, this will strengthen bid if international collaborator. Faculty has shown an increase in research growth but need to be more strategic for future, use talent across university. Nurture PhDs, create teams of researchers not pockets of individuals.

Discuss Delivery Plan process aligning with BU2025 key focci themes

Mike Silk sent apologies, will discuss with departments during future departmental meetings.

Associate Dean Global Engagement Report (FOMFAB-17-014)

Milena Bobeva sent apologies. Dermot McCarthy provided update from Senate (see attached report). Members advised that in future, all updates from Senate will go directly on to BU blog.

Associate Dean Student Experience Report (FOMFAB-17-015)

Philip Ryland sent apologies.

Director of Accreditation Report (FOMFAB-17-016)

Gelareh Roushan-Easton advised weekly AACSB meetings have been set up, lots of staff involved, with daily operational meetings held with AACSB team. BS Execlet has been formed to help devise narrative in terms of autonomy and identity of Business School. Drop in sessions are also available to staff.

17/004 FOR APPROVAL AND ENDORSEMENT**Visiting Researchers**

Francisca Sempere Ripoll

Maja Turnsek Hancic

Hubert Escaith

Endorsed**17/005 REPORTING COMMITTEES****Faculty Academic Standards Committee (FOMFAB-17-017)**

The report from Academic Services to the Faculty Academic Boards dated January 2018 was noted.

17/006 **ANY OTHER BUSINESS**

Noted

HEA Applications – BU needs to achieve 100% teaching qualification or HEA qualification, meeting has been organised to discuss with those outstanding.

V4L – staff asked to undertake advanced training for Brightspace, drop in sessions also available. It was raised that some of the training is too early in the year. GR to take back to LF to discuss. Turnitin is changing (nationally), currently under debate across all universities, collective paper being written and sent to senior members of Turnitin, there is a question of whether BU will continue with Turnitin when license expires.

Action: GR

To be completed by 28 February 2018

Format of completed action: GR to discuss Brightspace training timing with LF

Culture change survey attached.

Homeworking policy and relocation of Christchurch House staff. Academics not happy with open plan space, have had no consultation, no access for students, will have an impact on NSS and worsen student experience as well as staff morale. There has been no response to requests such as space for books, configuration of desks etc. ST advised that the Homeworking Policy has been put on hold. Happy to discuss moves with staff and will speak with Director of Operations.

Emma Knight is leaving which will be a sad loss for BU.

17/007 **DATE AND TIME OF NEXT MEETING**

Wednesday 16 May 2018, 3pm, Barnes Lecture Theatre

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-009
Sub Committee and Date of Meeting	Faculty of Media & Communication Faculty Academic Board minutes of 14 February 2018
Items recommended for approval by a sub-committee	No items recommended.
Items referred for information by sub-committee	No items referred.
Items approved by the sub-committee	<p>Minutes of previous FAB meeting held on 18 October 2017 were approved.</p> <p>3 Visiting Fellows were approved.</p> <p>1 Visiting Professor had an extension of appointment of 3 years</p> <p>1 Visiting Fellow was approved by Chair's Action and ratified by the committee</p>
Confidentiality	Not confidential.

FACULTY OF MEDIA AND COMMUNICATION ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON WEDNESDAY 14 FEBRUARY 2018

Present

Professor Mike Wilmore	Executive Dean
Dr Richard Berger	Associate Professor of Media and Education
Mark Brocklehurst	Director of Operations
Professor Hugh Chignell	Professor, Media Production Department
Adam Child	Head of Academic Quality
Dr Fiona Cownie	Senior Principal Academic
Josh Deerman	Financial Operations Administrator (PSS Rep)
Dr Barbara Dyer	Deputy Dean Education and Professional Practice
Ben Ellis	Programme Support Officer (PSS Rep)
Sharen Everitt	Education Service Manager
Dr Karen Fowler Watt	Head of School, JEC
Alex Hancox	SU VP Education
Professor Stephen Jukes	Professor of Journalism
Associate Professor Darren Lilleker	Head of Department, CMC
Professor Iain MacRury	Deputy Dean Research and Professional Practice
Ian Marsland	Faculty Librarian, FMC
Professor Dinusha Mendis	Professor, Law Department
Associate Professor Michelle Morgan	Associate Dean Student Experience
Dr Annamaria Neag	Marie Curie Research Fellow
Craig Porter-Garthford	Technical Resource Assistant (PSS Rep)
Professor Guy Starkey	Associate Dean Global Engagement
Chris Williams	Head of Department, NCCA

In attendance

Karen Newsome	Executive Officer
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Apologies

Laura Hampshaw	Operations Manager
Keith Heyward	Technical Support Group Manager
Professor Candida Yates	Professor of Culture and Communication
Salvatore Scifo	Senior Lecturer in Communication and Social Media
Dr Mark Readman	Principal Academic in Media Education
Dr Jill Nash	Lecturer in Advertising and Marketing Communications
Professor Barry Richards	Professor of Political Psychology
Anna Troisi	Senior Lecturer in Digital Media Design
Brian McNulty	Research Development Co-ordinator (PSS Rep)
Sue Warnock	Head of Department, Law
Dr Christa Van Raalte	Head of Department, Media Production
Ken Brown	Lecturer in Law

17/001 **APOLOGIES**
Apologies were noted as listed above.

17/002 **MINUTES OF THE PREVIOUS MEETING HELD ON 18 OCTOBER 2017 – FABFMC-17-027**

Accuracy – The minutes of the meeting held on 18 October 2018 were agreed as a correct record. **CONFIRMED**

UNCONFIRMED

- 17/003 **MATTERS ARISING/ACTION LOG – FABFMC-17-028**
All matters arising from the previous meeting were deemed to be complete. **CONFIRMED**
- 17/004 **EXECUTIVE DEAN'S REPORT – VERBAL**
The Dean gave a verbal report, highlighting the following:
- Excellent global engagement activity continues within FMC.
 - An FMC research event was recently held with a focus on REF.
 - Successful placement celebration events have been held for CMC and Law and will be emulated in other Departments, providing opportunities for engagement with alumni and host organisations and welcoming returning students.
 - FMC's latest MUSE results were commendable and a testament to much hard work in FMC; thanks were expressed to all, to be passed on to colleagues. The data analysis is used to inform decisions re areas requiring support; it has been shared with Heads of Department (HoDs) and can be disseminated.
 - Financial constraints continue to provide a challenge across the HE sector. The Exec team are reviewing the curriculum with a view to presenting a refreshed portfolio for a competitive market.
 - The BU2025 strategic plan has been approved by the University Board following consultation. Implementation Planning will replace the Delivery Planning of recent years; the Exec team are working on the Faculty Implementation Plan. Detailed budget discussions will then take place.
 - The recent Exec Away Day considered challenges in the areas of Education, Research, People and Place and generated clear ideas re key pressure points. The Faculty Implementation Plan will put forward evidence and justification for any changes.
- NOTED**
- 17/005 **PROFESSIONAL DOCTORATE IN CREATIVE MEDIA PRACTICE – FABFMC-17-029**
The Head of Journalism, English and Communication outlined the proposal prepared by Mark Readman, Principal Academic in Media Education, for a Professional Doctorate in Creative Media Practice, noting this is currently undergoing amendment following discussion at Executive Committee, where it will be reconsidered before approval is given to proceed to ASC. Comments from FAB were invited.
- ACTION: Mark Readman
To be circulated to Exec Committee for approval**
- 17/006 **CMC COURSE REVALIDATION – FABFMC-17-030**
The Head of Department, CMC, outlined the proposal for CMC course revalidation. This has Exec Committee support and has proceeded to ASC with some minor amends. Comments from FAB were invited; the Board noted the importance of working with M&C to ensure that in marketing the courses prospective students are helped to understand what is included as added value/extra experience at the heart of the offering.
- NOTED**
- 17/007 **MA CREATIVE MEDIA AND EDUCATION – CLOSURE – FABFMC-17-031**
The Head of Journalism, English and Communication outlined the proposal for closure of MACME, which has Exec Committee support to proceed to ASC. Comments from FAB were invited.
- ACTION: Karen Fowler Watt
To proceed to ASC**
- 17/008 **LAW DEPARTMENT COURSE CLOSURES – FABFMC-17-032**
The Dean presented proposals for course closures within the Law Department as a result of revalidation responding to changes to the Solicitors Regulation Authority requirements for qualifying solicitors; comments from FAB were invited. It was noted that Exec Committee supported the proposals to proceed to ASC, whilst requesting reconsideration of the proposed date of the LPC closure.

UNCONFIRMED**ACTION: Sue Warnock****Reconsideration of LPC closure timings to be circulated to Exec for approval****17/009 DEPUTY DEAN EDUCATION AND PROFESSIONAL PRACTICE – REPORT – FABFMC-17-033**

The DDEPP presented the report, highlighting the following:

- Thanks are due to all for excellent MUSE results; the next MUSE will commence on 5.3.18.
- The NSS is underway with support from SUBU.
- Disappointing PTES results will be addressed by the Student Voice Committee with the support of M&C; a working group is to be convened to develop a strategy to enhance engagement and completion rates. ADSEs are responsible for promoting this within Faculties.
- Brightspace Stage 2 is to be implemented in 2018/19. An Implementation Working Group will be convened in FMC and will meet monthly to address problems arising. The DDRPP noted that the Doctoral School has not been included in Brightspace; it will be important to create a space for doctoral students in the Faculty very soon.
- iVLE (PREP) – the DDEPP is working with Heads of Education to ensure maximum engagement.

NOTED

The Associate Dean Student Experience reported on work being done around the role of Academic Advisers, where there have been differences across BU. Task Groups have been working on this with Faculty representation; the outcomes will be brought to Exec Committee for discussion before being put to ESEC in April, and will be widely communicated.

ACTION: Michelle Morgan**Task Group outcomes to be circulated to Exec Committee****17/010 DEPUTY DEAN RESEARCH AND PROFESSIONAL PRACTICE – REPORT – FABFMC-17-034**

The DDRPP presented the report, highlighting the following:

- FMC is preparing for a 100% inclusive REF, and UoA leaders are discussing where academics can best be included in the research structure of the Faculty.
- Steps have been taken to ensure all academics have access to a research mentor.
- The Faculty may struggle to reach its research income target for this year; it was noted though that looking at the situation over a 3- or 5-year period gives a different picture as some bids are over more than one year.
- Thanks were expressed to Heads of Research and Research Centre heads, who have worked hard to increase bidding activity.
- Staff should revisit their BRIAN profiles regularly and ensure they are up-to-date.
- Attention was drawn to research leadership training being provided by RKE; colleagues are encouraged to attend if they have the opportunity.
- PGR progress has improved significantly within the Faculty; there has been a slight remodelling of the Initial Review process, which will be panel-based.
- Colleagues are encouraged to be attentive to their outputs following conference attendance; mentors and appraisers should routinely give attention to this.

NOTED**17/011 PROPOSAL FOR VISITING FELLOW EXTENSION OF APPOINTMENT – PADDY COULTER – FABFMC-17-035**

Professor Stephen Jukes presented the proposal. The Board agreed to appoint Paddy Coulter as a Visiting Fellow for a further period of three years from 1 February 2018. **APPROVED**

UNCONFIRMED

The Board noted that Visiting Fellows should be enabled to contribute to the research impact agenda within the Faculty, and staff with a close working relationship to such appointments should work to encourage this. **APPROVED**

- 17/012 **PROPOSAL FOR VISITING FELLOW EXTENSION OF APPOINTMENT – KEVIN MARSH – FABFMC-17-036**
The Head of School (Journalism, English and Communication) presented the proposal. The Board agreed to appoint Kevin Marsh as a Visiting Fellow for a further period of three years from 1 February 2018. **APPROVED**
- 17/013 **PROPOSAL FOR VISITING FELLOW EXTENSION OF APPOINTMENT – SANDRA LAVILLE – FABFMC-17-037**
The Head of School (Journalism, English and Communication) presented the proposal. The Board agreed to appoint Sandra Laville as a Visiting Fellow for a further period of three years from 1 February 2018. **APPROVED**
- 17/014 **PROPOSAL FOR VISITING PROFESSOR EXTENSION OF APPOINTMENT – DR TONY STOLLER – FABFMC-17-038**
Professor Hugh Chignell presented the proposal, noting Dr Stoller's valuable contribution to the Centre for Media History in his role as Visiting Professor, and his work on the Impact Study re Media Archives. The Board agreed to recommend to the Vice Chancellor the extension of the appointment of Dr Tony Stoller for a further three-year period from 1 August 2018. **RECOMMENDED**
- 17/015 **ACADEMIC SERVICES REPORT – FABFMC-17-039**
The Head of Academic Quality presented the report. The Dean drew attention to the change to the Placement Policy relating to optional placements, which must be signed off by 31 August; this change must be communicated effectively to students. FAB noted that the stricter deadline may require consideration to be given by Student Services to increasing available support to help students find placements. **NOTED**
- 17/016 **INTERNATIONAL REPORT – FABFMC-17-040**
The Associate Dean Global Engagement presented the report, highlighting impressive global engagement work within the Faculty. **NOTED**
- 17/017 **PROFESSIONAL AND SUPPORT STAFF REPORT – FABFMC-17-041**
The Director of Operations presented the report compiled by the Professional Support Staff (PSS) representatives to FAB. The Dean noted the amount of work undertaken by the PSS, reflected in the report, and thanks were expressed to those present and their colleagues. **NOTED**
- 17/018 **HEAD OF DEPARTMENT, LAW – REPORT – FABFMC-17-042**
The report was taken as read. **NOTED**
- 17/019 **HEAD OF DEPARTMENT, MEDIA PRODUCTION – REPORT – FABFMC-17-043**
The report was taken as read. **NOTED**
- 17/020 **HEAD OF DEPARTMENT, CMC – REPORT – FABFMC-17-044**
The Dean welcomed Dr Darren Lilleker (DL) to the first FAB in his role as Head of Department, CMC. DL presented the report, noting the activities of CMC staff. **NOTED**
- 17/021 **HEAD OF DEPARTMENT, NCCA – REPORT – FABFMC-17-045 - VERBAL**
Chris Williams, HoD, presented a verbal report in lieu of a written paper, highlighting the good MUSE results in NCCA and many student successes. Work is to be undertaken around unit design and delivery with support from Liz Falconer, Academic Learning Designer. **NOTED**

UNCONFIRMED

- 17/022 **HEAD OF SCHOOL, JEC – REPORT – FABFMC-17-046**
 Karen Fowler Watt (KFW), Head of School, presented the report, highlighting the following:
- The appointment of Dr Bronwen Thomas as Chair in English and New Media.
 - Significant national awards, including the NCTJ Innovation Award (for BAMMJ), and student awards from the BJTC.
 - The recent event held to commemorate Alan Brown, much missed following his death last summer. An award was given in his name at the BAMMJ Showcase and the Alan Brown Studio was unveiled. KFW wished FAB to place on record the Faculty's thanks to Jason Hallett for his sensitive work with students affected by Alan's death last year.
- NOTED**
- 17/023 **VISITING FELLOW APPOINTMENT – CHAIR'S ACTION – DR MARIE CRONQVIST – FABFMC-17-047**
 The Board noted the appointment by Chair's Action of Dr Marie Cronqvist as a Visiting Fellow (information on file from the FAB held in October 2017). **NOTED**
- 17/024 **PROGRAMME TEAM MINUTES**
 The Board noted the documentation available for information on the I:drive. **NOTED**
- 17/025 **FACULTY ACADEMIC STANDARDS COMMITTEE MINUTES – FABFMC-17-048**
 The Board noted the minutes of the FASC held on 1 November 2017. **NOTED**
- 17/026 **FACULTY RESEARCH & KE COMMITTEE MINUTES – FABFMC-17-049**
 The Board noted the minutes of the RKEC held on 27 June 2017. **NOTED**
- 17/027 **FACULTY RESEARCH DEGREE COMMITTEE MINUTES – FABFMC-17-050**
 The Board noted the minutes of the FRDC held on 15 November 2017. **NOTED**
- 17/028 **ANY OTHER BUSINESS**
 There were no other items of business.
- 17/029 **DATE AND TIME OF THE NEXT MEETING**
 2 May 2018 at 2.00pm in the Board Room

Committee Name	SENATE
Meeting Date	28 February 2018
Paper Number	SEN-17-010
Sub Committee and Date of Meeting	Faculty of Science & Technology Faculty Academic Board minutes of 1 February 2018
Items recommended for approval by a sub-committee	No items recommended.
Items referred for information by sub-committee	Item 1.2 Review of Faculty Academic Board Terms of Reference
Items approved by the sub-committee	Minutes of previous FAB meeting held on 12 October 2017 were approved. Item 6 Proposed New Courses, Programmes and Modifications <ul style="list-style-type: none"> • BA (Hons) Product Design Futures • MA Design Management • FdEng Engineering (Marine), HNC Engineering (Marine) Item 7 Visiting Professors and Visiting Fellows Appointments and Re-Appointments
Confidentiality	Not confidential.



**Bournemouth
University**

Faculty of Science & Technology

Unconfirmed

Faculty Academic Board

Thursday, 1 February 2018 at 2pm in the Boardroom

Present:	Professor Keith Phalp,	Chairman/Executive Dean
	Dr Kevin McGhee	Deputy Dean, Education and Professional Practice
	Dr Clive Hunt	Associate Dean, Student Experience
	Dr Angelos Stefanidis	Associate Dean, Global Engagement
	Professor Timothy Darvill	Head of Department, AAFS
	Dr Christos Gatzidis	Head of Department, Creative Technology
	Professor Richard Stillman	Head of Department, LES
	Dr Philip Sewell	Head of Department, Design & Engineering
	Professor Vasilis Katos	Head of Department, Computing & Informatics
	Kelly Deacon Smith	Director of Operations
	Paula Peckham	Education Services Manager
	Ruth Muir	Programme Support Officer
	Dr Sulaf Assi	Academic Staff
	Dr Christopher Richardson	Academic Staff
	Dr Sofia Meacham	Academic Staff
	Dr Emili Balaguer-Ballestero	Academic Staff
	Dr Deniz Cetinkaya	Academic Staff
	Dr Alain Simons	Academic Staff
	Dr Jose Forseca	Academic Staff
	Karsten Pedersen	Demonstrator, Creative Technology
	Patti Davies	Executive Officer and Administrative Support
Guests	Jacky Mack	Head of Academic Services
	Alex Hancox	SU VP Education
	Emily Dalton	Student Representative, UG Level 6 Biological Sciences

Apologies: Kate Welham, Tiantian Zhang, Eileen Wilkes, Shamal Faily, Zulfiqar Khan, Peter Hills

The attention of all committee members and attendees is drawn to the University's Conflicts of Interest Policy and Procedures which states that "Members ... must declare any interest they have in the business to be conducted at any meeting which they attend."

17/001 Review and approval of the previous minutes from the meeting of 12 October 2017

The minutes of the Faculty Academic Board meeting of 12 October 2017 were approved as presented.

17/002 Matters Arising - there are no actions pending from the 12 October 2017 meeting.

17/003 Review of Terms of Reference for the Faculty Academic Board

Jacky Mack discussed the points on the Terms of Reference for the Faculty Academic Boards which are the Forums within the Faculties that address academic orientated matters and reports directly to the Senate. Members discussed some of the specific main responsibilities, most of which can be covered through the reports from the Faculty Executives, Associate Deans, and Heads of Departments in their Departmental Reports. The minutes of the FASC, FESEC and FRRKEO meetings are presented to the Academic Boards as well. Departmental reports, FESEC meeting minutes and Associate Dean, Student Experience reports can address the student representative issues and programme team activity, rather than having additional reports.

Jacky said there is leeway in terms of pragmatism as to how these matters are brought before the Academic Boards.

A question arose about including a reference to Athena Swan in the Terms of Reference but some members thought it may be sufficient to leave that as a standing agenda item if necessary rather than incorporate it in the TOR.

17/004 BU2025 Discussion - Keith Phalp

Keith Phalp reported that he had initially wanted to have a more in-depth discussion about the BU2025 Strategy for consideration for the Delivery Plan. The Consultation for BU2025 has been completed and the Strategic Plan will be presented to the Board of Governors this month. Discussions are already underway about developing and diversifying into Medical and Bio-Medical Sciences and Engineering. This is a discussion to have with the Academic Board in more depth after the Board of Governors has reviewed the BU2025 Strategic Plan and approved it to discuss investment opportunities and curriculum growth.

17/005 Executive Dean Update - Professor Keith Phalp

Keith also reported that there has been much diversification and growth in terms of programme proposals and modifications within the Faculty with proposals being forwarded to the Academic Standards Committee. The Faculty is currently developing a new partnership with Wiltshire College on a number of Foundation Degree courses in life sciences and other STEM areas.

17/006 Deputy Deans' Reports

Deputy Dean, Education, Professional Practice - Dr. Kevin McGhee (verbal report)

Kevin McGhee thanked everyone for their Semester 1 efforts. The 3 Week Assessment Turnaround data has been uploaded into Prime today. A few staff members didn't comply with the 3WAT but they did have valid reasons for that. Members were reminded that they must let their Department Head know if they can't meet their 3WAT and why so it can be noted.

The Faculty is looking into ways to improve student retention numbers through a more flexible approach with resubmissions and resits, etc. SITS/Brightspace phase 2 is underway along with the addressing of the snag list from phase 1. MUSE 2 starts in mid-March. The Faculty of SciTech has been the most prolific faculty for new programme proposals and development. Representatives from Wiltshire College will be visiting next week to look at the Faculty's facilities for Foundation Degree programmes being developed in partnership with FST. Also discussed were upcoming revalidation events for the Faculty and the HEA Fellowship drive. 54 members of the Faculty still need to obtain their HEA certification and should sign up for a Teach BU Workshop before the workshops run out. Once they stop, staff will have to absorb the costs of pursuing HEA certification elsewhere.

Deputy Dean, Research, Professional Practice - Professor Tiantian Zhang (tabled)

Tiantian Zhang tabled her report electronically which addressed the Q1RKE income report, the RKE income target for SciTech set at £2,589,237 which means £480,315 new recognised income needs to be achieved, the general bidding success results, QR funding and PGR supervision and supervisory development. Keith asked if anyone had any questions or comments.

17/007 Update from Director of Operations - Kelly Deacon-Smith

The demolition of Tolpuddle House is scheduled to start this month for the construction of the new Poole Gateway Building.

A Project Board for the Poole Gateway Building phase 2 is being formed for May 2018. The phase 2 construction will involve the Science & Technology Faculty.

The new courses being developed will have an impact on space and lab re-developments. This needs to be taken into account in the Delivery Plan and for Estates planning.

Delivery Planning will probably take place in March. Heads of Departments will be asked to discuss any resource needs and areas of development that will need additional resources with the Executive Group of the Faculty.

Budget meetings are taking place with the HoDs about 2018/19 budgets for departmental input.

The student applications are approximately 10% down this week however this continues to improve. Applications are being processed more promptly than the previous year. The late March report should be more accurate pertaining to application decisions. Paula Peckham can always produce a report showing current status of application numbers and decisions as needed though.

Continuation numbers and the impact of the Placement cut-off date change are being closely monitored.

17/008 Proposed new courses, programmes and modifications - Dr Philip Sewell

Programme Development Proposal for BA (Hons) Product Design Futures **Approved**

Programme Development Proposal for MA Design Management **Approved**

Programme Development Proposal for FdEng Engineering (Marine), HNC Engineering (Marine) **Approved**

17/009 Visiting Professors and Visiting Fellows Reappointments and Appointments

Visiting Professor

Prof Yonggang Meng -Professor of Mechanical Engineering at University of Beijing. Recommended for *appointment* by Prof Zulfiqar Khan for research and professional collaboration. Statement of Support and CV tabled. **Recommended for Approval**

Dr Rehan Ahmed - Sustainable Design in the Department of Design & Engineering. Recommended by Professor Mark Hadfield *to reappoint* Dr Ahmed for 3 more years due to ongoing collaboration. Updated CV tabled. **Recommended for Approval**

Prof Chinnakurli Ramesh - Sustainable Design in the Department of Design & Engineering - recommended by Professor Zulfiqar Khan to let Professor Ramesh's visiting professor privileges *lapse*. **Recommended to let privileges lapse**

Visiting Fellows

Mr. Richard Henry - Archaeology, Finds Liaison Officer at the Salisbury Museum. Recommended for *appointment* as Visiting Fellow to the CAA/AAFS for research collaboration by Prof. Timothy Darvill. Statement of Support and CV tabled. **Approved**

Professor Frank Grimm - Computing and Informatics from the University of Applied Sciences of Zwickou, Germany. Recommended for *appointment* for research and professional collaboration by Dr Sofia Meacham. Statement of Support and CV tabled. **Approved**

Dr Remous-Aris Koutsiamanis - Network Systems and Cyber Security at IMT Atlantique (Rennes), Cesson Sevigne, France. Recommended for *appointment* as Visiting Fellow to the Department of Computing & Informatics for research and professional collaboration by Dr. Raian Ali and Professor Vasilis Katos. Statement of Support and CV tabled. **Approved**

Dr Aimilia Tasidou - Network Systems and Cyber Security at IMT Atlantique (Rennes), Cesson Sevigne, France. Recommended for appointment as Visiting Fellow to the Department of Computing & Informatics for research and professional collaboration by Dr. Raian Ali and Professor Vasilis Katos. Statement of Support and CV tabled. **Approved**

Mr. Dene Baldwin - Forensic Science reappointment review. Mr. Baldwin continues to collaborate on the MRes Forensic Toxicology course and research. Recommended for *reappointment* for 3 more years by Dr Sulaf Assi. **Approved**

Dr. Christopher Gleed-Owens - Ecology. Recommended for *reappointment* for another 3 years by Dr John Stewart for ongoing collaboration. **Approved**

Dr Clare Elizabeth Randall - Archaeology reappointment review (AAFS). Recommended by Prof Timothy Darvill for *reappointment* for another 3 years due to ongoing collaboration. **Approved**

Christopher Williams - Software Systems reappointment review. Christopher continues to collaborate as an ongoing industrial PhD supervisor in the Department of Computing and informatics. Recommended by Dr Shamal Faily for *reappointment* for another 3 years.

Approved

17/010 Other issues raised by staff

No other issues were submitted or raised by staff members

17/011 Questions or comments regarding reports and minutes submitted

Academic Services Report - Jacky Mack (tabled)

The Academic Services Report for January 2018 was tabled for questions and comments. Topics covered included Curriculum Build, Placement Policy Change, Partnership approval process, Templates and guidance for committees, Admissions, Assessment principles, PSRB data collection, Restructuring of the Faculty Learning Technologist Team, and LLS Research Data management. A question arose pertaining to the accuracy of the Learning Technologist's queries number as it is the number for the Estates and IT Help Desk. It was also pointed out that that the University's Assessment Principles must be flexible enough to take into account the various courses' accreditation and professional body's requirements which do vary between them.

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

The Associate Dean, Student Experience Report was tabled for questions and comments. The report topics included MUSE2, NSS 2017 Qualitative Data and analysis and an NSS 2018 update.

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

The Associate Dean, Global Engagement Report was tabled for questions and comments. The report covered Erasmus + funds being available along with the eligibility, EU and OS recruitment figures, and the Global Festival of Learning for 2018.

Head of Dept. of Archaeology, Anthropology & Forensic Science - Professor Timothy Darvill (tabled)

The HoD Archaeology, Anthropology & Forensic Science report was tabled for questions and comments. Professor Darvill pointed out that there is a lot happening within the Department which is addressed in his report, including research, publications, seminar series, funding successes, educational programmes being developed and student forum activity.

Head of Dept. of Computing & Informatics - Prof. Vasilis Katos (tabled)

The HoD Computing and Informatics report was tabled for questions and comments for Professor Vasilis Katos. The Department is currently revalidating all PG programmes. The report covered the department members' research activities, bidding, publications in detail. Dr Theodoros Kostoulas was elected to the membership of the AAAC which is a professional international association for researchers in Affective Computing Emotions and Human-Machine Interaction.

Head of Dept. of Creative Technology - Dr. Christos Gatzidis (tabled)

The HoD Creative Technology report was tabled for questions and comments for Dr. Christos Gatzidis. The report provided updates regarding staffing, programme proposals, student recruitment and student engagement activities which include field trips and industrial guest speakers including BU Creative Technology alumni working in their degree fields. The Department will be hosting the next Southern Independent Games Network Conference in April at the EBC along with Portsmouth University and Southampton Solent University. Dr. Simant Prakoonwit has recently secured an approximate £60K consultancy grant from Smart Sure Ltd. for PhD funding, in addition to a £40K grant from Guide Dogs for the Blind Association. Alain Simons secured an £8.5K consultancy grant from the Bovington Tank Museum as well.

Head of Dept. of Design and Engineering - Dr. Philip Sewell (tabled)

The HoD Design & Engineering report was tabled for questions and comments for Dr. Philip Sewell. The Departmental review is well underway with new programmes proposed for development. The report addressed the department's educational activities and

research/enterprise activities including funding received by Professor Zulfiqar Khan, bids submitted by department members, PGR/PDRA activity and professional activities.

Head of Dept. of Life and Environmental Sciences - Prof Richard Stillman (no report tabled-verbal)

Professor Richard Stillman reported that a newly hired Human Genetics lecturer will be joining the Department of LES in May. The Department has had a Marie Curie funding award. The Department of LES is developing Bio-Medical Medical Science degree programme and members are also working on an Athena SWAN application submission.

Head of Dept. of Psychology - Dr Peter Hills (tabled)

Dr Hills sent his apologies but he tabled a HoD Psychology report electronically. The report provided an overview of recent staffing, educational, research and professional practice activity within the Department of Psychology since the last Faculty Academic Board meeting.

Health and Safety Report - Helen Brennan/Kelly Deacon-Smith (tabled)

Helen Brennan, Faculty Health and Safety Advisor tabled a health and safety report regarding health and safety training summaries for the Faculty for Firerite training, DSE training and a reminder that Handlerite training for manual handling is mandatory for all staff members.

Faculty Education and Student Experience Committee meeting minutes, 14/11/2017 (tabled for informational purposes)

The minutes of the FESEC meeting of 14/11/2017 were tabled for informational purposes. There were no questions or comments.

Faculty Academic Standards Committee meeting minutes, (a) 4/10/2017 and (b) 16/11/2017 (tabled for informational purposes)

The FASC meeting minutes of 4/10/2017 and 16/11/2017 were tabled for informational purposes. There were no questions or comments.

Faculty Research and RKE Committee, 30/10/17 (tabled for informational purposes)

The FRRKE Committee meeting minutes of 30/10/2017 were tabled for informational purposes. There were no questions or comments.

17/012 AOB

Paula Peckham reported that there has been a lot of activity involving Partnership Institutions and programmes. Some Faculty partnerships are in the process of being closed but the Faculty is opening more partnership programmes as well. There is a need to tidy up some of the Partnership Boards accordingly. A discussion followed. It was suggested that a Partnership Programme list by Faculty Departments/courses would be helpful to the Heads of Departments. Jacky reiterated that new partnerships can be developed if a good case is provided

17/013 Date of Next Faculty of Science & Technology Academic Board meeting

10 May 2018 at 2pm in the Boardroom