

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 2 November 2016, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	1.1 Welcome and Apologies 1.2 Declarations of Interest		
2	Minutes of the Meeting of 8 June 2016 (VC) 2.1 Matters Arising 2.1.1 <u>Action</u> : Faculty Academic Board Terms of Reference (To approve - Ms J Mack) 2.2 Senate Terms of Reference and Membership (To approve – Ms J Mack)	SEN-1617-14 SEN-1617-15 SEN-1617-16	2.15
3	Report of Electronic Senate Meeting of 12 to 19 October 2016	SEN-1617-17	
	PART A – Vice-Chancellor’s Communications		2.25
4	4.1 BU 2018 and HE Sector Update 4.2 National Student Survey and changes to future surveys (To note - Mr R Pottle) 4.3 TEF Assessment – Year 2 (For information - Ms J Forster) 4.4 Global Engagement Update: 2016-17 Quarter One (For note - Dr S Minocha)	Verbal Update SEN-1617-18 SEN-1617-19 SEN-1617-20	
	PART B – Debate		3.15
5	5.1 Fair Access / FAAMG (Prof C Maggs, Prof G Thomas, Mr R Pottle)	Presentation	
	PART C1 – Academic Governance		3.50
6	6.1 Senate Annual Report to the University Board 2015/16 (To approve - Ms J Mack) 6.2 Prevent Duty Annual Report (To endorse for the University Board – Mr J Andrews) 6.3 BU Research Themes/Research Showcase 2016-2025 (For discussion - Prof J Fletcher)	SEN-1617-21 SEN-1617-22 SEN-1617-23	
	PART D – Committee Business		4.15
7	<u>Terms of Reference for Standing Committees</u> 7.1 Academic Standards Committee Terms of Reference (For approval – Ms J Mack) 7.2 Education and Student Experience Terms of Reference (For approval – Ms J Mack) 7.3 University Research & Knowledge Exchange Committee Terms of Reference (For approval – Prof J Fletcher) 7.4 University Research Ethics Committee Terms of Reference (For approval – Prof J Fletcher)	SEN-1617-24 SEN-1617-25 SEN-1617-26 SEN-1617-27	

	<p><u>Minutes of Research Committees</u></p> <p>7.5 University Research & Knowledge Exchange Committee Minutes of 5 September 2016 (unconfirmed) SEN-1617-28</p> <p>7.6 University Research Ethics Committee minutes of 12 October 2016 (unconfirmed) SEN-1617-29</p> <p><u>Faculty Academic Boards</u></p> <p>7.7 Faculty of Health & Social Sciences Faculty Academic Board minutes of 11 October 2016 (unconfirmed) SEN-1617-30</p> <p>7.8 Faculty of Management Academic Faculty Academic Board minutes of 12 October 2016 (unconfirmed) SEN-1617-31</p> <p>7.9 Faculty of Media & Communication Faculty Academic Board minutes of 6 October 2016 (unconfirmed) SEN-1617-32</p> <p>7.10 Faculty of Science & Technology Faculty Academic Board minutes of 6 October 2016 (unconfirmed) SEN-1617-33</p>		
8	<p>Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate.</p>		4.30
9	<p>Dates of next meeting: Electronic Senate – 1st to 8th February 2017 Senate Meeting – 2.15pm – Wednesday 22nd February 2017</p>		

BOURNEMOUTH UNIVERSITY**UNCONFIRMED****SENATE****MINUTES OF A MEETING OF SENATE HELD 8 JUNE 2016**

- Present: Prof J Vinney (Chair)
Mr J Andrews; Ms M Barron; Mr G Beards; Dr M Bobeva; Dr E Borkoles; Prof J Fletcher;
Mr A James; Dr F Knight; Ms J Mack (Secretary); Prof I MacRury; Prof C Maggs;
Ms E Mayo-Ward (SUBU); Prof S McDougall; Prof T McIntyre-Bhatty; Prof S Page;
Ms S Ponsford; Prof E Rosser; Ms C Schendel-Wilson (SUBU); Dr R Southern;
Ms A Stevens; Prof S Tee; Dr H Thiel; Dr S White; Prof M Wilmore; Prof T Zhang
- In attendance: Prof M Bentley (Agenda Item 5.1); Mr D Foot (Agenda Item 5.1); Ms J Forster (Agenda Items 4.1 and 4.2); Ms M Frampton (Policy & Committees Officer); Prof V Hundley (Agenda Item 5.1); Dr A Main (Agenda Item 5.1); Mr G Rayment (Corporate Governance & Committee Manager)
- Apologies received: Dr R Gunstone; Dr M Board; Ms M Gray; Dr S Minocha; Mr K Pretty; Prof K Wilkes

1. WELCOME, APOLOGIES AND DECLARATIONS OF INTEREST

- 1.1 The Chair welcomed members to the meeting and apologies were noted as above.
- 1.2 The Chair welcomed Dr Fiona Knight to the meeting who was attending in her new role as Acting Head of the Research and Knowledge Exchange Office, covering Ms Julie Northam's role.

2. MINUTES OF THE MEETING HELD ON 24 FEBRUARY 2016**2.1 Matters Arising**

- 2.1.1 The minutes were approved as an accurate record.
- 2.1.2 With regards to the action listed in Section 2.5 of the previous minutes, Ms Mandi Barron had now joined the membership of the Academic Standards Committee.
- 2.1.3 Prof McIntyre-Bhatty noted that the PGR Code of Practice had been confirmed by the Graduate School Academic Board in October 2015.
- 2.1.4 Further to Prof McIntyre-Bhatty's email of 22 April 2016 regarding the Fair Access Agreement 2017/18, the Chair thanked Senators for the comments submitted. The Fair Access Agreement 2017/18 was submitted to the Higher Education Funding Council for England (HEFCE) on 27 April 2016 and was promptly approved.

2.2 Proposed Changes to 6A – *Standard Assessment Regulations: Postgraduate Research Degrees*

- 2.2.1 In October 2015, Senate approved the revised maximum registration period for full-time PhD students from 60 to 48 months in line with sector practice. The change of registration period was implemented from January 2016. In October 2015, Senate also asked the Graduate School to consider the alignment of Professional Doctorate registration periods.
- 2.2.2 Following sector comparison and benchmarking against sector publications, it was proposed that the current registration periods for Professional Doctorates for full-time and part-time provision should not be changed at present.
- 2.2.3 **Endorsed:** Senate endorsed the decision that there should be no change to Professional Doctorate registration periods.

3. REPORT OF ELECTRONIC SENATE MEETING 18 TO 25 MAY 2016

- 3.1 **Noted:** The report of the Electronic Senate meeting of 18 to 25 May 2016 was noted.

4. VICE CHANCELLOR'S COMMUNICATIONS

4.1 BU 2018 and HE Sector Update

4.1.1 The Green Paper Consultation had recently ended and the Higher Education White Paper was launched in May 2016. There were some exciting times ahead for the sector. With regards to the forthcoming EU Referendum on 23 June 2016, the Chair thanked SUBU for their work supporting and encouraging students to register to vote as many students would be away from the University by 23 June 2016.

4.1.2 A review of the Research Excellence Framework (REF) was launched in January 2016 led by Lord Stern. The review of REF would investigate different approaches to the evaluation of research performance and would provide options for REF in the future focusing on a simpler, lighter-touch method of research assessment that uses data and metrics more effectively. The outcome of the review was not expected until late summer.

4.1.3 Over the 2016/17 cycle of Senate meetings, further discussion would take place to help shape the next stage of BU's development, beyond BU2018. Further discussion would also take place over the 2016/17 academic year to consider the impact of the HE Bill and implementation of the Teaching Excellence Framework (TEF). Consultations sessions were currently being held across BU and all staff were encouraged to engage and help shape the University's response to the year 2 TEF consultation.

4.1.4 In January 2016, the University had been included in the latest Times Higher Education Top 200 most international universities in the world and the University had also been confirmed as being within the Times Higher Education Top 150 universities in the world under 50 years old which were both major achievements. In terms of national ranking BU had dropped in both the Complete University Guide and the Guardian ranking.

4.1.5 Bournemouth University had recently been shortlisted in the Outstanding International Strategy category of the Times Higher Education Leadership and Management Awards 2016. The winners would be announced on 23 June 2016.

4.1.6 The Fusion Building 1 on Talbot Campus opened to students and staff on 6 June 2016 and the official opening would take place in September 2016. The building would be a key space for everyone to co-create and engage.

4.1.7 The University had recently completed the purchase of land the St Paul's site at Lansdowne and the site adjacent to Boundary Road at Talbot Campus. Planning applications for the Poole Gateway and Bournemouth Gateway buildings had now been submitted.

4.1.8 A series of successful Inaugural lectures had taken place with good attendance. The University was now in full festival season, starting with its Festival of Design and Technology on 17 June 2016, and ending with the Festival of Enterprise in July 2016. The profile of BU Festivals would be raised and widened internationally as was happening with the Festival of Learning which was due to start on 25 June 2016. The Global Festival of Learning was also being piloted with partners in China and Malaysia. Both the UK and International Festivals would run simultaneously and would promote Global Fusion much wider than previously.

4.2 The Higher Education White Paper and the Higher Education and Research Bill

4.2.1 The Higher Education White Paper "Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice" was published on 16 May 2016 and would be implemented through the Higher Education and Research Bill which had been announced in the Queen's speech.

4.2.2 The White Paper included the development of ideas for student protection from the Green Paper for fully fledged 'switching' arrangements for degrees. The University would be responding to this proposal in due course.

- 4.2.3 The Higher Education Statistics Agency (HESA) would be consulting on the future of the Destination of Leavers in Higher Education (DLHE) survey, which was expected to be expanded upon and may be joined with TEF moving forward. TEF and DLHE workshops would take place on 12, 14 and 19 June 2016. Further information was available on the staff intranet and Senators were encouraged to get involved in all of the consultation workshops, either by attendance at each workshop or by emailing the Chair.
- 4.2.4 Ms Forster explained the TEF implementation timeline. The areas which would be assessed were teaching quality, learning environment, student outcomes and learning gain and these areas were where the University needed to focus its attention. Senators were requested to engage with the consultation process and provide their academic input and expertise.
- 4.2.5 The proposed new DLHE metrics would be looking at new areas as well as the timing of when questions were asked. The new metrics could include:
- Student engagement (e.g. the United Kingdom Engagement Survey (UKES))
 - Wellbeing
 - Skills
 - NPS (Net promoter score)
 - Graduate enterprise
 - Attributes and skills for life
- 4.2.6 Prof Tee mentioned the Higher Education Academy (HEA) HEFCE survey which had picked up on the points listed above. The survey had included 50,000 students being asked about their academic experience. Students' responses determined that they were not concerned about class sizes but were more concerned about the number of hours spent being taught and the quality of teaching. This result emphasised the need for all teaching staff to engage with the HEA and to have teaching qualifications. This would be critical to the University moving forward.
- 4.2.7 Ms Schendel-Wilson commented that BU students were not attracted to research as much as their counterparts at more research-intensive institutions may be. Bournemouth University students had voiced that they wanted excellent teaching and valued professional practice and experience as highly as research.
- 4.2.8 Prof Maggs felt that good researchers made the best teachers and were able to communicate their passion for their subject and specialist knowledge to students. Many Bournemouth University academic staff members had written leading books in their fields of expertise and the newest research should be discussed and shared with students to show how research can be exciting. However, students felt that delivery was as important as content.
- 4.2.9 It was generally agreed that a strong focus on learning rather than delivery or teaching was key and that integrating research with education and professional practice was paramount.
- 4.2.10 Prof Wilmore questioned whether the University sufficiently emphasises the importance of learning outcomes and the capacity to be a learning researcher. Research as a capability of a graduate, highlights each student as being able to show an employer they have been through Higher Education and can solve problems. Prof Wilmore believed this was an area the University should be considering moving forward, and would shift the debate on a more positive ground to change the value of research to students.
- 4.2.11 Mr James reinforced Prof Wilmore's points to encourage undergraduate students to engage in research as this would clearly identify the differences between secondary school education and undergraduate students' education, as students had commented previously that their first year at university was not always sufficiently challenging.
- 4.3 Annual Review: Key Performance Indicators/Performance Indicators**
- 4.3.1 The report was presented to the Committee to provide information regarding the University's performance against the KPIs and PIs which are set out in BU2018.

- 4.3.2 KPI1 - Academic Strength, had continued to improve, and had increased by 1% to 71% overall in the latest KPI reporting period. This measure had improved over five consecutive periods, and had increased by 10% in the last 12 months. KPI1 was expected to have improved further when the July report was prepared for the University Board. Another area with positive improvement was PI6 - Academic staff with a teaching qualification and/or who are HEA Fellows. The latest figure which would most likely be available for the University Board report in July was expected to be 63%, which was an improvement of 2%.
- 4.3.3 Overall it was clear to see that performance was very positive against the University's strategy at both KPI level and PI level. The University was aware that some items were under-reported due to the level of academic staff engagement with Bournemouth Research Information and Networking (BRIAN). It was important that all academic staff were fully engaged in recording all activity on BRIAN. Now that the input of data into BRIAN was part of the appraisal process for academic staff, engagement with BRIAN should improve.
- 4.3.4 Dr Borkoles highlighted an area which could be improved upon. At present, the statistics show a lot less for co-creation with students than it should as the system does not allow the inclusion of co-creation undertaken with non-BU students. Dr Borkoles would like to have the opportunity to show information which confirms the University was co-creating with students overseas.
- 4.3.5 As the University moves forward to 2025, it would need to focus on areas where further gains could be made, such as PI6 - Academic staff with a teaching qualification and/or who are HEA fellows. Senators were reminded that the University would continue to aim for 100% for PI6.
- 4.3.6 Prof Rosser believed that some targets were not achievable and some had even been surpassed, therefore some historic information could be included in the KPI/PI information so that it was easy to see the progress and trajectory towards each target as all staff should be proud of the progress made for each KPI/PI. It was confirmed that KPI trajectories had formed the basis for delivery planning this year as sufficient data points now existed.
- 4.3.7 Prof Wilmore suggested that the University revisit the rules and targets set in order that any definitions could be modified as it appeared that a lot of good work was not being recorded, such as media and artefacts. Prof MacRury agreed and confirmed that there was a lot of good collaboration in media and at present the actual definition of the KPI/PI would need to be enhanced in order for the Faculty to show co-creation at a higher level. It was agreed that further discussion would be required if any PI definitions were to be amended.

4.4 Global BU Update 2015/16 – Quarter 3

- 4.4.1 Dr Minocha had recorded a short film to provide a Global BU Update for Quarter 3 as she was unable to attend the meeting.
- 4.4.2 The film showed students speaking about the voluntary work they had undertaken in Malaysia. The students explained how they had been nervous and anxious before they travelled, but upon arrival found the work to be extremely rewarding by helping communities who were less privileged. All of the students' experiences had helped to increase their employability and had also helped to boost their confidence. A number of students had continued with voluntary work within their own local communities since returning to the UK.
- 4.4.3 Quarter 3 had been another busy period for GlobalBU. The three key highlights of the quarter were:
- The launch and delivery of the pilot Global Talent Programme (GTP) in February 2016
This project was aimed at nurturing and developing talent in students by equipping them with the skills needed to work in a global way, crossing physical and cultural boundaries ultimately delivering outstanding results. As of 13 April 2016, 187 students had engaged with the GTP pilot programme, with 165 students having attended one or more sessions.
 - The selection and approval of two further Hubs of Practice in India and China
The Hubs would be supported via the Fusion Investment Fund (FIF). These Hubs of Practice were a key part of the University's Global Engagement Plan and would be instrumental in driving forward the vision for a Global BU.

- The confirmation of the Global Festival of Learning locations
The University will be co-hosting the pilot events at Sias International University in China on 27 and 28 June 2016 and in Malaysia at Sunway University and Cyberjaya University on 29 and 30 June 2016. The Global Festivals of Learning would run simultaneously in Bournemouth, China and Malaysia.

4.4.4 Senators were requested to send any questions or feedback to Dr Minocha.

5. DISCUSSION

5.1 Outcomes and Recommendations from the Graduate School Review

- 5.1.1 The Chair welcomed Prof Bentley and Prof Hundley as Deputy Deans (Research and Professional Practice) and Mr Foot and Dr Main as members of the Academic Standards Committee.
- 5.1.2 Prof McIntyre-Bhatty explained that the University was in a period of increased PGR activity which would continue to grow. At present the Graduate School remit encompassed both Postgraduate Taught (PGT) and Postgraduate Research (PGR) students and through the Graduate School Review Panel discussions, one of the unequivocal outcomes was that the PGR student experience should be firmly embedded, owned and driven by Faculties.
- 5.1.3 A Panel had been formed which included three external and three internal Panel Members. The Panel would help the University understand how it intended to move forward now that it was entering a period of a much increased scale of PGR activity. If the University continued to meet its KPIs through to 2018, it was anticipated there would be over 800 PGR students studying at the University, which was a vastly different place to the University's position when the Graduate School was established.
- 5.1.4 Moving forward, the University would need to create an environment where PGR students felt they belonged and were valued as the highest level students. The locus of responsibility for PGR student completion must now reside with supervisory teams in Faculties and the academic drive associated with PGR experience must emanate from Faculties. The University needs to support the PGR community through a more nuanced service by Faculty and it also requires a model which matches the emergent academic maturity of the University and which would facilitate ownership and academic drive by Faculty. Prof McIntyre-Bhatty advised that when the University considers the recommendations of the report, there would be a need to understand the issues at both institutional and Faculty level.
- 5.1.5 It was proposed that the University would have two doctoral training schools broadly aligned to humanities and sciences, which would allow the University to reflect the heterogeneous nature of the student body and would provide a platform for academic discussion, inter-disciplinary work and the consideration of ethics and research conduct. Co-ordination, support and the management of policies and procedures would be the responsibility of a central administrative PGR office/doctoral college or similar, and it was also recommended that this should be transposed into the existing Academic Services department to sit alongside the Quality team. This would foster integration with the Student Record System (SRS).
- 5.1.6 Prof Zhang commented that she had not yet received the full Graduate School Review report but had been made aware of the recommendations. She agreed that it was timely for further discussion regarding research degree provision at the University as the landscape had changed quite significantly and this had been well documented in a recent publication regarding a change of structure for doctoral education. The main drivers for the change were REF which was important as it took into account the number of PhD student completions as part of the assessment of the research environment as well as Research Councils' concentration of funding on doctoral training centers following the Robert review and the new QAA codes for research degrees etc. Prof Zhang queried whether the title 'Graduate School Review' was accurate as the review was about PGR education at BU which was not the same.
- 5.1.7 Prof Zhang commented there was a need to understand the issues at both institution and Faculty level. At institution level, the issues to be considered were policy oversight and general research training, most importantly the University needs to know how to demonstrate its research ambition and the research culture. At Faculty level, the issues to be considered were support, in terms of disciplinary based cohort training, and timely completion.

- 5.1.8 Prof Zhang would like to understand better the evidence which supported the proposed model. Prof Zhang welcomed the emphasis on cohort based training at Faculty level Prof Zhang also felt that it was not clear at present how the new model would work and how it would enhance PGR leadership and encourage timely completions. It was also not yet clear how the central level structure would operate and whether it would be an office or doctoral college as they were very different. If the office sat within Academic Services, it was unclear whether this would be the best way to present the University in terms of ambition of research degrees in the 21st century, however it was common in pre-1992 institutions which were research intensive and had reputations of being research intensive. At present, it was also unclear whether academic leadership and oversight would be enhanced or maintained, as during the review it was recognised that the central function would need strong leadership.
- 5.1.9 The UKCGE report had highlighted the complexity of the Graduate School structure in the sector and it was noted that 'one size did not fit all'. Each model would carry certain risks, and it was now for the University to decide which model was most suitable for the University's journey. It was important that the good work put in place over the last few years would benefit the University moving forward and should not be lost.
- 5.1.10 Dr Southern requested more information regarding the nature of the issues with the current Graduate School structure and how the proposed model would address them. Dr Southern also queried the suggested alignment of the Faculty of Media & Communication (FMC) with the Faculty of Management (FM). The majority of PGR students in FMC were in more technical areas and were represented by doctoral engineering programmes with the University of Bath. Dr Southern suggested the University should be cautious about aligning PGR students into different groups.
- 5.1.11 Senators questioned the cost of implementing the proposals and what the proposed structure of each school would be. It was noted that approximately 60-70% of Graduate School students were studying traditional doctorates. If the taught doctorates amounted to approximately one third of Graduate School students, then it would be a smaller facility for Faculties to be looking after.
- 5.1.12 Prof Hundley agreed the proposal would enhance research degree provision within the University, however the Faculty of Health & Social Sciences (FHSS) has clinical doctorates which did not fit with the normal PhD; these clinical doctorates bring together diverse disciplines.
- 5.1.13 Prof Fletcher advised that the Graduate School Review was not a cost saving exercise. The economic value of PGRs was immeasurable and was not related to economics. The University was looking for ways to enhance PGR support across the institution.
- 5.1.14 The review was mostly related to student experience and ensuring that PGR students felt at home at Bournemouth University. PGR students have a great sense of community with themselves but not with the rest of the University, and it was important that PGR students have the best experience and feel connected to the University as a whole.
- 5.1.15 The structure proposed by the Panel was a drive towards centralisation, the creation of doctoral colleges and also the move to Faculty control of PGR students.
- 5.1.16 Dr Knight agreed there had been a lot of good points raised and reminded Senators that the Graduate School had originally been established due to the number of different approaches to managing PhDs as there was no consistency. Dr Knight noted that since the creation of the Graduate School, the number of students had increased from 125 in 2002, to around 700 today with almost the same number of research administrative support staff who support Faculties but do not supervise students. Dr Knight was concerned about the potential impact on Graduate School administrative support staff and asked that a timescale for any changes be communicated to staff at the earliest opportunity.
- 5.1.17 Ms Barron questioned why two doctoral schools were proposed. It was explained that historically the University had a Graduate School serving six schools which had provided consistency. There would be a risk in shifting towards doctoral training schools and the risk of having four schools would provide lack of consistency across the University. The benefit of having two schools would allow for the sharing of practice and would also provide checks and balances with improved consistency and student experience. The risks associated with two doctoral schools did exist, but were fewer than the risk of having four schools.
- 5.1.18 Prof Wilmore suggested that the University should be more relaxed about the institution's arrangements and new structures should be put in place which serve a useful purpose. When structures no longer

serve their purpose, the University should move on and evolve.

- 5.1.19 The Chair thanked Senators for the discussion, the challenges and the proposals to move forward. The University needs to develop its research maturity and it also needs to increase its performance. The University would be making a number of evolutionary steps forward and placing more focus on research within Faculties in order to develop a successful PGR experience, completion and submission rate. The comments made and the views expressed during the discussion would be considered moving forward.

ACADEMIC GOVERNANCE

- 6.1 Review of 6M – Misconduct in Academic Research: Policy and Procedure (Proposed new title 6M – Research Misconduct: Policy and Procedure)**
- 6.1.1 A review of the current *6M – Misconduct in Academic Research: Policy and Procedure* (proposed new title *Research Misconduct*) had been carried out by a cross-University working group in conjunction with the University and College Union (UCU).
- 6.1.2 The Academic Standards Committee (ASC) considered the proposals on 25 May 2016, and members supported the recommended policy changes and gave in principle approval for the new procedure. ASC also supported the proposed updates to *6A – Standard Assessment Regulations* and noted the proposed changes to *8B - Research Ethics Code of Practice* to align these with the revised ARPP 6M.
- 6.1.3 Prof McDougall suggested that moving forward, further consideration should possibly be given to data transparency, and how the University makes its data and publications available to other people to scrutinise. Ms Netta Silvennoinen agreed to give this suggestion further consideration.
- 6.1.4 **Approved:** Senate approved the recommended policy changes to *6M – Misconduct in Academic Research: Policy and Procedure* as appropriate.
- 6.1.5 **Approved:** Senate approved the recommended minor changes to *6A – Standard Assessment Regulations (Taught Programmes and Research Awards)*.
- 6.1.6 **Noted:** Senate noted the procedural changes to *6M – Research Misconduct: Policy and Procedure*.
- 6.1.7 **Noted:** Senate noted the changes to *8B – Research Ethics Code of Practice* (The Research and Knowledge Exchange Office (RKEO) to report to the University Research Ethics Committee (UREC).

7. COMMITTEE BUSINESS

- 7.1 Faculty of Science and Technology Faculty Academic Board Minutes of 25 May 2016**
- 7.1.1 Prof Maggs advised that the Faculty of Science and Technology Faculty Academic Board were now dealing with routine business separately in order that the Faculty Academic Board members had more time to discuss Faculty business.
- 7.1.2 Ms Mack agreed to revisit the Faculty Academic Board Terms of Reference to ensure it remained fit for purpose.

ACTION:	Ms Mack agreed to revisit the Faculty Academic Board Terms of Reference to ensure it remained fit for purpose.
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ACTION BY:	Ms Jacky Mack
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- 7.1.3 **Noted:** The minutes were noted.

8. ANY OTHER BUSINESS**8.1 Independent Review of Senate**

- 8.1.1 Ms Mack explained that the Committee of University Chairs (CUC) Higher Education Code of Governance requires that the University Board receives assurance that the University's academic governance was effective. In accordance with recommended good practice, an independent review of Senate would be commissioned to be undertaken over the Summer/Autumn 2016. A draft Terms of Reference for the review had been prepared and was presented to Senate.
- 8.1.2 An external review of the University Board and been undertaken recently with three recommendations being made with a view to further developing working relationships between the University Board and Senate. The recommendations would be considered at the next University Board meeting in July 2016.
- 8.1.3 **Approved:** Senate noted the plans for the review and approved the draft Terms of Reference.
- 8.1.4 The Chair thanked departing members Ms Amanda Stevens, Ms Chloe Schendel-Wilson and Ms Ellie Mayo-Ward for their challenging and constructive contributions to discussions during their tenure on Senate.

9. DATES OF THE NEXT MEETING:

Electronic Senate – 9.00am on Wednesday 5 October 2016
Senate Meeting – 2.15pm on Wednesday 26 October 2016

**ACTION PLAN FOLLOWING THE SENATE MEETING
HELD ON 8 JUNE 2016**

AGENDA ITEM	ACTION	BY	COMPLETED
7.1.2	Ms Mack agreed to revisit the Faculty Academic Board Terms of Reference to ensure it remained fit for purpose.	Jacky Mack	<u>Action Completed:</u> The updated Faculty Academic Board Terms of Reference were listed on the Senate agenda for 2 nd November 2016 for approval.



Committee Name	Senate
Meeting Date	2 November 2016
Paper Title	Faculty Academic Board Terms of Reference
Paper Number	SEN-1617-15
Paper Author/Contact	Jacky Mack, Senate Secretary
Purpose & Summary	To recommend the Terms of Reference to Senate for approval
Decision Required	To approve the proposed changes.
Implications, impacts or risks	None
Confidentiality	None

Faculty Academic Board

Terms of Reference

<p>Delegated Authority and Purpose</p>	<p>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 debate the planning, co-ordination, development and oversight of frameworks and research, enterprise, professional practice and education within the Faculty. It should also work with the Executive Dean and the Faculty Executive on key aspects of Faculty policy and the implementation of University academic policies.</p>
<p>Main responsibilities</p>	<ol style="list-style-type: none"> 1. To take responsibility for admissions, assessment and examination procedures and other matters pertaining to student progress 2. 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 3. To maintain an overview of education and student experience including the Faculty Education and Student Experience Plan and other matters reported by the Faculty Education and Student Experience Committee (FESEC) 4. To oversee arrangements for, and monitor the implementation of the Peer Reflection of Education Practice (PREP) policy and procedure 5. To consider and act upon current provision of frameworks and programmes and make recommendations to ASC (and University Leadership Team if required) on future provision 6. To maintain an overview of quality assurance through the Faculty Quality Report and other matters reported by the Faculty Academic Standards Committee (FASC) 7. To recommend and agree the policies for education, professional practice, research and knowledge exchange within the Faculty and to identify any associated staff development needs 8. To liaise with the Faculty Executive to consider and act upon management information data relating to the Faculty's provision 9. To consider both the development of the academic activities of the Faculty and the resources needed to support them 10. To consider and act upon student representative reports and Students' Union synoptic reports 11. To maintain oversight of Framework Management Team activity and promulgate best practice
<p>Duration</p>	<p>Permanent</p>
<p>Chair</p>	<p>Executive Dean</p>

Deputy Chair	A Deputy Dean – Education & Professional Practice (or equivalent)
Management and Support	Member of staff from the relevant Faculty as nominated by the Executive Dean.
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 University Leadership Team for approval of academic developments (new programmes/frameworks and partnerships)
Minutes	Senate
Sub-committees	<p>Framework Management Team</p> <p>Faculty Student Forum (for Faculty Matters)</p> <p>Faculty Academic Standards Committee (secondary reporting line)</p> <p>Faculty Research and Enterprise 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:		Version number:	
Approval date:		Notes:	
Date of last review		Due for review:	



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	Senate Terms of Reference and Membership
Paper Number	SEN-1617-16
Paper Author/Contact	Jacky Mack
Purpose & Summary	<p>The Terms of Reference are reviewed annually in accordance with best practice.</p> <p>Senate is requested to agree the minor amendments to the Senate Terms of Reference and to note the updated Membership List.</p>
Decision Required of the Committee	To approve the proposed amendments.
Implications, impacts or risks	None
Confidentiality	None

Senate

Terms of Reference

Delegated Authority and Purpose	Senate is the academic governing body of BU and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University.
Main responsibilities	<p>Subject to the provisions of the Articles of Government for BU, Senate shall be responsible for:</p> <ol style="list-style-type: none"> 1. General matters relating to the research, scholarship, teaching and programmes at the University, including the criteria for the admission of students; 2. The appointment and removal of internal and external examiners (delegated to Academic Standards Committee); 3. Policies and procedures for assessment and examination of the academic performance of students; 4. The content of the curriculum; 5. Academic standards and quality and the validation and review of programmes; 6. The procedures for the awards of qualifications and honorary academic titles; 7. Confirmation of awards made by undergraduate and postgraduate Boards of Examiners and by Research Examinations Teams (the Vice-Chancellor on behalf of Senate); 8. The procedures for the expulsion of students for academic reasons 9. Considering both the development of the academic activities of the University and the resources needed to support them and for advising the Vice-Chancellor and the University Board thereon; 10. Advising on such other matters as the University Board or the Vice-Chancellor may refer to Senate.
Duration	Permanent
Chair	Vice-Chancellor
Deputy Chair	Deputy Vice-Chancellor
Management and Support	Secretary and administrative support – As appointed by the Chair.
Membership	<ol style="list-style-type: none"> 1. Deputy Vice-Chancellor 2. Pro Vice-Chancellors 3. Director of Finance and Performance 4. Chief Operating Officer 5. Head of Academic Services 6. Head of Student Support Services 7. Head of Research and Knowledge Exchange 8. Executive Deans of Faculty

	<p>9. Principal of Anglo-European College of Chiropractic</p> <p>10. President of the Students' Union</p> <p>11. Vice-President (Education) of the Students' Union</p> <p>12. General Manager of the Students' Union</p> <p>13. Two members of academic staff from each Faculty freely elected triennially by members of academic staff of that Faculty</p> <p>14. Two members of the professional and support staff freely elected triennially by members of professional and support staff, in accordance with such arrangements as Senate shall from time to time approve</p> <p>15. One member of the professoriate in each Faculty nominated by the Executive Dean and approved by the Chair.</p> <p>16. Head of the Graduate School</p> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
Quorum	At least 50% of the total membership (or as otherwise agreed by Senate)
Usual Number of Meetings	Three per year
Reporting Line	None
Minutes	University Board (for noting)
Sub-committees	<p>Academic Standards Committee</p> <p>Education and Student Experience Committee</p> <p>Research and Knowledge Exchange Committee</p> <p>Research Ethics Committee</p> <p>Faculty Academic Board</p>
Publication	Non-confidential agendas, papers and minutes are routinely published.
Notes	The responsibilities of Senate and other related information is detailed in the Articles of Government for Bournemouth University.

Policy and Committees use only:

Final approval by:	University Board	Version number:	
Approval date:		Notes:	
Date of last review		Due for review:	Annually or as required.

SENATE MEMBERSHIP 2016/17

Ex Officio Members			
Vice Chancellor	Prof John Vinney	Chair	
Deputy Vice Chancellor	Prof Tim McIntyre-Bhatty	Deputy Chair	
Pro Vice Chancellor (Research & Innovation)	Prof John Fletcher		
Pro Vice Chancellor (Global Engagement)	Dr Sonal Minocha		
Director of Finance & Performance	Graham Beards		
Chief Operating Officer	Jim Andrews		
Executive Deans of Faculties	Prof Michael Wilmore	Faculty of Media & Communication	
	Prof Christine Maggs	Faculty of Science & Technology	
	Prof Stephen Tee	Faculty of Health & Social Sciences	
Interim Executive Dean	Jane Houzer	Faculty of Management	
Head of the Graduate School	Prof Tiantian Zhang		
Head of Academic Services	Jacky Mack	Secretary	
Head of Student Support Services	Mandi Barron		
Head of Research & Knowledge Exchange Office	Julie Northam	<i>(Julie Northam on Maternity Leave until January 2017 – Dr Fiona Knight to cover Julie's role)</i>	
Principal of Anglo-European College of Chiropractic (AECC)	Prof Haymo Thiel		
President - Students' Union BU	Daniel Asaya		
Vice-President (Education) – Students' Union BU	Jamie Swanson		
General Manager, Students' Union BU	Alan James		
Elected Members			
Two elected members of academic staff from each Faculty elected triennially	Keith Pretty	Faculty Academic Staff Representative – SciTech <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Bryce Dyer	Faculty Academic Staff Representative – SciTech <i>Newly elected 2016/17 – 2018/19 inclusive</i>	
	Dr Erika Borkoles	Faculty Academic Staff Representative – Faculty of Management <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Milena Bobeva	Faculty Academic Staff Representative – Faculty of Management <i>Newly elected 2015/16 – 2017/18 inclusive</i>	

SENATE MEMBERSHIP 2016/17

	Dr Sara White	Faculty Academic Staff Representative – Health & Social Sciences <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Michele Board	Faculty Academic Staff Representative – Health & Social Sciences <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Richard Southern	Faculty Academic Staff Representative – Faculty of Media & Communication <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Melanie Gray	Faculty Academic Staff Representative – Faculty of Media & Communication <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
Two members of the professional and support staff elected triennially	Susan Ponsford	Professional Services Staff Representative <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Fiona Knight	Professional Services Staff Representative <i>Newly elected 2016/17 – 2018/19 inclusive</i>	Senate Membership to take effect from Jan 2017
Professoriate Representatives (one per Faculty) (nominated by the Dean of each Faculty and appointed by the Chair)			
Prof Iain MacRury		Faculty of Media & Communication <i>Newly appointed 2014/15 to 2016/17</i>	
Prof Sine McDougall		Faculty of Science & Technology <i>Newly appointed 2014/15 to 2016/17</i>	
Prof Stephen Page		Faculty of Management <i>Newly appointed 2014/15 to 2016/17</i>	
Prof Elizabeth Rosser		Faculty of Health & Social Sciences <i>Re-appointed for 2nd term, 2014/15 to 2016/17</i>	Senate Rep to the Board (From Jan 2012), re-appointed for 2 nd term to end of 2016/17)

Total Senate Membership – ~~32~~31

In Attendance			
Geoffrey Rayment	Corporate Governance & Committee Manager		
Maxine Frampton	Academic Quality Officer		

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
12 October 2016 (9AM) TO 19 October 2016 (5PM)**

STATEMENT ON QUORUM

1. The meeting was quorate with 18 members confirming attendance.

MATTERS RAISED BY MEMBERS

2. **CONTROLLED COURSE EXPANSION, DELIVERY PLANNING & QUALITY ASSURANCE
(SEN-1617-01)**

Raised by: Dr Milena Bobeva, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter: Successfully recruiting courses such as Business Studies are being asked to increase their intake at Clearing, often substantially reducing the entry points. Such growth is not being accounted in the delivery planning process. At a practical level this means that some departments have significant staff workload increases for at least one year. Resourcing for such expansion lags 18 months behind, often only be included in the next cycle of planning. Colleagues with programme management responsibilities have shared that “Maintaining quality, standards and any sense of ‘personal touch’ with such large cohorts and new members of the delivery team is challenging”, with some of the challenges being reduced or inconsistent individual assessment and feedback.

Whilst all efforts have been put at faculty level to manage emerging issues, staff would welcome reassurance on what steps BU will put in place in the future to support the programme teams and the departments that are affected by delayed resourcing for unplanned course expansion.

Response from the Deputy Vice-Chancellor was given with the paper.

Prof McDougall commented as follows “Maintaining a good student experience when student numbers increase rapidly can be a real challenge especially if one wishes to maintain a mix of learning experiences (tutorials and small group work as well as the inevitably huge numbers in lectures). What might be useful would be to find a way of sharing what works (and what doesn't) between rapidly expanding departments. Having recently visited a university with excellent student ratings, it was easy to see that this was in no small part due to lecture class sizes of 10-20 and staff knowing all students well. This is not a luxury many universities have so sharing the best ways to sustain good student experience with large cohorts may be helpful as well as knowing about the hidden challenges (e.g. dealing with a wide range of student abilities when extra students are recruited through clearing, greater opportunities for social loafing in large cohorts)”.

Ms Mack responded directly to Prof McDougall and noted that this was a shared issue across all Faculties, and it was suggested that the essence of the comment in relation to sustaining a good student experience for large cohorts and sharing best practice should also be discussed at FESEC/FAB meetings.

Chair's Decision

Issues noted, no further action.

3. IMPACT OF CROSS-UNIVERSITY PROJECTS (SEN-1617-02)

Raised by: Dr Milena Bobeva, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter: Colleagues from a number of departments have raised the issue of their well-being and performance being affected by a combination of the following three events:

- 1) Administrative problems associated with the Student Journey Project inadvertently have increased some staff's workload.
 - 2) This coincided with the implementation of the new student record system, which has come with its own implementation problems; and
 - 3) The 2016-17 academic year starting a week earlier than in previous years.
- a) What risk management of well-being of staff affected by these and other cross-projects is BU conducting?
 - b) Will there be a review of the impact of the early start of the academic year on programme management and administration and how this could be managed to ensure this does not affect staff wellbeing and student experience?

Response from the Chief Operating Officer was given with the paper.

Chair's Decision

Issues noted, no further action.

4. WORKLOAD (SEN-1617-03)

Raised by: Dr Erika Borkoles, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter: This is a feedback received from 2 out of the 6 departments regarding the new workload system.

As per the extract below from PVC, John Fletcher's staff recognises that the workload system is intended to be flexible and autonomy for interpretation has been given to Deans and HoDs across BU.

See extract:

"It is important to recognise that this framework (but not the principles) is a flexible platform that can be adapted to Faculty, Department and individual needs. It also needs to be recognised that this is the agreed framework we will use for 2016/17 but we will seek feedback, comments and suggestions in the autumn term that will be reviewed by the work load planning group to enhance the framework where necessary going forward."

It appears that the majority of staff in FM acknowledged that although it is not perfect, the workload framework has a value in helping to facilitate fairness and equity among staff.

However, is it unclear as to how BU is going to deal with cases when different implementation methods are used within the same department with different staff.

It is also unclear to staff how fairness and equity within the implementation of the workload model can be addressed amicably and using BU procedures in these cases.

Workload allocations are discussed in staff appraisals. In general colleagues have had a positive experience and stated that they have received a fair appraisal process this year using the model. However, they stated that the appraiser has no direct influence on the person's workload and therefore, the suggested adjustments tended not to be enforced.

Colleagues suggested that they would welcome an anonymous staff survey that will enable them to give meaningful feedback to BU about their experiences.

Response from the Chief Operating Officer was given with the paper.

Chair's Decision

Issues noted, no further action.

5. STUDENT CHARTER – HOW TO ADDRESS STUDENT TO STAFF PASSIVE AGGRESSIVE AND THREATENING BEHAVIOURS (SEN-1617-04)

Raised by: Dr Erika Borkoles, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter: How to address student to staff passive aggressive and threatening behaviours.

Colleagues, especially before building up to Brexit and after have reported an increase in unpleasant experiences. However, most in appropriate behaviours seem to occur after the unit marks are received and directed at all staff in general. In one case, a member of staff received an email from a student saying: 'I don't think you really understand what's going on here' and this was just one of the 'mild' emails that were shared.

Some departments after 2015-16 made adjustments to their Student Charters and included the consequences of such behaviours. Staff in some departments are also encouraged to discuss expectations and consequences of such behaviours at group meeting. However, staff would welcome the inclusion of consequences of such behaviours in the current BU Student Charter. Staff were very concerned about their professional standards being questioned on social media platforms too. Staff perceived that the current BU policies and procedures fail to protect staff from students' inappropriate (verbal, written, or some cases physical – e.g. shouting) behaviours.

Response from the Head of Academic Operations was given with the paper and the comments provided during the Electronic Senate meeting from Dr White would be passed on to the Head of Academic Operations.

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

6. RATIFICATION OF CHAIR'S ACTION – NEW AWARD TITLE – MSci (HONS) (SEN-1617-05)

Purpose of the paper: To seek Senate approval of the new award title following a Chair's Action decision made in (MONTH).

Decision required: Senate is asked to consider and approve the Chair's Action decision.

Chair's Decision

No comments received, Chair's Action decision **approved**.

MINUTES OF STANDING COMMITTEES

7. ACADEMIC STANDARDS COMMITTEE, 25 MAY 2016 (SEN-1617-06)

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

Chair's Decision

Item noted, no further action.

8. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 18 MAY 2016 (SEN-1617-07)

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

Chair's Decision

Item noted, no further action.

MINUTES OF ACADEMIC BOARD MEETINGS

9. FACULTY OF MANAGEMENT ACADEMIC BOARD, 10 JUNE 2016 (SEN-1617-08)

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

Chair's Decision

Item noted, no further action.

10. FACULTY OF MEDIA & COMMUNICATION ACADEMIC BOARD, 11 MAY 2016 (SEN-1617-09)

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

Chair's Decision

Item noted, no further action.

11. GRADUATE SCHOOL ACADEMIC BOARD, 24 MAY 2016 (SEN-1617-10)

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

Chair's Decision

Item noted, no further action.

12. ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC ACADEMIC BOARD, 22 JUNE 2016 (SEN-1617-11)

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

Chair's Decision

Item noted, no further action.

MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS

13. UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE, 23 MAY 2016 (SEN-1617-12)

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

Chair's Decision

Item noted, no further action.

14. UNIVERSITY RESEARCH ETHICS COMMITTEE, 18 MAY 2016 (SEN-1617-13)

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting:

Wednesday 22nd February 2017 at 2.15pm in the Board Room

Next Electronic Senate meeting:

9.00am on Wednesday 1st February 2017 to 5.00pm on Wednesday 8th February 2017



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	NSS Results 2016 and changes to future surveys
Paper Number	SEN-1617-18
Paper Author/Contact	Russell Pottle – Head of PRIME
Purpose & Summary	Review of the NSS 2016 results and a look forward to the changes in survey questions for 2017 onwards.
Decision Required of the Committee	To Note
Strategic Links	Student Satisfaction
Implications, impacts or risks	Reputation Marketing & Communications (internal and external)
Confidentiality	Internal only

National Student Survey 2016

1. INTRODUCTION

This report will summarise the results of the NSS 2016 BU's 'own data' which was released on 29th July 2016. Further sector analysis will be available later in the month when the second phase of data is released. The main body of this analysis focuses on the taught results which includes those students studying at BU and excludes partner institutions. Partner provider analysis is carried out separately in Section 7.

2. EXECUTIVE SUMMARY

BU's overall satisfaction score has improved by 3% to **82%** this year with the sector average remaining static at 86%. This represents BU's highest ever overall satisfaction score and follows four years of relatively static performance around 80%. Whilst this is positive, further improvements are necessary in order to close the 4% gap to the sector average.

This report focuses on performance at Department and Programme level as this provides more useful insight than Faculty level which can mask underlying performance particularly now the four Faculties have increased in size and are broader than the previous six Schools.

The report will also look at the optional bank of questions, which given the recent NSS consultation outcome publication may be more relevant this year as a number of student engagement questions will feature in a revised set of main questions for the 2017 survey.

At programme level 32 programmes have improved overall satisfaction scores, whilst 14 have declined. There are now 22 programmes at or above the 86% sector average compared to 15 last year. The volatility at programme level appears to be lessening and more programmes are on an upward trend. This has resulted in less of a spread of overall satisfaction scores across programmes, with 35 of the 47 programmes with published data scoring 80% or above. However, whilst programmes are improving there still remain a number of programmes below the BU average and further improvements are therefore necessary to lift the overall average.

Of the 12 programmes below 80%, 6 range from 50% to 68%. The effect of these 6 programmes [Computer Animation Arts, Games Technology, Computer Visualisation and Animation, Social Work, Digital Media Design and Mental Health Nursing] is significant and removing these would improve BU's overall satisfaction to a sector average score of 86%.

There continues to be some positive examples of good practice and clearly targeted enhancement, in FoM for example Events and Leisure Marketing has shown consistent improvement, now performing above the sector average for two years. In addition there is evidence previous years' poor performance in certain questions has been tackled which has improved the performance over time.

The % of actively dissatisfied (mostly disagree and definitely disagree) has decreased by 2% to 9.8%. This compares to a sector average for dissatisfied students remaining at 6.9%. Further analysis shows BU has reduced the proportion of those that definitely disagree from 3.6% to 2.5% resulting in only a 0.2% gap to the sector average.

BU continues to have more students falling into the middle category (neither agree nor disagree) with 8.2% in 2016 although this is an improvement on last year by 1.4%; this compares to 7.1% for the sector. The % of definitely agree has also improved this year rising from 30.5% to 34.8 (compared to 44.4% for the sector).

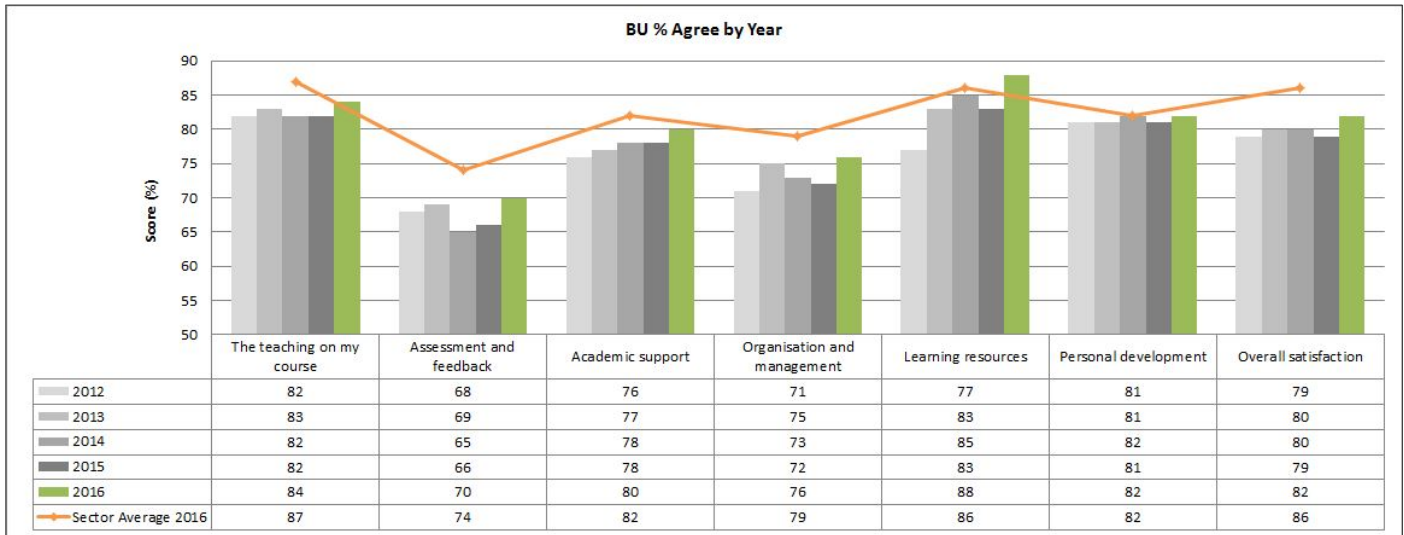
An analysis of actively dissatisfied students at the question level highlights some further key observations:

- The % of dissatisfied students with Question 7 'Feedback on my work has been prompt' has decreased by 5%, from 18% to 13% in 2016. This is the result of an improvement in the proportion of responses falling into the "satisfied" category; whereas improvement last year was just movement from the "disagree" to the "neither" category. This suggests targeted improvements continue to be successful.
- Question 15 'The course is well organised and is running smoothly' is the other question to see a significant fall in the amount of dissatisfied students falling from 18% to 15%. 2% has also shifted from the neither category resulting in a 6% improvement to 71% in satisfaction for this question; although this still remains 7% from the sector average of 78%.
- Question 6 'Assessment arrangements and marking have been fair' is the question furthest from the sector average of 77%, although BU did improve the score by 2% this year to 70%, which has been achieved through a 2% reduction in dissatisfied students.

- Question 13 'The timetable works efficiently as far as my activities are concerned' is the only question to increase the % of dissatisfied students, increasing by 2% to 12%. However this has not impacted the satisfaction rate for the question which remains at 78% as result of 2% moving from the neither category to being satisfied.

3. BOURNEMOUTH UNIVERSITY OVERALL SATISFACTION

Along with overall satisfaction, every question area has increased in 2016 with Learning Resources now 2% above the sector average and Personal Development now level with the sector average. In addition all of the main survey questions have improved in 2016, with the exception of one, question 13 'The timetable works efficiently as far as my activities are concerned', which remained the same.



Having seen a drop last year in satisfaction rates Learning Resources has seen a 5% increase to 88%, 2% above the sector average and now at its highest ever level. This has been achieved through improvements to all three questions in this area; with Q16 'The library resources and services are good enough for my needs' improving by 4% and both Q17 'I have been able to access general IT resources when I needed to' and Q18 'I have been able to access specialised equipment, facilities or rooms when I needed to' improving by 5%.

Assessment and Feedback has also seen a 4% improvement to 70% and whilst this remains BU's worst performing area the gap to the sector average has closed from 7% to 4%. Question 5 'The criteria used in marking have been clear in advance' has seen a 7% increase from 69% to 76% and Question 7 'Feedback on my work has been prompt' has seen 6% increase from 66% to 72% and is now 1% above the sector average.

Overall, out of the 23 questions four are now above the sector average and three are level, this compares to all questions being behind the sector average last year and only two above and two level in 2014.

The additional students' union question has increased 3% since last year to 78% and is now 10% above the sector average.

4. DEPARTMENT ANALYSIS

The following section focuses on results of the Departments within Faculties. Faculty scores can often mask underlying performance, whereas by looking at the results by Department and then Programme it is easier to identify areas of strengths and weaknesses.

Overall twelve of the twenty Departments have improved overall satisfaction in 2016. Nine are at or above the BU average with four of those either at or above the 86% sector average. As is the case with programme results there is now much less spread of overall satisfaction scores with only two Departments below 75% in 2016 compared to seven in 2015.

The table below shows overall satisfaction scores for each Department in the four Faculties for the last three years.

	2014	2015	2016	trend line
FoM				
Accounting, Finance & Economics	85	80	81	
Events & Leisure	79	81	77	
Leadership, Strategy & Organisations	63	71	81	
Marketing	97	81	88	
Sport & Physical Activity	83	81	85	
Tourism & Hospitality	84	84	82	
SciTech				
Archaeology, Anthropology & Forensic Science	93	84	88	
Computing & Informatics	84	85	81	
Creative Technology	71	57	64	
Design & Engineering	80	68	79	
Life & Environmental Sciences	77	61	83	
Psychology	83	65	86	
FHSS				
Human Sciences & Public Health	80	89	90	
Nursing & Clinical Sciences	84	82	81	
Social Sciences & Social Work	89	89	79	
FMC				
Computer Animation	60	63	62	
Corporate and Marketing Communications	85	89	88	
Journalism & Communication	79	83	79	
Law	86	83	85	
Media Production	70	66	81	

Trend line red marker indicates lowest point, green marker indicates highest point

Within the **Faculty of Science and Technology** aggregate overall satisfaction across all Departments has increased from 72% to 81%. The Department headlines are:

- Five of six Departments have shown an increase in overall satisfaction compared to just one last year. There are now three Departments above the BU average of 82%, two of which are above the 86% sector average.
- Life and Environmental Sciences has seen the biggest overall increase of any Department, increasing from 61% to 83%. Improvements in Academic Support (64% to 81%) and Organisation and Management (63% to 82%) appear to have been contributing factors.
- Creative Technology has increased by 7% in 2016, however it still remains one of the lowest scoring Departments with 64% overall satisfaction. Improvements are evident across the majority of questions, however question 9 'feedback on my work has helped me clarify things' and question 15 'the course is well organised and is running smoothly' still remain very low with 51% and 45% respectively.
- All Departments within SciTech have made significant improvements in both Assessment and Feedback and Organisation and Management, including Design and Engineering increasing Assessment and Feedback by 19% to 75% and Psychology improving Assessment and Feedback by 27% to 72% and Organisation and Management by 18% to 86%.

The Departments within the **Faculty of Health and Social Sciences** continue to have the most satisfied students in 2016 with aggregate overall satisfaction remaining at 85%. At Department level however, the scores are mixed and whilst previous year scores are provided, the Department structure is newer than other Faculties so the trend will be less indicative/useful. Programme level data should be the focus of attention.

- Only Human Sciences & Public Health are above the BU average at 90%, the highest departmental score.
- Social Sciences and Social Work has declined by 10% and has been impacted by the decline of 33% in 'Social Work'.

- Nursing & Clinical Sciences has dropped 1% in overall satisfaction. Of significant note is the drop of 8% in Academic Support, with question 11 'I have been able to contact staff when I needed to' dropping from 88% to 78%.

For the Departments within the **Faculty of Management**, aggregate overall satisfaction has increased by 2% this year to 81%. The Departmental headlines are:

- Four of the six Departments have increased this year.
- Events and Leisure is the only FoM Department not above 80% satisfaction and has declined 4% to 77% since 2015. Teaching on My Course has dropped 5% to 71% (the lowest of any Department) and Personal Development has also dropped by 6% to 74%. The 'Events Management' programme's result of 72% overall satisfaction is the contributing factor of the Department score.
- Tourism and Hospitality has dropped 2% to 84% despite a 14% increase in Assessment and Feedback. Question 10 'I have received sufficient advice and support with my studies' dropped the most out all questions by 4% to 78%.
- Accounting, Finance & Economics has improved by 1%, but remains below the BU average. Increases are evident in The Teaching on my Course (up 3% to 82%), Learning Resources (up 13% to 89%) and Personal Development (up 4% to 81%). Academic Support has dropped 1% to 74% with the remaining areas staying static.

Within the Departments of the **Faculty of Media and Communication** overall satisfaction has improved by 2% to 81%. The headlines at Department level are:

- Two of the five departments improved this year.
- Improvements in all Media Production Courses have resulted in a 15% increase in overall satisfaction. This moves the Department from two years of poor scores to just below the BU average. Removing 'Radio' and 'Digital Media Design' (which are no longer running) would result in an overall satisfaction score of 86% for the Department.
- Computer Animation still appears to be struggling this year with a 1% decrease to 62%. Whilst gains have been made in the Assessment and Feedback category (32% to 49%) it still remains the lowest Assessment and Feedback score of any Department. In addition, Organisation and Management and Personal Development (despite increases of 6% and 4% respectively) are also the lowest of any Department. Of particular note is question 13, 'the timetable works efficiently as far as my activities are concerned' which has dropped 11% to 58%.
- Journalism, English & Communication's overall satisfaction has decreased by 4% with significant decreases in question 1 'Staff are good at explaining things' (91% to 81%), question 6 'Assessment arrangements and marking have been fair' (75% to 65%), Question 7 'Feedback on my work has been prompt' (76% to 56%) and question 12 'Good advice was available when I needed to make study choices' (74% to 64%).

5. SERVICES QUESTION ANALYSIS

Potentially of more relevance to Professional Services are the following four questions:

Question 13 'The timetable works efficiently as far as my activities are concerned' has maintained its score of 78% and remains 3% below the sector average. At programme level Q13 has fared the worst of all of the four service questions with only 19 programmes showing improvements and 22 a decline, none more so than 'Radio' which has fallen 32% from 90% to 58%. As a result, there are now only 21 programmes on or above the sector average of 81% for this question. More positively 'Scriptwriting for Film & Television' and 'Children's and Young People's Nursing' have improved by 42% and 45%, to 89% and 100% respectively.

At Department level, satisfaction has dropped in 11 out of 20 Departments, most notably in Computer Animation which has fallen 11% to 58% and is now 9% lower than the next lowest Department of Nursing and Clinical Sciences. It is worth noting however that increases in the other two questions regarding Organisation and Management in Computer Animation have led to a rise of 6% to 58%; though this remains a low score. Creative Technology, Media Production and Life & Environmental Sciences have all seen large improvements this year, increasing by 15%, 16% and 19% respectively, the latter now the highest scoring department for this question within the Faculty of Science & Technology.

Question 16 'The library resources and services are good enough for my needs' has improved by 4% to 87% and is now level with the sector. Only 12 programmes have seen a decline in the last year and 26 programmes showing an improvement. Q16 has 32 programmes above the sector average this year with 'Music and Audio Technology' showing the biggest improvement, rising 32% to 100%. 'Social Work' is one of only 4 courses to decline by 10% or more, falling 23% to 67%.

At Department level, 12 of the 20 Departments have shown improvement with 6 climbing 10% or more, most notably Law and Psychology which have both risen by 13% to 83% and 86% respectively. Human Sciences & Public Health is the highest scoring Department this year with 97% closely followed by Sport & Physical Activity on 96%, both rising 9% since 2015. Creative Technology has improved by 10% this year but remains the lowest scoring department for this question on 76%.

Question 17 'I have been able to access general IT resources when I needed to' is now 2% above the sector average as a result of a 5% rise to 91%. Results are more mixed at programme level with 25 programmes showing improvements and 15 a decline, only 2 of which have fallen by more than 10% including 'Radio' which has fallen 33% to 67%. Nine programmes have risen by 10% or more with 'Ecology and Wildlife Conservation' and 'Music and Audio Technology' seeing improvements of 25% and 26% to 100% and 94% respectively. 30 programmes are now on or above the sector average.

At Department level, 16 Departments have made an improvement with more than half now on or above the sector average of 89%. Human Sciences & Public Health has improved its already strong score of 96% in 2015 by 3% to 99%. Marketing received the lowest score in 2015 with 73% but a 15% increase has moved this to within 1% of the sector average in 2016.

Question 18 'I have been able to access specialised equipment, facilities or rooms when I needed to' has also improved by 5% to 85% and is now 3% above the sector average. 27 programmes have seen an improvement in this question, 14 of which improving by 10% or more with 'Scriptwriting for Film & Television' rising 47% to 100%. 'Sports Management' has seen the biggest decline for this question, falling 14% to 81%. 29 programmes are now on or above the sector average.

At Department level, 14 Departments have seen improvements this year with 14 now on or above the sector average of 82%. Corporate & Marketing Communications has seen the largest decrease this year falling 9% to 72%, the joint lowest score along with Design & Engineering. SciTech has seen the biggest increases with Creative Technology and Psychology improving by 25% and 24% respectively helping the Faculty score to rise 11% to 86%.

The table below highlights these changes.

NSS % Agree by Department	Q13		Q16		Q17		Q18	
	2015	2016	2015	2016	2015	2016	2015	2016
Human Sciences & Public Health	80	83	88	97	96	99	87	95
Nursing & Clinical Sciences	63	67	90	88	96	95	91	90
Social Sciences & Social Work	81	79	89	83	89	86	78	78
Corporate & Marketing Communications	89	82	77	81	83	85	81	72
Journalism, English & Communication	82	81	86	83	88	89	87	84
Law	86	80	70	83	86	88	81	77
Media Production	59	75	89	88	94	88	76	81
Computer Animation	69	58	77	80	74	88	75	84
Accounting, Finance & Economics	80	72	82	93	75	90	71	84
Events & Leisure	85	80	91	88	86	91	84	91
Leadership, Strategy & Organisations	84	79	82	86	85	92	79	81
Marketing	84	92	81	92	73	88	78	96
Sport & Physical Activity	87	90	87	96	88	93	81	82
Tourism & Hospitality	81	79	84	86	83	86	82	85
Archaeology, Anthropology & Forensic Science	79	81	92	86	89	91	85	89
Computing & Informatics	76	82	77	87	85	93	80	93
Creative Technology	59	74	66	76	74	87	58	83
Design & Engineering	81	77	88	88	88	86	76	72
Life & Environmental Sciences	64	83	88	85	81	90	72	85
Psychology	85	81	73	86	87	89	69	93

The NSS survey also contains a further set of questions which can be answered by students on an optional basis following the main survey. The BU response rate for the optional question bank was 50% compared to 48% in 2015 (34% for the placement question compared to 33% in 2015) of all those surveyed. This is far better than the response rate for all HEIs of 19% which has remained static.

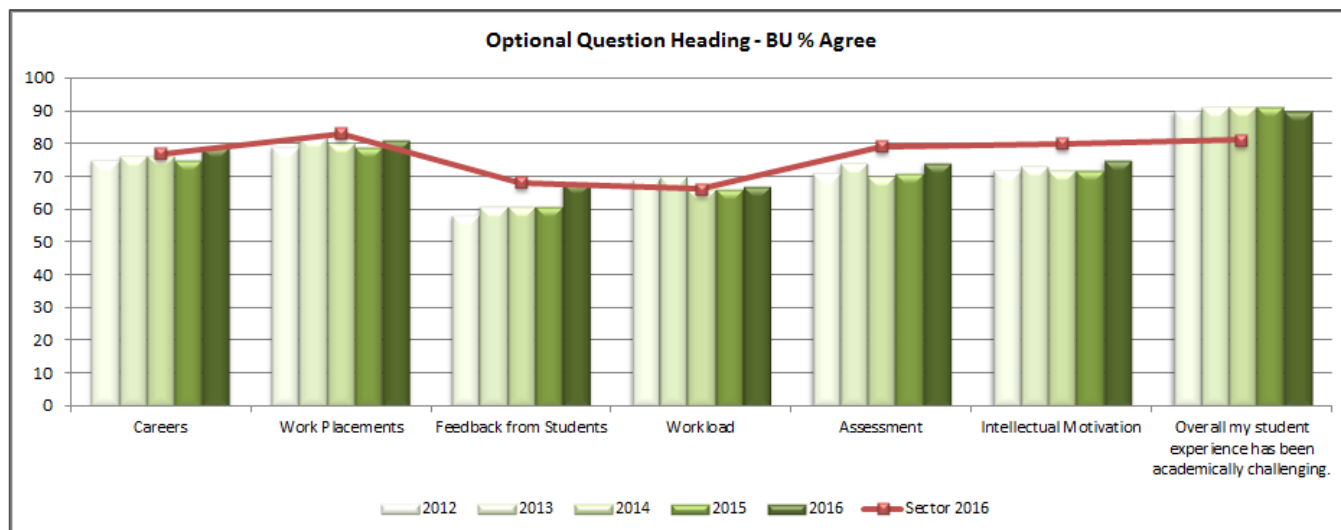
65% of all those who answered the main questions went onto to complete the optional question bank.

With the release of the recent NSS consultation outcomes publication these results maybe more pertinent than previously. Whilst a final set of worded NSS2017 main survey questions is yet to be published, HEFCE have indicated they will include questions around student engagement under three themes 'academic challenge and integrative learning', 'the student voice' and 'the learning community and collaborative learning'. The first two themes are closely aligned to the optional questions on 'Feedback from Students' and 'Intellectual Motivation'.

For BU, as with the main survey results, there are some positive movements. All 6 of the additional question areas have increased this year. In particular feedback from Students has improved 7% to 68% and is now level with the sector average. Intellectual Motivation has also increased by 3% but is 5% below the sector average.

The Careers and Workload areas have also seen increases of 4% and 1% respectively and have now risen above the sector average scores.

Although all question areas have increased, the last question 'Overall my student experience has been academically challenging' has fallen 1% to 90% but remains well above the sector average of 81%.



Seven out of the twenty-one questions are now above the sector average, compared to one in 2015. Every question has closed the gap with the sector although 3 questions remain 7% away: B3.5 'The taught part of my course was good preparation for my placements', B10.1 'Teaching staff test what I have understood rather than what I have memorised' and B12.3 'The course has stimulated my enthusiasm for further learning'.

Question B6.3 'It is clear to me how students' comments on the course have been acted upon' remains the lowest scoring question in 2016 although this has seen the biggest improvement in the last year with an increase of 9% and is 2% above the sector average of 58%.

As with the main questions, in general where scores are good in the optional questions, overall satisfaction is good. However there are some exceptions:

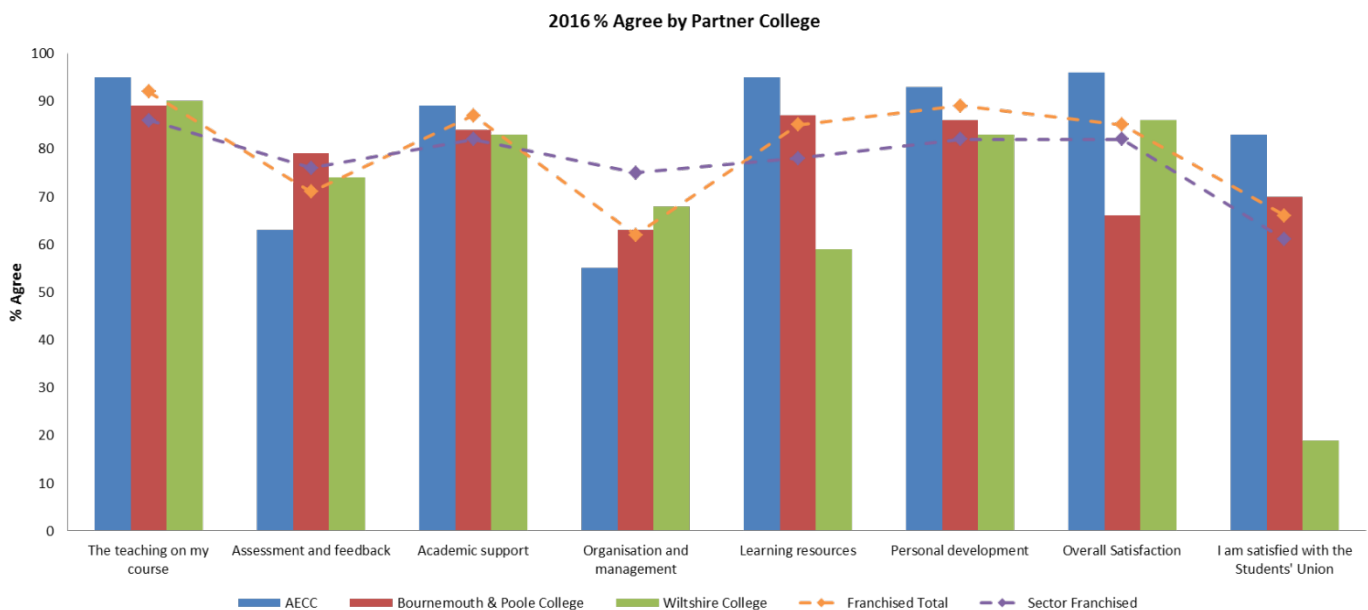
Computer Animation Arts achieved scores of 75% in Careers and 100% agreed the course was academically challenging, however the overall course satisfaction was only 50%. In addition 70% of students were also satisfied with Assessment in the optional questions which relate more to the academic rigour of assessment whereas only 38% were satisfied with Assessment and Feedback in the main questions which are much more aligned to the timeliness and quality of feedback as well as the communication of assessment criteria.

This is also evident in a handful of other programmes such as 'Computer Visualisation and Animation', 'Events Management' and 'Multimedia Journalism'.

BU's franchised results have seen improvements in every area this year including a 5% rise in 'Overall satisfaction' to 85%. 'I am satisfied with the Students' Union' has seen the biggest improvement, rising 8% to 66%, 5% higher than the sector for franchised courses. 'The teaching on my course' remains the highest scoring area after a rise of 7% to 92%.

Students from franchised courses are now more satisfied than those at the University in 5 of the 8 areas; 'The teaching on my course', 'Academic support' and 'Personal development' all rated at least 7% higher by those from partner colleges.

Bournemouth & Poole College had the highest response rate again this year with 29 out of the 44 eligible students (66%) completing this year's survey. AECC had the lowest response rate with 44 out of 85 (54%) responding whilst 22 out of 36 eligible students (61%) completed NSS2016 at Wiltshire College.



	AECC			Bournemouth & Poole College			Wiltshire College			Sector-wide (Franchised)		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
The teaching on my course	87	95	8	88	89	1	76	90	14	86	86	0
Assessment and feedback	65	63	-2	87	79	-8	64	74	10	77	76	-1
Academic support	83	89	6	89	84	-5	76	83	7	82	82	0
Organisation and management	46	55	9	78	63	-15	68	68	0	75	75	0
Learning resources	93	95	2	84	87	3	56	59	3	78	78	0
Personal development	87	93	6	90	86	-4	78	83	5	83	82	-1
Overall Satisfaction	82	96	14	92	66	-26	76	86	10	83	82	-1
I am satisfied with the Students' Union	67	83	16	71	70	-1	21	19	-2	61	61	0

AECC have improved in every area other than 'Assessment and feedback' this year with 'Overall satisfaction' rising 14% to 96%, taking this above the sector average which has fallen 1% this year to 82%, and no respondents reporting that they were actively dissatisfied. 'The teaching on my course' and 'Organisation and management' have also shown good improvement, increasing by 8% and 9% respectively; the latter however remains the lowest scoring area for AECC students with only 55% rating this area a 4 'Mostly agree' or 5 'Definitely agree'. This area may well have seen a larger increase this year had it not been for a 6% fall in question 13 'the timetable works efficiently as far as my activities are concerned' to 49%, the lowest rated question this year; questions 14 'Any changes in the course or teaching have been communicated effectively' and 15 'The course is well organised and is running smoothly', the remaining questions in this area, both making good improvements in 2016 by 19% and 13% respectively.

The Students' Union question has shown the biggest improvement from this year's partner college results, increasing by 16% to 83% making AECC students more satisfied with the Students' Union than any other partner college.

Bournemouth & Poole College have seen some disappointing results in this year's NSS, with 'Overall satisfaction' falling 26% to just 66%, now 16% below the sector average. 'Organisation and management' has also seen a large decline in 2016 now rated the lowest area by B&PC students at 63%, largely attributed to questions 14 'Any changes in the course or teaching have been communicated effectively' and 15 'The course is well organised and is running smoothly' falling 17% and 28% respectively.

The remaining 6 areas remain above the sector average however, despite only 'The teaching on my course' and 'Learning resources' showing small improvements.

Wiltshire College have seen a good year overall, increasing by at least 10% in 3 areas; 'The teaching on my course' (+14%), 'Assessment and feedback' (+10%) and 'Overall satisfaction' (+10%).

41% of the 22 students who responded to the survey rated the 'Overall satisfaction' question a 5 'Definitely agree'; whilst 45% responded 4 'Mostly agree'. None of the respondents were actively dissatisfied in Q22 this year.

The Students' Union at Wiltshire College is a major concern with this question falling by 2% this year to just 19%, far below that of the other partner colleges and the sector average.

Question 16 'The library resources and services are good enough for my needs' remains the lowest scoring question this year with 45% rating this a 4 or a 5, a rise of 5% since 2015 helping to maintain 'Learning resources' status as the lowest scoring area other than the Students' Union amongst Wiltshire College students with 59%, 3% higher than last year.

Half of the areas are now rated higher at Wiltshire College than the sector average including 'The teaching on my course' which has risen 14% to 90%; now the highest rated area by student from the College.

Since the NSS 2016 has been published a final set of questions for the 2017 survey have been agreed. For the 2017 survey HEFCE are introducing substantial changes to the survey questionnaire based on the outcomes of the Review of Information which was published in August 2016.

The changes include nine new questions on student engagement, updated questions on assessment and feedback and learning resources, removal and transfer of personal development questions to the optional question banks, and removal of two duplicative questions to ensure the survey remains short. The survey will now consist of 27 questions in the main survey. The current optional banks will remain, with adjustments to address overlap with the new student engagement questions and the addition of an optional personal development bank and potentially a students' union optional bank, which is being developed with NUS. The optional banks of questions should be chosen by each institution in conjunction with their student Union.

The 27 questions in the main set for 2017 are as follows (Questions which are unchanged from 2016 are marked with an *):

The teaching on my course

1. Staff are good at explaining things*
2. Staff have made the subject interesting*
3. The course is intellectually stimulating*
4. My course has challenged me to achieve my best work [new]

Learning opportunities [new section]

5. My course has provided me with opportunities to explore ideas or concepts in depth
6. My course has provided me with opportunities to bring information and ideas together from different topics
7. My course has provided me with opportunities to apply what I have learnt

Assessment and feedback

8. The criteria used in marking have been clear in advance*
9. Marking and assessment has been fair [amended]
10. Feedback on my work has been timely [amended]
11. I have received helpful comments on my work [amended]

Academic support

12. I have been able to contact staff when I needed to*
13. I have received sufficient advice and guidance in relation to my course [amended]
14. Good advice was available when I needed to make study choices on my course [amended]

Organisation and management

15. The course is well organised and running smoothly*
16. The timetable works efficiently for me [amended]
17. Any changes in the course or teaching have been communicated effectively*

Learning resources

18. The IT resources and facilities provided have supported my learning well [amended]
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well [amended]
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to [amended]

Learning community [new section]

21. I feel part of a community of staff and students
22. I have had the right opportunities to work with other students as part of my course

Student voice [new section]

23. I have had the right opportunities to provide feedback on my course
24. Staff value students' views and opinions about the course
25. It is clear how students' feedback on the course has been acted on
26. The students' union (association or guild) effectively represents students' academic interests

27. Overall, I am satisfied with the quality of the course*

Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	TEF Assessment – Year 2
Paper Number	SEN-1617-19
Paper Author/Contact	Jane Forster
Purpose & Summary	<i>For information only:</i> To update Senate on the recently issued specification for year 2 of the Teaching Excellence Framework, the timeline and process for submission of BU's evidence and the assessment process to be undertaken by the Panel
Decision Required of the Committee	For information only
Strategic Links	S1. Fuse research, education and practice to create a unique academic experience where the sum is greater than the component parts.
Implications, impacts or risks	Potential reputation risk relating to TEF rating and follow on implications for student and staff recruitment over time
Confidentiality	Not confidential

TEF Assessment – Year 2

Executive Summary

Process

Table 1: TEF timings

TEF Year	Assessment results announced	To inform students applying in...	...and entering in ...	Affects fees from...
1	2016	Autumn 2016	Autumn 2017	Autumn 2017
2	2017	Autumn 2017	Autumn 2018	Autumn 2018
3	2018	Autumn 2018	Autumn 2019	Autumn 2019
4	2019	Autumn 2019	Autumn 2020	Autumn 2020

TEF Year 1

Any institution with a QAA rating qualifies – institutions were able to opt out by 21st July 2016 and the final list has been announced

Allowed to increase fees by inflation in 2017/18 – increases to be approved by Parliament – regulations not yet laid

TEF Year 2

September 2016: Panel announced and consultation response published

October 2016: Guidance published and metrics available

January 2017: HEI written evidence submitted

Feb-May 2017: assessment

May 2017: awards announced – Gold, Silver or Bronze

TEF Year 3 – consultation will take place from May 2017. Gold and Silver ranked institutions will be able to raise fees by inflation, Bronze only by 50%

Year 2 - The specification can be found

here: <https://www.gov.uk/government/publications/teaching-excellence-framework-year-2-specification>

- The TEF will cover:
 - Undergraduate provision at levels 4, 5 and/or 66, which includes higher and degree apprenticeships.
 - All modes of delivery, including full and part-time and distance, work-based and blended learning.
 - Postgraduate provision will not be in scope until Year 4 at the earliest.
- TEF will be assessed at the provider that delivers the teaching – so the partner not the degree-awarding body in the case of a franchised arrangement

25 October 2016

- Existing quality assessment is a pre-requisite for TEF but TEF is looking for additional evidence of excellence above this “baseline”.
 - Concerns raised in quality assessment might mean a provider loses its award
 - Excellence celebrated in QA can be used as evidence in the TEF submission
- Assessors will look at the core institutional level metrics in each category over three years (note that full and part-time students will be reported separately).
- The assessors will look at the **data “splits”** – FT/PT, level of study, age, sex, POLAR quintiles, Disability, Ethnicity and Domicile (for NSS metrics) –looking for patterns in the flags and not “over-weighting” information from the NSS
- The data and the splits will be flagged if they are “significantly and materially” above or below a weighted sector average **benchmark**.
 - The number of positive or negative flags on the data will be relevant to forming an “initial hypothesis”
 - three or more positive and no negative =Gold
 - two or more negative =Bronze
- Then assessors look at the additional evidence and confirm – or change – their hypothesis accordingly
 - 15-page submission – no links to other evidence allowed
 - No checklist or template
 - Used to add context especially about the mission and characteristics of the institution, additional evidence of excellence against the criteria, specific strengths or addressing gaps or explaining the context for negative flags
 - Evidence of teaching and learning excellence must apply across the whole university (at UG level) not just some courses
 - Student involvement is strongly encouraged
- Assessors are also provided with **separate contextual data** that will inform their review – level of study, age, POLAR quintiles, ethnicity, sex, disability, entry qualifications, subjects of study, domicile and local students, and maps for local employment, where students were based before university, where students went to work afterwards).

DRAFT Timeline

	Summer 2016	Sept/Oct 2016	Nov/Dec 2016	Jan/Feb 2017	Mar/April 2017	May/June 2017
External	TEF year 2 consultation response submitted July 2016	Technical consultation response due September	Briefing events Nov/Dec	Jan deadline for submissions	Assessment	Awards announced
		Metrics available in Portal in October	Review/query metrics	Finalise and submit provider submission		Communication
		Guidance published October				Consultation for TEF3
Board			25 Nov meeting Update	January – out of meeting update on submission		5 May 2017 Meeting Review outcome
			14th December 2016 -update	10 Feb 2017 meeting Update		
Senate	TEF presentation at Senate June 2016		2nd November – update and planning			7 th June 2017 update

Detail from the Year 2 Specification

Assessment Process

Assessors will look at performance against core metrics to form an initial hypothesis on the likely rating.

- This will be based on distance from benchmarks using significance flagging
- The initial hypothesis will also take account of performance based on split metrics
- The number and direction of flags, whether or not there is a mixture of positive and negative flags and whether there are any contrary flags on split metrics, will determine not just the position of the initial hypothesis but the degree of confidence in which it is held.

The provider submission will be used to determine whether the initial hypothesis should remain unchanged, particularly in circumstances where the evidence from the core and split metrics is mixed or unclear, before an overall judgement is recommended.

Based on the overall metrics: When looking at the delivery mode in which providers teach the most students:

- A provider with three or more positive flags (either + or ++) and no negative flags (either – or - -) should be considered initially as **Gold**.
- A provider with two or more negative flags should be considered initially as **Bronze**, regardless of the number of positive flags.
- All other providers, including those with no flags at all, should be considered initially as **Silver**.

Looking at the splits: Assessors should test the hypothesis by considering how a provider performs with respect to different student groups. This includes considering the performance of the provider in the delivery mode in which the provider does not teach the most students (i.e. full time or part time).

- Assessors should focus on split metrics that do display flags, in particular where these flags differ from the core metric.
- Assessors will also consider how the flags are distributed across the three aspects of quality. If positive or negative flags are concentrated – or absent from – one or more aspect, that may influence the judgement.
- Assessors should be careful not to overweight information coming from the NSS, which provides three separate metrics in two out of three aspects, and ensure that positive performance on these metrics is triangulated against performance against the other metrics and additional evidence. They should also bear in mind that it has been suggested that, in some cases, stretching and rigorous course design, standards and assessment (features of criterion TQ323), could adversely affect NSS scores.
- Assessors should give particular weight to the core and split metrics on retention and highly skilled employment since students should expect to be supported to complete their studies and attain a job appropriate to their qualification and skills.

Criteria and evidence

Teaching Quality		Learning Environment		Student Outcomes and Learning Gain	
Student Engagement (TQ1)	Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies	Resources (LE1)	Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills	Employment and Further Study (SO1)	Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment
Valuing Teaching (TQ2)	Institutional culture facilitates, recognises and rewards excellent teaching	Scholarship, Research and Professional Practice (LE2)	The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice	Employability and Transferrable Skills (SO2)	Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives
Rigour and Stretch (TQ3)	Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential				
Feedback (TQ4)	Assessment and feedback are used effectively in supporting students' development, progression and attainment	NSS Q10-12 – academic support Final year students in 2013/14, 2014/15, 2015/16		Employment/destination data – DLHE Leavers in 2012/13, 2013/14 and 2014/15	
NSS Q1-4 – teaching on the course Final year students in 2013/14, 2014/15, 2015/16		HESA Non-continuation data Full-time entrants in 2011/12, 2012/13 and 2013/14, part-time first degree entrants in 2010/11, 2011/12 and 2012/13		Highly-skilled employment/further study (DLHE)	

Contextual Data -Assessors will be supplied with contextual data on each provider. Contextual data is used to support interpretation of performance but does not itself form the basis of any judgement. Data will be shown as an average of the last three years.

Contextual data	Category Definition	Sub-groups
Level of study	Level of the programme	First degree, other UG
Age	Age at start of study	Under 21, 21 to 30, over 30
POLAR	Applies to young students only.	Quintiles 1,2,3,4,5
Ethnicity	Ethnicity as self-declared on HESA record.	White, Black, Asian, Other, Unknown
Sex	Sex as self-declared on HESA record.	Male, female, neither male or female
Disability	Disability as self-declared on HESA record.	Disabled and not disabled
Entry Qualifications	Detailed qualifications on entry from HESA record	High (Over 390), medium (280 to 390) low (under 280), non-tariff
Subject of Study	Based on high level JACS codes	18 subject groups
Domicile	Domicile as self-declared on HESA record.	UK, Other EU, non-EU
Local students	Students whose home address is within the same Travel to Work Area (TTWA) as their location of study.	Local and distance learning Not local

There will be four maps to support the interpretation of employment/destination measures:

- For each provider – where students who study at the provider were based before study
- Common to all providers – The proportion of employed graduates in highly skilled employment (using DLHE responses).
- For each provider – where students who study at the provider found employment (using DLHE responses).
- Common to all providers – the population employment rate (using DLHE responses).

Metrics - Each core and split metric will be calculated using three years of student data. No weighting is used when aggregating the data. For each metric, for each provider, full time and part time students will be reported separately.

Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
NSS Q1-4 – teaching on the course Final year students in 2013/14, 2014/15 and 2015/16	NSS Q10-12 – academic support Final year students in 2013/14, 2014/15 and 2015/16	Employment/destination data – DLHE Leavers in 2012/13, 2013/14 and 2014/15
Q5-9 – assessment and feedback Final year students in 2013/14, 2014/15 and 2015/16	HESA Non-continuation data Full-time entrants in 2011/12, 2012/13 and 2013/14, Part-time first degree entrants in 2010/11, 2011/12 and 2012/13	Highly-skilled employment/further study (DLHE)

Categories and metric splits	Category Definition (note: full time and part time students reported separately)	Sub-groups
Level of study	Level of the programme a student is registered on.	First degree / Other undergraduate qualifications
Age	Age at start of study.	Young/ Mature
Sex	Sex as self-declared on HESA record.	Male/ Female
Participation groups	Applies to young students only.	POLAR quintiles 1-2 / POLAR quintiles 3-5
Disability	Disability as self-declared and recorded on HESA record.	Disability / No disability
Ethnicity	Ethnicity as self-declared on HESA record.	White background / Black or Minority Ethnic (BME) background. Significant differences within the BME group will also be reported
Domicile	NSS based metrics only.	UK, other EU, non-EU students

Benchmarking

Core and split metrics will be flagged if they are significantly and materially above or below a weighted sector average (benchmark). A unique benchmark is calculated for each provider's core and split metrics. The benchmark is a weighted sector average and weightings are based on the characteristics of the students at the provider.

Benchmarking factors	Description	NSS	Non-continuation	Employment or Further Study	Highly Skilled Employment or Further Study
Subject of study	High level JACS codes. Joint honours are split on an FTE basis (variable)	✓	✓	✓	✓
Entry qualifications	HESA website		✓	✓	✓
Age on entry	Young, Mature, Unknown Young is defined as under 21, and Mature is 21 and over.	✓	✓ (FT only, Young is under 31, Mature is 31 and over)	✓	✓
Ethnicity	Asian, Black, White, Other, Unknown	✓		✓	✓
Sex	Male, Female, Other)	✓		✓	✓
Disability	Disabled, Not Disabled		✓		✓
POLARs	POLAR 1 or 2, Not POLAR 1 or 2				✓

Provider submissions

Providers will submit evidence to support their case for excellence that will be used by assessors alongside performance against the core and split metrics. Submissions will be no longer than 15 pages each and there will be no minimum length. HEFCE will issue guidance on style, format and coverage, but providers will not be obliged to follow a prescribed template.

The purpose of the provider submission is to:

- add additional context that explains its mission and characteristics and is not fully captured by the standard contextual data
- support or explain its performance against the core and split metrics, particularly where performance is not strong:
 - contextual factors that have adversely affected performance against the core metrics which are not under the control of a provider
 - factors that have affected performance which are under the control of the provider, but which reflect decisions made for good reason
- put forward evidence against the assessment criteria:
 - additional evidence that a provider feels best supports its case for excellence against the criteria
 - this evidence can be qualitative and/or quantitative
 - evidence should be current, within the time period covered by the core and split metrics
- further explore performance for specific student groups based on split metrics - a provider is not required to address each criterion or to use them as a checklist but, they may wish to focus on areas of strength and areas where there are weaknesses in performance against the core and split metrics.

Additional evidence should allow an assessor to form a view on how a provider has performed in respect of each of the three aspects, particularly where performance against the core and split metrics is not clear cut.

- For additional evidence to alter the initial hypothesis, **assessors should expect to see clear, significant and well supported evidence of performance above the baseline, directly relevant to the criteria.**
- Providers can, if they wish, re-use existing excerpts from their quality assessment review (e.g. HER or ELIR) results within their TEF submission. Where these reviews are timely and report excellence above the baseline that is directly relevant to the TEF assessment criteria, assessors will consider these to be strong evidence against the criteria
- A provider may use the provider submission as an opportunity to further explore the contextual factors that adversely affected performance against their split metrics for specific student groups. Providers can also explore particularly positive actions they have taken for specific student groups.

Copies of, or links to, primary evidence should **not** be included.

Assessors will be looking for evidence of how far a provider demonstrates teaching and learning excellence across its **entire provision**.

Providers are encouraged to show how they have involved students in preparing the submission.

All submissions will be published.

Ratings

“In the Technical Consultation, we indicated a likely distribution based on performance against the core metrics where approximately 20% of participating providers would receive the lowest rating, approximately 20-30% would receive the highest rating and the remaining 50-60% would receive the intermediate rating. This distribution is not a quota.”

Gold: it appears likely that provision is consistently outstanding and of the highest quality found in the UK Higher Education sector:

- consistently outstanding outcomes for students from all backgrounds, in particular retention, progression to highly skilled employment and further study.
- course design and assessment practices provide outstanding levels of stretch that ensures all students are significantly challenged to achieve their full potential, and acquire knowledge, skills and understanding that are most highly valued by employers.
- optimum levels of contact time, including outstanding personalised provision secures the highest levels of engagement and active commitment to learning and study
- outstanding physical and digital resources are actively and consistently used by students to enhance learning
- students are consistently and frequently engaged with developments from the forefront of research, scholarship or practice, and are consistently and frequently involved in these activities.
- an institutional culture that facilitates, recognises and rewards excellent teaching is embedded across the provider.

Silver: it appears likely that provision is of high quality, and significantly and consistently exceeds the baseline quality threshold:

- excellent outcomes for students, in particular with regards to retention and progression to highly skilled employment and further study.
- course design and assessment practices provide scope for high levels of stretch that ensures all students are significantly challenged, and acquire knowledge, skills and understanding that are highly valued by employers
- appropriate levels of contact time, including personalised provision secures high levels of engagement and commitment to learning and study
- high quality physical and digital resources are used by students to enhance learning.
- students are engaged with developments from the forefront of research, scholarship or practice, and are sometimes involved in these activities
- an institutional culture that facilitates, recognises and rewards excellent teaching has been implemented at the provider.

Bronze: It appears likely that provision is of satisfactory quality:

- most students achieve good outcomes; however, the provider is likely to be significantly below benchmark in one or more areas, in particular with regards to retention and progression to highly skilled employment and further study.
- course design and assessment practices provide sufficient stretch that ensures most students make progress, and acquire knowledge, skills and understanding that are valued by employers.
- sufficient levels of contact time, including personalised provision secures good engagement and commitment to learning and study from most students.
- physical and digital resources are used by students to further learning.
- students are occasionally engaged with developments from the forefront of research, scholarship or practice, and are occasionally involved in these activities
- an institutional culture that facilitates, recognises and rewards excellent teaching has been introduced at the provider.

Provider submission – possible evidence**Teaching Quality**

Student Engagement (TQ1) Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies	<i>Impact and effectiveness of schemes focused on monitoring and maximising students' engagement with their studies e.g. the UK Engagement Survey (UKES) and other mechanisms Quantitative information on teaching intensity, such as weighted contact hours</i>
Valuing Teaching (TQ2) Institutional culture facilitates, recognises and rewards excellent teaching	<i>Impact and effectiveness of teaching observation schemes Recognition and reward schemes, and their impact and effectiveness, including progression and promotion opportunities for staff based on teaching commitment and performance Quantitative information relating to the qualification, experience and contractual basis of staff who teach</i>
Rigour and Stretch (TQ3) Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential	<i>Recognition of courses by professional, statutory and regulatory bodies (PSRBs) Address work readiness. Industry engagement, PSRB accreditation How the provider is successfully achieving positive outcomes for students, whilst also identifying, addressing and preventing grade inflation Impact and effectiveness of external examining Impact and effectiveness of innovative approaches, new technology or educational research</i>
Feedback (TQ4) Assessment and feedback are used effectively in supporting students' development, progression and attainment	<i>Impact and effectiveness of involving students in teaching evaluation e.g. collecting and acting on their feedback Impact and effectiveness of feedback initiatives aimed at supporting students' development, progression and achievement</i>

Learning Environment

Resources (LE1) Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills	<i>Quantitative information demonstrating proportional investment in teaching and learning infrastructure</i>
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Learning Environment

<p>Scholarship, Research and Professional Practice (LE2) The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice</p>	<p><i>Extent, nature and impact of employer engagement in course design and/or delivery including degree apprenticeships</i></p> <p><i>Extent and impact of student involvement in or exposure to the latest developments in research, scholarship or professional practice (one or more)</i></p>
<p>Personalised Learning (LE3) Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression</p>	<p><i>Impact and effectiveness of initiatives aimed at supporting the transition into and through a higher education course</i></p> <p><i>Use and effectiveness of learner analytics in tracking and monitoring progress and development</i></p>

Student Outcomes and Learning Gain

<p>Employment and Further Study (SO1) Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment</p>	<p><i>Career enhancement and progression for mature students</i></p> <p><i>Evidence of longer-term employment outcomes and progression of graduates including into highly-skilled employment</i></p>
<p>Employability and Transferrable Skills (SO2) Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives</p>	<p><i>Evidence and impact of initiatives aimed at preparing students for further study and research</i></p> <p><i>Evidence and impact of initiatives aimed at maximising graduate employability</i></p> <p><i>Extent of student involvement in enterprise and entrepreneurship</i></p> <p><i>Number, impact and success of graduate start-ups</i></p>
<p>Positive Outcomes for All (SO3) Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes</p>	<p><i>Impact and effectiveness of initiatives aimed at understanding, assessing and improving retention and completion</i></p> <p><i>Learning gain and distance-travelled by all students including those entering higher education part-way through their professional lives</i></p> <p><i>Use and effectiveness of initiatives used to help measure and record student progress, such as Grade Point Average (GPA)</i></p> <p><i>impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes.</i></p>



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	Global Engagement Update: 2016-17 Quarter One
Paper Number	SEN-1516-20
Paper Author/Contact	Dr Sonal Minocha, Pro Vice-Chancellor (Global Engagement)
Purpose & Summary	This update on the Global Engagement (GE) Plan provides an overview of the key activities in the last quarter alongside the priorities for the quarter and year ahead.
Decision Required of the Committee	For note
Strategic Links	The Global Engagement Plan, and this update, supports delivery of the global vision, values and targets set out within BU2018.
Implications, impacts or risks	None
Confidentiality	Confidential – Internal Use Only

Global Engagement Update

2016-17 – Quarter One Highlights

1. Introduction

- 1.1** The purpose of this update is to provide a summary of global engagement activity in the first quarter of the academic year 2016/17. Similar to last year, and to fit in with the set executive/committee meeting cycles, the present update covers the period 1st August 2016 to mid-October 2016.
- 1.2** This update first provides brief highlights of the external environment context for Global BU over the last period (Section 2). It then goes on to provide detail of both the activity in the last quarter alongside the priorities for the upcoming quarter as well as the year ahead (Section 3).
- 1.3** A summary of the key updates and items to note are as follows:
- **Profile** - A priority over the next quarter is to shape and finalise the full programme of the 2017 Global Festival of Learning. This will take place across three distinct weeks of events showcasing Global Fusion in ASEAN, India and China. The call for applications has recently opened. Both staff and students, Professional Services and Faculties are encouraged to apply. See 3.1 and 3.277 for more detail.
 - Additionally, through working closely with Faculties and the International Marketing and Student Recruitment Team, we will re-energise our **post-Brexit European** proposition for sustainable engagement activity in and from that region. There will be further opportunities for all colleagues over the coming months to engage and input into the developing strategy. Further information available via updates on the intranet.
 - **Partnerships** – As a result of discussions at IUPC and in other fora, a refreshed approach to global partnership development has been developed and securing two or three strategic partnerships in the year ahead remains a key priority. We invite input from all colleagues into the identification and selection of these over the coming months. To find out more about what it means to be a strategic partner, and how you can input into this, take a look at this [report](#) which sets out the background and approach to future global partnership development including the types of strategic partners we seek.
 - A guide for **managing incoming overseas delegations** and visitors to BU to provide clarity on processes, roles and responsibilities to ensure these delegations run smoothly and maximum benefit is derived from this global footfall across our campuses. The guide is available [here](#) for all colleagues who are arranging for an international delegation to visit BU to use as a reference tool and checklist.
 - **Mobility** - Achieving the 20% student mobility target (PI7 from BU2018) remains a top priority. Much improvement has been made in the last year but considerable progress is still required. All departments and individuals across the Faculties and Professional Services at BU are invited to work with the Global Engagement Team in increasing and promoting opportunities for students to be outwardly mobile. For details of the actions that will be taken across the University to deliver on this and specifically how you can help, see this short report [here](#).
 - **Global Talent** - The Global Talent Programme (GTP), launched at the start of term, brings together our central extra-curricular employability offer under a single banner complimenting the more departmental-specific offers in Faculties. In parallel we will soon begin work to integrate this extra-curricular employability offer with that of the curricular and co-curricular propositions, which will be led by a cross-University group. Faculty and Professional Services staff who interact with students are asked to help promote the GTP to all students – students will have until January to register and start the programme. For more details see 3.22 and [here](#).

- **Global Traction** – Global Regional Groups have recently been established initially with a focus on China, India and the ASEAN region. The first meetings were held in early October 2016 and they will be held quarterly throughout the year. Colleagues working in these regions are encouraged to contact globalbu@bournemouth.ac.uk to find out more about how we can work together to create maximum 'fusion' impact in these regions. See 3.31 for more detail.
- **Environment** – Building on the success of the Global Hub on the Talbot Campus, we are currently working with estates colleagues in the coming months to develop future plans for how to enhance the global experience on campus. **FOR DISCUSSION:** Staff and students are encouraged to help us design a global campus and are encouraged to contact globalbu@bournemouth.ac.uk with ideas for how we might achieve this. The next Global Café Forum may be dedicated to this discussion.

1.4 To find out more about anything within this update please contact:
GlobalBU@bournemouth.ac.uk.

2. External Context

- 2.1 The last quarter of the year has largely been preoccupied by the results of the EU referendum on the 25th June 2016. The consequent reshuffling of the Cabinet by PM May led to significant changes for the HE sector, such as [higher and further education returning to the Department for Education \(DfE\)](#). The DfE's remit expanded to include skills and apprenticeship policy as well, managed under ex-international development secretary Justine Greening. The Department of Business, Innovation and Skills (BIS) also reformed into the Department of Business, Energy and Industry (BEIS), with reappointed Minister for Universities and Science Jo Johnson to work jointly across both departments.
- 2.2 Government has pledged to underwrite grants awarded between now and 2020 to ensure that researchers continue to apply for as long as the UK remains in the EU. In the annual Conservative Conference held Oct 2016, the newly appointed Chancellor Hammond reassured British organisations that the ['Treasury will offer a guarantee to bidders whose projects meet UK priorities and value for money criteria' and that those who secure EU funding will receive payments post-Brexit](#). However, in practice, concern has risen as external researchers are pulling away from UK-based collaborations in fear it may jeopardise eligibility of future funding. In more positive news, a Government [announcement](#) on the 11th October has confirmed that EU students applying for university places in the 2017 to 2018 academic year 'will continue to be eligible for student loans and grants – and will be for the duration of their course'.
- 2.3 As an aftermath of the EU results, [government's Education Committee has launched an inquiry](#) into the impact of Brexit on higher education. The call invites written submissions to address concerns, and explore Government priorities to mitigate risks that HEIs may face.
- 2.4 Whilst the HE sector continues to focus on internationalisation, attention has inevitably turned towards ensuring ties are not lost with Europe post-Brexit. A number of campaigns backed by UK HE bodies, the most notable being [#WeAreInternational](#), have launched post-Brexit in an attempt to highlight that universities continue to be open to and welcoming towards international students despite Brexit. [HEPI also published a comparative report with New Zealand](#) suggesting that the 'UK lacks a coherent strategy to support the recruitment of international students' with government messages continuously undermining recruitment efforts. This issue has recently been the subject of debate at IUPC informing the development of our post-Brexit European proposition. It also underlies our commitment to the strong message of welcome that we send to our international student community at the International Commencement Ceremony.
- 2.5 The Higher Education and Research Bill continues its journey through Parliament, now at the [Committee Stage in the House of Commons](#) due on the 11th and 13th October before moving to the Reporting State. In September, the Department for Education published detailed information on how the Teaching Excellence Framework Year Two will be assessed and what the outcomes will mean for providers. Introducing the TEF has been supported by a [significant HEFCE publication](#).

- 2.6** Over the summer, consultation for the Government's proposal for operating Year 2 of the Teaching Excellence Framework was launched, with results recently released (Sept 2016) detailing the operation of the TEF Year 2. The TEF has caused concern for providers – particularly the Russell Group – [as mock TEFs indicate a reshaping of the existing hierarchy of the UK HE Landscape](#). However, the Department of Education has reiterated that the TEF assessment framework is [‘designed to enable diverse forms of teaching and learning excellence’](#). This is an opportunity for us. Excellent learning environments are diverse, global, and fused, learning environments. However, we have to build an evidential base to support this narrative.
- 2.7** The TEF has been welcomed by businesses as they see the ‘new emphasis on quality of teaching at universities together with transparency and openness to competition’ key to ‘driving up standards among the graduates coming out of higher education’. Businesses are also prepared to step up to their commitment and help HEIs with improving employability among graduates ([CBI/Pearson Survey, 2016](#)). HEIs also feel that – in terms of activity – research collaboration with industry is [the most important area that contributes to the economy](#).
- 2.8** Meanwhile in August the Home Office launched a two-year pilot scheme which will test a new approach to student visas. The scheme is being piloted at the University of Bath, University of Cambridge, University of Oxford, and Imperial College London. The move was seen as the Government showing willingness to ease visa restrictions, but criticised as showing preference to ‘top’ institutions only. It was announced by Assistant Director of UK Visas and Immigration Mr Pamnani at the 2016 HE Show that the Home Office will be opening consultation ‘in the Autumn’ about creating a ‘single immigration platform’, in which the status of international students will be discussed.
- 2.9** At the Annual UK Conservative Party Conference held in Birmingham during the first week of October, [newly appointed Home Secretary Amber Rudd caused concern as she announced that Government would look for the first time at whether UK’s ‘student immigration rules’ should be tailored to the quality of the course and the quality of the educational institution](#). This signals the intention of PM May’s cabinet to take steps to toughen student visa rules for HE providers that are assessed at a lower quality to other providers. A key question is whether the TEF will be used as a means to address student immigration rules.
- 2.10** In June, [the National Centre for Universities and Business](#) recognised that work experience during study is key, as businesses suggest it is the best channel for finding suitable employees. Reports have also supported claims that [mobility improves employment prospects](#), enabling students to [‘gain exposure to new ideas and approaches, become good citizens, and...prepare for the competitive world of employment’](#). These are further reminders of how employability and internationalisation are key to student success and provides a strong endorsement for BU’s new Global Talent Programme, which seeks to combine both agenda’s into a single programme aimed at enhancing the employment prospects of all our students.
- 2.11** A number of Higher Education rankings have been published over the last 4 months, demonstrating considerable expansion in quality and boosting research output in both Asian and Arab regions as both regions climb the ranks in the [2016 QS University Rankings by Region](#). China has also accelerated in climbing up the ranks as their universities dominate [the top ten spots of the QS BRICS rankings](#), and also dominate [a new ranking system which identified growth in published research](#).
- 2.12** The beginning of the new academic year also saw the launch of the [2016-17 THE World University Rankings](#) (WUR), where the UK was represented by 91 HEIs, only second to the US with 148 HEI featured in the rankings. It is the first time in 12 years since the rankings began that a UK university secures number one. Oxford University knocked five-time winner Caltech to second place, making it the first time the US is not leading in the ranks. [WUR 2016-17 by subject](#) also revealed that the US and Europe lead in rankings across all eight disciplines covered in the ranking system.
- 2.13** For BU it was mixed news as we fell in the THE World University Rankings (despite an increase in our International Outlook score) although at the end of September, the outcome

of the Times and Sunday Times Good University Guide 2017 were revealed, with BU rising an impressive 20 places.

- 2.14** HEFCE has announced the final survey questions for the National Student Survey 2017 which will '[strengthen student engagement and increase student voice](#)', a key aspect of the new HE Bill which introduces the NSS as part of the core metrics used to assess the TEF. As a third of the 2017 NSS survey will address different aspects of student engagement, [questions related to personal development will be removed with the intent to include them in the refreshed DLHE](#).
- 2.15** [HESA published data](#) which has shown a wide variation in UK HEIs' graduate employment record with 128 HE providers out of 151 rating above 92%, but the remaining scoring below 90. This year's results are significant as the DHLE results will be used as one of the core metrics for the TEF. The data revealed that '[93.9% of UK domicile full-time first degree leavers were in employment and/or further study six months after graduating](#)'. At BU, whilst we have risen to our highest level since 2010-11, with the number of full time first degree leavers in employment or further study increasing by 3.3%, BU's ranking amongst sector institutions in the HESA performance indicator has decreased by 7 places in 2014/15 from 72nd to 79th position out of 128 institutions. Our institutional strategy for enhancing the employment prospects of our students therefore remains a top priority and as introduced above, is a key driver of the recently launched Global Talent Programme (see 3.22 below for more detail).

3. Internal Context: Key Highlights from Quarter 1 and Future Priorities

1 Our Purpose

A Global BU

- 3.1 Global Festival of Learning** – Building on the immensely successful pilot of taking BU's Festival of Learning global to China and Malaysia, the global celebration of the 2017 Festival of Learning will take place across three distinct weeks of events showcasing Global Fusion in ASEAN, India and China. The call for applications is now open and colleagues are encouraged to apply. More detail is available below in paragraph 3.27.
- 3.2 International Commencement Ceremony 2016** – More than 500 new international students were joined by around 150 members of staff and key figures from the region at our second International Commencement Ceremony (ICC). See [here](#) for a fuller write up about the evening. As I said in my [monthly update](#), whilst the ICC was of course not a response to Brexit, the ICC is now more important than ever in sending a strong message of welcome to our international students.
- 3.3 Annual update** – we were very pleased to be able to share the collective progress of Global BU with the Chancellery and the University Board at an exhibition and presentation in July. The exhibition was supported by colleagues across Faculties and Professional Services alongside a number of students who shared their experiences of Global BU to date. The full report - Global BU: Journey to Date – was published on the Intranet in September and can be found [here](#) providing full details of the achievements made to date against the GE Plan.
- 3.4 Global BUzz Events for 2016/17** – Our new calendar of events and key meetings during 2016/17 offer all staff and students the opportunity to engage in and shape Global BU activities. Check out our [annual events calendar](#) for further details. Regular updates will also be added in the usual way to the [website](#) and the [Intranet](#). We are particularly keen to hear from colleagues who might wish to join forces on our new Thought Leadership Series – these will feature 4-6 events this year with a duration of around 2 hours and will focus on inviting high-profile external thought leaders. The series aims to profile BU as a hub for global thought leadership and inform our own thinking, research and development. We have one or two slots spare in the series later in the year and so if you have a great idea for an external speaker please contact globalbu@bournemouth.ac.uk.

6 Objectives

Partnerships

- 3.5** For the start of the academic year we have taken feedback on the approach to partnership development and, working via IUPC, have refreshed our approach. The new approach has been launched to reinvigorate our global partnerships footprint and secure five to six strategic partnerships by 2018. The current footprint has been divided into clusters according to activity and impact. **FOR NOTE:** For more detail, please see [here](#) for a paper describing the context and priorities for this new approach. Faculty colleagues in particular are asked to familiarise themselves with this new approach, and put forward any of their current relationships that have the potential to deliver against our research, student/staff mobility or student recruitment targets by making suggestions to their Associate Dean (Global Engagement).
- 3.6** Other tools that colleagues may find useful is the [globalBU](#) database where you can search for information on BU's global partnerships footprint, whether current or in development. Additionally, the [partnerships toolkit](#) created and owned by Academic Services, provides a user-friendly introduction and guidance to the partner approval process for setting up new partnerships.
- 3.7** Finally, a guide for managing incoming overseas delegations and visitors to BU has been produced by the Global Engagement Team to provide clarity on processes, roles and responsibilities to ensure these delegations run smoothly and maximum benefit is derived from this global footfall across our campuses. **FOR NOTE:** The guide is available [here](#) for all colleagues who are arranging for an international delegation to visit BU to use as a reference tool and checklist of arrangements that need to be made, as well as a visitor request form to complete and submit to GlobalBU for high level visits and where UET support might be required.
- 3.8** Over 2015/16, the International and UK Partnerships Committee (IUPC) held debates on questions of strategic importance to global partnership development at BU. The outcomes of these discussions have helped shape priorities for 2016/17, some highlights are:
- Developing criteria for establishing strategic partnerships (as described above).
 - Drafting proposals for joint degree programmes through the Global Engagement Team (GET).
 - Creating early impact and traction through the Global Hubs of Practice as an innovative means of in-country presence instead of off-campus provision.
 - Considering North America and Europe for proposing new Hubs of Practice.
 - Developing a European proposition as part of a new Hub of Practice and in response to Brexit.
- 3.9** In terms of the current partnership footprint, BU currently has 126 global partners (50 international, 76 Erasmus) in 36 different countries. Two global partnerships were archived in the last period. Agreements were also signed for the following partners during this quarter:
- Technological Educational Institute of Western Greece (TEI) – Erasmus+ staff exchange (Faculty of Science & Technology)
 - Universidad San Jorge, Grupo SanValero, Spain – Recognition Agreement (Faculty of Management)
- 3.10** Faculty highlights in the last quarter include:
- Karen Imam, Director of BINUS Global, BINUS University, Indonesia visited BU in September 2016 for discussions with the Faculties of Management and Media & Communication, and the Careers & Placement team. Activities to expand the partnership from student recruitment were explored, including co-hosting events in Indonesia, staff and student mobility.
 - Professor Guy Starkey, Associate Dean (Global Engagement), met with the Deans and/or Vice-Deans of media schools in three Chinese cities, Zhengzhou (SIAS International University), Beijing (Communications University of China, CUC) and Shanghai (Shanghai Jiaotong University, SJTU). New partnership agreements with CUC and SJTU are being developed.

- Dr Ann Luce, Senior Lecturer in Journalism and Communication, is exploring a partnership with Auckland University of Technology (AUT) following a visit from AUT to BU last month.

Recruitment

- 3.11** The start of the new academic year has once again seen Regional Managers being involved in welcoming international students at the enrolment sessions and helping them to settle into life at BU.
- 3.12** Provisional figures for September's enrolments show a shortfall in numbers versus their targets (see Figure 1 below). However, additional resources have been allocated to support a strong 'January starts' campaign which is, to date, currently up 10% on applications against target (see Figure 2).

Figure 1. Provisional student enrolments September 2016, against 2016 target and 2015 actuals

	Sept. 2016 enrolled (Provisional)	Sept. 2016 (target)	Sept. 2015 (actual)
FTUG EU	195	211	215
FTUG OS	154	173	160
FTPGT EU	122	96	133
FTPGT OS	377	541	438
Total	848	1021	946

Figure 2. Provisional student enrolments September 2016, against target and 2015 actuals, by Faculty

Faculty	Mode and Level	Fee Region	Sept. 2016 enrolled (Provisional)	Sept. 2016 (target)	Difference
HSS	FTPGT	EU	2	6	-4
	FTPGT	OS	13	28	-15
	FTUG	EU	8	8	0
	FTUG	OS	1	10	-9
FOM	FTPGT	EU	36	31	+5
	FTPGT	OS	209	280	-71
	FTUG	EU	77	70	+7
	FTUG	OS	83	85	-2
FMC	FTPGT	EU	67	35	+32
	FTPGT	OS	112	95	+17
	FTUG	EU	67	86	-19
	FTUG	OS	43	36	+7
FST	FTPGT	EU	17	24	-7
	FTPGT	OS	43	48	-5
	FTUG	EU	43	47	-4
	FTUG	OS	27	42	-15

- 3.13** The 2016/17 Country Strategies were finalised over the course of the summer. These documents along with further 'in-country' information are available to download via the Global BU intranet pages [here](#).

Mobility

- 3.14** As of October 2016, 3.64% of BU's student population travelled overseas as part of their studies during the 2015/16 academic year. This represents a slight drop from the figure presented in June 2016 which was 3.9%. A contributing factor to this % fall is the larger amount of total students as a result of the growth in student numbers. The latest percentage also does not include 70 students who participated in SUBU RAG international volunteering during 15/16 but who do not appear on the BU travel insurance register (the source of data

for this PI) as their insurance is arranged via external agencies. This issue exposes the inadequacy of our data reporting/capture on student mobility which remains an institutional risk (see Section 3.35 for more detail). Nevertheless, the current figure, whilst not as high as intended, is still double what it was the previous year. The inclusion of the 70 students would bring the figure up to 4.05% - we are working with PRIME to address this for the next reporting cut off. However, despite the improvements that have been made to date in student mobility, considerable progress and a change in approach is required to meet the BU2018 target of 20% student mobility. **FOR NOTE:** A summary of our refreshed, consolidated, approach to improving student mobility, including what support is required from Faculties and Professional Services, is described in this [report here](#).

3.15 Essentially, a joined up effort across Faculties and Professional Services remains crucial, and each has a key role in increasing and promoting opportunities for students to be outwardly mobile. Examples of actions that Faculties and Professional Services are asked to collaborate with the Global Engagement Team on are:

- Assistance to raise external funds for individual or cohort student mobility.
- Piloting the student global mobility festival (#bubglobal) with a focus on motivation and engagement of individuals to participate in activities abroad as well as groups of students.
- Expansion of targeted programmes for short courses with partners, including a targeted programme of volunteering opportunities with selected organisations with focus on cohort mobility.
- Co-operation on embedding mobility in the curriculum by creating relevant and exciting products and opportunities for students to have international experiences, whether these are study exchanges abroad, field trips linked to units, virtual mobility or other kinds of activities that provide internationalisation on campus.
- Assistance to plan towards creation of a fundraising culture among students to complement university funding they may receive.

3.16 The Student Mobility Team has recently been supporting a group of 60 students who will be taking part in an outgoing study exchange programme in semester two involving 29 partner institutions. In addition to this, funding for 33 student placements via the Erasmus scheme and 31 students via the Global Horizons Fund was also awarded over the course of the summer.

3.17 In terms of incoming students, the Student Mobility Team received 85 applications from students from 35 different countries who were seeking inward mobility places at BU.

3.18 Staff mobility remains fairly constant with 133 instances of travel occurring during this period (compared to 137 in the February to April 2016 quarter). Again, the main reason for travelling was identified as attending/presenting at a conference (71). The most frequently visited countries were Germany (18), Spain (12) and the USA (10).

Research = Global Thinking

3.19 Key highlights in the last quarter from Faculties include:

- EU H2020 MSCA RISE 2016 has been awarded with BU as coordinator and a total budget of 1,215,000 euro with 7 partners. Paul de Vrieze (PI), Lai Xu (PI), Prof. Hongnian Yu (co-PI) and Prof. Keith Phalp (co-PI)
- Lenia Marques spent a week in Spain in May where she presented research at the Special Interest Group on Events of the Association for Tourism and Leisure Education, collected data with the Universidad Oberta de Catalunya and met with partners for ongoing Fusion networking project. From this, an invitation for a visiting professorship recently emerged (exact dates to be arranged for 2016-2017).
- BU has been chosen to host the British Conference for Undergraduate Research (BCUR) from 25 to 26 April 2017. The conference has since 2011, with previous hosts being UCLAN, Warwick, Plymouth, Nottingham, Winchester and Manchester. There are likely to be about 450 delegates and there will be opportunities to promote our postgraduate offer during the conference, which is being organised by Dr Fiona Cownie, Senior Principal Academic.
- Dr Jian Chang, Associate Professor in Computer Animation, visited Zhejiang University

in Hangzhou, China in August 2016 for a collaborative research exchange under the EU-funded IRSES project 'AniNex'.

- Dr Karen Fowler-Watt visited Marseilles on a research field trip focused on the reporting of migration in the French press and narrated identity, partially funded by the Centre for the Study of Journalism, Culture and Community.
- Dr Roman Gerodimos is leading a cross-national online survey on youth perceptions of global citizenship and civic engagement in collaboration with partners in the United States, Mexico, Argentina, Colombia, Peru, Ecuador, Lebanon, China and Kenya.

3.20 Between the 1st August 2016 and 11th October 2016 a total of three bids involving international collaborators – two from HSS and one from Management – totalling £649,209, were submitted to UK funders (Source: RKEO). All three are awaiting a decision.

3.21 For the same period, a total of 34 research and enterprise bids were submitted direct to overseas funders, totalling £5,538,238. Of those bids, one bid has been successful whilst 33 are still awaiting a decision. By Faculty, SciTech had submitted the greatest number of bids (18), followed by Media and Communication (nine), and HSS and Management (three each). Of the total bids submitted during this period, 25 totalling a value of £4,968,439 were EU funded bids (Source: RKEO)

Education and Student Experience = Global Talent

3.22 Global Talent Programme: With the support of Student Services, the Graduate School and other colleagues within the Global Talent Programme Working Group, we successfully launched a refreshed and consolidated extra-curricular employability offer to all students at the start of the new 2016/17 academic year. In a nutshell, the Global Talent Programme (GTP) brings together our extra-curricular employability offer under a single banner – and offers students a mechanism of providing evidence to future employers that they are Global Talent, through the Global Talent Award. It subsumes the Student Development Award and Post-Graduate Development Award.

3.23 To date we have had 229 registrations and 154 students attend in person the first introductory sessions during September and October. It is important to emphasise that the GTP is not just for international students, nor is it just for students who want to work overseas. The GTP is for all students and has been designed to ensure all our students have the attributes they need to succeed in the workplace. More details about the GTP can be found [here](#) and all colleagues are requested to share details of the programme with relevant staff and encourage all students to participate.

3.24 Key highlights in the last quarter from Faculties include:

- Dr Andy Johnson successfully helped MRes student Rachel Skinner to apply for a £500 Grindley Grant (from the Experimental Psychology Society) in order to attend and present at the 6th International Conference of Memory in Budapest (July).
- Dr Andy Johnson's MSc student Eleanor Martin has received £500 from the Santander PGT Mobility Award in order to attend and present at the BPS Cognitive Section Conference in Barcelona (September).
- Four current students reported on the US Republican and Democratic Party conventions, working with students and faculty from the University of Maryland and Penn State. They provided stories for the Central News Service run by UMD as well as blogging and tweeting for BU.
- BA (Hons) Politics student Chris Hammill-Stewart has secured a prestigious editorial internship at the Salzburg Global Seminar working with the Communications Team there. Chris is the seventh FMC student to get an internship at SGS.
- Avril Harrison led for BU on the Erasmus+ Summer Programme 'The Complete Freedom of Truth', held over the first two weeks of August at the Talbot Campus.

3.25 UET have agreed to run the International Student Barometer again during 2016/17 (BU previously ran the survey in 2014/15). The ISB is a sector benchmarking tool examining international students' perceptions from application to graduation. The survey will be issued in November 2016 and results will be available in March/April 2017.

Professional Practice = Global Traction

3.26 Hubs of Practice: Our global [Hubs of Practice](#) are built around creating a unique regional, national and global network of partners and collaborators that are connected into business, government, community and academia. Three Hubs of Practice were launched in 2015/16 and each of our hubs is set to be a location for our Global Festival of Learning in 2017. The most recent highlights from each are summarised below:

- **ASEAN Hub:** hosted one of the inaugural Global Festivals of Learning in two locations, including interactions with HEIs and industry;
- **Connect India Hub:** hosted our first cohort mobility programme Destination India; and submitted a major funding bid to UKIERI for developing global talent in India;
- **China Innovation Hub:** hosted one of the inaugural Global Festivals of Learning and cohort mobility programme Destination China. The Hub is working to support China's ambitions to be a world-leading innovation economy by 2020.

3.27 Global Festival of Learning - This year's Global Festival of Learning will feature four events over the course of the year – three being week-long events hosted in ASEAN, China and India – with the fourth being a day-long event back in Bournemouth during the Festival of Learning in July 2017. A working group under the leadership of the PVC (GE) has been established to oversee the coordination of these events.

3.28 It is planned that the ASEAN Festival will take place in March, India in April, and finally China in May. The Festival in each location is likely to include the following elements:

- Keynote (from industry/academia)
- Research presentations
- Employer roundtables
- Partner/agent conference and exhibition
- Lectures to public, prospective students
- Conclusion lunch or dinner with alumni
- Student mobility programmes to present at or support each Festival

This way we take a whole institution approach to expanding our academic and brand footprint with staff, students and employers in a targeted way in each region to assist with our recruitment, partnerships and mobility targets.

3.29 A call for applications to participate in the Global Festival of Learning is now [open](#) and staff, from both Professional Services and Faculties are encouraged to apply. We also welcome student co-presenters.

3.30 Key highlights in the last quarter from Faculties include:

- The three month Chinese football coaching programme, hosted by BU in partnership with AFC Bournemouth, came to a conclusion on 16th September. The 60 coaches who took part in the programme received their official certificates from the Vice-Chancellor to mark the completion of their studies.
- Chinese Football Going Global Forum co-organised with the China Innovation Hub was held successfully on 10th August.
- Former BA (Hons) Multimedia Journalism student and Reuters correspondent Drazen Jorgic covered the Rio Olympics for audiences in several countries.
- Dr Mehdi Chowdhury won a consultancy project on 'Commonwealth Diasporas and bilateral trade in cultural goods' sponsored by the Commonwealth.

3 Enablers

People

3.31 Global Regional Groups - Following a range of discussions in the past few months across the Global Engagement Team (GET) and beyond, 'Global Regional Groups' have been set up to oversee and coordinate the strategy and operations for Global BU activity in our target regions. Initially these will focus on our activity in three key regions: ASEAN, China and India.

- 3.32** These groups are intended to be 'informal' groups to share global engagement activities in each region in the spirit of having close integration across a range of activities. The intelligence and information shared by these groups will feed into the existing GET meetings, thus allowing the GET to consider and shape the wider cross-institutional activity across the entire GE portfolio.
- 3.33** These Global Regional Groups are intended to help maximise the impact of our activity in these key regions through providing strategic and operational support. If you have links with any of these regions and would like to find out more about working with us to maximise impact in the region, please contact: globalbu@bournemouth.ac.uk.

Environment

- 3.34 A Global Campus** – The Global Hub on the Talbot Campus has provided a much needed physical focal point for staff and students to come together on global engagement activities over the past year, However, this is only one part of a wider strategy for establishing a globalised campus experience. As stated in the GE Plan, we have ambitions to generate visibility for both 'BU going global' and the 'Globe@BU' on our physical campus. We are currently working with estates colleagues in the coming months to develop future plans for how to enhance the global experience on campus. **FOR DISCUSSION:** Staff and students are encouraged to help us design a global campus experience. Please get in touch with your ideas to: globalbu@bournemouth.ac.uk.
- 3.35 Integrated IT system** – A continued risk for Global BU, and student mobility in particular, is the reliance on manual data handling and aggregation processes. An integrated IT system to manage international mobility (which in turn relies on international partnerships management) therefore remains a key operational priority. Moreover, the partnership management aspect of the system will improve interactions across the institution and promotion of our international presence, our current and potential partners and stakeholders, contributing significantly to the delivery of our vision as stated in the GE Plan. A project board meeting is planned for the end of October with the IT department in order to move to the invitation to tender and procurement stages for a suitable solution to be in place by Quarter 3 of this academic year.

Finance and Performance

- 3.36 Finance** – For 2016/17, our cross-institutional investment in international activity will be reported on for the first time. A key piece of work for the next quarter and the year ahead is to analyse the current investment and return and alignment of resources to the value chain of Global BU. Our enhanced understanding of the investment in international activity will help to inform the discussions during the next delivery planning round.

4. Conclusion and Summary

- 4.1** This is the first update of the new academic year, and the first during this second full year of delivery of the GE Plan. Our priorities continue to be aligned across the 1-6-3 framework of the GE Plan and this year will focus particularly on our partnerships and mobility key performance indicators whilst simultaneously cementing the global impact of our global staff, students and stakeholders. Together, these should ensure Global BU continues to build a reputation that is distinctive and impactful.
- 4.2** This update has been shared with UET, ULT, IUPC and will be released to all staff via the intranet after Senate.

Dr Sonal Minocha

October 2016



Committee Name	Senate
Meeting Date	2 November 2016
Paper Title	Annual Report to the Board on the Activities of Senate
Paper Number	SEN-1617-21
Paper Author/Contact	Jacky Mack, Secretary to Senate
Decision Required	To approve the Senate Annual Report 2015/16
Confidentiality	Unrestricted. Non-confidential minutes and papers of Senate meetings are routinely published.

ANNUAL REPORT OF SENATE AND KEY SUB-COMMITTEE ACTIVITY

ACADEMIC YEAR 2015/16

Executive Summary

This report provides an overview of the work of Senate and its key sub-committees; Academic Standards Committee, Education and Student Experience Committee, University Research and Knowledge Exchange Committee and Research Ethics Committee, for the 2015/16 academic year.

In relation to each committee, this report provides:

- An explanation of the main responsibilities of the committee;
- Details of how the terms of reference are reviewed and any changes made in 2015/16;
- An summary of issues arising from regular reporting;
- An overview of annual reporting and monitoring;
- Details of approvals (e.g. changes to academic policies);
- A summary of any other key discussions/debates.

This is intended to provide a comprehensive overview of the work of these committees, and therefore assurance that the committees are effectively fulfilling their delegated responsibilities as set out in their Terms of Reference. A separate summary providing an overview of the quality assurance framework for academic partnerships, highlighting any issues and risks is also included.

SENATE

1. Overview

Senate is the academic governing body of BU and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University. Senate normally meets three times each academic year. In 2015/16 these meetings took place on 28th October 2015, and 24th February and 8th June 2016, with the first meeting of the 2016/17 academic year taking place on 2nd November 2016. Electronic meetings take place two weeks prior to the physical meetings and deal with more routine matters which would not normally require debate at the 'live' meeting. Senate maintains oversight of matters relating to the student experience, quality assurance, academic partnerships and research integrity through the reports of its sub-committees.

2. Terms of Reference and Membership

Senate reviews its own Terms of Reference annually and also approves all amendments to its sub-committees' Terms of Reference to ensure they remain fit for purpose. All Senate meetings held during the year (including electronic meetings) have been quorate.

The revised Senate membership, which increased the number of elected academic staff from each Faculty, was implemented in 2015/16 and the seven new elected academic staff representatives have provided an excellent contribution to the work of the Senate and helped to ensure a strong academic voice has been maintained with the transition to the new Faculty structure.

The University Executive Team, Head of Research & Knowledge Exchange and Executive Deans of Faculties are also members of Senate, together with the President, Vice-President (Education) and General Manager of SUBU. All elected staff representatives are invited to submit matters for discussion to each meeting, via the electronic meetings initially, and any member may raise items via the Senate Secretary (Head of Academic Services). Professor Rosser is the current Senate representative to the Board, and helps to ensure good lines of communication between the two committees.

The Senate Structure Chart is attached at Appendix 1.

3. Vice-Chancellor's Updates

As Chair of Senate, the Vice-Chancellor reports to every meeting on key developments within the HE sector and internal developments and progress in connection with BU 2018, mirroring those updates presented to the Board. During the year these have included particular reference to:

- Government policy developments (particularly on HE funding)
- The Teaching Excellence Framework
- Global engagement
- The Research Excellence Framework
- Student and academic staff recruitment
- Athena SWAN
- National and International league table rankings

4. Matters raised by elected staff representatives

Matters are normally raised via the electronic meetings and written responses are provided, with the option of bringing matters to the physical meeting for further discussion if necessary (although this is rarely required). A report on electronic Senate is submitted as a standing agenda item at the physical meeting.

Matters raised by members have included:

- The maximum registration period for PhDs
- Support for widening participation students
- Research ethics approval processes
- The awarding of national and civic honours
- Office location policy and estates issues

While some matters were not directly Senate issues, written responses to all of these matters were provided as part of the electronic Senate process and no further action was required.

5. Deliberative discussions

Each meeting includes at least one main deliberative item on a topical subject of interest, with additional speakers invited to present to Senate and participate in the debates. In 2015/16 these were:

- Education Excellence (October 2015)
- Student Achievement and Progression: The implications of Trailing Fails (February 2016)
- Student Placements (follow-up from a debate held at the Education & Student Experience Committee) (February 2016)
- Outcomes and recommendations from the Graduate School Review (June 2016)

6. Approvals

Senate formally approved the following changes to Academic Regulations, Policies and Procedures during 2015/16:

- *6A – Standard Assessment Regulations: Postgraduate Research Degrees*
 - o Changes to the minimum and maximum registration periods for MRes and PhD (October 2015).
- *2A – Awards of the Bournemouth University: Policy*
 - o New Integrated Masters award title, MaccFin(Hons) (February 2016).
- *4K – Placements: Policy and Procedure*
 - o From 2017/18, the duration of a placement will be not normally less than 30 weeks (February 2016).
- *2A – Awards of the University: Policy, and 8C – Higher Doctorate Awards at Bournemouth University: Procedure*
 - o Amended definition of Higher Doctorate (February 2016).

Senate approved nominations for Honorary Awards for 2016 at the February 2016 meeting. In April 2016, the BU Fair Access Agreement 2017/18 was circulated electronically for comment and was submitted later that month to the Higher Education Funding Council for England (HEFCE) for approval.

7. Other Issues considered by Senate

Senate have been kept informed of planning for the next Research Excellence Framework submission (REF 2020). In October 2015, the National Student Survey results were discussed in some detail including the

variations across programmes and benchmarking against other institutions. Senate also received quarterly updates on the implementation of the Global Engagement Plan.

In June 2016, Senate considered the Higher Education White Paper and the Higher Education and Research Bill with a particular focus on the TEF implementation and the proposed new Destination of Leavers in Higher Education (DLHE) metrics. Senate also had its annual discussion on progress against the BU2018 Key Performance Indicators.

Looking ahead to 2016/17, in accordance with recommended good practice, Senate agreed Terms of Reference for an independent review of Senate to be commissioned in Autumn 2016 and any recommendations arising from that review will be considered and, where appropriate, implemented over the coming year.

The first meeting of the academic cycle will consider Fair Access. The minutes of this meeting will be included in the Board packs for 25th November.

Archived copies of Senate minutes and papers are available via the staff intranet committee pages and can be made available to Board members via the Clerk. Board members are also welcome to attend Senate meetings as observers by arrangement with the Chair.

ACADEMIC STANDARDS COMMITTEE

8. Overview

Academic Standards Committee (ASC) is responsible, on behalf of Senate, for setting and maintaining the academic standards of University awards and meets five times per year. In 2015/16 meetings took place on 7th October and 1st December 2015, 10th February, 11th April and 25th May 2016. Its reporting committees are the Quality Assurance Standing Group, Partnership Boards, International and UK Partnerships Committee (IUPC) and Faculty Academic Standards Committees (FASC).

9. Terms of Reference

The ASC and Faculty Academic Standards Committee (FASC) Terms of Reference are reviewed annually for approval at the first meeting of each academic year. The ASC Terms of Reference had been updated to amend Schools to Faculties and also included the amended job titles. The Fusion Steering Group had been listed as an ASC sub-committee in the Terms of Reference, however, it was agreed that this Steering Group would be removed from the Terms of Reference as it was not a Senate sub-committee. ASC would however welcome the opportunity to receive reports/papers as they became available.

10. Regular Reporting

At every meeting of ASC, standard reports are received and noted or discussed where appropriate in relation to:

- Pending External Examiner nominations and new appointments.
- New Research Degree Examining Teams.
- Completed Framework/Programme reviews, approvals and reviews for closure.
- Updates to academic partner contracts and new academic partner contracts, see Appendix 2 for details.

ASC also regularly receives minutes/reports from its reporting committees, Faculty Academic Standards Committee, Quality Assurance Standing Group, IUPC and Partnerships Boards.

11. Annual Monitoring and Reporting

In addition to regular reporting items, ASC receives and considers a number of annual monitoring and reporting items. Key points from the ASC review and/or discussion are noted below, where relevant.

11.1 Marketing & Communications Annual Report (October 2015)

The BU website had been re-designed and all sections had been reviewed to ensure accuracy of information published. Linked to Competition and Markets Authority (CMA) guidance, with effect from the 2015/16 academic year, all courses would need to be formally approved before being added to Course Search.

International Partner websites which were not written in English would now be audited annually after being translated into English and all references to BU would be checked for accuracy.

11.2 Graduate School Annual Report 2014/15 (December 2015)

The number of Postgraduate Research (PGR) students had continued to grow. In May 2015 the number had reached 514 (331 full time/183 part time students, of which 78 were BU staff members) and by January 2016 the total number of PGR students was expected to reach 600. PGR progression and completion rates remained low. PGR PhD registration periods had recently been reduced to four years to aid clarity and setting of expectations for students and supervisory teams.

11.3 Faculty (and Partner) Quality Reports (December 2015)

ASC reviewed all Faculty and partner annual Quality Reports. Summary points are noted below.

11.3.1 Anglo-European College of Chiropractic (AECC)

NSS on assessment and feedback had improved by 11%, but organisation and management had not scored so well. This could have been related to student concerns about the clinical practice. Overall satisfaction for PG programmes had increased, with 2 programmes scoring 100%. Progression rates were discussed in relation to BSc Chiropractic and BSc Clinical Exercise Science, and further explanation of the actions planned in response was requested.

11.3.2 Faculty of Health and Social Sciences (FHSS)

The NSS results for the Faculty of Health and Social Sciences had risen by 1% on the previous year to 85%, 6% higher than the BU average. One major success was the FdSc Paramedic Science programme where the score had risen by 40% to 84%. There had been some issues with timetabling. There had been a lot of focus on improving assessment and feedback scores.

11.3.3 Faculty of Management (FM)

Work was underway to examine marking standards across programmes. Any anomalies would be highlighted to Heads of Department alongside MUSE data. Difficulties with the FdA Business & Management at Yeovil College were noted. More work was needed to improve on 3 week assessment turnaround which was 83%.

11.3.4 Faculty of Media and Communication (FMC)

External Examining reports had commended the industry facing and employment focused learning opportunities for students. The NSS results were encouraging, with three out of five departments seeing an improvement. Overall satisfaction rose by 1%. More focus on the student experience at programme level would come through the Faculty Education and Student Experience Committee. Heads of Department would ensure that staff adhered to the Assessment Turnaround Policy and submit clear Independent Marking Protocols to agreed deadlines.

11.3.5 Faculty of Science and Technology (FST)

Programmes had continued to have a strong employability ethos and links to relevant professional bodies. Wastage rates were high on some technical units, particularly in first year units for Design and Computing programmes. This had been discussed at the FASC and would continue to be monitored. Some Annual monitoring reports, particularly for partners had been signed off very late, and work had been undertaken to review the approach this year.

11.3.6 Bournemouth and Poole College

NSS results had been good (90%), three week turnaround was still short of the 95% target. Plans were in place to address this.

11.3.7 Kingston Maurward College

Feedback from External Examiners continued to be highly supportive. One unit had high wastage rates, and an action on this would be added to the action plan.

11.3.8 Weymouth College

Several programmes had closed or were closing. Some communication issues had been experienced with an External Examiner.

11.3.9 Yeovil College

Members discussed whether the University had engaged appropriately in relation to the provision of Link Tutors support although it was noted that there had been a recent change of Link Tutor.

ASC approved all Quality Reports. It was noted that there was a lot of emphasis on NSS results. Quality reporting processes had worked well identifying strengths and any areas of concern and resulting actions.

11.4 Student Population Statistics (February 2016)

Through the annual review of population statistics, ASC monitors student outcomes against sector benchmarks, and identifies and trends and actions. ASC was provided with a detailed breakdown of a range of data on all programme provision including outcomes.

Key points from the discussion:

- The Continue/Quality rate for BU for 2012/13 year of entry was 90.5%, this was broadly in line with the sector.
- Further analysis would be undertaken on outcomes of students with a declared Additional Learning Need as the proportion of ALS students awarded a First of Upper Second Class degree was lower than non-ALS students.
- Overall, the proportion of First and Upper Second class degrees had risen from 71.6% in 2012/13 to 77.6% in 2014/15, this was in line with the sector.
- In 2014/15 mean tariff points per award classification rose across all degree classifications. ASC requested further details on tariff points for students who withdrew against continuation students.
- The proportion of students awarded a Distinction on an MSc programme rose from 17.8% in 2012/13 to 24.3% in 2014/15.
- In 2013/14, 86% of Masters level entrants were awarded a Masters Degree, 3% a Postgraduate Diploma, 5% were continuing and 4.5% left without an award.
- The Overall Postgraduate Research (PGR) completion rate from 2006/07 year of entry was 75%.
- Faculties were asked to review the Faculty population statistics data at FASC.

Additional analysis requested was reviewed at the April 2016 meeting and no further action required.

11.5 Educational Development and Quality (EDQ) Annual Report 2014/15 (April 2016)

This report included an annual review of the following key areas:

- Programme Evaluation: approval, review, closure and modifications
 - o 44 evaluation events in 2014/15 involving 93 programmes. 23 new programmes had been approved and 23 programmes were closed.
 - o ASC requested more detailed information in future reports related to issues such as the number of late or retrospective modifications, typographical errors, etc. to help ASC understand whether the new programme review process was working well.
- Engagement with Professional, Statutory and Regulatory Bodies (PSRBs)
 - o 45 PSRBs were linked to Faculties and 131 programmes had PSRB links
- Annual monitoring and Annual Report on Framework Monitoring (ARFM) audit
- External Examining and Academic Offences
 - o 182 External Examiners were in place in 2014/15. The total number of concerns raised was notably less than the previous year, 24 compared to 36 previously. A number of positive themes from External Examiner comments were identified.
 - o The number of Faculty Academic Offences Panels where students were found guilty had increased slightly from 55 to 61. 13% of offences were committed by Level C students, it was thought that this smaller proportion overall could be linked to increased levels of advice being provided to new students. ASC requested that Academic Offences information in future reports should be widened and an increased level of detail provided. The additional information would help the University to recognise any patterns or trends and would potentially help with the prevention of Academic Offences in the future.

12 Approvals

ASC considers and approves new and revised programme proposals for development in relation to the University's overall academic profile and strategic objectives. A total of 9 UG and 13 PG programmes proposals were considered by ASC. Of these, only 2 were referred back for further information/review. See Appendix 3 for details.

12.1 Changes to Academic Regulations, Policies and Procedures (ARPP)

- ¹2A – *Awards of the University: Policy*

¹ Senate approval required. Approved in December 2015 and August 2016 respectively.

- Inclusion of new Integrated Masters awards: Accounting and Finance – MAccFin (Hons) and Master of Sports Therapy – MSci (Hons).
- ²6A - *Standard Assessment Regulations: Postgraduate Research Degrees*
 - Revised registration periods for PhD and MRes awards and some minor updates in the light of comments at Senate on 3rd June 2015.
- 6F – *Generic Assessment Criteria: Procedure*
 - Reviewed to incorporate a fully revised procedural section and criteria which now offer a more consistent description of student achievement and provide positive statements for feedforward to underpin further learning.
- ³6M – *Research Misconduct: Policy and Procedure (previously 6M – Misconduct in Academic Research: Policy and Procedure*
 - This was fully revised and outlines the principles and processes the University applies to investigations of staff and student research misconduct.
- 8C - *Higher Doctorate Awards at Bournemouth University: Procedure*
 - *New procedure* which outlines the roles, responsibilities and associated processes for making the Higher Doctorate award at Bournemouth University.

12.2 Approval of requests for deferral of Periodic Programme Reviews

8 requests for deferral of periodic programme review were approved by ASC (See Appendix 4 for details). In most cases this was linked to timescales for publication of new PSRB guidelines.

12.3 Nominations for Quality Assurance and Enhancement Group (QAEG) membership

20 new nominations were considered and approved in 2015/16.

12.4 Standardisation of Professional Doctorate Titles

ASC approved a common title format for Professional Doctorate titles to streamline all current titles.

12.5 Faculty Quality Audit Action Plan – Faculty of Media and Communication (October and December 2015)

The outcome of the audit, which had taken place in May 2015, was that confidence could be placed in the Faculty's current and future management of academic standards. A further audit would take place in May 2016 to focus on progress against the action plan. The Chair asked for the action plan to be revised to be more specific and provide additional assurance. This was resubmitted to the December meeting where an update on progress against each action was provided. Unit leaders were required to upload a summary of MUSE data with actions and feedback to students on myBU but email was being used in some cases. This was to be highlighted to Heads of Department. The requirement to use myBU to feedback to students on MUSE was highlighted for all Faculties

12.6 The following were also approved/noted:

- Update to QAA Action Plan (December 2015)
- National Student Survey (NSS) Results (October 2015)
- Postgraduate Taught Cross-Faculty Operations Manual (April 2016)

13. Key Discussions/Debates

13.1 Debate Item: The implications of trailing fails (February 2016)

A sector review relating to trailing unit(s), condoning (marginal) failed unit(s) and degree classification algorithms was undertaken to inform a debate at the February 2016 Senate meeting. There was broad support for the principle of allowing students to trail a failed unit. Further data was requested to gain more understanding of the impact of taking a year out and if students returned to study the following year. Following the Senate debate, a paper with recommendations to progress this was reviewed at the May meeting of ASC. This will be progressed in the 2016/17 academic year.

13.2 Revised Programme Approval/Review/Modification Process (October 2015)

EDQ had undertaken a review all aspects of the programme approval/review process and documentation requirements. The proposed process had greater Faculty ownership, easy to follow document templates and a reduction in duplication of discussions between different stages in the process. The timeframe was shortened, and programmes could be approved in 3 months. Approval timelines had been aligned to ensure Competition and Markets Authority (CMA) compliance. A new addition to the process was early approval by

² Senate approval required. Approved at the October 2015 and June 2016 meetings of Senate.

³ Senate approval required. Approved at the June 2016 meeting of Senate.

Faculty Executives, this stage included the market research, and ASC noted that this also needed to consider resourcing issues. It was recognised that the process still needed to support agility to respond to market demand. The proposals were approved by ASC for immediate implementation.

EDUCATION AND STUDENT EXPERIENCE COMMITTEE

14. Overview

The Education and Student Experience Committee (ESEC) is responsible, on behalf of Senate, for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018. The committee meets five times per year and in 2015/16 these meetings took place on 23rd September and 11th November 2015, 11th February, 5th April and 18th May 2016. Its formal reporting committees are Student Voice Committee (SVC), Technology Enhanced Learning Strategy Forum, and new in 2015/16, Faculty Education and Student Experience Committees (FESEC). ESEC may also have items remitted from Faculty Student Forums via SVC. The Centre for Excellence in Learning (CEL) and SUBU President also report to all ESEC meetings.

15. Terms of Reference

The ESEC Terms of Reference are reviewed annually for approval at the first meeting of the new academic year. On the membership list, Student Experience Champion was updated to Faculty Associate Dean (Student Experience). It was agreed that on the membership list, Director of Estates and Head of Facilities Management would be updated to Director of Estates only. The new Terms of Reference for the Faculty Education and Student Experience Committee were reviewed, the Graduate School was added to the membership list, and the Terms of Reference were approved.

16. Regular Reporting

ESEC reviews regular reporting items as well as matters raised by reporting committees. A summary overview of issues from 2015/16 regular reporting is provided below.

16.1 Centre for Excellence in Learning (CEL)

CEL had worked with Faculties and Departments on a range of issues e.g. assessment and feedback, late assessment, work based learning, student centred learning and innovative practice. CEL had also worked with Faculties to assist with MUSE data and the Student Opinion Survey (SOS) analysis as well as being involved in the preparation of a response to the consultation on the Teaching Excellence Framework (TEF).

16.2 SUBU President's Report

At the September 2015 meeting, SUBU priorities for the year ahead were set out. SUBU continued to work with PG students to improve the PG student experience. Travel costs between campuses were being looked at. Alignment of course dates to accommodation contract dates had been an issue for PG students. Following on from the debate on Fair Marking (now referred to as Anonymous Marking) in March 2015, work had continued and it was agreed that every student should have at least one anonymously marked summative assignment in each year of their programme. 2015/16 had been the first year of the new SIMple ONLine (SimON) feedback tool for student reps. SimON reports were sent to Faculties although the core of the report was intended for Associate Deans Student Experience. Top themes were the quality of teaching, lack of organisation with regard to timetables, unclear assignment briefs and assessment criteria, library resources, University buses and general campus facilities.

16.3 Technology Enhanced Learning Strategy Forum (TELSF)

TELSF and CEL worked together on the Strategic Roadmap and a document was written to list the key initiatives which academic staff could relate to in order to move Technology Enhanced Learning forward. CEL and TELSf would continue to work together to encourage staff engagement in technological innovation and to enable resources in the physical and virtual spaces around the University.

16.4 Student Voice Committee (SVC) – Mid to Large Surveys Distributed to Students (September 2015)

ESEC considered a paper from SVC. Due to the high volume of mid-to-large surveys deployed to BU students ESEC agreed the number of surveys should be reduced and ESEC agreed that SVC would

become the approval gateway moving forward for all mid-to-large surveys. SUBU and BU now shared survey data in a central repository.

17. Annual Monitoring and Reporting

A number of annual reports and monitoring data are received by ESEC as noted below. In addition to endorsing or approving recommendations where appropriate, further key points from the ESEC discussions are also noted.

17.1 NSS Results (September 2015)

ESEC reviewed and discussed NSS results with reference to how Faculties and Professional Services would take this forward in ESEPs. Key points from the discussion are summarised below.

- Members were reminded that each department should be engaging with CEL for support, especially in the area of Assessment & Feedback. Academic staff could be supported by 'expert' colleagues and work with CEL for support and mentoring.
- In terms of understanding the NSS and MUSE, explanations should be given to students about what the NSS actually means and the impact. Staff should provide clear feedback to students on MUSE data and then ensure actions are targeted and delivered.
- Faculties need to ensure that the Academic Adviser roles are embedded and that relationships between Academic Advisers and students are as productive as possible and are valued by staff and by students. Ongoing support and training should be provided to Academic Advisers throughout the year.
- More floor space in the library is to be opened up for students and the opening hours are to be extended.
- More awareness was required of active management of reading lists by staff and therefore active unit management by staff, as it was indicative of staff ownership of units and therefore potential quality of delivery.
- There needs to be more resilience in timetabling staff, timetabling activity, and better measures of timetable quality (which will be delivered through a Unified Calendar).
- Single IT sign-on for students was a priority and a consistent one-stop place for support. The University needed to continue to learn from what other Universities were doing, operate at the cutting-edge of best practice and determine how we could exceed the expectations of students.

17.2 Education and Student Experience Plans (ESEPs) (November 2015 and May 2016)

Detailed review and discussion took place on ESEPs from Faculties and Professional Services in November 2015.

FMC would be undertaking further numerical analysis of NSS and MUSE. CEL had worked with FST and FMC on analysis of MUSE data, and also SUBU in relation to the Student Opinion Survey. Faculties were asked to include further information on Peer Review of Education Practice (PREP) and anonymous marking. A top down and bottom up approach had been taken to producing ESEPs in the FMC. SUBU were increasing student representative training related to MUSE and NSS, and it was agreed that MUSE data should be shared with student reps. It was reiterated that analysis of MUSE data and responses to student feedback should be posted on myBU. Some Professional Services ESEPs required further detail.

In May 2016, ESEC reviewed progress updates from all Faculties and Professional Services. Additional actions relating to PTES would be incorporated into all Faculty ESEPs following further discussion. Faculties would continue to monitor 3 week assessment turnaround at each FASC meeting. MUSE had been very useful to Faculties at unit level especially now trends could be seen. Moving forward, Professional Services ESEPs would highlight how the Professional Service intended to contribute to enhancing the student experience and should make reference to the NSS evidence.

17.3 Annual Review: Postgraduate Taught (PGT) Framework Review (September 2015)

Student feedback had been very positive with 96% of respondents being 'Very Satisfied' or 'Satisfied' about their overall Postgraduate Development Award (PGDA) experience. 79% of respondents agreed that the PGDA helped them to improve their career prospects.

17.4 Postgraduate Taught Experience Survey (PTES) & Postgraduate Research Experience Survey (PRES) (September 2015)

The paper provided an analysis of the results of the annual Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES). Further analysis of the qualitative data of the PTES was being carried out.

17.5 Peer Reflection on Education Practice (PREP) Annual Reports (September 2015)

Following discussion, it was agreed that those in Faculties responsible for leading and co-ordinating PREP activity should undertake more work centred around last year's MUSE data and outcomes, rather than generic activity. The Faculty of Management had benefitted from CEL's input into PREP activity which had brought a different dimension to the process which staff had valued.

17.6 New Student Induction (September 2015)

The new processes put in place had worked well and students were receiving interesting opportunities before their arrival at BU. Registers had been taken, inspirational lectures had been delivered and the campus tours had gone well.

17.7 Teach@BU Update (February 2016)

At the start of the 2015/16 academic year, 486 staff members held a teaching qualification and/or were recognised as HEA Fellows. A soft re-launch would be carried out at the start of each academic year in addition to January each year.

17.8 International Mobility of Students Update (February 2016)

It was agreed that further information was to be recorded within Faculties to provide better data capture of actual student mobility, as much was taking place, but was not being identified as mobility. The number of outgoing BU students on study exchange had increased from 19 students in 2013/14 to 43 students in 2014/15. The number of outgoing students in 2015/16 was expected to be 68 which was very positive. 104 inbound students were expected at BU for 2015/16.

17.9 Widening Participation (WP) Annual Report (May 2016)

The report provided an overview of the monitoring process and a review of activity in the current year. 2014/15 was the first year the University had used the wider range of Widening Participation indicators, and in 2014/15, 74% of new UG Hefce funded, non-NHS sponsored students met at least one of the WP indicators. During 2014/15, the University had acknowledged the importance of a fusion of access measures targeted at different aspects of the student journey. Future plans would need to clearly evidence impact.

17.10 Annual Review of Key Performance Indicators/Performance Indicators (May 2016)

The University still needed to focus on the following Performance Indicators to ensure delivery of the BU2018 strategy:

- PI6 – Academic staff with a teaching qualification and/or who are an HEA Fellow (%)
- PI7 – Students engaged in exchange and mobility in their programme (%)
- PI10 – Student/staff co-authored publications per academic FTE per year (ratio)
- PI11 – Graduates entering professional/managerial employment or further study (%)

17.11 Appeals and Complaints Annual Report (April 2016)

The report provided an overview and analysis of activity between 1st January - 31st December 2015. Enhancements to University practice as a result of annual monitoring were captured in the action plan. Overall the committee had good assurance that the University was dealing with appeals and complaints in a timely and effective manner and in line with OIA guidance.

17.12 The following annual reports/updates were also received:

- Alumni Relations & Fundraising Programmes Update (September 2015)
- BU Student Development Award (SDA) (September 2015)
- Organisation Development Impact Report (November 2015)
- Student Support Services Annual Report (November 2015)
- Multi Faith Chaplaincy Annual Report (February 2016)
- Dignity, Diversity and Equality Steering Group Annual Report (February 2016)

18 Approvals**18.1 Single Student Charter** (February 2016)

In order to comply with the Competition & Markets Authority (CMA), the Committee approved the introduction of the new single Student Charter.

18.2 Fair/Anonymous Marking (September 2015)

ESEC approved the recommendation that the principles of Anonymous Marking be adopted within the University and that Anonymous Marking be adopted wherever possible. An update on the pilot was provided

to ESEC in May 2016 highlighting some of the operational challenges of implementing anonymous marking using existing IT systems such as Turnitin. Further work would take place over the summer of 2016 to look at the capabilities of the VLE and Turnitin and also an investigation would take place into how other HEIs manage the process of anonymous marking.

18.3 Updates to Academic Regulations, Policies and Procedures (ARPP)

- *5D New Academic Adviser Policy* (September 2015)
- *11K Student Disciplinary: Procedure* (May 2016)
 - o ESEC approved the updated procedure which now included the feedback received from the Equality and Diversity Steering Group, EDQ, Students' Union, Legal Services and UCU and met recommendations from the Office of the Independent Adjudicator (OIA).

19. Key Discussions and Debates

Where possible, each meeting of ESEC includes a debate section where topics are suggested by members and chosen by the Chair. The following topics were discussed in 2015/16.

19.1 Sustainable Development – the responsibility of our colleagues in Estates, or an educative agenda? (November 2015)

Summary points from the discussion were:

- The provision of sustainability staff development through the PG Cert module and/or provision of lunchtime sessions in order to introduce the change in staff culture which would be passed on to students
- The Green Task Force providing workshops for staff and students to attend
- Strengthening guidance for programme development
- Consideration of brave and bold statements and initiatives for sustainability e.g. a possible bottle free campus

19.2 Solving Problems with Placements (February 2016)

Summary points from the discussion were:

- Certification would be introduced for placements/work experience which would set out the number of weeks attended and the names of the companies
- The deadline for students to secure a placement would now be 31 August each year. Those students who were unable to secure a placement would be able to start Level 6 in September that year. This would avoid those students who had been unable to secure a placement having to suspend for one year.
- Communication to students on placements would be improved to ensure students' return to University was as smooth as possible.

19.3 Suite of Innovation (May 2016)

Now the TEL toolkit was well embedded and data was being shared with academic staff and Faculties, the TEL toolkit would be closely monitored to ensure it stayed fresh and up to date. DDEPPs agreed to have a University wide i-Innovate Peer Review of Education Practice (PREP) where each academic staff member would be asked to make one small teaching innovation, ideally using myBU and something from the TEL toolkit. The launch would take place at the start of the 2016/17 academic year.

20. Other Key Discussions/Decisions

20.1 Timetable Policy and Scheduling Update (February 2016)

Estates staff met with Executive members of the relevant Faculties to discuss the scheduling process and to identify ways to improve release dates and to look at the constraints that restricted earlier release.

20.2 Vision4Learning Update and Designing Learning Excellence (April 2016)

An overview of the V4L project was provided, the first phase had been the TEL Toolkit, the next would be the tender for the Virtual Learning Environment. The Committee agreed that the University would need to spearhead innovation for students and staff by making technology easier for staff and stimulating for students.

20.3 Student Engagement in Programme Approvals and Reviews (May 2016)

ESEC considered a proposal which had been endorsed by the SVC relating to student engagement with programme approval and review panels. It was agreed that a student representative would attend each approval panel meeting. SUBU and EDQ would jointly provide compulsory training sessions for all students who were selected for the role following the application process. A pilot would start in the 2016/17 academic

year. The Committee suggested that the student panel members should be from the Faculty but not the particular programme being reviewed, in line with QAEG membership.

UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE

21. Overview

The University Research and Knowledge Exchange Committee (URKEC) is responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity. It meets three times per year and in 2015/16, these meetings took place on 30th September 2015, and 27th January and 23rd May 2016. It has one formal Senate reporting committee, the Faculty Research and Knowledge Exchange Committee but also receives regular reports and updates from the REF Committee, HEIF Committee, KTP Steering Group and Research Concordat Steering Group.

22. Review of Terms of Reference

These are reviewed annually and presented for approval at the first meeting of the new academic year. The terms of reference were approved without any amendments at the September 2015 meeting.

23. Regular Reporting

There are three standing agenda items; Graduate School update, updates from URKEC reporting committees and updates from the Research Staff Representative.

23.1 Actions from Graduate School updates

Concern was raised about the lack of space for Postgraduate Research Students (PGRs) and this continues to be a priority issue for Faculties and Estates (September 2015).

23.2 Updates from URKEC reporting committees

Updates from the REF Committee, HEIF Committee, KTP Steering Group and Research Concordat Steering Group are provided at each URKEC meeting. In 2015/16, URKEC was apprised of progress with regards to the REF light-touch review, excellence in HEIF initiatives, changes to the funding of KTPs and the progress of the Careers in Research Online Survey, and the Principle Investigators and Research Leaders Survey.

23.3 Research Staff Representative

The Research Staff Association now meets monthly and is undertaking activities to raise the profile of the group. (January 2016).

24. Annual Monitoring and Reporting

URKEC review KPI/performance indicators annually at the first meeting of the academic year.

24.1 Annual review of KPI/performance Indicators (September 2015)

In 2014/15, the Chair was responsible for reviewing PI1 (outputs) with the aim of identifying alternative ways of reviewing output quality. URKEC agreed that there needed to be greater academic engagement with BRIAN and DDRPPs took responsibility for encouraging greater use of the system in their Faculties. In September 2015, the Chair noted that the focus on academic strength related to the first indicator (KPI1), a combination of 15 PIs including the set for research and Knowledge Exchange. The Chair confirmed that PI1 measuring the proportion of staff with two or more REF 2* or above publications, did not reflect BU's aspirations of higher quality publications. PI2 measuring research and KE income, would now be measured over a rolling three year average.

URKEC noted that the University was considering introducing a subset of three new PIs for publications focusing on open access, the number of 3*/4* publications and international co-authored publications. The improvement in the REF was not reflected in the PI1 performance. URKEC discussed how the view of the quality of research was communicated to staff through the appraisal and promotion processes and throughout the year. BU wanted to demonstrate an increased volume and quality of research, but did not want to demotivate staff from engaging with research and striving for research excellence.

25. Approvals

- Updated Research Data Management Policy (January 2016)
- Terms of Reference for Research Data Management Steering Group (January 2016)
- Policy for bid submissions without a complete set of approvals (May 2016)

26. Key Discussions and Debates**26.1 Discussion on the Research Council success rates (January 2016)**

Success rates for 2014/15 showed an overall decrease on the previous year. RKEO were actioned to write a proposal suggesting how pre-award support could be better targeted at supporting larger and longer bids. This concept is to be taken forward in discussion with the Faculties.

26.2 BU Research Staff Survey (May 2016)

Analysis from the survey indicated the need to increase research in BU induction, which has been fed back to Organisation Development to review scope for improvements. Research staff reported feeling less integrated within their Faculties than Academic members of staff which was fed back to Faculties to explore. Generally, findings were positive with few areas requiring improvements.

26.3 Review of RKEO Restructure (May 2016)

Further to the new structure of RKEO going live in September 2014, the aims of the restructure had been progressed well as endorsed by surveys external and internal to the department. The review highlighted a number of areas where there continued to be scope for improvement, including reviewing the Intention to Bid (ITB) form, support for Faculties/visibility of RKEO and the efficacy of post award support.

RESEARCH ETHICS COMMITTEE**27. Overview**

The Research Ethics Committee (UREC) is responsible on behalf of Senate to promote best ethical practice in relation to research and research related activities. It meets three times per year; in 2015/16 these meetings took place on 15th October 2015 and 17th February and 18th May 2016. In accordance with best practice, both the Chair of the Committee and Vice-Chair are independent of the University. The Committee is supported by two Research Ethics Panels (REPs), the Science Technology and Health Ethics Panel, and the Social Sciences and Humanities Ethics Panel. The Panels ensure best ethical practice is adhered to in research activities by reviewing, rejecting or approving research ethics applications. Ethics Panel Members are required to attend training and information awareness sessions throughout the year to remain up-to-date on ethics developments.

28. Review of Terms of Reference

The Terms of Reference are reviewed annually, most recently in February 2016 (both UREC and REP) which were subsequently ratified by Senate in May 2016.

There were some changes to REP Membership:

- 8 Academic representatives, with each Department in the University contributing at least one academic to one of the Panels
- Panel Members that fail to attend 50 % of meetings in any one year and 50% of training sessions in any two years will be referred to the Faculty and if requested to do so, will be asked to stand down and a replacement provided.

29. Regular Reporting

At each meeting of UREC, standard reports are received from both Panels which are noted or discussed where appropriate.

This year both Panels have struggled to be quorate (8 members required), particularly the Social Sciences & Humanities Research Ethics Panel (SSH). It is hoped that a recruitment drive for new Panel members will ease this and from September 2016, the SSH Panel has 6 new members (including a new lay member).

In order for the Panels to conduct their business, it was agreed at UREC that on the occasion when Panel meetings were not quorate, members not in attendance would be emailed to review decisions made to confirm the Panel's recommendations. This would take place before the Researchers who attended Panel were informed of Panel recommendations.

To enable Supervisors to have a better overview of ethics applications submitted by their Postgraduate Research Students (PGR), in 2015/16 the review and approval process was changed so PGR Checklists were submitted for review (and approval for low risk projects) to the named Supervisor. Concerns were raised by a number of supervisors with the lack of independent ethical approval. It was proposed by UREC that an improved 'approval' process for PGR checklists should include an independent approval stage; to be implemented by September 16 for the new academic year.

It was agreed that a member of the Supervisory Team must accompany the PGR to Panel.

Reports from the Panel Chairs have suggested that there is broadly an increasing level of engagement, and understanding of the research ethics process amongst researchers. However, more engagement from Supervisors was required. Working with the Graduate School since the beginning of the academic year 2015/16, ethics is now a standing item on the New Supervisors Training Programme.

30. Annual Reporting

No cases of Research Misconduct had been reported to UREC during 2015/16.

31. Approvals

Panels conducted the following business on behalf of the Committee:

The Science, Technology and Health Ethics Panel approved 39 high risk cases and 65 light touch reviews.

The Social Sciences and Humanities Ethics Panel approved 57 high risk cases and 66 light touch reviews. One application was rejected.

There were no appeals against panel decisions.

32. Key Discussions and Debates

Since the Safe Harbour agreement was ruled invalid, discussion took place regarding the use of Survey Monkey as a choice for creating online surveys. It was agreed that Bristol Online Survey (BOS) would be the preferred choice of tool for creating online surveys. Their servers were UK based and therefore would not contravene the Data Protection Act.

33. Other Key Decisions

Age of Assent – it was recommended that the age of consent for participants in BU research projects would be 16 years of age, based on the following guidelines:

- If a participant is 16 and over, they consent to take part
- If a participant is below 16 then they will need parental/guardian joint agreement (consent and assent) to participate
- If a participant is between the ages of 16-17 there may be cases that the research team may request parental/guardian agreement as well.

The Committee agreed that no Panel meetings would be held during August and any high risk checklists received during this period would be reviewed following the Expedited Review Process. Review of low risk checklists received during this period would continue as normal.

34. Matters Raised for Electronic Senate

Criticisms on the research review process were sent directly to Senate, rather than following the proper channels of referring the matter to UREC. RKEO responded (incorporating comments received from both REP Chairs) which Senate asked UREC to endorse if in agreement. UREC endorsed RKEO's coordinated response but were disappointed that the matter had not been raised at UREC prior to e-Senate.

ACADEMIC PARTNERSHIPS

35. Background and Context

This summary provides an overview of the current partner approval process, the arrangements for oversight of quality and highlights any key academic partnerships risks or issues.

36. Partnership Approval Process

Proposals for new partners are subject to institutional and, where applicable, programme approval processes. The process and timescale for new partner approval varies depending on the nature of the proposal, and the scope of activities proposed under the partnership model. Specifically, there are different approval routes and levels of due diligence for the different partnership models. ARPP 7B – Partnership Approval: Policy and Procedure provides information on the principles underlying new partnership development and the partnership approval process. This applies to both UK and International partners.

The partnership approval process introduced in 2014/15 has embedded well. The approval process for low risk partnership models including Research/Staff Exchange, Student Exchange (including Erasmus Student Exchange), Recognition and Endorsement was implemented following feedback from Faculties that partner approval for low risk models was taking too long.

The process of approval remains such that a review of the Partnership Development Proposals (PDPs) that meet pre-defined criteria are scrutinised following Faculty sign-off and Academic Quality recommend PDPs to the Pro Vice-Chancellor (Global Engagement), with the accompanying core due diligence reports. If approved by the Pro Vice-Chancellor (Global Engagement), contract negotiations begin and proceed to signature according to the current process, and the approvals are noted at the subsequent International and UK Partnerships Committee (IUPC) meeting.

Partnership Development Proposals for high risk partnership models including Franchise, Validation, Articulation and Off Campus Delivery and Shared Delivery/Programme continue to be considered at IUPC and Academic Standards Committee (ASC) before proceeding to a Partner Approval Event. There were no new developments under these models in 2015/16.

37. International and UK Partnerships Committee (IUPC)

IUPC is responsible on behalf of ASC for maintaining strategic oversight of partnership development as set out in the BU Strategic Plan 2012-18 with regard to international and UK partnership activity. The Committee is chaired by the Pro Vice-Chancellor (Global Engagement) and membership includes Associate Deans Global Engagement and representatives from Academic Quality, the Global Engagement Hub, Legal Services, the Graduate School and International Marketing and Student Recruitment.

38. Current Partnerships

BU currently has 156 academic partners – 23 in the UK, 58 International, 75 Erasmus+ with approximately an additional 45 partnerships in development.

The University at present engages in the following activities for international partnerships:

- Recruitment through progression routes from partner institutions to BU
- Student exchange
- Research/staff exchange
- Summer schools

There are no international academic partnerships leading to a BU Award. The partnerships in Europe have been established under the Erasmus+ framework for staff and student mobility. There are 16 partnerships for student exchange outside of the Erasmus+ scheme, these are spread across Australia, Canada, China, Hong Kong, Malaysia, Russia, Switzerland, Thailand and the USA.

BU programmes continue to be delivered under the Franchise and/or Validation model by Bournemouth and Poole College, Kingston Maurward College, Wiltshire College, Yeovil College and the Anglo-European College of Chiropractic (AECC).

In 2015/16 the closure of various programmes has resulted in the completion of partnerships with The BRIT School, Skillset, British Broadcasting Corporation (BBC) and Sony Computer Entertainment Europe. The closure of the sole remaining programme at Weymouth College is also likely to result in the closure of this long standing partnership in the near future.

39. Quality Assurance of Academic Partnership Provision

Institutional oversight of programme provision to a BU award is provided primarily through Partnership Boards. The Partnership Board is responsible, on behalf of Academic Standards Committee, for reviewing partner performance and the related student experience, and provides opportunities for developmental discussion. It meets at least once per year and the membership includes the Principal or equivalent from the partner and senior managers from BU. Faculties are responsible for the quality and standards of programmes delivered through the University's partners. This responsibility is discharged through the Faculty Academic Standards Committee. Faculties appoint a Partnership Coordinator who has overall responsibility for management of the Faculty's partner provision. Partnership Coordinators are responsible for overseeing and coordinating Link Tutors within the Faculty who ideally should be subject specialists and operate at a programme/framework level. The termly Partnership Coordinators Forum ensures that there is University oversight at the operational level and also provides an opportunity to share practice and identify areas requiring action.

40. Overview of monitoring arrangements for Bournemouth University International College (BUINTCOL)

BUINTCOL admitted its first students in September 2013 and this partnership with Kaplan remains the University's only Articulation partnership where students are guaranteed a place at BU if they successfully complete the Kaplan pathway programme and meet the agreed entry requirements. During the third full year of operation the College saw an increase in student recruitment, whilst there is still some way to go to meet pre-defined recruitment targets the increase is positive.

Oversight of the BUINTCOL partnership is through a separate deliberative and management structure to the rest of the University's academic partnerships portfolio. The primary deliberative and management committee through which the academic quality and standards of BUINTCOL are assured is the Joint Academic Board (JAB). The JAB has responsibility for the oversight of academic standards and quality assurance of the preparatory programmes delivered by the College, and ensuring that these are appropriate for the purposes of progression to specific BU programmes. The JAB is chaired by the Deputy Vice-Chancellor and reports to ASC. During 2015/16 the number of JAB meetings was reduced from four per year to two per year, reflecting the standard frequency for this type of model now that it is established at BU.

The primary management committee for maintaining strategic oversight of the partnership is the Joint Strategic Management Board (JSMB). The JSMB has responsibility for the strategic review and oversight of partnership activities undertaken between the University and Kaplan. The JSMB is chaired by the Deputy Vice-Chancellor and reports to the University Executive Team (UET).

In addition to the governing committees each Faculty has identified Academic Liaison Coordinators/Tutors to act as the point of liaison at programme level between key College staff and Faculty staff in order to promote seamless academic and cultural progression for students, both before and during their transition from College programmes to the linked Faculty programmes. During the 2015/16 academic year an informal forum for the Coordinators and key staff at the College was implemented. The forum acts as a subgroup to the JAB.

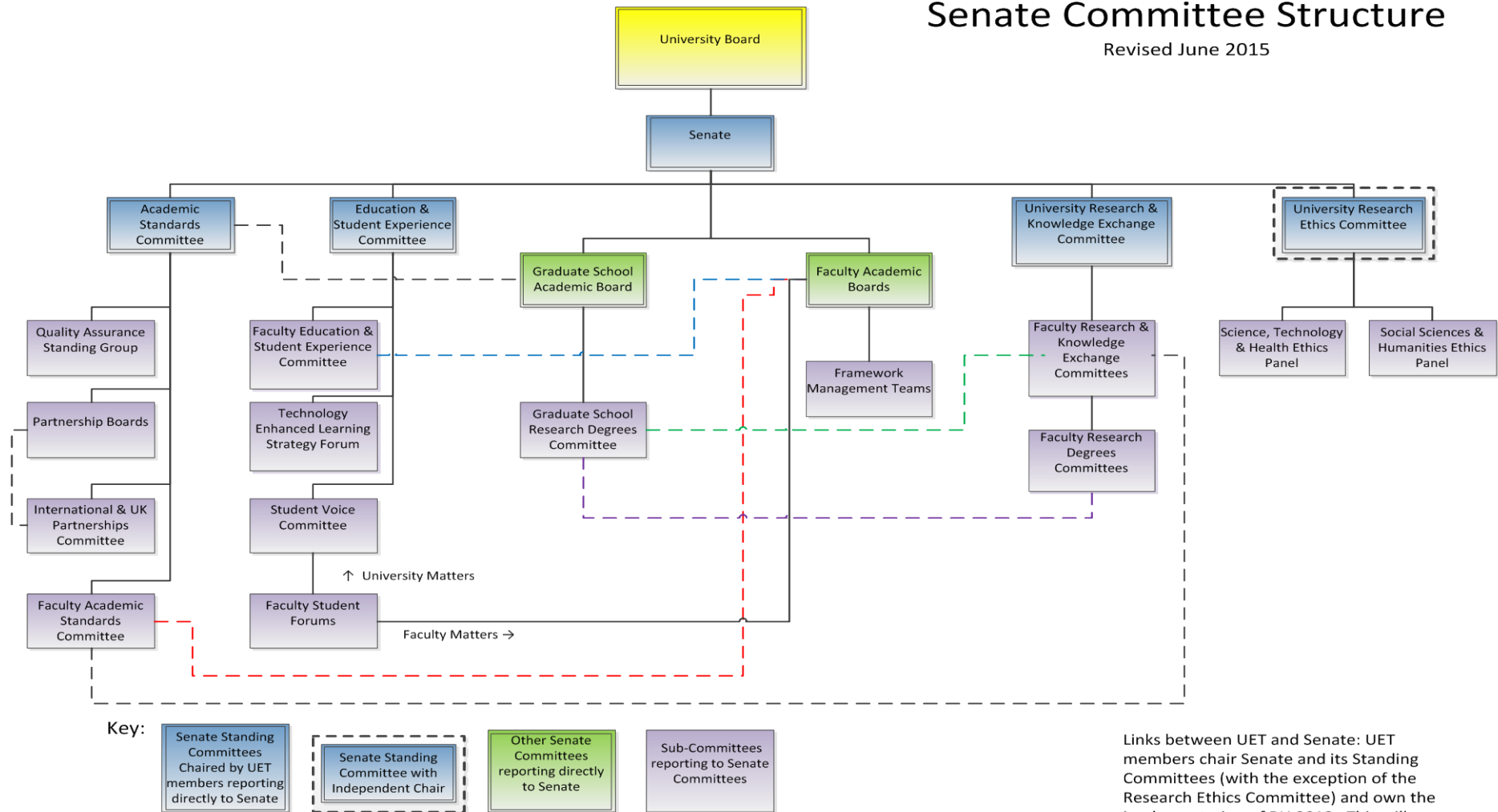
41. Key Risks/Issues 2015/16

The AECC received Taught Degree Awarding Powers (TDAP) in June 2016 and served notice of termination under the current Franchise contract in August 2016. This transition will likely lead to a mixed model during the teach-out phase whereby some students will continue to be registered on a BU award and some will transfer to the AECC. Safeguarding the interests of all current BU students is a key imperative and the impact of a mixed model has been a particular focus in the ongoing discussions on transitional arrangements. All new entrants from September 2017 will be registered directly with the AECC.

APPENDIX 1

Senate Committee Structure

Revised June 2015



APPENDIX 2 - NEW PARTNERSHIP AGREEMENTS REPORTED TO ASC in 2015/16 ACADEMIC YEAR

Organisation	Countries	Faculties						Partnership model								Agreement Signed	Contract expiry
		M (Business)	M (Tourism)	HSS	M&C	SciTech (ApSci)	SciTech (DEC)		MoA	RA	SEA	FA	VA	BA	Other		
Universiti Malaysia Sarawak	Malaysia			X				Student Exchange			X					20/08/2015	20/08/2020
Hochschule Heilbronn	Germany		X					Student Exchange & Research / Staff Exchange - Erasmus						X		04/09/2015	01/09/2021
Kaplan London	UK	X	X					Recognition without advanced standing		X						06/10/2015	05/10/2018
University of Limerick	Republic of Ireland	X						Student Exchange & Research / Staff Exchange - Erasmus						X		07/10/2015	01/09/2021
Sunway University	Malaysia		X					Recognition with advanced standing		X						12/10/2015	12/10/2020
IPAG Business School	France	X	X					Student Exchange & Research / Staff Exchange - Erasmus						X		02/11/2015	01/09/2021
Universita di Bologna	Italy		X					Student Exchange & Research / Staff Exchange - Erasmus						X		13/11/2015	01/09/2021
Deutsche Sporthochschule Koln	Germany		X					Student Exchange & Research/Staff Exchange - Erasmus						X		10/12/2015	01/09/2021
Free University of Bozen-Bolzano	Italy	X						Student Exchange & Research/Staff Exchange - Erasmus						X		10/12/2015	01/09/2021
Hebei University of Technology	China				X			Research/Staff Exchange	X							13/01/2016	13/01/2019
Hochschule Emden-Leer	Germany			X				Student Exchange & Research / Staff Exchange - Erasmus						X		22/02/2016	01/09/2021
Università Ca' Foscari Venezia	Italy		X					Student Exchange & Research / Staff Exchange - Erasmus						X		22/02/2016	01/09/2018
University of Central Florida (UCF)	USA	X	X		X			Student Exchange			X					08/03/2016	16/10/2018
Technological and Higher Education Institute of Hong Kong (THEi)	Hong Kong		X					Research / Staff Exchange	X							08/03/2016	08/03/2017
Friedrich-Schiller-Universität Jena	Germany				X			Student Exchange & Research / Staff Exchange - Erasmus						X		14/03/2016	01/09/2021

MoA - Memorandum of Agreement
RA- Recognition Agreement
SEA - Student Exchange Agreement
FA - Franchise Agreement
VA - Validation Agreement
BA - Bilateral Agreement (Erasmus+)

APPENDIX 3**New and Revised Programme Proposals for development⁴ 2015/16****October 2015**

- LLB(Hons) Law with History
- LLB(Hons) Law with Politics
- MAccFin(Hons) Accounting and Finance
- MA Sociology (not approved)
- MSc Forensic and Investigative Psychology
- MSc Crises, Disaster Management and Cyber Security
- MSc Skin Cancer
- PG Cert in Legal Practice

December 2015

No new programme proposals were submitted to ASC for approval.

February 2016

- BA(Hons) Taxation and Leadership
- MA Creative Writing and Publishing
- Change of Title from MSc Forensic and Investigative Psychology to MSc Investigative Forensic Psychology (following initial approval in October 2015)
- Clarification of Programme Title, MSc Crisis, Disaster and Cyber Security (following initial approval in October 2015 as MSc Crises, Disaster Management and Cyber Security)

April 2016

- BA(Hons) Archaeology
- FdSc Computing
- Change of Title from BA (Hons) International Business and Management to BA (Hons) Global Business Management (not approved)
- V150 Nurse Prescriber from the Community Practitioner Formulary

May 2016

- MA Human Resource Management
- BA(Hons) Global Business Management (resubmitted following earlier discussion in April 2016)
- BSc(Hons) Cyber Security Technology Professional Degree Apprenticeship
- BSc(Hons) and Integrated Masters MSci(Hons) Sports Therapy
- MSc Advanced Clinical Practice

⁴ Approved at ASC unless specifically noted otherwise.

APPENDIX 4

Approval of requests for deferral of Periodic Programme Reviews 2015/16

The following requests for deferral were submitted and approved by ASC:

October 2015

Independent and Supplementary Prescribing for Nurses and Midwives

- A deferral was requested until publication of new guidelines in April 2016.

Grad Dip/CPE Law and PG Dip Legal Practice and LLM Legal Practice (October 2015 and May 2016)

- A deferral was requested until 2016/17 to allow for the Solicitors Regulation Authority and Bar Standards Board to complete the current consultation on the future of legal education.

MA/MSc/PG Dip/PG Cert Professional Development (Loss Adjusting) (CPD CILA Programme) (October 2015)

- A deferral was requested to enable a more considered review as part of a Faculty CPD strategy.

December 2015

FdA Business & Management at Yeovil College

- A deferral was requested as the new documentation and preparation for the review panel was seen as an insurmountable task within the timescale.

V300 Independent and Supplementary Prescribing for Nurses and Midwives (April 2016)

- A deferral was requested as the Nursing and Midwifery Council (NMC) had informed BU that the new guidelines would not be available until 2017.

May 2016

Learning and Assessment in Practice

- A deferral was requested in order to bring the programme in line with the NMC. This would allow future unit content to be considered following the new NMC Pre-registration nursing and midwifery standards (due to be published at the end of 2017).

BA (Hons) Politics

- A deferral was requested as the recently-revised timeline for periodic review linked to CMA requirements and UCAS recruitment cycles required that the programme review be completed by July 2016. The department had only recently been made aware of this and the compressed timeframe would inhibit the potential for a thorough, detailed and reflective process.

BSc (Hons)/PG Dip Adult Nursing, BSc (Hons)/PG Dip Mental Health Nursing, BSc (Hons)/PG Dip Children and Young People's Nursing

- A deferral was requested as the NMC announced that following a review, new standards for education to replace the 2010 standards would be published at the end of 2017.

Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	Prevent Duty Annual Report
Paper Number	SEN-1617-22
Paper Author/Contact	Jim Andrews, Chief Operating Officer Shona Nairn-Smith, Business Support Manager
Purpose & Summary	<p>The Prevent Duty became a legal obligation on universities and others in September 2015 via the Counter Terrorism and Security Act 2015, which stated that higher education bodies must have due regard to the need to prevent people from being drawn into terrorism. Responsibility for monitoring compliance with the Duty sits with HEFCE.</p> <p>The first annual report to HEFCE is due on 1 December 2016, in which we are asked to summarise any relevant evidence which demonstrates our continuing active and effective implementation of the Prevent Duty. The draft annual report is attached.</p>
Decision Required of the Committee	For consideration and approval.
Strategic Links	The Prevent Duty is a legal obligation on universities and is aligned to existing student and staff wellbeing policies.
Implications, impacts or risks	The specific risks associated with implementation and compliance are managed via the Prevent Steering Group which meets quarterly. There is also a generic Prevent Duty entry on the BU strategic Risk Register (GCLR8) to ensure sufficient executive level oversight.
Confidentiality	Confidential until approved by the University Board.



BOURNEMOUTH UNIVERSITY PREVENT DUTY ANNUAL REPORT 2016

1. EXECUTIVE SUMMARY

- 1.1 The Prevent Duty became a legal obligation on universities and others in September 2015 via the Counter Terrorism and Security Act 2015, which stated that higher education bodies must have due regard to the need to prevent people from being drawn into terrorism. Responsibility for monitoring compliance with the Duty was delegated to HEFCE. BU submitted a preliminary self-assessment, including an Action Plan and Risk Register, to HEFCE in January 2016 and then a more detailed report in April.
- 1.2 The April submission was reviewed by HEFCE and was deemed to be satisfactory, i.e. that the policies, procedures and arrangements submitted demonstrate that we have due regard to the statutory Prevent guidance and that they will continue to be applied. We were asked for, and provided further clarification on the role of the principal organiser of a designated activity (as set out in the University's Code of Practice on Freedom of Speech), where he/she is a student.
- 1.3 The first annual report to HEFCE is due on 1 December 2016, in which we are asked to summarise any relevant evidence which demonstrates our continuing active and effective implementation of the Prevent Duty. The Risk Assessment and Action Plan are to be updated; we are asked specifically to provide further information on our approach to IT filtering and the rationale for any decisions made.
- 1.4 We are also asked to submit details of any material changes to policies which HEFCE has previously assessed (they cite IT policies as an example) and details of any Prevent-related incidents. We will be assessed as having 'due regard' to the Duty if we can demonstrate that a) we have appropriate policies and processes in place in response to the Prevent statutory guidance and that b) we are following these policies and procedures in practice.
- 1.5. HEFCE has updated its framework for monitoring compliance with the Prevent Duty, and published this on 20 September (2016/24) along with an updated advice note and intranet site (www.hefce.ac.uk/reg/prevent/). These have been informed by evidence submitted by universities and alternative providers and examples of good practice which have been identified. Examples of good practice have been shared by HEFCE, and these have been summarised in Appendix 2.
- 1.6 Going forwards, HEFCE states its intention to develop the Prevent agenda further, in particular sharing good practice and notes that, if approved, responsibility for the Prevent Duty will transfer to the proposed Office for Students.

2. ANNUAL REPORT REQUIREMENTS

- 2.1 There is no formal structure to the Annual Report, other than to include responses to any outstanding actions from the April submission (not applicable to BU), specific data relating to welfare, events, referrals and training (see Appendix 3), a declaration from the Board (see Appendix 4), evidence of ongoing engagement and active implementation of the Prevent Duty and any other relevant additional information. We are only required to submit the updated Risk Assessment and Action Plan if these have changed significantly or if concerns have been raised (not applicable to BU).
- 2.2 We are required to provide a short summary report of evidence of ongoing engagement with the Prevent Duty and of active and effective implementation of the relevant institutional policies and processes, including discussion of any significant issues that have arisen over the last academic year in relation to the Prevent Duty. We are invited to submit our Board paper (for consideration and approval on 25 November 2016) to HEFCE rather than write a separate report, electronically by noon on 1st December 2016.
- 2.3 To reflect the 'proportionate and contextualised' approach to compliance with the Prevent Duty, we

are asked to summarise details of activities undertaken by BU rather than a pro-forma return, including specific but anonymised data:

- number of staff who have received Prevent-related training
- number of high-risk events which were escalated for approval
- any welfare concerns escalated internally and shared externally
- any formal referrals to multi agency (Channel Panel) processes.

2.4 We are also asked to provide specific comment on our approach to the following:

- web filtering in relation to the Prevent Duty, particularly where a decision had yet to be taken at the time of the provider's previous submission to HEFCE
- implementing the Prevent Duty with franchise partner institutions.

2.5 Finally we are invited to highlight any areas where we need further support or any particular issues we have encountered over the past year.

3. ANNUAL REPORT 2016

The BU Annual Report for 2016 is attached as Appendix 1. Please note that this will continue to be updated as it progresses through various committees before submission to the University Board on 25 November:

- UET – 11 October (approved)
- ULT – 19 October (approved)
- PSG – 31 October
- Senate- 2 November
- ARG – 4 November

4. DECLARATION FROM THE GOVERNING BODY

The BU Board is required to consider the appropriate information and supporting evidence to ensure that BU is demonstrating its obligation to have 'due regard' to the Duty. There is a CUC practice note (<http://www.universitychairs.ac.uk/publications/>) which gives further details, and the formal wording is attached as Appendix 4.

**BOURNEMOUTH UNIVERSITY
PREVENT DUTY ANNUAL REPORT 2016**

1. BU Prevent Structure

- 1.1 The Prevent Duty became a legal obligation on universities in September 2015. BU established a Prevent Steering Group (PSG) and Prevent Operational Group (POG) to establish and implement the operational requirements of the Duty, including the Action Plan, Risk Register and Self-Assessment, and to oversee completion of the various actions required. The Chief Operating Officer, as Prevent Lead, chairs both of these groups, assisted by his Business Support Manager as Prevent Co-ordinator. Monthly updates have been submitted to the University Executive Team (UET) and University Leadership Team (ULT).
- 1.2 We have been clear from the start of the implementation process that we considered the Duty would form part of our existing wellbeing strategy for students and staff and that our approach would be inclusive and consistent throughout BU.

2. Risk Assessment and Action Plan

- 2.1 The Risk Assessment was written in the same format as the BU strategic Risk Register and considered each part of the original HEFCE monitoring framework (HEFCE 2015/32) published in November 2015. The Action Plan was also written in this order and cross-referenced to the Risk Register. Details of activities are summarised as follows:
- 2.2 Policies and Procedures: External Speakers and Events
*HEFCE expect all providers to have established a process for ensuring that high-risk events and speakers are approved at a senior level within the institution, with appropriate mitigations put in place where necessary. Providers should include in their annual report **the number of high-risk events escalated to this highest level of approval**, and a brief supporting commentary.*
- 2.2.1 We reviewed and updated our Code of Practice ('the Code') on Freedom of Speech to include reference to the Prevent Duty. We changed our existing External Speaker Request Form to a Designated Activity Request Form to reflect the requirement for staff and students to consider whether their own proposed activities might compromise freedom of speech, cause a breach of the peace or other problems, difficulties or disturbances, as well as those of proposed external speakers. This has been highlighted in various staff communications and is covered in detail in the Prevent Duty General Awareness Sessions (see paragraph 2.4).
- 2.2.2 The Student Union (SUBU) operate all SU/Clubs and Society events under their Safe Space Policy. The policy document reflects the BU Code of Practice on Freedom of Speech, and has been updated to state this. The informal Safe Space video continues to be used at the start of events.
- 2.2.3 Requests for potential Designated Activities are submitted to the Chief Operating Officer (COO Mailbox monitored by five team members) for consideration and logged in a spreadsheet on the shared drive (I:\OVC\Collaborative\Designated Activities), along with copies of the forms and associated emails. There is a range of possible mitigations which can be suggested, for example: varying the time and location of the event, approving a request on the condition that a particular individual chairs the event, making the event ticketed only or specifying that attendees must show valid ID, opening the event up to the general public, requesting an advance copy of the guest list for review before the event takes place, etc.
- 2.2.4 During the period 1 October 2015 to 30 September 2016 we reviewed five events (having decided to class the Festival of Learning and Global Festival of Learning as one event each), including one taking place overseas. We asked for a couple to be ticket-only, with tickets checked at the door and no entry to children, but all events were approved and met the organiser's aspiration for the event. There is a right of appeal to the Clerk to the Board, on behalf of the University Board, should the principal organiser disagree with the decision(s) made; this has not been exercised to date.

- 2.2.5 As provided for in our designated activity approval process, we referred to the South-West Regional Co-ordinator once, when undertaking due diligence on a proposed speaker; no concerns were raised. We are members of, and attend, the Pan Dorset Delivery Group which is convened by Bournemouth Borough Council. Our Head of Student Services is the AMOSSHE representative on the Prevent Reference Group; our Business Support Manager has links to the local police and counter-terrorism unit via the Local Resilience Forum and of course we have a strong relationship with our Universities Neighbourhood Police Team.
- 2.2.6 Risk assessments are already required as part of the event booking process. We will develop an online process to improve this in 2016/17, and include reference to the Code. We will continue to promote the Code with staff and students and liaise with colleagues in the Events Team, Room Bookings and others. We will undertake an audit in 2016/17 to review compliance with the Code and determine whether any further action is required.
- 2.2.7 There is a formal process for appointing visiting professors and lecturers and this is being reviewed to ensure that it represents best practice. Faculty and operational staff have however been made aware that visiting faculty, and any other visiting speakers, must be made aware of, and comply with, the Code. This will also be audited in 2016/17 once the process has been updated and implemented.
- 2.2.8 The Code makes explicit reference to events on and off campus, including those organised by third parties but affiliated with BU.
- 2.2.9 The Code was most recently reviewed and approved by the University Board on 8 July 2016. Reminders will be sent to staff and students on a regular basis, in a similar way to reminders of obligations under the Fire Safety policy for example.
- 2.2.10 We updated a guidance note relating to the disclosure of student personal data and created a guidance note relating to the disclosure of the personal data of public speakers to sit alongside the Data Protection Policy for Staff and BU Representatives ("DPA Policy"). An updated DPA Policy, making specific reference to the Prevent Duty, was published on 10 August 2016.
- 2.3 Policies and Procedures: Partnership and Leadership
- 2.3.1 The Chief Operating Officer, Jim Andrews, is the Prevent Lead for BU, assisted by his Business Support Manager, Shona Nairn-Smith as Prevent Co-ordinator. Prevent is a standing item on the University Executive Team and University Leadership Team agendas, and is also considered by the Health and Safety Committee, Risk Management Steering Group, Senate, Audit, Risk and Governance Committee and the University Board.
- 2.3.2 The Prevent Operational Group meets once a month and all seven members are active participants in the Action Plan; we are confident that there is no single point of failure. The Prevent Steering Group meets quarterly.
- 2.3.3 A stakeholder map was drawn to emphasise the whole-institution approach to implementation of the Duty. We have made it clear that it applies to the whole of the BU community, including staff, students, contractors, board members, visitors and partners. A Prevent Named Contact has been nominated in each department to assist with queries and dissemination of information. We have also discussed the Duty with external agencies on campus, such as the Nursery and the GP Surgery, and meet monthly with the BU International College specifically to discuss Prevent.
- 2.3.4 Our franchise partnership agreements have been reviewed and updated to include an obligation for franchised partners to comply with the Duty and to ensure appropriate arrangements are in place to ensure BU can comply with the Duty in relation to BU students undertaking programmes delivered by its franchised partners (including having appropriate policies and procedures for the management of external speakers and events and the provision of appropriate training to staff). Prevent has been added to the Annual Partnership Board Agenda for the Franchise, Validation and Off Campus delivery partners and is considered at the Joint Strategic Management Board for the BU International College.
- 2.4 Policies and Procedures: Staff Training
We should be ensuring that all appropriate staff receive Prevent-related training, and that we have

plans in place for refreshing this training as necessary in the future. We are required to provide data on the number of staff who have received Prevent-related training, broken down by the different kinds of training staff have received (for example, face-to-face or online and what resources were used) and provide a short supporting narrative to explain our approach.

- 2.4.1 We used the stakeholder map (see 2.3.3) to populate the Prevent Training Plan. We identified three distinct categories of training needs: general awareness sessions, specific awareness sessions for frontline staff, and students.
- 2.4.2 As a first step to raise general awareness, we bought a generic online training package from Marshalls e-learning specialists – ‘Inclusive, Cohesive and Safe Campuses’ engages staff with the wider context of the Prevent agenda, and introduces new perspectives to existing areas connected with safeguarding, extremism and radicalisation. All members of staff, visiting Faculty and associate staff were invited to complete the training; to 30 September 2016 just over 50% (1,213) have done so. The Marshalls package was added to the New Staff Induction Checklist this summer, and this has been a very effective way of securing participation by new members of staff.
- 2.4.3 We then identified groups of staff who have particular frontline roles and responsibilities and arranged specific face-to-face training sessions for them, including security, catering and cleaning staff who are all contracted. Between 1 October 2015 and 30 September 2016, 270 members of staff attended one of these sessions. Some departments or teams have requested departmental training sessions, such as Student Services and the Department of Marketing and Communications. Although based on the WRAP training material, the sessions emphasise BU’s approach to complying with the Duty, individual responsibilities to ‘notice-check-share’ concerns, emphasising the existing Code of Practice on Freedom of Speech and policies relating to staff and student wellbeing. We have also addressed some of the misunderstandings and misreporting of Prevent in the media and explained how we have applied the Duty appropriate to BU and its environment; this has been particularly well received.
- 2.4.4 The general awareness and frontline training sessions will continue weekly until the end of the 2016 calendar year, with an emphasis on academic advisers and other faculty staff, and then on a monthly basis going forwards. We have emphasised that while the training sessions are recommended, compliance with the Duty is mandatory. During the year new, dedicated HE training packages have been released by the Leadership Foundation, giving us the opportunity to review, change and improve the training offered. We will continue to ensure our staff are offered the most appropriate training available.
- 2.4.5 We are considering how best to remind staff to undertake refresher training in relation to a number of areas such as data protection and Prevent, and will develop a procedure for dealing with this going forward.
- 2.5 Policies and Procedures: Welfare and Pastoral Care/Chaplaincy Support
We should have a process for escalating Prevent-related concerns internally. We should also have established relationships with external Prevent partners, to access advice and where appropriate make formal referrals to Prevent partners. As part of the annual report, HEFCE are seeking to build a better understanding across the sector of how these processes work in practice and therefore request details of the number of cases which:
- *are escalated to a point in which the provider’s Prevent Lead becomes involved*
 - *lead to external advice being sought from Prevent partners (such as Further Education and Higher Education Prevent Coordinators, Local Authority leads or Police Prevent teams)*
 - *are formally referred to Prevent partners (sometimes referred to as ‘Channel referrals’).*
- 2.5.1 Our escalation routes are clear: Head of Student Services for students and Associate Director of HR for staff, contractors, board members and visitors. If these two members of the University Leadership Team have Prevent-related concerns they discuss these with the Chief Operating Officer/Prevent Lead, who will then decide on the best course of action. Concerns about two students have been escalated in this way; the Prevent Lead requested that the Head of Student Services discuss the individuals with our Universities Neighbourhood Police Team, who then undertook to make enquiries. No further action was required in either case.
- 2.5.2 The BU Religion and Belief Policy was approved in April 2016 and refers to the BU Prevent Policy and

the Code of Practice on Freedom of Speech. Expectations about usage of chaplaincy facilities and behaviour are set out clearly in the appendices.

2.5.3 Faith space and prayer facilities are made available to students and staff on both Talbot and Lansdowne Campus, and in the BU International College. These are open to all on an equal basis.

2.5.4 An Interfaith Group is being established and will include student representatives.

2.6 Policies and Procedures: IT Policies

We need to show that we have ensured that the policies for use of their information technology (IT) equipment refer specifically to the Prevent Duty. Acceptable use policies should already establish what is and what is not permissible, policies and procedures should be in place for those working on sensitive or extremism-related research.

2.6.1 We have reviewed and updated our Information Security Policy and associated policies (Acceptable Use, Access Management, Staff and Authorised Users, Threat and Vulnerability), which include reference to the BU Prevent Policy, Prevent Duty and the Code of Practice on Freedom of Speech. Examples of unacceptable use of technology in the BU IT Policies include offensive, obscene or indecent images or material, material relating to proscribed organisations, material with intent to defraud or to bully, and material in breach of copyright.

2.6.2 There is clear guidance on use of BU branding and Social Media Policies. Monitoring of the 'branded' websites falls to the Marketing & Communications Professional Service.

2.6.3 We have taken some time to consider the use of IT filtering as part of our overall strategy to prevent people from being drawn into terrorism, considering the position taken by similar HEIs. IT Filtering was considered in detail at the Prevent Steering Group on 5 September 2016. BU does not currently have any web filtering, and only very limited website access logging, but it does have a number of technologies that are used for other IT security counter measures which have the capability of providing this. It was noted that filtering is not just a Prevent Duty consideration: without filtering in place an organisation is at significant risk from cyber security threats and other potential adverse website access activity. It was further noted that JANET was also implementing a filtering capability.

2.6.4 It was noted that any filtering options applied by BU would only protect BU networks, i.e. excluding the Cloud which provides our guest Wi-Fi network, and any other third party networks such as in the student accommodation buildings. Most internet service providers already implement a level of filtering to protect their own systems and their customer base.

2.6.5 We discussed the functions performed by web filtering systems: URL filtering, advanced threat defence, malware protection, application control and reporting. A list of 'blocked' categories would be agreed, i.e. those deemed to be inappropriate as defined in our Acceptable Use Policy, and we would decide whether to block the whole category or sub-categories or specific sites.

2.6.6 The PSG agreed, therefore, that the IT Director, Jon Ward, should proceed with a review of available options and recommend the most appropriate technological approach for BU via the IT Development Board in the first instance. The list of proposed categories to be blocked will be drafted by referring to current logs, and submitted to the University Research Ethics Committee/ESEC/UET/Information Security Steering Group and JCNC for consideration and recommendation, along with proposals for how this would be monitored and updated as required, and how the risks would be assessed. The approval process for exceptions would be underpinned by existing ethics approval processes.

2.6.7 The full proposal will be submitted to UET by the end of October 2016, and from there through the committees listed in 2.6.6. This recommendation was endorsed by the University Leadership Team on 21 September 2016. We will communicate widely with all stakeholders to ensure openness and transparency.

2.7 Policies and Procedures: Student Unions and Societies

Although students' unions are not directly covered by the Duty, it is important that we have clear policies in place to manage the risks relating to activity which originates with the student union. The statutory guidance is clear that we must satisfy ourselves that risks have been suitably assessed and

appropriate mitigations put in place when an event is taking place on its site or under its branding.

- 2.7.1 All SU Club and Society events and meetings are booked through the Clubs and Societies team in SUBU. There is a clearly defined process for booking events and meetings, published on the SUBU website. This requires a risk assessment for each booking, with details of the speaker and nature of the event to be included on the SUBU room booking request and addressed within the risk assessment. The bookings are reviewed internally by the Clubs and Society Administrator, and with the SUBU Clubs and Societies Manager. Those that require further consideration are escalated to the SUBU General Manager, and BU via the Code of Practice on Freedom of Speech Designated Activities process.
- 2.7.2 Student Union events that are hosted by the Sabbatical officers in conjunction with SUBU staff are also required to follow the SUBU Safe Space Policy and the Code of Practice on Freedom of Speech. Events are required to be risk assessed, and this is managed within the Student Engagement team. The written process detailing the event bookings is currently being drafted. Training has been offered to the team to ensure that there is clear understanding about the designated activities process, and how BU will manage this process.
- 2.7.3 The SUBU Safe Space Policy reflects the BU Code of Practice on Freedom of Speech and this is noted in section 5 of the policy. The policy provides clear guidance around how participants should behave to create an accessible environment in which all students are comfortable. The Safe Spaces video that endorses this policy is used at the start of meetings and events.
- 2.7.4 SUBU provides dedicated annual training for all Clubs and Society members and leads. The process relating to event and meeting booking is included, as is the adherence to the Safe Space policy. Clubs and Societies are encouraged to use the Safe Spaces video at the beginning of events. Prevent training has been offered to SUBU, but was declined on behalf of the whole union by the previous President. BU continues to work with the SUBU General Manager and the new sabbatical officer team and is discussing provision of Prevent training for SUBU in 2016/17.
- 2.7.5 BU has clearly communicated its expectations of SUBU under the Prevent agenda. The Prevent Steering Group membership includes the SU President, SUVP Welfare and General Manager. In addition to engagement via the Steering Group, the COO meets regularly with the SUBU General Manager to discuss operational matters. SUBU have been requested to include Prevent as an agenda item at their executive meetings. Jointly, BU and SUBU agreed a revision to the Code of Practice for the Students' Union at Bournemouth University ("SUBU Code of Practice") whereby BU and SUBU agree to work together to ensure that BU can meet its Prevent Duty and that the Code of Practice on Freedom of Speech is complied with by all staff of both organisations, all Students' Union groups and societies and all students. The revised SUBU Code of Practice was approved by the BU Board in February 2016.
- 2.7.6 As detailed above, the SU President and SUVP Welfare are members of the BU Prevent Steering Group. With the change in officers this summer, the incoming officers met with BU's Prevent Operational lead, and Assistant Chief Operating Officer to discuss the way BU manages the responsibilities under the Prevent agenda. This line of communication will be maintained, and offers an informal point for discussion where necessary.
- 2.8 We are asked to provide evidence that the Risk Assessment has been reviewed for the year ahead and that we have updated our Action Plan where new or further mitigations are required in response to risks identified. This has been done throughout the year, and will be considered again by the Prevent Steering Group on 31 October 2016.
- 2.9 During the period 1 October 2015 to 30 September 2016, there have been no serious issues related to the Prevent Duty that the University would be obliged to report to HEFCE.

3. Next Steps

The Prevent Operational Group will continue to meet until the Action Plan has been completed and confirmation is received from HEFCE that we continue to show due regard to the Duty. It is proposed that compliance will then be monitored and developed by the Prevent Steering Group, which meets

quarterly.

Jim Andrews
Chief Operating Officer and Prevent Lead
24 October 2016

Shona Nairn-Smith
Business Support Manager and Prevent Co-ordinator
24 October 2016

APPENDIX 2

**BOURNEMOUTH UNIVERSITY
EXAMPLES OF GOOD PRACTICE SHARED BY HEFCE**

1.	Inclusion of contextual factors in Prevent Risk Register, such as consideration of multiple campus locations or partnerships.	✓
2.	Ensure that appropriate Prevent arrangements are in place at (franchised) partner colleges.	✓
3.	Develop risk assessment via a working group from across the organisation, drawing on external advice to reflect local context.	✓
4.	Demonstrate strong engagement from senior leaders; evidence of involvement from a wide range of areas and board-level scrutiny.	✓
5.	Specific Prevent awareness training for board members.	✓
6.	Demonstrate regional collaboration with universities and other partners; develop shared approaches and processes.	✓
7.	Set out a clear and consistent process for considering risks, including how research into speakers is undertaken, how relative risks are assessed, and what external sources of advice might be drawn upon.	✓
8.	Strengthen training for chairs of events to ensure they appropriately manage events and invite other student societies with opposing views to be involved in a debate.	✓
9.	Apply same risk assessment and code of practice on freedom of speech process to BU events off-campus.	✓
10.	Ensure same process applies for student union events as university events, including escalation.	✓
11.	Identify clearly in training plans the different types of staff and the different types of information they require; tailor sessions where appropriate.	✓
12.	Incorporate Prevent-related concerns' into wider processes for dealing with other welfare and support issues. Have a clearly documented process for sharing concerns externally with Prevent partners.	✓
13.	Show clear concern for staff welfare as well as students in applying the Duty.	✓
14.	Have a clearly defined approach to recruitment, training and oversight of chaplains or faith providers.	✓
15.	Communicate clear policies, including expectations about usage, widely to users of faith facilities.	✓
16.	Include students in the management of faith facilities, while maintaining clear institutional oversight.	x
17.	Consider usage policies, approaches to filtering and policies for legitimately accessing sensitive materials; ensure consistent approach which allows for identification of issues without impeding teaching or research.	✓
18.	Test filtering carefully and consider alongside sensitive research approval processes to ensure no unintended consequences.	✓
19.	Hold consultation events with student representatives and include them on working groups; discuss proposed approach to Prevent or undertake online consultation exercises.	✓

APPENDIX 3

BOURNEMOUTH UNIVERSITY
UKPRN: 10000824
ANNUAL REPORT DATA RETURN

In phase 2, this is a mandatory return. In all cases this data should cover the year from 1 October 2015 to 30 September 2016. We recognise that in the first year of annual reporting, providers may not have data collection systems in place for some new elements of the welfare data requirements listed below. Should this be the case, providers should make this clear in the text box provided below.

	Number
<i>The operation of welfare policies</i>	
Number of cases escalated to a point in which your Prevent Lead has become involved	2
Number of cases which lead to external advice being sought from Prevent partners	2
Number of cases formally referred to Prevent partners (sometimes referred to as 'Channel referrals')	0
<i>Events and speakers</i>	
Events referred to the highest levels of approval required by the institution's procedures	5
Speakers referred to the highest levels of approval required by the institution's procedures	1
<i>Multiagency referrals</i>	
Number of times your institution has been invited to be involved in relevant multiagency welfare referral processes	0
Number of times your institution has accepted the invitation referred to above	0
Number of times your institution has been kept informed on cases going through this process	0
<i>Staff training</i>	
Number of staff who received Prevent-related training	1213

**BOURNEMOUTH UNIVERSITY
DECLARATION FROM THE BOARD**

PREVENT MONITORING: ANNUAL REPORT GOVERNING BODY/PROPRIETOR DECLARATION

Throughout academic year 2015-16 and up to the date of approval, Bournemouth University:

- has had due regard to the need to prevent people being drawn into terrorism (the Prevent Duty)
- has provided to HEFCE all required information about its implementation of the Prevent Duty
- has reported to HEFCE in a timely way all serious issues related to the Prevent Duty, or now attaches any reports that should have been made, with an explanation of why they were not submitted.

Name	[Enter name of Chair of governing body/proprietor]
Signed	[Paste electronic signature or sign here]
Date	[Enter date signed]



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	BU Research Themes / Research Showcase 2016-2025
Paper Number	SEN-1617-23
Paper Author/Contact	Professor John Fletcher
Purpose & Summary	To consider the new research themes/research showcase 2016-2025
Decision Required of the Committee	For discussion.
Confidentiality	None.

BU Research Themes/Research Showcase 2016-2025

1.0 Background

BU originally introduced internal Research Themes as a mechanism to encourage activity across the then Academic Schools but the themes and their intended purpose has evolved and been redirected over time. Cross Faculty and interdisciplinary collaboration is on a positive trajectory and it was felt that it was timely to revisit the themes. An initial review of the volume of academics that had 'signed up to the themes' revealed that although take up was significant they clearly did not resonate with the majority of staff. Furthermore, the restructuring of the University into four Faculties also supports the view that the themes need to be revisited both in terms of their purpose and their structure. David Foot undertook a survey of visitors to BU from FoL visits. Targeting almost 300 visitors to understand what they understood about the areas of research, what they felt that BU should be focusing on and what aspects of research they associated with BU. The results resonate with the new showcase areas being proposed.

The research and knowledge exchange themes should act as a showcase for BU's activities that impact on the world around us. The themes should also have some expected longevity as they will help steer (but not exclusively) the University's research support as we move from 2012-2018 to 2018-2025. Internally, these new showcase themes will be a driver for enhanced interdisciplinary research and facilitate collaboration outside BU. Externally; they will be the lenses through which governments, other institutions, businesses and local communities view our research at BU. Furthermore, these will be the areas through which we can engage with and bid to the big, multidisciplinary, research challenges identified by the Government^{1,2} and RCUK³ as priority areas.

2.0 Current Research Themes

The original and revised research themes are listed below:

Table 1: Mapping of Old and Current Research Themes

Original Research Themes (2011)	Current Research Theme (2013)
Creative & Digital Economies	Creative, Digital & Cognitive Science
Culture & Society	Communities, Cultures & Conflicts
Entrepreneurship & Economic Growth	Entrepreneurship & Economic Growth
Environmental Change & Biodiversity	Biodiversity, Environmental Change & Green Economy
Green Economy and Sustainability	
Health, Wellbeing & Ageing	Lifelong Health & Wellbeing
Leisure & Recreation	Leisure, Recreation & Tourism
Health, Wellbeing & Ageing	Ageing, Society & Dementia
Technology & Design	Technology & Design

¹ <https://www.gov.uk/government/news/government-unveils-6-billion-package-for-uk-science-and-innovation>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/505308/bis-16-160-allocation-science-research-funding-2016-17-2019-20.pdf

³ <http://www.rcuk.ac.uk/research/xrcprogrammes/>

Each Research Theme was appointed at least one academic leader who was to be responsible for encouraging interdisciplinary working within the theme, identifying opportunities for collaborative bids, motivating the members and driving the theme forwards.

3.0 Proposed Research Themes

Following a review of research activity within the current themes, consultation with Faculties, and reflection on the grand research challenges identified externally as key priorities, a new suite of research themes/showcase windows have been identified as in the Table 2, which provides a few examples of research areas sitting within each theme (this listing is not intended to be comprehensive):

Table 2: Proposed Research Themes with example research areas

<p>Business and Economic Sustainability</p>	<ul style="list-style-type: none"> • Business Resilience / Business Studies / Finance/ Taxation/ Governance / Management / Marketing / Regional Economics / Tourism & Hospitality / Events / Sports Management
<p>Digital and Technological Futures</p>	<ul style="list-style-type: none"> • Computer Animation / Computing / Data Analytics / Cyber Security / Games Technology / Design & Engineering / Prosthetic Development / App Development / Journalism / Law / Media Production / Film Studies / Public Relations
<p>Environment, Culture and Heritage</p>	<ul style="list-style-type: none"> • Anthropology / Archaeology and Evolution / Biological Science / Climate Change / Conservation / Ecology / Environmental Science / Forensics / Genetics / Psychology
<p>Global Security</p>	<ul style="list-style-type: none"> • Business Resilience / Climate change / Conflict Media / Cyber Security / Disaster Management / Extremism / Food Scarcity / Public Health / Water Scarcity / Forensics
<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> • Dementia / Genetics / Health Management / Maternal Health / Medical Wellbeing / Orthopaedics / Skin Cancer / Social Work / Sports Science

Each of the proposed themes will cut across all Faculties:

Table 3: Proposed Research Themes links to Faculties

	FoM	FMC	HSS	SciTech
Business & Economic Sustainability	✓	✓	✓	✓
Digital and Technological Futures	✓	✓	✓	✓
Environment, Culture and Heritage	✓	✓	✓	✓
Global Security	✓	✓	✓	✓
Health and Wellbeing	✓	✓	✓	✓

4.0 Points for Discussion

URKEC is asked to consider these new research showcase windows:

- The purpose – showcase/grand challenges/RCUK fit?
- Themes as collaborative arenas rather than entities with leaders?
- Changing our approach to institutes – critical mass?

Appendix 1 maps the new research themes against BU research entities and UoAs.

Appendix 1 Proposed Research Themes mapped against Existing Research Institutes & Centres and UoAs

	Business and Economic Sustainability	Digital and Technological Futures	Environment, Culture and Heritage	Global Security	Health and Wellbeing
Institutes					
<i>Bournemouth University Dementia Institute</i>			✓		✓
<i>Orthopaedic Research Institute</i>	✓	✓			✓
<i>Centre for Leadership, Impact and Management in Bournemouth</i>	✓	✓	✓		✓
<i>Institute for Studies in Landscape and Human Evolution</i>		✓	✓		✓
Research Centres					
<i>Bournemouth University Clinical Research Uni</i>	✓	✓			✓
<i>BU Sport & Physical Activity Research Centre</i>	✓		✓		✓
<i>Centre for Archaeology and Anthropology</i>			✓		
<i>Centre for Behaviour Change</i>	✓	✓	✓	✓	✓
<i>Centre for Ecology, Environment and Sustainability</i>	✓		✓	✓	
<i>Centre for Education Media Practice</i>		✓			✓
<i>Centre for Events, Leisure, Society and Culture</i>	✓		✓	✓	✓
<i>Centre for Film and Television</i>		✓	✓	✓	
<i>Centre for Games and Music Technology Research</i>		✓			
<i>Centre for Intellectual Property Policy and Management</i>	✓			✓	
<i>Centre for Media History</i>			✓		

<i>Centre for Midwifery, Maternal and Perinatal Health</i>					✓
<i>Centre for Politics and Media Research</i>	✓	✓			
<i>Centre for Public Relations Research and Professional Practice</i>	✓	✓			
<i>Centre for Qualitative Research</i>			✓		✓
<i>Centre for the Study of Journalism, Culture and Community</i>		✓		✓	
<i>Cognition and Cognitive Neuroscience Research Centre</i>			✓		✓
<i>Computing and Informatics Research Centre</i>	✓			✓	
<i>Design and Engineering Research Centre</i>		✓		✓	✓
<i>Experimental Media Research Group</i>		✓			
<i>International Centre for Tourism and Hospitality Research</i>			✓	✓	✓
<i>National Centre for Post-qualifying Social Work and Professional Practice</i>					✓
<i>National Centre for Computer Animation</i>		✓			
<i>Promotional Cultures & Communication Centre</i>				✓	
<i>Disaster Management Centre</i>			✓	✓	
UoAs*					
<i>UoA3</i>		✓	✓		✓
<i>UoA4</i>		✓			✓
<i>UoA11</i>	✓	✓			
<i>UoA12</i>	✓	✓			
<i>UoA17</i>			✓	✓	
<i>UoA19</i>	✓			✓	

UoA20	✓	✓	✓	✓	✓
UoA22			✓		✓
UoA23	✓		✓		✓
UoA24			✓		✓
UoA25	✓	✓	✓	✓	✓
UoA26	✓	✓	✓		✓
UoA29			✓		
UoA34			✓		
UoA36	✓	✓	✓		

***Unit of Assessments:** UoA3: Allied Health Professions, Dentistry, Nursing and Pharmacy/ UoA4: Psychology, Psychiatry and Neuroscience/ UoA11: Computer Science and Informatics/ UoA12: Aeronautical, Mechanical, Chemical and Manufacturing Engineering /UoA17: Geography, Environmental Studies and Archaeology/ UoA19: Business and Management Studies/ UoA20: Law/ UoA22: Social Work and Social Policy/ UoA23: Sociology/ UoA24: Anthropology and Development Studies/ UoA25: Education/ UoA26: Sport and Exercise Sciences, Leisure and Tourism/ UoA29: English Language and Literature/ UoA34: Art and Design: History, Practice and Theory/ UoA36: Communication, Cultural and Media Studies, Library and Information Management



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	Academic Standards Committee Terms of Reference
Paper Number	SEN-1617-24
Paper Author/Contact	Jacky Mack
Purpose & Summary	<p>The Terms of Reference are reviewed annually in accordance with best practice and were approved by the Committee on 3 October 2016.</p> <p>Senate is requested to agree the minor amendments to the Academic Standards Committee Terms of Reference.</p>
Decision Required of the Committee	To approve the proposed amendments.
Implications, impacts or risks	None
Confidentiality	None

Academic Standards Committee

Terms of Reference

Purpose	Responsible on behalf of Senate for setting and maintaining the academic standards of University awards.
Main responsibilities	<ol style="list-style-type: none"> 1. To review the effectiveness of policies within the Quality Assurance Framework and recommend to Senate such changes as appropriate; 2. To consider and approve new and revised framework/ programme proposals for development in relation to the University's overall academic profile and strategic objectives; 3. To maintain an overview of the University's framework/ programme evaluation activity and processes and to ratify the outcomes from the approval processes; 4. To maintain University oversight of issues arising from the annual framework/programme monitoring process through the Faculty Quality Reports and approve and act upon such reports, including the referral of matters to the Education and Student Experience Committee as appropriate; 5. To consider and act upon management information data and statistics, including that arising from the annual monitoring process to ensure the maintenance of academic standards and to refer matters to the Education and Student Experience Committee as appropriate; 6. To consider and act upon on matters reported by other University Committees which may jeopardise the maintenance of academic standards; 7. To maintain University oversight of the management of quality assurance and enhancement responsibilities within Faculties through the Faculty Quality Audit process and to monitor the resulting action plans; 8. To consider and approve proposals for new collaborative partnerships with reference to the University's collaborative provision strategy and to approve outcomes of Institutional Approval visits; 9. To maintain an overview of academic standards and quality within partnership provision including approval and monitoring of outcomes of Partner Review and receipt of Partnership Board minutes; 10. To make recommendations to Senate on policies and regulations for the admission and assessment of students including postgraduate research degree students; 11. To consider nominations for the appointment of External Examiners and Examiners of research degrees and to ratify the outcomes of the approval process on behalf of Senate; 12. To consider the termination of any external examiner appointment on behalf of Senate; 13. To monitor and act upon External Examiners' reports; 14. To monitor and act upon Professional, Statutory and Regulatory Body reports and activity; 15. To approve nominations to the Quality Assurance and Enhancement Group.

Duration	Permanent
Chair	Deputy Vice-Chancellor
Deputy Chair	To be nominated by the Chair.
Management and Support	Secretary: Head of Quality and Academic Partnerships Clerk: Policy and Committees Officer <u>Representative from the Academic Quality Team</u>
Membership	<ol style="list-style-type: none"> 1. Vice-Chancellor (Ex-officio) 2. Head of Academic Services 3. President of the Students' Union 4. Vice-President (Education) of the Students' Union 5. General Manager of the Students' Union 6. Senior member of AECC nominated by the Principal of AECC 7. Up to two members of Senate nominated by the Chair of Senate 8. Up to three Members of the Professoriate (to be appointed by the Vice-Chancellor) 9. Deputy Deans – Education and Professional Practice 10. Head of Graduate School 11. Director of Marketing & Communications or nominee 12. Head of Quality and Academic Partnerships <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
Board Observers	Up to two observers from the University Board nominated by the Chair of the University Board
Quorum	50% + 1
Usual Number of Meetings	Five per year
Reporting Line	Senate
Minutes	Senate / University Board for information
Sub-committees	Partnership Boards International & UK Partnerships Committee Faculty Academic Standards Committee Quality Assurance Standing Group AECC Academic Development & Quality Committee
Publication	Non-confidential confirmed minutes are routinely published
Notes	Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

Policy and Committees use only:

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



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	Education and Student Experience Committee Terms of Reference
Paper Number	SEN-1617-25
Paper Author/Contact	Jacky Mack
Purpose & Summary	<p>The Terms of Reference are reviewed annually in accordance with best practice and were approved by the Committee on 26 September 2016.</p> <p>Senate is requested to agree the minor amendments to the Education and Student Experience Committee Terms of Reference.</p>
Decision Required of the Committee	To approve the proposed amendments.
Implications, impacts or risks	None
Confidentiality	None

Education and Student Experience Committee

Terms of Reference

Delegated authority and Purpose	<p>Responsible on behalf of Senate for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018.</p>
Main responsibilities	<ol style="list-style-type: none"> 1. To ensure the on-going enhancement of the overall student experience through the development and monitoring of University and Faculty strategies and plans for education enhancement and the student experience in line with the aims of the BU Strategic Plan 2012-2018; 2. To champion measures and disseminate good practice to enhance the overall student experience and quality of learning opportunities across the University, including: <ul style="list-style-type: none"> - the academic experience; - the personal development experience; - the pastoral experience; - the social, cultural, sporting and extra-curricular experience. 3. To make recommendations to Senate on policies to promote pedagogic excellence and to develop and disseminate educational initiatives in liaison with the Centre for Excellence in Learning; 4. To identify, promote and review University-wide initiatives, including the Centre for Excellence in Learning to develop the educational practice of staff; 5. To consider and monitor the appropriateness, effectiveness and efficiency of academic and pastoral support services and facilities and to identify University-wide resource needs for the enhancement of education and the student experience; 6. To monitor the student experience relating to the student journey (e.g. recruitment, admission, induction and assessment) to provide the optimal student experience and promote good practice in line with University policies on Fair Access and Dignity, Diversity & Equality; 7. To encourage students to provide feedback and to monitor and act upon the outcomes of such feedback including the annual National Student Survey (NSS), internal student surveys and other feedback mechanisms; 8. To monitor the effectiveness of the University's student-related rules and regulations pertaining to the student experience and conduct and to approve any changes that may be appropriate to ensure fair and impartial application of a reasonable regulatory and supportive well-being framework;

	<p>9. To monitor the effectiveness of the procedures for dealing with complaints and appeals to ensure that students have access to appropriate, clear and transparent formal mechanisms for raising concerns and to refer matters to Senate, Academic Standards Committee or other committees as appropriate;</p> <p>10. To consider and act upon matters reported by other University Committees pertaining to the purpose of the committee;</p>
Chair	Deputy Vice-Chancellor
Deputy Chair	To be nominated by the Chair
Management and Support	<p>Secretary: Senior non-academic staff member – currently Education Service Manager</p> <p>Clerk: Representative from the Academic Quality Team</p>
Membership	<ol style="list-style-type: none"> 1. Vice-Chancellor (Ex-officio) 2. Pro Vice-Chancellor Global Engagement 3. President of the Students' Union 4. Vice-President (Education) of the Students' Union 5. Vice-President (Welfare) of the Students' Union 6. Vice-President (Activities) of the Students' Union 7. Vice-President (Community) of the Students' Union 8. General Manager of the Students' Union and/or the Head of Student Engagement 9. Up to two members of Senate nominated by the Chair of Senate 10. Up to three members of the Professoriate (nominated by the Chair of Senate) 11. Deputy Deans (Education and Professional Practice) 12. Faculty Associate Deans (Student Experience) 13. Chair of the Technology Enhanced Learning Strategy Forum 14. Chair of the Student Voice Committee 15. Centre for Excellence in Learning Representative 16. Up to five students nominated by the Students' Union, to include, where possible, a representative of part-time students, postgraduate research students, postgraduate taught students, undergraduates and Partner Institution students 17. Head of Graduate School 18. Director of Estates or nominee 19. Director of IT Services 20. Head of Student Support Services 21. Head of Quality and Academic Partnerships 22. Head of Academic Services 23. University Chaplain 24. Faculty Academic Administration Manager <u>Education Service Manager</u> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p> <p>Co-options: SUBU Sabbatical Officers and SUBU executive members</p>

Board Observers	2, nominated by the Chairman of the Board
Quorum	50% + 1
Usual Number of Meetings	Five per year
Reporting Line	Senate
Minutes	Senate (for consideration) University Board (for noting)
Sub-committees	Student Voice Committee Technology Enhanced Learning Strategy Forum Faculty Education and Student Experience Committees
Publication	Non-confidential confirmed minutes are routinely published.
Notes	Where variation in roles and titles exist within Faculties, the Dean of the relevant Faculty should nominate an appropriate person to undertake the membership role. NB: From academic session 2011/12, the committee combined the work previously undertaken by the Student Experience Committee and the Education Enhancement Committee

Policy and Committees use only:

Final approval by:	Senate	Version number:	V10
Approval date:		Notes:	
Date of last review		Due for review:	



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	University Research & Knowledge Exchange Committee Terms of Reference
Paper Number	SEN-1617-26
Paper Author/Contact	Prof John Fletcher
Purpose & Summary	<p>The Terms of Reference are reviewed annually in accordance with best practice and were approved by the Committee on 5 September 2016.</p> <p>Senate is requested to approve the University Research & Knowledge Exchange Committee Terms of Reference.</p>
Decision Required of the Committee	To approve
Implications, impacts or risks	None
Confidentiality	None



**Bournemouth
University**

University Research & Knowledge Exchange Committee

**Terms of Reference (approved September 2015;
reviewed September 2016)**

Delegated Authority and Purpose	Responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity.
Main responsibilities	<ol style="list-style-type: none"> 1. To lead, promote and review research and knowledge exchange within the University; 2. To oversee the tactical/operational delivery of the Institutional Development Plan for Fusion: Research and Knowledge Exchange; 3. To approve policy on all matters relating to the University's research and knowledge exchange strategies; 4. To review School and Faculty research and knowledge exchange strategies. 5. To assist the University in general, and the Pro-Vice-Chancellor in particular, in the development of a strong, vibrant and financially sound research and knowledge exchange culture and structure within the University; 6. To develop a common framework to underpin how Schools/Faculty develop, manage, report and share research strategy and performance; 7. To receive information relating to research and knowledge exchange activities within the University; 8. To oversee strategy and preparations for the post-2014 Research Excellence Framework exercise. 9. To be responsible for the management of the HEIF strategy and oversee the monitoring of funded projects. 10. To maintain an overview of the Faculty Research and Knowledge Exchange Committees.
Duration	Permanent (HEIF-5 responsibilities from 2012-13 to 2015-16)
Chair	Pro Vice Chancellor
Deputy Chair	Nominated representative from the Deputy Deans (Research and Knowledge Exchange)
Management and Support	Provided by RKEO
Membership	Vice-Chancellor (Ex officio) Pro-Vice-Chancellor, Research and Innovation (Chair) Director of Finance and Performance

	<p>Academic Services Representative Head of Graduate School Head of Research and Knowledge Exchange Business Engagement Lead Dean Representative Deputy Deans (Research and Professional Practice) for each Faculty (one of whom will be the URKEC Deputy Chair) Research Communications Manager Research staff Representative SU VP Representative One representative from each of the other URKEC sub-committees</p> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
Quorum	50% + 1
Usual Number of Meetings	Three per year (usually January, May and September)
Reporting Line	Senate
Minutes	Senate University Board
Sub-committees	<p>REF Committee HEIF Committee Research Concordat Steering Group KTP Strategy Group</p> <p>The Committee has the authority to set up other sub-committees to focus on specific research and knowledge exchange projects. These sub-committees will meet in the months when URKEC does not meet and will report formally to URKEC, with some of their tasks commissioned by URKEC via its chair.</p>
Publication	Non confidential confirmed minutes are published on the Staff Intranet
Notes	Where variation in roles and titles exist within Faculties, the 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:	
Approval date:		Notes:	
Date of last review	September 2016	Due for review:	September 2016



Committee Name	SENATE
Meeting Date	2 November 2016
Paper Title	University Research Ethics Committee Terms of Reference
Paper Number	SEN-1617-27
Paper Author/Contact	Prof John Fletcher
Purpose & Summary	<p>The Terms of Reference are reviewed annually in accordance with best practice.</p> <p>Senate is requested to approve the University Research Ethics Committee Terms of Reference.</p>
Decision Required of the Committee	To approve
Implications, impacts or risks	None
Confidentiality	None

University Research Ethics Committee

Terms of Reference

Delegated Authority and Purpose	Responsible on behalf of Senate to promote best ethical practice in relation to research and research related activities.
Main responsibilities	<ol style="list-style-type: none"> 1. To promote best ethical practice; 2. To oversee the development of research ethics policies and procedures, and in particular to review and update as necessary the Research Ethics Code of Practice; 3. To guide, direct and monitor the Research Ethics Panels to consider ethical issues relating to research and to receive and review regular reports from them; 4. To monitor and audit compliance of ethics review by the Research Ethics Panels; 5. To hear referrals from Panels and appeals against Panel decisions; 6. To arbitrate in cases of dispute over ethical best practice and misconduct; 7. To monitor local research ethics committee activities via inclusion of local committee minutes to UREC meetings for oversight purposes, requesting audit of systems and practice when necessary.
Duration	Permanent
Chair	External (not a University staff member) to be appointed by the Chair of Senate
Vice-Chair	External (not a University member of staff member) to be appointed by UREC from amongst the independent members.
Management and Support	Technical Secretary Committee Clerk
Membership	<ul style="list-style-type: none"> • Vice-Chancellor (Ex-officio); • Two independent members from the University Board; <u>Two seats for Board Members available</u> • Two Research Ethics Panel Chairs; • Two Academics from each Faculty (at least 2 members should not be members from either Research Ethics Panel) and one representative from the Graduate School; • A maximum of three independent lay members from the community (with no affiliation to BU), it being desirable that at least one of which must be knowledgeable in ethics;

	<ul style="list-style-type: none"> • Student Representative; • Research Development Manager (Research & Knowledge Exchange Office). <p>All members to attend regular training – including continuing professional development (CPD) – and information awareness sessions;</p> <p>Duration of UREC academic membership will be no less than one year and no more than three years. However, no more than 50% of the members will stand down at the same time; as such, several members may be asked to extend for an additional year to ensure a phased rotation with new members.</p> <p>University staff that fail to attend 50 % of meetings in any one year and 50% of training sessions in any two years, will be referred to the Faculty and if requested to do so, will be asked to stand down and a replacement provide.</p>
Quorum	8
Usual Number of Meetings	Four per year
Reporting Line	Senate
Minutes	Senate (for consideration)
Sub-committees	Research Ethics Panels
Publication	Non-confidential confirmed minutes are routinely published.
Notes	Deans of the relevant Faculties should nominate appropriate persons to the Committee.

Unconfirmed

Minutes of the meeting held on Monday 5th September 2016 at 11am, Boardroom, Poole House

Present: J Fletcher (Chair); F Knight; I MacRury; M Bentley; E van Teijlingen; A McConnell; C Fowler; V Hundley; S Tee; J Swanson (SU VP Education); J Ward

Apologies: G Beards; M Heward; S Page; J Roach; T Zhang

In Attendance: K Stones

AGENDA**WELCOME & APOLOGIES**

The Chair welcomed Members to the meeting.

1 MINUTES OF THE PREVIOUS MEETING (23rd May 2016) (CHAIR)

- 1.1 A McConnell asked for an amendment to be made to page 6 (HEIF Committee update) – there is a need to recognise the lack of expertise available to support IP and commercialisation activities in BU. Otherwise the rest of the Minutes were agreed as an accurate record. The actions from that meeting were discussed with the following updates noted:

- 1.2 1.2.1 DDRPPs to discuss the PIRLS survey data at the Faculty RKE Committees.

ACTION: The DDRPP's have not had a chance to meet so this action will be kept on the agenda for an update at the next URKEC meeting

ACTION BY: DDRPP's

1.2.2 To provide Research Ethics Panel meeting attendance lists to Deputy Deans for Research and Professional Practice. The attendance list was circulated by S Bell. Issues regarding attendance at the Research Ethics Panel meetings were raised by the DDRPP's and it was agreed that this needs to be reviewed.

ACTION: Review the Research Ethics Panels meetings and process.

ACTION BY: DDRPP's

2.1 To write a proposal suggesting how pre-award support could be better targeted, to be discussed at the next URKEC meeting in May. This is awaiting approval from J Fletcher and will be discussed further. This action remains ongoing so will be revisited at in the URKEC meeting in September 2016. Jo Garrad and F Knight met with the DDRPPs to discuss ways of maximising support. DDRPPs reported that regular summaries of bidding activity would support their role.

ACTION: Revisit the proposal of targeted pre-award support at January URKEC.

ACTION BY: J Fletcher / F Knight

2.1 To request further key information to support the NCCA, National Centre status. This was submitted by the Faculty to F Knight and is with J Fletcher for final UET approval. This action is now complete.

2.2 To suggest the Market Research Group (MRG) and the Influences of Consumer Behaviours could join forces.

J Fletcher fed back to Faculty and a new joint proposal has been submitted. This action is now closed.

2.3 To circulate the document that clarifies primary affiliation within Centres and memberships.

J Fletcher confirmed that academics could be members of more than one research centre. Academics may have a primary affiliation to one research entity for reporting purposes but be able to be a secondary member of other entities for collaboration / development etc. This action is now closed.

Unconfirmed

3.1 To explore the KTP pilot fund further and put a paper forward at the next URKEC meeting.

ACTION: To carry forward.

ACTION BY: J Fletcher / F Knight

4.1 To set up a sub-group for Research Themes & Regional Engagement Strategy.
This is discussed under AoB. This item is now closed.

5.1 To ensure we have the correct staffing in place to support research data management.
C Fowler reported that the team is now fully staffed and they are in a good place. This action is now closed.

5.2 To circulate the updated RDM ToR and RDM Policy as discussed at the last URKEC meeting.
C Fowler circulated the updated policy. This action is now closed.

7.1 To Review the ITB form and process before making a final decision on whether it should be removed.
F Knight confirmed that DDRPPs had stressed the benefits of using the ITB form and it would not be removed. This action is now closed.

9.1 – see Action 2.1 above.

2 DIGITALISED UNIVERSITY STRATEGY

J Ward gave the Committee an overview of this strategy. A discussion followed his presentation. E v Teijlingen commented that IT Services need to make people aware of what is available. J Ward agreed, saying how important it was for them to be more outward focussed and to collaborate with the BU community to get as many ideas as possible from them.

S Tee followed this up stating that staff needed to see what was on offer and have opportunity to trial new options. External facilities such as Wiley Online Learning need to dovetail into the BU IT strategy. J Ward proposed a need for a digital strategy as well as an IT one.

A McConnell asked how old PC's would be disposed of when the 4 year equipment life-cycle begins. J Ward confirmed that IT are bound by both EU and other legislation on the safe disposal of unwanted IT equipment. They also try to donate items to local schools and charities. It was noted that not all staff need the latest equipment so items can also be recycled within the University before they reach their 4 year point.

A McConnell sought clarification on whether or not IT would support Macs as well as PCs. J Ward confirmed that are building up a Mac support team. Staff preferences re Macs or PCs will be taken into account although it will be necessary to justify purchasing a Mac as they are substantially more expensive than PCs.

I MacRury noted that it would be important to be able to quantify what BU has done re investing specifically in research with regard to IT.

J Fletcher talked about the possible tension between developing innovations and new technology.

V Hundley voiced her concern over the unsuitability of our I drive for collaborative sharing of confidential documentation and asked what the plans are for improving this. J Ward agreed that the I drive is dated and restrictive, with a lack of a document management system. This has been looked at but is still an area that needs addressing.

3 ANNUAL APPROVAL OF TOR FOR URKEC AND ITS SUB-COMMITTEES

- URKEC ToR - reviewed and approved.
- REF Committee ToR - to be amended and DRPP's added.
- HEIF Committee ToR - reviewed and approved.
- Research Concordat Steering Group ToR - reviewed and approved.
- KTP Strategy Group ToR - to be confirmed at a later date.

Unconfirmed

ACTION: To update the REF Committee ToR and include the DRPP's in the membership.**ACTION BY: R Hurst****4 ANNUAL REVIEW OF KEY PERFORMANCE INDICATORS/PERFORMANCE INDICATORS**

V Hundley queried PI1 (Academic staff with GPA of 3* or above taken as a % of the total number of academic staff). She had contacted Russell Pottle to try to understand this PI and was informed this information had come from the R&KEO. F Knight will clarify how this PI is calculated and if the information is taken from BRIAN.

ACTION: To clarify how PI1 is calculated and which PIs and KPIs are calculated using information taken from BRIAN.**ACTION BY: J Fletcher/F Knight**

I MacRury also brought up issues around PI14 (Proportion of academic staff who hold at least 1 recognisable professional affiliation). He queried who pays for these membership fees. Is it BU or is it the individual? It is unclear and information isn't then updated on BRIAN as staff don't action anything as they believe the fees are paid by BU.

ACTION: To clarify how the list of recognised bodies is approved and who pays for membership of these bodies for academic staff.**ACTION BY: F Knight/J Fletcher****5 HE-BCI SUMMARY**

Overall BU did very well in the last HE-BCI Report (2014-15), improving or staying at the same point on 9/10 items. Our overall position has dipped one space due to lack of income from spin-off activities – this needs to be looked at in the future. Based on the last two years, there have been some significant increases in the number of attendees at chargeable events recorded via Eventbrite but there are still some areas that need to be worked on.

I MacRury suggested that the use of Eventbrite is promoted across BU as this does impact our HE-BCI figures.

ACTION: Given the significant increase (341%) of the number of attendees at chargeable events identified in the HE-BCI survey, a ResearchBlog post should be made to encourage academics to use this for booking attendees on their events.**ACTION BY: F Knight****6 KTP STRATEGY**

R Clarke was unable to attend this meeting so F Knight gave an update on this item. R Clarke is in discussion with J Roach on this issue. J Roach has put together a plan for a voucher scheme which will bring together businesses and academics on business-driven projects.

J Fletcher informed the Committee that the ESIF bid which would have promoted this initiative has been withdrawn due to a number of issues. They are now looking at the University's own Fusion Investment Fund to see what elements can be funded internally.

7 PILOT ANNUAL REVIEW OF RKE CENTRES

F Knight informed the Committee that, following feedback from the Faculties, the deadline for returning the Year 0 reports has been postponed to 30 November 2016. This item will be brought forward to the January 2107 URKEC. This annual review will only apply to Centres and Institutes. Clusters will be reported on at a later date.

ACTION: Following the annual review of Research Centres and Institutes, a similar exercise to be undertaken for Research Clusters.**ACTION BY: F Knight**

Unconfirmed

8 GRADUATE SCHOOL UPDATE

F Knight led on this item in T Zhang's absence. The Graduate School review is still ongoing - the aim is to conclude consultation by the end of 2016. J Fletcher reiterated that this is not a cost cutting exercise but that it may result in an increase of funding for PGR support resulting in a better service for the research degree community. The new code of practice has been published with minimal changes due to the review. A new PGR Development Programme (and booklet) is being launched in September for the new academic year. There is a PGR Induction this month with 70 attendees, and another similar cohort due in January. The UKVI undertook an audit visit to BU, which had a positive outcome.

9 UPDATES FROM SUB-COMMITTEES (WITH MINUTES TO NOTE)

- REF Committee (E van Teijlingen)

This group has not met since the last URKEC meeting.

E van Teijlingen gave an update on the Mock REF and informed the Committee that the Open Access Fund is now open again.

- HEIF Committee (A McConnell)

A McConnell reported on the June 2016 HEIF 5+1 committee meeting – the final HEIF 5+1 meeting will be held on 19 September 2016. All projects were on schedule with the exception of A McConnell's own, which had experienced delays due to legal/IP issues. F Knight managed to secure HEFCE approval to carry forward £40K of HEIF 5+1 funding into HEIF 5+1+1 to allow this project to complete.

A McConnell reported that 12 projects have been funded under HEIF 5+1+1 (10 SciTech, 1 HSS, 1 MC) of which 4 are linked to HEIF 5.1 projects.

- KTP Strategy Group (F Knight)

This group has not met since the last URKEC meeting.

- Research Concordat Steering Group (F Knight)

The last meeting was not quorate but did go ahead. The steering group discussed how to engage research staff and also considered preparations for the forthcoming 4-year EC HR Excellence in Research award audit.

- RDM steering group (C Fowler)

This group has not met since the last URKEC meeting.

- Faculty RKE Committees (DDRPPs)

These committees have not met since the last URKEC meeting.

10 ANY OTHER BUSINESS

V Hundley sought clarification on QR funding this year. J Fletcher will circulate details as soon as he can.

ACTION: To clarify and circulate information on the 16-17 QR Funding situation.
--

ACTION BY: J Fletcher

J Fletcher tabled two papers.

10.1 IP Policy

J Fletcher confirmed that he is hoping to resolve and agree the updated IP Policy by the end of 2016. He reported that there have been issues with UCU and work will continue with them to get the policy finalised. The main changes are that IP will be given to the individual staff and the rewards structure will be more favourable to academics.

J Fletcher requested that the Committee read the policy and provide him with any feedback by Monday

Unconfirmed

19 September. At this stage, the policy is not to be circulated and is for URKEC members only.

ACTION: To read the IP Policy and provide comments and feedback to J Fletcher by 19th September.
--

ACTION BY: URKEC members

10. 2 Research Themes

J Fletcher introduced 5 new research themes which will cut across all 4 Faculties to encourage the interdisciplinary research and scholarly activity. Once they are approved, they will be set until 2025. . J Fletcher requested that the Committee read the tabled paper and provide him with any constructive comments by Friday 30 September. At this stage, the paper is not to be circulated and is for URKEC members only.

ACTION: To read the Research Themes paper and provide comments and feedback to J Fletcher by 30th September.
--

ACTION BY: URKEC members

Date of next meeting: Monday 16 January - 10am-12pm - The Boardroom

Kitt Stones (on behalf of Rhyannan Hurst)
 Committee Clerk
 RKE-16-17-01 Minutes 5th September 2016

BOURNEMOUTH UNIVERSITY

UNIVERSITY RESEARCH ETHICS COMMITTEE MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 12TH OCTOBER 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

See Section 2.2.1	Revised changes to PGR Review and approval process
See Section 3	Research Ethics Panel Report
See Section 4.1	Research Impact
See Section 4.2	Independent Complaints Contact

Minutes of a meeting held on Wednesday 12 October 2016, 13:00 hrs, P405 Poole House, Talbot Campus

In Attendance: Mr John Stevens (Chair) (JS); Ms Sarah Bell (Committee Secretary) (SBell); Dr Sean Beer (SB); Mr Jeffrey Wale (JW); Dr Martin Hind (MH); Mr Paul Lynch (PL); Dr Ian Jones (IJ); Dr Jane Hunt; Mr Don Gobbett; Prof. Holger Schutkowski (HS); Dr Katherine Appleton; Dr Shelley Thompson.

Apologies: Prof Iain MacRury; Ms Clare Cutler

Not in Attendance: Mrs Louise Oliver

1 Welcome and Apologies

1.1 The Chair welcomed members to the meeting and apologies were noted. A welcome was extended to new member Dr Martin Hind, who replaces Dr Stephanie Schwander-Sievers for FHSS. Dr Schwander-Sievers was thanked for her valued contribution to UREC.

2 Minutes of the Meeting of Wednesday 18 May 2016 UREC-1617-01-002

2.1 It was agreed the minutes were a true and accurate account of the last meeting.

2.2 Updates from previous minutes

2.2.1 Para 5.3. The Committee Secretary updated members of the revised changes to the PGR review and approval process. Cohort (development site) had now been updated: i) supervisors would now review and forward on to named Ethics Champions within Faculties for approval (low risk) and ii) Supervisors would review and forward on to the Ethics Filter for review by Panel (high risk). The developments had been tested and once a complete list of Ethics Champions was finalised these changes would be implemented onto the Live system. Clear communications and guidance would be provided.

2.3 Update from Action Logs

2.3.1 Panel Recruitment
Recruitment to Panels was ongoing. Five new members had been recruited to the SSH Panel, with a recruitment drive underway for the STH REP. The Chairs would continue to work with DDRPPS on this matter.

2.3.2 Audit by Sampling
The process of audit was ongoing but slow progress was being made; due to limitation of OEC (Cohort) and resources. However, a review of UG and PGT processes of the review of students' checklists was underway and the Committee Secretary would report back to UREC during the academic year on progress.

2.3.4 Membership of UREC
The Committee were disappointed that it had been re-iterated that there would be no member of the Board sitting on the Committee. It was agreed that the Terms of Reference would be amended to reflect this stating '*two seats for Board Members available*'.

3 Research Ethics Panel Reports

3.1 Science, Technology & Health Research Ethics Panel Term Report UREC-1617-01-003

The Chair summarised the written report. Highlights included:

- Thanks once again to Panel members for continued high quality contributions.
- Concerns remained that there are still cases where Researchers do not engage sufficiently with the ethics review process.
- Raising awareness and emphasising the importance of the process to continue, involving the DDRPPs and Departmental Heads of Research.

- The Panel was now starting to experience issues with members' attendance and availability, which resulted in a number of meetings not being quorate. Recruitment remains a priority.
- Dr Kevin Thomas and Tim Orman have now stepped down. The Chair thanked them both for their contributions.

3.2 **Social Sciences & Humanities Research Ethics Panel Term Report UREC-1617-01-004**

The Chair summarised the written report. Highlights included:

- It had been a busy period for the Panel, although the Chair noted reservations that numbers of reviews does not truly reflect the research that is being conducted at BU.
- The Panel have recently recruited 5 new members but continues to look for additional new members.
- Dr Stephanie Schwander-Sievers recently stepped down as Member and was thanked for her valued contribution as a founding member of Panel.
- Two existing members of Panel were going to be asked to stand down due to their lack of attendance at Panel meetings. Terms of Reference states that members should attend at least 6 out of 11 Panel meetings. The members concerned had significantly fallen short of this number.
- Concerns remains that there are a significant minority of Researchers that demonstrate a lack of timeliness, poor ethical reflection and poor methodology. Such concerns are not necessarily with PGRs or 'junior' colleagues. The Chair has continued to receive a number of expedited reviews that are solely submitted as a result of colleagues' bad time management.

3.3 **General Discussions on Succession Planning**

- 3.3.1 It was noted that for both Panels several founding members of the Panel, including both Chairs were due to stand down in February 2017. Members can be asked to serve another 12 months in order to ensure a phased rotation with new members. The Committee was asked to start the succession planning process in order to identify successors in good time to ensure both incoming Chairs have appropriate panel experience by February/March 2018.

Action: The Chair asked members to identify potential successors by Christmas, so that discussions for new appointments can be discussed at the January meeting.

4 **Items for Discussions**

4.1 **Research Impact UREC-1617-01-005**

- 4.1.1 Dr Zoe Sheppard (FHSS) presented a paper to the Committee asking the question whether impact activities required going through the formal ethical approval process.
- 4.1.2 General points discussed i) who would be undertaking the impact work (i.e. the original researcher of the research or someone else evaluating the impact). ii) concern regarding vulnerable participants involved in the original research iii) whether service users were involved.
- 4.1.3 The Committee referred to the definition of research as 'the gathering data to be published externally' and had concern of labelling impact work as not requiring ethical approval but also of 'ethics creep'. The idea of incorporating an impact question into the ethics checklist was raised which could prove useful as a means to encourage impactful research, but also to act as an audit trail and to flag potential case studies. It was agreed that 'Research Impact' should also be strengthened within the current Code of Practice.
- 4.1.4 It was agreed that there would be a move towards impact being considered from the outset as part of the process but in the interim, it would be considered on a case by case basis, meaning that activities considered research should be subject to the ethical review and

approval process.

Actions: SBell to look at amending the checklist to incorporate additional questions around research impact and updating the Code of Practice, with input from Dr Rebecca Edwards (Knowledge Exchange and Impact Management, RKEO).

4.2 Independent Complaints Contact

- 4.2.1 It was agreed that an alternative contact should be provided for cases of complaints made by participants. Currently the DDRPP (or suitable alternative) was the named contact. After discussion it was agreed that the Committee Secretary would organise for the setup of a new email account 'reseachgovernance@bournemouth.ac.uk' which would be used on Participant Information sheets as the main email account; rather than the DDRPPs personal email account. It would also mean that the Participant would only have to notify 'one' person. The email account will be held and managed centrally by RKEO. (Relates to UREC-1516-03 Minutes Item 7.2)

4.3 Code of Practice/PI Sheet guidance

- 4.3.1 Legal Services Officers, Rosemary Collins and Michelle Goodbody attended the Committee for this item.
- 4.3.2 To bring current guidance in line with RCUK's data management requirements, the Committee was asked to consider a revised section within the PI Sheet (and guidance) which Legal Services had provided on confidentiality/data storage and the data protection act. The revisions were discussed in detail with recommendations made.
- 4.3.3 It was agreed that the Committee Secretary would work with Legal Services to provide revisions to the PI Sheet which would be circulated to members for further consideration by email. Once the Committee agree current revisions, updated guidance would be provided to the Research Community.

5 Matters raised by UREC Members

- 5.1 JH asked for clarification UREC-1617-01-002 Para 5.1 *"It was agreed that it should be consistent between Panels"*. The Chairs clarified that it had been agreed that the stance for both Panels would be that when reviewing research ethics submissions, the Researcher should be present at Panel; however, in exceptional circumstances the Chairs would consider other means of communicating with the Researcher, such as conference calls or discussing the Panel without the Researcher present and putting forward questions via email.

6 Any other Business

No other business was raised

7 Date of Next Meeting

18 January 2017

BOURNEMOUTH UNIVERSITY

FACULTY OF HEALTH & SOCIAL SCIENCES

FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 11TH OCTOBER 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 9.1

Items for Approval – Proposed New Visiting Professors

3. OTHER RELEVANT ACTIONS

See Section 9.3

Proposed new visiting fellows and associates

See Section 10

Faculty/University Developments

TUESDAY 11 OCTOBER 9.30am in B420, BOURNEMOUTH HOUSE

FACULTY ACADEMIC BOARD MINUTES

Present:

Steve Tee	Executive Dean	ST
Elizabeth Rosser	Deputy Dean Education and Professional Practice	ER
Deirdre Sparrowhawk	Director of Operations	DS
Vanora Hundley	Deputy Dean Research and Professional Practice	VH
Vanessa Heaslip	Principal Academic in Adult Nursing	VH
Juliet Wood	Lecturer (Academic) In Midwifery	JW
Jenny Hall	Senior Lecturer	JH
Jonny Branney	Lecturer	JB
Michelle Board	Senior Lecturer in Nursing	MB
Stephanie Schwandner-Sievers	Principal Academic	SSS
Carol Clark	HoD – Human Science & Public Health	CC
Sue Way	Associate Professor	SW
Cathi Farrar	School Marketing Account Manager	CF
Jane Hunt	Senior Lecturer in Child Health Nursing	JH
Ann Bevan	Senior Lecturer in Child Health Nursing	AB
Tom Wainwright	Associate Professor of Orthopaedics	TW
Luisa Cescutti-Butler	Senior Lecturer in Midwifery	LCB
Jamie Swanson	SUBU Representative	JS
Alison McConnell	Professor in Sport/Health Science	AM
Chris Fowler	Head of Library Services	CF
Amanda Watson	Senior Lecturer (Head of Practice Education)	AW
Maggie Hutchings	Associate Professor	MH
Emma Bockle	Lecturer in Adult Nursing	EB
Steve Trenoweth	Senior Lecturer in Mental Health Nursing	ST
Zoe Sheppard	Senior Lecturer in Quantitative Research Methods	ZS
Michael Knight	Educational Development Tutor	MK
Andrea Lacey	Lecturer (Student Representative Champion)	AL
Sharon Doherty	Research Fellow In Quantitative Methods	SD
Kip Jones	Reader In Qualitative Research - HSC & MS	KJ
Edwin Van Teijlingen	Professor of Reproductive Health	EVT
Peter Thomas	Professor Of Health Care Stats & Epidemiology	PT
Gill Jordan	Senior Lecturer in Nursing	GJ
Carol Bond	Principal Academic	CB
Clive Andrewes	Director of Employment Engagement (Health)	CA
Sara White	Associate Dean Student Experience	SW
Sam Porter	Head of Department Social Science & Social Work	SP
Kathy Curtis	Head of Department Nursing & Clinical Services	KC
Malcolm McIver	Associate Dean Global Engagement	MM
Kathryn Cheshir	Education Service Manager	KC
Tim Battcock	Visiting Fellow	TB
Greg Auld	Senior Projects Manager, Estates	GA
Beckie Freeman	Departmental Administrator	BF

1.0 Attendance and Apologies:

Stephen Tee, Executive Dean welcomed everyone to the meeting. 50 staff members accepted the invitation, 13 tentative and 103 staff members declined. ST introduced new members of staff who recently joined the Faculty:

- **Tom Coleman**, Skills Technician
- **Karen Marsh**, Programme Administrator
- **Iain Darby**, Lecturer Paramedic Science
- **Aurelia Butcher**, GP Programme Director
- **Simon Phillips**, GP Programme Director
- **Matthew Turner**, GP Programme Director
- **Sarita Chopra**, GP Programme Director
- **Sally Lee**, PD Research
- **Clare Killingback**, Lecturer Physiotherapy
- **Katherine Ryan**, Lecturer Child and Young Persons
- **Juliet Wood**, Lecturer Midwifery
- **Darcy Polkinghorne**, Student Administrator
- **Sam Porter**, Head of Department Social Science and Social Work
- **John Moran**, Learning Technician
- **Iro Arvanitidou**, Lecturer Nutrition

2.0 Minutes from last meeting on 5th May 2016

Minutes of the previous meeting were agreed to be an accurate record of the meeting.

3.0 Outstanding Actions from Action Plan (Stephen Tee)

Only one outstanding action for Stephen that is ongoing.

4.0 Reports

4.1 Dean's Report

NS Survey had excellent results; they went up 3%, which is very important with TEF approaching.

Students Awards went to:

Emily Lower – Real World Parenting Awards

Arlene Oram - Midwifery Student

Crystal Sergeant – recognised for good care at Salisbury NHS Trust

ST told everyone about his breakfast meeting he had with John Fletcher. Invited were senior people from Health organisations across Dorset.

ST commented on the Sustainability and Transformation Plan.

Dean's letter of congratulations – Sara White asked if the Faculty could send these out from Stephen.

4.2 Student Representative Report

4.2.1 Student Experience Forum

Sara advised that we will be working on the NSS feedback in SEF but the 1st meeting is not until November; meanwhile programme leaders are working with their teams on key areas for their programmes.

MUSE – Mid Unit Student Evaluation – this starts mid-November.

4.2.2 Student Representative Report

JS suggested removing this report from this meeting and having it included in the FESC meeting. This was agreed, however Jamie will continue to attend the Faculty Academic Board meeting and points from this report will be raised.

4.3 **Deputy Dean (Education) Report**

ER highlighted that administrative support is changing. ER mentioned the FA Standards Committee – there is a new policy and EDQ will send each HoD the new policy. Also mentioned was that VISO has been validated.

Opportunity – Looking to employ a Lead Curriculum Manager in December/January 2017.

Faculty Quality Audit has been postponed until Spring 2017.

Prep report - CEL developed a questionnaire which HSS will tweak to suit our facility.

All academics will be observed once a year and this will be submitted with their appraisal.

ER mentioned the IT issues the Faculty is experiencing. Jim Andrews is committed to fix these as quickly as possible. It's key that everyone logs these problems through the staff intranet.

Response email attached.

4.4 **Deputy Dean (Research) Report**

VH highlighted that it's been a successful year in terms of Research and we've exceeded the amount of money we'd hoped for, 25% over target. VH thanks everyone for their contribution.

VH asks all active academics should be entered for REF.

Lots of changes in the RKE office and Lisa is the new Research facilitator.

RKEO – have put together a development framework, moving on from the Grants Academy.

Writing – Research have introduced quiet sessions on a Wednesday afternoon between 1-5pm.

S202 in October
B226 in November
S217 in December

Writing weeks – Week 36 and Week 42

Faculty Seminar Series have been taken on by Clare Killingback.

4.5 **Academic Services Report**

Christine Fowler presented the Semester 1 Report from Academic Services. Within the AS Report, there were two items for action relating to a) the completion of Class Lists for HESES16 and b) revised programme approval, review and modification processes. The report included items for information on the changes to myBU unit home pages and VLE functions in 16/17; SITS reporting functions; Epigeum, the new blended Learning community within my BU and the training resources within the TEL toolkit. The report also included information on the changes to Academic Regulations, Policies and Procedures (ARPP) for 16/17 with a recommendation for staff to familiarise themselves with the changes by reading through Section 1 of the ARPP. The whole ARPP document is available on the staff intranet.

5.0 Minutes of Sub-Reporting Committees

Just for noting.

6.0 Items Raised by Staff

6.1 Senate Report

The Senate isn't until 2nd November. Please let Sara White know if there is anything that needs adding. A summary will be put on the blog.

7 Global Engagement Update

The Departmental Global Engagement Leads have now been appointed:

Rick Fisher - Department of Nursing and Clinical Sciences

Lesley Milne - Department of Human Sciences & Public Health

Jill Davey- Department of Social Sciences & Social Work

They are there to support and facilitate Global Engagement within the Faculty, so please speak to your departmental GEL before initiating any international activity.

Malcolm McIver appointed to the Advisory Board of Wessex International Healthcare Consortia.

Global Festival of Learning

Application process for the Global Festival of Learning is now open. This is an opportunity for all staff to showcase their Research, Education, or Practice on a Global Stage. Possible areas that provide a 'connector' and a focus for the global Festival of Learning across the three locations are our institutional areas of focus/strength:

- Employability
- Employer engagement
- Co-creation with students
- Talent and Skills Development
- Student Experience

This is not an exhaustive list-we are looking for any ideas that showcase BU as well as bring back our learnings to inform future developments. The Dates are:

ASEAN - week commencing 27th March 2017

India - week commencing 24th April 2017

China - week commencing 15th May 2017

Partnerships

- Youjiang Medical University agreement signed and delegation to visit at the end of the year.
- Preliminary discussions commenced with a private Hospital group in India that specialises in Orthopaedics
- Early stage of discussion with Mauritian Ministry of Health re neuro-rehabilitation Services
- Preliminary discussions with a Private University in China
- Conversations ongoing with two Malaysian institutions around research collaborations and student articulation in to nursing programmes

Upcoming Overseas Visits

- Lesley Milne currently in Uganda supporting the Poole Africa Charity and undertaking a scoping visit
- Malcolm McIver to join the British Council Nursing Mission to India in November
- Stephen Tee & Kathy Curtis to China to visit SIAS University China in November

8.0 Collaborative Provision

Partnership Activity

Partner Colleges

Over the past three years HSS has managed the closure of the partnership programmes run in conjunction with regional partner colleges. The FdA Early Years at Weymouth College was closed at the end of the 2013/14 academic year, and the parallel programme at Bournemouth & Poole College closed as the final students completed their BU award in the summer of 2015.

The FdA Early Years at University Centre Yeovil (now run at Yeovil College following local reorganisation) remained open during the 2015/16 academic year to allow two remaining students (one returning to Yeovil College following maternity leave and the other a student who completed all but two modules while enrolled at Weymouth College) to complete their studies under the BU approval. However despite the best efforts of staff in Yeovil and at BU neither student was able to complete the programme during the academic year. The programme was formally closed during the Spring of 2016; should students wish to return in the future they will be able to enrol on the 'new' Yeovil College Early Years programme, validated by the University of Gloucestershire.

Dorset HealthCare University NHS Foundation Trust (DHUFT)

A revised Memorandum of Understanding between BU and Dorset HealthCare University NHS Foundation Trust (DHUFT) was signed during the 2014/15 academic year. On-going work is proceeding; Professor Keith Brown remains part of the DHUFT executive and Dr Andy Mercer continues as BU representative on the DHUFT Professional Advisory Committee. A number of collaborative projects are in progress, including initiatives in Recovery Education, the collaborative development of new advanced practice pathways, and wider collaboration in relation to mental health awareness.

New Partnership Development

HSS is currently working with several potential partners who are keen to develop new shared delivery programmes in health and social care. These include Poole Hospital, who are looking to develop new collaborative postgraduate opportunities in medical and surgical robotics, an area where the Trust has a growing reputation. Several local NHS Trusts have proposed a new pan Dorset collaboration in postgraduate respiratory medicine, and early discussions have also been held with a local dentistry practice about postgraduate programmes in orthodontics and with a local children's charity about a new programme to support residential child care.

HSS has also begun discussions with BUINTCOL with a view to developing a partnership that will establish formal articulation arrangements to allow international students direct access to certain HSS programmes following successful completion of their BUINTCOL course.

9.0 Items for Approval

9.1 Proposed New Visiting Professors

Strongly support Laura Serrant becoming a Visiting Professor. Discussions took place around Melissa Davies, it was suggested that she became a Visiting Fellow rather than a Visiting Professor.

9.2 Proposed Renewals of Visiting Professors

No issues

9.3 Proposed New Visiting Fellows and Associates

Some concerns over Dr Anne Silk (Colin Pritchard) as she is a benefactor and there may be a conflict with the process. ST to look into this. **ACTION**

It was highlighted that Dr Clare Taylor (Tom Wainwright) needs to leave before she can become a new Visiting Fellow/Associate.

9.4 Proposed Renewals of Visiting Fellows and Associates

No Concerns

10.0 Faculty/University Developments

SJP Update

- There have been a lot of changes in the Admissions Team.
- A new Placements role has been introduced and is being taken on by Emma Batson.
- A new contacts list for the Faculty will be circulated.

FHSS Research Opportunities for Students

The ADSE had received several enquiries from UG students who wished to be involved in research with academic. However there was no process for either managing this or data collection re numbers. The ADSE therefore put together the Terms of Reference and Form (these were included in the info re FAB but please see enclosed too) and asked anyone who wished students to undertake research with them (i.e. Principal investigators). To follow the process and complete the necessary form. This would then be evaluated in 1 year. The ADSE stated that the process and forms would be uploaded onto the faculty BLOG.

Athena Swan

Various people are working hard to meet the deadline of the end of November. Updates about Athena Swan are being added to the Blog.

3D Viewing of New Building

Greg Auld gave a brief 10 minute presentation about how the new building is looking so far.

Cross Faculty Programme

There is a new policy which includes who takes the lead etc, any ideas please email to Elizabeth.

ULT Update

- The focus is on NSS
- There is a very high Admissions rate, which has had consequences on timetabling/accommodation etc.

Admissions Update

- Admissions are focussing on Adult Nursing applications as they represent the bulk of applications already received for this admissions cycle, and interviews need to be arranged shortly.
- FHSS met the majority of our admissions targets for the 15/16 admissions cycle, with dips of only 1/2 students on the small number of programmes who were off target.
- Stephen Tee said that a concern is the PG Diploma programme and the funding available, as there won't be any moving forward. It will affect Midwifery and Mental Health.
- It's clear we don't offer to many 18 year olds and Vanessa commented we should do more school visits.

Final HSS Delivery Plan 2016 – 2018

- This has been circulated by Stephen.
- Stephen is trying to organise events where HSS can talk about Strategy priorities.
- Stephen said that he plans to organise a separate occasion to discuss the HSS Delivery Plan. **ACTION**

11.0 Debate

The debate had to be postponed due to a fire drill.
Will be carried forward to next FAB Meeting in February 2017

ACTION

12.0 AOB

Sara Eales has been appointed National Advisor to the NCCMH for Integrated Mental and Physical Health.

Elizabeth Rosser mentioned there have been some problems with exam papers. Lateness of receipt of notification of exams which has impacted on preparing papers etc.

The next meeting will be taking place on **Thursday 2nd February 2017**

BOURNEMOUTH UNIVERSITY

FACULTY OF MANAGEMENT

FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 12TH OCTOBER 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 3.12 Online Global Business Management Programme

3. OTHER RELEVANT ACTIONS

See Section 3.5 Accreditation and AACSB Report

FACULTY ACADEMIC BOARD

Faculty of Management

12 October 2016 at 2pm in the Allesbrooke Lecture Theatre

Attendees: Jane Houzer (Chair), Adele Ladkin, Adi Adams, Andrew Main, Chris Chapleo, Corinna Budnarowska, David Jones, Davide Parrilli, Debbie Sadd, Deb Taylor, Dermot McCarthy, Donald Nordberg, Dorothy Fox, Edvard Orlic, Elvira Bolat, Emma Kavanagh, Firend Rasch, Gabriel Ahinful, Gelareh Roushan, Greta Danuleviciute, Heather Mitchell, Helen O'Sullivan, Isaac Ngugi, Ishmael Tingbani, Jamie Swanson, Janet Dickinson, Jayne Caudwell, Jeff Bray, Jens Holscher, Jens Mohrenweiser, Julia Hibbert, Karen Thompson, Le Bo, Lee Miles, Lenia Marques, Lesley Murphy, Liam Sheridan, Lois Farquharson, Louise Hanlon-Brooks, Lucy Lu, Mark Ridolfo, Marta Disegna, Mary-Beth Gouthro, Mehdi Chowdhury, Miguel Moital, Mike Mallia, Osi Okwilagwe, Paul Boyce, Phil Long, Rebecca Hindley, Roger Vaughan, Samreen Ashraf, Shuang Cang, Sophie Cherrett, Stephen Pyne, Tim Rees and Yeganeh Morakabati.

Minutes: Jacqui Timms

1. Apologies

Apologies were received from Alan Kirkpatrick, Andrew Adams, Avital Biran, Bethany Cleeve, Brian Hollocks, Bruce Braham, Caroline Jackson, Charlie Wilkinson, Crispin Farbrother, Daniel Lock, David Biggins, Dawn Birch, Dean Patton, Denise George, Dimitrios Buhalis, Erika Borkoles, Frazer Ball, Helen Lee, Ian Jones, James Gavin, Jo Mayoh, Julie Liddell, Juliet Memery, Juliette Hecquet, Kelly Goodwin, Khurshid Djalilov, Lingling Wei, Louise Preget, Maria Ryan, Martyn Polkinghorne, Milena Bobeva, Morris D'Cruz, Philip Alford, Richard Gordon, Richard Shipway, Richard Ward, Roger Atkinson, Sangeeta Khorana, Sharon Goodlad, Shelley Ellis, Simon Thomas, Spencer Barnett, Sue Barnes, Sukanya Ayatakshi-Endow, Tim Breitbarth, Tim Gale and Vicky Cracknell.

2 MINUTES OF THE LAST MEETING

2.1 20TH JANUARY 2016

ACCURACY

The minutes of the last meeting were confirmed as being an accurate reflection of the meeting.

MATTERS ARISING

There were no matters arising.

3.1 EXECUTIVE DEAN REPORT

- Recruitment targets achieved for UG, however PG under target by approx. 53. Considerable income loss in consequence. Team to be put together to push the process from receiving and processing, and get a good cohort for PG January intake.
- AACSB - third progress report has been submitted and if successful year of record will be announced. Should know outcome by end of November.
- FM Executive Dean vacancy has closed – shortlisting underway.
- New staff that have arrived since last FAB:
 - Samreen Ashraf – Lecturer in Marketing
 - Dr Le Bo – Lecturer in Management
 - Dr David Botchie – Post Doc Research Fellow (AFE)
 - Robert Collier – Chef/Demonstrator
 - Dr Isaac Damoah – Lecturer in Project Management
 - Andy Gouws – Placement Development Advisor
 - Dr David Jones – Assoc Prof in Strategy
 - Evangelia Marinakou – Senior Lecturer in Tourism Management
 - Osi Okwilagwe – Lecturer in Strategy
 - Yumei Yang – Lecturer in HR & Organisational Behaviour
 - Raj Gandhi – Senior Lecturer in Finance
 - Natalie Woodham – Programme Support Officer (was previously Student Recruitment Relationship Marketing Manager)
- Assoc Prof/Prof posts – good selection of candidates for interview. Prof in Accounting + Prof in Management interviews 28 October. Prof in Hospitality & Travel interviews 21 November. Prof in Health Economics interviews 28 November.
- Departures: I would like to thank all staff who have departed since the last FAB and/or will depart soon and on behalf of the Faculty wish them all well in their new posts and careers.
 - Barbara Neuhofer – Lecturer in Tourism & Hospitality
 - Giampaolo Viglia – Senior Lecturer in Hospitality Management
 - Daphne MacMahon – Programme Administrator
 - Martini Cross – Programme Administrator – moving to FST
 - Sally Hobson – Programme Administrator – moving to HSS
 - Emma Johnson – Programme Administrator – moving to FST
 - Mandy Lynch – Programme Administrator - SJP
 - Sue Shilling – Programme Admin Assistant - SJP
 - Sharon Trusson – Programme Admin Assistant – SJP
 - Helen King – Programme Admin Assistant
 - Karen Marsh – Programme Admin Assistant
 - Karen Johnston – Programme Administrator
- F & R Review Consultation - ongoing.
- Student Journey Project Consultation - ongoing. Problems around enrolment with myBU. Jane Houzer to raise with DVC and at next Deans Forum to ensure that problems are not replicated and ongoing issues are fixed.
- Successful research bidding so far and a call for applications for QR activities has been disseminated. £300K available in funding.

3.2 DEPUTY DEAN EDUCATION – REPORT

Jane Houzer advised members the University will not continue with Guernsey Masters and Corp Governance programme, currently in discussion with partners.

Andrew Main informed members that Quality Assurance commitments have been made to improve processes, with initiatives being sent to HoE. As a Faculty we also need to make research more apparent to our UG students, the Vice Chancellor wants our students to experience a fused education. SUVP Education suggested asking students what assessment/feedback they are looking for. Andrew Main recommended issuing assignments and then checking if students understand the language used in the brief. Jane Houzer commented this would be necessary for international students, plus a good general discipline to follow.

3.3 DEPUTY DEAN RESEARCH & PROFESSIONAL PRACTICE - REPORT

Report to be issued at later date.

3.4 ASSOCIATE DEAN GLOBAL ENGAGEMENT – REPORT

Lucy Lu highlighted the main events submitted in her written report. Phil Long raised a question as to whether BU is looking to develop relationships in Malaysia. Lucy Lu responded that the current Global BU Plan is looking to define which part of world to target, China and India. First Festival of Learning took place in Malaysia, in the second year of the Festival it is planned to hold two events in two different countries, possibly Malaysia and Indonesia. Global Regional Group has been set up to invite colleagues across BU who have an interest in ICM countries to help the Global Engagement Team work on their regional strategy in that part of the world. Davide Parilli asked whether within the current PhD programme there could be a possibility to raise higher quality applications, perhaps through China, the current quality was not as high as might be expected. Lucy Lu responded that BU is looking to create opportunities for better scholarships which will lead to attracting high quality researchers. Jane Houzer reiterated that when staff are travelling, they should be hunting for decent PhD applications and potential partnerships, recommendations generate better applications. Staff that are travelling overseas should liaise with Lucy Lu or the Global Office to enhance partnerships. Lucy Lu advised there is a Global Engagement Lead in each department within the Faculty and regular meetings are held every 6 weeks where all global activities are discussed. Rachel Sutherland is the Faculty contact within International Marketing and Student Recruitment.

3.5 ACCREDITATION AND AACSB REPORT (Sent after Meeting as agreed new agenda item)

Third Progress Report submitted earlier this month for the consideration of the Initial Accreditation Committee that meets in November.

Last year the IAC and the mentor commented on the need for further observations on Standards 15 and 8. The current status update of the School shows 100% alignment with all the Standards, with the exception of Standard 14 (Executive Education) that remains unchanged due to lack of direct relevance.

Gelareh Roushan would like to formally record appreciation and thanks to Mentor, Dr Geralyn Franklin, who has been instrumental with progress to date.

Provided AACSB deems BU as fully aligned with their Standards (2013) to progress into what they refer to as 'the year of record' then BU has a year until we receive a

'Review Panel Visit' (early 2018). The process is very similar to the QAA institutional visit and will involve an audit of documentation and process around this accreditation.

BU's Staff Liaison will be attending the IAC meeting next month and a list of potential nominees for the Chair of PRT (Peer Review Team) is being prepared in anticipation of AACSB's acceptance of BU's report to progress into the Year of Record.

The Faculty has made significant investments in the alignment of faculty qualifications hence reducing the Other category from 34% to 8% in three years. This is also a reflection of the University's KPI that requires at least 70% of the academic staff to have Doctorate qualifications across the institution.

The Faculty Executive have agreed for all handbooks and assessment briefs for the Business School Programmes for 2016/17 to include a message to explain and highlight the wider context of AOL, the AOL Goal(s) that apply to the unit and the corresponding rubric(s) that are used for evaluation together with benchmarks as agreed by the AOL Task Force (see below):

Table 1. AOL Benchmarks

	Undergraduate	Postgraduate
Not yet Met Expectation	0-59.9%	0-54.9%
Met Expectation	60-69.9%	55-64.9%
Exceeded Expectation	65-100%	70-100%

The School is planning to appoint student 'AOL Student Ambassadors' from the programmes within this accreditation to act as student representatives in contributing and engaging with AOL.

The first Orange Wednesday (OW) event has been held which aims to reflect on AACSB processes with an overarching message for sharing education practices to enhance the quality of student learning.

Members of the AACSB Steering Group have been presented with a software tool to help with AACSB data management. It was agreed that despite the positive capabilities of tool, members agreed that access to BU's internal systems may be challenging as well as the upfront and continuing cost of the software. Hence, key BU Stakeholders (incl. IT Services, BRIAN, RED etc.) are consulted to enable to data management.

Marketing & Communication colleagues are working to help with to intensifying awareness and publicity of accreditation amongst internal and, where possible, external stakeholder.

3.6 STUDENT REPRESENTATIVES – SYNOPTIC REPORT

Jamie Swanson introduced himself as SUBU Vice President for Education. Jamie asked members if the SIMON report should come to FAB. Members agreed that the report should go through FESEC. Jamie advised that SIMON report showed that overall Masters students are well engaged and BU has good personal development and good branding. Organisational management received most negative comments. Quality of teaching is massively important for students, making a key difference.

Gelareh Roushan raised that SIMON, NSS and MUSE all provide the same assessment feedback. Jamie responded that quality has an impact. Jane Houzer highlighted that assessment and feedback is easiest thing to improve/change, as compared to timetabling (SITS). Mark Ridolfo enquired about the status of Senior Reps. Jamie advised that experienced Reps have now been put in place, however SUBU only recruited half the number required so far. SUBU will re-run elections later this year.

3.7 REFERRALS

REFERRALS FROM FASC

It was confirmed that there were no referrals for the Faculty Academic Board from the Faculty Academic Standards Committee.

REFERRALS FROM UNDERGRADUATE PROGRAMMES

It was confirmed that there were no referrals for the Faculty Academic Board from the undergraduate programmes.

REFERRALS FROM MASTERS FRAMEWORK

It was confirmed that there were no referrals for the Faculty Academic Board from the Masters Framework.

REFERRALS FROM PARTNERS

It was confirmed that there were no referrals for the Faculty Academic Board from the Partner Colleges.

HEAD OF ACADEMIC DEPARTMENT – REPORTS (including ESEP and PREP)

3.8 EVENTS AND LEISURE

It was noted that there is currently no Head of Department for this department and so a report had not been prepared and submitted. Andrew Main provided a verbal update. Department is in good shape with a slight dip in recruitment. Andrew Main is working closely with Jayne Caudwell, Janet Dickinson and Debbie Sadd in shaping the department. Janet Dickinson raised that some programmes have 100% NSS satisfaction, staff are very productive on publications and the department is a member of World Leisure Organisation. Janet Dickinson asked for departmental newsletter to be included with FAB papers.

3.9 TOURISM & HOSPITALITY

Report noted in Dimitrios Buhalis' absence. Phil Long raised the vigour with which Dimitrios Buhalis disseminates information and acknowledged challenges that he has had to face as Head of Department with staff sickness, maternity leave and some resignations. He asked the meeting to praise DB, the department and its programme leaders.

3.10 SPORT & PHYSICAL ACTIVITY

Report noted. Paul Boyce provided verbal update, department had good recruitment with 300 students across 4 pathways, 16 at PG. Department also piloted a 2 day induction programme which was very successful. Also undertook an ice breaker event with suppliers of the sports kit, as well as a 'celebrate your placement' event with Level 6 students which involved interactive photo booths which generated good material for open days. CIMPS endorsement achieved. Since May, the department has won over £1M in research bids and several colleagues were involved with recent Chinese delegation visit. The team will be moving equipment into the new lab next week.

3.11 ACCOUNTING, FINANCE & ECONOMICS

Report noted. Department excited about QR funding. New member of staff arriving next week. Newsletter to be added to FAB papers.

3.12 LEADERSHIP, STRATEGY & ORGANISATION

Report noted. Heads of Research and Heads of Education now appointed for department. Mark Ridolfo, Parisa Gilani and Helen O'Sullivan thanked for their input in increasing NSS by 10% on their programme. Also, Programme Coordinator shortlisted for Vice Chancellors award. CMI accreditation gained for Business Studies. Online Global Business Management programme has been approved and BIBM will come out in 2017, thanks to incredible hard work by Dawn Birch. Lois thanked Programme Leaders, Framework Leaders and Programme Coordinators within department, feedback around induction had been excellent.

3.13 MARKETING

CC welcomed Samreen Ashraf who has joined the department, which in theory makes the department fully staffed. Thanked former retail staff, Corinna Budnarowska, Jeff Bray and Charles McIntyre who have been covering long term sickness of a colleague. Good attendance to conferences and several papers generated.

Staff nominated for Vice Chancellors Awards are Simon Thomas, Spencer Barnett and the Admin team. JHo offered her congratulations to all those who have been nominated.

4 FOR APPROVAL AND ENDORSEMENT

It was confirmed that there were no approvals or endorsements for the Faculty Academic Board at this time.

5 FOR NOTE

5.1 ACADEMIC SERVICES REPORT

Report to be sent. Liam Sheridan advised annual class list will be issued later this month. EDQ have advised modifications for September 2017 entry need to be in by 30 November. JHo raised the issue that EDQ are struggling as a department and asked staff to be conscious of requests being sent to that department. Mark Ridolfo raised there have been problems getting DLHE information, EDQ folders currently being empty, Liam Sheridan to investigate. Gelareh Roushan also raised that DLHE data will be required for AACSB reporting and requested that data be more available, with agreement from senior management. JHo will be writing to all departments for access to data for AACSB purposes.

5.2 SENATE REPORT

The report was noted. No questions were raised at this time.

6 REPORTING COMMITTEES

6.1 FACULTY ACADEMIC STANDARDS COMMITTEE

Receipt of the minutes of the last meeting of the Faculty Academic Standards Committee was confirmed.

6.2 RESEARCH & ENTERPRISE COMMITTEE (OUTSTANDING)

Receipt of the minutes of the last meeting of the Research & Enterprise Committee was confirmed.

6.3 UNDERGRADUATE PROGRAMMES

Receipt of the minutes of the Programme/Framework Team Meetings for Undergraduate Programmes was confirmed.

6.4 POSTGRADUATE PROGRAMMES

Receipt of the minutes of the Programme/Framework Team Meetings for Postgraduate Programmes was confirmed.

7 ANY OTHER BUSINESS

Gelareh Roushan raised that this year could be year of record regarding AACSB accreditation. AACSB to be added to agenda under Section 3.

DATE OF NEXT MEETING: 8th February 2017 at 2pm in the Allesbrook Lecture Theatre

BOURNEMOUTH UNIVERSITY

FACULTY OF MEDIA & COMMUNICATION

FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 6TH OCTOBER 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 7
See Section 9

Programme Proposal: MA Education Practice
Visiting Fellow Proposal

3. OTHER RELEVANT ACTIONS

See Section 4
See Section 8
See Section 10

Terms of Reference
SimOn Report from Students' Union
Education Update

**FACULTY OF MEDIA AND COMMUNICATION
FACULTY ACADEMIC BOARD (FAB)**

MINUTES OF THE MEETING HELD THURSDAY 6 OCTOBER 2016 – 2.30PM, P403

Present: Michael Wilmore (Chair), Sue Bloss, Mark Brocklehurst, Emma Crowley, Barbara Dyer, Karen Fowler-Watt, Maike Helmer, Keith Heyward, Samuel Honnoraty, Stephen Jukes, Iain MacRury, Ian Marsland, Karen Newsome, Alexander Pasko, Rutherford, Charlie Souter-Phillips, Guy Starkey, Kate Terkanian, Tasos Theofilou, Shelley Thompson, Anna Troisi, Christa Van Raalte, Katy Vaughan, Sue Warnock, Chris Williams, Candida Yates

	Action
1. APOLOGIES	
Apologies: Terry Bailey, Stephen Bell, Stephen Copp, Fiona Cownie, Sharen Everitt, Brad Gyori, Steve Hubbard, Helen Jacey, Rebecca Jenkins, Julian McDougall, Dinusha Mendis, Richard Scullion, Kerstin Stutterheim, Richard Wallis, Sally Weston	
2. DECLARATIONS OF INTEREST: No attendees declared any conflicting interests.	
3. MINUTES OF THE LAST MEETING The minutes of the meeting - 11 May 2016 - were agreed as a correct record.	
1. TERMS OF REFERENCE (Paper 001)	
The Dean drew attention to the BU Faculty Academic Board Terms of Reference, noting a membership requirement for 4 representatives from professional and support staff, determined by ballot. When the SJP/F&R Reviews are finalised, arrangements will be made for this requirement to be met.	MW/KN
5. DEAN'S REPORT	
<p>The Dean presented a verbal report, noting recent staff changes within the Faculty. Anastasios Theofilou and Stephen Copp were welcomed as new Heads of Department (CMC and Law); thanks were expressed to staff who had supported those Departments in the interim. The Dean welcomed the appointments of Sharen Everitt (Education Support Manager), Laura Hampshaw (Operations Manager) and Karen Newsome (Executive Officer).</p> <p>The departure from the FMC administrative teams of the following staff members as a result of the Student Journey Project (SJP) were noted, and thanks expressed for their contributions to the Faculty: Debbie Chaplin, Robin Chater, Rupert Davison, Debbie Hall, Janice Jeffrey, Nicole Miller, Chris Pateman, Justin Reeson, Sandie Rose and Jane Whitaker. Thanks were expressed to Mark Brocklehurst (Director of Operations) for his work in overseeing the SJP within the Faculty.</p> <p>The following points were raised and discussed:</p> <ul style="list-style-type: none"> • Enrolments: the overall picture for FMC is positive. The Dean expressed thanks to staff for their hard work in achieving this, noting the efforts of Keith Heyward's team in meeting resource/facility demands where this has been challenging, and of Sharen Everitt's team in ensuring efficient implementation of significant changes over the summer. 	

<ul style="list-style-type: none"> • Research Excellence Framework (REF) and the Teaching Excellence Framework (TEF): The Dean drew attention to future HE challenges, encouraging the Faculty to take opportunities to understand and influence these positively. For instance, it is expected that all staff with research as part of their contract will be required to submit to the REF; the Faculty will need to identify early where support is needed to achieve this. The TEF will affect Government plans to measure performance and link success with the ability to levy fees and recruit students. The Faculty must identify early where support is needed and to have control over the inevitable changes. There is a collective responsibility to prepare actively for the introduction of the TEF and MW noted BU is working to understand the implications and to make submissions to Government to exert influence where possible. • Achievements: The Dean outlined some of the Faculty’s achievements in rising to challenges, e.g. the improvement in grant income reflecting hard work in bidding for research grants. He also highlighted many excellent events happening over the course of a week in the Faculty, including the BFX Festival, the Bill Vinten GTC Award Ceremony, the Diversity Symposium hosted within Media Production and prestigious awards won by staff (Vicky Isley and Paul Smith – 2016 Lumen Prize Moving Image Award). • Faculty Strategic Planning Consultation: The Dean outlined the Consultation launched at the Faculty Forum. The Thematic Planning Week (17-21 October) will see meetings planned around key themes; staff are encouraged to contribute to the consultation whenever possible. November will see a departmental focus when Heads of Department (HoDs) will take discussions forward with their teams. A draft document will be circulated pre-Christmas, so the Faculty can comment further before final submission to UET outlining priorities and areas for investment. Course Teams and Research Centres are crucial to the delivery of the Faculty’s work; it will be important that consultation takes place at this level. • Aim: The aim of the Strategic Planning Consultation is to identify clear goals for the Faculty without overlooking important issues; all staff are encouraged to contribute. BU’s investment in its estate over future years will have significant impact on the Faculty; this is a critical time for the FMC to consider its contribution to BU’s future ambitions. 	
<p>6. SUMMER EXAMS - This item was withdrawn from the agenda.</p>	
<p>7. PROGRAMME PROPOSAL</p>	
<p>[Paper 002 (Interactive Media Design) was withdrawn from the agenda. Thanks were expressed to Christa Van Raalte’s team for their work on the IMD which has not been approved at this time by the Academic Standards Committee (ASC). This work will be taken forward within BAMP.]</p> <p>MA EDUCATION PRACTICE (Paper 003) The DDEPP presented the proposal for an MA Education Practice on behalf of Gail Thomas, Head of the Centre for Excellence in Learning (CEL). The first intake of students will be September 2017. It was noted that ASC had approved the development of this course.</p>	

RESOLUTION: The Board endorsed the development of an MA Education Practice, noting that this already has the support of ASC.	
8. STUDENTS' UNION – SIMON REPORT: SUMMARY OF STUDENT FEEDBACK COLLECTED BY FMC STUDENT REPRESENTATIVES	
<p>The Dean requested the report be withdrawn so SUBU can resubmit a redacted report. Charlie Souter-Phillips asked whether the report should be put to the Faculty Education and Student Experience Committee (FESEC) in future, with highlights brought to FAB. It was agreed that FESEC is the best committee to scrutinise the report, with analysis of the data being brought to FAB as appropriate. The Dean thanked SUBU for engaging with this work and noted the importance of using the analysis of the data to influence changes, ultimately to help the Faculty to enhance the student experience.</p> <p>Samuel Honnoraty (SH) (Student Rep Champion) outlined the activity undertaken over the first weeks of Semester, including a series of Question and Answer sessions where attendance and engagement has been positive. Thanks were expressed to SH for his work on these informative sessions.</p> <p>Rep recruitment is underway, to be completed by 21 October. Kate Terkanian (KT) noted the difficulty of recruiting PGR student representatives and asked if the Faculty could help with ideas to involve and engage PGR students. Thanks were expressed to KT for the work she has done in this area for several years.</p>	
RESOLUTION: The Board AGREED that the SIMON Report will be presented to FESEC in future for discussion, with highlights of the data analysis being brought to FAB as appropriate.	
9. VISITING FELLOW NOMINATION (Paper 005)	
Anna Troisi presented a proposal to appoint Professor Neal White (NW) as a Visiting Fellow, outlining the continuing EMERG projects NW is engaged in since he left BU, and his experience in the UoA34.	
RESOLUTION: The Board AGREED to appoint Professor Neal White as a Visiting Fellow for three years with effect from 1 October 2016.	
10. EDUCATION UPDATE (Deputy Dean Education and Professional Practice (DDEPP))	
<p>Faculty Quality Audit Schedule (Paper 006): The DDEPP drew attention to the schedule for the Audit on 14 October. Thanks were expressed to those involved in preparing for this. It was noted that Dignity, Diversity and Equality issues (including in relation to online marking) will be taken forward after feedback is received from the audit panel about the proposals put forward by the Faculty; the equality assessment will be undertaken following that feedback, and expertise within the Faculty will be drawn upon. It was noted that Richard Scullion has offered to be involved in this work.</p> <p>The Updated FQA Briefing Document (Paper 007) was noted.</p> <p>The Peer Reflection on Education Practice (PREP) paper (Academic Advisers) (Paper 008) was noted; the DDEPP will incorporate the actions into the Faculty Education and Student Experience Plan (ESEP) (Paper</p>	BD/MW

<p>009), which was noted.</p> <p>In response to some concerns raised about MUSE, and the sense that some students have used this to comment inappropriately, the DDEPP outlined plans to strengthen the script and filtering as much as possible; there is also a plan for MUSE to go online (via mobile apps). Discussions are taking place about whether this should be anonymous; but BU recognises the need to be robust around what is unacceptable behaviour. The policy may need to be reviewed in liaison with the student body and MW will raise this on behalf of FMC with the University Leadership Team.</p>	MW
<p>11. RESEARCH/KNOWLEDGE EXCHANGE UPDATE (Deputy Dean Research and Professional Practice (DDRPP))</p>	
<p>The DDRPP presented his report (Paper 010), drawing attention to plans to use QR funding for research leave for nine staff members; for staff attending the CEMP Media Education Summit in Rome; and for PDRA posts, one in relation to the successful SHIVA project.</p> <p>A large number of PGRs are joining the FMC community; the PGR seminar series is underway, with Professor Candida Yates leading. It was noted that the imminent Estates development, including the reconfiguration of Weymouth House, will provide opportunities for the PGR community and it will be important for them to be represented in the consultations.</p> <p>The Board also noted the minutes of the Faculty Research Degrees Committee from 17 May 2016, 22 June 2016 and 11 July 2016 (Paper 011), and the minutes of the Research and Knowledge Exchange Committee from 15 June 2016 (Paper 012).</p>	
<p>12. ACADEMIC SERVICES REPORT (Paper 013)</p>	
<p>Emma Crowley (EC) (Academic Liaison Manager) presented the Academic Services Report, drawing attention to the HESES 2016 class list, required by 18 November. EC also noted the requirement to make any modifications to courses by 30 November for courses beginning in September 2017. FAB noted the difficulty of responding to student feedback when the deadline for modifications is so early.</p> <p>Thanks were expressed to the DDRPP and Professor Hugh Chignell (HC) in supporting the recruitment of an Archivist. It was noted that this is an innovative and exciting appointment.</p> <p>Ian Marsland (Librarian) noted a positive induction period. Online resources for students have been updated.</p>	
<p>13. CEMP REPORT (Paper 014)</p>	
<p>The CEMP Report was taken as read.</p>	

14. HEADS OF DEPARTMENTS (HoDs) – REPORTS	
14.1 HEAD OF DEPARTMENT (Corporate and Marketing Communications) – REPORT (Paper 015)	
Tasos Theofilou (HoD) presented the CMC Report; he commended colleagues in CMC for their excellent work in Research and Professional Practice. It was noted that Rutherford will be the Orator at the Graduation Ceremony when Chris Arnold is awarded an Honorary Doctorate, nominated by CMC. Rutherford outlined Chris Arnold’s work with Creative Orchestra, working with non-profit groups using branding to increase engagement in social issues.	
14.2 HEAD OF DEPARTMENT (Law) – REPORT	
It was noted that an Honorary Doctorate will be awarded to Jennifer Coombs, the 2015/16 High Sheriff of Dorset, who is the ex-President of the Dorset Law Society. The Orator will be Nigel Astbury.	
14.3 HEAD OF DEPARTMENT (Media) – REPORT (Paper 017)	
The Media Production Department Report was taken as read.	
14.4 HEAD OF DEPARTMENT (Computer Animation) - REPORT	
Chris Williams (HoD) gave a verbal report, noting the success of Constantinos Glynos (Demonstrator) who has had a paper accepted at a conference in Washington (funded by QR money) and is working towards completing his PhD.	
14.5 HEAD OF SCHOOL (Journalism, English and Communication - JEC) – REPORT (Paper 019)	
Karen Fowler-Watt (KFW) (HoD) presented the report, noting with thanks the sterling efforts of her team and the Student Support Team in working through activities required over the summer. Attention was drawn to the American Election project, co-ordinated within JEC, with three students planning to travel to America to work on the Conventions. This will be a cross-Faculty project with involvement from other areas, e.g. Politics.	
15. INTERNATIONAL REPORT (Associate Dean for Global Engagement (ADGE))	
Guy Starkey (ADGE) presented the International Report, thanking colleagues for their contributions to global engagement, and extending an invitation for information to be provided to him regularly so his reports to Exec and to the Global Engagement Team (GET) can be comprehensive in reporting the Faculty’s work in this area. It was noted the Faculty had been commended for the amount of global engagement happening over the summer months. Increased student mobility/study abroad activity would be desirable. Concerns were expressed about slow progress evident in establishing partnership agreements and difficulties experienced in progressing these with required input from Legal; although the importance of drawing up such agreements with due diligence was recognised.	

16. FRAMEWORK TEAM MINUTES	
The Board noted the availability for viewing of the Framework Team Meeting Minutes in an accessible folder on the I:Drive.	
17. ANY OTHER BUSINESS	
There were no other items of business.	
DATE OF NEXT MEETING: Wednesday 1 February 2016	

BOURNEMOUTH UNIVERSITY

FACULTY OF SCIENCE & TECHNOLOGY FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 6TH OCTOBER 2016

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 8.1 - MSc Hypnosis in Research Medicine and
Clinical Practice programme approved

See Section 9.4 - 9.14 - Candidates for Visiting Fellows approved

3. OTHER RELEVANT ACTIONS

None

Faculty of Science & Technology
Meeting of the Faculty Academic Board
Thursday, 6 October 2016 at 2pm in the Boardroom

Present: Christine Maggs (Chair), Matt Bentley, Keith Phalp, Clive Hunt, Angelos Stefanidis, Philip Sewell, Reza Sahandi, Richard Stillman, Vasilis Katos, Kelly Deacon-Smith, Paula Peckham, Ruth Muir, Jacky Mack (AS), Jane Forster (OVC), Julie Kirkby, Julie Tuner-Cobb, Simant Prakoonwit, Venky Dubey, Sulaf Assi, Paul Kneller, Mark Maltby, Kate Welham, Timothy Darvill, Nivien Speith, Phillip Stocks, Huseyin Dogan, Christopher Richardson, Jamie Swanson (SU VP Ed), Feng Tian, Martin Smith, Amanda Korstjens and Patti Davies (Executive Officer)

1. **Apologies:** Terri Cole, Eileen Wilkes, Paul Albinson, Chris Shiel, Diogo Montalvao, Bogdan Gabrys, Katherine Appleton, Kevin McGhee
2. **Guest Speaker - Jane Forster, Policy Advisor to the VC regarding policies**
 Jane Forster, Policy Advisor to the Vice Chancellor, provided an informative presentation entitled Policy in HE - September 2016. The presentation addressed the high stakes in teaching, TEF, TEF rating, and the focus on student satisfaction as well as the impact of Brexit on international students and EU student fees for incoming EU students post Brexit and British students planning to study in mainland Europe. The presentation also covered how to make research count, influencing policy and encouraged staff to talk to her about their research, especially how their research is relevant to public policy so she can get the story out about the research. A discussion followed. Christine thanked Jane for her presentation and time.
3. **Exam Papers Submissions, Dates and Quality - Jette Iversen and Heather Miles, Academic Services Department**
 The presentation and discussion was cancelled by Jette Iversen as the Examinations Office decided to take this up in another forum.
4. **Review and approval of the previous minutes from the meeting of 12 May 2016**
 The minutes of the SciTech Faculty Academic Board meeting of 12 May 2016 were presented for review and were approved as presented. Christine took this opportunity to welcome new staff members in attendance as well as Jamie Swanson, SU VP, Education.
 - 4.1 Matters Arising
 - 3.1 - Action to set Sharepoint up for the Faculty of SciTech - Action is currently in progress.
 - 3.1 - Action on Richard Stillman to provide Jon Ward with a list of specialised LES software was completed.
5. **Executive Dean's updates - Professor Christine Maggs**
 - i. Marketing/UG Courses, outreach and UK with Jane Gwizdala on 20 Oct, 10:30 am in P308 - Christine invited interested staff members to attend this marketing of UG courses session with Jane Gwizdala in P308 at 10:30am in 20 October 2016.
 - ii. Christine shared a translation from Gramsci's Prison Notebook, "Pessimism of the intellect balanced by the optimism of the will" in addressing the difficulties many of the staff and students have experienced due to the widespread technical problems experienced at the start of this academic year. She noted it has been a very difficult start for both academics and students but the problems are being addressed and resolved.

iii. NSS - BU's NSS scores were essentially flat-lined between 2012 until 2015. Last year BU's NSS scores came up by 3 points overall and this was due largely to the improvement efforts on the part of the staff in the Faculty of Science & Technology. Christine thanked members, both academics and admin, for their hard work and important role in improving the student experience and the NSS scores. All courses in the Science and Technology have improved. It is important to keep this momentum. Although all of the NSS scores improved, there are still many courses that are below the national average so this is an ongoing improvement effort.

Christine also reported that BU has come up by 20 places in the Times Higher Good University Guide. Unfortunately BU did fall out of the top 500 of THE world rankings, but is still in the listings.

iv. Researchgate - Christine encouraged members to engage and share their research on the website, Researchgate.net at <https://www.researchgate.net/>.

6. Updates from the Deputy Deans and Director of Operations

6.1. Deputy Dean, Education and Professional Practice -Professor Keith Phalp

Keith Phalp thanked everyone for their cooperation during a very difficult start to the academic year in terms of technology failures.

The Faculty and University have had huge improvements in the NSS scores which have positively impacted the University's ranking in the league table. The Faculty has seen an NSS improvement of 9% which is unprecedented. Student satisfaction in all areas has improved as has feedback regarding assessment and feedback but assessment and feedback is still the lowest too. Continued improvement is needed to bring some of the improvements at or above national benchmarks. Additional questions will be on the new NSS survey which should clarify questions and responses further. Faculty members have done a fantastic job in implementing mechanisms for student voice. Unfortunately despite the efforts there are some students who missed this. Keith will be working with the Heads of Education and student reps to improve this and to make sure all students are aware of these mechanisms to provide their input.

Keith discussed the need to improve completion rates which is very important for TEF. The Faculty and University will be focusing on improving completion rates and ways to improve student engagement. The Faculty is moving in the right direction.

There are still problems being experienced by academics and students accessing information relating to units on MyBU. Students have been complaining to staff about this as well as to Academic Services. Jacky Mack discussed this further explaining that the Projects Team have been addressing the problems as they are being made aware of them. Unfortunately as they fix a problem, another occurs so it is an ongoing and fluid situation. She asked staff to please keep her team advised so they can keep the Projects Team informed of the issues that need to be rectified. Members asked if students can contact her team directly with their concerns. A lengthy discussion followed. Jacky invited staff and students to keep her team informed of the problems so they can pass the information on to the Project Team, who are actively working to fix the technical problems as they are made aware of them.

Members asked Jacky to please look into enabling Semester 2 units to appear online at the start of the academic year rather than a few weeks before the start of Semester 2. Members also asked that class lists be made available as well to the Academics. Academics refer to these lists to contact students who are not attending lectures and seminars by email. Jacky will bring the concerns and requests raised and to the Projects Team.

Action JM

Members ask that their concerns about the impact of these widespread technological problems on the Faculty's NSS scores be noted. These problems are not within the control of the Faculties and concern was expressed about unsatisfactory student feedback reflecting upon the Faculties and Academics. Further discussion followed.

6.2 Deputy Dean, Research and Professional Practice - Professor Matt Bentley

Professor Matt Bentley tabled his report which noted the successes over the last year in terms of research and professional practice activity. The Faculty remains financially robust and has seen a sustained growth in research as measured by income and research outputs over the year. PGR student numbers has grown. A light touch peer review of outputs was done and there has been an increased focus on quality of publications. The Heads of Research have been active in working with the research community to improve the research environment and encourage bid writing and high quality publications. The report further addressed BU studentships, research centres research income by activity type, the Faculty PG conference and professional practice and KTP activity. Matt also encouraged members to engage with the website, Researchgate.net. The floor was open for questions and comments.

Christine noted that this will be Matt's last Faculty Academic Board as he will be leaving to take up a new and exciting role in Singapore. Members recognised and thanked Matt for his help, leadership and legacy as Deputy Dean, Research and Professional Practice.

6.3 Director of Operations - Kelly Deacon-Smith

Kelly discussed current student numbers, the relocation of the Forensic Science crime scene House from Lansdowne to Christchurch House, plans to relocate the Design & Engineering workshops from Tolpuddle House to Poole House (Thomas Hardy Suite area) for next Easter, and the Poole Gateway Building for the Talbot Campus which will house SciTech and Media studios and labs. Kelly also discussed the status of staffing following the Student Journey Project consultations for the Academic Admin (now Education Services) staff and the Finance & Resources staff and SITS.

7. SUBU/Student Reps and Student Experience matters

Christine introduced Jamie Swanson, SU VP Education, to members. Jamie will be attending the Academic Board meetings as a SUBU/student representative. The year end (2015/16) SimOn survey results were tabled for review and discussion. Jamie noted that these surveys and student representatives are now attending the Faculty Education and Student Experience Committee meetings which reports to the Faculty Academic Boards. Jamie proposed that instead of having SimOn and student representatives attend Academic Board meetings, they attend FESEC meetings instead with minutes of the meetings coming to FAB. Members agreed to the suggestion.

8. Proposed new courses, programmes and modifications

8.1 MSc Hypnosis in Research Medicine and Clinical Practice (tabled)

Approved

9. Visiting Professors and Visiting Fellows Reappointments and Appointments

Visiting Professors

9.1 Dr. Nigel North - recommended for reappointment as Visiting Professor to the Department of Psychology by Professor Remco Polman and Dr. Simon Thompson for another 3 years. Updated CV table

Approved for recommendation to reappoint

- 9.2 Dr. Andrew Young - recommended for reappointment as Visiting Professor to the Department of Psychology by Professor Remco Polman for another 3 years. Updated CV tabled.

Approved for recommendation to reappoint

- 9.3 Dr. Fabrice Parmentier - recommended for reappointment as Visiting Professor to the Department of Psychology by Professor Remco Polman for another 3 years by Dr. Jane Elsley.

Approved for recommendation to reappoint

Visiting Fellows

- 9.4 Dr. Tai Cheng Yang - recommended for reappointment as Visiting Fellow to the Department of Computing & Informatics by Professor Hongnian Yu for another 3 years. Updated CV tabled.

Approved for reappointment

- 9.5 Dr. Mayank Anand - RNLI and former SciTech PGR student recommended for appointment as Visiting Fellow to the Department of Design & Engineering in Tribology by Professor Mark Hadfield. Statement of Support and CV tabled.

Approved for appointment

- 9.6 Dr. Andrew Cuthbert - Research Genetic Counsellor from Cardiff University recommended for appointment as Visiting Fellow to the Department of LES by Dr. Kevin McGhee. Statement of Support and CV tabled.

Approved for appointment

- 9.7 Franziska Degenhard MD - Clinical Geneticist, University of Bonn, Germany recommended for appointment as Visiting Fellow to the Department of LES by Dr. Kevin McGhee. Statement of Support and CV tabled.

Approved for appointment

- 9.8 Dr. Ramona Moldovan - Clinical Psychology and Genetic Counsellor at Babes-Bolyai University, Cluj Napoca, Romania recommended for appointment as Visiting Fellow to the Department of LES by Dr. Kevin McGhee. Statement of Support and CV tabled.

Approved for appointment

- 9.9 Dr. Katharine Walker - New Forest Knowledge Project Officer recommended for appointment as Visiting Fellow to the Centre of Archaeology and Anthropology by Professor Timothy Darvill. Statement of Support and CV tabled.

Approved for appointment

- 9.10 Mrs. Judith Wardlaw - Industry Partnership Development Manager at the Thomas Hardy School in Dorchester recommended for appointment as Visiting Fellow to the Department of LES by Prof. Genoveva Esteban. Statement of Support and CV tabled.

Approved for appointment

- 9.11 Martin Taylor MD - Consultant in Acute General Medicine at the Royal Bournemouth Hospital recommended for appointment as Visiting Fellow to the Department of Computing and Informatics by Dr. Huseyin Dogan for Data Analytics research. Statement of Support and CV tabled.

Approved for appointment

- 9.12 Melanie Watson - Consultant Genetic Counsellor for Wessex Regional Genetics Service recommended for appointment as Visiting Fellow to the Department of LES by Dr. Kevin McGhee. Statement of Support and CV tabled.

Approved for appointment

- 9.13 Dr. Louis Marinos - Senior Expert at the European Union Agency for Network and Information Security and current guest presenter on the MSc Cyber Security and Human Factors course. Recommended for appointment as Visiting Fellow to the Department of Computing & Informatics by Professor Vasilis Katos and Dr. Angelos Stefanidis. Statement of Support and CV tabled at the meeting.

Approved for appointment

- 9.14 Dr. Innes McCartney - Maritime Scholar, researcher, and writer with a primary focus on the modern historical periods, particularly WW1, the Battle of Jutland, and WW2. Recommended for appointment as Visiting Fellow to the Centre of Archaeology and Anthropology by Professors Kate Welham and Timothy Darvill. **Approved for appointment**

10. Issues raised by staff

No other issues were raised by staff.

11. Questions or comments regarding reports and minutes submitted electronically

The following reports and minutes were tabled electronically and presented for questions and comments:

11.1 Academic Services Report - Jacky Mack (tabled)

Jacky briefly discussed the status of planned enhancements for MyBU and further addressed the problems experienced with the system that are being worked through now. A question arose about a large number of students enrolled on an MSc course and the problem with limited lab resources for the number. Previously, the Academics were included in the application review process which helped to identify these problems before an offer was made. A standard 2.2 UG degree tariff was applied across the board and unfortunately many of the students lack the successful completion of UG units as a necessary foundation. A discussion followed. Jacky recommended that further academic requirements, such as performance of required UG units needs to be delineated in the entrance requirements. It was explained that there were University wide concerns that a capricious variation and application of requirements between academics was occurring that made it necessary to address by a general application of entrance requirements to avoid any possible bias. Jacky suggested the Programme Leaders review the entrance requirements to make sure they are clear and monitor them, along with failure and completion rates for any necessary changes. Further discussion followed about timely responses to applications, staffing, and centralisation of Admissions and Quality.

11.2 Associate Dean, Student Experience Report - Dr. Clive Hunt

Tabled for questions and comments.

11.3 Associate Dean, Global Engagement Report - Dr. Angelos Stefanidis

Tabled for questions and comments.

11.4 Head of Dept of Archaeology, Anthropology & Forensic Science - Prof. David Osselton

Tabled for questions and comments.

11.5 Head of Dept of Computing & Informatics - Prof. Vasilis Katos

Tabled for questions and comments.

11.6 Head of Dept of Creative Technology - Dr. Reza Sahandi

Tabled for questions and comments. Reza mentioned that the Department of CT introduced an attendance monitoring scheme by mobile phones as a pilot programme and so far it appears to be effective. The final year students in the Department are also participating in a one to one interview techniques pilot.

11.7 Head of Dept of Design and Engineering - Dr. Philip Sewell

Tabled for questions and comments.

11.8 Head of Dept of Life and Environmental Sciences - Professor Richard Stillman
Tabled for questions and comments.

11.9 Head of Dept of Psychology - Professor Remco Polman (tabled)
Tabled for questions and comments.

11.10 Faculty Education and Student Experience Committee meeting minutes, 22 June 2016.
Tabled for questions and comments.

11.11 Faculty Academic Standards Committee meeting minutes, 18 May 2016.
Tabled for questions and comments.

12. AOB

No other business was raised.

13. Adjournment

The meeting adjourned at 4:35pm.