

# Senate 5 November 2020

Thu 05 November 2020, 14:15 - Thu 05 November 2020, 16:00

MS Teams

## Attendees

### Board members

John Vinney, Y T McIntyre-Bhatty, Einar Thorsen, Keith Phalp, Stephen Tee, Lois Farquharson, Jacky Mack, Mandi Barron, Julie Northam, Chiko Bwalya, Jane Murphy, Sam Porter, Esteves Luciana, Shanti Shanker, Rebecca Hindley, Catherine Angell, Carol Clark, Karl Rawstrone, Fiona Cosson, Helen Best, Laura Roper, Bronwen Thomas, Christos Gatzidis, Heather Hartwell, Jack Guymer (Minute taking)

Absent: Samantha Leahy-Harland, Tim Lloyd, Naomie Lebe (President, Students' Union at Bournemouth University), David Reeve, Jim Andrews

## Meeting minutes

### 1. APOLOGIES

Chair

Members were welcomed to the meeting and apologies were noted as above. The Chair welcomed the following new members: Naomie Lebe (President of SUBU), Chiko Bwalya (Vice-President (Education) of SUBU), Rebecca Hindley (elected Faculty Academic Staff Representative, BUBS), Professor Bronwen Thomas (Professorial Member, FMC) and Professor Christos Gatzidis (Professorial Member, FST).

### 2. DECLARATIONS OF INTEREST

Chair


There were no declarations of interest.

### 3. MINUTES OF PREVIOUS MEETING OF 10 JUNE 2020

#### 3.1. Accuracy/approval of previous minutes

Chair

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

 Item 3.1 Minutes of Senate - 10 June 2020 - unconfirmed.pdf

#### 3.2. Matters Arising

Chair

There were no actions from the previous meeting.

#### 3.3. Report of Electronic Senate meeting of 30 September to 7 October 2020

Chair

**Noted:** The report of the Electronic Senate meeting of 30 September to 7 October 2020 was noted.

 Item 3.3 Report of E-Senate held 30 Sept to 7 Oct 2020 - unconfirmed (1).pdf

### 4. TERMS OF REFERENCE

J Mack

Senate was asked at the last e-meeting to consider a request from the University Research Ethics Committee (UREC) to reduce the number of times the committee met each year. It was recognised that Senate's sub-committees had flexibility to meet as often was required to undertake their responsibilities in accordance with their Terms of Reference (ToR). Instead of reducing the number of meetings it was agreed that the ToR for each sub-committee would be amended to enable flexibility by noting that the usual number of meetings would be expressed as 'normally'.

 Item 4 (Cover Sheet) Terms of Reference.pdf

#### 4.1. Academic Standards and Education Committee (ASEC)

For Approval

The ASEC ToR had been amended accordingly. No other changes had been proposed.

**Approved:** The ASEC ToR was approved.

 Item 4.1 ASEC Terms of Reference.pdf

## 4.2. Faculty Academic Board (FAB)

The FAB ToR had been amended accordingly. No other changes had been proposed.

**Approved:** There was an action for each FAB to review its ToR at their next meeting, with this activity not taking place prior to Senate. The FAB ToR was approved in principle subject to re-approval at the next FAB meetings. It was requested that any changes were reported back to Senate.

 Item 4.2 FAB Terms of Reference.pdf

## 4.3. Research and Professional Practice Committee (RPPC)

The RPPC ToR had been amended accordingly following approval at the last e-meeting.

**Noted:** The RPPC ToR was noted.

 Item 4.3 RPPC ToR 2020 - final.pdf

For Note

## 4.4. University Research Ethics Committee (UREC)

The UREC ToR had been amended accordingly following approval at the last e-meeting.

**Noted:** The UREC ToR was noted.

 Item 4.4 UREC ToR 2020 - final.pdf

For Note

# 5. VICE-CHANCELLOR'S COMMUNICATIONS

## 5.1. HE Sector and BU2025 Update

Chair

Noting the pandemic, the Chair thanked colleagues for their continued hard work in supporting students and each other. It was reported that the Major Incident Group (MIG) had been meeting regularly throughout and continued to lead the University's response.

The Chair praised the way in which the University had adapted to external challenges, and continued to adapt as regulations changed. In September, the government announced proposals to reduce bureaucracy across the sector. The proposals included changes to streamline and improve processes, such as regulatory reporting, and also included a review of the National Student Survey (NSS) by the Office for Students (OfS).

In terms of policy development, it was noted that a number of things had been delayed, most notably the government's response to the Augar review and the independent review of the Teaching Excellence and Student Outcomes Framework (TEF); the latter of which was expected to take into account the outcome of the NSS review. It was also noted that the OfS review of admissions had been paused, having been launched at the start of the year, and would remain on hold for the time being as recruitment had already started for the next academic year.

It was highlighted how the pandemic had demonstrated the importance of Fusion. Specifically, good progress was noted across the University in relation to research including the increase in the number and value of bids. There had also been increased engagement with practice, not just in health and social sciences but also across other areas as staff had supported industry and practice to adapt and address challenges.

Strong performance in terms of the University's league table positions was noted. The University had risen 26 places in the Times and Sunday Times rankings. It was considered that the results reflected the improvement in the NSS and the new Graduate Outcomes data.

Despite challenges faced with recruitment, undergraduate enrolments were stronger than expected. It was hoped that enrolments would continue to rise over the next few years in line with the increased number of 18 year olds in the general population. Recruitment for international students had declined, particularly for postgraduate taught provision. It was noted that future international recruitment would need to be monitored, given the changing position globally.

# 6. FOR DISCUSSION

## 6.1. Update on Research Excellence Framework (REF)

For Discussion  
S Anne Stringer & J Northam

The REF Manager provided an update on the upcoming Research Excellence Framework (REF) exercise. It was explained that the REF sought to assess the quality of research being undertaken by universities in the UK. There were three main purposes: to provide accountability for public investment in research, to provide benchmarking information, and to inform the allocation of funding for research (QR funding).

The importance of performing well in the REF was emphasised, not only as it determined the amount of funding the University received for research, but also because the scores from REF were used in the calculations of some university league tables.

Initially, REF was due to be submitted on 27 November 2020, but was delayed in March 2020 due to the impact of the pandemic. The exercise resumed on 31 July 2020, with a new submission date of 31 March 2021. In addition to contingency measures being employed by the University, it was reported that Research England were reviewing the arrangements for the REF exercise to minimise any further disruptions, with conclusions expected to be published by 6 November 2020 – although no further delay was expected.

It was explained that submissions were broken down into subject areas – units of assessment (UOA). Each UOA was assessed in three elements: environment, impact case studies and outputs, with 'outputs' weighted most heavily (60%). The University's submission covered 13 subject areas, which was an increase compared to the last exercise six years prior; the largest areas being Allied Health Professions (UOA3) and Communication, Cultural Media Studies (UOA34).

A revised timetable was shared, with an overview of key activity up until the results of REF were published in April 2022. Work was underway to develop and review of each of the three elements that would be assessed for each subject area, and conducting final staff eligibility checks. It was anticipated that the University's submission would be finalised by mid-January, before proof-reading, internal data verification and final approval.

There was a 48% increase in the number of staff submissions compared to the last exercise, including across each subject area; this was considered to show a significant increase in the University's research capacity. The latest Equality Analysis highlighted a number of potential inequalities in terms of staff submissions including gender, disability, and contractual status. However, it was reported that these gaps had narrowed when compared with those identified in the Equality Analysis undertaken in autumn 2019. It was reported that RPPC had undertaken a lot of work to support different ways of creating a more inclusive culture for research activity.

The results from the recent mock exercise indicated that each UOA was performing well in terms of output profile. However, the scores for the environment narratives and impact case studies were weaker than those for the outputs. It was expected that scores would improve as staff continued to work on these elements, with an extension to the assessment period for impact case studies noted to have been granted up until 31 December 2020.

It was reported that a further update would be provided to the next meeting of Senate in February 2021.

 Item 6.1 - Update on Research Excellence Framework.pdf

## 6.2. National Student Survey Results


For Discussion  
R Pottle

The University's overall satisfaction score had improved compared to the previous year, increasing from 78.31% to 80.19% with the sector average declining by 1% to 82.65%. The net impact of the changes meant that the University was closer to the sector average compared to the previous year. In addition, the benchmark for overall satisfaction had decreased, meaning that the University was 1.37% from the benchmark compared to 4.22% in the previous year. As a result, the University was no longer statistically different to the benchmark.

There had been improvement in six of the ten question areas compared to 2019. In addition to overall satisfaction, three of the six areas had improved by more than 1%: *Teaching on my course*, *Learning opportunities*, and *Student voice*. It was noted that *Organisation and Management* was the furthest away from the sector average, with questions on 'timetabling' and 'communicating changes' declining in the last year.

As with previous years, it was reported that the underlying data at programme and department level remained variable. There were five programmes with an overall satisfaction lower than 60%, compared to 23 programmes scoring 90% or above. The results by department had improved compared to previous years, which was noted as good progress.

 Item 6.2 (Cover Sheet) National Student Survey Results.pdf

 Item 6.2 National Student Survey Results.pdf

### 6.3. Transition to online and blended delivery

The Head of FLIE provided an update on the progress which had been made for supporting the delivery of learning, teaching and assessment activities in an online environment. It was noted that existing and ongoing policy development had helped to support the online transition, with some work being accelerated as a result of the pandemic, including: opt-in lecture recording, anonymous marking and the principles of assessment design.

In addition to providing support for Brightspace, further investment had been made in purchasing education tools to support online delivery and assessment, and to increase student engagement, including Zoom and Padlet. It was noted that future investments would be shaped by the experience gained from the online transition.

Where online transition had not been possible for some exams, e.g. due to PSRB requirements, it was reported that the University was looking at other solutions, such as online proctoring. It was confirmed that this was an area of work which would continue to be taken forward.

A set of resources had been developed to provide support and guidance to staff and students around online teaching and assessment; this included the Digital Pedagogies Framework. The framework had been published in the summer and had been devised to help staff with their preparation for online delivery.

Student engagement was noted as a continuing aspect of the online transition. Work was underway between FLIE and other services to analyse data with the aim of better understanding the learning experience of students, particularly in an online environment. For this year, the last question in the Mid-Unit Student Evaluation (MUSE) survey had been amended to gather more qualitative comments, reflecting on the teaching and learning experience since the transition to online.

FLIE was working with departments in relation to the Peer Reflection on Education Practice (PREP) and peer observation processes, some of which had been joined up with the annual monitoring theme relating to the transition to online delivery. There had been feedback about how the peer observation process had been used as an opportunity to look at unit information and content on Brightspace. It was hoped that the peer observation process would bring back a richer, more shared experience between staff in terms of managing units in a fully online scenario, and to identify areas for further development.

Inclusivity was identified as a key area of online delivery that required further work to ensure learning could be more personalised for each student.

It was reported that Brightspace analytics could be used to monitor and better understand student engagement in units, including the Intelligent Agents tool which could automatically monitor student activity and send personalised communications to students by email depending on their engagement with a unit of study. In her subject area, Ms Hindley commented that Level 4 students had been impacted more heavily by the transition to online learning compared to other cohorts. Noting the value of Brightspace analytics, it was queried if Brightspace could use other communication channels as there was concern that Level 4 students did not always access or know how to use email. It was considered that further support would need to be given to students in terms of the technical transition of systems if teaching and learning continued under Scenario D.


### 6.4. Update on Race Equality Charter

The Head of FLIE provided an update on the University's application for a Bronze Race Equality Charter award. Under the auspices of the University Leadership Team (ULT), work was underway to collate and analyse qualitative and quantitative data which would support the development of the University's submission and supporting action plan, with the first draft to be shared with ULT in December 2020. The analysis of data would give an indicator of the University's current position, and would involve capturing Fusion case studies amongst others. It was confirmed that a further update would be shared at the next meeting of Senate in February 2021.

### 6.5. Updated KPI Framework

Professor McIntyre-Bhatty explained how the Key Performance Indicator (KPI) Framework, which was first approved by the University Board in July 2018, had been revised to provide a more concise oversight of key areas of performance. The report had been streamlined with some indicators moving to a secondary, more detailed, level such as critical mass; it was confirmed that the data informing those indicators would continue to be captured as these would remain valuable in making other decisions. In addition, consideration had also been given to the order of the report. Notably, performance relating to financial sustainability had been enhanced with additional metrics. It was noted that the re-formatted report had been presented to the University Board in October 2020.

 Item 6.5 (Cover Sheet) Updated KPI Framework.pdf

 Item 6.5 Updated KPI Framework.pdf

## 6.6. Response to NSS Corporate Plan

For Discussion  
Prof T McIntyre-Bhatty

The item contained an overview of areas which had been identified as target priorities for improving NSS scores in 2020/21, and included detailed comments about what had worked well in the last academic year and actions that required further progress. It was considered that positive gains had been made across a number of areas in the NSS, including the reduction in the difference to the benchmark for overall satisfaction. It was noted that there was still more work to be done to improve scores beyond the benchmark, and it was hoped that some of the targeted areas in terms of discipline and actions relating to institutional consistency would have a positive impact.

-  Item 6.6 (Cover Sheet) Response to NSS Corporate Plan.pdf
-  Item 6.6 Response to NSS Corporate Plan.pdf

## 7. FOR APPROVAL/ENDORSEMENT

### 7.1. Prevent Duty Annual Report (including Code of Practice on Freedom of Speech)

For Endorsement  
S Nairn-Smith





Ms Nairn-Smith reported that the OfS had recently published guidance for Higher Education providers to complete the Prevent accountability and data return for the 2019/20 academic year, with the submission due by 1 December 2020.

There were no prevent-related incidents to report in 2019/20 and no designated activities as specified in the Code of Practice on Freedom of Speech.

Minor amendments had been made to the Code of Practice on Freedom of Speech to include reference to online learning and working.

It was confirmed that the draft accountability and data return did not require consideration by Senate before submission to the University Board for approval.

**Approved:** Senate approved the minor amendments to the Code of Practice on Freedom of Speech.

-  Item 7.1 Prevent Duty Update.pdf
-  Item 7.1a BU Prevent Policy 2020.21.pdf
-  Item 7.1b CoPFoS 2020.21.pdf
-  Item 7.1c Guidance Note on Sharing Information About External Speakers 2020.21.pdf



### 7.2. Senate Annual Report 2019/20

For Endorsement  
J Mack

The format of the annual report had been revised and streamlined, with the emphasis on key risks and issues.

The development and subsequent approval of *6R – Assessment Regulations for the Management of Assessment in Emergency Scenario(s)* and the Degree Outcomes Statement were highlighted as key deliberative items considered through Senate and its sub-committees in 2019/20.

**Endorsed:** Senate endorsed the Senate Annual Report to the University Board.

-  Item 7.2 (Cover Sheet) Senate Annual Report.pdf
-  Item 7.2 Senate Annual Report.pdf

### 7.3. Academic Quality Annual Report





For Endorsement  
J Forrest

Ms Forrest explained how the report provided assurance to the University regarding the maintenance of quality and academic standards.

In terms of *6R – Assessment Regulations for the Management of Assessment in Emergency Scenario*, there was indication that the measures taken to mitigate against the possible effects of the pandemic on the student experience had been effective in allowing student outcomes to be maintained and supported student achievement.

The annual monitoring process was highlighted as a core quality assurance function that brought together all data inputs relating to quality and standards, and the student experience. Overall, it was considered that there was strong evidence to demonstrate responsiveness to directives within the data and robust levels of reflection and planning.

**Endorsed:** Senate endorsed the Academic Quality Annual Report to the University Board.



-  Item 7.3 (Cover sheet) Academic Quality Annual Report.pdf
-  Item 7.3 Academic Quality Annual Report.pdf
-  Item 7.3a 2019-20 action plan.pdf
-  Item 7.3b 2018-19 action plan with updates.pdf

## 7.4. Degree Outcomes Statement

For Endorsement  
J Forrest

Senate had received and endorsed the draft version of the Degree Outcomes statement in June 2020. The Statement had been updated with minor editorial updates and the inclusion of three key actions that had been identified to strengthen the institutional approach to monitoring student outcomes, and the potential for grade inflation, including ensuring alignment with the QAA's new Classification Descriptors, a review of the University's Assessment Regulations, and a review of policies and procedures that supported internal moderation.

**Endorsed:** Senate endorsed the Degree Outcomes Statement to the University Board.



-  Item 7.4 (Cover Sheet) Degree Outcomes Statement.pdf
-  Item 7.4 Degree Outcomes Statement.pdf

## 7.5. Report on invocation of 6R - Assessment Regulations for the Management of Assessment in Emergency Scenario(s)

For Approval  
J Forrest

The regulations contained a requirement for ASEC to conduct an annual review and report to Senate on any circumstances where the 6R Emergency Assessment regulations had been invoked. Early indicative data suggested that the invocation of the regulations had been effective in mitigating the impact of the pandemic on the student experience and academic achievement. One indicator of this was the reduction in academic appeals. It was noted that a full review of the impact would follow on from consideration of the data regarding student outcomes which would be received by ASEC in January 2021.

**Approved:** Senate approved the report on the invocation of 6R – *Assessment Regulations for the Management of Assessment in Emergency Scenario(s)*.

-  Item 7.5 (Cover Sheet) Report on invocation of 6R Emergency Assessment Regulations.pdf
-  Item 7.5 Report on invocation of 6R Emergency Assessment Regulations.pdf

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## 8. FOR NOTE

### 8.1. Final Knowledge Exchange Framework Narratives

For Note  
J Northam

Senate had received a draft version of the Knowledge Exchange Framework (KEF) narratives at the last e-meeting held 30 September to 7 October 2020. The narratives had since been updated following feedback, and had been presented to Research England for approval.

**Noted:** Senate noted the final KEF narratives.

-  Item 8.1 (Cover Sheet) Final KEF Narratives.pdf
-  Item 8.1a Bournemouth University, KEF2020 - Institutional context statement.pdf
-  Item 8.1b Bournemouth University, KEF2020 - Local growth & regen statement.pdf
-  Item 8.1c Bournemouth University, KEF2020 - Public community engagement statement.pdf

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## 9. REPORTING COMMITTEES

### 9.1. Faculty Academic Board Minutes

For Note  
Executive Deans



#### 9.1.1. FHSS FAB minutes of 13 October 2020 (unconfirmed)

**Noted:** Senate noted the FHSS FAB minutes of 13 October 2020.

-  Item 9.1.1 (Cover Sheet) FHSS FAB minutes of 13 October 2020 (unconfirmed).pdf
-  Item 9.1.1 FHSS FAB minutes of 13 October 2020 (unconfirmed).pdf



#### 9.1.2. BUBS FAB minutes of 13 October 2020 (unconfirmed)

**Noted:** Senate noted the BUBS FAB minutes of 13 October 2020.

-  Item 9.1.2 (Cover Sheet) BSAB minutes of 13 October 2020 (unconfirmed).pdf
-  Item 9.1.2 BSAB minutes of 13 October 2020 (unconfirmed).pdf


#### 9.1.3. FMC FAB minutes of 8 October 2020 (unconfirmed)

**Noted:** Senate noted the FMC FAB minutes of 8 October 2020.

-  Item 9.1.3 (Cover Sheet) FMC FAB minutes of 8 October 2020 (unconfirmed).pdf
-  Item 9.1.3 FMC FAB minutes of 8 October 2020 (unconfirmed).pdf

#### 9.1.4. FST FAB minutes of 15 October 2020 (unconfirmed)

**Noted:** Senate noted the FST FAB minutes of 15 October 2020.

 Item 9.1.4 (Cover Sheet) FST FAB minutes of 15 October 2020 (unconfirmed).pdf

 Item 9.1.4 FST FAB minutes of 15 October 2020 (unconfirmed).pdf

#### 9.2. Academic Standards and Education Committee minutes of 14 October 2020 (unconfirmed)

**Noted:** Senate noted the Academic Standards and Education Committee minutes of 14 October 2020.

 Item 9.2 (Cover Sheet) ASEC minutes of 14 October 2020 (unconfirmed).pdf

 Item 9.2 ASEC minutes of 14 October 2020 (unconfirmed).pdf

**For Note**  
Prof T McIntyre-Bhatty

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## 10. ANY OTHER BUSINESS

There was no other business.

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## 11. DATE AND TIME OF NEXT MEETING

Electronic Senate – 9.00am on 27 January 2021

Senate Meeting – 2.15pm on 24 February 2021

