BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 22nd February 2017, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	**Welcome, apologies and declarations of interest**		
2	**Minutes of the Meeting of 2nd November 2016 (VC)**	SEN-1617-39	**2.15**
	2.1 Matters Arising		
	2.2 Declarations of Interest		
	2.3 Graduate School Review Update (Prof J Fletcher)	Verbal Update	
	2.4 Ratification of Chair's Action – Amendments to *ARPP 2A – Awards of Bournemouth University: Policy*	SEN-1617-40	
3	**Report of Electronic Senate Meeting of 1st to 8th February 2017**	SEN-1617-41	
	PART A – Vice-Chancellor's Communications		**2.30**
4	4.1 BU 2018 and HE Sector Update	Verbal Report	
	4.2 BU2025	Verbal Report & Presentation	
	PART B – Discussion		**3.00**
5	5.1 Global BU Update – Quarter 2 (Dr S Minocha)	SEN-1617-42	
	5.2 Teaching Excellence Framework (TEF) Year 2 narrative submission (Ms J Mack and Ms J Forster)	SEN-1617-43	
	5.3 Research Excellence Framework (REF) Consultation (Prof J Fletcher and Ms J Northam)	SEN-1617-44	
	PART D –Committee Business		**4.15**
6	**Minutes of Standing Committees**		
	6.1 Education & Student Experience Committee minutes of 17 January 2017 (unconfirmed)	SEN-1617-45	
	Minutes of University Research Committees		
	6.2 University Research & Knowledge Exchange Committee minutes of 16 January 2017 (unconfirmed)	SEN-1617-46	
	6.3 University Research Ethics Committee minutes of 18 January 2017 (unconfirmed)	SEN-1617-47	
	Minutes of Faculty Academic Board meetings		
	6.4 Faculty of Health & Social Sciences minutes of 2 February 2017 (unconfirmed)	SEN-1617-48	
	6.5 Faculty of Management minutes of 8 February 2017 (unconfirmed)	SEN-1617-49	
	6.6 Faculty of Media & Communication minutes of 1 February 2017 (unconfirmed)	SEN-1617-50	

	6.7	Faculty of Science & Technology minutes of 2 February 2017 (unconfirmed)	SEN-1617-51	
	6.8	Graduate School Academic Board minutes of 18 January 2017 (unconfirmed)	SEN-1617-52	
7	**Any other business** **Please Note:** items of any other business should be notified a week in advance to the Secretary of Senate.			**4.25**
8	**Dates of next meeting:** **Electronic Senate – Wednesday 17th to Wednesday 24th May 2017** **Senate Meeting – 2.15pm – Wednesday 7th June 2017**			

BOURNEMOUTH UNIVERSITY   **UNCONFIRMED**

SENATE

MINUTES OF A MEETING OF SENATE HELD 2 NOVEMBER 2016

Present:	Prof J Vinney (**Chair**) Mr J Andrews; Mr D Asaya; Ms M Barron; Mr G Beards; Dr M Board; Dr M Bobeva; Dr E Borkoles; Dr B Dyer; Prof J Fletcher; Ms M Gray; Ms J Houzer; Mr A James; Dr F Knight; Ms J Mack (Secretary); Prof C Maggs; Prof S McDougall; Prof T McIntyre-Bhatty; Ms S Ponsford; Prof E Rosser; Mr J Swanson; Prof M Wilmore; Prof T Zhang
In attendance:	Ms J Forster (Agenda Item 4.3); Ms M Frampton (Academic Quality Officer); Mr R Pottle (Agenda Item 4.2 and 5.1); Mr G Rayment (Corporate Governance & Committee Manager); Prof G Thomas (Agenda Item 5.1)
Observer:	Mr M Wood (Good Governance Institute)
Apologies received:	Dr S Minocha; Mr K Pretty; Prof I MacRury; Prof S Page; Dr R Southern; Prof S Tee, Dr S White

1. WELCOME AND APOLOGIES

1.1 The Chair welcomed Senators to the meeting and apologies were noted as above.

1.2 The Chair welcomed the new Elected Academic Staff Representatives: Dr Bryce Dyer (Faculty of Science and Technology) and Dr Fiona Knight (Professional Services). The Chair also welcomed Mr Asaya as the new President of the Students' Union and Mr Swanson as the new Vice President (Education) of the Students' Union.

1.3 At the last meeting on 8 June 2016, Senators approved the Terms of Reference for the Independent Review of Senate which was being undertaken by the Good Governance Institute. Mr Michael Wood would be observing the meeting and as part of the review a survey would be carried out with Senators in due course. Sub-committees of Senate would also be observed over the coming months and a report would then be submitted to the University Board to provide assurance that the University's academic governance was effective. The Chair welcomed Mr Wood to the meeting.

1.2 DECLARATIONS ON INTEREST

1.2.1 There were no declarations of interest.

2. MINUTES OF THE MEETING HELD ON 8 JUNE 2016

2.1 Matters Arising

2.1.1 The minutes were approved as an accurate record with the exception of Section 4.2.11 on page 3 where it was agreed the word 'as' should be removed from the third line.

2.1.2 Ms Mack advised that the Faculty Academic Board Terms of Reference had been reviewed and discussed with Executive Deans to ensure they remained fit for purpose. It had been suggested by Executive Deans that the focus on research, knowledge exchange and professional practice could be strengthened, however, it was agreed that the Terms of Reference would be fully reviewed following the review of Senate and the outcome of the Graduate School review, as required.

2.1.3 Only one minor amendment had been made to the Faculty Academic Board Terms of Reference to update references to 'Dean' to read 'Executive Dean'. Prof Wilmore suggested the Terms of Reference listed towards the end of the agenda should also be similarly updated.

2.1.4 **Approved:** The updated Faculty Academic Board Terms of Reference were approved.

2.2   Senate Terms of Reference and Membership

2.2.1   Minor amendments had been made to job titles and there had been one amendment to the membership, which was the removal of the Principal of the Anglo-European College of Chiropractic (AECC) as a member, due to the AECC now having degree awarding powers. From September 2017, they would now be recruiting students to programmes under the AECC award. Due to their change in status, it was no longer appropriate for the Principal to be a member of Senate. Prof McIntyre-Bhatty confirmed that he had been corresponding with the Principal of the AECC on this and other transitional matters and the Principal understood why his membership had been reconsidered.

2.2.2   Prof Zhang advised that the Graduate School Academic Board should be added to the sub-committees section of the Senate Terms of Reference. It was agreed this would be added to the Terms of Reference.

2.2.3   The two new elected members of Senate had been added to the Senate Membership List.

2.2.4   **Approved:**   The updated Senate Terms of Reference and Senate Membership List were recommended to the Board for approval subject to the amendments suggested.

3.   REPORT OF ELECTRONIC SENATE OF 12 TO 19 OCTOBER 2016

3.1   **Noted:** The report of the Electronic Senate meeting of 12 to 19 October 2016 was noted.

3.2   The Chair noted one of the issues raised with regards to the start date of the 2016/17 academic year. In the response to the issue raised it was confirmed that the date was consistent with the start date in the 2015/16 academic year.

4.   VICE CHANCELLOR'S COMMUNICATIONS

4.1   BU2018 and HE Sector Update

4.1.1   Following the EU referendum and the vote to leave the EU, the government had confirmed that Article 50 would be triggered next Spring, starting a two year negotiation period on the terms for Brexit. The government also announced that current EU students and those starting in the 2016/17 academic year would continue to receive loans and grants as they were eligible under current rules, for the whole of their period of study. This had recently been extended to cover the 2017/18 academic year. In the meantime, enrolments by EU students proceeded as normal and the University has not seen a reduction in planned numbers. It was early to state at present whether there would be an impact for applications next year, although the Universities and Colleges Admissions Service (UCAS) recently announced in their early data that there had been a 9% drop across the sector in EU applications for 2017 entry. The University's immediate priority was to reassure students and staff, and this had been communicated through a range of channels reiterating the University's ongoing commitment to its vision of global engagement and as a diverse and inclusive community.

4.1.2   As the academic year progressed, there would be more debates at Senate meetings and within the Executive, particularly around mobility for staff and students and research funding.

4.1.3   Following the appointment of the new Prime Minister, Theresa May, at the end of July 2016, Jo Johnson had remained the Minister for Universities, Science, Research and Innovation, with a dual reporting line to Justine Greening, Secretary of State for Education, and Greg Clark, Secretary of State for Business, Energy and Industrial Strategy. It was beneficial to Universities that one Minister was retained and it would be important moving forward to secure a link between the two Secretaries of State.

4.1.4   The recommendations from the review of the Research Excellence Framework (REF) led by Lord Stern were reported in July 2016 and generally the recommendations were widely welcomed and did not constitute a radical change to the previous REF2014. Some changes may be controversial, including proposals which the University supported, to include all research active staff in the REF and to stop academic staff being able to port their research to another university. If the recommendations become a reality, there would be another consultation later in the year with regards to how the proposals would be implemented. It was important that the effect of the changes did not encourage a

split between education and research, for example by encouraging institutions to employ staff on teaching-only contracts. Moving forward, with the changes taking place around the structure of Higher Education and the introduction of the Office for Students and UK Research and Innovation (UKRI), the University would monitor the changing HE landscape following the Stern Review consultation and the HE Bill which would be presented to the House of Lords.

4.1.5 Following the Comprehensive Spending Review in 2015, the Chancellor announced radical changes to NHS student bursaries. From 1 August 2017, NHS bursaries would be abolished for new nursing, midwifery and allied health students, and would be replaced with student loans. The University submitted its response to the Department of Health consultation on the proposed changes over the Summer, and also responded to the detailed questions by highlighting concerns about the potential impact on mature students. Some changes were made following responses from across the sector, and when the final policy was announced, there was more flexibility in funding for travel and hardship funding.

4.1.6 As a result of changes made to the numbers of universities included in league tables, and changes to some metrics used, the University's ranking in the Times Higher World University rankings had unfortunately fallen. The University was now included in the 601-800 group, having previously been in the 401-500 group last year. The University had however risen 20 places in The Times and Sunday Times Good University Guide 2017, which was due to a variety of factors including NSS, and the University's research, education and professional practice being highlighted as areas of particular strength. The University's Fusion vision was key to creating a fantastic student experience and this result had recognised the hard work and commitment of the University's community. The Guardian University League Table and the Complete University Guide were due to be published in May/June 2017.

4.1.7 Undergraduate admissions and enrolments remained strong in the 2016 cycle. Applications had been up 12%, and applications from ABB+ students had increased by 15%, against a flat sector and a demographic downturn. Postgraduate recruitment was still a challenge. The University was expecting to enrol just under 850 postgraduate students which was 20 students under target, however late applications were expected as well as the January intake of students. More than 100 of these postgraduate students were EU students and more than 400 were international students.

4.1.8 Since the last meeting in June, the Fusion Building had opened formally in September. The Chair would be pleased to receive feedback from Senators with regards to the building and how it was being used. Over the Summer, planning permission had been endorsed for both the Bournemouth and Poole Gateway buildings as well as infrastructure improvements at Talbot Campus. These buildings would provide fantastic new teaching, research and learning spaces at both Lansdowne and Talbot campuses.

4.1.9 Moving forward, discussions would continue at Senate meetings with regards to the work to be carried out to deliver the BU2018 Strategic Plan and the development of the BU2025 strategy. The Chair advised Senators that a joint Senate/University Board/University Leadership Team event would take place on 6 July 2017 (4.00pm to 7.00pm) to discuss and shape the BU2025 strategy. Formal invitations would follow.

4.2   National Student Survey (NSS) and Change to Future Surveys

4.2.1 The University's overall satisfaction score had improved by 3% to 82% this year following four years of relatively static performance, and was now at its highest ever level. Whilst this was positive, further improvements were necessary in order to close the 4% gap to the sector average of 86%. Along with overall satisfaction, every question area had increased in 2016 with Learning and Resources now 2% above the sector average and Personal Development now level with the sector average. Assessment and Feedback saw a 4% improvement to 70%, which in turn had closed the gap to the sector average from 7% to 4%. Senators were reminded that there was still more work to be carried out in this area.

4.2.2 At programme level, 32 programmes had improved overall satisfaction scores, whilst 14 had declined. 22 programmes were at or above the 86% sector average compared to 15 programmes last year. Volatility at programme level appeared to be reducing and more programmes were on an upward trend which had resulted in less of a spread of overall satisfaction scores across programmes. 12 programmes had scored overall below 80%, and 6 of these programmes ranged from 50% to 68%. The effect of these 6 programmes was significant and if these programmes were removed from the dataset, the University's overall satisfaction would achieve the sector average score of 86%.

4.2.3   For the 2017 NSS survey, the Higher Education Funding Council for England (HEFCE) would introduce substantial changes to the survey questionnaire based on the outcomes of the recent review which was published in August 2016. The survey would now consist of 27 questions in the main survey and the current optional banks would remain the same, with adjustments to address overlaps. It had been clear that the University was moving in the right direction, however a lot more work was required in order to improve further.

4.2.4   Overall, the University had improved in every category and next year the University would see improvements again with continued efforts. The University needs to keep its focus and attention of all elements moving forward, deliver on the University's vision statement and provide a challenging and stimulating environment for all students.

4.3   TEF Assessment – Year 2

4.3.1   The Teaching Excellence Framework (TEF) had been driven by government concerns with regards to inconsistency in teaching across all universities as there had been concerns that research was being prioritised over teaching. The previous Prime Minister, David Cameron, wanted to double the proportion of people from disadvantaged backgrounds entering Higher Education from 13.6% in 2009 to 27.2% by 2020. TEF was not just about addressing Teaching Excellence but also about addressing Teaching Quality, the Learning Environment, Student Outcomes and Learning Gain.

4.3.2   Now that we had entered TEF Year 2, guidance had been published this week with regards to the University starting to work on its TEF application which would need to be submitted by the end of January 2017. Assessment would take place between February and May 2017, with the awards being announced in May 2017, and then TEF Year 3 would commence.

4.3.3   The first step of the process which would take place between January and May 2017 would involve Assessors reviewing a provider's core and split metrics and then forming an initial hypothesis of a rating based on performance against the metrics. The second step of the process would be Assessors looking at the provider's 15 page submission and testing the initial hypothesis to see whether there was anything that may lead to a different view of their initial rating. The final step of the process would be for Assessors to look holistically at their judgements against the criteria demonstrated by the metrics and the submission. Assessors would then consider whether their judgement remained the same or should be adjusted.

4.3.4   There had been a lot of debate around commendations. Some Universities believed there should not be any specified categories. Within the government's published consultation response, the University's submission had been quoted:

> "*Bournemouth University supports the use of commendations; however, we do not believe that there should be a set list of restricted categories. Panels should be able to award commendations where appropriate to reflect excellence. We do not believe that there should be any quota attached to these, as this would undermine the value of the commendation*".

4.3.5   In response to submissions received, the government had decided not to complicate the panel's task and award commendations this year, however this would be reviewed next year.

4.3.6   A further update with regards to TEF would be available at the next meeting of Senate in February 2017.

4.4   Global Engagement Update 2016-17 – Quarter One

4.4.1   Dr Minocha was unable to attend the meeting, however a detailed paper had been provided which gave an overview of global engagement activity in the first quarter of the 2016/17 academic year. The paper highlighted the increased focus on strategic partnerships and the importance of outward student mobility which remained a top priority.

4.4.2   The Global Talent Programme (GTP) had been launched and this brought together the University's central extra-curricular employability offer under a single banner, whilst complimenting the more departmental-specific offers in Faculties. To date, 360 students had registered for the GTP.

4.4.3   Dr Minocha had recorded a short film to provide a brief Global BU Update for Quarter 1 which also included highlights from the International Commencement Ceremony which took place on 23 September 2016. The event was attended by more than 500 new international students and 150 members of staff and key figures from the region.

4.4.4   Dr Borkoles questioned whether the University would be looking to introduce joint awards with other European institutions as she was aware of a European institution which was keen to develop joint awards. It was noted that BU does not support joint awards, but does support dual awards but that no proposals had been received from academic colleagues. Senators were requested to disseminate this information to colleagues.

5.   DISCUSSION

5.1   **Fair Access/Fair Access Agreement Management Group (FAAMG)**

5.1.1   The Chair welcomed Prof Thomas and Mr Pottle. Prof Thomas has been leading Fair Access at the University and Mr Pottle had been analysing the data and would provide a short introduction to Fair Access.

5.1.2   Prof Maggs gave an overview of Fair Access data, starting with data from the Higher Education Statistics Agency (HESA) and the Equality Challenge Unit for the last 10 years. The overall attainment (percentage graduating with a First or 2:1) had greatly increased over this period for all groups of students. By 2013/14, whereas this had risen to 75% for white students, it was only 50% for black students, which was an attainment gap. Over this same period, the percentage of students who were Black/Minority/Ethnic (BME) had seen a 33% increase, to 20% of the student body. HEFCE data showed that in 2013/14, regardless of entry qualifications, there was an attainment gap for BME students relative to white students.

5.1.3   With regards to BME academics, at a sector level 0.49% of Professors were black and of these, only 17 were women. There were also only 15 black academics in senior management roles in UK universities and they were not all UK domiciled. 92.4% of academics were white and there were very few black academics who were highly ranked. Proportionally, fewer BME and white female academic staff were Professors than white men, and proportionally UK white academics held far more professorial roles than UK black academics.

5.1.4   Moving forward, the University would need to break down its metrics by group as the TEF would not be using just NSS and Destination of Leavers in Higher Education (DLHE) data.

5.1.5   Mr Pottle talked through the Student Satisfaction data provided, explaining that mature students were generally more satisfied in the NSS than younger students, and non-white students were less satisfied than white students. Female students tended to be more satisfied in the NSS than male students, although the gap was continuing to close over time.

5.1.6   Some further characteristics which would be used in TEF were non-continuations. Those students who were non-white, mature or had declared a disability, were more likely to withdraw from University after their first year. Students with a disability were more likely to be unemployed six months after leaving university and female and white students were more likely to have secured employment.

5.1.7   With regards to full time undergraduate awards there was a clear relationship at institutional level between tariff points on entry and degree classification, although there was some variation by Faculty. In particular, mean tariff points on entry for students graduating with First Class and Upper Second Class degrees in the Faculty of Health & Social Sciences were lower than for other Faculties. Only 63% of BME students achieved a First Class or Upper Second Class degree in 2014/15 compared to 81% of non-BME students, and students with additional learning needs were also less likely to achieve a First Class or Upper Second Class degree. Data also showed that BME students were less likely to receive an offer at a university and also more likely to drop out of university.

5.1.8   Prof Maggs encouraged Senators to focus on the reality of all the information provided and to give some thought into how the University could start to encourage applications from BME students. Prof Maggs advised that at a recent seminar held by Gurnam Singh from Coventry University, speakers had spoken about the attainment gap and Decolonising the Curriculum, and what the cause of the attainment gap was. Those in attendance had agreed it was very complex and there was no clear answer. Some research had shown there was a clear difference between BME students and white

students in the way they interpret assignment briefs, and briefs which were not clearly written often discriminated against BME students as they dealt with information differently and deconstructed the question very differently in order to begin to understand it. This was one key area identified and it was important that assignment briefs were very clear so that it benefitted BME students specifically, but also all students.

5.1.9 Prof Thomas highlighted that from her perspective the University has an attainment differential although it was not very different from the sector. It was important the University increased its outreach target with the recruitment of BME students and ensured they have an excellent student experience whilst studying at University, ensured they succeeded and ensured the curriculum was accessible to all regardless of age, ability and colour. The University needed to create experiences that were positive and that each student could successfully engage with.

5.1.10 The assessment approach was an important issue for all to consider as well as the issue of transferability and to be able to understand and critique things was something all should consider. With regards to unconscious bias and anonymous marking, the University had tried to tackle both of these areas, however further progress was needed.

5.1.11 Prof Wilmore highlighted the NSS and Assessment, which was an area the University generally did not score well in. Prof Wilmore believed it was now the ideal time to decolonise and put the challenge of increasing BME attainment at the heart of the University's thinking, which would in turn expose the wider issue as a whole. The University needed to give some thought to how assessments were structured in order that all students benefited.

5.1.12 Mr Asaya had recently spoken to a group of black students, and the students highlighted that they were only taught by a handful of BME lecturers. Some of the students were not taught at all by BME lecturers. The students had commented that they would feel more confident to ask questions in class if they were taught by a BME lecturer. Mr Asaya believed the University should work on increasing the number of BME academic staff members. Ms Barron advised that she often receives feedback from students with disabilities commenting that assignment briefs had included double negatives or were too 'floral' which was very difficult for students with Asperger's Syndrome. The wording of assignment briefs needed to written considering everyone regardless of background or disability. Mr Swanson agreed with Ms Barron stating that assignment briefs needed to be much clearer and academic staff should consider developing assignment briefs in partnership with students and to ensure that all students understand what was required of them.

5.1.13 The Chair thanked Prof Thomas, Prof Maggs and Mr Pottle for leading the discussion. Discussions with regards to Fair Access, Participation and assessment approaches would continue within the University, in particular at future Education and Student Experience Committee (ESEC) meetings. The Chair thanked Prof Maggs for agreeing to be the new Chair of the Fair Access Agreement Management Group.

6.   ACADEMIC GOVERNANCE

6.1   Senate Annual Report to the University Board 2015/16

6.1.1 The Senate Annual Report provided an overview of the work of Senate and its sub-committees and also provided assurance that the committees were fulfilling their delegated responsibilities. The report reflected on the nature and volume of work, particularly with the Academic Standards Committee and the Education & Student Experience Committee. In some cases, more narrative had been included on aspects linked to the assurance of quality and standards and continuous enhancement of the student experience. This was related to additional assurance statements that the University Board were required to sign off in December as part of the new requirements in the Higher Education Funding Council for England (HEFCE) Annual Accountability return.

6.1.2 An updated version of the Senate Annual Report which would include hyper-links to the underpinning evidence would be presented to the University Board on 25 November 2016. The typographical error on page one would also be amended accordingly.

6.1.3 **Approved:** The Senate Annual Report 2015/16 was approved.

6.2   Prevent Duty Annual Report

6.2.1   The University's first Prevent Duty annual report was due to be submitted to the Higher Education Funding Council for England (HEFCE) on 1 December 2016. The report summarised any relevant evidence which demonstrated the University's continuing active and effective implementation of the Prevent Duty.

6.2.2   **Approved:** The Prevent Duty Annual Report was approved.

6.3   BU Research Themes/Research Showcase 2016-2025

6.3.1   Research themes had been in place at the University for eleven years and were introduced to encourage activity across the then Academic Schools. The intended purpose of the themes had evolved over time. Cross Faculty and interdisciplinary collaboration was currently on a positive trajectory and it was felt that it was timely to revisit the themes.

6.3.2   The University proposed to have five themes which People, Centres and Institutes engaged with. The research and knowledge exchange themes would act as a showcase for the University's activities which impact on the world around us and would help steer the University's research support as we moved from 2012-2018 to 2018-2025.

6.3.3   Following a review of research activity within the current themes, the proposed themes would be:
- Business and Economic Sustainability
- Digital and Technological Futures
- Environment, Culture and Heritage
- Global Security
- Health and Wellbeing

6.3.4   Each Theme would have one academic leader who would be responsible for encouraging the disciplinary working within the theme, identifying opportunities for collaborative bids, motivating the members and driving the theme forwards. The Themes would be kept live and would be continually reviewed moving forward. The proposed Themes would also be discussed further at other University Committees as required, and may be developed further as Fusion and academic themes to underpin our longer term academic footprint.

6.3.5   Senators believed it would be difficult to promote the Themes to colleagues as it may mean having a label applied to their work and categorisation in an area which may seem far removed. The Themes had been discussed at a recent University Research & Knowledge Exchange Committee meeting and Prof Fletcher had received a number of comments. Dr Dyer suggested that a series of Fusion events should be set up to encourage participation by colleagues. Following a suggestion by Dr Bobeva, Dr Knight agreed to include the Centre for Excellence in Learning in the list of Research Centres.

ACTION:	Dr Knight agreed to include the Centre for Excellence in Learning in the list of Research Centres.
ACTION BY: Dr Fiona Knight	

7.   COMMITTEE BUSINESS

Terms of Reference

7.1   Academic Standards Committee Terms of Reference

7.1.1   The Academic Standards Committee (ASC) Terms of Reference had been approved at the last meeting on 3 October 2016 with one minor amendment made with regards committee support to reflect the new Academic Quality team.

7.1.2   Senators noted that as the Anglo-European College of Chiropractic (AECC) Principal had been removed from the Senate Terms of Reference, it was suggested the AECC member be removed from the ASC membership.

7.1.3   Ms Mack agreed to make the suggested amendment to the ASC Terms of Reference. Prof McIntyre-Bhatty advised Senators that he had recently appointed a Deputy Chair to the Committee, Prof Vanora Hundley.

7.1.4   **Approved:** The Academic Standards Committee Terms of Reference were approved subject to the amendment suggested.

7.2   Education and Student Experience Committee Terms of Reference

7.2.1   The Education and Student Experience Committee (ESEC) Terms of Reference had been approved at the last meeting on 26 September 2016 with no substantive amendments.

7.2.2   Senators suggested amending the word 'non-academic' to 'professional support staff' in the Management and Support section of the Terms of Reference. Ms Mack agreed to make the suggested amendment to the ESEC Terms of Reference. Prof McIntyre-Bhatty advised Senators that he had recently appointed a Deputy Chair to the Committee, Prof Richard Stillman.

7.2.3   **Approved:** The Education and Student Experience Committee Terms of Reference were approved subject to the amendment suggested.

7.3   University Research & Knowledge Exchange Committee Terms of Reference

7.3.1   No amendments had been made to the University Research & Knowledge Exchange Committee Terms of Reference.

7.3.2   **Approved:** The University Research & Knowledge Exchange Committee Terms of Reference were approved.

7.4   University Research Ethics Committee Terms of Reference

7.4.1   The University Research Ethics Committee (UREC) Terms of Reference had been approved at the last UREC meeting on 12 October 2016 with a minor amendment to the Committee membership. Ms Mack agreed to confirm the background to the membership change with the Committee Secretary. Senate did not approve the amendment. If required, the Terms of Reference would be re-presented to Senate for approval.

7.4.2   **Noted :** The University Research Ethics Committee Terms of Reference were noted in their previous format as following discussion it was established that no changes had been made.

Minutes of Research Committees

7.5   University Research & Knowledge Exchange Committee minutes of 5 September 2016

7.5.1   **Noted:** The University Research & Knowledge Exchange Committee minutes were noted.

7.6   University Research Ethics Committee minutes of 12 October 2016

7.6.1   **Noted:** The University Research Ethics Committee minutes were noted.

Faculty Academic Boards

7.7   Faculty of Health & Social Sciences Faculty Academic Board minutes of 11 October 2016

7.7.1   **Noted:** The Faculty of Health & Social Sciences Faculty Academic Board minutes were noted.

7.8   Faculty of Management Faculty Academic Board minutes of 12 October 2016

7.8.1   **Noted:** The Faculty of Management Faculty Academic Board minutes were noted.

7.9   Faculty of Media & Communication Faculty Academic Board minutes of 6 October 2016

7.9.1   **Noted:** The Faculty of Media & Communication Faculty Academic Board minutes were noted.

7.10   Faculty of Science & Technology Faculty Academic Board minutes of 6 October 2016

7.10.1   **Noted:** The Faculty of Science & Technology Faculty Academic Board minutes were noted.

7.10.2   Prof Maggs advised that there were no Student Representatives in attendance at the meeting as they had not yet been appointed. The change of date of the first Senate meeting to one week later should help with this in future.

7.10.3   It was noted that this year, the elections for Student Reps would take place earlier than previous years in order that Student Reps were in place earlier and therefore able for representation   at meetings from the start of each academic year.

8.   ANY OTHER BUSINESS

8.1   There was no other business.

9.   DATES OF THE NEXT MEETING:

Electronic Senate – 9.00am on Wednesday 1st February 2017
Senate Meeting – 2.15pm on Wednesday 22nd February 2017

Bournemouth
University

Committee Name	SENATE
Meeting Date	22 February 2017
Paper Title	Ratification of Chair's Action Amendments to *ARPP 2A - Awards of Bournemouth University: Policy*
Paper Number	SEN-1617-40
Paper Author/Contact	Deborah Wakely, Clerk to the Board and Head of Legal Services and Corporate Governance
Purpose & Summary	Senators are requested to ratify the Senate Chair's Action approval granted on 9 December 2016.
Decision Required of the Committee	To ratify the recommend amendments to *ARPP 2A - Awards of Bournemouth University: Policy*.
Implications, impacts or risks	Risks associated with Honorary Awards are primarily reputational, with the added risk of poor student experience at graduation ceremonies. Failure to obtain the proper approvals of the Policy will cause reputational damage to the University if it is later discovered the University had no mandate to make such honorary awards.
Confidentiality	Confidential until published.

CHAIR'S ACTION FORM

Reason Chair's Action has been requested	The Honorary Awards Committee ("HAC") is jointly responsible with Senate for making annual recommendations to the Board on the honorary awards to be conferred at the University's awards ceremonies. At its meeting on 24 November 2016, HAC considered the criteria, process and documentation used for honorary awards and agreed to recommend to the Board that a new award of "Honorary Fellow of Bournemouth University" should be added to the University's list of honorary awards. HAC also considered Honorary Masters degrees and on the basis such awards are very rarely given by the University, they agreed to recommend to the Board that such degrees should be removed from the list of honorary awards. The changes to paragraph 8.1 are to ensure consistency with the updated Articles of Government approved by the Privy Council on 9 February 2016. In light of HAC's recommendations as set out above, *ARPP 2A - Awards of Bournemouth University: Policy* ("the Policy") has been amended as shown in track changes. The amendments as recommended by HAC were approved by the Board on 25 November 2016. The Academic Standards Committee (ASC) considered and endorsed the policy amendments on 7 December 2016 and gave in principle approval of the amended wording of *ARPP 2A – Awards of Bournemouth University: Policy* and recommended the paper to Senate for Chair's Action approval. Due to the timescales involved, it is suggested that following consideration by ASC, Senate approval is managed by Chair's action (with approval of the Secretary and Chair of Senate) to enable the call for nominations to be launched in early December 2016.
Date of Chair's Action Approval	9th December 2016
Chair of Committee	Professor John Vinney Chair of Senate
Secretary of Committee	Jacky Mack Secretary of Senate

Owner:	Educational Development and Quality
Version number:	3.2
Effective date:	March 2016 (for **2014-15**, **2015-16** & **2016-17** Academic Years)
Date of last review:	August 2014
Due for review:	Every 3 years

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

2A - Awards of Bournemouth University: Policy

1.   SCOPE AND PURPOSE

1.1   The University is responsible for the academic standards and quality of its programmes and awards. This policy document states the responsibility of the University in respect of its awards. Award titles and information pertaining to the standards for each award are specified. The responsibilities associated with the conferment of awards are provided.

2.   KEY RESPONSIBILITIES

2.1   **Senate** is responsible for the academic affairs of the University, including the academic standards and quality of the University's awards and programmes.

2.2   **Academic Standards Committee (ASC)** advises Senate on matters affecting the educational quality of programmes, formulates policy and oversees and reviews the processes for programme development.

2.3   **Education Development and Quality (EDQ)** is responsible for the maintenance and development of the system of academic quality assurance throughout the University and its partners.

3   LINKS TO OTHER BU DOCUMENTS

3.1   Other documents with direct relevance to this one are:
- Bournemouth University's *Articles of Government*
- *2B - Programme Structure and Curriculum Design Characteristics: Procedure*

Policy

4   AWARDING POWERS OF THE UNIVERSITY

4.1   The University attained the right to award taught and research degrees in 1992. Accordingly, it has the power to confer academic and honorary awards on persons who have successfully completed programmes of study offered by the University, whether at the University, online or through its partners. The main external points of reference for the award of degrees are detailed in section 8.

4.2   The University has the power to:
i   confer degrees, diplomas, certificates and other academic awards on persons who shall have pursued programmes of study, or programmes of supervised research approved by the University, and shall have passed such examination or other assessment as may be required by the University;
ii   determine the terms and conditions for the conferment of such academic awards and distinctions;
iii   confer honorary degrees and awards on persons selected by the University according to criteria and conditions determined by the University;
iv   rescind, for good and sufficient cause, any academic award or distinction conferred;

v   validate, modify and review, on such conditions as the University may from time to time determine, programmes of study or programmes of supervised research pursued by candidates to qualify for the University's academic awards and distinctions;

vi   accept in partial fulfilment of the study and assessment requirements for awards of the University certificated and experiential learning recognised by the University through its *Policy and Procedure for Recognition of Prior Learning and UK Credit Transfer*.

4.3   In exercising its powers, the University has responsibility for ensuring that its awards and programmes of study:

i   are consistent and comparable in academic standards with awards conferred throughout higher education in the United Kingdom, as specified in *Part A: Setting and maintaining academic standards* - incorporates *Framework for Higher Education Qualifications[1], Foundation Degree qualification benchmarks* and *subject benchmark statements);*

ii   maintain standards and develop learning opportunities for students through a defined framework for the management of quality assurance and enhancement;

iii co-operating and collaborating with other institutions, public bodies, industrial and commercial concerns, or professional, statutory and regulatory bodies as required.

5   THE STANDARD OF AWARDS

5.1   The academic standards required by the University are the same irrespective of the organisation delivering the programme.

5.2   The final responsibility for academic standards of programmes leading to awards of the University rests with Senate irrespective of where the programme is delivered.

5.3   Academic awards are defined in terms of academic standards. The standard of each award (other than honorary awards) is defined in terms of:

i   the qualification descriptors for academic levels outlined in *Part A: Setting and maintaining academic standards* - incorporates *the Framework for Higher Education Qualifications (FHEQ));*

ii   the number and level of credits achieved by a student (for taught programmes).

5.4   Qualification descriptors exemplify the outcomes of the main qualifications at each level and demonstrate the nature of change between levels. The threshold standard of any award of the University should be comparable to that of the same award at any other institution of higher education in the United Kingdom.

5.5   The University operates a unit-based credit-rated curriculum framework for taught awards. Credit provides the means of quantifying learning at a given level. It is awarded to learners who have demonstrated attainment of specified learning outcomes. It is attached to units and is normally quantified on the basis of notional learning hours. A 20-credit unit involves 200 hours of student study time. In addition, the University aligns with the European Commission's European Credit Transfer System (ECTS), which promotes ease of transfer between European programmes of study through an agreed tariff of credit equivalence. Under ECTS, 10 credits are equal to 20 University credits. More information on credit is provided in *2B Programme Structure and Curriculum Design Characteristics: Procedure.*

5.6   The framework/programme specification, which is approved as part of the evaluation process must be aligned to *Part A: Setting and maintaining academic standards*, requirements of any relevant Professional, Statutory or Regulatory Bodies (PSRB) and must be designed with reference to any relevant QAA Subject Benchmark Statements.

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[1] From September 2015, BU will be aligning with the FHEQ numerical levels (e.g. Level C will become Level 4)

5.7   Level 3 awards are awarded by the University in specific circumstances. In defining the academic level of Level 3 the University will utilise the descriptors published by <u>SEEC</u>[2].

6   CONFERMENT OF AWARDS

6.1   With the exception of honorary degrees, awards are conferred by Assessment Boards (for taught programmes) and Research Degree Examination Teams (for research degree programmes) on behalf of Senate, and where appropriate of other awarding bodies. Awards are conferred to students who have fulfilled the learning outcomes of an approved programme of study and achieved the standards required for an award in line with the assessment regulations.   The Vice-Chancellor confirms all taught awards made by Assessment Boards/Research Degree Examination Teams through signature on the award certificate on behalf of Senate.

6.2   The Assessment Board recommend to Senate that an Aegrotat award be conferred where there is insufficient assessment evidence to recommend the award or intermediate award for which the student is registered but where the Board is satisfied that but for illness or other valid cause the student would have reached the standard required.

6.3   All University awards, with the exception of honorary awards, may be awarded as Aegrotat awards in accordance with the standard assessment regulations. An Aegrotat award is exceptionally conferred where an Assessment Board does not have enough evidence of the student's performance to recommend the award for which the student is a candidate due to severe mitigating circumstances. The Aegrotat degree does not carry any classification, merit or distinction.

7   AWARDS OF THE UNIVERSITY

7.1   The University may confer the awards listed below and summarised in Appendix 1. Standards covering those awards are stated below.

7.2   In accordance with the *Articles of Government*, additional awards may be approved by the University which shall concurrently approve the terms and conditions governing the granting of the award.

7.3   Undergraduate Taught Awards

7.3.1   Level C/4 qualifications (*Part A: Setting and maintaining academic standards - incorporates Framework for Higher Education Qualifications FHEQ)).*

7.3.1.1 *Certificate of Higher Education: (CertHE); Higher National Certificate (HNC)*
The standard of the Certificate of Higher Education is that expected of a student who has successfully completed a programme of study suitable for the fulfilment of the general educational aims, equivalent to Level C/4 of an Honours Degree. The programme will normally attract at least 120 Level C/4 credits.

The holder of a Certificate of Higher Education/Higher National Certificate will have a sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate may be a first step towards obtaining higher level qualifications.

7.3.2   Level I/5 qualifications (*Part A: Setting and maintaining academic standards - incorporates Framework for Higher Education Qualifications (FHEQ)).*

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[2] SEEC was originally the South East England Consortium for Credit Accumulation & Transfer but has since grown and now includes institutions in the south and southern midlands of the UK.

7.3.2.1 *Foundation Degree (FdA, FdSc, FdEng); Diploma of Higher Education (DipHE); Higher National Diploma (HND)*
The standard of the Diploma of Higher Education/Foundation Degree/Higher National Diploma is that expected of a student who has successfully completed a programme of study, suitable for the fulfilment of the general educational aims and equivalent to Levels C/4 and I/5 of an Honours Degree. The programme will normally attract at least 120 Level C/4 and 120 Level I/5 credits.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

In addition to the requirements above, foundation degrees are expected to comply with the Foundation Degree Qualification Benchmark (http://www.qaa.ac.uk/). The specific foundation degrees are:

i   The Foundation Degree in Arts (FdA): used for foundation degrees with a principal emphasis in art and design, the arts and humanities, media, business studies and social sciences;
ii   The Foundation Degree in Science (FdSc): used for programmes where studies are substantially based on science, technology, engineering or mathematics and their applications.
iii.   The Foundation Degree in Engineering (FdEng): is reserved for programmes which provide a technologically broad education with an emphasis on engineering applications.

7.3.2.2 *Diploma in Professional Studies (DPS)*
The title Diploma in Professional Studies is reserved for programmes of study related to specific professions and is designed to build on professional qualifications or registration, together with professional experience.

The standard of the Diploma in Professional Studies is that expected of a person with a relevant professional qualification and a specified period of professional experience (usually two years post-qualification/registration) who has successfully completed a programme of professional study at Levels C/4 and I/5 of an Honours degree. The programme will normally attract at least 120 Level C/4 and 120 Level I/5 credits. The specific title of the DPS shall indicate the profession to which it relates, such as:

i   Diploma in Professional Studies in Midwifery
ii   Diploma in Professional Studies in Nursing

7.3.3   **Level H/6 qualifications** (*Part A: Setting and maintaining academic standards incorporates Framework for Higher Education Qualifications (FHEQ)).*

7.3.3.1 *Bachelors Degree*
The standard of the Bachelors Degree is that expected of a student who has successfully completed a programme of study suitable for the fulfilment of the general educational aims and normally attracting at least 120 Level C/4, 120 Level I/5 and 80 Level H/6 credits. It is equivalent to an unclassified Honours Degree.

7.3.3.2 *Bachelors Degree with Honours (BA (Hons), BEng (Hons), LLB (Hons), BSc (Hons)),*
The standard of the Bachelors Degree with Honours is that expected of a student who has successfully completed a programme of study suitable for the fulfilment of the general educational aims and who has demonstrated the capacity for sustained independent learning and high-quality work. The programme normally attracts at least 120 Level C/4, 120 Level I/5 and 120 Level H/6 credits.

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility and decision-making in complex and unpredictable circumstances. The specific first degrees of Bachelors and Bachelors with Honours are:

i   Bachelor of Arts (BA): used for degrees with a principal emphasis in art and design, the arts and humanities, media, business studies and social sciences;

ii   Bachelor of Engineering (BEng): reserved for programmes which provide a technologically broad education with an emphasis on engineering applications. The title is primarily used for programmes which may lead to registration with the Engineering Council;

iii Bachelor of Laws (LLB): reserved for programmes of specialised study in law. Programmes where legal and other study are combined, and where the legal study comprises less than two-thirds of the programme, lead to BA or BSc (as appropriate to the other study);

iv   Bachelor of Science (BSc): used for programmes where studies are substantially based on science or mathematics and their applications.

v   Sandwich Degree: used for degrees with one year placements. Students who successfully complete the one year placement will be awarded a degree in the sandwich mode of delivery.

7.3.3.3 *Advanced Diploma (Specific to Nursing and Midwifery)*
The standard of the Advanced Diploma is that expected of a student who has successfully completed a programme of study suitable for the fulfilment of the general educational aims and equivalent to Levels C/4, I/5 and half of Level H/6 of a first degree. The programme will normally attract at least 120 Level C/4, 120 Level I/5 credits and 60 Level H/6 credits.

7.3.3.4 *Graduate Certificate (Grad Cert)*
The standard of the Graduate Certificate is that expected of a graduate who has successfully completed study in a field other than that in which they took their first degree, on a programme of study normally attracting at least 40 credits at Level H/6.

7.3.3.5 *Graduate Diploma (Grad Dip)*
The standard of the Graduate Diploma is that expected of a graduate who has successfully completed study in a field other than that in which they took their first degree, on a programme of study normally attracting at least 80 credits at Level H/6.

7.4   Integrated Masters degrees (*Part A: Setting and maintaining academic standards incorporates Framework for Higher Education Qualifications (FHEQ)).*

7.4.1 Some Masters degrees, for example, in science, engineering and mathematics, comprise an integrated programme of study spanning several levels. Such programmes typically involve study equivalent to at least four full-time academic years. Of this, study equivalent to at least one full-time academic year is at Level M/7 of the FHEQ and the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at Level M/7 in full. Study at Bachelors level is integrated with study at Masters Level and the programmes are designed to meet the qualification descriptors in full at Level H/6 of the FHEQ as well as those at Level M/7 of the FHEQ. Such qualifications are often termed 'Integrated Masters' as an acknowledgement of the prior period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level H/6.

i.   Master of Engineering - MEng (Hons)
ii.   Master of Chiropractic – MChiro
iii. Master of Chiropractic – MChiro (Hons)

iv.	Master of Nutrition – MNutr (Hons)
v.	Master of Literature – MLit (Hons)
vi.	Master of Design - MDes (Hons)
vii.	Master of Accounting and Finance – MAccFin (Hons)[3]
viii.	Master of Sports Therapy – MSci (Hons)[4]

7.5   Postgraduate taught awards

7.5.1   **Level M/7 qualifications** (*Part A: Setting and maintaining academic standards - incorporates Framework for Higher Education Qualifications (FHEQ)).*

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge and they will understand how the boundaries of knowledge are advanced through research.   They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

There are several types of taught M/7 level awards. They vary in terms of volume of credit not level of credit awarded.

7.5.1.1 *Postgraduate Certificate (PGCert)*
The standard of the Postgraduate Certificate is that expected of a graduate who has successfully completed a programme of study, in a field for which prior knowledge and skills have provided an appropriate foundation and at a level demanding more advanced study than a first degree and normally attracting at least 60 credits at Level M/7.

7.5.1.2 *Postgraduate Diploma (PGDip)*
The standard of the Postgraduate Diploma is that expected of a graduate who has successfully completed study, in a field for which prior knowledge and skills have provided an appropriate foundation and at a level demanding more advanced and intensive study than a first degree, and on a programme of study normally attracting at least 120 credits at Level M/7.

7.5.1.3 *Masters Degree (MA, MSc, MBA)*
The standard of the taught Masters Degree is that expected of a graduate who has successfully completed a programme of study, in a field for which prior knowledge and skills have provided an appropriate foundation and at a level demanding more advanced and intensive study than a first degree, and which includes a compulsory element of advanced independent work/learning. The programme normally attracts at least 180 credits at Level M/7.

The specific Masters degrees are:

i	The title Master of Arts (MA) is used in art, media and design, humanities, social science and in other areas of study where a more specialised title is not appropriate;
ii	The title Master of Science (MSc) is used where studies are substantially based on science or mathematics and their applications;
iii	The title Master of Business Administration (MBA) is used in programmes which focus on the general principles and functions of management and the development of management skills. These may be developed in the context of a specific sector indicated in the award title;
iv	The title of Master by Research is used in research programmes which incorporate a taught credited component which includes the development of generic research knowledge and skills applied to independent research.

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[3] Added January 2016
[4] Added August 2016 following ASC/Senate chair's action

7.6   Postgraduate research programmes

7.6.1   Bournemouth University awards the following degrees to candidates who successfully complete approved programmes of supervised research. Some postgraduate research programmes may include taught credit-rated components.

      i   Master by Research (MRes)
      ii   Master of Philosophy (MPhil)
      iii   Doctor of Philosophy (PhD)
      iv   Doctor of Philosophy (PhD) by Publication
      v   Doctor of Professional Practice (DProf)
      vi   Doctor of Engineering (EngD)
      vii   Doctor of Education (EdD)
      viii   Doctor of Business Administration (DBA)

7.6.1.1   *Master by Research (MRes)*
The standard of the Master by Research (MRes) is that expected of a graduate who has satisfactorily completed a programme of study which includes the development of generic research knowledge and skills applied to independent research on an approved topic and who has presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

7.6.1.2   *Master of Philosophy (MPhil)*
The standard of the Master of Philosophy (MPhil) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation and evaluation of an approved topic and who has demonstrated an understanding of research methods appropriate to the chosen field and has presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

7.6.1.3   *Doctor of Philosophy (PhD)*
The standard of the Doctor of Philosophy (PhD) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation or evaluation of an approved topic(s) and who has demonstrated an understanding of research methods appropriate to the chosen field resulting in an independent and original contribution to knowledge and has presented and defended a thesis and or practical element, by oral examination, to the satisfaction of the examiners.

7.6.1.4   *Doctor of Philosophy (PhD) by Publication*
The standard of the Doctor of Philosophy (PhD) by Publication is that expected of a graduate who has satisfactorily evidenced, through the presentation of publications and/or other practical elements, the critical investigation and evaluation of an approved topic(s) and who has demonstrated an understanding of research methods appropriate to the chosen field resulting in an independent and original contribution to knowledge, and has presented and defended a thesis incorporating publications and/or practical elements, by oral examination, to the satisfaction of the examiners.

Professional Doctorates

7.6.1.5   *Doctor of Professional Practice (DProf)*
The standard of a Doctor of Professional Practice (DProf) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation and evaluation of an approved organisation-centred performance or professional practice topic resulting in an original contribution to theory and practice and who has demonstrated an understanding of appropriate research methods and has presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

7.6.1.6 *Doctor of Business Administration (DBA)*

The standard of a Doctor of Business Administration (DBA) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation and evaluation of an approved business-centred topic resulting in an original contribution to business performance, theory and practice and who has demonstrated an understanding of appropriate research methods and has presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

7.6.1.7 *Doctor of Engineering (EngD)*

The standard of a Doctor of Engineering (EngD) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation and evaluation of an approved industrial, technical or professional practice topic resulting in original contribution to industrial or technical theory and/or practice and who has demonstrated an understanding of appropriate research methods and has presented and defended a thesis and/or other practical elements, by oral examination, to the satisfaction of the examiners.

7.6.1.8 *Doctor of Education (EdD)*

The standard of a Doctor of Education (EdD) is that expected of a graduate who has satisfactorily completed a programme of study which includes the critical investigation and evaluation of an approved pedagogic-centred or professional practice topic resulting in fundamental advance in pedagogic theory and/or practice and who has demonstrated an understanding of appropriate research methods and has presented and defended a thesis and/or other practical elements, by oral examination, to the satisfaction of the examiners.

7.7 Higher Doctorates

7.7.1 The standard of the Higher Doctorate is that expected of an applicant who is a leading authority in the field of study concerned and has made an original and significant contribution to the advancement or application of knowledge or scholarship in that field. Such an applicant shall be a holder of at least four years' standing of a higher degree (normally Doctorate).

7.7.2 Bournemouth University awards the Higher Doctorates of:
i   Doctor of Arts (DArt)
ii   Doctor of Design (DDes)
iii   Doctor of Education (EdD)
iv   Doctor of Engineering (EngD)
v   Doctor of Laws (LLD)
vi   Doctor of Letters (DLitt)
vii   Doctor of Music (DMus)
viii   Doctor of Science (DSc)
ix   Doctor of Technology (DTech)

7.8
8. Honorary doctoratesDegrees and Honorary Fellowships

8.17.8.1   Under the University's Articles of Government the Senate is jointly responsible with the University Board for the procedures for the award of honorary academic titles. Under the University's Scheme of Delegation, the Under the University's Articles of Government the University Board and Senate are jointly responsible for the procedures for the award of honorary titles. Under the University's Scheme of Delegation, the procedures for the award of honorary academic titles are approved by the University Board on the recommendation of the Honorary Awards Committee, which is a joint University Board and Senate Committee. The Committee shall make recommendations annually to the Senate and University Board on nominees to be invited to receive an Honorary Award of the University. The decision to confer

an award, and the precise title of the degree, rests with the University Board. For further information, please contact the Clerk to the University Board.[5]

General

8   REFERENCES AND FURTHER INFORMATION

8.1   The University uses the following key external points of reference for the award of degrees, available at www.qaa.ac.uk:

8.2   The UK Quality Code for Higher Education;

8.3   *Part A: Setting and maintaining academic standards*:

- Qualifications Framework
- Characteristics Statements
- Credit Framework
- Subject Benchmark Statements

8.4   The QAA *Higher Education Credit Framework for England*: guidance on academic credit arrangements in higher education in England;

8.5   A Framework for Qualification of the European Higher Education Area; European Commission's European Credit Transfer System (ECTS) available at www.ec.europa.eu;

8.6   SEEC Level Descriptors 2010 available at www.seec.org.uk/.

8.7   This document has been mapped against the requirements outlined in the *Meeting the equality duty in policy and decision-making guidelines* at Bournemouth University.

8   APPENDICES

Appendix 1   List of Awards

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[5] Terminology within the process was updated May 2016 following the meeting of the Board (06.05.16)

9   *2A - Awards of the University: Policy*

Appendix 1
LIST OF AWARDS

Taught programmes of study

The University may confer the following awards on persons who have followed a programme of study and satisfied the conditions contained in University Regulations.

All University awards, with the exception of honorary awards, may be awarded as Aegrotat awards in accordance with the standard assessment regulations. The Aegrotat degree does not carry any classification, merit or distinction.

Level C/4 awards *(Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).*
- Certificate of Higher Education
- Certificate of Higher Education with Merit
- Certificate of Higher Education with Distinction
- Higher National Certificate
- Higher National Certificate with Merit
- Higher National Certificate with Distinction

Level I/5 awards *(Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).*
- Diploma of Higher Education
- Diploma of Higher Education with Merit
- Diploma of Higher Education with Distinction
- Diploma in Professional Studies
- Diploma in Professional Studies with Distinction
- Advanced Diploma
- Advanced Diploma with Distinction
- Higher National Diploma
- Higher National Diploma with Merit
- Higher National Diploma with Distinction
- Foundation Degree
- Foundation Degree with Merit
- Foundation Degree with Distinction

The awards of Foundation Degree in Arts (FdA), Foundation Degree in Science (FdSc) are available as Foundation Degrees.

Level H/6 awards *(Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).*
- Bachelors Degree
- Bachelors Degree with Honours, First Class
- Bachelors Degree with Honours, Second Class (Upper Division)
- Bachelors Degree with Honours, Second Class (Lower Division)
- Bachelors Degree with Honours, Third Class
- Bachelors Degree with Distinction
- Bachelors Degree with Merit
- Bachelors Degree

The awards of Bachelor of Arts (BA), Bachelor of Education (BEd), Bachelor of Engineering (BEng), Bachelor of Laws (LLB) and Bachelor of Science (BSc) are available as Unclassified Degrees.

- Graduate Certificate
- Graduate Certificate with Merit
- Graduate Certificate with Distinction

- Graduate Diploma
- Graduate Diploma with Merit
- Graduate Diploma with Distinction

Integrated masters awards *(Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).*
- Master of Engineering with Honours
- Master of Chiropractic
- Master of Chiropractic with Honours
- Master of Nutrition with Honours
- Master of Literature with Honours
- Master of Design with Honours
- Master of Accounting and Finance with Honours
- Master of Sports Therapy with Honours

Postgraduate taught awards
- Postgraduate Certificate
- Postgraduate Certificate with Merit
- Postgraduate Certificate with Distinction
- Postgraduate Diploma
- Postgraduate Diploma with Merit
- Postgraduate Diploma with Distinction
- Master of Arts
- Master of Arts with Merit
- Master of Arts with Distinction
- Master of Business Administration
- Master of Business Administration with Merit
- Master of Business Administration with Distinction
- Master of Design
- Master of Design with Merit
- Master of Design with Distinction
- Master of Education
- Master of Education with Merit
- Master of Education with Distinction
- Master of Laws
- Master of Laws with Merit
- Master of Laws with Distinction
- Master of Science
- Master of Science with Merit
- Master of Science with Distinction
- Masters by Project

Postgraduate research degrees
- Master of Philosophy
- Master of Philosophy by Publication
- Master of Research
- Doctor of Education
- Doctor of Engineering
- Doctor of Philosophy
- Doctor of Business Administration
- Doctor of Philosophy by Publication
- Doctor of Professional Practice

Higher Doctorates
- Doctor of Arts (DArt)
- Doctor of Design (DDes)

11   *2A - Awards of the University: Policy*

- Doctor of Education (EdD)
- Doctor of Engineering (EngD)
- Doctor of Laws (LLD)
- Doctor of Letters (DLitt)
- Doctor of Music (DMus)
- Doctor of Professional Practice (DProf)
- Doctor of Science (DSc)
- Doctor of Technology (DTech)

Honorary degrees

- ~~Honorary Master of Arts (Hon MA)~~
- ~~Honorary Master of Business Administration (Hon MBA)~~
- ~~Honorary Master of Design (Hon MDes)~~
- ~~Honorary Master of Education (Hon MEd)~~
- ~~Honorary Master of Engineering (Hon MEng)~~
- ~~Honorary Master of Laws (Hon LLM)~~
- ~~Honorary Master of Letters (Hon MLitt)~~
- ~~Honorary Master of Music (Hon MMus)~~
- ~~Honorary Master of Science (Hon MSc)~~
- Honorary Doctor of Arts (Hon DArt)
- Honorary Doctor of Business Administration (Hon DBA)
- Honorary Doctor of Design (Hon DDes)
- Honorary Doctor of Education (Hon EdD)
- Honorary Doctor of Engineering (Hon EngD)
- Honorary Doctor of Laws (Hon LLD)
- Honorary Doctor of Letters (Hon DLitt)
- Honorary Doctor of Music (Hon DMus)
- Honorary Doctor of Science (Hon DSc)
- Honorary Doctor of Technology (Hon DTech)

Honorary Fellowships

- Honorary Fellow of Bournemouth University

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

REPORT OF A MEETING OF ELECTRONIC SENATE held on
1 February 2017 (9AM) TO 8 February 2017 (5PM)

STATEMENT ON QUORUM

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

MATTERS RAISED BY MEMBERS

2. There were no matters raised for consideration.

MINUTES OF STANDING COMMITTEES

3. ACADEMIC STANDARDS COMMITTEE, 3 OCTOBER 2016 (SEN-1617-34)

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

The Faculty of Management Staff Representative, Dr Bobeva, had commented on the Academic Standards Committee minutes of 3 October 2016. The Senate Clerk responded to Dr Bobeva and Dr Bobeva confirmed she was content with the response provided.

Chair's Decision

Item noted, no further action.

4. ACADEMIC STANDARDS COMMITTEE, 7 DECEMBER 2016 (SEN-1617-35)

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

The Faculty of Management Staff Representative, Dr Borkoles, had commented on the MSc Internet of Things programme title. The Senate Clerk responded to Dr Borkoles providing an explanation of the content of the programme. Dr Borkoles was content with the response provided.

The Faculty of Management Staff Representative, Dr Bobeva, had commented on an action recorded in the Academic Standards Committee minutes of 7 December 2016. The Senate Clerk responded to Dr Bobeva explaining the minute written. Dr Bobeva was content with the response provided.

Chair's Decision

Item noted, no further action.

5. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 26 SEPTEMBER 2016 (SEN-1617-36)

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

Chair's Decision

Item noted, no further action.

6. **EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 22 NOVEMBER 2016 (SEN-1617-37)**

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

The Faculty of Management Staff Representative, Dr Borkoles, had commented on her concerns with the new VLE which was being introduced to the University. The Senate Clerk responded to Dr Borkoles' concerns and Dr Borkoles was content with the response provided.

The Faculty of Media and Communication Staff Representative, Dr Southern, had commented on the accuracy of section 3.1.5 of the Education and Student Experience Committee minutes of 22 November 2016. The Senate Clerk responded to Dr Southern explaining that the minutes were an accurate record of the discussion held meeting, although the area discussed may have been unclear to the Faculty of Media and Communication representative at the time of the meeting.

Chair's Decision

Item noted, no further action.

7. **GRADUATE SCHOOL ACADEMIC BOARD, 24 OCTOBER 2016 (SEN-1617-38)**

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting:
Wednesday 7 June 2017 at 2.15pm in the Board Room

Next Electronic Senate meeting:
9.00am on Wednesday 17 May 2017 to 5.00pm on Wednesday 24 May 2017

Committee Name	SENATE
Meeting Date	22 February 2017
Paper Title	Global BU Update: 2016-17 - Quarter Two
Paper Number	SEN-1617-42
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 ahead.
Decision Required of the Committee	For note
Strategic Links	The GE 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 Two Highlights

Part 1: Global Engagement Update – Overview

Global Engagement: Quarter 2 Overview

Highlights from the last quarter

A Global BU

➢ Dates and venues for the **global Festival of Learning** have been confirmed - **ASEAN**: 27-31 March; **India**: 18-21 March; **China**: 15-19 May.

Partnerships

121 Global partners in **36** countries as of January 2016 - **44** international and **77** Erasmus.

Mobility

➢ **61 applications** were received under Cycle 2 of the **Global Horizons Fund**.
➢ **Over 50 places** available to students to take part in the following: **Destination ASEAN**, **Destination India** and **Destination China**.
➢ **109** members of staff travelled overseas in the last quarter.

Recruitment

Non-UK enrolments versus target was **down 4%** as of end of October 2016, which is in line with the sector.

Developing Global Talent

428 students have enrolled onto the **Global Talent Programme.**

Driving Global Thinking

14 bids involving international collaborators totalling circa **£4.4m** have been submitted to UK funders so far this academic year.

Delivering Global Traction

Our **three Hubs of Practice in ASEAN, India and China** are now into the first full year of delivery. Partners have been secured for the global Festival of Learning and several cross-institutional research bids have been developed via the Hubs.

People

More than **70** members of staff and students took part in the **Global BUzz Europe Winter Fair** on 2nd December.

Finance

Two successful **HEFCE Catalyst fund** bids confirmed totalling £100k to develop **Global Talent** at BU.

Environment

A project board has been set up to take forward the implementation of an **integrated Global BU IT system**.

Focus for the next quarter

A Global BU

- Detailed programmes will be confirmed for the three overseas **global Festivals of Learning** and the UK-based Global BU day on the 12th July.
- The **China Innovation Hub** will be hosting an event at the Executive Business centre to help promote the work that BU is doing in China across organisations and businesses in Dorset (**8th February**).

Partnerships

- Secure two to three **strategic partnerships** this year (PI 40).

Mobility

- Support around **50** student mobility places through the Destination Programmes for **ASEAN**, **China** and **India**.

Recruitment

- Secure full-cycle **recruitment position** 2016/17.
- Analysis of the **International Student Barometer (ISB) Survey 2016 released.**

Global Fusion – Thinking, Talent, Traction

- Commence delivery of core sessions for the **Global Talent Programme** in collaboration with **AFC Bournemouth's Community Trust**, **PepsiCo**, **Social Starters** and several other organisations.
- Each **Hub of Practice** will seek to secure a minimum of one Strategic/Cluster 1 partner and the delivery of a high impact global Fusion project.

People

- **Global Regional Groups** will agree key projects to deliver in ASEAN, China and India over the next quarter.

Finance

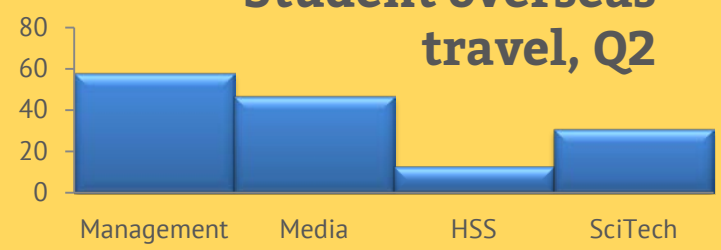- Ongoing delivery of the **HEFCE research projects worth £100k.**

Environment

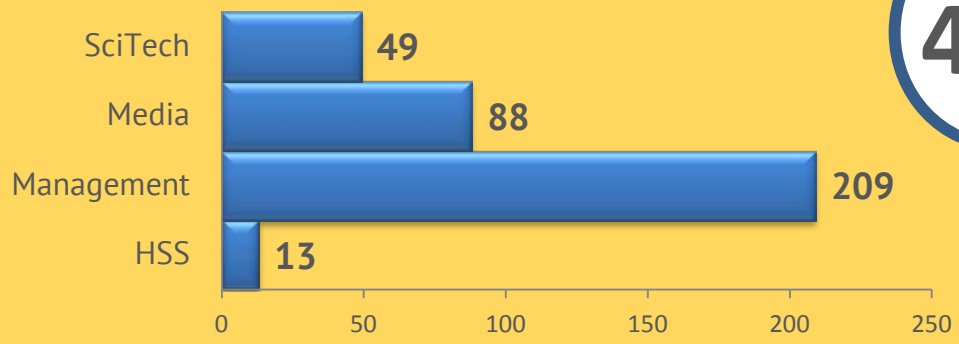- A key priority remains delivering an **integrated IT management system** for Global BU.

Global BU in Numbers in Q2

Student Mobility

149

Student entries were recorded on the Student Travel Register during Q2

Student overseas travel, Q2

Bar chart (values on axis 0–80): Management, Media, HSS, SciTech

Talent

GTP enrolments (09 Jan 17)

Category	Value
SciTech	49
Media	88
Management	209
HSS	13

(axis: 0, 50, 100, 150, 200, 250)

428

Students from across BU have enrolled in the **Global Talent Programme.**

International Recruitment

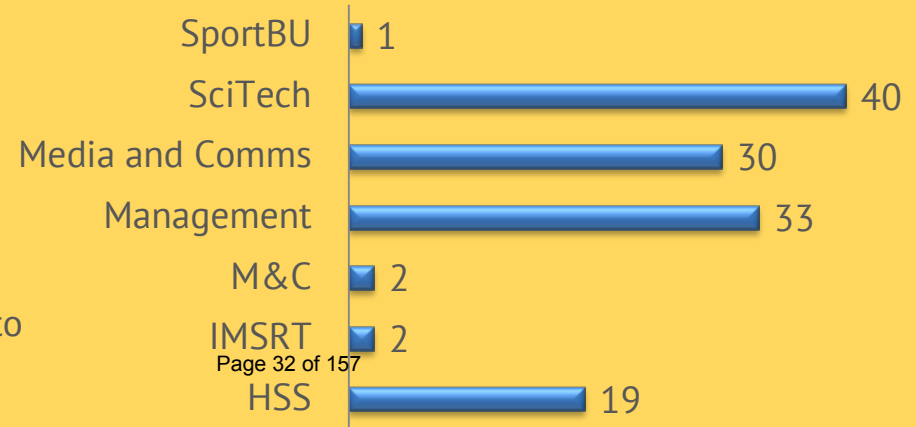**New entries by fee region, by academic year at all levels (UG and PG)**

	2016/17	2015/16	2014/15	2013/14
EU	412	360	368	266
OS	620	774	756	720
Total	1032	1134	1124	986

Staff mobility

Number of overseas journeys by BU staff during Q2

109

Members of staff travelled overseas during Q2 compared to **96** during Q1.

Category	Value
SportBU	1
SciTech	40
Media and Comms	30
Management	33
M&C	2
IMSRT	2
HSS	19

Part 2: Global Engagement Update – Detailed Update

1.   Introduction

1.1.   The purpose of this update is to provide a summary of global engagement activity in the second quarter of the academic year 2016/17. The present update covers the period mid-October 2016 to mid-January 2017.

1.2.   This update first provides a brief overview of the external environmental and policy context for Global BU over the last period (Section 2). It then goes on to provide activity highlights in the last quarter alongside the priorities for the upcoming quarter (Section 3).

2.   External Context

2.1.   Two of Global BU's key projects, Hubs of Practice and the Global Talent Programme (GTP), align well with recent announcements in the Government's Autumn Statement, including:

- The need to 'address key economic challenges such as building the skills base the economy needs' (Autumn Statement, 4.4.1).
- The new Industrial Strategy Challenge Fund, which aims to support business-academic collaborations, as recommended by the Dowling Review.
- The creation of a £23bn National Productivity Investment Fund, which will provide an additional £4.7 bn by 2020-21 in R&D funding, a welcomed announcement as the OECD reports R&D budgets are in decline following a 30 year growth.

2.2.   Although the Autumn Statement did not mention any changes to HE directly, the current Higher Education and Research Bill, which is now at the Committee Stage in the House of Lords, proposes significant changes to the UK HE landscape by creating the research council UKRI and the Office for Students, as well as introducing the TEF. So far the Bill's passage through the House of Lords has met with opposition as House of Lords peers suggest 'the Bill fails to understand the purposes of higher education'. They request universities not be forced to seek profit and should remain autonomous bodies.

2.3.   The emerging subject-level TEF debates offer speculative opportunities to some universities as it sets to challenge the usual hierarchies, seen by an earlier mock TEF. Its focus on graduate readiness and ultimately destinations is in line with the aims of the GTP, which was launched last term (see paragraph 3.27 for more detail).

2.4.   Whilst the Government is currently calling for evidence on Office for Students: registration fees for HE providers, and the implementation of the Stern Review

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and REF 2021, through the Policy Team, BU has been actively involved in ongoing consultations on shaping the UK HE sector:

- In January 2016 we consulted in what is now the HE Bill .
- BU submitted evidence in November to the Education Select Committee's inquiry into the impact of Brexit on HE. As part of the inquiry, the Global Engagement Mobility team provided a full response to 'the future of the Erasmus+ programme following the withdrawal of the UK from the EU' demonstrating the positive qualitative and quantitative impact of the programme on BU students and staff over the last 5 years including case studies. The full response is published online.
- BU also participated in submitting written evidence towards HESA's DLHE consultation.

2.5. We anticipate more consultations as the TEF's benchmarking process continues to take shape with the proposed core metrics and flagging process still undergoing significant changes and subject to challenge:
- The Government published its Longitudinal Earning Outcome (LEO) which links HMRC's tax records with other education data to provide a more accurate understanding of graduate earnings. The anticipation is that this data will be used in the TEF, which may allow BU to have a more accurate understanding of our graduate level impact.

2.6. A range of research from UUK, Ipsos MORI, the Education Committee, the House of Commons, and the CEB amongst others has been published on the impact of Brexit on HE. A common message throughout is that the Government needs to recognise that the absence of a clear and positive rhetoric will likely damage UK HE.
- HESA recently released its Statistical First Release (SFR) for the academic year 2015/16 revealing first year overseas students have fallen by 1%, and Indian student enrolments have fallen 44% between 2011/12 and to 2015/16. This is backed by the UCAS End of Cycle report which also noted a decrease by 1.9% in applicants.
- However, student enrolments from China, Malaysia, Hong Kong and Singapore continue to increase.
- The report also noted that while there has been a decrease of 4% in EU student enrolments between 2011/12 and 2015/16, there has been an increase of EU enrolments from EU students by 2% from 2014-15. This data is backed by the UCAS End of Cycle report for this year which revealed a 7% surge of EU students, most likely applying to UK universities prior to our departure from the EU. It is also backed by a December 2016 report by the Home Office on study-related visas granted which indicates a 3% drop in study visa applications.

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- Government has responded to concerns by announcing [they are investing £4m on the "Study in the UK, discover you" online campaign](#) as part of the existing [GREAT Britain campaign](#) to attract overseas students.
- Undoubtedly the policy environment will throw up new challenges and opportunities in the next quarter for the sector, developing a European proposition as part of our response to a Global Britain narrative post-Brexit will remain a top priority over the coming quarter.

3. Key Highlights from Quarter 2 and Future Priorities

1 Our Purpose

A Global BU

3.1. Along with around 30 colleagues from other UK HEIs, the PVC (Global Engagement) joined the Prime Minister the Rt Hon Theresa May MP, Secretary of State for International Trade Liam Fox MP, Minister of State for Trade and Investment Rt Hon Greg Hands MP, and Minister of State for Universities, Science, Research and Innovation Jo Johnson MP on a week-long **ministerial visit to India**. There is great potential for UK HEIs to work alongside India in tackling its substantial skills challenge; specifically, the [massive growth of India's middle classes](#) which offers great opportunities for strong, long-lasting partnerships between India and the UK. More highlights of the week are featured in our [Storify.](#)

3.2. The **global Festival of Learning** – the key vehicle for expressing Global Fusion – is in its second year after a successful pilot in 2016. The main objectives of the global Festival of Learning are:
- to showcase and disseminate global Fusion within an overseas context;
- to enhance global access to and engagement with BU's research activities;
- to inspire learning and enrich our offer on global talent and employability;
- to encourage new thinking and nurture creativity and innovation; and,
- to bring back global learning and experience to our region to inform future developments.

It has been confirmed that the 2017 Festival of Learning will take place across three weeks of events in ASEAN (March), India (April) and China (May). More detail about the content of this year's festival can be found in paragraphs 3.18 and 3.29 below.

3.3. The **BUzz Europe Winter Fair** took place on Friday 2nd December. Over 70 members of staff and students were involved. Speakers at the event included

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Dr Sean Beer who presented a session on the 'Smells and Tastes of Christmases Past and Present', Jane Forster who set out 'How BU is adapting to the post-Brexit landscape', and Jana Kuncova who set out the range of 'Student Mobility opportunities' on offer to BU students.

3.4.   Dr Chindu Sreedharan, Senior Lecturer in Journalism and Communication, was given the **Global BU Award** at the Vice Chancellor's Staff Awards 2016 ceremony on 24 November.

3.5.   On the 8th February, the **China Innovation Hub** will be hosting an event at the Executive Business centre to help promote the work that BU is doing in China across organisations and businesses in Dorset. The day will include presenting the China Innovation Hub, engaging with companies which are interested in business opportunities in China, and offering strategic advice and training support on doing business in China.

3.6.   The University is beginning to develop **BU2025**, and Global BU will feature as part of this dialogue. The first phase of the GE Plan described delivery to 2018, and the intention has always been that the GE Plan will be strategically reviewed in 2017/18 in readiness for phase 2 (2018-2021) and phase 3 (2021-2025) to anchor the global strands within BU 2025. Against the backdrop of Brexit, it is mission critical that Global BU serve as a key anchor for BU2025 for both our home and international messaging and strategy.

6 Objectives

Partnerships

3.7.   The focus for **partnership development** over the last quarter has been to confirm partners for the global Festivals of Learning across the three countries/regions of ASEAN, China and India. Alongside this, the team's priority is to secure two to three strategic partnerships this year towards delivering PI 40. The Global Engagement Team has undertaken partnership visits to all three countries/regions and met with HEIs and a series of non-HEI partners. This recent activity has provided a range of new relationships for development as well as enabling the conversion of more established relationships towards strategic status.

3.8.   As always, colleagues are invited to put forward ideas for strategic partnerships by contacting globalbu@bournemouth.ac.uk while referring to the approach to global partnerships and partnerships toolkit. Contributing to this, the Global Regional Groups will be agreeing key projects to deliver in ASEAN, China and India over the next quarter.

3.9.   In terms of the **current partnership footprint**, BU currently has 121 global partners (44 international, 77 Erasmus) in 36 different countries. One global partnership was archived in the last period. Agreements were also signed for the following partner during this quarter:

- Institut für Psychologie at the Humboldt- Universität zu Berlin, Germany

Agreements are also being redrafted for the following long-standing partners:

- Beijing Normal University, Zhuhai (BNUZ), China
- Prince of Songkla University (PSU), Thailand

3.10.   **European proposition -** A debate item at the International and UK Partnerships Committee (IUPC) on 1 December 2016 prompted discussion on BU's European proposition post-Brexit. The discussion touched on the potential for increasing the flexibility of curricula at BU to allow for greater engagement with Europe, whether for mobility or student recruitment. A small group of 5-6 partners is being identified from both the existing partnership footprint as well as new relationships to focus activity and deliver impact as part of the University's European proposition.

3.11.   **Faculty** highlights in the last quarter showcasing Global Fusion with our partners include:

- Following on from a recent Erasmus visit, Nicole Ferdinand (Faculty of Management) was invited back by BU Erasmus partner Haaga-Helia University in Finland to deliver two workshops on social media analytics on 27-28 October 2016, for Haaga-Helia University and their industrial partner, MPI Finland.
- A Memorandum of Agreement (MoA) for research and staff exchange was agreed by Maurizio Borghi (Faculty of Media & Communication) with the University of Perugia, Italy late in 2016 to establish a Jean Monnet Centre of Excellence in Rights and Science. The agreement will cover joint research activities on legal and ethical aspects of bioscience and medicine, and training courses on Biolaw and EU law of research.
- Dr Chris Chapleo (Faculty of Management) published a paper in the *Journal of Brand Management* with a colleague from BU's partner Thompson Rivers University, Canada.

Recruitment

3.12.   Table 1 shows that BU's recruitment for non-UK students has declined for 2016/17 after 3 years of growth. This is in line with the sector which has seen a decline in overseas students to the UK for the second year in a row. Table 2 shows our enrollments against target as of end October 2016.

Table 1: New entries by fee region, by academic year at all levels (UG and PG)

	2016/17	2015/16	2014/15	2013/14
EU	412*	360	368	266
OS	620*	774	756	720
Total	**1032***	**1134**	**1124**	**986**

* Does not include figures for January intake

Table 2: *Non-UK enrollment versus target at all levels (UG and PG)*

	Enrolled	Target	% Difference
EU	323	307	+5%
OS	570	624	-9%
Total	**893**	**931**	**-4%**

3.13.   BU recently participated in the 2016/17 International Student Barometer which benchmarks the University against other UK and international providers, looking at areas such as support, teaching and facilities by non-UK students. A detailed analysis of how BU has improved against the sector and our own results from the 2014/15 survey will be available for the next update.

Mobility

3.14.   **Global Student Mobility** – The current performance to date against PI7 stands at 4%. Faculty performance to date is summarised in Table 3 below.

Table 3: *% BU students engaged in exchange and mobility in their programme*

2015/16		FM	HSS	FM&C	SciTech	**BU**
PI7	**Students engaged in exchange and mobility in their programme %**	6.5%	0.9%	5.3%	3.5%	**4.0%**

3.15.   **Global Horizons Fund -** In the last period, 61 applications to Global Horizons Cycle 2 were received (13 applications from FHSS, 20 from FoM, 14 from FoST and 14 from FoMC). Of those applications received, 55 were successful and processed. The next Global Horizons Fund application deadline is 15 March for activities between May and September 2017.

3.16.   **Study exchange programmes -** Of the 51 outgoing exchange students, 44 have started at partner universities this week or are due to start between now and early February. The remaining seven students will start their study exchanges

during March or April. The Global Student Mobility team worked with students, faculties and external organisations to allocate Erasmus+ funding to 14 EU placement students.

3.17. **Inward student mobility –** The team processed 51 incoming exchange nominations of which 43 incoming applications have been accepted and we will be welcoming these students on the 23rd of January.

3.18. **Student cohort mobility - Destination ASEAN, China, India:** As we continue to shift from individual activity to group and cohort-based activity to increase volume and impact, the global celebration of the 2017 Festival of Learning will be aligned with the next student cohort mobility programmes on a larger scale: Destination ASEAN in Indonesia and Malaysia in March, India in April and China in May 2017. The application process is competitive and the current estimate is to allow for more than 50 successful students participating in these programmes.

3.19. We had our very first BU Be Global International Opportunities Festival on 26 October 2016, attended by more than 120 students. The day offered students a chance to explore a range of study and work abroad opportunities aimed at enhancing their employability and helping them take that first step towards developing a global outlook. Students engaged with a whole host of colleagues from the British Council, Foreign & Commonwealth Office, Destination India, China and ASEAN, European Society and SUBU RAG International Volunteering. The event also live-streamed to our partner universities in Europe and the US. The session included a unique video link with BU students currently on study exchange at the University of Central Florida.

3.20. A recent report to ESEC on the current performance and future priorities for student mobility made the following recommendations for supporting growth in PI7:
   - Adopt a more flexible definition of outward mobility to contribute to PI7, as recommended in the UK Strategy for Outward Mobility, to include virtual mobility and internationalisation on campus.
   - Plan for a contingency/possible increase in Global Horizons Funding in case of the loss of Erasmus+ funding during the UK's Brexit negotiations.
   - Faculties to create new opportunities and products to embed outward student mobility in the curriculum.
   - Continue the shift from individual activity to group and cohort-based activity to increase volume and impact.
   - Implement an IT system for mobility to support the management of an increase in student mobility.

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3.21. **Staff mobility –** The Overseas Travel Register shows that during the period 01/11/16 to 30/01/17, a total of 109 members of staff travelled overseas. Spain (18) and Italy (17) were the most visited destinations with staff from the Faculty of Science and Technology (40) making the most number of overseas journeys.

Table 4: *Overseas trips by Faculty, 01/11/16 – 30/01/17*

HSS	19
Management	33
Media and Comms	30
SciTech	40

3.22. **Faculty staff and student mobility** highlights include:

- **Dr Darren Lilleker**, Associate Professor in Political Communication, and a number of faculty colleagues, attended the biennial conference of the European Communication Research and Education Association (ECREA) in Prague in November, presenting two papers and participating in the Steering Group Committee Meeting of the Political Communication Section.

- **Dr Brad Gyori**, Senior Lecturer in Digital Storytelling, and **Dr Anna Feigenbaum,** Principal Academic in Digital Storytelling, presented a workshop on Data Storytelling at AoIR in Berlin in early October. In late October, Brad flew to Leipzig to participate in a five-day awayday IFLab Code Booser/hackathon to work on the game Target BACRIM, co-created with Mat Charles, Senior Lecturer in Journalism. Their pitch at the end won top honours and a place in the Doc Tank conference in Prague in March.

- In November, the international fieldtrip (optional) unit (level 5) was delivered for the first time. The unit leader **Dr Rick Stafford, Dr Phillipa Gillingham and Dr Anita Diaz** engaged 23 students from our undergraduate courses in a 10-day visit to Costa Rica.

- In October 2017 **Dr Emilie Hardouin** spent one full month as a guest lecturer at the Laboratoire de Biométrie et Biologie Évolutive (LBBE), University Lyon I, France. She presented a number of seminars to staff and students and submitted two research papers in collaboration with her colleagues to the journals *Evolution* and *Mammalian Research*.

- In October 2017 **Dr Dan Franklin** and **PhD student David Hartnell** presented four papers at the 10th International Conference on Toxic Cyanobacteria in Wuhan, China where he also made contacts with colleagues from local organisations. More information is provided in the research blog.

- **Dr Julie Robson, Dr Kaouther Kooli, Dr Firend Rasch** (Faculty of Management) all presented papers at BU partner Pantheon Paris Sorbonne University, France at the third B2B colloquium organized by Dr Kaouther Kooli, Dr Julie Robson, Dr Elvira Bolat in collaboration with Pantheon Paris Sorbonne University.

Global Fusion – Developing Global Talent, Driving Global Thinking, Delivering Global Traction

3.23.   **Hubs of Practice** are a key expression of global Fusion. Our Hubs of Practice intentionally challenge the conventional model of transactional partnership working and instead embody a multilevel ecosystem of collaborators that include educators, researchers, and practitioners, both within HE but also importantly, beyond it. They provide us a framework with which to connect regional and national stakeholders to our network of international partners beyond individual research centres and departmental units. Hubs are now into the first full year of delivery and each will have an official review event as part of the Festival of Learning in July. Key highlights in the last quarter include:
- A visit to the region by the **ASEAN Hub's** co-investigators Dr Malcolm McIver and Dr Alastair Morrison in November 2016 included a range of meetings with current and potential HEI and non-HEI partners. Consequently, partners for the global Festival of Learning in ASEAN are now confirmed as BINUS University, Indonesia and Universiti Sains Malaysia (USM), Malaysia, as well as InvestPenang for an employer roundtable.
- The **China Innovation Hub** has facilitated the submission of two cross-institutional research bids and is working closely with two institutions with the potential for strategic partnership status. In addition, a non-HE partner and a new research partnership has also been identified.
- The **Connect India Hub** facilitated a bid to UKIERI (decision pending). Visits to a range of partners took place in November which included securing the host partner for the Pune leg of the Indian global Festival of Learning.

3.24.   The focus for the next 12 months for each Hub of Practice will be to:
- secure at least one Cluster 1/strategic partner;
- if not already achieved, secure a minimum of one substantive industry/government partner;
- deliver a minimum of one large global fusion project; and,
- deliver a cohort based mobility programme.

3.25.   **HEFCE Catalyst Fund success - i**n October, two bids made under part B of HEFCE's Catalyst Fund for our new Global Talent Programme (GTP) were successful. The two grants of £50,000 each (totalling £100,000) – one focusing on undergraduate and one on postgraduate – will be used over the next 12 months to help develop and embed the GTP across the University by working closely with staff, students and employers to capture positive impact of the programme.

3.26.   Allied to that, was the first meeting of the **Global Talent and Employability (GTE) Group** on 30th November. This is a formal ULT sub-group and has representation from across all four Faculties as well as academic services, student, services, PRIME, CEL, Marketing and SUBU. The purpose of the GTE Group is to provide leadership, oversight and management of the University's employability proposition as a key driver of our learning environment and its integration with our wider student experience offer. The group will meet once a month until the end of the academic year.

3.27.   **Global Talent Programme –** Registrations on the GTP currently stand at 428. A breakdown of students registered by faculty and level of study is provided below.

Table 5: *Number of GTP enrolments, by faculty and level as of 09.01.17*

Faculty of Health and Social Science	**13**
Postgraduate Taught Student	3
Undergraduate Student	10
Faculty of Management	**209**
Postgraduate Research Student	2
Postgraduate Taught Student	59
Undergraduate Student	148
Faculty of Media and Communication	**88**
Postgraduate Taught Student	32
Undergraduate Student	56
Faculty of Science and Technology	**49**
Postgraduate Taught Student	14
Undergraduate Student	35
(blank)	**69**
(blank)	69
Grand Total	**428**

3.28.   In February, we will start the core delivery sessions for the GTP and we will be working with some great partners, including AFC Bournemouth's Community Trust, PepsiCo, Social Starters, and Hays amongst many others, in their delivery. These interactive sessions will be packed full of useful, practical information which will help those students enrolled on the Programme to develop some of the key attributes necessary in the current and future global workplace.

3.29.   **Festival of learning** - Three overseas locations have been confirmed as follows (overleaf):

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Table 6: Global Festival of Learning 2016/17 locations and dates

Country/Region	City	Date
ASEAN – Indonesia and Malaysia	Jakarta and Penang	Monday 27th March to Friday 31st March
India	Pune and New Delhi	Tuesday 18th April to Friday 21st April
China	Zhuhai City, Guangzhou City and Beijing	Monday 15th May to Friday 19th May

3.30. In addition, there will be a full day dedicated to Global BU on the final day of the UK based festival on the 12th July. It will be a celebratory closing day with an evening event that will showcase the overseas activity.

3.31. In December, a staff call inviting applications for sessions to be showcased at each location was launched. The call deadline was the 2nd December and 40 applications were received. Table 1 provides a breakdown of total applications received for 2015/16 and 2016/17 by Faculty/Service Area. Working with colleagues from across the University, a panel reviewed the applications and successful applicants were shortlisted in January. The programmes for the events will be finalised in the coming weeks. It is anticipated that a minimum of 10 members of staff will attend each Festival overseas with all being involved in the July UK-based event.

3.32. Since the start of the academic year a total of 14 bids involving international collaborators totalling £4,394,043 have been submitted to UK funders (Source: RKEO). One submission has been unsuccessful whilst the remaining are awaiting decision. For the same period, a total of 65 research and enterprise bids were submitted direct to overseas funders, totalling £9,785,913. Of those, eight bids have been successful whilst 50 are still awaiting a decision. (Source: RKEO).

3.33. Faculty highlights on Global Fusion include:
- In October 2017 **Prof Rob Britton** submitted a bid to the Newton Fund in collaboration with colleagues from the University of Ankara in Turkey and a Darwin Fellowship with Dr Rajeev Raghavan from Kufos in India.
- **Professor Remco Polman** is developing a research collaboration with the University of Shenzhen, China. There is also a strong plan to attract a small number of high calibre PhD candidates from Shenzhen who will register to do their PhDs at BU.
- **Michael Silk** was awarded ESRC funding as principal investigator on a project examining the legacy of Rio Olympics in Brazil: "Sex work in the context of sports mega events: examining the impacts of Rio 2016".
- The **Disaster Management Centre** working with China innovation Hub submitted a research proposal titled 'SIM-INNO-DIS: Simulating Innovative Practices for Disasters' to the British Academy.

3 Enablers

People

3.34.   In January, the staff mobility coordinator (0.4 FTE), previously managed by the Head of Academic Operations (and prior to that RKEO), transferred to the Global Engagement Mobility team. This change will enhance our ability to coordinate Erasmus+ and Santander grant allocation with Global BU priorities.

Environment

3.35.   As described in the ESEC report (see paragraph 3.20), a continued risk for Global BU and student mobility is the reliance on manual data handling and aggregation processes. Consequently, this diverts what is already a small human resource base away from student-focused facilitation of mobility to back-office administration and data handling. An integrated IT system to manage international mobility (which in turn relies on international partnerships management) therefore remains a key operational priority. A project board meeting is planned for the end of January 2017 with the IT department to move to the invitation to tender and procurement stages for a suitable solution to be in place by Quarter 3 of 2016/17 academic year. Failing delivery on this timeline will make a sustainable improvement on PI7 impossible to attain by BU2018 and include other risks linked to future Erasmus and similar audits.

Finance and Performance

3.36.   In the last quarter, £100,000 of direct income to the GE Hub was awarded through the success of two HEFCE Catalyst Funds led by the PVC (GE). To date, the total income awarded to the GE Hub to date is now circa £135,000. Other UK/international research bids are in preparation and/or awaiting an outcome.

4.   Conclusion

4.1.   This report set outs the key highlights and upcoming priorities across Global BU for the last quarter and the upcoming period.

4.2.   This report will go to UET, ULT, Senate and ultimately made available to all staff via the intranet by end February. All enquiries on the report can be sent to: globalbu@bournemouth.ac.uk.

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Committee Name	SENATE
Meeting Date	22 February 2017
Paper Title	TEF Year 2 narrative submission
Paper Number	SEN-1617-43
Paper Author/Contact	Jacky Mack/Tim McIntyre-Bhatty
Purpose & Summary	Senate received an update on the changes to the quality assurance framework in HE and the introduction of the Teaching Excellence Framework at the November 2016 meeting.
	BU has participated in the new Teaching Excellence Framework, and the required 15 page narrative to provide further evidence alongside a pre-defined set of data metrics was submitted on 26th January 2017.
	The development of the narrative was led by a Steering Group chaired by the Deputy Vice-Chancellor. All Faculties were represented, either by the Executive Dean and/or the Deputy Dean (Education & Professional Practice). The Centre for Excellence in Learning and relevant Heads of Professional Service were also engaged to support the development of specific aspects as appropriate. The wider University Leadership Team had opportunities to feedback and comment on the narrative as it was developed.
	There is a defined process for evaluation of TEF submissions, initially by individual assessors then ultimately by the TEF panel which is chaired by Professor Chris Husbands, Vice-Chancellor of Sheffield Hallam University.
	The outcome will be notified to institutions by late May. For institutions who participated in the TEF, data metrics will be published on the Hefce website, as will the narrative submissions.
Decision Required of the Committee	To note
Strategic Links	TEF criteria link strongly to the University's Strategic Plan and Fusion.

![Bournemouth University logo]

Implications, impacts or risks (NB: When presenting papers for discussion or decision at Senate meetings it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	The TEF narrative alongside the data metrics will be used by the TEF Panel to determine a rating of Bronze, Silver or Gold. Provided eligibility criteria are also met, participation in TEF Year 2 is a requirement for applying inflationary tuition fee uplifts from 2017/18.
Confidentiality	Confidential to Senate

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Bournemouth University: TEF Year Two provider submission

Context

1)   Bournemouth University (BU) provides students with excellence in learning and teaching, learning opportunities and learning facilitation in a high-quality environment. BU remains the only university to have been commended by the QAA for the quality of learning opportunities under the Higher Education Review method and, since that outcome in 2013, BU has continued its strategic focus on enhancing its provision. BU's learning provision is evidenced to lead to excellent outcomes for our students. This is demonstrated by high levels of continuation, exceptional levels of academic challenge and professional accreditation, high quality student advice for career choices, particularly high levels of student placement, good degree outcomes leading to very high levels of added value and student perceptions of career prospects, which are then matched by strong employment and near upper-quartile graduate salaries. This learning journey, and the positive outcomes to which it leads for our students, is fully evidenced and referred to throughout this submission.

2)   BU has established a track record of providing excellent learning experiences and opportunities leading to strong employment outcomes for students, which are clearly evidenced as good, and in many cases better, than those of students in the majority of UK higher education providers. Therefore, our provision is in the Silver category.

3) **Continuation:**
- BU ranks 17th out of 59 in HESA's latest UK Performance Indicators for continuation one year after entry, when compared with like providers (see paragraph 31).
- For young entrants from English low participation neighbourhoods, BU ranks 19th out of 59, and exceeds HESA's adjusted sector average by 1.1% for continuation one year after entry. BU has a positive flag in the core TEF metrics for part-time students (see paragraph 31).
- HESA's Performance Indicator Table 5 – Projected Learning Outcomes, shows that 80% of BU students are expected to complete their degrees, compared to an institutional benchmark of 80.2%.

4) **Academic challenge and professional accreditation:**
- 90% of students, against a sector average of 81%, agreed that 'Overall my student experience has been academically challenging' in the NSS in 2016 (see paragraph 40).
- We have exceptional levels of professional accreditation and this is a BU Key Performance Indicator (KPI) (see paragraph 41) - in 2015/16, 81% of all BU undergraduates were enrolled on programmes with Professional, Statutory and Regulatory Body (PSRB) recognition.

5) **Learning environment, careers advice and placement:**
- Based on 2015/16 SCONUL data, BU is in the top 25% of all UK HE libraries for expenditure on information (resource) provision as a % of total library expenditure, e-book downloads, total of student study spaces, and hours of user instruction in information and academic skills.
- 76% of students believed that 'Good advice is available for making career choices' (3% above sector average) in the NSS optional question in 2016 (see paragraph 78).
- Placement levels are exceptionally high (as described in paragraph 83). 100% of our students are offered placements and in 2016, 84% of our students undertook a placement.
- 2013/14 HESA data relating to sandwich placement years shows that amongst UK universities we have the second highest absolute number of students undertaking a sandwich placement year. We ranked 3rd in the UK for the proportion of our students undertaking placement years.

6) **Degree Outcomes, Career prospects and Employment Outcomes:**
- 90% of students believed that their course had 'improved [their] career prospects' (3% above sector average) in response to an NSS optional question in 2016. BU has consistently scored between 2% and 4% higher than the sector average for this question. This is supported by data from the HE Academy (HEA) UK [Student] Engagement Survey (UKES) – see paragraph 87.
- External Examiners consistently confirm that our standards and student performance are appropriate at least comparable with the sector. The proportion of First and Upper Second class degrees rose from 71.6% in 2012/13 to 77.6% in 2014/15 against a sector average of 72% in 2014/15 (see paragraphs 42 to 44).
- In The Guardian's latest league table, BU is ranked 4th for Value Added (see paragraph 44).

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- Black and Minority Ethnic (BME) students at BU are more satisfied than the benchmark figure according to the split metrics and there has also been a 3% improvement in BME employment and further study from year 1 to year 3 (see paragraph 81).
- Destinations of Leavers from Higher Education (DLHE) data illustrates that BU graduate employment outcomes are good and, within small margins above or slightly below sector average each year, as described in paragraph 79.
- 2014/15 Key Information Set (KIS) data shows BU graduates have near upper-quartile starting salaries - an average starting salary of £19,930 compared to a £18,902 sector average (see paragraph 81).
- The latest 2016 Longitudinal Education Outcomes (LEO) data (see paragraph 80) showed that 67% of BU graduates are in employment one year after graduation compared to 56% across English providers, and five years after graduation, 72% of BU graduates are employed compared to 67% across English providers.
- BU has positive flags in the core TEF metrics for part-time students for employment and continuation. As noted in paragraphs 31 and 79, this is 20% of our provision.

7)   The employment outcomes are supported by our strength in professional accreditation, placements and careers advice referenced above, delivered across our whole portfolio and evidenced as well received by our students.

8)   Our NSS scores have improved year on year as indicated by the core TEF metrics and there are no flags for NSS core metrics data in Year 3. 47% of our programmes were rated (for overall satisfaction) at or above the sector average, with 3 programmes at 100% in 2016. 26% of our programmes were rated over 90%, and 53% above our institutional benchmark of 84%. As an indicator of general student satisfaction, the number of BU student complaints received by the OIA is consistently below the median for our subscription band, for example, 8 in 2015 against a sector median of 14.

9)   Internal research shows that BU's average NSS score for 'overall satisfaction' is reduced by disproportionately low scores in a small number of programmes. We take these issues very seriously – indeed our approach to student feedback more generally is illustrated by our approach to these six programmes. One of them has been closed to new students following a general review against BU's KPIs and other performance metrics. Two of these six programmes had showed a sudden fall in student satisfaction (in one case from 100% satisfaction) and a range of support and interventions have been put in place. We are clear that the negative variability in student perceptions in this small part of our portfolio is unacceptable and we continue to ensure that our students in these areas are listened to and we are taking appropriate action. We are investing in improvements that will benefit students, learning from our very highly rated programmes.

10)   U-Multirank provides ratings for measures of outcomes for higher education institutions on a scale of A to E (very good through to weak). In 2015 BU was ranked 6th of UK institutions for the number of A and B ratings, and 5th in 2016 (out of 48 UK institutions). Furthermore, based on 2015 and 2016 data BU is in the top 10% of all institutions for A and B ratings in the Teaching and Learning category: for example, of the 1,297 institutions in 2016 that returned Teaching & Learning data only 68 of these (9%) received ratings the same as or better than BU.

11)   There are two distinct environmental and structural features at BU that support the learning journey and student outcomes - our BU2018 vision and strategic plan, and our engagement and partnership with our students, particularly through our Students' Union (SUBU).

12)   BU2018 is BU's strategic plan developed in 2012. The BU2018 plan has a central, organising concept, 'Fusion'. Fusion involves building the excellence of education, growing our research strength and deepening the contribution of professional practice at BU.

13)   The BU2018 plan was deliberately ambitious, re-aligning all the activities of BU, with a new staffing plan and consequent reorganisation of management structures, major movement of resource from administrative to academic functions, a comprehensive estates development programme with plans for four new buildings, and changes to the curriculum. A new set of KPIs was developed to measure progress against the Fusion objectives (bringing together education, research and professional practice), and an additional investment plan of up to £3 million per annum over the life of the strategic plan was established to fund projects linked to strategic

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achievement.

14) To deliver the BU2018 plan, BU has further developed professional practice requirements into our programme development and design. As noted above, since 2013/14 all our undergraduate programmes include opportunities for placements and 81% of students are undertaking programmes with PSRB recognition. We value and reward excellent teaching alongside research and professional practice in our structures for academic staff, built on an individual balance of teaching, research and engagement in their professions. We recruit academic staff who reflect this balance, having both PhDs and teaching qualifications, as well as holding professional body membership (see paragraphs 20, 61 and 67). 52% of current academic staff have recognised professional affiliations and in the HESA tables for 2014/15:

- BU ranks 42nd out of 130 for staff with teaching qualifications, with 58% of staff having a teaching qualification against a sector average of 44%.
- 54% of BU staff have doctorates, compared with 52% across the sector as a whole (HESA data for 2014/15).
- 77% of BU staff have an employment function of 'teaching and research' against a sector average of 54% (HESA data for 2014/15).

15) Combining research and practice with education provides a student experience that is rigorous and stretching academically, enabling students to progress successfully into employment as demonstrated by the metrics above.

16) BU has built a structure to ensure that we engage with our students actively, and hear and respond to feedback from our students in real time during their studies. We actively seek feedback during each unit through our institutional unit level student feedback mechanism - Mid Unit Student Evaluation (MUSE), described in paragraph 33. BU has an excellent and active relationship with SUBU. SUBU Sabbatical Officers and senior permanent SUBU staff sit on academic committees at institutional level, such as Academic Standards and the Education and Student Experience Committee, but also on the equivalent faculty level committees, and programme team meetings. SUBU officers meet regularly with the Vice-Chancellor and other members of the BU executive team.

17) The impact of the work done by SUBU in partnership with BU on collecting and acting on feedback is sector leading as described in paragraph 38. Our QAA review in 2013 found that 'the ways in which BU engages students individually and collectively through the Students' Union, in its development of academic strategy and policy are a feature of good practice'.

18) SUBU have been fully involved in preparing this submission through membership of our Steering Group and a comment is included in our conclusion.

19) Throughout this submission we will demonstrate that the learning provision at BU is of high quality, and that our provision is in the Silver category.

Teaching Quality

20) BU's commitment to valuing and rewarding excellent teaching and innovation is embedded in the BU2018 plan, and we have a performance indicator for 100% of academic staff to hold a teaching qualification and/or to be HEA Fellows. The 2014/15 HESA staff record dataset shows that BU performs better than most other institutions on this measure. The table on teaching qualifications held by academic staff in English universities ranks BU 42nd out of 130; with 58% of staff holding a teaching qualification, 14% above the sector average of 44%. Our performance is continuing to improve, and in 2015/16, BU is at 60% (no sector average figure yet available). This achievement is even more creditable in that 27 of the universities ahead of BU in the HESA list offer teacher-training qualifications and have Education departments: BU offers no teacher-training provision, other than the in-house course for HE staff referred to below. BU also ranks 32nd out of 130 amongst UK institutions by the proportion of staff accredited as teachers of their subjects by PSRBs (11% of teaching qualifications held by staff) – see paragraph 67.

21) BU's Academic Career Framework applies to all academic staff including hourly paid lecturing staff. The Framework clearly articulates the Fusion outcomes as described in our BU2018 plan, including our emphasis on teaching quality, the academic learning environment and outcomes for students. The Framework outlines the opportunities and processes applicable to academic staff in

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respect of career structure, promotion, appraisal, pay progression and probation, and ensures that there are appropriate means to recognise and reward the range of academic contributions, demonstrating our commitment to valuing teaching as an integrated part of an academic career at BU.

22) The Academic Career Framework has been used to develop an output matrix that supports pay progression and promotion and defines the typical expectations, aspirations and opportunities aligned to each academic role from lecturer to professor. The matrix sets out indicative outputs that evidence excellence in the three elements of Fusion - education, research and professional practice. All elements are equally weighted and the synergy achieved by combining these three activities and their interactions is at the heart of Fusion. Our BU2018 plan also drives concepts of co-creation and co-production - staff, students and external stakeholders coming together to create, share and inspire knowledge. For example, undertaking a piece of research with students who are on a taught unit and engaging or involving an external stakeholder means that education, research and professional practice outputs are linked in one activity. The matrix also helps to ensure that staff can access development opportunities to support them in building their academic identity and academic careers and again evidences our commitment to teaching quality and the learning environment at BU.

23) In relation to the education element of Fusion, the matrix includes contributions in the delivery of high quality education, student experience and educational enhancement, innovation in educational delivery and practice, use and development of learning technologies, educational practice – membership of the University's internal Quality Assurance and Enhancement Group, External Examining, HEA membership, and evidence of professional practice informing education.

24) BU does not use Teaching Only contracts of employment and requires all core academic staff to fully engage with Fusion. We only deploy Hourly Paid Lecturing contracts where there is a short term need, for example, to teach specialist areas, where demand for subjects and programmes are highly variable or unknown, or to provide cover for full time employees unavailable in the short-term. In this way, we are able to use practising professionals to teach relevant content in our programmes, bringing real life experience of professional practice and up to date sector knowledge to our students.

25) One route for students to recognise and reward excellent teaching is the SUBU "You're Brilliant" awards. These awards provide an opportunity for students to recognise staff at BU who go above and beyond their role in teaching, helping, or inspiring. In 2015/16, students nominated 565 staff members, including more than 400 academic staff. One student said in their award:

> *'… xx is an amazing lecturer and academic advisor, every time someone in our group has something to say she genuinely cares about our views and opinions. Everyone in our seminar groups looks forward to her lectures, thank you so much!...'*

26) As noted in paragraph 20, we have an objective that 100% of our academic staff will have teaching qualifications, and so BU supports staff to achieve teaching qualifications and/or HEA membership. Our taught PG Certificate in Education Practice leads to Fellowship of the HEA, and all new staff who do not have a teaching qualification are expected to complete this when they join BU. We have just invested in this programme to increase participation from 30 to 40 staff per year. Since 2013/14 to 2015/16, 88 staff have completed the PG Certificate. BU also has an HEA accredited CPD route to HEA membership, 'Teach@BU', for all levels through to Principal Fellow. In the three years from 2013/14 to 2015/16, 4 staff achieved Associate Fellowship, 15 achieved Fellowship, 44 achieved Senior Fellowship and 6 became Principal Fellows.

27) In the most recent report from the HEA relating to 2014/15 BU has 36% staff holding fellowships of all kinds compared to a sector average of 29%. BU also scores significantly ahead of the sector for teaching qualifications more generally as noted in paragraph 20.

28) Excellent teaching is underpinned by strong links to professional practice - as noted in paragraph 67, 27% of our academic staff are practising professionals and 52% of current academic staff hold recognised professional affiliations.

29) All Faculties engage in 'Peer Reflection on Education Practice' (PREP), an evolution of the peer observation scheme with an emphasis on the whole student experience to support sharing and the development of pedagogy and practice. It provides a systematic yet flexible framework to

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review and enhance the quality of the learning experience for students. The theme for 2015/16 was assessment and feedback, and consequent improvements in NSS scores are evidenced in paragraphs 48 and 49.

30) BU invests each year in projects to support our BU2018 Fusion objectives. Key elements of the annual Fusion project funding explicitly support pedagogic innovation, learning from secondments and exchanges, and networking. In the last 3 years, the Centre for Excellence in Learning (CEL) has supported 22 pedagogic innovation projects. More recently, BU is enabling colleagues to develop towards National Teaching Fellowship by funding up to 6 learning and teaching fellows each year, to support external networking and profile building (we currently have two National Teaching Fellows at BU).

31) BU students are engaged with their programmes, and this is evidenced in a number of ways. BU performs well above average (17th out of 59) in HESA's 2014/15 PIs for continuation one year after entry when compared with like HE providers (English institutions that are not chartered, specialist or postgraduate only). BU is ranked 19th out of 59 for young entrants and 10th out of 59 for mature entrants (BU performance exceeds the HESA adjusted sector average by 3%). 30 of the 59 providers in the list fall below their HESA adjusted sector average. BU compares well in the core TEF metrics for continuation with positive flags for part-time students who make up 20% of our provision.

32) UKES 2015 data shows that BU is 3% above sector average for 'Learning with Others', indicating that students are engaged with their studies and working collaboratively with other students in their cohort. HESA's Performance Indicator Table 5 – Projected Learning Outcomes, shows that in 2014/15, 80% of BU students are expected to complete their degrees, compared to an institutional benchmark of 80.2%. BU was ranked 67th in the sector in the 2017 Complete University Guide on this measure. Students participate actively in study skills provision and are engaged by innovative practices and use of resources, see paragraphs 56, 57 and 74.

33) In relation to student evaluation of teaching, MUSE is a system to collect student feedback at unit level mid-way through all units. MUSE enables unit tutors to evaluate the effectiveness of their learning, teaching and assessment approaches to consider, and where appropriate, make rapid changes to enhance the student experience as the unit progresses as well as for the future. Each unit tutor provides feedback to students within two weeks, and this is published on a dedicated MUSE tab in the virtual learning environment. Student responses to MUSE are a demonstration of comprehensive student engagement that fosters dialogue between academic staff and students on their learning experiences.

34) The British Computer Society, the PSRB that accredits our computing programmes, on a recent visit in June 2016 noted how we use internal feedback to enhance the student experience:
'Mid-unit student evaluation, which we understand is a university policy, has the advantage that teaching staff can respond to evaluation "in course", rather than in the following presentation of a module.'

35) External examiners consistently confirm that BU's processes for collecting and acting on feedback on learning and teaching are effective. For example:
'…it is great to see that the staff are keen to discuss their units and reflect upon what they are doing to continue to make improvements or modifications to benefit students. This focus on continual review, reflection and change is important to ensure the curriculum stays contemporary to help prepare students for the employment market.' Faculty of Management, BSc (Hons) Sports Management.

36) In addition to formal unit level feedback, BU has a very strong level of student representation with a ratio of 1 Student Representative for every 20 students. Each Student Representative is responsible for representing a seminar group. A simple online tool (SimOn) is used to collect and categorise student feedback, which is then dynamically streamed to Faculties and Professional Services for consideration and response. Student Representatives can work collaboratively with other Representatives, through Facebook or other social media, to discuss and share issues.

37) SUBU Sabbatical Officers and senior permanent SUBU staff sit on the BU Academic Standards Committee, and on the Education and Student Experience Committee. They also have regular meetings with the Vice-Chancellor and Deputy Vice-Chancellor.

38) SUBU placed equal 23rd and in the upper quartile of Students' Unions for Question 26 of the NSS, 'Students' academic interests on my course are effectively represented by the Students' Union', and has consistently been rated ahead of the sector average for the last three years. SUBU's engagement with students and the impact of the work done by SUBU in partnership with BU on collecting and acting on feedback is recognised as sector leading. BU's successful QAA review in 2013 found that *'the ways in which BU engages students individually and collectively through the Students' Union, in its development of academic strategy and policy are a feature of good practice'.* Features of good practice are defined as exemplary by QAA. Furthermore, QAA featured this work in a good practice case study entitled 'BU: Strategic student engagement'. SUBU won a National Union of Students (NUS) Education Award in 2016 for their contribution to education at BU including their feedback system (SimOn) (described in paragraph 36). Using the multiple mechanisms noted above, which ensure student feedback is considered at both local and institutional level, BU continually engages in active dialogue with the student body and takes, records and monitors appropriate academic and professional service actions relating to the student experience throughout the academic cycle.

39) The BU2018 plan says that BU will *'develop students' skills in intellectual rigour and critical thinking, and maximise collaboration and interdisciplinary learning'.* We will also encourage *'a culture of coaching, mentoring and personal development throughout BU in all student/staff interactions'* and offer *'content and experiential learning opportunities relevant to the employment market that will include problem-based, real world problem solving and peer-to-peer learning'.* All of these requirements are specifically integrated within our programme design principles, and therefore, embedded within all of our programmes. At BU, as well as ensuring that our curricula are designed to stretch students educationally and academically, as part of our Fusion vision, we build research and professional practice into our programmes in order to develop co-creation skills, rigour, depth of theory, critical thinking and research skill development.

40) In response to the NSS optional question in 2016, 90% of students agreed that 'Overall my student experience has been academically challenging', compared with a sector average of 81%. BU has consistently scored around 10% higher than the sector average for this question since 2012, demonstrating rigour and stretch. BU has a high response rate (50%) for optional NSS questions. For example, for this question, our response rate is 50% compared to a sector average response rate of 22% in 2016. The 2015 UKES data indicates that BU is 2% above the sector average for the section relating to 'Reflecting and Connecting'. 5 out of 6 questions are above median or top quartile for student responses relating to the programme, for example: 'Connected your learning to real-world problems or issues'; 'Changed the way you thought about a concept or issue as a result of what you learned'.

41) 89% of BU's eligible programmes have been developed to meet the requirements of relevant PSRBs with the remaining 11% in the process of securing accreditation and/or recognition. As a result, in 2015/16, 81% of the BU undergraduate population was enrolled on programmes with PSRB recognition. PSRBs have input into curriculum, teaching methods, assessment practices and, importantly, professional standards regarding both the knowledge base of the profession and practice. This contributes to rigour and stretch within the programme. PSRB engagement ensures that the student experience is informed and enriched by industry standard knowledge bases and content, systems, processes and practices in the relevant professions. The outcomes of this are demonstrated by our employment statistics and the salaries of our graduates (see paragraphs 79, 80 and 81). Students are given the opportunity to stretch themselves by applying for a variety of project opportunities with staff. For example, the CEL has funded 45 co-creation student led projects in the last 3 years. The impact of these were to enable students to gain confidence in carrying out a project that was supplementary to their degree and working with staff outside their programme of study. Paragraphs 63, 64 and 66 describe further student research opportunities.

42) External Examiners consistently confirm that standards are appropriate for the qualification and the academic level. Based on a total of 550 External Examiner reports between 2013/14 to 2015/16 from academic peers across the full spectrum of universities including those from the Russell Group, only 2 noted concerns relating to standards (one about a single piece of student work, and the other was related to an assessment on one unit where the External Examiner felt that students had not addressed the assignment brief appropriately). External Examiners also

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confirm that standards of student performance are comparable with other UK institutions, with just one concern noted out of 550 reports which related to the lower than anticipated student achievement.

43) External Examiners consistently comment that our programmes, standards and assessment offer an appropriate level of rigour and stretch:

- *'The standards achieved by your students continue to be the equivalent – if not a little higher – than those students on comparable programmes with which I am familiar and are aligned with the appropriate FHEQ benchmarks.'* BA (Hons) Business Studies, Faculty of Management.
- *'The assessment methods are….suitably challenging in respect of the requirements of students to demonstrate knowledge, critical reflection and academic and, as appropriate, practice skills.'* BA (Hons) Social Work, Faculty of Health and Social Sciences.
- *'There are challenging units in the curricula, with an appropriate range of assessment methods and students continue to be offered opportunities to succeed and excel'.* BA (Hons) Product Design, Faculty of Science and Technology.
- *'All assessments were robust, challenging, sufficiently rigorous and contemporary in context and expectation…The nature of student assessment clearly addresses subject benchmarks. The skills students are expected to demonstrate are in-line with the Framework for HEQ'.* BA (Hons) Tourism Management, Faculty of Management.
- *'Evidence of varied methods used in the assessments which I believed has helped to bring out the best in the students'.* Accounting, Finance and Economics Framework, Faculty of Management.
- *'In my opinion performance is in excess of standard benchmarks'.* BA (Hons) Marketing Communications, Faculty of Media and Communication.

44) Overall, the proportion of First and Upper Second class degrees rose from 71.6% in 2012/13 to 77.6% in 2014/15 against a sector average of 72% in 2014/15. In the Complete University Guide league table in 2017 we were ranked 33rd in the UK on this measure. This should be seen in the context of the broad very positive endorsement by the many External Examiners, academic peers and PSRBs in relation to degree standards at BU described in paragraphs 42 and 43. Furthermore, in The Guardian's league table score for Value Added, BU is ranked 4th in the UK. In four out of the six years since 2012 BU has been in the top 10.

45) As noted in paragraphs 83 and 86, 84% of our students in 2015/16 undertook a placement and 81% of the BU undergraduate population in 2015/16 were enrolled on programmes with PSRB recognition. Programmes are therefore designed and delivered to prepare students for the work-place. The units that students study draw on professional practice issues designed to prepare them for critical thinking and analysis of real world problems.

46) Programme design additionally includes post placement pre-career development. Final year students return to BU having increased maturity, transforming their learning in their final year.

47) BU staff enhance the student learning experience to support engagement in learning and the concept of Fusion from the BU2018 plan in many other ways, such as multi-day business simulation experiences, field trips, research conferences and competitions. Case studies show the extent of BU student successes in this area. For instance, BU entered two teams of Level 5 students in a competition run by the Institute of Direct and Digital Marketing intended primarily for Level 6 students. The students pitched digital marketing plans to Virgin Money in their Piccadilly offices. The BU teams came 1st and 2nd from 80 finalists, attesting to the excellence of their learning and to the innovation in this creatively chosen activity.

48) BU has recognised student satisfaction with assessment feedback could improve, as it could across the sector. BU has a strategy to adopt appropriate measures that will increase student learning from both feedback and feed-forward in partnership with SUBU. Evidence of improvement to date includes the score for NSS Question 5, 'The criteria used in marking were clear in advance' which increased from 69% to 76% in 2016.

49) BU has a three-week limit for return of assessment and NSS Question 7 'Feedback on my work has been prompt' has shown an increase from 66% to 72% in 2016 and is now 1% above the sector average. Online submission and marking has helped to accelerate prompt and comprehensive feedback. This has been adopted for suitable assessments (for example

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coursework, essays, reports and some projects) and has grown steadily since initial pilot projects in 2009/10. In 2015/16 BU had 70 770 submissions online via 'Turnitin' of which, on average, 50.7% were marked and feedback delivered online via 'GradeMark'. There were also 11 374 submissions of large media files (film, video, audio and programming/software files) increasing the opportunity to mark more creative assessments electronically.

49) Electronic feedback allows students to collate key themes across units and to develop a comprehensive understanding of their strengths and weaknesses for discussion with their Academic Adviser. Being able to submit assignments online, and access marks and feedback promptly, enhances the student learning experience.

51) Generic templates for assessment briefs are used where appropriate to provide a consistent structure and approach to aid student understanding, and BU has recently reframed its generic assessment criteria and guidance, to make the criteria more student-friendly and provide 'feed-forward' as well as feedback. This systematic piece of work involved SUBU and academics from across BU. The criteria define typical characteristics of assessment at all levels and ranges including the 70-79 and 80+ mark ranges, and therefore help staff and students identify higher-level assessment attainment, supporting academic challenge and stretch at the higher ends of the mark range. The generic assessment criteria are published in all student handbooks and are embedded in feedback templates. Some departments have piloted co-creation of assignment briefs with students, inviting them to critique the description and expectations of the assessment to ensure the language used is clear and accessible. This good practice is shared through workshops and seminars run by the CEL where assessment and feedback has been a particular focus for staff development. There is a theme leader in the CEL who has a cross-institution leadership role to support creativity in assessment and feedback and to build staff competence and confidence in using a range of assessment practices. The Technology Enhanced Learning (TEL) Toolkit described in paragraph 57 includes guidance on the latest approaches to assessment, a Masters level CPD unit on assessment feedback and feed-forward is offered for staff annually and the CEL has funded innovation projects for the last three years to encourage staff to try out different methods and to share learning across BU.

52) External Examiner feedback consistently confirms that assessment and feedback are effective and support student learning and development. For example:

- *'The assessment methods are highly appropriate to the programme aims and outcomes. They are suitably challenging.'* BA (Hons) Social Work, Faculty of Health and Social Sciences.
- *'The assessments are varied and challenging, many of them likely to be useful as the careers of the students develop. I am satisfied that the course meets all the benchmark requirements for study at this level.* BSc (Hons) Psychology, Faculty of Science and Technology.
- 'As always, the assignment feedback on almost all units was extremely detailed, with many notes/comments on the essays as well as summary comments. This reflects the strong staff engagement and dedication to student learning…' BSc (Hons) Archaeology, Faculty of Science and Technology.
- *'It is clear that…feedback is constructive and identifies areas for improvement.'* BSc (Hons) Adult Nursing, Faculty of Health and Social Sciences.
- *'Feedback is clear and in most cases very constructive, allowing students to see where they could have received more marks.'* Accounting, Finance and Economics Framework, Faculty of Management.
- *'Methods of assessment are appropriate and encourage critical thinking.'* Business and Management Framework, Faculty of Management
- *'…particularly innovative features of the English programme at BU are its original content which lies at the cutting edge of research in the discipline, and its use of a wide variety of assessment methods. Staff dedication to exceptional assessment feedback too, is commendable'.* BA (Hons) English, Faculty of Media and Communication.

Learning Environment

53) Our investment in physical learning resources (Library, IT, specialised equipment and rooms) is reflected in responses to NSS Questions 16–18, which show that learner satisfaction is 2% above sector average. The Complete University Guide in 2017 shows that BU facilities spend per

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student has doubled in the last three years putting BU 36th in the UK (up from 98th in 2015), and the combined BU spend for services and facilities per student in the Times and Sunday Times Good University Guide shows an increase from £1372 in 2015 to £2212 in the 2017 table, compared to a sector average which has moved from £1628 to £1983. BU has therefore moved up from 83rd to 49th in the table on this measure. The physical environment is valued by students and this is shown by the above average number of visits to campus libraries (based on 2015/16 SCONUL data).

54) SCONUL data for 2015/16 puts BU in the top 25% of all UK universities for the number of student study spaces. BU is also above the national average for the number of open access workstations. A comprehensive Audio Visual and IT refresh has been undertaken in every teaching and learning space since 2014 to upgrade and standardise, including multi-device wireless projection for students and staff. New profile management tools allow students to personalise their experience.

55) BU's investment in information (resource) provision as a percentage of overall library expenditure ranks amongst the top 25% of all UK HE libraries. We also perform very strongly against the sector in relation to electronic resources. Based on 2015/16 SCONUL data, we are in the top 25% of all UK HE libraries for e-book downloads, and in the top 25% of 'new' universities for full text article downloads. Extensive promotion of the discovery tool (mySearch), online reading lists embedded in the Virtual Learning Environment (VLE) and patron driven e-material acquisition, contribute to our strategy by optimising student access and use of materials in all formats.

56) BU currently uses Blackboard as its VLE platform and every student has access to information, resources, references, links, lecture notes/ presentations and opportunities for interactive discussion and debate in the online environment. This is supplemented by individual academics who engage with students using social media platforms/ tools and by including online learning exercises, tests and activities to further enhance learning opportunities. Increasingly lectures are captured in video format and posted on the VLE for reference and academic staff are engaging with the use of flipped classrooms, new pedagogies relating to team-teaching, virtual reality and other new approaches that increase student engagement.

57) The CEL has launched a BU wide initiative, 'iInnovate', inviting all staff to 'try something different' to identify and subsequently share good practice across BU with a programme of workshops. iInnovate is the thematic focus for cross-institutional Peer Reflection on Education Practice in 2016/17 (see paragraph 29). In February 2016 we launched the TEL toolkit for academic staff. Since then it has had 5,376 visitors with 20,850 pages viewed. BU has invested in additional cutting edge technologies such as throwable microphones, google cardboard and 360-degree cameras to encourage co-creation.

58) In 2013/14, we participated in the JISC Changing the Learning Landscape project, reviewing our use of the VLE in order to determine ways to enhance the quality of support for student learning. As a result of feedback from students and staff, we initiated a Vision 4 Learning project that has considered three elements: the VLE, the learning technology support model and the culture of learning innovation at BU. We have recently announced that we will be moving to a new VLE provider, Desire 2 Learn from 2017/18. We are confident that the outcome will be a demonstrable improvement in the digital literacy of staff and students and in innovative technology enhanced learning for every student. We will be embedding the core of student analytics within the new VLE to ensure that we remain at the forefront of supporting student learning directly as well as helping students reflect upon their own learning engagement. This is illustrative that we will continue to invest in student learning as we have done in the past, as noted in paragraph 58.

59) In terms of further investments to support the realisation of our BU2018 plan, since 2014, we have so far invested £64 million in infrastructure to support student engagement and learning. This includes the delivery of a new 3000m2 Student Centre which opened in March 2015 providing flexible and collaborative working facilities and The Fusion Building (5,800m2) which opened in July 2016 providing new innovative general teaching, STEM, research and social collaborative facilities. The design of both buildings was informed by extensive collaboration with the BU academic community, and reference visits to HE, professional and commercial buildings throughout the UK. This has resulted in new types of facilities and spaces within which BU staff

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and students can learn and collaborate. Facilities include a step tiered mid-sized lecture/interactive theatre and collaborative technology rooms, and we are already being used as a stimulating, thought-provoking reference site for visits by other universities.

60) As described in our BU2018 plan, we believe that combining research and professional practice with education in our academic community provides a student experience that is stimulating, engaging and stretching academically, and which enables students to progress successfully into employment. The impact of this approach is that our students have an academic learning experience based on the latest research and experience from practice, opportunities to participate in research as well as professional practice through placements while at BU, and that they leave BU with research skills, professional experience, and in many cases with professional qualifications alongside their academic qualifications. We believe that this provides the best foundation for them as early career professionals, and is reflected in our above sector average scores for academic challenge, graduate salary data and our high Guardian Value Added score (see paragraph 44).

61) Encouraging staff to maintain a balanced portfolio of education, research and professional practice is at the heart of Fusion. BU takes the view that students benefit from routine contact with staff who are engaged in research.
- The 2014/15 HESA staff record shows that BU has 77% of staff with an employment function of 'teaching and research' against a sector average of 54%.
- The 2014/15 HESA staff record shows that 54% of BU staff have doctorates, compared with 52% across the sector as a whole.
- Since 2012/13, BU has increased academic staff by 31% and the student/staff ratio has improved from 21.6 in 2012 to 17.2 in 2014/15. The number of professors and associate professors has increased by 132% from 40 to 94 in the same period.

62) BU also believes that students should themselves engage in research. Research skills are embedded in all programmes, with dedicated research units on some, and all students undertake capstone undergraduate dissertations or projects which are informed by the highest expectations of the Framework for Higher Education (FHEQ) at Level 6 regarding the development of perspectives and arguments based upon academic insight and application at the boundary of knowledge of the discipline. Industry-led consultancy projects and assignment briefs are also mainstreamed throughout the curriculum in support of professional practice engagement and retaining high levels of professional accreditation and recognition. The positive longer-term impact is demonstrated by the LEO data (see paragraph 80).

63) BU has had an extra-curricular Student Research Assistant programme since 2014/15; BU students work with staff on their research projects - both benefit from producing co-authored publications and students engage with both research and professional practice. Typically students perform experiments and analyse results, disseminate new knowledge, perform literature searches and present findings at conferences. These opportunities are advertised to all students across BU. Student interest is high and growing, in 2014/15, 143 students applied for 42 positions and in 2015/16 304 students applied for 65 positions. To support this demand, BU has increased funding annually, and the 2016/17 budget has increased by 76%.

64) In October 2016, BU launched the Student Project Bank. This is a mutually beneficial collaboration between community organisations and BU students. Students are provided with the opportunity to work on a live project with real world impact and community organisations get the opportunity to access student creativity and skills and gain valuable insights. All projects must have the potential to benefit an individual, a community or society through research, service improvement or a creative project. Opportunities are advertised as project briefs on our online Student Project Bank. Students can undertake projects as extra-curricular activities or for their dissertation, final project, assignment or group work. The collaboration is facilitated and students are guided to ensure they get the most out of the experience as well as meeting the project requirements. Projects with marks over 50% will be published in open access format on our website. Two months after launching there are already 37 live projects in the Student Bank submitted by 21 organisations.

65) Our approach to co-creation is described in paragraph 22. We have a performance indicator to

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measure student/staff co-authored publications per academic Full Time Equivalent (FTE) per year and this ratio has improved from 0.13 per FTE in 2013/14 to 0.21 per FTE at the start of the 2016/17 academic year.

66) BU holds an annual Showcasing Undergraduate Research Excellence (SURE) conference and in 2017, BU will host the prestigious British Conference of Undergraduate Research (BCUR), supported by HEFCE. SURE provides an extra-curricular opportunity open to all BU undergraduate students. Only 62 other UK universities are BCUR members. The impact of providing students with an opportunity to present at a conference gives them the confidence to put themselves forward in other arenas. For example, students from BU who presented at the SURE BU conferences in 2015 and 2016 went on to present at the 25th International Congress of the International Society of Biomechanics Glasgow 2015 and BCUR Manchester 2016. In 2016 out of six places offered nationally three BU undergraduate students won places on the Arthritis Research UK Internship Scheme for Nurses and Allied Health Professionals.

67) As described above, we have a particular emphasis through our BU2018 plan on learning that is enriched by professional experience and that supports professional employment for graduates. BU has specifically encouraged academic staff to be actively engaged with professional practice. 27% of BU academic staff are both academics and active professional practitioners, and 52% of staff have one or more recognised professional affiliations. In the 2014/15 HESA tables, BU ranks 32nd out of 130 for the proportion of staff accredited as teachers of their subjects by professional UK bodies (11% of teaching qualifications). The average figure is 8% and the median 7% - half the universities ranked ahead of BU are specialist institutions, where such qualifications are the norm.

68) Recognition by PSRBs and the incorporation of placements into all our programmes ensure that professional practice enriches our student experience. As noted in paragraph 41, 81% of the BU undergraduate population in 2015/16 were enrolled on programmes with PSRB recognition.

69) The positive results of this very high level of PSRB recognition and accreditation are shown by the employment and outcomes data for our students in paragraphs 79, 80 and 81, and supported by above average student feedback in the NSS (see paragraph 78). This is also illustrated by the UKES data described in paragraph 87.

70) One of the headlines of our BU2018 plan is to 'Deliver an outstanding and personalised student experience.' Our sector-leading Peer-Assisted Learning (PAL) scheme, our extensive programme of study skills support and our system of Academic Advisers support personalisation of student learning and academic development.

71) PAL was launched at BU in 2001. It is now well established and is one of the largest of 55 other peer-learning operations in the UK. We have implemented PAL across all Faculties and all undergraduate degree programmes, supporting student learning and engagement and personal development. BU is an active contributor to regional and national academic peer learning networks, and hosted the prestigious 7th Annual UK and Ireland PASS/PAL Leader Conference in 2016.

72) PAL fosters cross-level support between students on the same programme. It encourages students to support each other and learn cooperatively under the guidance of students from the year above. The core PAL scheme has three main aims: to help students understand and integrate quickly into university life; build personal resilience and improve their learning and study skills to meet the demands of their programme; and enhance core academic skills to better prepare for assessed work and examinations. BU currently trains and employs 270 Level 5 PAL Leaders and 60 Level 6 'Placement' PAL leaders. Placement PAL is an extension of the core scheme, which supports Level 5 students preparing for placement. In addition, a small group of PAL Leaders observe sessions, feedback and further develop the skills of their colleague PAL Leaders, and this is reflected in our 3% above average UKES scores for Learning with Others (see paragraph 32).

73) Each year PAL Leaders receive intensive training in how to develop innovative personalised session plans and activities in order to facilitate workshops and seminars. PAL sessions operate alongside academic-delivered provision, and PAL Leaders work closely with Programme Leaders to provide bespoke discipline-specific sessions and to foster cohort identity. Individual students typically have access to 20 hours of PAL sessions in an academic year and in 2015/16, 16,500 person hours of PAL were delivered in the form of 5632 facilitated workshops and seminars. PAL is

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valued by staff and students, and 100% of PAL Leaders would recommend other students become PAL Leaders.

74) Development of independent learning and research skills to support individual learning is a key part of the BU2018 Fusion approach, and study skills teaching is at the heart of the Library's offer to students. The high number of e-book and article downloads by students referenced in paragraph 54 and 55 are indicators of the value of study skills teaching and also of the Library policy of maximising access to resources by offering a comprehensive collection of core materials. A full academic skills programme delivers 11 different types of workshop and in excess of 90 sessions throughout the academic year, open to all students. Video versions of workshops can be accessed remotely and asynchronously to meet the needs of diverse learners. In 2015/16 student attendance on these workshops increased by 61% compared to 2014/15, and undergraduate students received 17,237 person hours of study skills support. This is a good indicator of student engagement in their studies more broadly. SCONUL indicators show that the number of hours of user instruction (academic and information skills) available to students is above the national average and puts BU into the top 25% of all UK HE libraries. Library staff provide expert facilitation to support student learning, engagement and personalisation, and in 2014, the high quality of this support was recognised through achievement of the Matrix Standard, an external quality framework for the delivery of advice and guidance services.

75) Academic staff provide further academic support and development to all students at BU, who are allocated an Academic Adviser to help discuss, monitor, reflect and facilitate their learning journey. Our Academic Adviser system ensures students are known, tracked and supported throughout their time at BU, using data such as assessment performance, helping to ensure that they are fully engaging in learning, developing learning skills, and can achieve their full potential. Every student retains the same Adviser throughout their time at BU and then is supported by their final year capstone dissertation/project tutor. This ensures a tailored, personal, individual experience built on consistency and trust. All academics are trained for this role.

76) The collaboration between Academic Advisers and students is key in creating the most stimulating, challenging and rewarding university experience. The Academic Adviser role creates a tailored individual experience for our students, evidenced through feedback:

- *'This year, with the introduction of academic advisers, I feel like there is always someone I can go and talk to. I don't deal with stress very well, and having someone there who I can book a tutorial with and we can talk about anything, even if it doesn't relate directly to the course, really helps me calm down with the stresses of third year.'*
- *'I value having an Academic Advisor. It is good to have someone to speak to about my degree.'*

Student Outcomes and Learning Gain

77) In our BU2018 plan, we aim to *'build strong professional and academic networks worldwide'* and to *'offer exceptional levels of relevant real-world learning opportunities and placements.'* BU's learning provision is evidenced to lead to excellent academic and employment outcomes for our students, demonstrated by students' perceptions of career prospects described in paragraph 78, which are then matched by strong employment and near upper-quartile graduate salaries.

78) BU's successful QAA 2013 review found 'the quality of BU's career education, information, advice and guidance effective and in some respects distinctive' and highlighted in particular the way in which direct support for students from the Careers Service was supplemented by '*individualised advice… available through an online resource*'. The high quality of support provided was also externally recognised in 2015 through achievement of the Matrix Standard across all of the Student Services provision including Careers. We have continued to improve the Service and in 2015/16 our trained Careers Advisers conducted 1277 individual impartial guidance interviews as well as running group guidance sessions for participants in the Mentoring and Summer Breaks programmes, which is an increase of 50% from 2014/15. In 2016 NSS optional questions 90% of students believed that their programmes had 'improved [their] career prospects' (3% above sector average), and 76% believed 'Good advice is available for making career choices' (3% above sector average). We have scored above or equal to the sector average for these optional questions for each year since 2012.

79) Employment outcomes for BU students are excellent: we have no negative flags in the core

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TEF metrics and positive flags for part-time students for highly skilled employment or study in all three years (for 20% of our provision). Employment levels are strong and graduate salaries are well above sector average and near upper-quartile. In the 2014/15 DLHE survey BU has risen to its highest level in the five year period since 2010/11 with the number of full time first degree leavers in employment or further study increasing by 3.3% since the 2010/11 DLHE survey results, maintaining BU's ranking in the HESA performance indicator (79th position out of 128 institutions). According to the HESA PIs (which are calculated slightly differently to the TEF core data) 93.6% of graduating BU students enter employment or further study, compared with a HESA PI benchmark of 93.8%.

80) In the core TEF metrics, the proportion of BU graduates going into highly skilled employment or further study improved from 62.2% in 2012/13 to being closer to the benchmark: 70.9% in 2014/15 against the benchmark of 71.3%. Furthermore, the positive LEO data released in 2016 showed that 67% of BU graduates are in employment one year after graduation compared to 56% across English providers, and five years after graduation 72% of BU graduates are employed compared to 67% across English providers. In addition, the maps provided with the TEF metrics show that the employment locations of our graduates are more concentrated in the Southern half of the UK (particularly the South West and areas West and South-West of London), than their domicile before entry. This suggests that our graduates stay closer to BU when they leave. With the exception of the M4 corridor, our graduates are generally employed in areas where the proportions of highly-skilled graduate employment are in the lower third of the range represented in the TEF maps.

81) Further positive evidence is provided by average salary data derived from KIS (2014/15) that shows BU graduates have near upper-quartile starting salaries - an average starting salary of £19,930 compared to a £18,902 sector average. This is linked to our focus on professional practice including placements, our strength in professional accreditation, the development of high-level research skills and effective, well-received careers advice. The split TEF data is a three-year average, but BU's analysis of the underlying data shows that there has also been a 3% improvement in BME employment and further study from year 1 to year 3.

82) Our approach to learning and teaching in relation to employability and transferable skills is described in our BU2018 plan, which states we will ensure '*our academic portfolio has market relevance*' and we will ensure that '…*students are treated as early-career professionals as they progress through their course; developing professional pride, resilience and tenacity in pursuing their career goals*'. We believe that combining research and practice with education in our academic community provides a student experience that is rigorous and stretching academically, and which enables students to progress successfully into employment, as demonstrated by the metrics referred to above. The factors contributing to strong student employment outcomes are evidenced below.

83) BU made a strategic commitment to offer placement provision as a right to all undergraduate students from academic year 2013/14, and has invested in attaining PSRB accreditation and recognition across the entire portfolio, as well as encouraging staff engagement in professional practice (see paragraph 67). This is fully aligned with delivering the Fusion vision and supporting the employability of our graduates. 100% of students are offered placement opportunities and in 2016 84% undertook a placement. 2013/14 HESA data relating to sandwich placement years shows that amongst UK universities we have the second highest absolute number of students undertaking sandwich placement years. We rank 3rd in the UK for the proportion of our students undertaking placement years.

84) Students are able to undertake placements in the UK and overseas, giving exciting opportunities to get involved in varied projects, experience different roles within the workplace and build connections with international, as well as local, organisations, many of which are leaders in their fields. The total number of those undertaking placements or mobility abroad in 2015/16 has increased by 36% since 2013/14. This has been funded through the ERASMUS+ programme and our own internal allocated funding in support of student mobility through the scheme described in paragraph 30.

85) Post placement pre-career development is built into our programmes so students return with

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knowledge and skills that transform their final year. We also recruit Level 6 students to work with Level 5 students through Placement PAL (see paragraph 73).

86) As noted in paragraph 41, 89% of BU's programmes eligible for professional accreditation have been developed to meet the requirements of relevant PSRBs and 81% of the BU undergraduate population in 2015/16 were enrolled on programmes with PSRB recognition. As noted in paragraph 67, 52% of current academic staff have one or more recognised professional affiliations and 27% of our academic staff are practising professionals who combine industry work with their BU career.

87) The UKES reports on whether students are satisfied with the way their programmes prepared them for employment. In 2013/14, 90% of participating BU students believed that their course improved their career prospects, 84% considered that their placement helped developed course-related skills, and 93% believed that the placement helped develop life-related skills. In the 2014/15 survey, 63% of BU students considered that they had acquired employability skills, against a sector average of 58%, and 66% believed that their learning was 'connected to real-world problems or scenarios' compared to the sector average of 61%.

88) We are committed to achieving positive outcomes for all and our BU2018 plan articulates a commitment to widening participation through the implementation of targeted interventions focussing on specific groups who are under represented at BU and in higher education.

89) The TEF split data is an average of the previous three years and as a result the improvement in BU's performance in NSS results over this period is not evident in the splits and split benchmarks. It should therefore be noted that the underlying annual data for the majority of indicators for each characteristic within the split metric set demonstrate that performance is further improving over time and on an upward trajectory.

90) This positive evidence of enhanced outcomes for all should be placed within the context of BU commissioned research regarding its commitment to widening participation; to provide more complete information on the proportion of 'low participation students' than is captured by Participation of Local Areas (POLAR) data alone. In 2014/15, 74% of new, undergraduate, HEFCE funded, non-NHS sponsored students met at least one of the widening participation indicators, namely students from a low participation neighbourhood, low household income (below £25,000), low socio-economic status (NS SEC 4-7 classification), mature indicator, BME, recognised disability and/or additional learning need and care-experienced students.

91) The HESA UK PI data shows that 93.3% of UK domiciled young full-time first degree entrants in 2014/15 are from state schools or colleges. This is above both the sector average of 89.9% and our location-adjusted benchmark of 92.2%. We have taken steps to ensure we support this demographic and it is important to link such to the evidence of the positive learning journey of students at BU from strong continuation to excellent employment outcomes.

92) Over the last four years, the GROW@BU scheme has provided additional support to widening participation students at Faculty level from recent BU graduates. These recent graduates bridge the gap between academics and students by offering a friendly face, an understanding of what it is like to be a student and their support is underpinned with coaching skills to help develop student independence, autonomy and resilience.

93) BU students perform well above average in HESA's latest UKPIs (2014/15) for continuation one year after entry, for young entrants from English low participation neighbourhoods (based on POLAR3 method) when compared with those in like HE providers. Of 59 English institutions that are not chartered, specialist or postgraduate only, in HESA Table 3b, BU is ranked 19th out of 59, and exceeds HESA's adjusted sector average by 1.1% (30 out of 59 HE providers in the list fall below their HESA adjusted sector average). These students attain strong employment outcomes and, on average, excellent graduate starting salaries.

94) The 2013 QAA review remarked on 'the commitment of all categories of staff to supporting students with disabilities', commenting that this was contributory to a second 'feature of good practice', concerning the way in which staff are engaged with BU strategies. Recent NSS analysis shows that students with specific learning difficulties have shown a large increase in NSS scores for academic support from 73% in the previous 2 years to 81% (sector average) in 2016 and improvement in teaching scores to sector average.

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95) We have a positive flag for continuation for mature students, who represent over 30% of our total student population. UK PIs show that continuation for BU mature students is better than both the benchmark and sector average: 91.2% continuation in 2014-15 compared to 88.2% benchmark and sector average. This is also the case for both 2013-14 and 2012-13 UKPIs.

96) As noted in paragraphs 31 and 79, the core TEF metrics for part-time students show double-positive flags for continuation and highly skilled employment. In the case of 'Employment or further study', the splits reveal positive flags in five cases. This pattern is replicated in every split group except 'Disadvantaged' where the scores for Non-disadvantaged students in the two 'Outcomes' metrics are below benchmark (for Disadvantaged students, the response rate is too low to record). In the case of 20% of its students, therefore, BU achieves consistently outstanding outcomes from all backgrounds, in particular for retention and progression to highly skilled employment and further study. BME students at BU are also more satisfied than the benchmark according to the split NSS data.

Conclusion

97) The Students' Union at Bournemouth University has provided the following statement of support:

> *SUBU has been directly involved in the formation of this submission, which provides a fair account of the educational prowess of BU. BU's commitment to professional practice and research, as well as education, ensures that there are opportunities for all students. The University's dedication to listening to students allows us to provide an outstanding experience for everyone.*

98) BU has evidenced that our BU2018 plan achieves excellent outcomes for students, in particular for continuation, value added and therefore progression to highly skilled employment. Our students achieve near upper-quartile starting salaries and have excellent longer-term career trajectories when compared directly against sector average data in KIS, DLHE and LEO. We have shown that our educational programmes are deliberately designed to be informed by and incorporate experience of research and professional practice, to provide rigour and stretch for students, and to enable students to acquire knowledge, skills and understanding that is highly valued by employers. Our commitment to placements and our success in encouraging students to undertake workplace experience is well above sector norms. We deliberately make practical arrangements for all students to be exposed to developments at the forefront of their disciplines throughout their studies, and for many actually to be involved as co-authors of research papers.

99) We have shown that our internal organisational structure, performance measures and strategy support the development of a culture in which teaching is highly valued alongside research and professional practice, and where the most valued attribute is the combination of the three, because that best supports the student learning journey and the positive student outcomes that we have illustrated. We engage with our student body actively to drive continuous improvement in response to feedback.

100)   Our range of academic support ensures that students enjoy personalised provision that secures a high level of engagement and commitment to learning and study as evidenced. BU provides high quality, accessible resources to enhance the learning journey of each student.

101)   The result of this is that outcomes for our students are good, in terms of value add, academic qualifications, employment and salary. BU has established a track record of providing excellent learning experiences and opportunities leading to strong employment outcomes for students, which are clearly evidenced as good, and in many cases better, than those of students in the majority of UK higher education providers. Therefore, our provision is in the Silver category.

Committee Name	SENATE
Meeting Date	22 February 2017
Paper Title	Research Excellence Framework (REF) Consultation
Paper Number	SEN-1617-44
Paper Author/Contact	Professor John Fletcher (Pro Vice Chancellor Research and Innovation) Julie Northam (Head of RKEO)
Purpose & Summary	Lord Stern's independent review of the REF was published last July and made 12 recommendations on the future shape of the REF exercise. These have been reviewed by the four UK HE funding bodies and, prior to Christmas, HEFCE published proposals to amend the REF to incorporate the recommendations. HEFCE's proposals are now open for consultation with the sector and BU will be submitting an institutional response before the deadline of 17th March. Although the proposal is to base the overall approach on REF2014, there are some substantial changes being proposed that, if implemented, would have a significant impact upon BU's submissions and potentially performance. The document itself is fairly lengthy and dense and over 40 questions are put forward for consideration. There are some excellent summaries available online, for example HEFCE launches consultation on REF2021, Soft Stern or Hard Stern and Implementing REF2021. The key proposals are: • All research-active staff to be submitted • Staff to be submitted to UoAs based on HESA cost centres • The decoupling of staff from outputs • Outputs will no longer be portable across institutions • All outputs must be available in open access form (with some exceptions) • Impact will have a broader definition • Institutional-level assessment of environment and impact
Decision Required of the Committee	For discussion
Strategic Links	• KPI 1: Academic Strength • KPI 6: League Table Composite Rank • PI1: Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff • PI4: Percentage of BU outputs that have been made available via the green route open access

Implications, impacts or risks	Strong scores in the REF support BU to rise up the university league tables and increasing its reputation as a world-class research institution, attracting academically strong undergraduate and postgraduate students and high-quality, research-active staff.
Confidentiality	None

Consultation
December **2016/36**

Consultation on the second Research Excellence Framework

This document sets out the proposals of the four UK higher education funding bodies for the second Research Excellence Framework (REF) for the assessment of research in UK higher education institutions. The proposals seek to build on the first REF conducted in 2014, and to incorporate the principles identified in Lord Stern's Independent Review of the REF.

We invite responses from higher education institutions and other groups and organisations with an interest in the conduct, quality, funding or use of research. Please respond by **noon on Friday 17 March 2017** using the online form.

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Consultation on the second Research Excellence Framework

To	Heads of higher education institutions in England, Scotland, Wales and Northern Ireland
	Organisations with an interest in commissioning and using academic research including businesses, public sector bodies, charities and other third sector organisations
	Individuals and organisations with an interest in research assessment in higher education
Of interest to those responsible for	Research, Planning
Reference	2016/36
Publication date	December 2016
Enquiries to	Anna Lang, tel 0117 931 7302, email researchpolicy@hefce.ac.uk

Executive summary

Purpose

1.   This document sets out the proposals of the four UK higher education funding bodies for the second Research Excellence Framework (REF) for the assessment of research in UK higher education institutions. The proposals seek to build on the first REF conducted in 2014, and to incorporate the principles identified in Lord Stern's Independent Review of the REF.

Key points

2.   The four UK higher education funding bodies are consulting on detailed arrangements for research assessment in a second Research Excellence Framework. We propose an overall approach based on REF 2014, incorporating the principles of Lord Stern's Independent Review, and subject to changes that may be made in responses to this consultation.

3.   The full set of consultation questions is available at Annex A.

4.   We invite responses from higher education institutions and other groups and organisations with an interest in the conduct, quality, funding or use of research. This includes businesses, government and public sector bodies, charities and other third sector organisations.

Action required

5.   Responses to the consultation should be made using the online form provided available alongside this consultation at www.hefce.ac.uk/pubs/year/2016/201636/ by **noon on Friday 17 March 2017**.

Introduction

Background

6.   The Research Excellence Framework (REF) was first conducted in 2014, following extensive development and consultation with the higher education (HE) sector and wider organisations with an interest in the use of research. The REF built on the well developed assessment process established in the UK by the Research Assessment Exercise (RAE), and added several major new features, including the assessment of research impact. Full details of the REF and its development are available on the REF website, www.ref.ac.uk.

7.   In view of the significant changes introduced into REF after the RAE, the funding bodies undertook a comprehensive programme of evaluation activities. This approach included revisiting the question of whether metrics could provide a feasible alternative to peer review[1]. The outcomes from our evaluation have highlighted the overall success of the exercise, as well as the areas where further refinements may be necessary. A list and details of the evaluation projects and wider set of evidence used to inform this consultation are available at Annex B.

8.   In December 2015, Universities and Science Minister Jo Johnson launched a UK-wide review of the REF, chaired by Lord Nicholas Stern[2]. The Independent Review of the REF reported in July 2016 and included recommendations setting out the principles that should shape future REF exercises. The review considered that a substantial reinvention of the REF would increase uncertainty, workload and burden at a challenging time for UK higher education. It agreed that the processes used to assess research excellence – including measures of output, impact and environment – are well understood by the community and have, broadly speaking, delivered well in their objective to improve quality.

9.   We, the four UK higher education funding bodies[3], have taken an open approach to considering the options for future research assessment that will most effectively meet our aims (see paragraph 11) and incorporate the recommendations of Lord Stern's Independent Review, while placing the minimum burden possible on submitting institutions. Through analysing the evaluation and wider evidence we have gathered, and in line with the findings of Lord Stern's Independent Review, the funding bodies conclude that the REF remains the most appropriate mechanism for continuing to support our world-class research base through selectively allocating funds and by providing robust reputational and accountability information.

10.   The evaluation evidence has also informed the development of our proposals for consultation, as set out in this document. A theme we have identified emerging from the evidence is a desire for continuity with REF 2014 in the next exercise where possible, and for any changes to be incremental, in recognition of the additional burden when new processes are introduced. This desire has been expressed in relation to the arrangements for assessing impact in particular, given that the process was a new feature of REF 2014 and a significant amount of

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[1] See 'The Metric Tide: Report of the Independent Review of the Role of Metrics in Research Assessment and Management' (2015), available at www.hefce.ac.uk/pubs/rereports/Year/2015/metrictide/.

[2] Available at www.gov.uk/government/publications/research-excellence-framework-review.

[3] The four UK higher education funding bodies are the Department for the Economy (Northern Ireland), the Higher Education Funding Council for England, the Higher Education Funding Council for Wales and the Scottish Funding Council.

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time was invested by institutions in staff training on this aspect[4]. Therefore, we have taken the framework as implemented in 2014 as our starting position for this consultation, with proposals made only in those areas where our evidence suggests a need or desire for change, or where Lord Stern's Independent Review recommends change. In developing our proposals, we have been mindful of the level of burden indicated, and have identified where certain options may offer a more deregulated approach than in the previous framework. We do not intend to introduce new aspects to the assessment framework that will increase burden.

Aims and principles of research assessment

11.   The funding bodies' shared policy aim for research assessment is to secure the continuation of a world-class, dynamic and responsive research base across the full academic spectrum within UK higher education. We expect that this will continue to be achieved through the threefold purpose of a future REF:

- to provide accountability for public investment in research and produce evidence of the benefits of this investment
- to provide benchmarking information and establish reputational yardsticks, for use within the HE sector and for public information.
- to inform the selective allocation of funding for research.

12.   The conduct of a future exercise will continue to be governed by the following principles:

- **Equity:** the fair and equal assessment of all types of research and forms of research output
- **Equality:** promoting equality and diversity in all aspects of the assessment
- **Transparency:** the clear and open process through which decisions are made and information about the assessment process is shared.

13.   The funding bodies consider that all UK higher education institutions (HEIs) should be eligible to participate in the REF[5].

Responding to the consultation

14.   The following sections set out issues and proposals relating to particular aspects of a future REF exercise. We are seeking views on aspects of the following features of the assessment framework:

- overall approach
- Unit of Assessment structure
- expert panels
- staff
- collaboration
- outputs
- impact
- environment

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[4] See RAND Europe, 'Preparing impact submissions for REF 2014: An evaluation (findings and observations)' (March 2015), available at www.hefce.ac.uk/pubs/rereports/Year/2015/REFimpacteval/, p.xiv; 'Evaluating the 2014 REF: Feedback from participating institutions' (March 2015), available at www.hefce.ac.uk/rsrch/REFreview/feedback/, p.15.

[5] In England only this includes HEIs' connected institutions.

- institutional-level assessment
- outcomes and weighting
- proposed timetable.

15.   We invite views in response to the questions posed throughout the sections listed in paragraph 14. A summary of the questions is available at Annex A. Responses to this consultation are invited from any organisation, group or individual with an interest in the conduct, quality, funding or use of research. Responses to the consultation should be made using the online form provided available alongside this consultation at www.hefce.ac.uk/pubs/year/2016/201636/ by **noon on Friday 17 March 2017**.

16.   Only responses received through the online form will be reviewed and included in our analysis. All responses made through the online form by the deadline will be considered. To facilitate the internal development of responses a downloadable MS Word version of the response form is also available alongside this consultation at www.hefce.ac.uk/pubs/year/2016/201636/, but this should not be submitted directly.

17.   Following the deadline, HEFCE will copy responses to the Scottish Funding Council, the Higher Education Funding Council for Wales and the Department for the Economy in Northern Ireland.

18.   The funding bodies will be holding consultation events for HEIs during the consultation period. The events will outline the questions and proposals, and will provide an opportunity for institutions to raise any issues for clarification and discussion. HEIs across the UK may register up to two delegates each across all of the events.

Next steps

19.   The responses to this consultation will be considered by the boards (or equivalent) of the funding bodies in mid-2017. Initial decisions on the next REF will be announced in summer 2017.

20.   We will commit to read, record and analyse responses to this consultation in a consistent manner. For reasons of practicality, usually a fair and balanced summary of responses rather than the individual responses themselves will inform any decision made. In most cases the merit of the arguments made is likely to be given more weight than the number of times the same point is made. Responses from organisations or representative bodies with high interest in the area under consultation, or likelihood of being affected most by the proposals, are likely to carry more weight than those with little or none.

21.   We will publish an analysis of the consultation responses and an explanation of how they were considered in our subsequent decision. We may publish individual responses to the consultation in the summary. Where we have not been able to respond to a significant material issue, we will usually explain the reasons for this.

22.   Additionally, all responses may be disclosed on request, under the terms of the relevant Freedom of Information Acts across the UK. The Acts give a public right of access to any information held by a public authority, in this case the four UK funding bodies. This includes information provided in response to a consultation. We have a responsibility to decide whether any responses, including information about your identity, should be made public or treated as confidential. We can refuse to disclose information only in exceptional circumstances. This means that responses to this consultation are unlikely to be treated as confidential except in very

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particular circumstances. For further information about the Acts see the Information Commissioner's Office website, www.ico.gov.uk or, in Scotland, the website of the Scottish Information Commissioner www.itspublicknowledge.info/home/.

Proposals for consultation

Overall approach

23.   As outlined in paragraph 10, the funding bodies propose an overall approach to research assessment in a future exercise based on the framework implemented in REF 2014, subject to changes that may be made as a result of responses to this consultation. The overall approach will therefore include the assessment of research outputs, impact and environment by expert panels using peer review, informed by appropriate metrics where applicable.

24.   The Government's 2015 Higher Education White Paper 'Fulfilling our potential: teaching excellence, social mobility and student choice'[6] committed to holding the next REF by 2021. To meet this timescale, Lord Stern's Independent Review recommended that the decisions arising from this consultation should be published in the summer of 2017, with submissions to be made in 2020 and the assessment phase to take place in 2021.

> **Question 1:** Do you have any comments on the proposal to maintain an overall continuity of approach with REF 2014, as outlined in paragraphs 10 and 23?

Unit of Assessment structure

25.   The revised Unit of Assessment (UOA) structure in REF 2014 introduced fewer, broader UOAs across which the panels operated more consistently; some of the revised UOAs delivered a range of strategic and administrative benefits for submitting institutions and advantages for the panels during the assessment. The evidence we have gathered to date has shown a general preference for continuity over radical change in the next REF. However, we are seeking views on whether issues encountered with the UOA structure in 2014 warrant revisions to the structure for REF 2021.

26.   Some issues were identified with a small number of areas in the revised structure, including reduced visibility of individual disciplines and disciplinary differences in panel working methods. For example, there was an inconsistency of approach across institutions submitting to the four UOAs covering the engineering disciplines, which affected the comparability of outcomes in some areas and distributed workloads unevenly across the engineering sub-panels. Sub-panel 17: Geography and Archaeology raised specific concerns about the structure of its UOA in the panel overview report produced at the end of the assessment[7], and we have received correspondence suggesting particular consideration should be given to some subject areas, including forensic science, criminology and film and media studies.

27.   There are advantages in retaining the structure as it was in REF 2014, including continuity and comparability of outcomes. Additionally, it will be important not to lose the decrease of burden on HEIs provided by the greater alignment of HESA cost centres to the REF UOAs that

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[6] Available at https://www.gov.uk/government/consultations/higher-education-teaching-excellence-social-mobility-and-student-choice.

[7] 'Overview report by Main Panel C and Sub-panels 16 to 26' (2015), available at www.ref.ac.uk/panels/paneloverviewreports/, p.30.

was introduced during the previous assessment period[8]. Some of the REF 2014 UOAs received very high volumes of submissions, and covered a wide range of disciplinary areas, for example, UOA 1: Clinical Medicine and UOA 3: Allied Health Professions, Dentistry, Nursing and Pharmacy. However, some of the advantages arising from the configuration of these UOAs, as well as the ability to make multiple submissions in UOA 3, provided a balance to some of the challenges associated with size.

28.   We still aim in REF 2021 to support consistency across the panels, to encourage further the submission of interdisciplinary research (see paragraphs 71 to 72), to continue to minimise the fluidity between the UOA boundaries, and to give regard to the distribution of workload across panels.

29.   One approach to the assessment could include allowing sub-panels[9] to determine at the criteria-setting stage whether a separate sub-profile for outputs should be provided for the distinct areas they cover. This would have the advantage of combining visibility for distinct disciplinary areas in terms of research output quality, with the benefits derived from the broader sub-panels, such as increased consistency of assessment and streamlined processes for assessing interdisciplinary research.

30.   In cases where it is felt revisions should be made, we are seeking views on the most appropriate alternative configuration. We will only consider alternative approaches to the configuration of UOAs that will address issues encountered previously and in accordance with the wider aims outlined in paragraph 28. Where a convincing case is made for revisions to the UOA structure, these will be made within the existing two-tiered panel structure and according to our intention to retain fewer, broader UOAs. We also welcome views on the points raised at paragraph 26.

Question 2: What comments do you have about the Unit of Assessment structure in REF 2021?

Expert panels

Development of criteria

31.   As described in paragraph 9, we propose that the exercise continues to be based on expert review. For this purpose, the appointed panels will include leading experts in their fields – both those working in UK HEIs and, on the main panels, international members – and individuals with experience in commissioning and using research. We propose to retain the two-tiered structure, in which groups of sub-panels work together under the oversight and guidance of main panels, to build further consistency in processes and standards of assessment across the sub-panels.

32.   Experience of REF 2014 indicates that there may be scope for further improvements to consistency through simultaneously developing the submissions guidance and assessment criteria, in collaboration with the main panels. This would include appointing only main panels for the development of panel criteria (including main and sub-panel chairs, as well as international

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[8] See www.ref.ac.uk/results/analysis/.
[9] Or main panels if submissions guidance and assessment criteria are developed simultaneously.

and research-user main panel members). The sub-panel members and assessors would be appointed at a later point in the exercise, near to the start of the assessment year[10].

33.   Adopting this approach would have advantages and disadvantages, on which we would like your views. The simultaneous development of the submissions guidance and assessment criteria would offer a more coherent and straightforward set of guidelines for institutions. Sub-panel chairs could consult their subject communities on the criteria, which would be a more efficient approach than appointing full sub-panels. However, there may be concerns that broad sub-panels would require more than one individual to provide sufficient breath to represent their coverage. The later recruitment of sub-panel members may affect the sense of involvement in and ownership of the criteria-development process that sub-panels have expressed. There may also be a practical difficulty for individuals in taking on such a significant role with only a short time between appointment and the role beginning.

> **Question 3a:** Do you agree that the submissions guidance and panel criteria should be developed simultaneously?
>
> **Question 3b:** Do you support the later appointment of sub-panel members, near to the start of the assessment year?

Representativeness of the expert panels

34.   Analysis of the REF 2014 panel membership highlighted that some limited progress had been made in improving the representativeness of the membership since the RAE. Demographic information was not collected at the point of nomination, thereby preventing analysis of the appointed members in the context of the wider pool of nominees. In considering this issue, the Equality and Diversity Advisory Panel recommended that in a future exercise the funding bodies should identify ways of more effectively mainstreaming equality and diversity (E&D) considerations among all participants, at all stages of the appointment process[11].

35.   In response to these findings and recommendations, we propose the following measures to improve the representativeness of the panels for REF 2021:

a.   The appointment of main and sub-panel chairs should continue to be made through an open application process. Members of the selection panels will receive equality and diversity briefings and unconscious bias training. Demographic information will be collected from all applicants to enable subsequent monitoring.

b.   Other main panel members (including international members) and sub-panel members and assessors will continue to be appointed via a nominations process, in recognition of the scale of appointments, for which an application process would not be feasible.

c.   All nominations will be made via an online form, which will require mandatory demographic information to be provided for each nominee. This information will be used solely for monitoring, and not for selection purposes.

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[10] 'REF Manager's Report' (2015) available at www.ref.ac.uk/pubs/refmanagersreport/, p.28.
[11] 'Equality and diversity in the 2014 REF: A report by the Equality and Diversity Advisory Panel (EDAP)' (2015),available at www.ref.ac.uk/equality/edapreport/, p.12.

d.   All main and sub-panel chairs will receive equality and diversity briefings and unconscious bias training before selecting panel members.

36.   We have followed an approach in previous exercises of inviting nominations from academic associations and other bodies with an interest in research – excluding, for reasons of conflict of interest, mission groups, individual UK HEIs and groups within or subsidiaries of individual UK HEIs. Self-nomination was also excluded. We welcome views on whether this approach is still appropriate, or whether nominations could be opened up to all organisations and individuals.

37.   If we continue to follow the nominations approach used for REF 2014, we are likely to receive a pool of candidates endorsed by the subject communities and professional bodies that they represent. To improve further the representativeness of the appointed panels in this approach, we could introduce a requirement for nominating bodies to complete a structured form requesting information such as the E&D characteristics of the membership and how E&D was taken into account when selecting nominees. Such an approach is likely to ensure much greater account is taken of equality and diversity issues in the nominations process; however, the burden implications associated with this may limit the eventual number of bodies able to submit nominations. The process would also require a comprehensive review of the list of nominating bodies (see paragraph 39).

38.   The scale of an open nominations process would significantly increase burden, but would potentially deliver a much larger candidate pool. To inform the selection of panel members from the candidate pool, all nominations would need to be accompanied by evidence to indicate the nomination had the support of the relevant subject community –support that extended beyond the nominating organisation or individual, in cases of HEI, mission group or self-nomination. There is less scope in this approach for promoting fair practice in the nominations process, but we are seeking views on whether a more open nature is likely to increase the representativeness of the candidate pool. This approach may be more costly to manage, in view of the likely significant increase in the number of nominations submitted, and may also impact on the overall timeframe for recruitment.

39.   In either approach, it will be necessary to update the list of nominating bodies to ensure that all organisations with an interest in research that would like to make nominations to a future exercise are included, not just HEIs. The REF 2014 list of nominating bodies is provided alongside this consultation at www.hefce.ac.uk/pubs/year/2016/201636/ for review.

Question 4: Do you agree with the proposed measures outlined at paragraph 35 for improving representativeness on the panels?

Question 5a: Based on the options described at paragraphs 36 to 38, what approach do you think should be taken to nominating panel members?

Question 5b: Do you agree with the proposal to require nominating bodies to provide equality and diversity information?

Question 6: Please comment on any additions or amendments to the list of nominating bodies.

Staff

Selection of staff

40.   To meet our policy aim for research assessment, as set out in paragraph 11, our primary objective for the process is to identify excellent research of all kinds in the UK HE sector, and its impact. It is not intended to be a comprehensive assessment of all research activity in the sector. Experience of previous assessments demonstrates that assessing a sample of work of the highest quality is sufficient to provide a robust quality assessment in this context. In REF 2014 and previous exercises, this was achieved through institutions' selective submission of research staff and their outputs.

41.   We note comments made about the effect of staff selection on the comparability of the assessment outcomes. We are also aware of comments that the staff selection process was burdensome or divisive, or had divisive potential, and required careful management. An independent review of the costs and benefits of the REF further underlines these points and has identified the submission process for outputs, including review and staff selection, as the main cost driver at both the central and UOA level[12].

42.   Lord Stern's Independent Review of the REF stated that 'it is important that all academic staff who have any significant responsibility to undertake research are returned to the REF'[13]. The review recommended that all research-active staff should be returned to the REF.

43.   In line with this recommendation we propose that, for HEIs that choose to participate in the REF, all research-active staff should be included. We note concerns expressed that HEIs have previously and might now assign staff to UOAs in a way to maximize success in some UOAs at the expense of others. One route to avoid this is a proposition that HEIs would not choose which UOAs they make a submission to, with the expectation that all research-active staff would be associated with UOAs based on mapping Higher Education Statistics Agency (HESA) cost centres to UOAs. The proposed definition of 'research-active' staff is staff returned to the HESA Staff Collection with an activity code of 'Academic professional' and an academic employment function of either 'Research only' or 'Teaching and research'. We are aware that this definition would capture individuals employed as research assistants. We therefore propose that a measure of independence is also included in the definition of research-active staff. We seek views on whether such an approach would identity only those staff who are research-active. Such data from the HESA Staff Record could also be used as the volume measure for funding purposes.

44.   Some comments suggest that this approach might lead to staff seeing changes to the contracts of employment that will determine whether they are eligible for submission. We are interested in views on the likelihood and impact of this possible consequence and the impact on any particular groups of staff, and possible approaches which may mitigate against such an effect. (For example, HESA data could be used to identify shifts in employment patterns.)

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[12] Technopolis, 'REF Accountability Review: Costs, benefits and burden' (2015), available at www.hefce.ac.uk/pubs/rereports/Year/2015/refreviewcosts/.

[13] See 'Building on Success and Learning from Experience' (2016), available at www.gov.uk/government/publications/research-excellence-framework-review.

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> **Question 7:** Do you have any comments on the proposal to use HESA cost centres to map research-active staff to UOAs and are there any alternative approaches that should be considered?
>
> **Question 8:** What comments do you have on the proposed definition of 'research-active' staff?

Decoupling staff from outputs in the assessment

45.   In recognition of the burden associated with staff selection, the REF Manager's report made a recommendation to decouple staff and outputs in a future assessment. The report suggests that through this approach:

> 'the considerable efforts and stresses involved in staff selection and associated equality and diversity procedures could be greatly reduced. Some other complexities, notably relating to multi-authored papers, might also be reduced. However, this approach would require very careful consideration as there will remain a need for a robust volume measure for funding purposes.'[14]

46.   In addition, Lord Stern's Independent Review of the REF stated that the direct link between outputs and individuals returned to the REF should be broken, and recommended that outputs should be submitted at UOA level with flexibility for some members of staff to submit more and others less than the average.

47.   In our view, an approach that decoupled staff and outputs would most likely work by determining a set number of outputs to be submitted for each submitting unit according to the number of eligible staff in the unit. It may be more appropriate to determine this number by taking an average of the eligible staff over a set period, rather than from a single census date. Lord Stern's Independent Review recommended that rather than prescribing the return of four outputs for each member of staff, a future REF should prescribe maximum and minimum limits on the number of outputs that can be submitted for each individual.

48.   We anticipate that this approach would negate the need for arrangements to account for individual staff circumstances and may contribute significantly towards deregulation in the exercise. However, this could potentially lead to the under-representation in submissions of research produced by some groups of staff (for example, early career researchers), and so we welcome views on this issue and its possible impact.

49.   Careful consideration needs to be given to the impact on panel workloads in any model that results in a significant increase in the number of staff returned. Lord Stern's Independent Review suggested that the total number of outputs to be assessed should not significantly exceed the number reviewed in REF 2014. The review recommended that this should be achieved by reducing the average number of outputs submitted per full-time equivalent (FTE) staff member to two outputs, rather than using a sampling approach. We are aware that a multiplier of two, reducing the number of outputs required per member of staff, has the potential to reduce the power to discriminate between submissions that contain large amounts of high quality work. If a multiplier greater than two was recommended, a sampling approach would need to be considered in more detail. Views are sought on these issues.

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[14] 'REF Manager's Report', p.105.

50.   Lord Stern's Independent Review suggested that there could be maximum and minimum requirements on the number of outputs required for each staff member. A maximum of six outputs and minimum of potentially none was proposed. The intention of this proposed flexibility is to ensure that academics with a limited publication record are not required to have four outputs, to reduce the burden of staff circumstances, and to promote inter-sector mobility.

51.   Having a maximum number of outputs limits the extent to which staff and outputs are truly decoupled. However, having no limit could lead to submissions being based on the work of only a small number of individuals, meaning that the body of work submitted would not be representative of the work undertaken by the submitting unit. As an example, with a maximum limit of six outputs, a submission including 20 individuals, requiring 40 outputs, could be based on the work of seven members of staff.

52.   Having a minimum of zero has the potential for some research-active staff to contribute no outputs to the submission. An alternative may be a requirement for a minimum of one output associated with each staff member. We seek views on the issues above (paragraphs 47 to 52).

Question 9: With regard to the issues raised in relation to decoupling staff and outputs, what comments do you have on:

    a.   the proposal to require an average of two outputs per full-time equivalent staff member returned?

    b.   the maximum number of outputs for each staff member?

    c.   setting a minimum requirement of one for each staff member?

Portability of outputs

53.   In previous assessment exercises, research outputs were linked to submitted staff, and could be returned for assessment by the institution currently employing the staff member regardless of where they were employed when the output was produced. We note some comments about the effect of this policy on staff recruitment around the census date and about related salary inflation, which we would like to explore in this consultation. The approach described in paragraph 47, whereby the submission of outputs is decoupled from individual staff, would include a significant change to the assessment process in linking outputs wholly with the submitting institution.

54.   In recognition of these issues, Lord Stern's Independent Review recommended that outputs should be submitted only by the institution where the output was demonstrably generated. The review recommended that if individuals transfer between institutions (including from overseas) during the REF period, their works should be allocated to the HEI where they were based when the work was accepted for publication. We are aware that for some types of outputs, particularly monographs and portfolios, a single date of acceptance may be hard to identify, and for some outputs (performances, CDs, films), date of acceptance may not be a relevant term. In addition, for these outputs, where an output was demonstrably generated may be difficult to evidence.

55.   We anticipate that there would be significant challenges for institutions in identifying and being able to verify the eligibility of outputs as having been produced by the submitting unit

during the assessment period. While the new arrangements for open access that include the deposit of some output types in institutional repositories (see paragraph 68) may help with this, we are interested in identifying practical methods of verifying eligibility for all types of output across the period, as well as any unintended behavioural consequences that may result from this approach.

56.   We are aware that significant concerns have been raised about the unintended consequences of such an approach. The main issue raised has been the potential for non-portability to have a disproportionately negative impact on certain groups, for example in relation to the career progression of early career researchers, and to act against appropriate dynamism in the sector, for example by limiting the movement of researchers between industry and HEIs. Views are sought on this issue and potential mitigating actions. We are aware of some suggestions that outputs produced by individuals on fixed-term contracts should continue to be portable. However, we are also aware that this approach could capture the work of individuals not considered to be disadvantaged by the non-portability of outputs, such as emeritus professors. Alternatively, outputs could remain portable for individuals not submitted to REF 2014.

57.   Aside from the approach outlined by Lord Stern's Independent Review, we are seeking views on whether we could find a process that would enable HEIs to benefit from the support they have provided, for a significant part of the assessment period, to individuals who move HEIs close to the census date – for example, by allowing outputs to be shared proportionally between the current and previous institutions.

Question 10: What are your comments on the issues described in relation to portability of outputs, specifically:

    a.   is acceptance for publication a suitable marker to identify outputs that an institution can submit and how would this apply across different output types?

    b.   what challenges would your institution face in verifying the eligibility of outputs?

    c.   would non-portability have a negative impact on certain groups and how might this be mitigated?

    d.   what comments do you have on sharing outputs proportionally across institutions?

Staff identifier

58.   Where REF 2021 continues to collect information about individual staff, we are considering the arguments for and against mandating the use of Open Researcher and Contributor ID (ORCID) as the identifier for each staff member, as recommended in the report following the Independent Review of Metrics[15]. We welcome views on this issue. Respondents may find it helpful to review the 'Institutional ORCID Implementation and Cost-Benefit Analysis Report' in considering their views on this issue[16].

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[15] The Metric Tide, p.xii.
[16] Jisc, 'Institutional ORCID Implementation and Cost-Benefit Analysis Report' (2014), Available at http://orcidpilot.jiscinvolve.org/wp/.

Question 11: Do you support the introduction of a mandatory requirement for the Open Researcher and Contributor ID to be used as the staff identifier, in the event that information about individual staff members continues to be collected in REF 2021?

Categories of staff eligibility

59.   The need for categories of staff who are eligible for submission depends on the outcome of the approach taken to staff selection (see paragraphs 40 to 44). In the event that the submission of outputs remains linked to eligible staff, we are seeking views in three areas.

60.   A tighter definition of Category C staff (staff not employed by the submitting HEI, but whose research is primarily focused in the submitted unit) was introduced in REF 2014. As outlined in the REF manager's report, this was successful in enabling the submission of staff employed by embedded research council units, and NHS employees with specific research duties, but excluding those with looser relationships with the submitting HEI[17]. As also noted in that report, however, only 304 Category C staff were submitted in REF 2014, likely reflecting the tightened definition as well as changes to research council units that enabled more staff to be returned as Category A. In light of this, we are proposing to remove Category C as an eligible staff category in REF 2021.

61.   The criteria for allowing the submission of research assistants in REF 2014 included an element of interpretation or judgement which raised queries in both the submission and assessment phases. There is some uncertainty over whether the criteria were clear enough to enable consistency in practice across submissions, and a recognition of disciplinary differences relating to how independence is defined. We are seeking views on this issue, and any changes to the definition that may improve clarity in REF 2021.

62.   As has been the case in previous exercises, the assessing panels commented on the submission of staff on fractional contracts (0.2 FTE), particularly those who hold substantive research posts outside the UK, and whose research is not primarily focused in the submitted unit. To address this issue, the funding bodies are inviting views on a proposal to require the submission of a short statement outlining the connection of such staff to the submitted unit. The assessing sub-panel would use the statement to determine the eligibility of the member of staff. Where the panel is satisfied that a clear connection with the submitted unit has been established, the outputs listed against that staff member would be assessed according to the assessment criteria. Where the sub-panel is not satisfied, the staff member would be not be considered eligible and would be removed from the submission, along with the listed outputs. We are aware of areas, for example the creative arts, where fractional contracts are standard practice and encourage collaboration between HE and industry. We do not intend to limit these interactions.

Question 12: What comments do you have on the proposal to remove Category C as a category of eligible staff?

Question 13: What comments do you have on the definition of research assistants?

Question 14: What comments do you have on the proposal for staff on fractional contracts, and is a minimum of 0.2 FTE appropriate?

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[17] 'REF manager's report', p.23.

Individual staff circumstances

63.   We still aim to support equality and diversity in research careers. As noted in paragraph 48, we anticipate that decoupling staff and outputs would negate the need for arrangements to account for individual staff circumstances and may contribute significantly towards deregulation in the exercise. However, we are aware this could potentially lead to the under-representation in submissions of research produced by some groups of staff (for example, early career researchers), and welcome views on this issue and its possible impact.

64.   Following the outcomes from this consultation process, the funding bodies will establish a new Equality and Diversity Advisory Panel and explore with its members the most appropriate approach to supporting equality and diversity in research careers. Where significant changes to the staff selection process are introduced, this will include discussions with the sector. Although a non-selective approach to staff selection is proposed, there may still be a requirement for HEIs to produce a code of practice relating to their submissions. We will explore avenues for simplifying this, including developing a template code of practice.

Collaboration

65.   We are considering how the REF can better support collaboration between academia and organisations beyond HE, as highlighted in relation to industry in the Dowling Review[18]. The review suggested allowances in terms of reductions to output thresholds for staff members moving into academia from other sectors, similar to those provided for early career researchers. However, we consider that the proposed flexibility in the number of outputs that can be returned can potentially promote this type of inter-sector mobility.

66.   We are seeking views on ways in which the environment element can give more recognition to universities' collaborations beyond HE and what indicators might be provided[19]. This could include asking for data about staff mobility (both inward and outward) between the submitting unit and organisations outside HE, which would increase the visibility of this activity in the environment element and might further incentivise behaviour. We welcome views on this proposal.

Question 15: What are your comments on better supporting collaboration between academia and organisations beyond higher education in REF 2021?

Outputs

67.   The key principles and criteria for assessing research outputs in REF 2021 are not expected to change significantly from those used for the assessment in 2014. Panels will need to consider various issues when drafting the panel criteria documents, depending on the outcomes from this consultation, including the contribution of authors to co-authored outputs in Main Panels A and B, encouraging more outputs to be double-weighted in Main Panels C and D, and providing more detailed guidance for portfolios in Main Panel D.

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[18] 'The Dowling Review of Business-University Research Collaborations' (2015), available at www.gov.uk/government/publications/business-university-research-collaborations-dowling-review-final-report, p. 4.

[19] 'The Dowling Review', p.30.

Open access

68.   One key aspect of the assessment of outputs in REF 2021 has already been established: a requirement that, to be eligible for submission in the next exercise, outputs must be made available in an open-access form. The open access policy states that journal articles and conference proceedings accepted for publication from 1 April 2016 need to have been deposited in an institutional or subject repository. Deposited material should be made discoverable, and free to read and download, for anyone with an internet connection, within the embargo periods specified in the policy[20].

69.   This aspect of the next REF was announced in March 2014 following extensive consultation with the sector, and the policy requirements are not being opened for further consultation in this document. In addition, we propose that credit be given to research environments that can demonstrate that they have gone beyond the requirements of the policy (see paragraph 116). We intend to extend this policy to monographs in exercises beyond 2021. Further information about this is available in Annex C.

Outputs due for publication after the submission date

70.   To address concerns raised about the risks of submitting outputs whose publication falls between the submission deadline and the end of the publication period, we are proposing that the submission of reserve outputs be permissible in this case. This would remove the risk of an unclassified score in the event that the output is not published during the publication period. We welcome views on this proposal.

Question 16: Do you agree with the proposal to allow the submission of a reserve output in cases where the publication of the preferred output will postdate the submission deadline?

Interdisciplinary research

71.   An underpinning principle of the REF is that all types of research and all forms of research output shall be assessed on a fair and equal basis, including interdisciplinary and collaborative research. To support this, REF 2014 built on enhancements to procedures for assessing this type of research. This included the configuration of broader UOAs; the appointment of additional assessors on the panels; an interdisciplinary identifier for outputs in the submissions system; arrangements for cross-referral of outputs across sub-panels; recognition of the impact arising from all types of research; and recognition of the support provided for interdisciplinary and collaborative research in the environment template. We are aware, however, that there continue to be concerns about the incentives for and assessment of interdisciplinary research in REF.

72.   We are therefore considering whether any additional arrangements should be introduced into REF 2021, to facilitate interdisciplinary research activity and support its assessment further[21]. Our starting position would be the continuation of the arrangements introduced in REF 2014; for example, the option to cross-refer outputs to other sub-panels. A range of further steps

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[20] See 'Policy for open access in the post-2014 Research Excellence Framework: Updated July 2015' (HEFCE 2014/07), available online at www.hefce.ac.uk/pubs/year/2014/201407/.
[21] This also follows the findings of a quantitative study on interdisciplinary research, Elsevier, 'A review of the UK's interdisciplinary research using a citation-based approach' (2015), and supplementary report, Elsevier, 'Interdisciplinary research in REF 2014 submitted publications' (2015), available at www.hefce.ac.uk/pubs/rereports/Year/2015/interdisc/.

could be taken. We welcome views on how effective the following suggestions we have received may be, as well as arguments for any additional ways to support interdisciplinary research:

a.   Appointment of interdisciplinary 'champions' on the sub-panels: each sub-panel would ensure one of the appointed members has interdisciplinary expertise. They would take on specific duties in the sub-panel for ensuring the equitable assessment of interdisciplinary research, including liaison with 'champions' on other sub-panels. This could involve meetings of all 'champions' in a main panel area, further to support consistency of assessment.

b.   Mandating the 'interdisciplinary identifier' field: as noted above (paragraph 71), in REF 2014 a submitting institution was able to identify the outputs it considered to be interdisciplinary, to draw this to the panels' attention. We note the varied use of the identifier by institutions, and some uncertainty about its purpose. Consistency of use could be improved by making the interdisciplinary identifier a mandatory field in the submission system, which could work in combination with, for example, the role of the interdisciplinary champion in better enabling identification and monitoring of interdisciplinary research outputs in the assessment.

c.   Explicit section in the environment template: increased visibility could be given to the submitting unit's structures in support of interdisciplinary research by introducing a separate section in the environment template. This would build on the arrangements in place for 2014, where information on interdisciplinary structures and support was invited as part of the final section of the template ('collaboration and contribution to the discipline or research base').

> **Question 17:** What are your comments on the assessment of interdisciplinary research in REF 2021?

Assessment metrics

73.   Informed by the outcomes of the Independent Review of Metrics, we have concluded that metrics should not replace peer review as the primary approach to the assessment in REF 2021[22]. This was endorsed by Lord Stern's Independent Review of the REF.

74.   With regard to the assessment of outputs, we propose that quantitative data continues to be provided to the panels to inform the assessment of output quality where the sub-panel, through consultation, deems this to be appropriate for the disciplines within its remit. Following the recommendation of the metrics review, we intend to explore whether the range and usefulness of the quantitative data provided to the panels can be enhanced, for example by providing field-weighted citation impact. We intend to work with the newly established Forum for Responsible Metrics on this, and we welcome views from respondents on this proposal, as well as any suggestions for appropriate output data for consideration by the forum.

> **Question 18:** Do you agree with the proposal for using quantitative data to inform the assessment of outputs, where considered appropriate for the discipline? If you agree, have you any suggestions for data that could be provided to the panels at output and aggregate level?

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[22] 'The Metric Tide'.

Impact

75.   Our continued policy aim in taking account of the impact of research in REF 2021 is to maintain and improve the achievements of the HE sector, both in undertaking ground-breaking research of the highest quality and in achieving demonstrable benefits to the economy and society through that research.

76.   The funding bodies consider that the introduction of this new element in UK research assessment in REF 2014 has been successful, and has allowed the demonstration of a wide range of impacts associated with research. An independent two-stage evaluation of the submission and assessment process underlines this overall view, while highlighting key areas for refinement in future.

77.   To enable institutions to build on the success of the first assessment of impact and allow the methodology to be further embedded, our key proposal for impact in REF 2021 is to remain consistent with the REF 2014 process as far as possible, except in the areas indicated below (paragraphs 78 to 108). These are where the evidence suggests further thought is required and where specific recommendations were made in Lord Stern's Independent Review of the REF. We welcome feedback on this key proposal.

Question 19: Do you agree with the proposal to maintain consistency where possible with the REF 2014 impact assessment process?

Guidance and criteria

78.   Lord Stern's Independent Review of the REF called for a broadening and deepening of the definition of impact, recognising that in REF 2014 there was room for a wider variety of impacts than were captured in the case studies. The review also recommended that the definition should include ground-breaking academic impacts leading to the creation of new disciplines. The broadening and deepening included some areas that fell within the definition of impact for REF 2014, but also covered new areas. It was recommended that guidance on the REF should make it clear that case studies can include impact on public engagement and understanding, impact on cultural life, academic impact outside the field, and impacts on teaching. We propose that ground-breaking academic impacts, such as research leading to the creation of new disciplines, would be more appropriately assessed through the output or environment element of the REF. Views are sought on these issues.

79.   To enhance the complementarity of impact policies across the dual support system, and to underpin our work towards developing a whole-system approach to impact, the funding bodies and Research Councils UK (RCUK) propose to align our respective definitions of academic and wider impact. It is our proposal that these definitions be adopted for use in REF 2021. The proposed definitions are as follows:

a.   **Academic impact:** the demonstrable contribution that excellent research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory, application and academic practice.

b.   **Wider impact:** an effect on, change to or benefit to the economy, society, culture, public policy or services, health, the environment, or quality of life, beyond academia.

80.   In the evidence we have gathered through our evaluation activity, some challenges have been identified in understanding the criteria of reach and significance, how these criteria would be assessed and weighted, and how they should be evidenced. The view from the panels was mixed with regard to the criteria, with some finding the relationship between reach and significance challenging, and others finding the application of reach in particular more difficult. While it sometimes proved challenging to assess the criteria holistically, our view is that this remains an important principle to maintain in REF 2021. We welcome views on this issue, and on any further guidance that might be helpful in supporting understanding of reach and significance.

81.   Feedback suggests that impact arising from public engagement activity was one of the more challenging types to describe and evidence, and some panels noted that the distinction between dissemination and impact was not clearly understood by institutions in all cases. We are seeking views on whether further guidance is necessary on submitting these types of impact case studies, and what sort of information would be helpful for institutions without being restrictive.

Question 20: What comments do you have on the recommendation to broaden and deepen the definition of impact?

Question 21: Do you agree with the proposal for the funding bodies and Research Councils UK to align their definitions of academic and wider impact? If yes, what comments do you have on the proposed definitions?

Question 22: What comments do you have on the criteria of reach and significance?

Question 23: What do you think about having further guidance for public engagement impacts and what do you think would be helpful?

Portability of impact

82.   In REF 2014, impact case studies were submitted by the institution or institutions in which the associated research had been conducted. This gave recognition to institutions' support of the research associated with impacts, and reflected our aim to assess the impact of a submitting unit. We note a mix of views on this issue, with some in favour of impact remaining with the institution, and others advocating for impact to travel with researchers. Arguments for the latter include the more practical, such as challenges in tracing information and evidence relating to staff who have left the institution, as well as perspectives on the principle, particularly where impacts are based primarily on the work of individuals.

83.   Our view is that the existing approach remains the most appropriate route to assessing impact, whereby impacts are submitted by the institution or institutions in which the underpinning research has been conducted. In addition to the arguments outlined in paragraph 82, this will allow recognition of, and continue to encourage, institutions' strategies for enabling impact, which might be disrupted if impact case studies were made portable.

Question 24: Do you agree with the proposal that impacts should remain eligible for submission by the institution or institutions in which the associated research has been conducted?

Impact template

84.   The impact template (REF3a) in REF 2014 described the submitted unit's approach to supporting and enabling impact from its research. The information in the template was intended to allow a more holistic and contextualised assessment of impact than would be possible from case studies alone. It also provided a mechanism for the assessment to take account of particular circumstances that might have constrained a unit's selection of case studies (for example, a new department).

85.   The evidence we have gathered suggests mixed views on the template from both institutions and panels. Some institutions have described a lack of guidance and uncertainty in completing the template, while others have described different issues such as the limitations of the template's length. REF panellists identified a range of challenges in assessing the template, questioning the effectiveness with which it could reflect institutions' enablement of impact, and its narrative basis.

86.   Lord Stern's Independent Review of the REF notes that environment and impact are mutually supportive and should be seen together, and that the strategy and support of impact are closely linked to the environment for research. It therefore recommends that the aspects captured by the impact template should be incorporated into the environment statement.

87.   On the other hand, positive views of the template have emerged. Institutions have reflected positively on its role in helping to shape strategy and allow units to demonstrate a breadth of impact activity. Similarly, some panellists felt the template allowed them to understand better what institutions were doing, and the contexts in which impacts occurred.

88.   In view of the feedback, and in accordance with our position that REF 2021 should continue to take account of the support for impact provided by submitting units, we propose taking account of the unit's approach to supporting and enabling impact as an explicit section of the environment element of the assessment. The impact template would no longer be required. The assessment of this section would contribute to the sub-profile for environment. 100 per cent of the impact sub-profile would be attributed to the impact case studies.

> **Question 25:** Do you agree that the approach to supporting and enabling impact should be captured as an explicit section of the environment element of the assessment?

Case study ratio

89.   The aim with impact in REF 2021 will be to assess the impact of the submitting institution's excellent research, not the impact of individuals or individual research outputs. This will continue to recognise the often serendipitous nature by which impact arises and acknowledges that, in a given period, not all research may result in impact.

90.   The required number of case studies per submission in REF 2014 is reported as having an effect on staff selection. In a detailed evaluation of the submission process, RAND Europe identified a 'discontinuity' in submission of staff at the threshold points for additional case studies,

and cited anecdotal evidence of the reported role that the number of case studies played in staff selection[23].

91.   The proposal that all research-active staff should be included in the REF (see paragraphs 40 to 44) will remove the issue of non-selection of staff due to case study requirements. However if all research-active staff are returned to the REF and the case study ratio used in REF 2014 remains, this will significantly increase the number of case studies submitted to the REF and thereby increase burden on the sector. We believe that the volume of impact case studies submitted to REF 2014 (around 7,000) was appropriate.

92.   Lord Stern's Independent Review of the REF has recommended that the number of case studies required in the next REF should not be significantly more than the number submitted to REF 2014. Therefore we are proposing that the case study ratio should be based on HESA data on research-active staff (as described in paragraph 43), to provide a total number of case studies that does not significantly exceed the number submitted to REF 2014.

93.   With the proposal to include all research-active staff and maintain the total number of case studies at REF 2014 levels, it may be appropriate for the minimum requirement of case studies for the smallest submissions to be reduced from two to one. This change would necessarily lead to scores for individual case studies becoming available for those small submissions.

94.   Lord Stern's Independent Review also recommended that all institutions should be required to submit some institutional-level impact case studies which arise from multi- and interdisciplinary and collaborative work. This is discussed in further detail in the section on institutional-level assessment (see paragraphs 118 to 125)

Question 26: What comments do you have on the suggested approaches to determining the required number of case studies? Are there alternative approaches that merit consideration?

Case study template

95.   The case study template (REF3b) in REF 2014 was an open-field template, designed to enable submitting units across all UOAs clearly to explain and demonstrate the impact of their research.

96.   To support the assessment and audit of case studies better, we propose that case studies are submitted via a web form in REF 2021 that will include the following mandatory fields to capture some of the basic details about the impact being described:

- name of submitting institution
- Unit of Assessment
- title of case study
- names and roles of staff conducting the underpinning research ('role' at time when the associated research was conducted)
- dates of employment by the submitting unit for staff conducting the associated research
- period in which the associated research was carried out
- Digital Object Identifier for each associated research output listed (where applicable).

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[23] RAND Europe, 'Preparing impact submissions for REF 2014', pp.11-12.

97.   Further optional fields could be introduced into the case study template to standardise the information collected, for example name of research funder (where applicable). The addition of fields such as this would primarily facilitate the use and analysis of case studies following the end of the exercise, rather than in the assessment process itself, although the information would still be available to the panels. We are seeking views on the arguments for and against including this type of additional field in the case study template.

Question 27: Do you agree with the proposal to include mandatory fields (paragraph 96) in the impact case study template, to support the assessment and audit process better?

Question 28: What comments do you have on the inclusion of further optional fields in the impact case study template (paragraph 97)?

Underpinning research

98.   It was a requirement for impact case studies in REF 2014 to be underpinned by excellent research produced by the submitting unit. While recognising that impact should be underpinned by research of demonstrable quality, Lord Stern's Independent Review of the REF stated that the requirement to link case studies to key research outputs has meant that potentially very valuable channels whereby the UK's research base impact on industry, public engagement, and policy advice are not being captured.

99.   The review therefore recommended that case studies should continue to be based on research of demonstrable quality, but could be linked to a research activity and a body or work as well as to specific research outputs. This would enable a richer picture of the impact of research to be developed where an individual or group's research and expertise has led to impact, but where the impact could not sensibly be linked to particular research outputs.

100.   We propose that examples of impact in REF 2021 must be underpinned by excellent research, research activity, or a body of work produced by the submitting unit in the period from 1 January 2000 to 31 December 2020.

101.   The window in which the underpinning research could have been produced was found to be broadly acceptable in REF 2014, with excellent examples of impact of many different types submitted across the panels. Analysis of the submitted case studies indicates that the time lag across the UOAs fell well within the window allowed, including in UOA 16: Architecture, Built Environment and Planning, which had an additional five years in REF 2014[24]. Therefore, we propose to retain the length of the window, the starting point for which will become 1 January 2000 in REF 2021 across all UOAs.

102.   We note that some issues were encountered by both submitting institutions and assessing panels in ensuring the two-star eligibility criterion for underpinning research was met. In REF 2014 underpinning research was required to be internationally recognised in terms of originality, significance and rigour. It could be considered that if the research has delivered impact, its originality and significance are less important than the rigour with which the research was undertaken. We welcome views on whether the threshold criterion should be based on standards of rigour and how these might be assessed.

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[24] KCL, 'The nature, scale and beneficiaries of research impact' (March 2015), available at www.hefce.ac.uk/pubs/rereports/Year/2015/analysisREFimpact/, pp.45-6.

Question 29: What comments do you have on the inclusion of examples of impact arising from research activity and bodies of work as well as from specific research outputs?

Question 30: Do you agree with the proposed timeframe for the underpinning research activity (1 January 2000 to 31 December 2020)?

Question 31: What are your views on the suggestion that the threshold criterion for underpinning research, research activity or a body of work should be based on standards of rigour? Do you have suggestions for how rigour could be assessed?

Evidence for impact

103.   Our evaluation activity has highlighted the provision of evidence as one of the most challenging aspects of the submission process for impact, as well as presenting issues for the assessing panels.

104.   In considering how best to refine this aspect of the process in REF 2021, it is helpful to divide the wider concept of 'evidence' into two separate categories:

- audit evidence: corroborating information that underpins the truth of the claims being made in the case study, for audit purposes

- assessment evidence: information and indicators in the case study that will enable the panel to judge the reach and significance of the impacts described.

Audit evidence

105.   Following REF 2014, some panel members highlighted the limited access they had to corroborating evidence during the assessment process. One option to address these concerns would be to require the submission of all corroborating evidence along with the case studies. This would offer panels greater access to evidence that, for the most part, institutions might already have held and would circumvent the need for institutions to be involved in the audit process. However, as highlighted in the REF Manager's report, consideration should be given to the potential increased burden on both institutions and the panels, as well as to providing an avenue for additional information about the impact. For panels, careful consideration would need to be given to whether and how audit evidence should be used, without informing judgements about the quality of the impact described.

Assessment evidence

106.   Analysis of the REF 2014 case studies highlighted that in some instances more standardised numerical measures could be used (for instance, quality-adjusted life years or generated income, where relevant). Use of consistent numerical units across case studies may better support the panels' assessment, and will further enable analysis of impact at a national level following the assessment.

107.   However, these benefits need to be balanced with our intention to enable the submission of all eligible impacts. We recognise there may be some concern that the use of standardised measures may signal a hierarchy of evidence within which not all types of impact can be demonstrated.

108.   As recommended in the Metrics Review, we are exploring the role that quantitative data could play as supportive evidence for the impact case studies, including the extent to which a set of guidelines on suggested types and standards of data may be useful. We intend to explore these issues with the Forum for Responsible Metrics, and we welcome initial views on this issue to feed into this work.

> **Question 32:** Evaluation of REF 2014 found that provision of impact evidence was challenging for HEIs and panels. Do you have any comments on the following:
>
>   **a**.   The suggestion to provide audit evidence to the panels?
>
>   **b.**   The development of guidelines for the use and standard of quantitative data as evidence for impact?
>
>   **c.**   Do you have any other comments on evidencing impacts in REF 2021?

Submitting examples of impact returned in REF 2014

109.   We would like to explore with the sector the principle of, and the practical issues involved in, submitting examples of impact in REF 2021 that were submitted in an earlier version to REF 2014, where the research is still delivering impact arising in the REF 2021 assessment period and where the remaining eligibility criteria are met.

110.   In defining the rules for submitting these types of case study, the funding bodies would like to strike the right balance between incentivising and recognising longer-term impacts arising from research, and continuing to incentivise the delivery of new areas of impact. We are seeking views on how the rules can be best designed to support this dual aim.

111.   An initial issue for consideration is whether such case studies need to demonstrate any additionality to the example submitted in 2014, beyond the continuation of the impact in the new assessment period. We are interested in views on this question on how, if there is a need for additionality, this might work in the assessment framework, and on how the regulatory burden of any additional requirements can be minimised. We also welcome views on the extent to which, if additionality is not needed, the panels should be made aware that the example was submitted in REF 2014, or whether any other rules should apply – for example, should submitting units only be allowed to submit impacts returned in 2014 as a certain proportion of their case studies? What other issues may be relevant to submitting impacts returned in REF 2014?

> **Question 33:** What are your views on the issues and rules around submitting examples of impact in REF 2021 that were returned in REF 2014?

Environment

Overall approach

112.   Concerns about the narrative nature of the environment template have been raised by the REF panels through our evaluation process. In line with this feedback, and recommendations made in Lord Stern's Independent Review and the Metrics Review, we propose to introduce a more structured template for the environment element of the assessment in REF 2021, which incorporates more quantitative data. Our view is that through decreasing the narrative elements

of the template and increasing the use of data which is already collected and held by institutions, a more deregulated approach to the environment element could be adopted. It will be important that the data provides a clearer picture of the submitting unit than in 2014, where the panels found challenging disconnections between the data provided and the submitted staff. We are also considering whether to introduce a separate section focusing on interdisciplinary research, as set out in paragraph 72.

113.   We intend to work with the Forum for Responsible Metrics to develop appropriate indicators for the research environment. As noted, our starting point will be to consider data which is already collected and held by institutions. We invite initial suggestions to inform this work, including indicators related to equality and diversity.

114.   Following the recommendation made in the REF Manager's Report, the funding bodies do not intend to schedule a formal period for data adjustments in REF 2021 where HESA data is used as part of the assessment[25]. This is in view of the disproportionate resource required to undertake this activity, and to encourage institutions further to ensure HESA returns are as accurate as possible.

115.   As set out in paragraph 66, following the recommendations made in the Dowling review, we are also seeking views on ways in which the environment element can give more recognition to universities' collaborations beyond HE[26].

Question 34a: Do you agree with the proposal to improve the structure of the environment template and introduce more quantitative data into this aspect of the assessment?

Question 34b: Do you have suggestions of data already held by institutions that would provide panels with a valuable insight into the research environment?

Question 35: Do you have any comment on the ways in which the environment element can give more recognition to universities' collaboration beyond higher education?

Open access

116.   In addition, as noted in our policy on open access in the next REF, we intend that credit will be given to submissions that can demonstrate how the unit's approach to open access is above and beyond the policy requirements, in terms of the type of outputs that are published on an open access basis, and to submissions where outputs are presented in a form that allows re-use of the work. We propose that this information is provided through a statement detailing the unit's open access strategy, and supported with data on the unit's open access outputs and type of licencing. We welcome views on this proposal.

117.   We are also interested in views on ways in which we can incentivise units to share and manage their research data more effectively. This is in accordance both with our role on the UK Open Research Data Forum, which has published a concordat on open research data, and with our invitation from Government to consider how open data could be rewarded as part of future

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[25] 'REF Manager's Report', p.39.
[26] 'The Dowling Review', p.30.

REF assessments[27]. The concordat aims to help ensure that the research data gathered and generated by members of the UK research community is made openly available for use by others wherever possible, consistently with relevant legal, ethical and regulatory frameworks and norms[28]. As with the previous exercise, research datasets and databases that meet the REF definition of research will be eligible for submission in the outputs element of the assessment.

Question 36: Do you agree with the proposals for awarding additional credit to units for open access?

Question 37: What comments do you have on ways to incentivise units to share and manage their research data more effectively?

Institutional-level assessment

118.   A key change recommended by Lord Stern's Independent Review of the REF is that the next REF should include assessment of impact and environment at institutional level, undertaken by an institutional assessment panel. For impact, all institutions submitting to the REF should be required to submit some institutional-level impact case studies which arise from multi- and interdisciplinary and collaborative work. For environment, each institution would be required to submit an institutional-level environment statement which complements the statement provided at submission level.

119.   The introduction of institutional-level impact case studies is intended to provide institutions with the flexibility to showcase their interdisciplinary and collaborative impacts. We seek views on the proposal that institutions are required to submit between 10 and 20 per cent of their total number of required case studies at institutional level, with the provision that the smallest institutions can submit a minimum number of one institutional-level impact case study.

120.   The introduction of an institutional-level environment statement is intended to capture the aspects of environment that reflect the strategy, support and actions of the institution as a whole and reduce the amount of duplication currently presented in the multiple individual submissions at UOA level.

121.   Lord Stern's Independent Review recommends that the institutional-level environment assessment should include an account of the institution's future research environment strategy, and a statement of how it supports high-quality research and research-related activities, including its support for interdisciplinary and cross-institutional initiatives and impact.

122.   Lord Stern's Independent Review provided the following illustrative examples of the types of information that could be included:

   a.   HEI research and knowledge, engagement and impact strategies for the next REF cycle and progress made against plans from the previous REF cycle.

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[27] 'Concordat on Open Research Data launched', www.rcuk.ac.uk/media/news/160728/; 'Grant letter' from the Department for Business, Innovation and Skills to HEFCE (2015), available at www.hefce.ac.uk/funding/govletter/.
[28] The draft concordat is available at www.rcuk.ac.uk/research/opendata/.

b.   HEI actions to promote innovative and interdisciplinary research and cross-departmental working, for example seed funding, networks, shared facilities and cross-disciplinary networks or units.

c.   Institutional support for, and leading examples of, major external research collaborations with academic and non-academic partners, regionally, nationally and globally.

d.   Research facilities (such as laboratories, information technology capacity and library) and research support services (such as research data management, gaining and managing research funding, and support for the commercialisation of research).

e.   Institutional support for research students and early career researchers, for instance doctoral training centres and institutional career development assistance for research staff.

f.   Diversity strategy, including for example the institutional Athena Swan award recognising employment practices which promote gender equality.

123.   The submission-level environment statements should be condensed, be made complementary to the institutional statement and include those key metrics in research intensity specific to the UOA.

124.   Lord Stern's Independent Review provided the following illustrative examples of the types of information that could be included:

•   UOA research and knowledge, engagement and impact strategy for the next REF cycle, and implementation of strategic plans from the previous REF cycle

•   innovative interdisciplinary research initiatives and participation in major regional, national or international research collaborations with other academic and non-academic partners

•   contribution to the wider academic community such as journal editing, conference convening, working for learned societies and peer review, as well as other indicators of recognition and contribution

•   contribution to the wider non-academic community through engagement and impact-related activities, including membership of major policy committees or industry partnerships

•   provision of research facilities and research support specific to the unit

•   numbers of PhD students and post-doctoral research fellows per academic FTE

•   research grant income per academic FTE from competitive funding sources

•   UOA diversity strategy (to the extent that this is distinct from the institution's), including for example Departmental Athena Swan awards.

125.   Lord Stern's Independent Review noted that the introduction of institutional-level assessment will require careful testing and recommended that the funding bodies explore options for piloting this aspect of a future REF. The funding bodies intend to use the responses to the consultation to inform this pilot work. As a starting point we anticipate that the institutional-level assessment will be undertaken by a single panel with membership drawn from across the four Main Panels with additional panel members as required.

Question 38: What are your views on the introduction of institutional-level assessment of impact and environment?

Question 39: Do you have any comments on the factors that should be considered when piloting an institutional-level assessment?

Outcomes and weighting

126.   The introduction of institutional-level assessment will necessarily require a change to the weightings of different elements of the assessment and the construction of sub-profiles and overall quality profiles. Lord Stern's Independent Review recommended that the weighting for outputs should stay at 65 per cent and that the total weighting for impact across the submission and institutional-level assessment should not comprise less than 20 per cent. The Dowling review of Business-University Research Collaborations recommended that successor exercises to the REF should maintain or increase the weighting given to impact[29]. Meanwhile, Sir Andrew Witty's review of universities and growth recommended that the weighting for impact should increase to 25 per cent in a future exercise[30].

127.   Within the boundaries of these recommendations, we propose an initial approach of considering the institutional-level assessments of impact and environment as two additional 'sub-profiles' when constructing the overall quality profile for each submission. This is shown in Figure 1, along with the proposed weighting for each component. Under this approach, the scores for the institutional impact case studies would contribute to the impact sub-profile for all submissions made by an institution.

128.   This is one suggested approach. An alternative approach could take either or both of the elements of the institutional-level assessment out of the overall quality profile and be considered separately. Views are sought on potential approaches.

129.   In relation to joint submissions involving two or more HEIs, under the first of the approaches outlined in paragraph 127, the outcome would be different overall quality profiles for each HEI, due to the incorporation of different institutional-level assessments.

Question 40: What comments do you have on the proposed approach to creating the overall quality profile for each submission?

Question 41: Given the proposal that the weighting for outputs remain at 65 per cent, do you agree that the overall weighting for impact should remain at 20 per cent?

Question 42: Do you agree with the proposed split of the weightings between the institutional and submission-level elements of impact and environment?

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[29] 'The Dowling Review', p. 30

[30] 'Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth' (2013), available at https://www.gov.uk/government/consultations/universities-and-growth-the-witty-review-call-for-evidence, p.37

Figure 1: Proposed approach for considering institutional-level assessments of impact and environment
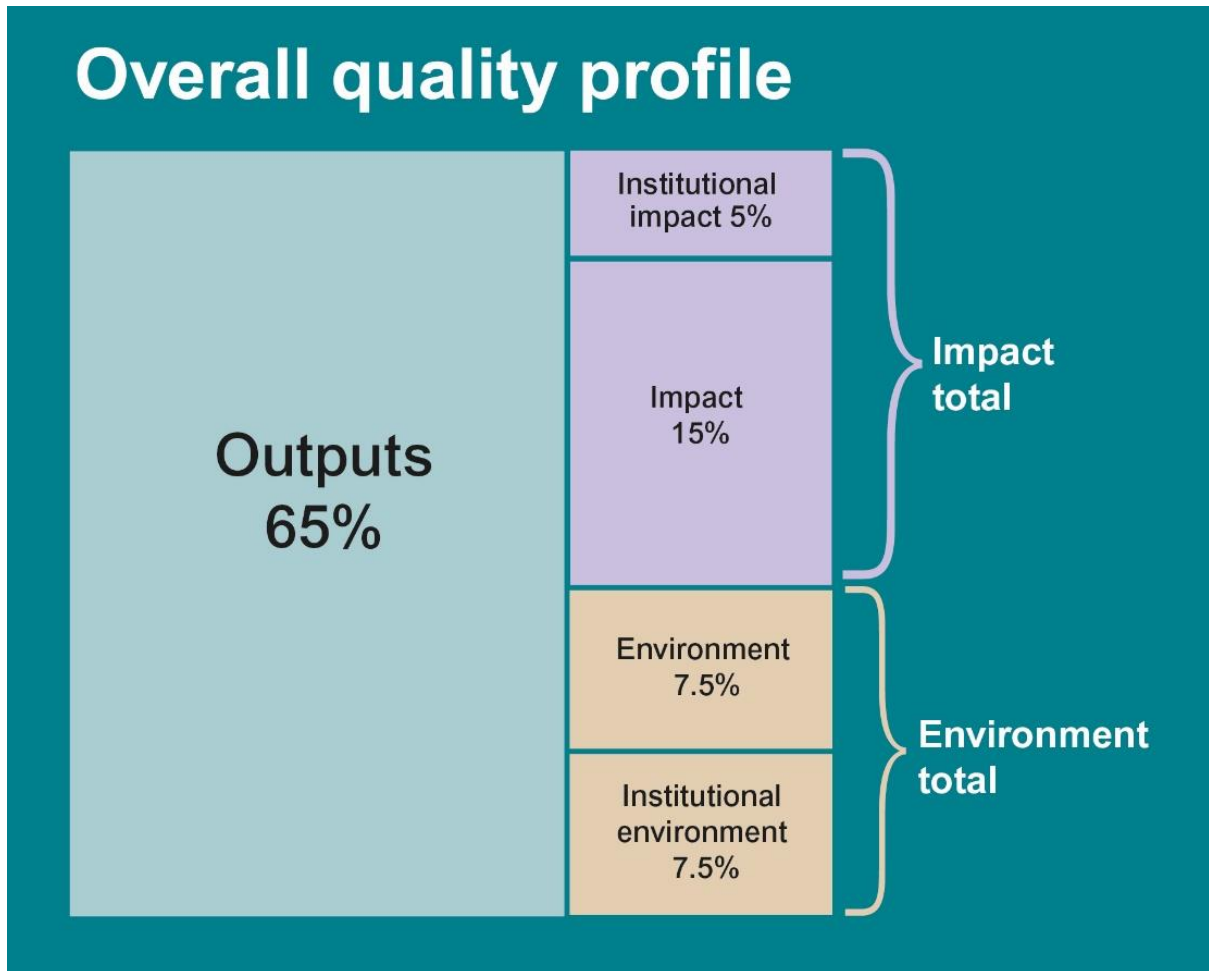
Proposed timetable for REF 2021

130.   As indicated in paragraph 24, our view is that the next REF exercise should take place in 2021. This strikes the right balance between offering stability of funding and minimising where possible the significant effort involved in the assessment process, while providing an opportunity to recognise improving performance in a timely fashion. An indicative timetable for an exercise according to this proposal is set out in Table 1. This timetable does not include information on key areas on which we are consulting, for example the appointment of members and assessors to the REF panels (see paragraphs 31 to 33).

Table 1: Proposed indicative timetable for REF 2021

1 August 2013	Start of period for income and impacts
1 January 2014	Start of period for outputs
Noon on Friday 17 March 2017	Consultation deadline
Mid-2017	Publish initial decisions on the next REF
Mid-2017	Appoint panel chairs
2018	Publish guidance on submissions and panel criteria
2019	Invite HEIs to make submissions
31 July 2020	End of assessment period (for research impacts, the research environment and related data)
November 2020	Closing date for submissions
31 December 2020	End of publication period for publication of research outputs and outputs underpinning impact case studies
2021	Assessment year
December 2021	Publication of outcomes
Spring 2022	Publication of submissions and reports

Question 43: What comments do you have on the proposed timetable for REF 2021?

Other comments

Question 44: Are there proposals not referred to above, or captured in your response so far, that you feel should be considered? If so, what are they and what is the rationale for their inclusion?

Annex A: Questions for consultation

Overall approach

Question 1: Do you have any comments on the proposal to maintain an overall continuity of approach with REF 2014, as outlined in paragraphs 10 and 23?

Unit of Assessment structure

Question 2: What comments do you have about the Unit of Assessment structure in REF 2021?

Expert panels

Question 3a: Do you agree that the submissions guidance and panel criteria should be developed simultaneously?

Question 3b: Do you support the later appointment of sub-panel members, near to the start of the assessment year?

Question 4: Do you agree with the proposed measures outlined at paragraph 35 for improving representativeness on the panels?

Question 5a: Based on the options described at paragraphs 36 to 38, what approach do you think should be taken to nominating panel members?

Question 5b: Do you agree with the proposal to require nominating bodies to provide equality and diversity information?

Question 6: Please comment on any additions or amendments to the list of nominating bodies.

Staff

Question 7: Do you have any comments on the proposal to use HESA cost centres to map research-active staff to UOAs and are there any alternative approaches that should be considered?

Question 8: What comments do you have on the proposed definition of 'research-active' staff?

Question 9: With regard to the issues raised in relation to decoupling staff and outputs, what comments do you have on:

    a. The proposal to require an average of two outputs per full-time equivalent staff returned?

    b. The maximum number of outputs for each staff member?

    c. Setting a minimum requirement of one for each staff member?

Question 10: What are your comments on the issues described in relation to portability of outputs, specifically:

    a. Is acceptance for publication a suitable marker to identify outputs that an institution can submit and how would this apply across different output types?

    b. What challenges would your institution face in verifying the eligibility of outputs?

    c. Would non-portability have a negative impact on certain groups and how might this be mitigated?

     d.   What comments do you have on sharing outputs proportionally across institutions?

Question 11: Do you support the introduction of a mandatory requirement for the Open Researcher and Contributor ID to be used as the staff identifier, in the event that information about individual staff members continues to be collected in REF 2021?

Question 12: What comments do you have on the proposal to remove Category C as a category of eligible staff?

Question 13: What comments do you have on the definition of research assistants?

Question 14: What comments do you have on the proposal for staff on fractional contracts and is a minimum of 0.2 FTE appropriate?

Collaboration

Question 15: What are your comments on better supporting collaboration between academia and organisations beyond higher education in REF 2021?

Outputs

Question 16: Do you agree with the proposal to allow the submission of a reserve output in cases where the publication of the preferred output will postdate the submission deadline?

Question 17: What are your comments on the assessment of interdisciplinary research in REF 2021?

Question 18: Do you agree with the proposal for using quantitative data to inform the assessment of outputs, where considered appropriate for the discipline? If you agree, have you any suggestions for data that could be provided to the panels at output and aggregate level?

Impact

Question 19: Do you agree with the proposal to maintain consistency where possible with the REF 2014 impact assessment process?

Question 20: What comments do you have on the recommendation to broaden and deepen the definition of impact?

Question 21: Do you agree with the proposal for the funding bodies and Research Councils UK to align their definitions of academic and wider impact? If yes, what comments do you have on the proposed definitions?

Question 22: What comments do you have on the criteria of reach and significance?

Question 23: What do you think about having further guidance for public engagement impacts and what do you think would be helpful?

Question 24: Do you agree with the proposal that impacts should remain eligible for submission by the institution or institutions in which the associated research has been conducted?

Question 25: Do you agree that the approach to supporting and enabling impact should be captured as an explicit section of the environment element of the assessment?

Question 26: What comments do you have on the suggested approaches to determining the required number of case studies? Are there alternative approaches that merit consideration?

Question 27: Do you agree with the proposal to include mandatory fields (paragraph 96) in the impact case study template to support the assessment and audit process better?

Question 28: What comments do you have on the inclusion of further optional fields in the impact case study template (paragraph 97)?

Question 29: What comments do you have on the inclusion of examples of impact arising from research activity and bodies of work as well as from specific research outputs?

Question 30: Do you agree with the proposed timeframe for the underpinning research activity (1 January 2000 to 31 December 2020)?

Question 31: What are your views on the suggestion that the threshold criterion for underpinning research, research activity or a body of work should be based on standards of rigour? Do you have suggestions for how rigour could be assessed?

Question 32: Evaluation of REF 2014 found that provision of impact evidence was challenging for HEIs and panels. Do you have any comments on the following:

    a. The suggestion to provide audit evidence to the panels?

    b. The development of guidelines for the use and standard of quantitative data as evidence for impact?

    c. Do you have any other comments on evidencing impacts in REF 2021?

Question 33: What are your views on the issues and rules around submitting examples of impact in REF 2021 that were returned in REF 2014?

Environment

Question 34a: Do you agree with the proposal to improve the structure of the environment template and introduce more quantitative data into this aspect of the assessment?

Question 34b: Do you have suggestions of data already held by institutions that would provide panels with a valuable insight into the research environment?

Question 35: Do you have any comment on the ways in which the environment element can give more recognition to universities' collaboration beyond higher education?

Question 36: Do you agree with the proposals for awarding additional credit to units for open access?

Question 37: What comments do you have on ways to incentivise units to share and manage their research data more effectively?

Institutional-level assessment

Question 38: What are your views on the introduction of institutional-level assessment of impact and environment?

Question 39: Do you have any comments on the factors that should be considered when piloting an institutional-level assessment?

Outcomes and weighting

Question 40: What comments do you have on the proposed approach to creating the overall quality profile for each submission?

Question 41: Given the proposal that the weighting for outputs remain at 65 per cent, do you agree that the overall weighting for impact should remain at 20 per cent?

Question 42: Do you agree with the proposed split of the weightings between the institutional and submission-level elements of impact and environment?

Proposed timetable for REF 2021

Question 43: What comments do you have on the proposed timetable for REF 2021?

Other comments

Question 44: Are there proposals not referred to above, or captured in your response so far, that you feel should be considered? If so, what are they and what is the rationale for their inclusion?

Annex B: List of evaluation and wider evidence

Category	Name
Research Excellence Framework (REF) documentation	'REF Manager's report' (March 2015)
	'Equality and diversity in the 2014 REF: A report by the Equality and Diversity Advisory Panel (EDAP)' (January 2015)
	'REF 2014 Panel overview reports' (January 2015)
	'Analysis of panel membership' (July 2011)
REF evaluation (commissioned)	RAND Europe, 'Preparing impact submissions for REF 2014: An evaluation (findings and observations)' (March 2015)
	RAND Europe, 'Preparing impact submissions for REF 2014: An evaluation (approach and evidence)' (March 2015)
	RAND Europe, 'Assessing impact submissions for REF 2014: An evaluation' (March 2015)
	Technopolis, 'REF Accountability Review: Costs, benefits and burden' (July 2015)
	Elsevier, 'A review of the UK's interdisciplinary research using a citation-based approach' (July 2015)
	Elsevier, 'Interdisciplinary research in REF 2014 submitted publications' (July 2015)
REF evaluation (internal)	'Evaluating the 2014 REF: Feedback from participating institutions' (March 2015)
	'Feedback from the REF 2014 panels' (July 2016)
	'Selection of staff for inclusion in the REF 2014' (August 2015)
Wider work relevant to future REF	KCL, 'The nature, scale and beneficiaries of research impact' (March 2015)
	The REF impact case study database
	'The Metric Tide: Report of the Independent Review of the Role of Metrics in Research Assessment and Management' (July 2015)
	Technopolis, 'Landscape review of interdisciplinary research in the UK' (September 2016)
	Technopolis, 'Case study review of interdisciplinary research in higher education institutions in England' (September 2016)
	British Academy, 'Crossing paths: Interdisciplinary institutions, careers, education and applications' (July 2016)
	'Building on success and learning from experience: An independent review of the research excellence framework' (July 2016)

Annex C: Open access and monographs

1.   We have already stated that monographs and other long-form research outputs need not be available in an open-access form to be eligible for submission to the next REF[31]. In the long term, however, we want to see the benefits that open access has brought to journal articles extended to other research outputs, including monographs[32]. We therefore intend to move towards an open-access requirement for monographs in the exercise that follows the next REF (expected in the mid-2020s). Given the length of time required to produce and publish monographs, we are signalling this now, to give due notice to the sector.

2.   As Professor Geoffrey Crossick confirmed in his report, 'Monographs and Open Access',[33] monographs are a vitally important and distinctive vehicle for research communication in many disciplines, and must be sustained in any moves to open access. There are clear benefits to extending open access to books, but substantial complexities involved in doing so. The report recommended that funders develop policies to encourage moves towards open access for monographs, but also set out in detail the issues that would need to be tackled before open-access monographs could become widespread.

3.   The report concluded that:

    a.   Open access offers both short and long-term advantages for monograph publication and use; many of these are bound up with a transition to digital publishing that has not been at the same speed as that for journals.

    b.   There is no single dominant emerging business model for supporting open-access publishing of monographs; a range of approaches will coexist for some time and it is unlikely that any single model will emerge as dominant.

    c.   Printed books will continue to be preferred for extensive reading and may form a part of many future business models; they will therefore continue to a considerable extent to be available alongside their open-access versions.

4.   The report also highlighted particular challenges around the open licensing of monographs, the inclusion of third-party copyrighted material in monographs, and the technicalities of digital book publishing, all of which would need to be treated with appropriate flexibility in designing policies to encourage open access.

5.   We do not intend to set out any detailed open-access policy requirements for monographs in a future REF exercise in this annex. However, setting a direction of travel now will allow academics, institutions, publishers and others to take appropriate steps. We see a clear need to develop some **principles** that can govern the introduction of a policy requirement in future.

Principles for a future policy on open access monographs

6.   Despite open access for monographs being at an earlier stage than for journals, this is a rapidly developing area. There is a clear need for better ongoing monitoring of the various

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[31] For details of our open access policy for journals and conferences in the next REF, see www.hefce.ac.uk/rsrch/oa.

[32] By 'monographs' we mean authored books, edited books, scholarly editions, book chapters and exhibition catalogues.

[33] Available at www.hefce.ac.uk/pubs/rereports/Year/2015/monographs/.

initiatives to ensure that progress can be gauged, policies coordinated, and opportunities seized. To this end, the Open Access Implementation Group, led by Universities UK and chaired by Professor Adam Tickell, is considering establishing in due course a sub-group to monitor developments in open-access monographs following Professor Crossick's report, and to stimulate and coordinate further work. Further details of the group will be made available in due course. We anticipate that the following principles can be developed further with the input of that group, but we would welcome comments on these principles from all interested parties, to be directed in the first instance to openaccess@hefce.ac.uk:

a. **There are powerful and valid reasons why open access should be extended to monographs and other long-form publications.** Open access has brought substantial benefits to scholarly communication in journals; within reason, and as far as is practical, it is right that other research outputs are required to take advantage of open-access options. We wish to see a gradual but definite move towards open access for monographs.

b. **There will be legitimate reasons why some monographs cannot be open-access, and we will be flexible about the proportion of monographs submitted to a future exercise that will be expected to meet open-access requirements.** Such reasons might include, but are not limited to: the lack of viable electronic or open-access publishing options for some monographs; problems created by significant dependence on the inclusion of copyrighted third-party material in the monograph; or a substantial dependence on royalty payments for sustaining an author's research endeavours.

c. **In as far as is practicable, the version that is made open-access should be academically equivalent to the final published version of record.** This will often mean that the open-access version reflects all academically necessary textual and presentational elements. However, policies should be flexible in allowing author manuscripts, deposited in a repository, to meet the requirements where the author is confident that these manuscripts reflect an academically correct version of the monograph.

d. **The monograph should at least be free to read, and ideally be licensed in a way that gives freedom to copy and reuse the published material.** The community should move towards adopting more permissive licenses, such as the Creative Commons Attribution licence ('CC BY'), when these are congruent with disciplinary norms and practices. More restrictive licences, such as the Creative Commons Attribution-NonCommercial-NoDerivs ('CC BY-NC-ND'), should be considered as acceptable alternatives for open-access monographs to allow norms and practices around more permissive licensing to evolve and be monitored.

e. **The monograph should be free to access in its entirety, ideally immediately on publication.** Partial access would not be sufficient, and might put the academic integrity of the monograph at risk. Embargoed access should be the exception, not the norm, and should ideally apply only to author-driven open-access models, such as repository deposit.

f. **There should be no requirement that any one particular business model be used to deliver open-access monographs.** The current models of open-access book publishing should be permitted, but we recognise that author-facing publishing charges are very high and cannot work at scale. Further experimentation is required to identify and develop business models that are cost-effective and scalable, paying due attention to the

need for the monograph publishing ecosystem to remain sustainable, innovative and diverse.

g. **Further work is needed to improve the academic acceptability and long-term accessibility of digital books.** A print copy of the monograph should to a considerable extent continue to be available, even when the primary mode of dissemination is online open access, and further work is needed by publishers to deliver improvements in digital publishing technology.

Annex D: Abbreviations

E&D   Equality and diversity

FTE   Full-time equivalent

HE   Higher education

HEFCE   Higher Education Funding Council for England

HEI   Higher Education Institution

HESA   Higher Education Statistics Agency

ORCID   Open Research and Contributor Identification

RAE   Research Assessment Exercise

RCUK   Research Councils UK

REF   Research Excellence Framework

UOA   Unit of Assessment

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BOURNEMOUTH UNIVERSITY

EDUCATION & STUDENT EXPERIENCE COMMITTEE MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 17TH JANUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

See Section 3.1   Organisational Development Impact Report

See Section 3.2   Multi Faith Chaplaincy Annual Report

See Section 3.3   International Mobility of Students Update

See Section 3.4   Student Induction Working Group and Arrivals Survey

See Section 4.1   Debate Item: Attendance Monitoring

See Section 6.2   Dignity, Diversity & Equality Steering Group Annual Report

BOURNEMOUTH UNIVERSITY
EDUCATION AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 17 January 2017 at 2.30pm in the Board Room

Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Prof R Stillman	Deputy Chair
Ms P Peckham (Secretary)	Faculty Education Services Manager (FST)
Ms M Pearson (Clerk)	Academic Quality Officer (AQ)
Mr D Asaya	SU President 2016/17, Students' Union (SUBU)
Mr J Cooke	Head of Student Engagement (SUBU)
Dr K Curtis	Co-opted Member of the Professoriate (FHSS)
Dr B Dyer	Deputy Dean (Education & Professional Practice) (FMC) and Chair of the Student Voice Committee
Ms B Elias	SU Vice-President (Activities) 2016/17, Students' Union (SUBU)
Prof G Esteban	Member of the Professoriate (FST)
Prof D Holley	Centre for Excellence in Learning Representative
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Prof V Katos	Member of the Professoriate (FST)
Ms G Larkins	SU Vice-President (Community) 2016/17, Students' Union (SUBU)
Ms J Mack	Head of Academic Services (AS)
Canon Dr B Merrington	University Chaplain
Dr S Minocha	Pro Vice-Chancellor (Global Engagement) (OVC)
Dr C L Osborne	Head of Academic Operations (OVC)
Prof K Phalp	Deputy Dean (Education & Professional Practice) (FST)
Prof S Porter	Member of the Professoriate (FHSS)
Prof E Rosser	Deputy Dean (Education & Professional Practice) (FHSS)
Dr G Roushan	Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Associate Dean (Student Experience) (FM)
Ms C Souter-Phillips	SU Vice-President (Welfare) 2016/17, Students' Union (SUBU)
Mr J Swanson	SU Vice-President (Education) 2016/17, Students' Union (SUBU)
Mr J Ward	Director of IT Services
Dr S White	Senate Representative (FHSS)
Prof T Zhang	Head of the Graduate School (GS)

In attendance:

Ms L Ladle	Careers and Employability Manager (SS)

Observers:

Michael Wood	Good Governance Institute
Dr Debbie Sadd	Principal Academic (FM)
Dr Sue Warnock	Head of Education (FM)

Apologies:
Apologies had been received from:

Ms M Barron	Head of Student Services (SS)
Dr C Hunt	Associate Dean (Student Experience) (FST)
Ms A Lacey	Student Representative Champion (FHSS)
Mr S Laird	Director of Estates
Dr A Main	Deputy Dean (Education & Professional Practice) (FM)
Dr T Zhang	Head of the Graduate School

1.   **Welcome and Introductions**

The Chair welcomed the group to the meeting and introductions were made. Apologies were noted as above.

2.   Minutes of Previous Meeting held on 22 November 2016

2.1   Accuracy

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

2.2   Matters Arising

2.2.1   Minute 2.2.9 – Updated ESEPs – Student Support ESEP
The University does not have the capacity currently to hold accommodation for incoming exchange students, as the number of incoming students had increased significantly. Despite not having anything specifically allocated for exchange students, BU had housed 18 incoming exchange students in Semester 1 2015/16 and a further 25 in Semester 2. Ms Barron advised that a meeting was due to take place shortly to discuss the issues with providing accommodation to incoming exchange students. A further update would be provided at the January 2017 meeting.
Action Completed: A plan was now in place for the second semester of 2018 having beds available for incoming exchange students.   This was a positive step in improving the accommodation provision for Semester 2 exchange students from next academic year.

2.2.2   Minute 2.2.12 – SUBU President's Report
Many Lansdowne students had stated that they would like to take part in various activities in Talbot Campus, however the cost of transport was an issue and discussions were still ongoing with regards to transport for Lansdowne students. The Go Out And Talk (GOAT) Team carried out research in October 2016. The results of the survey were provided to members at the November 2016 meeting. The majority of students had stated their main reasons for using a free inter-campus bus service was to access Talbot Campus facilities e.g. the library and larger lecture theatres. Members agreed that if it was not possible to provide a free inter-campus bus service, students should be advised accordingly as the issue had been ongoing for two years. It was suggested that the University should give some thought into preparing a statement which could be provided to students.
Action Ongoing: SUBU had a meeting with Facilities to discuss the cost of possibly providing free transport on Wednesdays afternoons as this is really important for students based at Landsdowne. Since that meeting, some analysis showed it was viable to offer free travel on Wednesday afternoons. However, there are concerns that Talbot students may want a similar provision and might see this as unfair. It was also possible that this offer may mean that students would not pay for a bus pass and this has cost consequences. It was noted that activities on Talbot Campus on Wednesday afternoons may have a clear link to employability on the 'course to careers' journey. This discussion would be taken forward by the travel planning group.

2.2.3   Minute 2.2.11 – Update on Student Induction 2016/17
The organisation of the induction system had not worked well this year. Mr Swanson agreed to send Dr Holley some feedback for the Induction Working Group taking place on 30 November 2016 and advice what had worked well and what had not worked well to ensure errors did not occur next year. A further update would be provided at the January ESEC meeting.
Action Completed: An arrivals survey was conducted to gather feedback on the induction process. An update on the work of the Induction Working Group was listed on the agenda for discussion under item 3.4.

2.2.4   Debate Item – V4L Implementation Plan
The Committee was reassured that the old and new VLE would run in parallel for ten months and the new VLE would not be primarily in use until the core of the new system was ready and available for learning. The old VLE would not be terminated until September 2018 when confidence could be placed in the new VLE and it was capable of integration and cultural change. A further update would be provided at the next ESEC meeting in January 2017.
Action Ongoing: The VLE Implementation team would be meeting later this week with the providers of the new VLE (Desire2Learn with Brightspace) to look at what might constitute a means for colleagues from across the University to use the VLE to its fullest potential. As anticipated, it was likely that, after discussions this week, they would opt for a phased implementation from September 2017 through to September 2018. The team wanted to ensure the new VLE was working and capable of being used to its full potential before all Faculties transitioned. There have been wider discussions around pedagogy and innovation and what might happen with the new VLE. The team was working to develop an implementation timeline. It had been good to see many academics getting involved, and the team has decided to put in place subgroups to work on selected actions and report back. The initial task force was smaller than initially thought but now had members who could influence others (key stakeholders). Members agreed it was useful to approach the implementation in stages rather than as one 'big bang' as the risk with transitioning all Faculties or students in September 2017 was high. A Best Practices Guide was in the process of being developed and would be reported upon in the next meeting.

2.2.5   Student Services Annual Report 2015/16
This year had seen a decrease in terms of applications for bursaries and scholarships. The reason for the reduction was currently unknown. There had also been a reduction in the number of emergency loans being provided to students which may be as a result of students receiving their Student Loans earlier than in previous years. As CEL had carried out a piece of work some time ago regarding bursaries, scholarships and student loans, the Committee suggested that CEL revisit the work previously carried out now that bursaries were means tested.
Action Ongoing: CEL compiled a paper that looked at the financial implications of bursaries. The first section was from work done by one of the post-doctoral researchers and formed part of a larger report that could be made available. The second section was work that Dr Eccles had carried out externally and there was a small reading list for those who were interested. There were two things to note in the paper. First, the end of the first paragraph highlighted that bursaries were available to support students who needed financial support – they were not just a marketing tool.   Second, there had been a previous discussion about resource-based bursaries, and schemes have become easier over time. This is to be handed over to the Fair Access Agreement Management Group (FAAMG) and Marketing & Communication to discuss. On a final note, another report was about student carers and how much difference the support can make to them, so there was good work being done.   **Action: D Holley, FAAMG, M&C**

3.   **PART 1: FOR DISCUSSION**

3.1   Organisation Development Impact Report
3.1.1   Members were advised that the report had been written seven months ago, therefore an update would be provided on the work currently being carried out and for members to provide feedback with regards to how to foster academic staff engagement; thereby making a positive difference on organisational performance.

3.1.2   Organisational Development (OD) were currently looking at interim feedback on the academic leadership programme and although participants had not yet accessed all modules of the programme, a number of themes and patterns had arisen including:

- Absence management issues and performance issues had been highlighted on all modules. Many felt they were spending much of their time dealing with under-performance and in turn those who performed well were not receiving enough attention.

- It was noted that personal confidence levels had risen with participants feeling more capable of addressing different situations.
- Managers also indicated that there was some confusion about what skills and attributes the University was looking for when nurturing talent in individuals.

3.1.3   It was recognised that the Academic Leadership Programme was new and evolving and participants had welcomed the involvement of UET.

3.1.4   Despite the fact that interest has been shown in the tools being offered and ways to stretch and nurture talent, the challenge remains to match the programmes on offer to what people want and need. The following issues in this area were highlighted:

3.1.5
- Despite providing modules requested by programme leaders, attendance has been disappointing and not all who register were attending on the day. One explanation for low attendance was thought to be the time required and questions over whether the commitment was a good investment of time. In spite of low attendance, external facilitators have indicated that the events successfully highlighted concerns that managers face.

- OD is looking at addressing needs, but questions if there needs to be a more local approach to what leaders need. Conversations with programme leaders working at Lansdowne indicate that there is an issue with the time involved in getting to Talbot Campus. As a consequence, some Faculties are running internal training, so maybe OD training could be more Faculty based. It was emphasized that support of line management is important and it was questioned if there is a way to have Department heads help programme leaders fit this type of training into their roles.

3.1.6   The academic leadership programme creates space for a shift in culture in the way programme leaders were supported. The importance of the programme was emphasized and it was noted that this was a huge investment where the active involvement of UET was highly valued.
However, the programme needed to be reinforced at Faculty level (embedded in action plans), and leaders should be expected to reflect on workshops and take part in succession planning.

3.1.7   Members questioned how the University recognised high performing lecturers in terms of professional practice and teaching quality. To this end, CEL offers support for staff to complete a PGCert or to apply for promotion. Faculties should highlight and reward contributions to student experience and the reputation of the Faculty. It was also important that SUBU members were heard with regards to recognising excellent teachers. It was confirmed that recognition for teaching excellence also applied to part-time hourly paid lecturers.

3.1.8   A number of other initiatives were outlined which included a pilot programme in HSS to reinvigorate the mentoring programme and supporting students workshops with a focus on attendance. Ms Barron advised that she would be meeting with MIND, a mental health charity, in February with a view to starting workshops for staff.

3.1.9   All of the training from OD has the potential to feed into the staff appraisal system which encourages individuals to take responsibility and invest their objectives into taking forward the University. Moving forward, there needed to be improved connections between individuals working forward their career and progressing the University.

3.1.10 The Committee thanked Dr Harding and Ms Barber for providing an update. Members noted the coaching programme would recommence in due course.

Noted: The Committee noted the Organisational Development Impact Report.

3.2   Annual Report: Multi Faith Chaplaincy

3.2.1   The BU Chaplaincy is a very small team with Canon Dr Merrington being the only full time member of staff. Members were reminded that religious societies were not overseen by chaplaincy but were part of SUBU.

3.2.2   It was noted that Student Services had initiated a multi faith group which ties in with Prevent to look at future issues and encourage dialogue.

3.2.3   A recurring issue with the Chaplaincy was a shortage of space, particularly for Islamic students to perform daily prayers. Students currently have access to the Student Hall for Friday prayers, but there was no space for daily prayers during the week. This was especially problematic for ladies as they were not comfortable coming to any of the space on offer. This was also an issue at Landsdowne as the current space in Bournemouth House was not ideal. It was suggested that space for these students could be located using the Engine Room in The Old Fire station; however, while this was possible on Fridays, it presented logistical problems during the week with students needing to pray multiple times throughout the day.

3.2.3a With this in mind, the University needed to consider the direction it was taking with regards to recruiting international students. If there was marketing in global regions where students were primarily Islamic, then a prayer room was an incentive and increasing numbers of Islamic students would continue to contribute to the lack of space. This issue was being looked at by the Wellbeing Group and was part of the delivery plan going forward.

3.2.4   Other Chaplaincy activities included the Global Café which was now held in the Fusion building and particularly attracts Erasmus students. Lunches were also being provided for PhD students to encourage them to mix and socialise which would help them to become better academics should they pursue that career path. The PhD lunches currently attracted approximately 40 students.   Overall, the Chaplaincy seeks to hold activities which fill any gaps in activities offered by BU.

3.2.5   The Chaplaincy also noted a number of activities relating to the Counselling/Wellbeing Service but was currently trying to move away from this as it has historically become emergency first aid for emotional issues. It was acknowledged that there were problems with the wellbeing provision including issues with wait times for counselling and an overall lack of space and counsellors. The Chaplaincy was hesitant to open doors for this again as they are a spiritual space. However, they were still seeing students (about 10 a week) that should be going to Wellbeing. As the Chaplaincy falls under Student Services, the struggle for space for wellbeing was also being picked up by the Wellbeing Group and was part of the delivery plan going forward.

3.2.5a Regarding the wellbeing provision, it was explained that these services, including counselling, were provided by a trust and they were currently fulfilling their contract. However, demand had grown and the provision needed to be reviewed. It was questioned if the contract for services included a proviso around wait times, but it was again confirmed that the trust was currently meeting all contractual obligations. It was agreed that this discussion needed to be picked up in delivery planning and the contract with the trust needed to be revisited. This was especially important as many of the issues raised were similar to those raised in the previous two years.
                                                                                        Action: M Barron/L Ladle

3.2.5b Counselling services currently had a no show rate of about 20% (which is typical for the NHS), and this likely increased the pressure placed on the service. It was possible that no show rates tied into wait times because students who were in crisis wanted the service immediately and felt they could not wait. There was a strong degree of triage where people with urgent needs were seen more quickly, and it was noted that Wellbeing services were not the NHS; there were NHS services available. However, it was acknowledged that NHS services also had a long wait time, so the University needed to fulfil its duty of care to students.

3.2.5c   Because of long wait times, many members of staff felt they were currently providing a counselling service to distressed students and it was acknowledged that this was a particular issue at Landsdowne as there was no counselling office or hub there. However, this created issues of staff boundaries, and there were currently workshops being offered to help determine boundaries and assist staff in signposting students to the appropriate services.

3.2.6   In reality, the Chaplaincy was best equipped to provide support with issues like student deaths. They handle everything from informing students and cohorts, caring for students, speaking with SUBU, speaking with the coroner and family, and providing thanksgiving services.

3.2.7   The Committee commended the Chaplaincy for the incredible amount of work that was done and thanked Canon Dr Merrington for the update.

           Noted: The Committee noted the Multi Faith Chaplaincy Annual Report.

3.3   <u>International Mobility of Students Update</u>

3.3.1   The report was discussed and the following areas were highlighted:

- The PI7 numbers looked at all students engaged in mobility, rather than just UG students. Subsequently, numbers had doubled to 4.0% since the previous report, and a breakdown was outlined in section 3.1 of the update. The target was 20% by 2018 with a goal of 10% by 2017/18. Key recommendations to raise these numbers further included considering a wider definition of mobility that included virtual mobility, continuing work on promoting mobility (activities like GlobalBU), and looking at funding streams.
- Significant work had been done to streamline the processes and workflows of GEM and to collect relevant data efficiently. However, the IT system project had not yet moved forward so there remained risk associated with manual data input and handling. A system to manage international mobility remained a priority (see recommendation 7.5 of the report)
- Global Engagement had been working closely with accommodation to take a proactive approach to accommodation barriers. This included shorter leases for exchange students.
- Several initiatives were piloted in 2015/16 which saw a shift from individual student mobility to cohort mobility. The Destination China, India, and Malaysia projects were successful with more than 60 staff and students participating. Numbers were expected to continue to grow.
- Study Exchange had grown and 2016/17 had seen more student interest in Erasmus+ than ever before. Funding for this programme had currently run out and the contingency was being used. A 100% increase in funding would be requested for 2017/18.
- Five recommendations had been made in section 7 of the report, and the IT system remained a top priority.

3.3.2   The FM noted that they were seeing more students going overseas than ever before. However, with more students travelling, more issues had been emerging. It was important that mechanisms were in place to capture these and look at both individual and systematic issues that arise across faculties. FM had also had an issue with incoming students about mapping curriculum appropriately instead of 'cherry picking' any module that sounded interesting.

3.3.3   The Committee commended the Global Engagement Team on the report, but it was noted that Erasmus mobility numbers were still low. It was agreed that this was a good time for the University to focus on creative ways to engage with and ask how we internationalise our curriculum. The development of virtual mobility was very positive for non-traditional students (often with family and work commitments in the UK) as it allowed them have an international experience without being required to travel.

3.3.4   It was noted that virtual mobility is a great lightweight way to get students to engage, but the Committee questioned if it should be monitored separately from physically traveling.

3.3.5   It was emphasised that Mobility activities were not in place just to chase a PI. This target was set as it brought benefits, skills and experiences that employers were looking for and valued. 67% of employers indicated that international experience is important, rising from 32% just three years ago. What these programmes really aimed to ensure is that access to international experiences and development is provided in order to support improved future employability of students.

3.3.6   It was noted that there also needed to be a strategic move towards better data capture of mobility activities that might be happening in Faculties on an individual basis.   A system to capture data related to mobility activities was expected later this year.

3.3.7   A Global Challenge Summit was announced for May to bring global employers in health to campus to engage as an extracurricular activity (perhaps compulsory for certain courses). This was still new, but it was hoped that this would increase the number of FHSS students engaging with mobility. It was noted that it would be useful to have guidance on types of virtual mobility that improve employability.   **Action: J Kuncova**

3.3.8   The committee noted that there seemed to be a lost opportunity with empty outgoing student exchange places and it was explained that this was due as much to a lack of funding as anything else. This was one reason to move from individual to cohort mobility as it decreases cost.

Noted: The Committee noted the International Mobility of Students Update and the recommendations that would need to be taken forward in the appropriate executive fora (since many concerned funding, for example) taking account of the discussion of the Committee.

3.4   Student Induction Working Group and Arrivals Survey

3.4.1   The induction working group report was noted and a written summary was provided. The following were highlighted:

- Faculties were establishing working groups that would feed back to the University working group February. The Faculties who had formed these working groups last year had much smoother induction operations.   Faculties were being asked to start these meetings from February and then to meet once a month thereafter. ADSEs were leading the meetings.
                                                           Action: ADSE-All faculties

- There was still a lot of work to do in joining up induction working groups with SUBU, LLS, and other services and it was important for colleagues in professional services to know what the individual Faculties were planning.

3.4.2   The Arrivals Survey report was noted that a written summary was provided. The primary areas of focus were those areas that scored under 70% in the survey.   The following were highlighted:

- There were accommodation issues that were being addressed by Student Services. The survey highlighted that those having issues were often late applicants who did not get the accommodation choice they wanted. It was noted that it was important that the University be honest and open with them about this possibility. It was also explained that there was not enough accommodation for students last year, but that this was being looked at. One action being taken was that housing would be released in four waves instead of three to address busy times.
- SUBU had taken on board how to liaise with students through a number of channels (e.g.Snapchat). It was agreed that SUBU would look at the fresher's booklet as it is not proving as useful as students expect. This will be discussed further at breakfast meetings.
                                                           Action: SUBU Officers

Noted: The Committee noted the Student Induction Working Group and Arrivals Survey.

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3.5   SUBU President's Report

3.5.1   The SUBU President's Report was noted and the following areas highlighted:

- SUBU had its first BME Awards which celebrated the diverse range of students in attendance at the University with over 300 students in attendance.
- SUBU Debates was launched and the first debate was around Cultural Appropriation. There had been a really good response to this and another debate was scheduled for February.
- A lot of work had been taken up in line with the sector to lobby MPs and march against rising fees.
- SUBU was now present on Landsdowne more to ensure that students did not feel isolated from SUBU support.
- SUBU held its first ever housing fair which was a massive success and helped students settle in with the local community.
- The VP Education held an entrepreneurial fair and had been working with the laptop loan programme, both of which had been successful.
- The VP Activities had been working on engaging with students at Lansdowne and was working on the first sports and societies fest in February to highlight the sports teams, clubs and societies at the University.
- A large number of student reps had been trained prior to Christmas, but more training was in process.

Noted: The Committee noted the SUBU President's Report.

3.6   Update on Changes to Placements

3.6.1   ESEC and Senate approved four changes to placements which were outlined in section one of the paper. The paper also provided an update on the communication and timetable that was sent out.

3.6.2   A number of actions were ongoing including timetabling, modelling, and appropriate mechanisms for certificates which is being explored by AS. Further updates on this work would be provided at the March and June ESEC meetings.

3.6.3   Students services had been working on standardising placements and a report on this would be provided at the March ESEC meeting.

Noted: The Committee noted the Update on Changes to Placements.

4.   **DEBATE ITEM**

4.1   Attendance Monitoring

4.1.1   The Computing Department's system for attendance monitoring was suggested as a debate item to consider the possibility of scaling up the system. The system in Computing was developed not just for attendance but for engagement and counselling because of the clear connection between attendance and performance. Sometimes students did not fully understand the impact of studying at university, and this system was a good way to identify these students early.

4.1.2   Computing students had been set an expected attendance rate of at least 80% by the staff as well as attending meetings with academic advisors, and induction and Computing seminars. If students were flagged in more than one area, then they were contacted. Performance was also monitored through assessment submission and performance, an early essay, programming uploads, and an in class test. These provided early indicators of performance.

4.1.3   The system worked by setting up tests on myBU to check that students are attending. It was a lot of work because each test needed to be set up separately for the whole year for each unit. However it allowed for statistics to be gathered because student submission and performance could be monitored and combined with other factors to see if a student should be contacted.

4.1.4   An email was sent for the first warning and the student was given a slot for a five minute interview. Outcomes of these meetings included student withdrawal, finding some with poor work/play balance or even undisclosed mitigating circs and these are then handled appropriately. Each outcome was addressed with an appropriate action which could include counsel at the meeting, reference to the Academic Advisor, or even suspension. This monitoring and feedback to students was an ongoing process. With this system, after three strikes, a student was considered to have removed themselves from the programme with each email/letter counting as a warning. This system ensured that, at an early stage, students were made fully aware of the consequences of their actions.

4.1.5   The pros of this system were that it provided a good overview of student engagement, allowed for early discussions with students (identify issues, discuss options), created a single central process (ideally would be maintained by academic advisors), and improved cohort morale (in discussions with students, they indicated that they like a strong system they can rely on. Sometimes non-attending students can provide a negative impact on morale). The cons of the system included the amount of work it took to collate, the amount of time it took to interview and follow up students, and the amount of repetition involved.

4.1.6   The Committee felt that this system was very interesting, and it was noted that a couple years ago there was an attempt to use QR codes to monitor attendance because students complained about other students social loafing and non-attending. This was evaluated positively by students but not by staff who felt it took too long to set up.

4.1.7   One concern was the tone of the letters which seemed harsh and the Committee questioned how the proposed system related to the University's policy on retention and withdrawal. It was important to link any monitoring process with the disciplinary processes of the University, and it was questioned if this type of monitoring removed the responsibility from students to monitor their own attendance.

4.1.8   Another concern was that the Computing system was not necessarily promoting inclusive learning and teaching as there may have been other issues causing low attendance and this process could cause additional stress. There was no data available regarding the types of students who were not attending/submitting work or their reasons for their situation but in some instances it was felt that the system had improved relationships with students who had been called in because they felt supported.

4.1.9   It was pointed out that, in terms of the new VLE, analytics might help in monitoring attendance and academic advisors may be able to share a dashboard of information with the student. However, it was important be realistic about what the VLE could do as attendance is another set of data that would need to be collated, so work needed to be done to pull the information together.

4.1.10 Computing was commended for seeing a problem and trying out solutions, especially with such a large cohort of students because it showed real support and caring. However, it was felt that the system was not scalable. Instead, it was agreed that the focus should be on an analytics solution in a central location because then data could be pulled from other systems. As there was clearly an interest in finding a solution, it was agreed that Faculties should work with IT for further discussions on analytics and possible solutions for attendance monitoring.

Action: DDEPPs

6.   PART 3: FOR NOTE

6.1   Centre for Excellence in Learning Update

6.1.1   The Committee **noted** the Centre for Excellence in Learning Update paper.

6.1.2   CEL was currently gathering feedback on the use of augmented reality and virtual worlds and wanted to hear from anyone who was using it.

6.1.3   Special attention was called to the different student awards this year and thanks were given for the work done across all faculties.

6.2   Annual Report: Dignity, Diversity and Equality Steering Group

6.2.1   The Committee **noted** the paper.

6.2.2   It was emphasized that this was incredibly important work, and the University needed to re-examine how it supported students and provided for equality.

6.2.3   It was noted that there was a University Mental Health Day on 2 March 2017.

6.3   TeachBU Update

6.3.1   The Committee **noted** the TeachBU Update.

6.3.2   It was noted that there were still spaces available for Reflections on Leadership. It would be valuable to have more senior people put through to this course. A number of people had shown interest but had not registered.

7.   REPORTING COMMITTEES

7.1   Student Voice Committee Minutes

7.1.1   The Committee **noted** Student Voice Committee minutes of 30 November, 14 December, and 4 January.

7.2   Technology Enhanced Learning Strategy Forum Minutes

7.2.1   The Committee **noted** the Technology Enhanced Learning Strategy Forum minutes of 6 January.

7.2.2   The VLE had been discussed previously, but there were more upcoming meetings. In particular, there was a meeting about online submissions and updates would be provided.

7.3   Faculty Education & Student Experience Committee (FESEC) Minutes

7.3.1   The Committee **noted** the Faculty Education and Student Experience Committee minutes as listed below:
  • FM minutes of 28 September and 23 November
  • FMC minutes of 26 October
  • FST minutes of 5 December

7.3.2   It was noted that there had been a positive focus in these minutes and value in the discussion and dialogue going into these meetings. It was also noted that despite some diversity, there was a positive level of consistency across the minutes.

7.3.3   The Committee requested that information from the Faculty of Management employability audit be shared when complete.

8.   ANY OTHER BUSINESS

8.1   There was no other business.

9.   DATE OF NEXT MEETING

Wednesday 29th March 2017 at 2.00pm in the Board Room

BOURNEMOUTH UNIVERSITY

UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 16TH JANUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 5	'BU open access publication funding application and approval procedures and policy'

3. OTHER RELEVANT ACTIONS

See Section 1.2.2	Research Ethics Panel Attendance
See Section 2	HEFCE Consultation on the second REF
See Section 4	Suggested protocol for allocating RKE income between Faculties and RKE Centres

BOURNEMOUTH UNIVERSITY
SENATE
UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE

Unconfirmed

Minutes of the meeting held on Monday 16th January 2017 at 10am, Boardroom, Poole House

Present: J Fletcher (Chair); I MacRury; A McConnell; C Fowler; V Hundley; S Tee; J Swanson (SU VP Education); G Beards; T Zhang; J Northam; L Ladle; L Miles; R Stillman

Apologies: M Heward; S Page; J Roach; E van Teijlingen

In Attendance: R Hurst; J Forster; P Lynch

AGENDA

WELCOME & APOLOGIES
The Chair welcomed members to the meeting.

1　**MINUTES OF THE PREVIOUS MEETING (5th Sept 2016) (CHAIR)**
The minutes were approved as an accurate record of the meeting with the exception of V Hundley who asked for an amendment to be made on page 1 action 1.2.1 as this was not recorded accurately at the last meeting.

The remaining actions were reviewed and updated accordingly.

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

V Hundley confirmed that this was overlooked at the last meeting and that HSS had reviewed the PIRLS data by email. I MacRury and L Miles confirmed they had also discussed this. R Stillman could not confirm this as he is currently standing in and has not attended the meetings to date.

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

Julie provided an update from F Knight confirming that F Knight and J Garrad met with the DDRPPs in September and discussed how they could work with the Faculties and Centres to better support bidding. Following this meeting it was agreed that a visit to the centre heads would be useful and this has started but not been completed.

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

I MacRury commented on the weak position his faculty is in, regarding timing and the lack of attendance from the Media School. He has added 4 new members from the Media School in order to improve attendance going forward. J Fletcher suggested there needs to be a review of the Ethics process and requested a working group needs to be set up to address this.

ACTION: Set up a working group to discuss the Ethics Panel meetings and review process.
ACTION BY: J Northam

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

ACTION: To explore the KTP pilot fund a put a paper forward at the next URKEC meeting. (To carry forward).
ACTION BY: J Fletcher / F Knight

J Northam provided an update from F Knight confirming that J Fletcher was going to meet with J Roach to discuss further. This has not yet happened so this action will roll over to the next URKEC meeting.

Sept 2016 Actions

4. To clarify how PI1 is calculated and which PI's and KPI's are calculated using information taken from BRIAN.

F Knight did not complete this action. F Knight did send an email round explaining how this is calculated at Faculty level. Following a discussion with V Hundley, J Northam queried whether this was actually the information required or if this needed to be calculated down to Research Centre level.

P Lynch gave a brief explanation of how the figures were calculated at Research Centre Level (best single output score of 3 or higher per person in the light-touch REF exercise)

J Northam and P Lynch agreed to discuss this further and meet with V Hundley to explain the calculations in more detail. P Lynch agreed to provide V Hundley with details of the calculations for the Centres in HSS.

ACTION: P Lynch to provide V Hundley with details of the calculations for the Centres in HSS
ACTION BY: P Lynch

4.1 To clarify how the list of recognised bodies is approved and who pays for membership of these bodies for academic staff.

J Northam provided an update on behalf of F Knight who confirmed she had a discussion with PRIME and that BU use a standard set of recognised bodies and that there is no consistent approach in terms of whether membership is paid for by BU or the individual. A discussion around this followed and J Fletcher agreed to take this to UET for further clarification.

ACTION: To clarify how the list of bodies is approved and who pays for membership of these bodies for academic staff.
ACTION BY: J Fletcher to take to UET

7. Pilot Annual Review of RKE Centres

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

J Northam provided an update on behalf of F Knight, confirming she had met with P Lynch but, given the amount of work the exercise was for the centre review, it was agreed they would revisit once the centre review was concluded to assess the feasibility.

A question was raised as to whether we want to review the Research Clusters as they were set up to be fluid. Concerns were also raised as to how much work this would involve.

It was agreed by all that the Research Clusters do not need to be reviewed formally and that they will be overseen at Faculty level.

Unconfirmed

10.2 IP Policy

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

J Fletcher received minimal feedback so requested further feedback to be sent to him as soon as possible so this could be actioned.

2   **HEFCE Consultation on the second REF (Chair)**
     BU's response to the relevant consultation questions from an institutional perspective
     J Fletcher summarised the key proposals which are now open for consultation. BU will be submitting an institutional response before the deadline of 17th March.

     A general discussion around the first 3 key proposals took place;
     - All research-active staff to be submitted
     - The decoupling of staff from outputs
     - Outputs will no longer be portable across institutions

     The main points to highlight were, for the next REF light touch activity, J Fletcher recommended we gather all publications that are being produced to sample the quality of them early on, and for this to include a set of questions within the data so that the quarterly reports reflect this information in advance. Following the profiling of publications for the next REF light touch activity it was suggested that mentoring would be a useful way to support staff submitting quality publications to REF. Some Faculties shared the activity they are already offering; short writing courses, long term buddy schemes, writing weeks, all of which have been well received.

     J Fletcher suggested a call to Organisational Development to enhance the appraisal process to increase the importance of the REF message.

ACTION: J Fletcher to meet with C Harding from OD to discuss the enhancement of the appraisal process to link it more closely to the requirements for the REF.
ACTION BY: J Fletcher

     There was not enough time to discuss all the key proposals so J Fletcher recommended this discussion continue within the Faculties and feedback to be sent to J Northam by 10th February.

     This feedback will then be reviewed and collated by J Northam and J Fletcher and a draft response produced to be discussed at an extraordinary REF Committee and URKEC meeting on 20th February UET will approve the final version before submission to HEFCE by 17th March.

3   **RKE Centres (P Lynch)**
     3.1 Review of summary table for performance of RKE Centres
     P Lynch provided a table summarising performance of the RKE Centres. It was clear from the feedback that the KPI's are not totally accurate as more BRIAN profiles need to be completed. Feedback suggested the table is useful but a breakdown of the data is required to explain the constituency in more detail.

     V Hundley requested the approval to share the summary table for performance of RKE Centres.
     P Lynch agreed this could be shared and will send an electronic copy of the summary table for this purpose.

ACTION: To send an electronic copy of the summary table for performance of RKE Centres to URKEC
ACTION BY: P Lynch

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3.2 <u>Timeline for centre reporting 2017 and recommended changes</u>
Originally the data was scheduled to be reported to URKEC in June however producing the data at that time of the year is more difficult and less accurate than aligning the reporting year to BU financial years. The proposal is for the timeline of reporting to change so that the initial set of data will be released at the end of September, the responses and proposed amendments will be received by 14th October, the final reports and templates will be sent out to the centres by the end of October and the final reports to be sent back to RKEO by the end of December. Information will then be reported to URKEC in January.

V Hundley expressed a concern that the final report deadline should be earlier than the end of December as the reports will need to be signed off by the Faculty Research Committees in advance of submission. The suggestion was to make this date earlier to allow enough time to get sign off. It was agreed that the final reports should be sent to RKEO by the 30th November. P Lynch will make the necessary amendments to the timeline.

3.3 <u>Agreement of updated 'BU RKE centres policy and procedures' (for UET approval)</u>
The centres policy and procedures has been updated to show these changes including all reports to go to Deputy Deans rather than to the Centre Heads. URKEC agreed the changes and J Fletcher will take this to UET for approval.

ACTION: To take the updated RKE Centres Policy and Procedures to UET for approval
ACTION BY: J Fletcher

4   Suggested protocol for allocating RKE income between Faculties and RKE Centres (P Lynch)

The Research and Knowledge Exchange Office is responsible for recording external income received in relation to activities classified as research or knowledge exchange. Historically, income has been assigned to the Principle Investigator (PI) and the faculty they are based in; both in terms of reporting credit for obtaining the award and in terms of financial transactions and accounting. This paper considers the fairness and shortcomings of the current system and seeks approval and/or further input as to how this should be taken forward now and in the future. P Lynch submitted this paper for further discussion and feedback.

V Hundley shared her experiences in the Faculty of HSS, highlighting the main problem was the credit obtained for the award was unfair. A general discussion around dis-incentivising cross Faculty working continued and concerns were raised that this could cause problems in the future. It was agreed that this new process would be piloted but monitored and changes made accordingly. Income should be split by Faculty and that a 'credit' (100% shared amongst PI and Co-I's) be introduced in RED. J Fletcher suggested this be reviewed at URKEC in September 2017.

ACTION: To pilot the new process for allocating RKE income between Faculties. To introduce a share of credit, within RED, for bringing research in.
ACTION BY: P Lynch
ACTION: Review the new process for allocating RKE income between Faculties at URKEC in September 2017
ACTION BY: J Fletcher

5   Policy Approvals
Existing policy 'BU open access publication funding application and approval procedures and policy'
This policy has been put forward by S Stringer. In October 2016, the University was awarded a RCUK Open Access Block Grant (c. £10k) to support compliance with RCUK Policy on Open Access. The BU Open Access Policy has been updated to reflect the changes and is here for approval.
The policy was approved by all at URKEC.

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6   Obsolete RKEO development initiatives - closing evaluation reports (J Northam)

J Northam presented the reports that were collated by J Garrad and her team in RKEO. The reports detail the now obsolete development initiatives that RKEO previously ran, such as BRAD, EUADS, Grants Academy. Information is provided in the reports as to the success of these schemes. The reports were included for information only and are not open for discussion. These have been replaced by the RKEO Development Framework which is the new initiative going forward.

7   KTP update (J Roach)

J Roach was not present to give an update.

8   Graduate School update (T Zhang)

T Zhang provided a brief overview on the Graduate School. The main area of focus was on studentships. The deadline for studentships has now passed with half of the students being centrally allocated and the other half allocated by the Faculties. There have been a record number of applications this year for all studentships with a larger proportion applying for central studentships so the success rate will be lower than Faculty studentships.

9   Research Staff Association update (M Heward)

M Heward was not present to give an update.

10   Updates from sub-committees (with minutes to note):

- REF Committee (E van Teijlingen)

The focus at REF committee is currently on the ongoing preparation for REF 2021 and the current consultation.

- HEIF Committee (A McConnell)

A McConnell reported on the November HEIF 5+1+1 meeting. There are 12 new HEIF projects, 4 of which are a continuation of 5+1 projects. Many of the projects were linked to FoL proposals and a lot of external funding bids are being generated. An initiative around impact and raising the profile of HEIF projects is ongoing with J Codling and a final year BU Media student O Cooke. The plan is to produce a series of videos detailing the HEIF journey at BU. The HEIF 6 strategy has been submitted and a response from HEFCE is due soon. R Edwards from RKEO presented a very interesting presentation on innovation, impact and public engagement which was well received.

- KTP Strategy Group (J Roach)

This group has not met since the last URKEC meeting.

- Research Concordat Steering Group (J Northam)

The Research Concordat Steering Group is focussed on preparing the paperwork for our external EC HR Excellence in Research award 4 year review. The paperwork has all been completed, the documentation is due in this week and there will be an institutional interview in March with the final outcome due in May. Following this review, we have produced a new 4 year action plan to 2021. J Northam will circulate the action plan for all to see. The outcome of the award will be communicated in due course.

ACTION: To send the EC HR Excellence in Research Award paperwork, including the new action plan, to URKEC
ACTION BY: J Northam

- RDM steering group (C Fowler)

This group has not met since the last URKEC meeting and is due to meet at the ned of January. An update will be provided at the next URKEC meeting.

- Faculty RKE Committees (DDRPPs)

HSS – V Hundley confirmed they had a professorial away day to agree strategic research areas in HSS. Over the next 6 months they will be going through a process of identifying a mechanism or template for measuring excellence. This will be open to Faculty consultation.

BOURNEMOUTH UNIVERSITY
SENATE
UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE

Unconfirmed

FMC – I MacRury confirmed the main topic has been ethics as well as a lot of work around the centres and allocating the centre budgets. A professorial meeting took place where they focussed on mentoring initiatives.

FoM – L Miles confirmed a Faculty away day was coming up and would focus on research ethos, ethics and reporting priorities.

SciTech – R Stillman was not able to provide an update at this time.

Date of next meeting: Wednesday 24th May 2017 – 10.00am-12.00pm - The Boardroom

Rhyannan Hurst
Committee Clerk
RKE-16-17-02 Minutes 16th January 2017

BOURNEMOUTH UNIVERSITY

UNIVERSITY RESEARCH ETHICS COMMITTEE MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 18TH JANUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

See Section 3.1	Science, Technology & Health Research Ethics Panel Term Report
See Section 3.2	Social Sciences & Humanities Research Ethics Panel Term Report
See Section 4.2	Resources
See Section 4.3.1	Retrospective Approval Requests
See Section 4.3.2	Approved Student Checklists and Joint Publications

BOURNEMOUTH UNIVERSITY

University Research Ethics Committee   Unconfirmed

Minutes of a meeting held on Wednesday 18 January 2017, 12:30 pm, PG142 Poole House, Talbot Campus

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

Apologies: Dr Katherine Appleton; Mrs Louise Oliver; Dr Martin Hind; Dr Deborah Gabriel

1	**Welcome and Apologies**

The Chair welcomed members to the meeting and apologies were noted

2	**Minutes of the Meeting of Wednesday 12 October 2017**	**UREC-1617-2-002**

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   The Secretary updated the Committee that Senate had not approved the revised Terms of Reference for membership of Board members but had asked for clarification on the reason behind the amendment. The amendment would be discussed at the next meeting of Senate in February and if required would be re-presented to Senate for approval.

2.3   **Update from Action Logs**

2.3.1   Panel recruitment
New members had been recruited to both Panels and would membership of Panels would be monitored throughout the year.

3	**Research Ethics Panel Reports**

3.1   **Science, Technology & Health Research Ethics Panel Term Report   UREC-1516-2-003**
       The Chair summarised the written report. Highlights included:
- More engagement from University Leadership is needed to firmly embed the ethics process within faculty/department, to support the work undertaken by the Panels.
- We welcomed a new member, Dr Demetra Andreou to Panel from the Life & Environmental Department.
- Succession planning was required because both Chairs would be stepping down in March 2018, following 4 years in the role.

3.2   **Social Sciences & Humanities Research Ethics Panel Term Report   UREC-1516-2-004**
       The Chair summarised the written report. Highlights included.
- As highlighted in the STH REP report, succession planning was required; the Chairs replacement would need to be done in consultation with Prof John Fletcher.
- The Panel continued to be busy, having recruited new members. A couple of members were asked to step down due to lack of engagement. One agreed but the other member remains with attendance/engagement monitored.
- Both Panels had concerns regarding the quality of submissions from some researchers; not only to the degree of ethical reflection and understanding but also the broad scientific rigour. Panels get a good overview of the research that is taking place and the majority of submissions are well thought through but some are not; Panels do come under some degree of criticism when discussing poor method, not methodology.
  More emphasis on quality assurance/scientific rigour of research at BU needs be considered by the University Leadership.
  This led to discussions that FMC now have a member of UREC sit on the faculty research committee to raise these concerns which they look to address on an

ongoing basis, thereby strengthening submissions made by FMC.

It was noted there was no central database which records research ongoing at BU which makes this issue of quality assurance an issue. BRIAN only records outputs rather than ongoing research.

4   Items for Discussions

4.1   Research Ethics Code of Practice Review
The annual review of the Code of Practice took place. The Committee spent considerable time discussing the revised policy and would continue the review off line to approve the final version.

4.2   Resources
PL updated the Committee that Prof John Fletcher has now officially tasked Julie Northam (Head, RKEO) to lead a group to review Ethics at BU. This will include current processes, resources and OEC systems.
HS asked for more detail regarding the purpose of the review. PL responded that this level of detail was still to be determined and the Committee would be kept up to date on progress.

Retrospective approval requests
4.3   Panels still receive requests for retrospective approvals. The SSH REP recently approved 2
4.3.1   applications. Given the level of risk and nature of the research, approval was given, however, the DDRPP was informed of these and the Researchers told that no further applications for retrospective approval would be given.
The Committee agreed that this was appropriate action.

4.3.2   Approved student checklists and joint publications.
It was raised by the Secretary, that requests for 'retrospective approval' had been received from supervisors who wish to co-publish with their undergraduate and postgraduate taught students and were therefore looking for retrospective approval on student checklists.
The Committee agreed that these were not requests for 'retrospective approval' as the correct review and approval process had initially been followed. Therefore it was not appropriate for the Panel Chair provide the independent review/approval requested.
It was agreed that such approval should be given by a member of the relevant Ethics Programme Team within Faculty.

4.4   Research Integrity
The Secretary undated the Committee that when the 6M Research Misconduct policy was reviewed last year, the Panel Chairs had been given the key responsibility to provide 'confidential advice on concerns relating to research integrity to help establish whether they should be reported for investigation' under the policy.
The Committee deliberated whether the Panel Chairs should have this responsibility as the first port of call and issues of research misconduct should be first discussed with the Deputy Dean for Research & Professional Practice given this is wider than Research Ethics.

5   Matters raised by UREC Members

5.1   No matters were raised

6   Any other Business

6.1   No matters were raised

7   Date of Next Meeting
12 April 2017

BOURNEMOUTH UNIVERSITY

FACULTY OF HEALTH & SOCIAL SCIENCES

FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 2ND FEBRUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

See Section 5.4   Deputy Dean for Research and Professional Practice Report
See Section 5.5   Deputy Dean for Education and Professional Practice Report

FACULTY OF HEALTH AND SOCIAL SCIENCES

THURSDAY 2ND FEBRUARY 10.00am in B407, BOURNEMOUTH HOUSE

FACULTY ACADEMIC BOARD MINUTES

Present:

Steve Tee	Executive Dean	ST
Elizabeth Rosser	Deputy Dean for Education and Professional Practice	ER
Vanora Hundley	Deputy Dean for Research and Professional Practice	VH
Sara White	Associate Dean – Student Experience	SW
Clive Andrewes	Director Employer Engagement (Health)	CA
Carol Clark	Head of Department Human Sciences and Public Health	CC
Sam Porter	Head of Department Social Science and Social Work	SP
Michelle O'Brien	Administrator for Dementia Care	MO
Carol Bond	Principal Academic	CB
Angela Turner-Wilson	Senior Lecturer	ATW
Chris Wenzell	Faculty Librarian	CW
Steven Keen	Senior Lecturer PWSW	SK
Sonya Chelvanayagam	Lecturer in Mental Health Nursing	SC
Ian Donaldson	Head of Education	ID
Sharon Waight	Lecturer	SW
Vanessa Heaslip	Widening Participation Leader	VH
Audrey Dixon	CoPMRE Manager	AD
Tom Wainwright	Associate Professor in Orthopaedics	TW
Alison McConnell	Professor In Sport/Health Science	AM
Pramod Regmi	Post Doctoral Research Fellow	PR
Ann Bevan	Senior Lecturer	AB
Jane Hunt	Senior Lecturer	JH
Petra Brown	Practice Fellow in Adult Nursing	PB
Andrea Lacey	Lecturer and Student Rep	AL
Michael Knight	Educational Development Tutor	MK
Swrajit Sarkar	Lecturer	SS
Kathryn Cheshir	Education Service Manager	KC
Edwin van Teijlingen	Professor Of Reproductive Health	EVT
Sue Way	Associate Professor	SW
Jane Murphy	Professor of Nutrition	JM
Sandra Adye	Senior Programmes and Business Officer	SA
Jonny Branney	Lecturer	JB
Emma Crowley	LLS Academic Liaison Manager	EC
Adam Bancroft	Lecturer in Paramedic Sciences	AB
Gill Jordan	Senior Lecturer	GJ
Karen Cooper	Lecturer in Adult Nursing	KC
Sue Melling	Lecturer in Adult Nursing	SM
Sue Baron	Lecturer in Adult Nursing	SB
Michele Board	Principal Academic	MB
Kip Jones	Reader In Qualitative Research	KJ
Anneyce Knight	Senior Lecturer	AK
Emma Bockle	Lecturer in Adult Nursing	EB
Ann Brooks	Professor in Sociology	AB
Maggie Hutchings	Associate Professor	MH
Jennifer Catlin	Operations Manager	JC

1.0 Attendance and Apologies:

Stephen Tee, Executive Dean welcomed everyone to the meeting. 60 staff members accepted the invitation, 34 tentative and 72 staff members declined. ST introduced new members of staff who had recently joined the faculty and asked them to introduce themselves.

- Anneyce Knight – Senior Lecturer in Adult Nursing
- Adam Bancroft – Lecturer in Paramedic Science
- Dion Vales – Project Support Administrator
- Nicky Adams – Primary Care Workforce Administrator
- Alison Harvey – Timetabling and Resources Administrator
- Dora Russy – Skills Technician
- Carolyn Doughty – Skills Demonstrator
- Shayan Bahadori – Orthopaedic Lab Project Manager
- Annette Farrell – Lecturer Practitioner for GP Trainers
- Michael Bracher – Post Doctoral Research Fellow
- Swrajit Sarkar – Lecturer in Nutrition
- Andrew Powell – Clinical Research Co-ordinator
- Louise Burgess – Orthopaedic Research Assistant

2.0   Minutes from last meeting on 11ᵗʰ October 2016

2.1 Accuracy

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

Page 3 – 4.3 Deputy Dean (Education) Report - ER advised that Bernadette Waters had been appointed as Lead Curriculum to support the review of the undergraduate programmes. ST highlighted that that Bernadette would be an asset due to her professionalism and vast experience as an academic.

3.0   Outstanding Actions from Action Plan

9.3 – Proposed new visiting fellow and associates – there were some concerns over Dr Anne Silk's proposal due to a conflict of interest as Anne has been a benefactor to the University. ST drafted a letter which is now with Jim Andrews to approve.

10.0 - Final HSS Delivery Plan 2016 – 2018 – ST highlighted that the delivery plan is due to be reviewed on a 12 monthly basis and the Executive Team are currently process of updating/gathering data in time to present to the ULT Away day on 28ᵗʰ February. The HSS Delivery Plan is due to be discussed later in the meeting.

11.0 – Debate – The debate has been carried forward to the May FAB meeting due to the February agenda being full.

4.0   Review Terms of Reference

ST enquired if everybody had reviewed the Faculty Academic Board Terms of Reference prior to the meeting and asked if there were any concerns or questions. ST highlighted that they would need to be revisited regularly and asked for a show of hands that everybody was happy that they understood the content. This was carried unanimously.

5.0   Reports

5.1 Dean's Report

ST expressed that there was a lot to be celebrated within the faculty in terms of output, publications, student/staff achievements and grants and felt the faculty was in a good position to move forward.

ST highlighted Apprenticeships coming on board and how there were various events going on externally for example Council of Deans and Health of Education England and would urge staff if they have the opportunity to go along and find out how they work, as they are now very different.

ST stressed that Global Engagement is an area that needs to be pushed forward. Unfortunately Malcolm McIver had sent his apologies and was unable able to attend the meeting due to other commitments but ST asked staff to encourage students to participate in global events as HSS as yet, haven't had any applications.

5.2 Associate Dean's Report

SW mentioned that NSS marketing documentation wasn't up to speed when the release date is and some students had received email correspondence to say to complete the survey and but had already done it.

The National Student Union decided to go with an information giving approach which would be shown on display boards and flyers although they wouldn't be coming to help us with presentations or assist students.

HSS was flagged up in good practice with under graduate nursing taking their Ipads to the careers day.

SW reminded staff that the Athena Swan application was submitted in November 2016 for a silver award which could take up to six months. The action plan had been included in the papers and further steering group meetings are due to be arranged to see who will take the lead on the action points.

5.3 Student Rep SUBU Report

A SUBU representative wasn't present but SW explained a request had been made for the SimOn Report to have more information and to be made more programme specific, which had been done.

5.4 Deputy Dean for Research and Professional Practice Report

VH shared some exciting news which hadn't been detailed in the report. HSS had reached the research target for 2015/2016 by £600,000. VH advised everyone that HSS were on track again to hit the target for the first quarter. UET will be giving some money back to HSS for exceeding the target. One of the six KPI's hit was how much income was brought in per academic. The targets that weren't reached were the number of outputs that were 3 and 4 star, 100% open access, the number of staff that have doctorates, international conferences and student co-created papers. £88,000 will be given back into the faculty but would need to be divided between departments. VH stressed the deadline is tight so everybody would need to think about how the money would be spent and to engage with the Heads of Research. VH stressed that there would be administrative support going forward to help.

A key issue being worked on currently is Lord Stern's Independent review of the REF. VH explained that BU would have the opportunity to have an institutional response and the deadline for this is 17th March 2017, as there are significant proposals, it is envisaged all academic staff will have the opportunity to contribute to the response. EVT and JP had been working hard to get staff viewpoints and there had been two meetings on 25th January and 31st January. EVT thanked everyone for their input and talked through the key proposals. The feedback gathered during the meetings would be discussed at URKEC, REF committee, impact sub-committee and/or Research outputs sub-committee as appropriate.

The Graduate School review - the output document had been published on the Graduate School Review (29th January). VH explained that there would be four doctoral schools, one for each faculty. The four DDRPP's will provide the academic lead for each doctoral school and there will be two research administrators within each doctoral school. The outcome document was approved by UET on 11th and will proceed for implementation with the intention of completing the process by early May. The message for students at the moment is that it is business as usual.

PhD Studentships – VH thanked everyone that had applied for the QR funded studentships as had an excellent response with 18 applications in which the quality was very high. VH also thanked everyone that had reviewed the applications.

Graduate School Studentship – A total of 20 applications were received for HSS. Panels will review the applications by the middle of February and successful studentships will be advertised in March for n October 2017 start.

VH explained that something not highlighted in the report is that there would be an opportunity for HSS to have Student Research Associates (post graduate or under graduate taught students) in July and August to work on various projects. There would be 17 places available.

FHSS research centres submitted their one year reports to FRKEC in November 2016 and these were approved by URKEC in January 2017. Heads of Research will be looking at centres and clusters. One of the components will be looking at how we identify our research priorities. There will be a consultation exercise kicking off in February, a panel will look at how priorities are identified.

VH highlighted some opportunities that would be coming up. The Systematic Review Masterclass on 27th and 28th February and a Creative Writing Masterclass on 20th and 21st April.

5.5 Deputy Dean for Education and Professional Practice Report

ER explained that all the programmes would be reviewed this year and Bernadette Waters had been appointed as Curriculum Lead. Monthly steering groups had been arranged to steer the large project. The validation event is scheduled for May 2018 with a view to starting under graduate programmes in September 2019.

New programmes being developed are BSc (hons) Public Health (under graduate), it's not quite ready to go to Academic Standards but hopefully will go for approval shortly. MSc Clinical Research has now been approved by Academic Standards, a fantastic opportunity to engage internationally. Those interested in developing units for the programme, please let us know. Carol Bond will be taking the lead of the programme and will be working hastily to get it developed for validation.

Programmes are being withdrawn which were agreed at the last FAB and Executive meeting – Dementia Studies, BSc (hons) Emergency and Urgent Care Practice, MSc Physiotherapy and MSc Occupational Therapy.

HSS Education and Student Experience Committee – ER will be meeting with all the programme leads twice a year by way of sharing and disseminating good practice.

Alison Harvey has now started as Timetabling and Resource Administrator for the faculty. Any changes to the scheduled timetable must be approved by ER. All informal changes must go through Alison Harvey.

Faculty Academic Standard Committee has new administrative support through Academic Services.

The report for the Evaluation of the Academic Adviser role was sent out with the papers. ER advised everyone to read it as excellent and sterling work.

An observation note form is also included in the papers and ER urged everybody to do at least one peer observation with students.

CC gave an update on Admissions as there had been concerns. CC stressed that Admissions are working very hard to get through the backlog and if anybody had any concerns to forward them onto to Deirdre Sparrowhawk.

5.6 Academic Services Report

EC mentioned that the Admissions team is now up to full strength. There has been challenging times in terms of recruitment but now new staff were in place and working very hard to make sure applications are processed.

Life and Learning Support – EC highlighted the support that is available to students via the Study Skills tab on MyBU and just to remind everyone there are workshops on various different subjects.

EC also highlighted the launch of the Genetic Assessment Criteria Rubrics which assists staff with marking and feedback. The contact is Kimberley Mills.

6.0   Minutes of Sub-Reporting Committees

Minutes of the sub-reporting meetings were agreed to be an accurate record of the meetings.

7.0 HSS FACULTY DEVELOPMENTS

7.1 Desire2Learn (D2L) – Demonstration

ST introduced Stuart Watts and Roger Buckingham from Desire2Learn who gave an overview of BU's new virtual learning environment platform, Bright Space.

7.2 Athena Swan Action Plan

Discussed in the Associate Dean's Report – item 5.2.

7.3 Next Steps for Dementia Institute

JM showed a PowerPoint presentation which updated everyone on the next steps for the Dementia Institute and explained the background and why it was decided to change the name from BUDI to Ageing and Dementia Research Centre. JM and Jan Weiner from SciTech had various discussions/meetings and new a new strategy document was created and approved by the Pro Vice-Chancellor of Research and Innovation.

7.4 HSS Delivery Plan

Timescales and the HSS Delivery Plan had been circulated with the papers outlining deadlines. ST explained meetings were due to take place to update the delivery plan and had endeavoured to involve as many people in the process as possible including Deputy Deans, Associate Dean's, Director of Operations, the Operations Manager and Heads of Department. ST would present headlines from the delivery plan alongside the first draft to ULT on 28th February. This would then be refined and submitted on 6th March 2017.

8.0 Global Engagement Update

Discussed in the Dean's Report – item 5.1.

9.0 Education Enhancement

ER mentioned that we are working closely with Academic Quality and the services have been centralised and hoping that communication will continue to be as good as it has been.

There was a TEL Toolkit workshop that went extremely well and ER encouraged staff to put themselves forward as there would be another one coming up at Talbot.

ER highlighted that the prep activity is a questionnaire on i-innovate and if you haven't yet completed it and need the link then please contact ER.

10.0 Collaborative Provision

Andy Mercer is still the Partnership Co-ordinator but is now working part-time. We are still working with Poole Hospital in terms of medical engagement in advanced practice and The Dorset Respiratory Care initiative.

11.0 Items for Approval

ST asked if anybody had any concerns, rejections or issues.

11.1 **Proposed New Visiting Professors**

No concerns

11.2 **Proposed Renewals of Visiting Professors**

None

11.3 **Proposed New Visiting Fellows and Associates**

No concerns apart from the following:

Dr Clare Taylor was not approved at the meeting. Clare was due to retire but had recently come back to BU on a part-time hourly paid contract. Once Clare officially retires it has been decided that she doesn't have to come back through the next Faculty Academic Board meeting but the chair can approve outside of the meeting.

David Halliwell is a renewal not a new visiting fellow. Carol Bond questioned David's commercial interests. CB asked if there were mechanisms in place to make sure his work in education and his commercial activities in education have no conflicts. ST confirmed there is a process in place.

11.4 **Proposed Renewals of Visiting Fellows and Associates**

No concerns

12.0 AOB

CB noticed there were two folders on the i-drive named school executive minutes and there weren't any minutes saved. CB wanted to know if they were no longer available to view. ST confirmed that these were old folders and everybody is still able to view the minutes. JC confirmed that HSS are in the process of archiving old folders and new folders were being set up.

Fire Wardens were needed for Royal London House and Bournemouth House. ST asked if there were any volunteers. ST suggested that staff go back to their departments and try and encourage volunteers. SW suggested it would be a good idea if it was a volunteer that was more of a permanent fixture within the building rather than an academic with teaching commitments that isn't always present on that floor. CC volunteered to be a fire warden for the 6th floor of Royal London House.

13.0 NEXT MEETING DATE

The next meeting will be taking place on **Wednesday 10th May 2017**

BOURNEMOUTH UNIVERSITY

FACULTY OF MANAGEMENT ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 8TH FEBRUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 4.1	Approval of Change of Programme Title - MSc Marketing and Tourism name change to MSc Tourism Marketing Management
See Section 4.2	Research Fellows Approvals

3. OTHER RELEVANT ACTIONS

See Section 3.1	Executive Dean Report
See Section 3.5	Accreditation and AACSB Report

FACULTY ACADEMIC BOARD

8ᵗʰ February 2017 at 2pm in the Allesbrook Lecture Theatre

Attendees:
Jens Holscher (Chair), Debbie Sadd, Gelareh Roushan, Lois Farquharson, Dimitrios Buhalis, Sophie Cherrett, Jo Mayoh, Ian Jones, Heather Mitchell, Elvira Bolat, Tim Breitbarth, Kaouther Kooli, Chris Chapleo, Sue Barnes, Mehdi Chowdhury, Donald Nordberg, John Toth, Anne Davey, Milena Bobeva, Stephen Pyne, Neal Slawson, Keith Wilkes, Philip Long, James Gavin, Shuang Cang, Alan Kirkpatrick, Spencer Barnett, Jeff Bray, Phyllis Alexander, Jens Mohrenweiser, Marta Disegna, Samreen Ashraf, Lesley Murphy, Deborah Taylor, Parisa Gilani, Debbie Sadd, Niels Frederik Lund, Neelu Seetaram, Jo Peasland, Sam Waldron, Katie Baxter, Jacqui Timms.

Minutes: Jacqui Timms

1.   APOLOGIES

Apologies were received from Adam Blake, Andrew Adams, Andrew Callaway, Andrew Main, Angela Baron, Artur Gebka, Avital Biran, Bethany Cleeve, Bruce Braham, Carly Lamont, Carmen Palhau Martins, Caroline Jackson, Christian Lemmer, Daniel Lock, David Biggins, David Marshall, Davide Parrilli, Dean Allen, Dean Hristov, Dorothy Fox, Dawn Birch, Duncan Light, Ehren Milner, Evangelia Marinakou, George Filis, Heather Hartwell, Howard Davis, Frazer Ball, Jacqui Gush, Jane Houzer, Janet Dickinson, Joanna Milner, Judith Cutler, Julia Hibbert, Julie Robson, Juliette Hecquet, Karen Thompson, Kelly Goodwin, Khurshid Djalilov, Lauren Jarrad, Lee Miles, Liz Gordon, Lorraine Brown, Lucy Lu, Lynda Challis, Maria Ryan, Mark Rodolfo, Martine Hardwick, Meera Brooks, Miguel Moital, Mili Shrivastava, Natalie Woodham, Nigel Williams, Peter Erdelyi, Peter Trueman, Philip Alford, Philip Ryland, Raj Gandhi, Rebecca Britten, Rebecca Hindley, Richard Gordon, Richard Shipway, Robert Hydon, Roger Vaughan, Sid Ghosh, Simon Thomas, Stephanie Guillemet, Susanna Curtain, Tim Gale, Tim Rees, Vanessa Mello Rodrigues, Victoria Cracknell, Yeganeh Morakabati, Sharon Goodlad, Svetla Stoyanova-Bozhkova, Charalampos Giousmpasoglou, Charles McIntyre, Christina Squire, Conor O'Kane, Corinna Budnarowska, Crispin Farbrother, Deborah Taylor, Denise George, Emma Johnston, Felicity Robinson, Jackie Darke, Jayne Caudwell, Juliet Memery, Louise Preget, Maria Musarskaya, Martyn Polkinghorne, Mary Beth Gouthro, Michael O'Regan, Michael Silk, Mike Mallia, Paul Anthony Jones, Paul Summers, Philip Leahy-Harland, Philip Long, Philippa Hudson, Spencer Barnett, Sukanya Ayatakshi Endow, Susan Worth

2.   MINUTES OF THE LAST MEETING

2.1   12ᵗʰ OCTOBER 2016

ACCURACY

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

MATTERS ARISING
No matters arising.

3.1 EXECUTIVE DEAN REPORT

A verbal report was provided by Jens Holscher in the Dean's absence. Recruitment targets have been achieved for Undergraduate programmes, however Post-graduate recruitment is under target by approx. 85 including both September and January entry. The AACSB report has been submitted, we are now into the year of record and the initial application letter has submitted. The AACSB Chair will visit Bournemouth University in spring 2018.

New staffs that have arrived since last FAB meeting are as follows:
- Charalampos Giousmpasoglou – Senior Lecturer in Hospitality & Tourism Marketing Management
- Niels Frederik Lund – Lecturer in Events & Leisure
- Svetla Stoyanova-Bozhkova – Senior Lecturer in Hospitality & Tourism Marketing Management
- Yan Liang – Lecturer in Strategy
- Jo Peasland – Financial Operations Administrator
- Artur Gebka – Financial Operations Administrator
- Katie Baxter – Faculty Support Administrator

Departures: Thanks were given for those who have departed since the last FAB and/or will depart soon on behalf of the Faculty. We wish them all well in their new posts and careers.
- Merima Balavac
- Lenia Marques
- David Marshall
- Giampaolo Viglia

The Student Journey Project Consultation is still ongoing. QR funds have been allocated to 7 projects in total across the Faculty, with a focus on interdisciplinary areas of research. BUCAT approved the Faculty's request to close the BA (Hons) Events & Leisure Marketing programme as of 2018. Next September we will welcome the final cohort. A brand new programme is being developed. Faculty finance is, despite the shortfall in postgraduate numbers, healthy. There has been a surge in research grant income awarded to the Faculty, to the value of over £1.2M. Congratulations to all concerned.

3.2 DEPUTY DEAN EDUCATION – REPORT

Postponed – written report to be issued at a later date.

3.3 DEPUTY DEAN RESEARCH & PROFESSIONAL PRACTICE – REPORT

Postponed – written report to be issued at a later date.

3.4 ASSOCIATE DEAN GLOBAL ENGAGEMENT – REPORT

Report noted in Lucy Lu's absence. The World Travel Market (WTM) event led by Dimitrios was a success; need to look at the budget for next year.

3.5 ACCREDITATION AND AACSB REPORT

Gelareh Roushan announced successfully submitted the initial accreditation for year of record and will be assigned a chair by AACSB. A visit has been scheduled for April 2018. All Faculty staff need to be aware of AACSB in case they are questioned during the visit. The Marketing & Communications team are working to ensure that the website is up to date for AACSB purposes. Staff must also ensure BRIAN is kept up to date, as it is important to capture all activity. The Orange Wednesday workshops are working well and are providing valuable faculty-wide discussion. Points are being raised and are taken forward for shared practice. Have been assigned a business analysis from IT to help to identify gaps and solutions. Laura Roper has been appointed as Fixed Term AACSB Project Officer from 1 March 2017. Looking to appoint Faculty Accreditation Officer to replace Laura's existing post.

3.6 STUDENT REPRESENTATIVES – SYNOPTIC REPORT

Report not available.

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

3.8 EVENTS AND LEISURE

Report noted. The department are pleased to welcome new members of staff. The Department is a good, cohesive and productive department. There have been some key highlights from research and publications. Consultations are being held next week with staff from both Events & Leisure and Marketing departments to discuss pros and cons of reorganising departments. Congratulations to Lucy Sheppard-Marks who had a baby girl.

3.9 TOURISM & HOSPITALITY

Report noted. The review of post graduate programmes is progressing. There have been some good research projects submitted. A project has been put forward by Adam Blake. In terms of professional practice, there was a very successful

Hospitality student conference on the 3rd February, and a further Tourism conference is scheduled for the 10th February.

3.10 SPORT & PHYSICAL ACTIVITY

Report noted. Erika Borkoles is leaving in March and going back to Australia. Bruce won *'outstanding contribution to Dorset Tourism'* award, and it is also his 40th anniversary working at Bournemouth University. The department is piloting a new departmental structure as they could not replace the Head of Department, Departmental Exec will be split into 3, each line managing staff. The recent visit from Eddie Howe in November went well, he met students and visited the labs, and the department received positive feedback plus lots of media coverage. Research is progressing well, ongoing to the value of £1.2 million.

3.11 ACCOUNTING, FINANCE & ECONOMICS

A verbal report was provided by Jens Holscher. The department were stretched with staff, which has had some repercussions on the delivery of units. In the last week before the start of term, the department were in a position whereby they could secure the delivery of all units. Two additional posts were agreed by Tim McIntyre-Bhatty and the department advertised for 5 vacancies. Angharad Miller has retired. Angharad and Merima were both tax experts which is a niche area and concerns were raised over their replacements. Five offers have been made and have all been verbally accepted, new staff will start next semester. In terms of professional practice, the department are increasing their accreditations. Research is going well.

3.12 LEADERSHIP, STRATEGY & ORGANISATIONS

The department are in the process of recruiting a Professor in Management, they are currently in discussions with the candidate. The departments HoE and GEL is on maternity, congratulations to Sukanya who had a baby boy. Philip Ryland and Lucy Lu are stepping in to cover maternity leave, review will happen in July. BABS awarded VC award. The department is currently looking at Chartered Management Institute (CMI) relationship for Level 6 students. If other departments are interested, please talk to Geli Roushan or Lois Farquharson. HoR Jens Mohrenweiser is supporting early career and researchers to support the department and develop research clusters. GFOL staff also supporting.

3.13 MARKETING

Report noted. A verbal report was provided by Chris Chapleo. Dawn Birch is due to be leaving end of May. No new recruitment has taken place since the last FAB but the department is now advertising the role for a new Marketing Lecturer. Chris Chapleo will remain as HoD until the 31st July 2017. There has been some good bidding within the Department. Consultations being held next week with both Marketing and Events & Leisure Departments to discuss pros and cons of both departments – looking for informed ideas.

4.0 FOR APPROVAL AND ENDORSEMENT

4.1 APPROVALS

Approval for Msc Marketing and Tourism name change sought to make the title of the programme more interesting and refocus in helping to recruit more numbers.

Programme to be amended to *'MSc Tourism Marketing Management'.* Members approved – no objections.

4.2. RESEARCH FELLOWS
Three visiting fellow applications were put forward for FAB approval - Dr Stavros Degiannakis, Dr Bruno Eeckels and Dr Merima Balavac. Members approved – no objections.

5.0 FOR NOTE

5.1 ACADEMIC SERVICES REPORT
No report available

5.2 SENATE REPORT
No report available.

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
Neelu Seetaram raised BCUR funding available for a conference, where 10 students abstracts' have been accepted. Dimitrios Buhalis agreed £75 budget to come out of department budget.

Gelareh Roushan highlighted Centre for Excellence in Learning (CEL) some departments are not aware of how CEL can help them. GR recommended inviting Debbie Holley or Gail Thomas to departmental meetings. GR also raised new V4L, has been involved in bidding and testing process, looking at phased implementations. Announcements will be made in next few weeks.

Jens Holscher thanked Sam Waldron for all his hard work with the timetable.

DATE OF NEXT MEETING: 24 May 2017 at 2pm in the Lees Lecture Theatre.

BOURNEMOUTH UNIVERSITY

FACULTY OF MEDIA AND COMMUNICATION ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 1ST FEBRUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 8   Visiting Professor Nominations:
                     Professor Brett Kahr – Visiting Professor
                     Professor David Hounsell – Visiting Professor
                     Dr John Potter – Visiting Fellow

3. OTHER RELEVANT ACTIONS

None

FACULTY OF MEDIA AND COMMUNICATION
FACULTY ACADEMIC BOARD (FAB)

MINUTES OF THE MEETING HELD THURSDAY 1 FEBRUARY 2017 – 10AM, COMMITTEE ROOM

Present: Michael Wilmore (Chair), Sue Bloss, Ken Brown, Fiona Cownie, Josh Deerman, Barbara Dyer, Ben Ellis, Stephen Jukes, Jacky Mack, Iain MacRury, Ian Marsland, Kate Murphy, Karen Newsome, Alexander Pasko, Craig Porter-Garthford, Guy Starkey, Tasos Theofilou, Shelley Thompson, Christa Van Raalte, Katy Vaughan, Jeff Wale, Sue Warnock, Chris Williams, Candida Yates

	Action
1. APOLOGIES	
Apologies: Sascha Dominik Bachmann, Sharen Everitt, Karen Fowler-Watt, Laura Hampshaw, Sam Honnoraty, Melanie Klinkner, Jill Nash, Rutherford, Salvatore Scifo, Resh Somauroo, Yugin Teo, Anna Troisi, 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 held on 6 October 2016 were agreed as a correct record with all actions having been addressed.	
1. TERMS OF REFERENCE (Paper 021)	
For clarity, the Dean drew attention to the BU Faculty Academic Board (FAB) Terms of Reference.	
5. DEAN'S REPORT	
The Dean welcomed three appointed representatives from FMC Professional and Support staff, attending for the first time (Josh Deerman, Ben Ellis, Craig Porter-Garthford); the Board also welcomed Michael Wood, of the Good Governance Institute, observing proceedings as part of a review of Senate. The Dean reported as follows: **STRATEGIC PLANNING:** Strategic Planning for the Faculty is underway and will feed into BU's Delivery Planning. A Faculty Forum will be held on 23 February; Exec will present a draft of the Faculty's three-year Strategic Plan, the culmination of a Faculty-wide dialogue which included a designated Thematic Planning Week and Departmental Planning sessions. The Plan will align with BU's strategic direction in relation to Education, Research and Professional Practice (Fusion). The Strategic Plan will be delivered by projects led by staff from across the Faculty, giving a chance to involve everyone in opportunities for personal development as they contribute to the life of the Faculty. The Strategic Plan will feed into the Delivery Plan to be shared with UET on 28 February, before first submission on 6 March. MW noted the important monitoring role of FAB as the ultimate governance body of the Faculty, to measure delivery of the Plan.	

RECRUITMENT AND ADMISSIONS: Large numbers of students enrolled in 2016-17; staff recruitment is underway. MW acknowledged that the increased number of students and staff presents challenging constraints on Estate and resources, sometimes requiring compromise; the Director of Operations will manage this as carefully as possible for all Departments.

The current outlook for 2017-18 applications and enrolments is positive. The SITS system continues to roll out and changes to admissions processes have presented challenges; all Faculties as well as BU centrally share the concerns, with everyone working hard to deal with the transition. MW asked staff to ensure they understand the nature of the changes and their own role within them; if problems arise they should be clearly reported immediately via the Education Services Manager, who will maintain good communication channels with the Director of Operations and Head of Academic Services to ensure problems are addressed.

Concerns were noted arising from accreditation demands of industry bodies and the logistics of meeting these under a central admissions system. An active dialogue is needed with accrediting bodies, in co-operation with other universities, to find a pragmatic solution; BU's track record affords it a good opportunity to take the lead on such discussions with a positive yet critical approach. It was further noted there is evidence that interviews required by accrediting bodies can deter students from certain backgrounds; PSRBs should be made aware of the impact of this on their industry.

MW reported that BU is preparing an application for the Race Equality Charter; FMC will be actively involved.

6. PROGRAMME PROPOSAL: NCCA - BA (Hons) Computer Animation Technical Arts, BA (Hons) Computer Animation Art and Design, BA (Hons) Visual Effects, BSc (Hons) Computer Animation and Visual Effects (Paper 022)

This proposal, supported by FMC Exec, has been approved by Academic Standards Committee. The Head of Department (HoD) outlined the proposals, which afford an opportunity to rebuild the UG portfolio in terms of curriculum structure, assessment processes and learning activities, taking into account class sizes, and providing more straightforward delivery whilst maintaining the ethos and learning outcomes of the Department and utilising opportunities to be provided by Fusion Building 2. The development proposal has been effectively supported by a cross-BU team, collaborating positively with colleagues in SciTech and drawing on available expertise.

Experience gained from the cross-Faculty BSc will be shared to help address practical issues arising; a networking event will be arranged before the validation meeting so academics can share their experience. The Operations Manual prepared as an outcome of the cross-Faculty PGT programme development may be helpful in addressing the challenges of running a programme collaboratively.

The curriculum is designed with common units, making collaboration easier across Departments. The launch date is September 2017, although Digital Creative Industries, a new and distinctive offering, will have its first intake in September 2018.

MW thanked CW and his team for their ongoing work.

RESOLUTION: The Board **ENDORSED** the development of the proposal, noting this already has the support of ASC.	
7. STUDENTS' UNION – SIMON REPORT: SUMMARY OF STUDENT FEEDBACK COLLECTED BY FMC STUDENT REPRESENTATIVES (Paper 023)	
The SUVP Education presented the student feedback. Future SIMON reports will be discussed in detail at FESEC rather than FAB; the Dean asked that FESEC identify areas where FAB should be alerted, for instance where comparative data highlights key areas of variance. The Board noted the difficulties faced by the stipulation of a 2:1 profile for eligibility for UG research studentship; the SUVP agreed to take this back to SUBU to see how they can contribute to this debate, as many students who might benefit are prevented from making application.	
8. VISITING FACULTY	
VISITING PROFESSOR NOMINATIONS (Papers 024 and 025)	
Professor Brett Kahr: Professor Candida Yates presented a proposal for the nomination of Professor Brett Kahr as a Visiting Professor, outlining his career as a scholar and a mental health broadcaster on radio and television. CY said Professor Kahr's public profile would enhance BU's reputation and impact, and help forge links with external organisations; he is also keen to teach and deliver guest lectures. Financial implications are minimal.	
RESOLUTION: The Board agreed to recommend to the Vice Chancellor the nomination of Professor Brett Kahr as a Visiting Professor for three years with effect from May 2017.	
Professor David Hounsell: The Dean presented the proposal prepared by Anne Quinney of CEL for the nomination of Professor David Hounsell as a Visiting Professor. The FAB was asked to consider the proposal and act as nominating body on behalf of CEL.	
RESOLUTION: The Board agreed to recommend to the Vice Chancellor the appointment of Professor David Hounsell as a Visiting Professor for three years from February 2017.	
VISITING FELLOW PROPOSAL (Paper 025a)	
Dr John Potter: Professor Stephen Jukes presented a proposal for the appointment of Dr John Potter as a Visiting Fellow. Currently at the Institute of Education (UCL) Dr Potter has positive links already with BU, and CEMP in particular. Financial implications are minimal.	
RESOLUTION: The Board agreed to appoint Dr John Potter as a Visiting Fellow for three years with effect from February 2017.	
9. EDUCATION UPDATE (Deputy Dean Education and Professional Practice (DDEPP)) (Papers 026, 027, 028, 029, 030, 030a and 031)	
The reports were taken as read, including the outcomes of the audit; BD noted that the action plan has been submitted. MW suggested that for the next meeting a 'dashboard' summary might be prepared, to help the Board understand the key issues clearly.	

10. RESEARCH/KNOWLEDGE EXCHANGE UPDATE (Deputy Dean Research and Professional Practice (DDRPP)) (Papers 032 and 032a)	
The reports were taken as read, IM drawing attention to the following: • The involvement of Heads of Research in the Faculty Quality Audit; • The summary on the BU website of the outcomes of the Graduate School consultation, particularly the move to a central Graduate Office (rather than a School), with Faculties taking ownership for academic outcomes. When the changes are fully implemented FAB will receive regular updates on PGR completion rates, for which the Faculty will have clear responsibility. • PhD studentships: applications are being reviewed; results will be available mid-February. • The 'dashboard' information about Research Centres was presented for the first time, showing tracking against KPIs. This will become a regular report, and FAB, with Exec, will monitor it. Staff should ensure their own data is accurate on BRIAN, so the information produced is robust. Research Centres will be required to send representation to future FABs; IM will ensure a narrative is provided to complement the data, to help the Board understand the work of the Centres. • The recent HEFCE-related session on REF was well-attended and engaged with, contributing to BU's feedback into the final shape of REF for 2021. Following a question about gathering staff PGR feedback, MW confirmed that the Strategic Plan will include support for staff undertaking PhDs. IM noted that PGR representatives work for all PhD students, including staff. **[Papers 033 and 034 were withdrawn from the agenda.]**	
11. ACADEMIC SERVICES REPORT (Paper 035)	
The Academic Services Report was taken as read.	
12. HEADS OF DEPARTMENTS (HoDs) – REPORTS	
12.1 HEAD OF DEPARTMENT (Corporate and Marketing Communications) – REPORT (Paper 036)	
The report was taken as read. The HoD noted that CMC are anticipating the Weymouth House estate developments, which will affect them significantly.	
12.2 HEAD OF DEPARTMENT (Law) – REPORT) (Paper 037)	
The report was taken as read; the HoD noted commendable student achievements including publishing for the first time in the European Journal of International Law.	
12.3 HEAD OF DEPARTMENT (Media) – REPORT (Paper 038)	
The report was taken as read.	
12.4 HEAD OF DEPARTMENT (Computer Animation) – REPORT	
The HoD gave a verbal report in lieu of Paper 039, noting the following: • Three student research papers published in conferences/journals. • In excess of 80 graduates nominated for major international film awards, e.g. the Oscars. • The first CA departmental research event held recently to encourage more staff in CA to become actively involved in research.	

• The Shiva Project has received commendation from HEIF. • BFX 2017 will take place on 2-8 October.	
12.5 HEAD OF SCHOOL (Journalism, English and Communication - JEC) – REPORT (Paper 040)	
The report was taken as read, with attention being drawn to work students are doing around the new American Presidency. It was reiterated that there is a need to hold conversations, co-ordinated with other universities, about accrediting bodies and their requirements in relation to admissions.	
13. INTERNATIONAL REPORT (Associate Dean for Global Engagement (ADGE)) (Paper 041)	
The report was taken as read, GS expressing thanks to colleagues for their input. He reported that an effective line of communication between staff and himself as ADGE was being established.	
14. FRAMEWORK TEAM MINUTES	
The Board noted the availability for viewing of the Framework Team Meeting Minutes in an accessible folder on the I:Drive.	
15. ANY OTHER BUSINESS	
MUSE: It was noted that a communication will be circulated about the next MUSE dates soon.	
16. DATE OF NEXT MEETING: Wednesday 26 April 2017	

BOURNEMOUTH UNIVERSITY

FACULTY OF SCIENCE & TECHNOLOGY

FACULTY ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 2ND FEBRUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 8.1 to 8.8	Recommendations for appointments and re-appointments of Visiting Professors
See Section 8.9 to 8.14	Approval of Appointments and re-appointment of Visiting Fellows.

3. OTHER RELEVANT ACTIONS

None

Faculty of Science & Technology
Meeting of the Faculty Academic Board
Thursday, 2 February 2017 at 2pm in the Boardroom
_____

Present: Keith Phalp (Chair), Clive Hunt, David Osselton, Philip Sewell, Christos Gatzidis, Richard Stillman, Vasilis, Katos, Kelly Deacon-Smith, Paula Peckham, Jacky Mack (Academic Services), Anastasia Vayona, Rob Britton, Louise Burman, Ruth Muir, Jamie Swanson (Su VP Ed), Paul Kneller, Melanie Coles, Eileen Wilkes, Paul deVrieze, Kate Welham, Holger Schutkowski, Lai Xu, Sulaf Assi, Julie Turner-Cobb, Natalie Andrade and Patti Davies (Admin Support)

1. **Apologies:** Timothy Darvill, Wen Tang, Zulfiqar Khan, Christine Maggs, Chris Shiel, Angelos Stefanidis, Simant Prakoonwit

2. **Guest Speakers - Louise Eden and Sharon Foster, Human Resources, UK Visa requirements and the Prevention of Illegal Working, BU compliance processes as relevant to Academics and part-time hourly paid roles, and visitors.**
   The presentation outlined the legal framework; statutory excuse; our duty; sponsored migrants, visitors, and non-compliance. A breach came to light last year during an audit that has necessitated tighter document checks to ensure proof is provided of eligibility to work legally in the UK in the form of original passport or residency card.

   The floor was open for questions. Members were concerned about this becoming overly bureaucratic, particularly pertaining to unpaid academic and professional collaborators who occasionally visit to interact with Academics, particularly from UK institutions or brief visits from unpaid (honorary) visiting faculty members from overseas. All UK institutions do have a legal obligation to ensure their employees comply with UKVI requirements. To a certain and reasonable extent it can be assumed that unpaid UK collaborators meet eligibility to work in the UK but the provision of an original passport copied as true copy of original, signed, timed, and dated, is necessary for anyone who is being compensated by BU. A question arose about international conferences hosted at BU that involve international delegates who fly to the UK to attend for a few days. Members explained that often conference delegates don't pre-register so it is difficult to know who is attending until delegates register on the day. Completing a Non EEA Assessment form on all non EEA delegates is not feasible as there are often 80 or more delegates at these conferences. Although they are likely to meet the simple criteria of (unpaid) visitors under a visitor/tourist entry or visa, Louise said she would check this with the Border Control Office in Poole. Louis Eden and Sharon Foster invited members to contact them directly if they have any questions regarding UKVI compliance issues. When in doubt, please ask. Any breaches could cost the University £20,000 per breach and a loss of the University's licence to be a sponsor of skilled workers and students which is very important for the University. The main concerns are non UK/non EEA long term visitors, research assistants, collaborators, employees, hourly paid employees who must provide the University with original proof of eligibility to work in the UK BEFORE they can start work or obtain a contract. Copies are kept to provide proof of compliance with UKVI requirements.

3. **Review and approval of the previous minutes from the meeting of 6 October 2016**
   The minutes of the Faculty Academic Board meeting of 6 October 2016 were approved as presented.

3.1 Matters Arising (tabled)
   3.1.6.1 Members asked Jacky Mack 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

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concerns and requests raised and to the Projects Team. Jacky reported that with regard to retaining unit information for reference as requested, this is always how the University operates as requested, case by case. Members discussed problems they are having with inaccurate class lists and the lack of programme information on student pictures. Evidently students who have not enrolled or students who have handed in a piece of course work and then dropped out of their course continue to show on class lists. This creates undue confusion and raises questions about completion rates by external examiners because it skews the numbers. Jacky encouraged members to discuss their concerns with Paula Peckham who can raise them with the Project Team and other appropriate staff who can take corrective actions to address these concerns. Ruth suggested another column be added in MyBU to indicate those students who didn't enrol on the lists. Members also asked that the Programme titles be reinstated on Exams rather than codes only - codes and titles are more useful. It was noted that staff and student don't work from codes.

4. **Executive updates - Professor Keith Phalp**

Applications – In terms of the number of applications, although down on last year, the Faculty is currently in a similar position to where we were at the same time 2015. There have been delays in processing applications as this has moved from the Faculties to a new central admissions team but that is currently being addressed. It is not known yet how these processing delays will impact the student numbers for 2017 but there have been concerns expressed about the potential impact.

A VLE demonstration has taken place and this had been received well by staff. The Faculty of Science & Technology is likely to be involved in the new VLE next year. Further information will follow as this is decided.

The Quality Audit last year was well received at ASC. The only comment was a suggestion that the Faculty provide more opportunities for students to engage in interdisciplinary work. There is not a lot of interdisciplinary activity occurring. Hence, FESEC and FASC will be looking to opportunities for collaborative interdisciplinary work, as will the coming year's ESEP.

The Faculty is going into its annual delivery planning phase along with the rest of the University. The Senior Management Team convened this morning to begin discussing the 2017 Faculty Delivery Plan.

5. **Update from Director of Operations - Kelly Deacon-Smith**

Kelly Deacon Smith reported that discussions have begun concerning the 2017 Delivery Plan for the Faculty as Keith indicated. Continuation numbers need to be addressed for improvement and the academic departments will be asked for their feedback concerning how to improve these numbers. This will be a major focus in the SciTech Delivery Plan.

Department members will also be asked for their input regarding course trends, new course opportunities, apprenticeship degrees and online delivery.

Research and enterprise income opportunities will also be addressed for delivery planning.

Jacky noted that there are approximately 33,000 fewer applications across the HE sector this year. Opportunities to make up for any possible loss of revenue from the drop in applications will be important. The Faculty of Science & Technology's targets are basically the same as last year's targets. A brief discussion followed about enhancing application conversion rates through the provision of clearer information. More information concerning conversion rates should be available at the end of February.

6. **SUBU/Student Reps and Student Experience matters**

Jamie Swanson, SU VP Ed, was in attendance to represent the Student Union. He reminded members that the SimOn survey and reports are now going to the Faculty Education and Student Experience Committee for review and discussion. The minutes of the FESEC meetings are provided to the Academic Board for informational purposes. The SU VP ED will continue to attend the Faculty Academic Board meetings as a representative of the SUBU.

7. **Proposed new courses, programmes and modifications**

7.1 Update: Games Programming, Games Design and Digital Creative Industries (UG Programmes)

Christos Gatzidis reported that the 3 modified and new Games courses have been reviewed and approved by the ASC before Christmas with a few minor modifications to the proposals recommended. Further discussions and reviews will take place in March and April as part of the review and approval process. Keith thanked Christos and the Creative Technology team for their time and effort in developing these programmes for review and implementation.

8 **Visiting Professors and Visiting Fellows Reappointments and Appointments**
Visiting Professors

8.1 Professor Susan Clarke - Clinical Psychologist and a part of the Psychology UoA in REF 2014. Recommended by Professor Sine McDougall for appointment as Visiting Professor to the Department of Psychology for 3 years. Statement of Support and CV tabled.

Recommended for approval by the UET

8.2 Professor Huosheng Hu - School of Computing & Engineering, University of Essex. Recommended for appointment by Professor Hongnian Yu to the Department of Computing & Informatics. Statement of Support and CV tabled. **Recommended for approval by the UET**

8.3 Professor David Owens - Professor of Engineering at Universities of Zhengzhou, China, and Sheffield, UK. Recommended for appointment by Professor Hongnian Yu to the Department of Computing & Informatics. Statement of Support and CV tabled.

Recommended for approval by the UET

8.4 Professor Gordon Copp - Conservation and Ecology. Recommended for reappointment by Prof. Robert Britton to the Department of LES for another 3 years. Prof. Copp has continued to be actively involved with the Department of LES. Updated CV tabled.

Recommended for Reappointment

8.5 Professor John Goss Custard -Ecology. Recommended for reappointment by Professor Richard Stillman to the Department of LES for another 3 years. Professor Goss Custard has continued to be actively involved with the Department of LES. Updated CV tabled.

Recommended for Reappointment

8.6 Professor Robert Howlett - Smart Technology and Informatics. Recommended for reappointment by Professor Bogdan Gabrys as Prof. Howlett continues to be engaged with BU and has significantly raised the visibility and profile of BU through his extensive high quality conference series chairing, editorship of journals and books as well as engagement in our BU events as highlighted in his summary of activities where he has always used his BU affiliation. Updated CV and engagement statement tabled. **Recommended for Reappointment**

8.7 Dr. Abdul Ghaffar Rahman - Design Simulation, Department of Design & Engineering. Recommendation from Prof. Siamak Noroozi for Dr. Rahman's privileges to lapse as Dr. Rahman has retired and is no longer involved with the Department of Design & Engineering.

VP Privileges to lapse

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8.8 Dr. Qingde Li - Creative Technology. Recommendation from Dr. Christos Gatzidis and Prof. Weng Tang that Dr. Li's privilege lapse as they are not aware of any involvement by him with the Department of Creative Technology. **VP Privileges to lapse**

Visiting Fellows

8.9 Dr. Ioannis Askoxylakis - Cyber Security Expert and Computing. Recommended by Professor Vasilis Katos for appointment as Visiting Fellow. The Statement of Support and CV tabled. **Approved**

8.10 Dr. Sebastien Miellet - Cognitive Neuroscience Research Centre, Department of Psychology. Dr. Miellet will be relocating to Australia at the end of April. Recommended by Professor Remco Polman for appointment as Visiting Fellow to continue to supervise his PhD students and continue to engage with the Department of Psychology. **Approved**

8.11 Dr. Baio Zheng - former member of the Department of Psychology. Approved as Visiting Fellow by Chair's action to continue to supervise his PhD students. **Approved**

8.12 Dr. Alain Renaud - Music and Audio Technology, Department of Creative Technology. Recommended for reappointment for another 3 years by Dr. Christos Gatzidis as Dr. Renaud had continued to collaborate with the Department of Creative Technology on various levels. **Approved**

8.13 Dr. Marcello Conte - Sustainable Design, Department of Design & Engineering. Recommendation from Professor Mark Hadfield to let Dr. Conte's Visiting Fellow privileges lapse as he is no longer involved with the Department. **VF Privileges to lapse**

8.14 Dr. Esra Kahya Ozyirmidokuz - Computing & Informatics. Recommendation by Dr. Raian Ali to let Dr. Ozyirmidokus's Visiting Fellow privileges lapse as she is no longer actively engaged with the Department. **VF Privileges to lapse**

9. **Other issues raised by staff**
   i. Pre-Emptive (student) complaint escalation and SUBU's role - Prof. Vasilis Katos - referred to FESEC for discussion.

10 **Questions or comments regarding reports and minutes submitted electronically**
10.1 Academic Services Report - Jacky Mack (tabled)
   The Academic Services Report for Semester 2 was tabled for questions and comments. The report included a staffing update for the Admissions, Academic Quality and Student Administration teams. A question arose about the hard deadline for graduation registration. Jacky reported that the Graduation Steering Group met after the ceremonies and recommendations to improve communications pertaining to the registration deadline will be implemented for 2017 graduation ceremonies. A brief discussion followed about the need to avail accessibility to information on Blackboard during and after the migration from Blackboard to the new VLE.

10.2 Associate Dean, Student Experience Report - Dr. Clive Hunt (tabled)
   The Associate Dean, Student Experience report was tabled for questions and comments. The report addressed MUSE2, the upcoming NSS campaign, and the trailing of the loan of MacBook Pro to students for up to four hours at any one time.

10.3 Associate Dean, Global Engagement Report - Dr. Angelos Stefanidis (tabled)
   The Associate Dean, Global Engagement report was tabled for questions and comments.
   The report addressed the global festival of learning, EU and overseas recruitment, and key priorities for Global Engagement delivery planning.

10.4 Head of Dept. of Archaeology, Anthropology & Forensic Science - Prof. David Osselton (tabled)
The HoD, Archaeology, Anthropology & Forensic Science report was tabled for questions and comments. The report addressed departmental staffing, facilities - the relocation of the Crime Scene Training Centre to Christchurch House, student experience linked with research and outreach and publicity activities of department members.

10.5 Head of Dept. of Computing & Informatics - Prof. Vasilis Katos (tabled)
The HoD, Computing & Informatics report was tabled for questions and comments. The report addressed the significant progress of integrating digital learning technologies such as Audience Response System, Question & Answer Platform and the positive MUSE feedback about these initiatives, as well as research activity.

10.6 Head of Dept. of Creative Technology - Dr. Christos Gatzidis (tabled)
The HoD, Creative Technology report was tabled for questions and comments. The report addressed noteworthy activities of the department in education, enterprise and research. Included were the TIGA Award for Best Educational Institution in Games Technology, field trips for Games Programmes, new programme development, guest speakers and the Global Game Jam Participation. The Department will be hosting the "Edutainment 2017" Conference at BU this June.

10.7 Head of Dept. of Design and Engineering - Dr. Philip Sewell (tabled)
The HoD, Design & Engineering report was tabled for questions and comments. The report addressed the department's educational activities research/enterprise activities, PGR/PDRA activity, and professional activities as well as a staffing update. The Department of Design & Engineering is bucking the trend regarding applications in that applications for the department are up this year by 11% over last year.

10.8 Head of Dept. of Life and Environmental Sciences - Prof. Richard Stillman (tabled)
The HoD, Life and Environmental Sciences report was tabled for questions and comments. The report addressed recent activity within the department, including the submission of the department's Athena SWAN application which was led by Dr. Pippa Gillingham. Pippa also won a prestigious Leverhulme Networking Fellowship at the end of 2016.

10.9 Head of Dept. of Psychology - Prof. Remco Polman (tabled)
The HoD, Psychology report was tabled for questions and comments. The Department of Psychology had a successful accreditation visit by the British Psychological Society for their UG programmes. Good progress is being made in the development of the MSc Hypnosis in Research, Medicine and Clinical Practice course.

10.10 Faculty Education and Student Experience Committee meeting minutes, a. 26/10/16 & b. 5/12/16
The FESEC minutes of 26/10/16 and 5/12/16 were presented for informational purposes. The floor was open for questions or comments.

10.11 Faculty Academic Standards Committee meeting minutes, a. 23/11/16 and b. ARCM's 2/11/16
The FASC minutes of 23/11/16 and 2/11/16 were presented for informational purposes. The floor was open for questions and comments.

11. **AOB**
Members recognised the efforts of Keith Phalp and Kelly Deacon-Smith for taking on quite a bit of extra work under difficult circumstances affecting the Faculty.

A brief discussion followed about the need to cap numbers on units on some PGT courses (Archaeology) that require access to the human bone collection which are non-renewable resources that must be used responsibly. This will be reviewed further by AAFS unit leaders in

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order to provide needed information about this to BUCAT so they are aware of the restrictions that must be considered.

A discussion followed about the impact of delays in processing applications and the need for a better understanding of the required tariffs and course foundations vs. irrelevant courses, i.e. public health course background for some of the applied science courses. Jacky suggested a predefined list of acceptable background courses for Undergraduate courses be provided to Jon Ferrett, Head of Admissions, would be very helpful.

12. Adjournment

There being no further business the meeting adjourned at 3:45 pm.

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BOURNEMOUTH UNIVERSITY

GRADUATE SCHOOL ACADEMIC BOARD MINUTES

UNCONFIRMED MINUTES OF MEETING HELD ON 18TH JANUARY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 3.4   Faculty Research Degree Quality Report 2015/16

3. OTHER RELEVANT ACTIONS

See Section 3.2   Code of Practice for Research Degrees

See Section 4.2   SUBU PRES Report 2016

See Section 5.2   Academic Services Report

BOURNEMOUTH UNIVERSITY
GRADUATE SCHOOL ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON WEDNESDAY 18 JANUARY 2016, 10AM TO 12PM, S504, TALBOT CAMPUS

Present:

Prof Tiantian Zhang (Chair) (TZ)	Head of the Graduate School
Dr Fiona Knight (FK)	Graduate School Academic Manager
Dr Julia Taylor (JT)	Graduate School Academic Manager
Adrian Cuthbert (AC)	On behalf of Student Services Representative
Christine Fowler (CF)	Academic Services Representative
Prof Iain MacRury (IM)	On behalf of Executive Dean, Faculty of Media and Communications
Professor Davide Parrilli (DP)	On behalf of Interim Executive Dean, Faculty of Management
Professor Jonathan Parker (JP)	Professoriate Representative
Katherine Terkanian (KT)	PGR Representative
Dr Kate Welham (KW)	On behalf of Executive Dean, Faculty of Science and Technology

In Attendance:

Deborah Smythe (Minutes) (DS)	Resources Administrator, Graduate School

1	**Welcome and Apologies**	
	Apologies were received from Prof Stephen Tee, Executive Dean Faculty of Health and Social Sciences, and Jamie Swanson Vice President Education, SUBU Representative.	
2	**Minutes, Actions and Matters Arising**	
2.1	The Minutes were approved as an accurate record. Most actions had been completed or were in progress. The status of the following actions were noted to follow up: 4.4 SUBU to check if they can provide a breakdown of feedback from students in early stages of their studies (re SUBU PGR survey) – JS 4.5 Find out the Faculty contacts regarding PGR teaching - JT **Action: Follow up the status of outstanding GS RDC actions 4.4 and 4.5.**	**DS**
3	**Graduate School Strategic Actions**	
3.1	**Graduate School Review**	
	It was understood the Graduate School consultation recommendations had been approved by UET and the information would be released to the Graduate School tomorrow, Thursday 19 January 2017.	
3.2	**Code of Practice for Research Degrees**	
	The intention was to bring the timeline for CoP amendments forward to Spring 2017, to align to the Academic Services Committee meeting 24 May 2017. However, it was noted the timeline and scale of changes may be impacted by the outcome of the GS review.	
3.3	**Graduate School Annual Research Degrees Quality Report AY2015-16**	
	The GS Annual report had been submitted to ASC. The headline focus was on BU 2018 PIs, the major PI being growth of PGR numbers. Growth had been substantial year on year, even though there were fewer funded studentships last year. Self-finance and other funding resources had been increasing. The report also noted resources, completion and capacity, with enhanced 4 year completion continuing to be a focus going forward. ASC had requested an executive summary of each faculty report to be included in the GS annual report going forward.	

	KW asked if completion impacted on other potential sources of external funding and whether this was monitored? It was reported the impact was monitored at individual grant level, by the Principal Investigator. The 70% completion rate defined by the Research Councils was for RC-funded studentships, not across the board – and BU does not have a great number of students funded by RC; the majority of RC-funded studentships fell under the Centre for Digital Entertainment in FMC which was monitored separately. The GS would work with ASC PRIME team to review the RC data. The Committee discussed where the responsibility lay for recording institutional RC Studentship data on Je-S (Joint Electronic Submissions), as this falls under the remit of both RKEO and the GS and it was imperative data on Je-S was updated regularly. **Action: Graduate School produce a paper with RKEO detailing the process and responsibility to ensure studentship data is accurately recorded on Je-S.** **Action: Graduate School to request PRIME to produce new data sets and Research Council studentship data for the GS.**	 **JT/FK** **JT/FK**
3.4	**Faculty Research Degree Quality Report AY2015-16**	
	The faculty annual reports had been approved at GS RDC. An updated report was outstanding from FoM. The Faculty of Science and Technology report had not been submitted and would need to be completed as soon as possible as this was long overdue. KW to take this back to FST. **Action: FST to confirm a timeline for the submission of their Faculty Annual Research Degrees Quality Report for AY2015-16.**	 **KW**
4.	**Postgraduate Student Experience**	
4.1	**HEA PRES/PTES Spring 2017**	
	BU had renewed the contract with HEA to run PRES and PTES in 2017, run via the Bristol On-line Survey tool (BOS). HEA provided parameters regarding earliest and latest launch and close dates, and the surveys and preparations were in progress. It was critical the PGR body, faculties and supervisors helped to encourage as many students as possible to complete the surveys. Response rates previously were 45% for PRES 2015 (above UK average) and 27-28% for PTES 2016.	
4.2	**SUBU PRES Report 2016**	
	BU/SUBU PRES 2016 final comprehensive report had been circulated, with data and detailed analysis at faculty and institutional level. The report highlighted issues, including the top 8, which were similar to previous years', despite action plans and efforts to effect improvement in these areas. Different approaches had been taken, but it had still not changed the perception of students. However, the Committee noted the downward trend was comparatively slight, and the sample size was small. It was also noted a lot of areas that were doing very well which continued to improve year on year. GS RDC had agreed for faculties to update their existing PRES Action Plan, in preparation for a new plan following PRES 2017. The Committee suggested the option of a PGR focus group to drill down to the issues. KT commented a lot of students were not actually clear about what they wanted. The Committee debated the cross-Faculty challenges to integrate and engage students so they felt part of the research community and so they understood where to find the advice and resources they required. CF asked what the library could do in order to make a difference and would discuss the issue with the library teams, to make sure there was a structure for student engagement.	

		A lot of work had been undertaken to improve the usefulness of both the GS and faculty PGR inductions this year, but this had not been reflected positively in the survey results. It was anticipated an improvement would be shown in the results of PRES 2017. The Committee agreed that ongoing support was an important supplement to initial Induction. In FST, discussions on the departmental level Athena Swan submission had raised the importance of 'mentorship'. IM explained PGR discussion was generally at faculty and research centre level, at department level the numbers could be very small. However the faculty were discussing having a Head of PGR Studies at department level. It was commented supervisors were effective at academic support-level, but may be not be as strong at providing more general information. The Committee discussed the importance for supervisory teams to take ownership of all aspects of support, rather than signposting to PG RAs or GS. The GS noted the need to acknowledge this at Supervisory Development training, to enhance the programme to support supervisors. The outcome of the GS review would have an impact on what had been discussed and would develop plans going forward. **Action: Check with SUBU the circulation of the SUBU PRES report.**	**DS**
4.5	**PGR and PGT Student Feedback**		
		KT reported to the Committee: PGRs had consulted regarding the GS review and discussed with the Pro-Vice-Chancellor for Research and Innovation. The PGR Committee had met with BU Career Services regarding plans for specialised support provided by the Service for PGRs. It was discussed whether it might be advantageous to convene a focus group for identifying PGRs specific requirements eg. to discuss careers fairs for PGRs, etc. AC would feedback to Penny Ballantyne who was the link with the GS. KT commented it was still difficult to get PGRs involved overall. However, it was noted there was always good engagement with the GS part funded Chaplaincy lunch, perhaps because this was a regular scheduled event throughout the year. FK reported a growing tendency for PGRs to sign up for Researcher Development Programme sessions, but then fail to attend. It was suggested it might be useful to assess the size of the potential market eg. Full-time PGRs on campus who were actually available to take the sessions. Two years ago the sessions were usually full – and the possible reasons for this decline in attendance were considered; eg individual reminders not being sent and PGRs not logging on to the blackboard page. Solutions were considered, including a regular update from the GS and also the need for supervisors to be part of the decision making process for the PGR to attend certain sessions. **Action: Review Graduate School communication tools regarding PGR engagement with the Researcher Development Programme.**	**JT/FK**
5.	**Faculty and Professional Services Reports**		
5.1	**Graduate School Quarterly Report October 2016**		
		The report was noted for information. BU PhD studentships had been received and the meeting for the panel had been scheduled for 8 February 2017. The Postgraduate Conference was confirmed for 8 March 2017, with all faculties represented. It was queried whether the new Staff/PGR space in Poole House was currently open and whether this was being used by PGRs? **Action: Send out a reminder regarding Staff/PGR space in Poole House.**	**JT/FK**

5.2	**Academic Services Report**	
	The report had been circulated to faculty boards and was noted for information. Library and learning support study provision and language support was available to all students, in all subject areas, with bespoke offers for PGRs as required. Independent help guides were available outside the BU web site or MyBU. Contact via a 'chat' service or a 1-1 meeting could be arranged, if required. AS were planning 90 workshops this year, some which were also targeted at PGRs and it would be helpful to know the level of PGR engagement. New AS structure available showing new people and how to contact them.	
	IM asked about SITS and PGRs and how well this had been working? JT reported there had been significant problems with the correct fees being charged at enrolment (some of which were being corrected and some of which were still ongoing) and there were ongoing issues with SITS and ResearchPAD data. GS were liaising with Finance as this was a complex area (full consultation had not previously taken place, even though this had been prompted by the GS). It was agreed these issues should be fed upwards by CF given the level of impact on staff and student experience. It was discussed whether PGRs were being fully consulted regarding the new Virtual Learning Environment (VLE) implementation and whether there was sufficient PGR representation. It was critical for PGRs and the GS to be consulted regarding system/service developments, which impact on student experience.	
	Action: Find out the level of PGR engagement with library services workshops.	**CF**
	Action: Feedback there were ongoing issues regarding SITS implementation affecting PGR fees and ResearchPAD data, impacting on Graduate School staff and student experience.	**CF**
	Action: Find out the level of consultation with PGRs regarding the implementation of the new Virtual Learning Environment.	**JT/FK**
5.3	**Student Services Report**	
	The report had been circulated for information. AC summarised key areas. Careers service events – central workshops advertised on my career hub. Also workshops for PGRs (following the meeting it was confirmed these will be promoted via GS Researcher Development Programme). ALS – new staff development sessions. Regarding front line services, the Home Office audit had been undertaken, reporting basic compliance assessment. BU is now licensed to 2020 (renewable every 4 years). Residential services – new 'BU residential life programme' (for people coming into halls). Sport, music and culture – new 'super Saturday sessions' age 4-14. New 'music' programme. New wellbeing co-ordinator and workshops. Links could be found in the report.	
6.	**For Information**	
	The Graduate School Research Degree Committee Minutes 7 December 2016 were noted for information.	
7.	**Any Other Business** Davide Parilli requested a copy of the BU/SUBU PRES 2016 report and information regarding the Researcher Development Programme. **DS to action.**	**DS**
8.	**Date of the Next Meeting** Tuesday 25 April 2017, SC504 Student Centre, Talbot Campus.	

Graduate School Academic Board Minutes
18 January 2017

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