

**BOURNEMOUTH UNIVERSITY**

**SENATE**

**Wednesday 19 June 2013, 2.15pm**

**The Boardroom, Poole House, Talbot Campus**

**AGENDA**

		<b>Paper</b>	<b>Timing</b>
<b>1</b>	<b>Welcome, apologies and declarations of interest</b>		
<b>2</b>	<b>Minutes of the Meeting of 20 March 2013 (VC)</b> 2.1 Matters Arising 2.2 QAA Update (Prof Tim McIntyre-Bhatty)	SEN-1213-75  Verbal Report	<b>2.15</b>
<b>3</b>	<b>Report of Electronic Senate Meeting of 20 May to 5 June 2013</b>	SEN-1213-76	
	<b>PART A – Vice-Chancellor’s Communications</b>		<b>2.30</b>
<b>4</b>	4.1 HE Sector Update 4.2 BU2018 Update 4.2.1 Key Performance Indicators (Prof Tim McIntyre-Bhatty)	Verbal Report Verbal Report Verbal Report	
	<b>PART B – Debate</b>		<b>2.50</b>
<b>5</b>	5.1 Grow@BU	Presentation	
	<b>PART C – Other Reports</b>		<b>4.00</b>
<b>6</b>	6.1 3B – Admissions (Research Degree Programmes): Policy and Procedures - For Approval (Prof Tiantian Zhang) 6.2 Standard Assessment Regulations for Taught Awards: Recommendations for Change for Academic Year 2013/14 – For Approval (Ms Cathy Symonds and Ms Netta Silvennoinen) 6.3 REF Update (Prof Matthew Bennett) 6.4 Breaches of Research Ethics – Recommendations for Change - 6M – Misconduct in Academic Research: Policy and Procedure and 6H – Academic Offences: Policy and Procedure for Taught Awards – For Approval (Prof Tim McIntyre-Bhatty) 6.5 Dorset Healthcare Trust: University Department of Mental Health: 2nd Year Annual Report – To note (Prof Gail Thomas)	SEN-1213-77  SEN-1213-78  Verbal Report  SEN-1213-79  SEN-1213-80	
	<b>PART D – Routine Committee Business</b>		<b>4.15</b>
<b>7</b>	<b>Minutes of Standing Committees:</b> 7.1 Academic Standards Committee – 2 May 2013 (unconfirmed) 7.2 International & UK Partnerships Committee – 16 May 2013 (unconfirmed) 7.3 Education and Student Experience Committee – 29 May 2013 (unconfirmed)	SEN-1213-81  SEN-1213-82  SEN-1213-83	

	<b>School Academic Boards:</b>		
	7.4 School of Design, Engineering and Computing, School Academic Board – 22 May 2013 (unconfirmed)	SEN-1213-84	
	7.5 School of Health and Social Care, School Academic Board – 16 May 2013 (unconfirmed)	SEN-1213-85	
<b>8</b>	<b>Any other business</b> <b>Please Note:</b> items of any other business should be notified a week in advance to the Secretary of Senate.		
<b>9</b>	<b>Dates of next meeting:</b> <b>Electronic Senate – 9.00am, Wednesday 9<sup>th</sup> October 2013</b> <b>Senate Meeting – 2.15pm, Wednesday 30<sup>th</sup> October 2013</b>		<b>4.25</b>

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

**MINUTES OF A MEETING OF SENATE held on 20 MARCH 2013**

- Present: Prof J Vinney (**Chair**)  
Mr C Allen; Prof M Bennett; Dr C Bond; Ms L Bryant (SUBU); Dr C Chapleo; Ms A Gutierrez; Mr A James; Dr S Jeary; Mr S Jukes; Ms J Mack; Prof T McIntyre-Bhatty; Prof R Palmer; Dr D Patton; Ms J Quest; Mr D Reeve; Mr A Riggs; Prof J Roach; Prof E Rosser; Ms C Symonds; Dr H Thiel; Prof G Thomas; Dr K Wilkes; Prof T Zhang.
- In attendance: Ms M Barron; Ms S Chaytor-Grubb (SUBU); Ms C Cherry; Ms M Frampton (Committee Clerk); Ms K Pichlmann (Agenda Item 6.4); Mr M Simpson (SUBU); Dr A Tattersall
- Board Observer: Dr P Rawlinson
- Apologies received: Mr J Andrews; Prof D Buhalis; Prof P Comminos; Mr D Evans; Prof B Gabrys; Mr J Holroyd; Prof H Schutkowski

**1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST**

The Chair welcomed members to the meeting and introduced Dr Rawlinson who is a member of the University Board and would observe the meeting. The Chair reminded members of the pre-Board dinner event on 25 April 2013.

There were no declarations of interest.

**2. MINUTES OF THE MEETING OF SENATE HELD ON 24 OCTOBER 2012**

The Minutes were approved as an accurate record, with the exception of agenda item 6.4 – Senate Committees Annual Review. It was agreed the minute should read “It was noted that Senate had been through the same annual review process as the sub committees and it had been thoroughly reviewed three years ago”.

**2.1 Matters Arising**Minute No. 3 – Issue of Degree Certificates

This item was listed on the agenda for discussion.

Minute No. 6.4 – Amendment of Senate Terms of Reference

The Terms of Reference had been updated and approved at the Electronic Senate meeting.

**3. REPORT OF ELECTRONIC SENATE MEETING OF 27<sup>TH</sup> FEBRUARY TO 6 MARCH 2013**Minute No. 2 – Impact of Framework and Common Units on Costs

The minute would be amended to advise the initial question had been raised by the School Academic Staff Representative (HSC), instead of the Media School Representative (HSC).

Minute No. 21 – Media School Academic Board Minutes of 10 October 2012

Prof Zhang advised the wording of the minute from the Media School Academic Board was inaccurate, as the three day postgraduate teaching training is provided by EDQ rather than the Graduate School, and it was, therefore, agreed the wording of the minute should be reviewed at the next meeting of the Media School Academic Board.

## **4. CHAIR'S UPDATE**

### **4.1 HE Sector Developments**

The Chair updated Senate members on HE Sector Development and BU2018 Update simultaneously.

### **4.2 BU2018 Update**

The BU2018 Strategic Plan was now making good progress and had moved on to the second year of Delivery Planning within Schools. The focus this year was to look at KPIs, targets and plans within Schools and Professional Services and look at the progress made and gaps that exist. Dialogue had taken place with the Deans of Schools and Executives within the University, and it was clear that BU had generally adapted well to external pressures and made good progress towards its realising the vision.

Overall the HE sector appeared to be fairly healthy and in a sound financial position, however, income across the sector was predicted to fall and would become unpredictable as a result of the changing student recruitment patterns. HEIs were currently funding a higher proportion of capital expenditure from their own internal cash reserves following reductions in public capital funding; therefore, it had become increasingly difficult to generate surpluses.

Although the number of student applications had increased across the sector this year, it was still an uncertain picture for the sector. Clinical subjects and Science, Technology, Engineering and Maths (STEM) subjects had generally fared better than the Arts, Humanities and social sciences. The Royal Academy of Engineering forecasted that the engineering profession needed 104,000 STEM graduates per year, however there were only 82,000 UK STEM graduates each year, which meant that approximately 40,000 extra graduates were required annually.

Since 2006, there had been increased competition with the introduction of alternative providers, although financial support for students studying with alternative providers made up less than 1% of the overall student support budget. Sir Michael Barber, Chief Education Advisor for Pearson had predicted the end of traditional, middle-ranking universities in light of increased competition from online and large for-profit providers.

Prof Ebdon, Director of the Office of Fair Access (OFFA), attended the BU Fair Access and Widening Participation Conference on 13 March 2013 and spoke about the importance of equal access to Higher Education. Prof Ebdon advised the conference of a newly developed joint national strategy on Fair Access and student success, which was the new name for student retention. Evidence had suggested that bursaries and fee waivers had little effect on students' decisions about whether and where to study, therefore, there was now an increased emphasis on outreach activity.

The Government has accepted the majority of the recommendations proposed in the Lord Heseltine report, ranging across all areas of public policy that affect economic growth. From 2015, a new Single Local Growth Fund would be created; it would include key economic levels of skills, housing and transport funding. The Government would need to negotiate a Local Growth Deal with every Local Enterprise Partnership (LEP), which would reflect the quality of the LEP's strategic economic plan and the capacity of the local area.

In the international arena, UKBA seemed to be adopting a more collaborative approach. Changes in the regulations of post-study work are also welcomed, such as allowing all PhD students who had completed their studies to stay in the UK for 12 months before having to find a job or start a business; and an additional 1,000 visa places per year would be created for MBA graduates who wanted to stay in Britain and start up a business. Lobbying would continue to persuade the Government to exclude international students from immigration targets.

## 5. STUDENT EXPERIENCE FOR INTERNATIONAL STUDENTS

- 5.1 Ms L Bryant, Ms S Chaytor-Grubb and Mr M Simpson (Sabbatical Officers from the Students' Union) opened the debate with a presentation that showed aspects of the international student experience and gave recommendations for how BU could make improvements to the support provided to international students and to the positive development of internationalisation within the BU community. Some of the information provided within the presentation had been obtained from the research conducted by Dr Lorraine Brown (School of Tourism). A copy of the presentation slides are attached to the minutes.

Ms Barron confirmed the presentation had provided a good overview of the issues and experiences of international students studying at BU and potential enhancements. This year the induction programme had attempted to integrate activities for both international and UK students, but there had been less participation from international students. Due to the lower participation rates, it had already been agreed that the separate international student induction and orientation programme would be re-instated for the next academic year and work would be carried out to try to establish whether any further improvements could be made. It was commented that the provision of celebratory activities had been well attended in the past and such events should continue to take place in order to further improve integration. It was agreed that language support should always remain a high priority for students whilst studying at BU.

Dr Tattersall had supported international students for many years and commented that word of mouth was very important with new international students and stressed the importance of a good student experience. It was important for BU to 'create' a larger range of informal situations, as well as learning experiences, when international students were in contact with UK students. Within the Business School assisted learning had been put into place for international students, whereby a UK student would mentor an international student. This had proved to be beneficial for both groups of students.

Prof Zhang agreed that the international student experience was important and was part of BU internationalisation activity. Prof Zhang noted that BU must ensure that it remained vigilant as to whether the support provided by BU at present was sufficient and whether the support could be enhanced and co-ordinated across the institution. It was agreed that it was important that as developments progress, staff are aware of the focus of responsibility and leadership for the international student experience at BU.

Ms Gutierrez commented that when an international student had decided to study in the UK and attempted to integrate into UK culture, BU should provide sufficient support to assist the student in having a good student experience in the UK. The key issue was often language and the ability to communicate with peers informally as much as the need to have a good academic language. International students need a person they can rely on and someone who can be their guide whilst studying at BU. The Student Engagement Team (SET) for widening participation students was highlighted as a possible similar route to providing additional assistance to students with some aspects of academic life for which they might not have been prepared. The induction process was crucial to integration for international students as this was key in the creation of relationships, although it was noted that many international students feel comfortable being part of a group of people of the same nationality.

Ms Mack had received feedback as the Professional Services Representative. The main areas where international students needed support were:

- Accommodation for international students – more accommodation was needed at BU.
- The requirement to have a SUBU/BU staff member available as a central point of contact for help and advice.
- Induction for international students could be phased/lengthened.
- Documents to be published in other languages.
- Advice to be provided on the terminology to be used in rubrics and examinations.

Ms Chaytor-Grubb stated that SUBU was aiming to make the transition to studying in the UK much easier for international students. Ms Chaytor-Grubb reiterated that there should be a central point for all international students to visit for help and advice. Ms Barron would discuss this further with front line staff to establish ways of assisting international students further. The possibility of connecting future international students with current international students could be a route to explore, whereby future students could ask questions before arrival in the UK. It was agreed that students should be given the choice of the level of integration they wanted.

Prof Roach commented that it was important to make international students feel that they were able to embed fully within the BU community, that internationalisation of the academic community was appreciated, and that there was sufficient appropriate support available to them whilst they studied at BU. The induction event for international students that included a meal with the Vice-Chancellor had been well supported in the past and it was agreed this event should continue with the introduction of more events throughout the year.

Ms Quest commented that she had observed a small number of cases in the Media School where first year international students had arrived with high degrees of maturity and strong learning behaviours that they had felt had not been mirrored in some of their domestic counterparts, and as a result they had considered leaving. Whilst there was no immediate solution, it was noted that BU should reflect on how it could improve further the quality of the first year experience for the benefit of all students.

Mr Simpson suggested the reintroduction of the International Student Barometer, as it had been an important and valuable tool in the past with which to measure student satisfaction.

Dr Rawlinson (University Board Member in attendance) had enjoyed the debate regarding the international student experience and agreed that each international student should succeed on the terms that were meaningful to themselves despite any issues faced. Dr Rawlinson agreed that BU needed to provide an effective method of guiding each student to the best place in which they could obtain assistance.

The Chair summarised the debate and thanked all the speakers and contributors. He confirmed that the debate had been very powerful and timely as the executive were currently exploring ways to further enhance the international student experience. He agreed that many of the suggestions provided within the debate would help to shape and inform developing proposals and in turn enhance the international student experience.

## 6. OTHER REPORTS

### 6.1 QAA Self Evaluation Document

Ms Symonds introduced the Self Evaluation Document and thanked colleagues for their time given whilst the document was being produced. Comments had been received from various forums within the University and these comments had been addressed. The document was now in its final stage and would be ready for submission on Monday 25 March 2013, along with the 600 supporting documents.

The first visit by QAA reviewers would take place on 30 April and 1 May 2013, and those staff members who would be involved in meetings on these dates had been advised. Staff members who would be required for the visit in June would be advised after the visit in April/May. The Self Evaluation Document would eventually be made available to all staff on the staff intranet.

The Chair thanked Ms Symonds and members for their hard work.

**Approved:** Senate approved the Self Evaluation Document.

### 6.2 Standard Admissions and Assessment Regulations for Postgraduate Research Degrees

Prof Zhang introduced the 3A – Standard Admissions Regulations: Postgraduate Research Degrees and the 6A – Standard Assessment Regulations: Postgraduate Research Degrees.

The regulations had been approved by the Graduate School Academic Board (Research Degree sub-committee) on 22 January 2013 and the Academic Standards Committee on 14 February 2013. The regulations were presented to Senate for approval.

**Approved:** Senate approved the 3A – Standard Admissions Regulations: Postgraduate Research Degrees and the 6A – Standard Assessment Regulations: Postgraduate Research Degrees.

### 6.3 Issuing Degree Certificates Prior to Graduation

The query with regards to the issue of degree certificates had been raised at the previous meeting of Senate and Ms Gutierrez gave an overview of the current process for the issue degree certificates. Occasionally, a student may request a verification letter for employment and Student Administration were able to provide this. BU receives two or three requests per year whereby a student may need an official document for a visa application or an application to study abroad. Ms Gutierrez advised that having looked into the current process, there was no requirement to make changes. Members agreed the process should not be changed.

### 6.4 Fair Access Agreement 2014-15

Ms Pichlmann opened the presentation advising members that HEIs must submit a Fair Access Agreement (FAA) annually to the Office for Fair Access (OFFA); an approved FAA would enable BU to charge fees of up to £9,000. The deadline for submission of the 2014/15 FAA was 8 April 2013. ULT had approved the key principles of the FAA at the meeting held on 5 March 2013, and the paper circulated to Senate members outlined the direction of BU's access and student success plans, a draft of the 2014/15 FAA and indicative financial model. A copy of the presentation slides are attached to the minutes.

Mr Jukes questioned whether BU would increase the resource put towards outreach activity as some Schools had difficulties coping with the current workload, therefore further investment would be welcomed. Ms Pichlmann advised that there would be an increase in investment in outreach activities.

**Approved:** Senate endorsed the Fair Access Agreement 2014/15 document for approval by the University Board.

### 6.5 REF Update

Prof Bennett advised that REF preparations continued as planned and that a more substantial update would be provided at the next meeting of Senate on 19 June 2013. Should any members wish to discuss any points in the interim, please contact Prof Bennett.

## 7. MINUTES OF STANDING COMMITTEES

### 7.1 Honorary Awards Task Group, 6 March 2013 (unconfirmed)

Senate were requested to approve the recommendation for the 2013 Honorary Awards which were set out in Items 3.1 to 3.12 of the Honorary Awards Task Group minutes. Subject to Senate approval, the recommendations would be submitted to the University Board for final approval on 26 April 2013.

The minutes were noted.

**Approved:** Senate approved the 2013 Honorary Award nominations.

**7.2 Academic Standards Committee, 14 February 2013 (unconfirmed)**

The minutes were noted.

**7.3 University Research Ethics Committee, 6 March 2013 (unconfirmed)**

The minutes were noted.

**7.4 University Research & Knowledge Exchange Committee, 4 March 2013 (unconfirmed)**

The minutes were noted.

**7.5 School of Health & Social Care School Academic Board, 13 February 2013 (unconfirmed)**

The minutes were noted.

Prof Thomas advised members that the School of Health & Social Care would trial electronic School Academic Board meetings and report back to Senate at the next meeting.

<p><b>ACTION:</b> Prof Thomas would report back to Senate on the trial of an electronic HSC School Academic Board meeting.</p>
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<p><b>ACTION BY:</b> GT</p>
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**7.6 School of Applied Sciences School Academic Board, 13 February 2013 (unconfirmed)**

The minutes were noted.

**7.7 School of Design, Engineering and Computing School Academic Board, 20 February 2013 (unconfirmed)**

The minutes were noted.

**8. ANY OTHER BUSINESS**

8.1 None.

**DATE OF NEXT MEETING:**

**Electronic Senate** – 9.00am, 20 May 2013 to 5.00pm, 5 June 2013

**Live meeting** – 2.15pm, 19 June 2013





Bournemouth  
University

# Widening Participation at BU

## BU 2018 states:

- We will focus our **investment** in activity that raises aspirations in society to engage in higher education and seek ways to ensure that the benefits are clearly visible and quantifiable.
- We will invest in **outreach activity** with schools and colleges, including amongst young people at an early stage in their secondary education where interventions have been proven to be effective in raising aspirations.
- We will invest in **financial support** for those for whom affordability may be an obstacle to studying at BU.

# A fusion approach to Fair Access & Student Success

## OUTREACH

### Targeting:

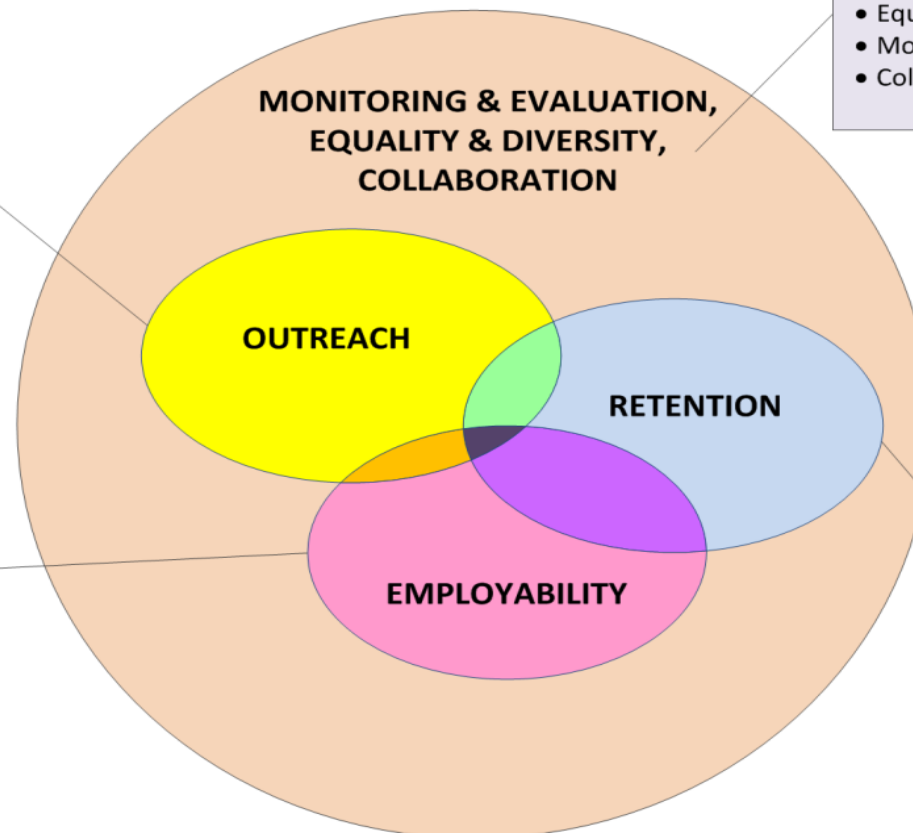
- Primary
- Pre-16 young learners
- Mature students
- Parents/carers
- Key influencers

## EMPLOYABILITY

- Placements available for all students from 2013
- Financial support to undertake placements – especially unpaid placements
- Increase the number of placements
- Increase the opportunity for WP students to undertake Study Abroad

## OVERARCHING THEMES

- Equality and Diversity
- Monitoring and Evaluation
- Collaboration



## RETENTION

- **Financial Support**
- BU Hardship Fund
- BU Accommodation Deposit fund
- BU Maintenance and Care Leaver Bursaries

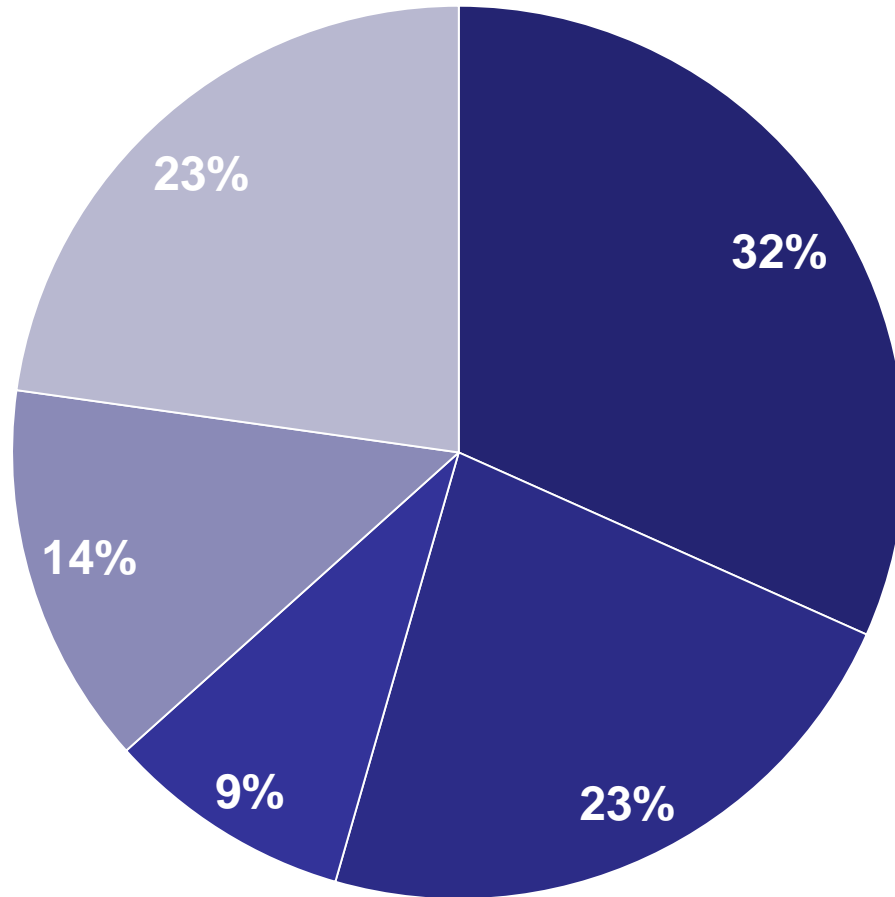
### **GROW@BU**

- Development
- Transition
- Induction
- Expanding the induction programme to better support WP students

### **Counteracting Social Isolation**

- Clubs and Societies fund

## *Proposed distribution of funds to themes*



- Outreach
- GROW@BU + other student success
- Employability
- Financial support
- NSP match funding - compulsory

**BOURNEMOUTH UNIVERSITY**

**ELECTRONIC SENATE**

**REPORT OF A MEETING OF ELECTRONIC SENATE held on  
29 May 2013 (9AM) TO 5 June 2013 (5PM)**

**STATEMENT ON QUORUM**

The meeting was quorate with 19 members confirming attendance.

**MATTERS RAISED BY MEMBERS**

**1. IMPACT OF THE STUDENT JOURNEY PROJECT ON ACADEMIC STAFF (SEN-1213-61)**

Raised by: the School Academic Staff Representative, Media School

**Description of the matter:** What measures have been taken to mitigate the impact of the Student Journey Project on academic staff? Have academic staff – other than senior managers – been included in the consultation process? Concerns have been raised from different quarters about the inevitable increase in workloads on academic staff and loss of non-academic support and professional staff in Schools.

The following response from the Chief Operating Officer was given with the paper:

*The consultation process has not yet commenced, a document was circulated to staff on 16 May 2013 by Jackie Molnar and feedback from all staff will be welcomed as part of the process. The changes under the Student Journey Project are focused on the administrative processes and over 200 staff who currently participate in these process reviews will be independent of the student record system chosen as part of the procurement process, which is currently mid-way through the process (something that had to happen even if the Student Journey Process was not taking place due to procurement legislation), and academic staff will be involved in this evaluation process.*

**Chair's Decision**

Issues noted, no further action.

**2. RECRUITMENT OF STUDENTS BY KAPLAN (SEN-1213-62)**

Raised by: the School Academic Staff Representative, Media School

**Description of the matter:** With regard to the involvement of Kaplan in recruiting students, it is understood that negotiations are still taking place and arrangements are not set in stone. With that in mind, there are concerns about the issue of quality control in relation to an admissions process in which BU staff will have no involvement but will be required to take students onto courses where they have not been scrutinised by staff with specialist knowledge.

Why is there no flexibility? For example, whilst it may be positive to streamline the process for some courses, in particular at undergraduate level, at postgraduate level there are specialist courses which Kaplan staff cannot hope to assess suitability for, such as cinematography, editing, producing and directing. BU staff will then end up picking up the pieces, which takes more time and resources and potentially damages the reputation of the School. In addition, having different criteria/processes for one route of entry compared to say UK entry to the same course is surely unfair and perhaps risky for BU in terms of Quality/Review. There are also concerns as to how accreditors such as Skillset view this very insecure admissions process. This is an important criteria for their accreditation. Have they already been consulted? If so, do they have concerns and wish to review our accreditation?

The following response from the Deputy Vice-Chancellor was given with the paper:

*Admissions requirements for entry to BU programmes from Kaplan programmes at the new Bournemouth University International College (BUIC) have been agreed in dialogue with Schools. In addition, where there have been specialist requirements that require further consideration, academic staff from Schools have engaged in dialogue with Kaplan colleagues to start the process of working more closely together to ensure that effective academic support and development is provided throughout the journey that is undertaken by students. In addition, given the measured growth in the number of international students over the strategic plan period, which is partially met by the development of BUIC, both the University, centrally, and Schools have started to consider additional international student support. The debate at the last Senate was indicative of the latent desire in the University to ensure that international student support is effectively led and developed over successive academic cycles.*

Media School Academic Staff Representative, Jill Quest, subsequently commented:

*Whilst it is reassuring that there is dialogue taking place with Kaplan to ensure academic support during the students' journey, and that there is a latent desire to ensure that is developed over successive academic cycles, the response does not answer the following specific questions:*

- 1) How will Kaplan staff assess suitability for specialist postgraduate courses such as cinematography, editing, producing and directing without specialist knowledge? This has not been apparent in the dialogue so far.*
- 2) Where is the parity in having different criteria/processes for one route of entry compared to UK entry to the same course? Has this been registered as a risk in terms of academic standards and quality?*
- 3) How will accreditors such as Skillset view this very insecure admissions process? Have they already been consulted and do they wish to review accreditation in the light of no quality control in admission to the course by the course team?*
- 4) Why is it not possible to have a flexible approach?*

#### **Chair's Decision**

Initial issues noted. Following the receipt of further questions at E-Senate, these points will be addressed at the 'live' meeting of Senate.

### **3. CAPPING OF FORMAL ELEMENTS (SEN-1213-63)**

Raised by: the School Academic Staff Representative, Media School

**Description of the matter:** At recent QASG and ASC meetings the issue of capping the formal element of the mark instead of the unit mark was discussed. This issue warrants wider discussion across the academic community so there can be a balanced debate as to whether this further motivates students to perform well in the remaining uncapped element or erodes academic standards. What processes are in place to ensure on issues such as this, the wider academic community has the opportunity to clarify and discuss such potential changes?

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

*These issues have been debated throughout this academic year through the University's deliberative committee structure. QASG is a sub-committee of the ASC Senate Committee and all Schools are fully participant on both committees. The issue itself should be seen in the context of the discussions that have taken place throughout the academic year, which are a matter of record in the minutes of both QASG and ASC. Marking of student work is completed by academic colleagues at the appropriate standard, as per programme evaluation and approval of learning outcomes both for units and programmes and in full sight of national subject benchmarks and the Framework for Higher Education Qualifications. The Academic*

*Regulations Policies & Procedures of the University state how failure or plagiarism may be dealt with once marking has been completed. Academic offences of plagiarism were previously subject to a lower penalty than basic academic failure at the appropriate standard. Deliberations on these issues have led the academic committees involved to agree to change this position such that plagiarism carries a higher penalty than academic failure.*

School of Tourism Academic Staff Representative, Clive Allen, commented:

*Personally I would favour formal elements being capped not the unit as a whole for failed assessment, while AOP decision results in a unit capped. Again a personal opinion but I would like more leeway in informally dealing with first offender plagiarism especially with international students, such that an AOP is not necessary in the first instance. Currently it feels like we have a heavy process that is then light on sanction whereas a more incremental process ending in withdrawal might have a better outcome.*

Media School Academic Staff Representative, Jill Quest, commented:

*There is a concern that whilst due process was followed this does miss out most academics. There was evidence for example that many academics thought round the subject a little more widely raising a number of issues compared with the QASG committee who "supported the change unanimously".*

*With regard to making AOP penalties more severe, particularly in regard to having a greater severity than failure or late submission, whilst this principle was supported, why is it necessary to change the rules for capping elements? AOP penalties could be made more stringent without altering the rules for capping elements.*

#### **Chair's Decision**

Initial issues noted. Following the receipt of further comment/question at E-Senate, this point will be addressed at the 'live' meeting of Senate.

## **MINUTES OF STANDING COMMITTEES**

### **4. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 27 MARCH 2013 (SEN-1213-64)**

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

#### **Chair's Decision**

Item noted, no further action.

### **5. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 11 MARCH 2013 (SEN-1213-65)**

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

#### **Chair's Decision**

Item noted, no further action.

### **6. BUSINESS SCHOOL - SCHOOL ACADEMIC BOARD, 20 FEBRUARY 2013 (SEN-1213-66)**

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

#### **Chair's Decision**

Item noted, no further action.

7. **BUSINESS SCHOOL – SCHOOL ACADEMIC BOARD, 15 MAY 2013 (SEN-1213-67)**

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

***Chair's Decision***

Item noted, no further action.

8. **GRADUATE SCHOOL - SCHOOL ACADEMIC BOARD, 26 FEBRUARY 2013 (SEN-1213-68)**

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

***Chair's Decision***

Item noted, no further action.

9. **MEDIA SCHOOL - SCHOOL ACADEMIC BOARD, 6 FEBRUARY 2013 (SEN-1213-69)**

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

***Chair's Decision***

Item noted, no further action.

10. **MEDIA SCHOOL - SCHOOL ACADEMIC BOARD, 15 MAY 2013 (SEN-1213-70)**

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

***Chair's Decision***

Item noted, no further action.

11. **SCHOOL OF APPLIED SCIENCES - SCHOOL ACADEMIC BOARD, 15 MAY 2013 (SEN-1213-71)**

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

***Chair's Decision***

Item noted, no further action.

12. **SCHOOL OF TOURISM - SCHOOL ACADEMIC BOARD, 13 MAY 2013 (SEN-1213-72)**

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

***Chair's Decision***

Item noted, no further action.

13. **UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 18 APRIL 2013  
(SEN-1213-73)**

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

***Chair's Decision***

Item noted, no further action.

14. **UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, (15 MAY 2013)  
(SEN-1213-74)**

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

***Chair's Decision***

Item noted, no further action.

**DATE OF NEXT MEETING**

**Next in-person meeting:** Wednesday 19<sup>th</sup> June 2013 at 2.15pm

**Next Electronic Senate meeting:** 9.00am – 9<sup>th</sup> October 2013 to 5.00pm – 16 October 2013





<b>Committee Name</b>	Senate
<b>Meeting Date</b>	19 June 2013
<b>Paper Title</b>	3B – Admissions (Research Degree Programmes): Policy and Procedures
<b>Paper Number</b>	SEN-1213-77
<b>Paper Author/Contact</b>	Dr Fiona Knight, Graduate School Academic Manager
<b>Purpose &amp; Summary</b>	<p>This is a new policy and procedure, which sets out the research degree admissions process that BU staff involved in the process are required to comply with. In doing so, BU can ensure that its selection policies and procedures are transparent, followed fairly, courteously, consistently and expeditiously.</p> <p>This policy and procedure mirrors the Admissions Policy and Procedures for Taught Programmes and has been developed in consultation with Academic Schools and Student and Academic Services. The policy has previously been submitted to the Graduate School Research Degree Committee and Academic Standards Committee for consideration and approval.</p>
<b>Decision Required of the Committee</b>	For approval
<b>Strategic Links</b>	Links to student recruitment, admissions and enhancing student experience.
<b>Implications, impacts or risks</b>	No negative implications and impacts or risks may arise from the content of the papers, the purpose of which are to enhance quality assurance of postgraduate research degrees admission and recruitment.
<b>Confidentiality</b>	None

<b>Owner:</b>	The Graduate School
<b>Version number:</b>	1
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<b>Due for review:</b>	April 2014

*This document is part of a revised series of 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.*

## **3B – Admissions (Research Degree Programmes): Policy and Procedures**

### **1 SCOPE AND PURPOSE**

- 1.1 These policy and procedures outline the University's commitment to the admission of students to postgraduate research degree programmes who will benefit from the challenging, and rewarding university experience offered by Bournemouth University (BU).
- 1.2 These policy and procedures are available to all University staff, and those involved in the research degree admissions process are required to comply with them.
- 1.3 Bournemouth University is committed to ensuring that its selection policies and procedures are transparent, followed fairly, courteously, consistently and expeditiously; that information concerning applicants remains confidential between designated parties, and that decisions are made by those equipped to make the required judgements.

### **2 KEY RESPONSIBILITIES**

- 2.1 The Graduate School Research Degree Committee will review these Admissions Policy and Procedures annually. Academic Standards Committee will recommend any policy changes to Senate for approval.
- 2.2 The Graduate School takes overall responsibility for the development of admissions policies and procedures for research degree programmes. Extensive consultation takes place with Schools and agreed changes are disseminated to professional and academic staff.
- 2.3 Academic and professional staff in Schools assess the abilities, aptitudes, skills, qualifications (including English language proficiency) and experiences of applicants that indicate their potential to succeed on their research degree programme and use this as a guideline - along with the University-wide, and subject specific, benchmarks for entry - to determine if a student can be admitted to the University research degree programme.
- 2.4 **All University staff have access to and, are required to comply with, the University's policies and procedures.**

### **3 LINKS TO OTHER BU DOCUMENTS**

Other documents with direct relevance to the admission of research degree students include:

- *3A - Standard Admissions Regulations: Research Degrees*
- *6A - Standard Assessment Regulations: Research Degrees*
- *8A – Code of Practice for Research Degrees*
- *3D - Fraudulent Applications: Procedure*
- *3E - Criminal Convictions: Procedure*
- *3H - Standards of English for International Students and English Language Qualifications*
- *3P - Accreditation of Prior Learning (APL): Policy & Procedure*
- *Admissions Appeals Procedure*
- *Dignity, Diversity and Equality Policy*
- *11F - Students Complaints Policy and Procedures*

## POLICY

### 4 GENERAL PRINCIPLES

- 4.1 Bournemouth University's policies and procedures for the recruitment, selection and admission of research degree students are based on the following principles:
- i the University's commitment to academic standards;
  - ii the identification of students who are likely to succeed in the University's programmes;
  - iii equity of opportunity for all applicants. There shall be no discrimination against any applicant in relation to age, colour, creed, disability, ethnic origin, gender, marital status, nationality, race, sexual orientation or social class, or any other protected characteristic under the Equality Act 2010;
  - iv fair, consistent and transparent application of the University's policies and procedures by staff who are well trained and have access to, and comply with these documents.
- 4.2 Policies and procedures related to admissions are reviewed regularly to ensure that they continue to support the mission and strategic objectives of the University, and that they remain current and valid in the light of changing circumstances.

### 4.3 Academic Standards

- 4.3.1 Entry criteria, which may vary from research degree programme to research degree programme, are set by Graduate School and Academic Schools using University-wide and subject-specific benchmarks and are widely published.
- 4.3.2 For research degree programmes that are jointly ratified by the University and a Professional Body, criteria for entry will also meet any requirements specified by the Professional Body.
- 4.3.3 Applicants whose first language is not English will be required to demonstrate competency in the four components of English: Listening, Speaking, Reading and Writing, normally by means of a recognised qualification, such as IELTS, or completion of the University's Pre-sessional English for University Study Programme). Normally, for the majority of research degree programme, applicants will required to provide evidence of IELTS (Academic) 6.5 (with a minimum of 5.5 in each of the four component scores) or equivalent. It should be noted that the language requirement may be higher for some research degree programmes, in particular those which require a high level of communication skills.
- 4.3.4 Applicants to certain programmes will be required to undergo selection tests, occupational health and/or Disclosure Barring Service and Barred List checks, the outcomes of which will be taken into consideration as part of the admissions process.

### 4.4 Success in the University's Programmes

- 4.4.1 There should be a reasonable expectation that anyone admitted to a research degree programme will be able to fulfil the learning outcomes of the programme and achieve the standard required for the research degree award.
- 4.4.2 The ability to successfully complete and benefit from a research degree programme should be the basic criterion for admission, and this is not necessarily best evidenced by the highest possible entry criteria or equivalent.
- 4.4.3 In considering each individual applicant for admission to a research degree programme, evidence should be sought of personal, professional and educational experiences that provide indications of ability to meet the demands of the research degree programme.

## **4.5 Equal Opportunities**

- 4.5.1 All Bournemouth University's policies and procedures for the recruitment and admission of students are designed to meet the University's commitment to Equal Opportunities for both students and staff and to widening participation. The Dignity, Diversity and Equality Policy states:

*'Bournemouth University is committed to both the elimination of unlawful discrimination and the positive promotion and celebration of equality and diversity. The University will not tolerate unfair or unlawful treatment on the grounds of disability, gender, marital status, race, colour, ethnic origin, sexual orientation, age, nationality, trade union membership and activity, political or religious beliefs.'*

## **4.6 Fair, consistent and transparent application of policies and procedures**

- 4.6.1 All applications (including those from staff, their relatives or others associated with the University) will be considered on equal merit and using transparent entry requirements, both academic and non- academic, to underpin the judgements that are made during the selection process for entry.
- 4.6.2 Each School is responsible for the recruitment and admissions of all of its research degree students and the number of places available each School is agreed between the School and the University Management. The Schools are responsible for processing all research degree applications.
- 4.6.3 The Schools must implement University policies and admissions criteria in relation to the recruitment of all research degree students: Home, EU (non-UK) and International students.
- 4.6.4 Admission decisions will be based on the information supplied by the applicant. It is the applicant's responsibility to ensure that all pertinent information is supplied on his/her application. The omission of such information, or the supply of inaccurate information, may invalidate the application and, where relevant, any subsequent offer of a place.
- 4.6.5 All policies and procedures are published on the University website and are available in hard copy upon request to the School Research Administrators or the Graduate School.

## **5 RECRUITMENT**

### **5.1 Publication of Information**

- 5.1.1 Bournemouth University strives to ensure that promotional materials are relevant, accessible and accurate at the time of publication, are not misleading, and provide as much information as possible to enable applicants to make informed decisions about their options. The Graduate School will work with the Marketing & Communication department to develop processes which ensure the accuracy of all information published by the University.
- 5.1.2 Bournemouth University will endeavour to provide information in a suitable alternative format for those applicants with particular disabilities.
- 5.1.3 Schools should work with International Marketing & Student Recruitment Team to plan and co-ordinate recruitment activities aimed at non-UK research degree students, both overseas and in the UK and ensure that all staff attending such events are briefed on appropriate processes and procedures.

## 5.2 Fees

- 5.2.1 Bournemouth University is committed to a fair and transparent policy in respect of all fee charges made to students, whether tuition fees or additional programme related costs. The University's Fees Board meets quarterly and is responsible for setting fees for BU's research degree programmes.

## 6 SELECTION

### 6.1 Criteria for Entry

- 6.1.1 The University's minimum admissions criteria are set out in the University's Admissions Regulations (3A - *Standard Admissions Regulations: Research Degrees*) and published on the University website. The University reserves the right to alter the criteria. However once the criteria are made public for a specified intake/calendar period, they will not be changed except in exceptional circumstances.
- 6.1.2 Those programmes that lead to a professional qualification or registration may also have to satisfy the requirements of the relevant professional body.
- 6.1.3 Any changes to entry requirements for a research degree programme are agreed by School Academic Boards and, where appropriate, the Graduate School.

### 6.2 Data Protection

- 6.2.1 Information concerning applicants remains confidential to those processing the application and no aspect of any application will be disclosed to other parties unless authorised to do so by the applicant. Where a reference is requested directly by the University, the referee will be informed that the applicant is entitled to read any reference that s/he may supply.
- 6.2.2 In particular applications by members of staff, their relatives or others associated with the University will not be disclosed to anyone not directly involved in the decision-making process.

## 7 APPEALS

- 7.1 Should an applicant wish to lodge an appeal regarding the University's admissions process, they should follow the guidelines set out in [Admissions Appeals: Procedure](#) available electronically via the website or on request.
- 7.2 It should be noted that appeals may only be raised with regard to the University processes and procedures and not in relation to matters of academic judgement.

## PROCEDURE

## 8 EQUAL OPPORTUNITIES

- 8.1 Applicants who require additional learning support (such as those with a disability, specific learning difficulty, medical condition, mental health issues and developmental disorders) will be selected using the standard criteria. However, such applicants must contact the University's Student Services Additional Learning Support to help them make an informed decision about what support may be available before accepting an offer of a place at the University.
- 8.2 When considering the issue of support, EU (non-UK) and international students will have access to the services we offer all students with an additional learning need. Further information about the support available can be found by looking at the Student Services Additional Learning Support website [http://www.bournemouth.ac.uk/disability\\_support/](http://www.bournemouth.ac.uk/disability_support/). As non-UK students may not be eligible for public funding to support their learning needs, there may be circumstances when the University will ask the student to contribute to the

funding of their support. If this occurs, research degree students will be asked to confirm in writing that they are aware of the support available from the University and of what they would be expected to provide.

## 9 RECRUITMENT

### 9.1 Information to prospective students

- 9.1.1 As well as written information, the University also holds regular postgraduate Open Days for applicants throughout the year. Individual Schools may also hold Open Days for their postgraduate programmes. Details of Open Days are available on the University website, in the Postgraduate Prospectus, in the local press and from [askbuenquiries@bournemouth.ac.uk](mailto:askbuenquiries@bournemouth.ac.uk)
- 9.1.2 Information about welfare, guidance and support available to research degree students is accessible on the website and in the prospectus, via Open Days and by request to The Graduate School, Student & Academic Services or School Research Administrators. Specific information on research degree student support is sent directly to applicants at offer stage.
- 9.1.3 Research degree programme information is accessible via the University website. Further information about specific areas of research can be obtained from the Academic Supervisors, the School Research Administrators or the Graduate School.

### 9.2 Fees

- 9.2.1 Bournemouth University is committed to a fair and transparent policy in respect of all fee charges made to research degree students, including additional programme related costs. Information on such charges is included with the offer letter to each applicant and on the University's website.
- 9.2.2 Fees are set annually by the University's Fees Board and are subject to the University's Fees Policy
- 9.2.3 Full information about fees and bursaries is also available on the University website. Information on the eligibility and application process for research degree studentships and scholarships is also available on the University website.

## 10 SELECTION

### 10.1 The Research Degree Application

- 10.1.1 Enquiries about postgraduate research degree programmes, including advertised studentships and scholarships, should be made to the relevant School Research Administrator or the Graduate School.
- 10.1.2 Applicants for all postgraduate research degree programmes should apply via the University's online admissions system, accessible via the University website unless otherwise stated. All applications for research degrees must include a research proposal following the guidance provided on the proposal template available from [www.bournemouth.ac.uk/graduate-school/](http://www.bournemouth.ac.uk/graduate-school/).
- 10.1.3 It is the applicant's responsibility to ensure that all pertinent information is supplied on his/her application. Incomplete applications may not be considered.
- 10.1.4 The School Research Administrator is the main point of contact throughout the research degrees application process. All formal communication with the applicant in relation to the application process must be made through the School Research Administrator, to ensure that the University's selection policies and procedures are followed fairly and consistently for all applicants. **Offers can only be made to applicants via the School Research Administrators once the application process has been fully completed - under no circumstances can any offer be made otherwise.** The process is set out in Appendix 1 and an example of best practice in recording the process set out in Appendix 2.

## 10.2 Assessment of Eligibility for Entry

- 10.2.1 All applications will initially be considered by the nominated member of staff for the School, normally the Deputy Dean for Research (or equivalent role with responsibility for overseeing School research degree activity), and, if appropriate, passed to an academic supervisor(s) for full assessment and shortlisting. Each applicant's personal statement, research proposal and academic reference(s) are considered alongside their academic profile. Successful applicants will be invited for interview.
- 10.2.2 The University acknowledges every research degree application and applicants will be informed of the outcome of their application. Unsuccessful applicants requiring feedback on their application should contact the School Research Administrator.
- 10.2.3 Applicants are asked to provide details of at least two referees, both of whom should normally be able to provide an academic reference. The School Research Administrator will contact the referees to request references either prior to or after the interview. Applicants are asked to advise the University if they wish to be informed prior to references being requested.
- 10.2.4 Additional references may also be requested in order to inform the admissions process.

## 10.3 Interview

- 10.3.1 If an applicant meets the criteria for entry and is shortlisted, they will be required to attend an interview at Bournemouth University. The interview will normally be carried out by the appropriate supervisors and independent senior academic. The interview will be used by the academic staff to assess the abilities, aptitudes, skills, and review qualifications (including English language proficiency) and experiences of the applicant that indicate their potential to succeed on their research degree programme.
- 10.3.2 If an applicant is unable to attend the interview in person (e.g. because they are resident overseas), in some cases a telephone or video conferencing interview, or other alternative selection process, may be used.

## 11 OFFERS AND PRE-ENROLMENT

### 11.1 Offers

- 11.1.1 A formal offer will be made to successful applicants in the form of an offer letter sent via the Research Administrator. Offers may stipulate specific conditions to be met prior to an unconditional offer being made to the applicant.
- 11.1.2 **Offers can only be made to applicants via the School Research Administrators once the application process has been fully completed - under no circumstances can any offer be made otherwise.**
- 11.1.3 Applicants will be informed that on acceptance of an offer of a place at Bournemouth University they will be required to abide by the University Rules and all associated regulations, policies and procedures. Applicants are required to familiarise themselves with these before accepting any offer. All University rules and associated regulations, policies and procedures may be accessed via the University's website or by request to School Research Administrators or the Graduate School.
- 11.1.4 Applicants who require an immigration visa and or other external clearance (e.g. ATAS) will be responsible for obtaining the necessary documentation themselves.
- 11.1.5 Postgraduate research degree applicants who fail to meet the conditions of their offer or those who fail to secure a visa will be given one further opportunity to meet those conditions/secure a visa or to have the deposit returned.

## 11.2 Deposits

- 11.2.1 For some postgraduate research degree programmes, a deposit is payable on acceptance of an offer. Failure to pay a deposit by the date stated in the offer letter may result in the applicant losing their place.
- 11.2.2 Applicants who pay a deposit, meet their offer conditions but fail to enrol will not be eligible for a deposit refund.
- 11.2.3 Deferral of enrolment prior to commencing the research degree programme may be granted according to the circumstances of the applicant, normally on one occasion only. For postgraduate research degree applicants, the deposit is non-refundable in these circumstances. Deferral on two occasions will not normally be possible and is likely to require a new application to be submitted.

## 11.3 Timescales for Decision-Making

- 11.3.1 Applicants for research degree programmes will be kept informed of the status of their application throughout the admissions process. However, a decision will normally be made on an application within six weeks of receipt of the full application or following an interview.

## 11.4 Fraudulent Applications

- 11.4.1 The admissions decision will be based on the information supplied by the applicant. It is the applicant's responsibility to ensure that all pertinent information is supplied on his/her application. The omission of such information, or the supply of inaccurate information, may invalidate the application and, where relevant, any subsequent offer of a place.
- 11.4.2 Where an application is suspected to be fraudulent or incomplete to the extent that it is misleading, admissions staff will follow the process in 3D Fraudulent Applications: Procedure.
- 11.4.3 If an application is found to be fraudulent after the point of entry to the University, the student will be dealt with under *11K Student Disciplinary Procedure*.

## 11.5 Changes to the Programme

- 11.5.1 Where significant changes have been made to a research degree programme, those applicant holding an offer on that programme will be informed of the changes as soon as possible. Such changes may include:
- Changes to start date
  - Changes to supervisory team
- 11.5.2 In cases where it is necessary for the University to close or suspend a research degree programme for a given period, applicants and offer holders will be notified immediately and given the option of withdrawing their acceptance or considering alternatives as above.

## 11.6 Enrolment and Induction

- 11.6.1 All applicants with a confirmed place will receive welcome information and joining instructions from the School Research Administrator, in advance of the start of their research degree programme wherever possible. This pack includes information about online registration and enrolment processes including information about the University facilities, as well as its rules and regulations.

## 12 MONITORING AND REVIEW OF RECRUITMENT AND ADMISSIONS

- 12.1 All programmes have a nominated member of staff, normally the Deputy Dean for Research (or equivalent role with responsibility for overseeing School research degree activity), who is responsible for ensuring that policies and procedures are adhered to. The School Research Administrator can advise applicants about admissions processes and



the progress of their application. The International Marketing & Student Recruitment Team can advise EU (non-UK) and international applicants.

- 12.2 The Graduate School will annually review and audit research degree admission's decisions to ensure all admissions policies and procedures are followed.
- 12.3 The profile of research degree students on each programme will be monitored annually by the Graduate School and fed into the annual Research Degree Quality Report process to include consideration of age, qualifications, gender and ethnicity of new entrants together with progression and achievement statistics. This will help to inform admissions policy as well as future research degree programme design and development.
- 12.4 Annually, the University surveys applicants who did not accept an offer of a place, in order to inform the admission process. Admission procedures may be amended in light of any pertinent findings

### 13 STAFF DEVELOPMENT AND TRAINING

- 13.1 On-going staff development is offered to both academic and professional staff involved in admissions via Supervisory Development Events and Research Administrator Meetings, in order to ensure compliance with regulations and consistency of procedures. These events facilitate the dissemination of good admissions practice across the University.

### 14 REFERENCES AND FURTHER INFORMATION

Contact details for further admissions information, policies or procedures:

The Graduate School  
Dorset House  
Talbot Campus, Fern Barrow  
Poole  
Dorset  
BH12 5BB

Tel: + 44 (0) 1202 968255

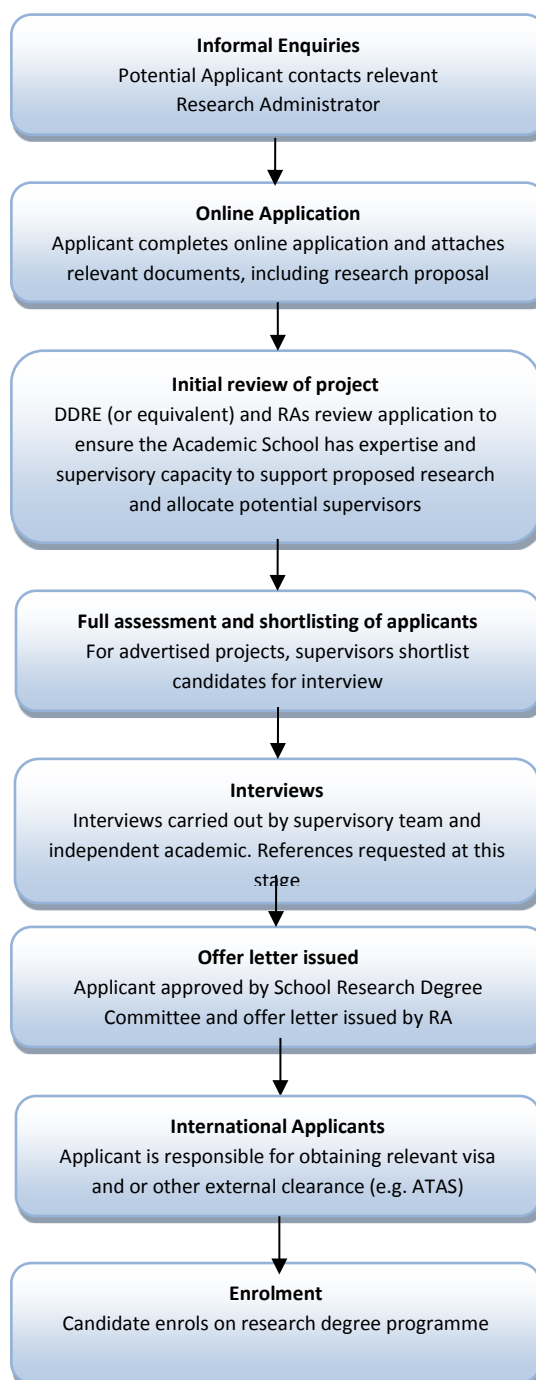
Email: [graduateschool@bournemouth.ac.uk](mailto:graduateschool@bournemouth.ac.uk)

The QAA Quality Code sets out expectations which express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards. For further information, refer to:

- Quality Code - Chapter B2: Admissions
- Quality Code - Chapter B11: Research degrees

## APPENDIX 1 – ADMISSIONS PROCESS

The key stages for a research degree application are outlined below:



**APPENDIX 2 – BEST PRACTICE CHECKLIST FOR OFFERS AND ENROLMENT**

<b>Student Name</b>		
<b>Application</b>		
Research Proposal/Advert received		
Application Form received		
1 <sup>st</sup> Reference received		
2 <sup>nd</sup> Reference received		
Copies of qualifications received		
Copies of IELTS or TOEFL received (if applicable)		
Provisional Start Date		
Supervisory Team		
Interview Date		
JACS Codes and UOA received		
Offer Letter, C of P, sent		
Payment Form for Fees sent (if applicable)		
Acceptance received		
Payment Form received (if applicable)		
Payment Form sent to finance (if applicable)		
Registration Form sent to Registry		
Student Registration number received		
Confirmation of Start Date		
<b>International Students Only</b>		
ATAS required? (if applicable)		
Fees Deposit Received (if applicable)		
Confirmation ATAS certificate application has been requested		
Copy of ATAS clearance received (if applicable)		
CAS requested		
<b>Enrolment</b>		
Desk allocated		
Computer requested		
Log-in requested		
Joining Instructions Sent		
Original Passport / photo ID seen and copied		
Original Visa seen and copied (if applicable)		
Original qualifications seen		
Passport and visa sent to Barbara (if applicable)		
DEC Induction Pack		
Graduate School Induction		
Bursary Form given (if applicable)		
Appointment made with DEC Subject Librarian		
Appointment made with DDRE for welcome chat		
Added to spreadsheet		
Council Tax Form Requested		



<b>Committee Name</b>	ACADEMIC STANDARDS COMMITTEE
<b>Meeting Date</b>	19 June 2013
<b>Paper Title</b>	Standard Assessment Regulations for Taught Awards: Recommendations for change
<b>Paper Number</b>	SEN-1213-78
<b>Paper Author/Contact</b>	Netta Silvennoinen
<b>Purpose &amp; Summary</b>	To consider recommended changes to the University's standard assessment regulations for taught awards.
<b>Decision Required</b>	<p>To approve the proposed changes as follows:</p> <ul style="list-style-type: none"> <li>i. Inclusion of a brief section on non-attendance at examinations in the regulations (<i>all regulations</i>);</li> <li>ii. Capping of formal element marks rather than full unit marks following successful reassessment (<i>all regulations</i>);</li> <li>iii. Allowing reassessment and repeat students to be reassessed in the same number of credits to help ensure equitable assessment outcomes for all students irrespective of programme structure or mode of study. To include guidance on Board discretion to determine reassessment and repetition (<i>all regulations and associated procedural guidance</i>);</li> <li>iv. Removing the automatic requirement for a new Dissertation/Project topic for repeat students if the work is deemed retrievable (<i>regulations for postgraduate taught programmes only</i>).</li> </ul>
<b>Implications, impacts or risks</b>	<p>It is proposed that the changes are implemented for all new entrants and current students for the academic year 2013-14.</p> <p>If approved, one of the changes (the proposed new capping rule) would require modification to the student record system.</p>
<b>Confidentiality</b>	None

## **Standard Assessment Regulations for Taught Awards: Recommendations for Change**

### **1 Background and process**

- 1.1 The Quality Assurance Standing Group (QASG) carries out an annual review of the University's standard assessment regulations for taught awards on behalf of Academic Standards Committee (ASC). The purpose of the annual review is to consider feedback from chairs, secretaries and independent members of Assessment Boards, issues raised in external examiner reports, and other related matters referred to QASG. ASC considered the outcome of this year's review in its February and May meetings and expressed support for a number of amendments to the current regulations<sup>1</sup> as outlined in Section 2. Exceptionally, Senate is also asked to consider procedural guidance in relation to one of the proposals. If approved, the new regulations will become effective for all new entrants and extant students from 2013-14.

### **2 Recommendations for change**

- 2.1 ASC's recommendations to Senate are detailed below. See 6A - *Standard Assessment Regulations* (undergraduate programmes and postgraduate programmes) in Appendices A and B for the proposed wording and further information in Appendix C in support of the proposals as detailed below.

#### **2.2 Non-attendance at examinations**

- 2.2.1 Section 9 – Submission of coursework, non-attendance at examinations: The current regulation covers failure to submit a piece of coursework by the required deadline but makes no reference to examinations. It is now proposed to include non-attendance at examinations in this section.

**RECOMMENDATION TO SENATE:** that Section 9 of the regulations (*Submission of coursework, non-attendance at examinations*) be amended to include non-attendance at examinations for completeness and retitled 'Submission of coursework and attendance at examinations' with amended wording as per Appendix A, Sections 9.3-9.4.

#### **2.3 Capping formal element marks**

- 2.3.1 Section 12 – Provision for failed candidates, reassessment: Currently whole unit marks are capped at the pass mark if a student is required to take reassessments. It is recommended that this regulation be amended to cap the mark for the failed formal element of assessment rather than whole unit marks following successful reassessment. The proposed amendment, which was supported by sector research, is intended to facilitate learning and recognise students' achievement to date. It is based on the principle that a student who has passed a formal element has demonstrably met the intended learning outcomes (ILOs) specified for that part of the overall unit assessment. If approved, the change would apply to all units which are assessed by a combination of formally defined elements.

**RECOMMENDATION TO SENATE:** that Section 12 of the regulations (*Provision for failed candidates, reassessment*) be amended to cap formal element marks rather than whole unit marks at the pass mark following successful reassessment in one or more formal elements of assessment with amended wording as per Appendix A, Sections 12.3 and 12.5-12.8.

#### **2.4 Allowing all students to be reassessed in the same number of credits**

- 2.4.1 Section 12 – Provision for failed candidates, reassessment: In order to implement the new rule to cap formal element marks fairly and consistently, a further change would be required to Section 12 of the regulations to ensure equitable assessment outcomes for all students regardless of their programme structure or mode of study. It is therefore proposed that all students be allowed an equal amount of reassessments before entering repeat mode regardless of the overall number of credits failed within a level. Appendix C illustrates how this change would ensure parity across all types of programmes.

<sup>1</sup> The current regulations, which govern Undergraduate, Foundation degree, Graduate Certificate/Diploma and Postgraduate taught programmes, date from June 2011. The regulations for Higher National (HN) awards date from June 2012.

**RECOMMENDATION TO SENATE:** that Section 12 of the regulations (*Provision for failed candidates, reassessment*) be amended to specify that all students qualify for the same amount of reassessments regardless of the total number of credits they have failed in a level with amended wording as per Appendix A, Section 12.3.

- 2.4.2 If Senate approves the proposal that students repeat only units and credits which exceed the allowance for reassessment for the level, the order in which reassessments are granted through successive Boards may dictate which unit(s) need to be repeated. At other times Boards may be required to exercise discretion to determine which units must be made good through reassessment and which ones repeated. Where this is the case, Boards should always reach a decision based on academic judgement of the student's ability to demonstrate achievement of the ILOs required to pass the units, level, and programme. Appendix C provides examples of situations when discretion may be required. The following are proposed for guidance to help Boards determine which units should be reassessed and which unit(s) repeated based on their knowledge of the programme and the student:

Reassessment:

- i. Choose the most appropriate units from an academic perspective (e.g. based on co-requisites and/or natural linkages between units/assessments);
- ii. Choose units which the Board considers the student is most likely to pass through reassessment;
- iii. Where the unit size varies, choose units to make up the full reassessment allowance (e.g. if the level allowance is 40 credits and the student has failed one 20-credit and one 40-credit units, choosing the 40-credit unit would make full use of the allowance);
- iv. Where a late submission has been marked and the Board knows it is a pass, choose the unit for reassessment.

Repetition:

- i. Poor performance in comparison with other failed unit(s);
- ii. Poor engagement with unit(s);
- iii. Non-attendance and/or non-submission(s).

NB It should be noted that individuals who fail beyond the level entitlement for reassessment may not be able to gain the requisite learning to pass all reassessments and may therefore be required to repeat the failed units whilst others will be able to demonstrate that the learning they hold following a second attempt now matches the intended learning outcomes for the units. There may also be some instances when a student may prefer to repeat all failed units for academic reasons and chooses not to resubmit/attend resit(s). Where this is the case, a non-resubmission/non-attendance at resit exam(s) would normally result in a decision by the Board for the student to repeat the failed unit(s).

**RECOMMENDATION TO SENATE:** that the above guidance regarding Board discretion be included in *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure* to support the proposal to allow all students the same opportunities for reassessment.

**2.5 Removal of the automatic requirement for a new Dissertation/Project topic for repeat students**

- 2.5.1 A change is recommended to the standard assessment regulations for postgraduate taught programmes to delete a clause which stipulates that where a Dissertation/Final Project is repeated, this must be based on a new topic. The change would be in line with the principle approved by ASC that students could utilise previously submitted work for which they have not received credit for both reassessment and repeat purposes without being in breach of self-plagiarism. This regulation was also deemed problematic as students who have failed three taught units at first attempt are not currently eligible for reassessment in a Dissertation/Final Project.

**RECOMMENDATION TO SENATE:** that Section 12.7, 'Provision for Failed Candidates', of *6A - Standard Assessment Regulations (Postgraduate Taught Programmes)* be amended to allow an Assessment Board to determine whether a failed Dissertation or Final Project is retrievable for repetition purposes level with amended wording as per Appendix B.

## Appendix A

**Proposed changes to 6A - Standard Assessment Regulations (All regulations for taught awards would be changed in line with the below extract from undergraduate regulations)**

### **9. SUBMISSION OF COURSEWORK AND ATTENDANCE AT EXAMINATIONS**

#### ***Submission of coursework***

- 9.1 Failure to submit a piece of coursework by the required deadline will result in a mark of zero (0%) being recorded.
- 9.2 Extensions, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the submission deadline, normally before the submission date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Coursework submitted after the extended deadline will result in a mark of zero (0%) being recorded.

#### ***Attendance at examinations***

- 9.3 Failure to attend an examination will result in a mark of zero (0%) being recorded.
- 9.4 Examination postponement requests, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the start time of the examination, normally before the examination date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Failure to attend an examination on a revised date will result in a mark of zero (0%) being recorded.

Proposed new sections 9.3 and 9.4

### **12. PROVISION FOR FAILED CANDIDATES**

- 12.1 Normally students will be required to make good a failure prior to the commencement of the next stage of the programme in one of the following ways.

#### ***Failure and reassessment***

- 12.2 The Assessment Board will permit a student who fails at the first attempt to be reassessed within the limit for reassessment for the level (up to and including 60 credits at Level C, 40 credits at Level I or 40 credits at Level H), on one occasion only, in one of the following ways<sup>2</sup>:

- resit the examination;
- resit the examination and resubmit coursework;
- resubmit the coursework;
- resubmit a piece of work of equal weight and comparable standard as directed by the Assessment Board.

**Where a student exceeds the level entitlement for reassessment as detailed above, the Assessment Board will act in accordance with 12.5 thereafter.**

- 12.3 Where a reassessment has taken place, the ~~unit~~ formal element mark will not exceed 40%.
- 12.4 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

Proposed change to section 12.3

<sup>2</sup> Current regulation (12.2): 'The Assessment Board will permit a student who fails at the first attempt in unit(s) carrying a total of no more than 60 credits at Level C, 40 credits at Level I or 40 credits at Level H to be reassessed, on one occasion only, in one of the following ways'

***Repetition of units***

Proposed  
changes  
to  
sections  
12.5-12.8

- 12.5 Once a student's reassessment allowance has been exhausted, i.e. the total amount of credits of failed units is beyond the credit limit for reassessment entitlement for the level (see 12.2 above), the Assessment Board will normally permit the student to repeat the remaining failed unit(s) for that amount of credit once only, or to withdraw from the programme. The Assessment Board should decide how reassessment and repetition should be applied to the student's profile<sup>3</sup>.
- 12.6 Where a student fails in a reassessment for a unit as described in 12.2 above, the Assessment Board will normally permit them to repeat the failed unit(s) once only, or to withdraw from the programme.
- 12.7 In the case of unit(s) which are no longer current or available, an acceptable alternative will be identified.
- 12.8 Where a unit has been repeated, the unit mark will not exceed 40%. The Assessment Board will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only, in one of the ways identified in 12.2 and the unit mark will not exceed 40%.

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<sup>3</sup> Current regulation (combining 12.5-12.7): 'Where a student fails unit(s) at the first attempt carrying a total of more than 60 credits in Level C, 40 credits at Level I or 40 credits at Level H, or where a student fails in a reassessment (12.2), the Assessment Board will normally permit them to repeat the failed unit(s) or, in the case of unit(s) which are no longer current or available, an acceptable alternative, once only, or to withdraw from the programme.'



## Appendix B

### Extract, 6A - Standard Assessment Regulations (postgraduate taught programmes)

#### 12. PROVISION FOR FAILED CANDIDATES

12.1 Normally students will be required to make good a failure in one of the following ways.

##### ***Failure and reassessment***

12.2 The Assessment Board will permit a student who has failed at the first attempt in up to 3 units with a total value of no more than 100 credits, to be reassessed, on one occasion only, in one of the following ways:

- resit the examination;
- resit the examination and resubmit the coursework;
- resubmit the coursework;
- resubmit a piece of work of equal weight and comparable standard as directed by the Assessment Board.

12.3 Where a student fails a 120-credit dissertation or project at the first attempt, the Assessment Board will permit the student to be reassessed in this unit only.

12.4 Where a reassessment has taken place, the unit mark will not exceed 50%.

12.5 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

##### ***Repetition of units***

12.6 Where a student fails at the first attempt in more than 3 units or 100 credits (with the exception of 12.3 above), or where a student fails in a reassessment (12.2 and 12.3), the Assessment Board will normally permit them to repeat the failed unit(s) or, in the case of unit(s) which are no longer current or available, an acceptable alternative, once only, or to withdraw from the programme.

12.7 Where a unit has been repeated, the unit mark will not exceed 50%. ~~Where a dissertation/ project is repeated this must be on the basis of re-enrolment and a new project or topic.~~ The Assessment Board will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only, in one of the ways identified in 12.2.

Proposed change to section 12.7 to reflect a change to the principles that guide repetition of units

### Appendix C

#### Proposed new reassessment allowance: illustration of new Board outcomes and cases requiring Board discretion

Consideration of Level 1 results	Outcome under current regulations and rationale for Board decision	Proposed outcome and rationale for Board decision
<p><b>Student A</b> undertakes a level per academic year (full-time programme)</p> <p><b>Fails 80 credits</b> (4 units of 20 credits each <u>during the level</u>).</p> <p><b>One Board</b> (an end-of-level Assessment Board).</p>	<p><b>Repeats 4 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student A has failed in units carrying a total of 80 credits at the first attempt, he is over the threshold that allows reassessment and will be required to repeat the 4 failed units by the <b>end-of-level Board</b>.</p>	<p><b>Reassessed in 2 units</b> with failed formal element mark(s) capped and <b>repeats 2 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student A is entitled to reassessment in 40 credits, <b>Board discretion</b> is exercised to determine which 2 units should be reassessed and which 2 repeated.</p>
<p><b>Student B</b> undertakes a level over two academic years (part-time route)</p> <p><b>Fails 80 credits</b> (1 unit of 20 credits in the <u>first half of the level</u> and a further 3 units of 20 credits each in the <u>second half of the level</u>).</p> <p><b>Two Boards</b> (a mid-level Board after the first 60 credits and an end-of-level Assessment Board after the remaining 60 credits).</p>	<p><b>Reassessed in 1 unit</b> with failed formal element mark(s) capped and <b>repeats 3 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student B is not yet over the 40-credit threshold that allows reassessment, the <b>mid-level Board</b> permits reassessment in the failed element(s) of the 1 failed 20-credit unit. Student B successfully resubmits/ resits and proceeds to Year 2.</p> <p>The <b>end-of-level Board</b> decides that since Student B has now failed in units carrying a total of 80 credits at the first attempt he is permitted to repeat the units. However, he is not required to repeat the failed unit he has successfully completed via reassessment at the mid-level point. Student B has 3 units to repeat.</p>	<p><b>Reassessed in 2 units</b> with failed formal element mark(s) capped and <b>repeats 2 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student B is entitled to reassessment up to 40 credits, the <b>mid-level Board</b> permits reassessment in the failed element(s) of the 1 failed 20-credit unit. Student B successfully resubmits/ resits and proceeds to Year 2.</p> <p>As Student B is entitled to reassessment in a further 20 credits, the <b>end-of-level Board</b> permits reassessment in 1 failed 20-credit unit. A further 2 failed 20-credit units must be repeated. <b>Board discretion</b> is exercised to determine which of the three units should be reassessed and which two repeated.</p>
<p><b>Student C</b> undertakes a level over two academic years (part-time route) (part-time route)</p> <p><b>Fails 80 credits</b> (2 units of 20 credits each in the <u>first half of the level</u> and a further 2 units of 20 credits each in the <u>second half of the level</u>)</p> <p><b>Two Boards</b> (a mid-level Board after the first 60 credits and an end-of-level Assessment Board after the remaining 60 credits).</p>	<p><b>Reassessed in 2 units</b> with failed formal element mark(s) capped and <b>repeats 2 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student C is not yet over the 40-credit threshold that allows reassessment, the <b>mid-level Board</b> permits reassessment in the failed element(s) of the 2 failed 20-credit units. Student C successfully resubmits/ resits and proceeds to Year 2.</p> <p>The <b>end-of-level Board</b> decides that since the student has now failed in units carrying a total of 80 credits at the first attempt they may be permitted to repeat the units. However, he is not required to repeat the failed units they have already successfully completed via reassessment at the mid-level point. Student C has 2 units to repeat.</p>	<p><b>Reassessed in 2 units</b> with failed formal element mark(s) capped and <b>repeats 2 units</b> with unit marks capped.</p> <p>-----</p> <p>As Student C is entitled to reassessment up to 40 credits, the <b>mid-level Board</b> permits reassessment in the failed element(s) of the 2 failed 20-credit units. Student C successfully resubmits/ resits and proceeds to Year 2.</p> <p>As Student C is no longer eligible for reassessment by the <b>end-of-level Board</b>, he must repeat 2 failed 20-credit units. There is <b>no Board discretion</b> to determine which units must be made good through reassessment and which units must be repeated because Student C reached the level entitlement for reassessment at the mid-level Board.</p>



<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	19 June 2013
<b>Paper Title</b>	Breaches of Research Ethics: Recommendations for change
<b>Paper Number</b>	SEN-1213-79
<b>Paper Author/Contact</b>	Netta Silvennoinen
<b>Purpose &amp; Summary</b>	To consider recommended changes to <i>6M - Misconduct in Academic Research: Policy and Procedure</i> and <i>6H - Academic Offences: Policy and Procedure for Taught Awards</i> in order to adopt a more transparent and robust process for dealing with ethical misconduct.
<b>Decision Required</b>	To approve the proposed changes as summarised in Section 2.1 and detailed in the appendices.
<b>Implications, impacts or risks</b>	The proposals will affect both taught and research provision. If operationalised for the 2013-14 academic year, effective communication of the changes to all staff and students will be required.
<b>Confidentiality</b>	None

## ACADEMIC STANDARDS COMMITTEE

### Breaches of research ethics: Recommendations for change June 2013

#### 1 Background and process

- 1.1 The guidance and processes outlined in *8B - Research Ethics Code of Practice* apply to all levels of research activity undertaken by Bournemouth University staff and students including undergraduate, postgraduate taught, and postgraduate research students. The current version of [8B – Research Ethics Code of Practice](#) is available on the staff intranet. A revised version of the Code is due to be published in the autumn term.
- 1.2 Recently, a number of cases involving breaches of research ethics highlighted a need to link the Code more explicitly to *6M - Misconduct in Academic Research: Policy and Procedure* which currently applies to academic staff and postgraduate research students. In addition, a need to clarify the processes relating to suspected breaches of research ethics in respect of undergraduate and postgraduate taught students was also identified. In light of these developments, Educational Development and Quality (EDQ) was asked to draft amendments to *6M - Misconduct in Academic Research: Policy and Procedure* which would allow the University to adopt a transparent and robust process for dealing with all suspected cases of ethical misconduct. It is not intended that the proposed changes should affect how other types of academic offences are considered although the proposals recognise that complex cases may arise where judgement may be needed as to which University policy should apply.
- 1.3 Academic Standards Committee (ASC) considered the proposed revisions to *6M - Misconduct in Academic Research: Policy and Procedure* and associated minor amendments to *6H - Academic Offences: Policy and Procedure for Taught Awards* via recent email consultation following which this paper was prepared. **Senate is now asked to consider the proposed policy changes in Section 2 below which are intended to formalise and clearly articulate the process for investigating suspected breaches of research ethics committed by a student or staff member of the University. Exceptionally, Senate is also asked to consider procedural changes which reflect the proposed new policy.** If approved, the new processes will be operationalised for the 2013-14 academic year.

#### 2 Recommendations for change

- 2.1 The recommendations are summarised below and detailed in *6M - Misconduct in Academic Research: Policy and Procedure* and *6H - Academic Offences: Policy and Procedure for Taught Awards* for Senate approval (see Appendices A and B).
- 2.2 **RECOMMENDATION TO SENATE:** to approve the changes as referred to below and as highlighted in the appendices attached:
- i) 6M to include 'serious breach of research ethics' under definitions of academic misconduct. Examples provided by the Research & Knowledge Exchange Office to be appended to 6M temporarily whilst 8B is being revised and to be appended to new 8B before publication (see *Section 4.1, Appendix 1 and Appendix 2*).
  - ii) 6M to apply in respect of all suspected cases involving serious breaches of research ethics by all staff (academic/professional services) and students (undergraduate/postgraduate taught/postgraduate research students) (see *Section 1.1, Appendix A*).
  - iii) 6M to include a cross-referral option by the Deputy Vice Chancellor (DVC) to PVP/Chair of UREC where suspected cases involve a serious breach of research ethics (see *Section 6.1, Appendix A and revised process diagram within Appendix 1*).
  - iv) 6H to refer to 6M for the definitions and process to be followed in respect of serious breaches of research ethics (see *Section 1.1, footnote 1 in 4.5.1 and Section 4.7.1*).
  - v) Review of 6M and 6H to take place following the production of revised *8B - Research Ethics Code of Practice* in the autumn term to ensure continued and appropriate alignment with the Code.

**Appendix A**  
**Proposed changes to 6M - Misconduct in Academic Research: Policy and Procedure**

**1. SCOPE AND PURPOSE**

- 1.1 This policy and procedure applies to all staff and postgraduate research students undertaking research under the auspices of the University. **From 2013-14 it also applies where students on taught awards are suspected of serious breaches of research ethics\*** (see Section 4.1 below).

\* NB Other suspected cases of academic misconduct (normally referred to as 'academic offences') which involve undergraduate or postgraduate taught students fall within the scope of *6H – Academic Offences: Policy and Procedure for Taught Awards* or may be, in some instances, referred to *11K – Student Disciplinary: Procedure*. Where suspected cases involve a serious breach of research ethics and an academic offence, advice may be sought from Educational Development and Quality (EDQ) as to which policy and procedure is to be followed.

- 1.2 Bournemouth University is committed to maintaining the integrity and probity of academic research defined here in the broadest sense of this definition and to include all 'knowledge exchange' activity (Enterprise). To this end the University regards it as a fundamental principle that the conduct of research and the dissemination of the results of research must be truthful and fair. All research must be undertaken to the highest ethical standards. The University has, therefore, adopted the following policy and procedure for handling any allegations of and/or concerns about misconduct in research.
- 1.3 All members of the University are under a general obligation to preserve and protect the integrity and probity of research; in particular, if they have good reason to suspect any misconduct in research, they should report their suspicions in accordance with the terms of this Policy and Procedure. Members of the University and any other person making an allegation should bear in mind that any allegation is serious and could have major implications for the reputation of a student or a member of staff.
- 1.4 The University is committed to ensuring that all allegations of misconduct in academic research are investigated as fully, fairly and expeditiously as possible. In keeping with its Public Interest Disclosure Policy, the University also lays stress on principles of confidentiality, fairness and no-detriment. In particular the University seeks to ensure that anybody making an allegation of misconduct in research, in good faith, suffers no detriment as a result of having made the allegation.

**2. KEY RESPONSIBILITIES**

- 2.1 **Senate:** to approve new policies and/or amendments to existing policies relating to academic misconduct.
- 2.2 **Academic Standards Committee (ASC):** to approve new and revised procedures as necessary.
- 2.3 **Deputy Vice Chancellor (DVC):** has overall responsibility for the policy and procedure and specifically for determining at the initial stage if the procedure is to be initiated and for the appointment of an Investigating Team for the formal stage.
- 2.4 **Educational Development and Quality (EDQ)** is responsible for the management and implementation of this procedure.

**3. LINKS TO OTHER BU DOCUMENTS**

- 3.1 Other documents which may have relevance to this one include:
- *6H - Academic Offences: Policy and Procedure for Taught Awards*
  - *11A - Academic Appeals: Policy and Procedure for Taught Awards*

**Comment [NS1]: For Senate consideration:** It is proposed to make it clear at the beginning of this document that suspected cases of a serious breach of research ethics involving UG/PGT students come under 6M. Cross-referenced to 6H and 11K to make it clear that only cases involving ethics are affected.

Reference to 'academic' staff has been deleted to clarify that professional services staff may also be involved in academic research.

**Comment [NS2]:** (an omission from previous version)

- 11C – Academic Appeals: Policy and Procedure for Research Awards
- 11K: Student Disciplinary: Procedure
- Staff Disciplinary Procedure (D10, Staff Handbook)
- Staff Suspension Procedure D11, Staff Handbook)

**Comment [NS3]:** (an omission from previous version)

**Comment [NS4]:** (an omission from previous version)

**Policy**

**4. DEFINITION OF MISCONDUCT**

4.1 This document sets out a framework for the investigation of allegations of misconduct in academic research made against employees or postgraduate research students of the University. From 2013-14 it also covers cases where an undergraduate/postgraduate taught student is suspected of a serious breach of research ethics as per (e) below. 'Misconduct' is taken to include in particular (but is not limited to):

**Comment [NS5]: For Senate consideration:** wording changed to make it explicit that 6M applies to students on taught programmes only in relation to suspected cases of a serious breach of research ethics.

- (a) piracy: the deliberate exploitation of ideas from others without proper acknowledgement;
- (b) plagiarism: the copying or misappropriation of ideas (or their expression), text, software or data (or some combination thereof) without permission and due acknowledgement;
- (c) misrepresentation: the deliberate attempt to represent falsely or unfairly the ideas or work of others, whether or not for personal gain or enhancement;
- (d) academic fraud: deliberate deception which includes the invention or fabrication of data and/or experimentation;

(e) a serious breach of research ethics as defined in 8B – Research Ethics Code of Practice<sup>1</sup> and where not dealt with through student/staff disciplinary or other University procedure.

**Comment [NS6]: For Senate consideration:** Proposed wording for inclusion in this document. Please see Footnote 1 and explanatory comments in Appendix 2.

4.2 Throughout this document the term “Complainant” refers to the person(s) making an allegation of misconduct and the term “Respondent” refers to the person(s) against whom the allegation is made.

**5. PRINCIPLES**

**5.1 Making an Allegation**

5.1.1 Any allegation(s) of misconduct in academic research shall normally be made to the DVC. The Complainant, who need not be a member of the University, shall be required to provide evidence in writing in support of the allegation(s).

**Comment [NS7]:** Footnote 2 clarifies that the process for cases involving staff may need to be judged on an individual basis.

5.1.2 The University shall take reasonable measures to ensure the anonymity of the Complainant provided that this is consistent with effective investigation and where it is possible to do so, given the circumstances of each case.

**5.2 No Detriment**

5.2.1 Subject to paragraph 9.5.3 below, the principle of no detriment shall apply to the investigation of allegations. This means that neither the person making an allegation (the Complainant) nor the person against whom an allegation is made (the Respondent) should suffer a detriment solely as a result of the allegations having been made. The University will take reasonable measures to ensure:

- a that an individual making an allegation of misconduct is not victimised for having made the allegation;
- b that the Respondent shall not suffer any loss of reputation, or other loss, unless and until the allegation in question is upheld following due appeal.

<sup>1</sup> 8B - Research Ethics Code of Practice is currently being rewritten. Appendix 2 provides examples of what constitutes a serious breach of research ethics.

<sup>2</sup> Where an allegation is made against a member of staff, other staff policies/procedures may also be invoked as determined on a case-by-case basis, including cases where the allegation relates to his/her studies at the University.

5.2.2 The appropriate disciplinary procedure/code may be invoked where an allegation of misconduct has been upheld in accordance with this procedure and/or where any member of the University is found to have made, on the balance of probabilities, a malicious allegation.

### 5.3 Confidentiality

5.3.1 So far as is practicable the investigation of any allegation shall be carried out in accordance with the principle of confidentiality in order to protect the interests both of the Complainant and of the Respondent. However the University reserves the right to disclose such information as may be necessary to ensure a full investigation of any allegation(s) made.

5.3.2 This principle means in particular that the University shall take reasonable measures to ensure:

- a that, where requested (subject specifically to what is said in paragraph 5 below), the identity of the Complainant is not disclosed to the Respondent; and
- b that neither the identity of the Complainant nor the identity of the Respondent is made known to any third party except:
  - i as may be deemed necessary for the purpose of carrying out a full and fair investigation;
  - ii as action taken in respect of an individual against whom an allegation has been upheld;
  - iii an action taken in respect of an individual who is found to have made a malicious allegation.

5.3.3 Any disclosure to a third party of the identity of the Complainant or the Respondent shall, wherever possible, be subject to the principle of confidentiality, with the intention that the third party is obliged to respect the confidentiality of the information so disclosed.

5.3.4 Similarly, the Complainant, the Respondent, any witness or other parties to a case must not make any statements about the case - whether orally or in writing - to any third party (other than the person accompanying them) whilst the allegation in question is being investigated or is subject to disciplinary proceedings.

5.3.5 Appropriate confidential records will be maintained by the University, of all stages of any proceedings **in accordance with the relevant University policies for records retention**. At the conclusion of the proceedings all such records will be retained by the University for such period as is deemed necessary.

5.3.6 It is acknowledged that there may be occasions when a balance has to be struck between some of the principles enumerated above. For example, it may prove to be impracticable to undertake a thorough investigation without disclosing the identity of the Complainant to the Respondent or to a third party. Any such conflict shall be referred to the DVC for adjudication, on the basis that the overriding objective of any proceedings is to seek the truth.

### 5.4 Suspension

5.4.1 If the matter to be investigated meets the criteria for suspension under the relevant University procedure, the person who is the subject of the allegation may, with the approval of the Vice Chancellor (or an authorised nominee), be immediately suspended from work on full pay, or from study, whilst the investigation proceeds. Similarly, if during the course of the investigation the Investigating Team decides that a serious breach of discipline may have occurred, they may ask the Vice Chancellor (or an authorised nominee), to suspend the person concerned.

## Procedure

### 6. INITIAL REVIEW OF EVIDENCE

6.1 The DVC will review the allegations in consultation with a senior academic normally a member of the professoriate. If the DVC deems that there is no case to answer, all records will be destroyed. If the DVC deems that there may be a case of misconduct to answer, a preliminary investigation will be progressed. **From 2013-14 the DVC will have a cross-referral option to the Pro Vice Chancellor (PVC) or the Chair of the University Research Ethics Committee (UREC) in any suspected**

**Comment [NS8]:** Reference to records retention added here for clarity.

**misconduct case involving a serious breach of research ethics (referred to as 'nominee' here onwards).**

**Comment [NS9]: For Senate consideration:** to reflect the proposed policy change, it is recommended that suspected cases of a serious breach of research ethics may be referred to the PVC or Chair of UREC.

**7. MISCONDUCT IN ACADEMIC RESEARCH: PRELIMINARY STAGE**

7.1 The DVC shall notify the Respondent in writing of the allegation and of the procedure for investigation.

7.2 The DVC/nominee will ask the Dean of the School where the Respondent is located to carry out a preliminary investigation. This will include a review of the written evidence provided by the Complainant and where appropriate the Dean will request further information from both the Complainant and Respondent maintaining the confidentiality of both parties if possible. The DVC will be informed of the results of this investigation in writing.

**Comment [NS10]: For Senate consideration:** added as appropriate throughout Sections 7 and 8 to reflect the proposed cross-referral option in Section 6.1 above.

7.3 If it appears that there are no grounds to suspect misconduct then all parties will be informed and all paperwork will be destroyed (see Subsequent Action section below for further details). If there is sufficient evidence to indicate the possibility of misconduct the formal stage of the procedure will be invoked. **At this point, the research in question must cease until the investigation is complete and the findings/subsequent actions have been approved.**

**8. MISCONDUCT IN ACADEMIC RESEARCH: FORMAL STAGE**

**8.1 Investigating Team**

8.1.1 The DVC/nominee shall appoint an Investigating Team of at least three persons of appropriate standing normally including one member of the Professoriate, to carry out the investigation and make recommendations.

8.1.2 At least one member of the Team shall be an academic specialist in the general subject area within which the misconduct is alleged to have taken place. If necessary this member of the Team may be external to the University.

8.1.3 The DVC/nominee shall appoint one of the members to chair the Team. The Chairman will normally be a senior member of staff of professorial standing from outside the discipline in which the misconduct is alleged to have taken place. The DVC shall appoint an appropriate administrator to act as secretary to the Team.

**8.2 Notification of Proceedings**

8.2.1 The DVC/nominee shall notify the Respondent in writing of the intent to further investigate the allegation and of the procedure for investigation.

8.2.2 The Respondent shall, within 10 working days of receipt of the notification, be required to respond in writing to the allegation(s). If the nature of the allegation is such that this time frame is considered insufficient then a longer time period can be agreed with the DVC/nominee.

8.2.3 Failure by the Respondent to do so will not be taken as grounds to postpone the investigation. If the Respondent admits misconduct then, at the discretion of the DVC/nominee, the investigation may be concluded and the matter dealt with as a disciplinary matter and/or reported to the examiners if the person concerned is studying for an award.

**8.3 Investigative Procedure**

8.3.1 The Investigating Team will interview the Respondent and the Complainant. The Respondent may be accompanied by a friend or representative (not acting in a legal capacity) at this interview. The Team may at its discretion:

- a) interview any other person;
- b) require the Respondent and any other member(s) of the University to produce any relevant materials;
- c) seek evidence from other persons.



8.3.2 The Investigating Team must make all relevant documentation available to the parties at least five working days before any interview. The Team must ensure that the Respondent and Complainant have the right to present evidence and respond in writing in respect of material presented by the other party.

#### **8.4 Findings**

8.4.1 The Investigating Team shall report in writing to the DVC/nominee, indicating whether or not, on the balance of probabilities, it upholds the allegation, in whole or in part, and giving reasons for its decision.

8.4.2 The Investigating Team will make such recommendations as it sees fit to address any misconduct the Team has found and to preserve the academic integrity of the University.

8.4.3 The DVC/nominee shall determine whether any or all of the recommendations of the Investigating Team should be accepted and followed.

8.4.4 The DVC/nominee shall notify the Investigating Team's findings and the University's subsequent decision to the Respondent, the Complainant, the relevant Dean of School and other persons or bodies that may have a legitimate interest in the decision. If the University decides not to implement part or all of the recommendation of the Investigating Team then written reasons will be provided to the Complainant and the Respondent.

#### **8.5 Subsequent Action**

8.5.1 If the Investigating Team has found the allegation to be upheld, in whole or in part, the DVC shall determine whether or not to invoke the relevant disciplinary procedure/code, to inform any relevant examiners or take other appropriate action.

8.5.2 If the allegation has not been upheld, the DVC/PVC shall take appropriate steps to preserve the good reputation of the Respondent. If the case has received any publicity the Respondent shall be offered the possibility of having an official statement released by the University to the Press and/or other relevant parties.

8.5.3 If the Investigating Team believes that the Complainant's allegation was, on the balance of probabilities, malicious, the DVC/PVC may initiate action under the University's disciplinary procedures taking appropriate steps to protect the Complainant from victimisation.

### **9. THE RIGHT OF APPEAL**

9.1 The Respondent will have the right of appeal against disciplinary or assessment decisions according to the regulations set out in the relevant assessment appeal and disciplinary procedures. Where any penalty falls outside the disciplinary or assessment regulations then the following procedure should be applied.

9.2 An appeal against the findings of the investigation and DVC's decision shall be made in writing and must be lodged with the Complaints Co-ordinator within seven days of notification. The Complaints Co-ordinator shall appoint an Appeals Board chaired by a member of the University Executive Team and comprising an academic familiar with the subject matter of the appeal (normally of professorial standing and external to the University if appropriate). For student respondents a representative of the Student Union will form the third member of the Appeals Panel. For a staff respondent a further academic drawn from outside the School to which the appeal relates will form the third member.

9.3 The Appeals Panel will consider the respondent's appeal against the decision and will be given a copy of all the written material pertaining to the investigation, shall consult with the Complaints Co-ordinator and shall decide whether an appeal shall be heard on the grounds of procedural defects or of new information not available to the original investigation.

- 9.4 A Respondent appealing to the Appeals Panel shall have the right to a hearing. The Respondent can be accompanied by a friend or representative (not acting in a legal capacity). In this event the Complainant shall also have the right to attend the hearing.
- 9.5 The decision of this Appeals Panel Independent Person shall be final and no further appeal shall be permitted (but see below re Office for the Independent Adjudicator for Higher Education).
- 9.6 The decision of the Appeals Panel shall be transmitted by the Complaints Co-ordinator to the Respondent and Complainant within seven days of the hearing.
- 9.7 If the decision is that the findings of the investigation shall be set aside then the Appeals Panel shall be entitled to institute a further investigation from the beginning.

#### General

#### 10. REFERENCES AND FURTHER INFORMATION

- 10.1 If the Respondent remains dissatisfied after exhausting internal procedure s/he may request a review from the Office of the Independent Adjudicator for Higher Education. Contact details:

Office of the Independent Adjudicator  
 3<sup>rd</sup> Floor, Kings Reach  
 38 – 50 Kings Road  
 Reading  
 RG1 3AA

Tel: 01189 599813      email: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk)

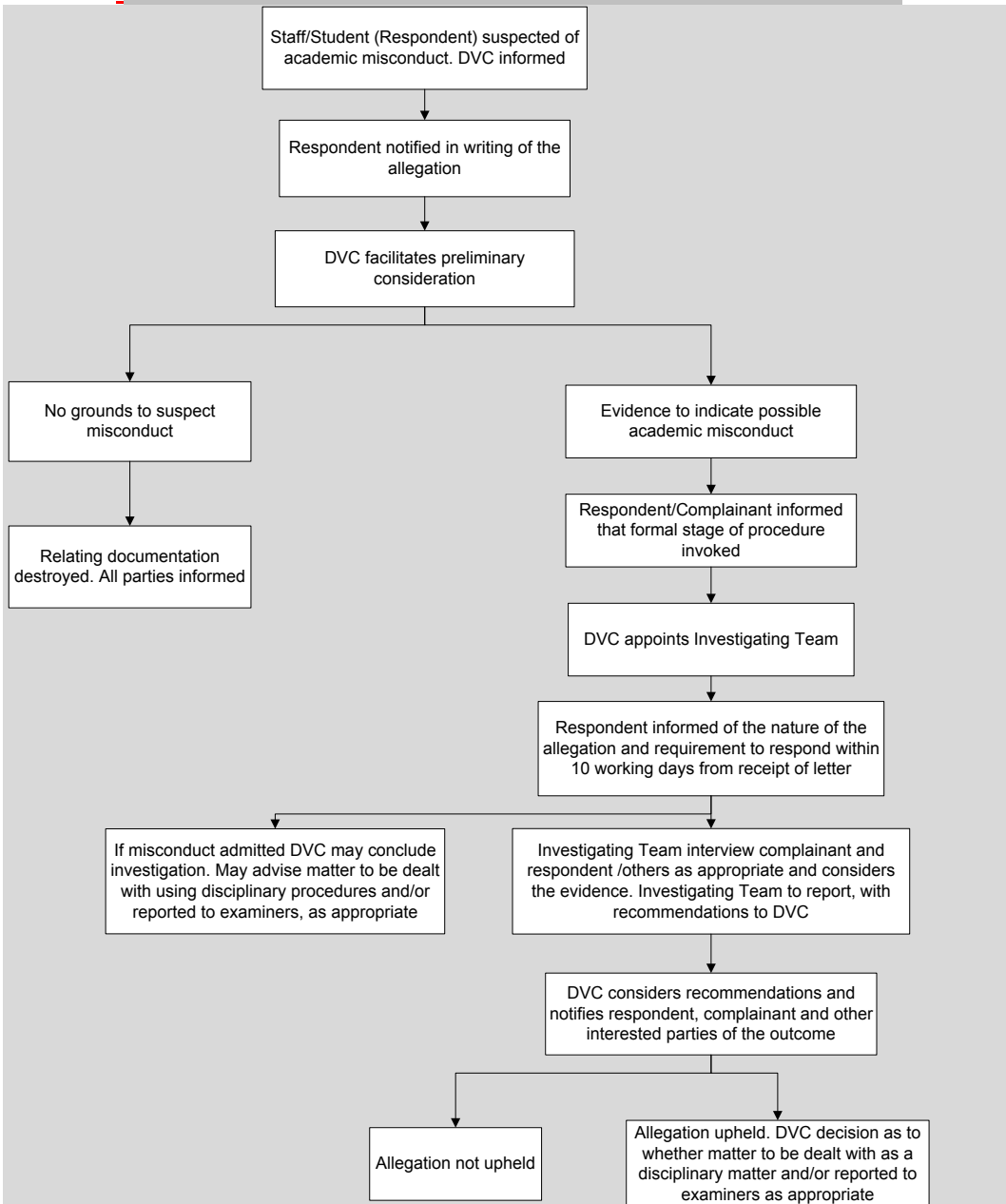
QAA Quality Code Chapter B9 – Complaints and Appeals available at [www.qaa.ac.uk](http://www.qaa.ac.uk)

#### 11. APPENDICES

Appendix 1 – Process **diagram**

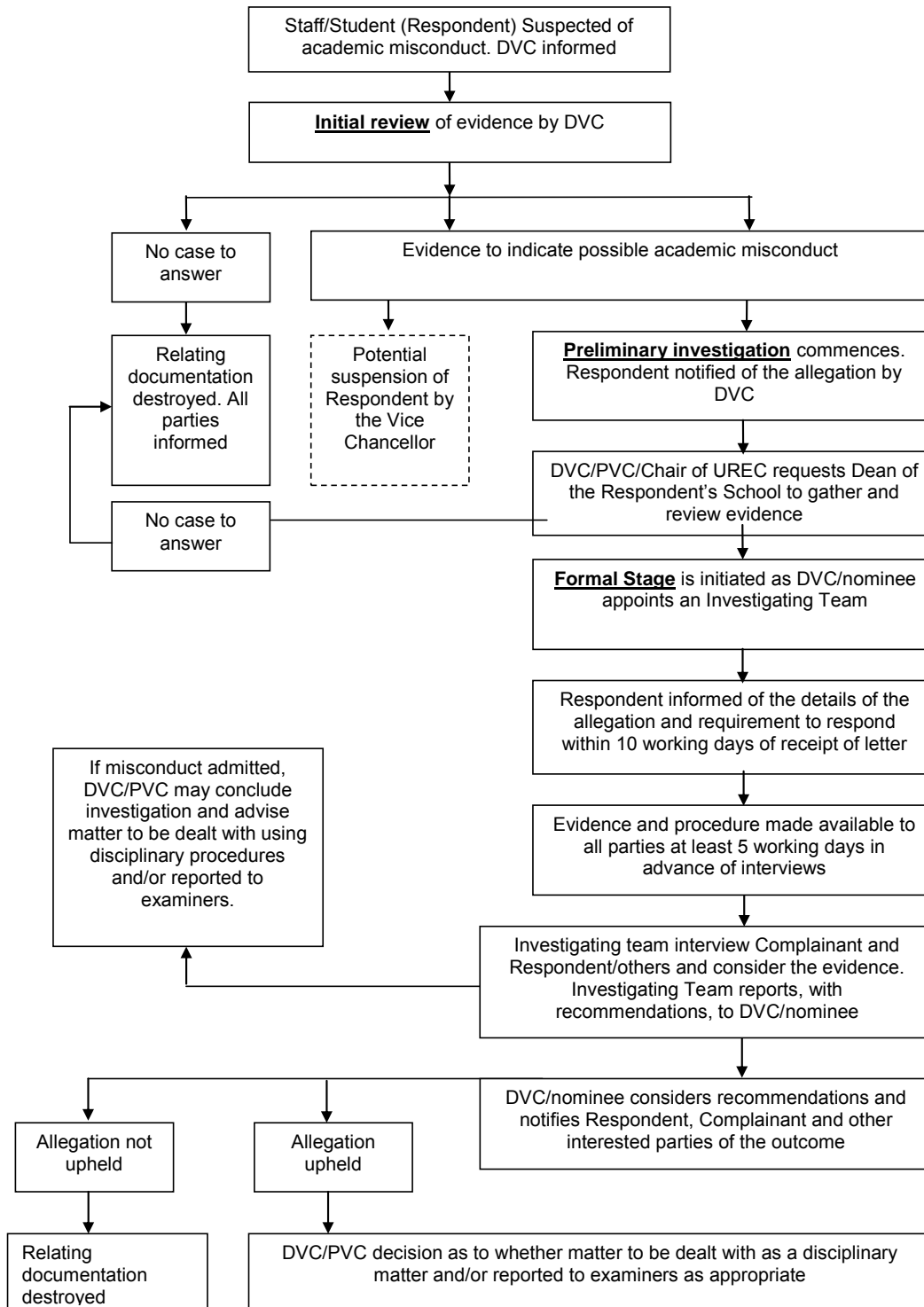
**Comment [NS11]:** Old and proposed new process diagrams included.

**APPENDIX 1: OLD ACADEMIC MISCONDUCT PROCESS DIAGRAM**



**APPENDIX 1: ACADEMIC MISCONDUCT PROCESS DIAGRAM**

**Comment [NS12]:** For Senate consideration: Proposed new diagram highlighting the cross-referral option to PVC/Chair of UREC.



## APPENDIX 2: SERIOUS BREACHES OF RESEARCH ETHICS

**Comment [NS13]: For Senate consideration:** The definitions listed here were provided by R&KEO for inclusion in section 4.1 of this document.

As they are very detailed, it is proposed that a broad definition is added to Section 4.1 and the list of examples of what constitutes a serious breach of research ethics is appended here temporarily until the University's Research Ethics Code of Practice has been revised.

Including the list of definitions in full in the revised Code would ensure that the Code is transparent in terms of the University's expectations before any breaches of research ethics are committed and that any subsequent additions/changes to these definitions do not affect this policy document.

The following are **examples** of what constitutes a serious breach of research ethics:

- a. deliberately attempting to deceive when making a research proposal;
- b. failure to obtain appropriate permission to conduct research with ethical implications;
- c. failure to follow protocols contained in ethical consent and unethical behaviour in the conduct of research;
- d. failure to meet relevant legal requirements and to follow any protocols set out in the guidelines of appropriate recognised professional, academic, scientific and governmental bodies;
- e. unauthorised use of information acquired confidentially;
- f. failure to follow any procedures and health and safety protocols that avoid unreasonable risk or harm to humans, animals or the environment;
- g. the misuse of research findings which may result in harm to individuals, populations, animals or the environment;
- h. failure to declare a conflict of interest which may significantly compromise, or appear to significantly compromise, the research integrity of the individual concerned and the accuracy of any research findings;
- i. inciting other to commit research misconduct;
- j. failure to declare (where known) that an external collaborative partner has been found to have committed research misconduct in the past or is currently being investigated following an allegation of research misconduct;
- k. facilitating misconduct in research by collusion in, or concealment of, such action;
- l. submitting an accusation of research misconduct based on vexatious or malicious motives.

**Appendix B**  
**Extract, 6H - Academic Offences: Policy and Procedure for Taught Awards**

**1 SCOPE AND PURPOSE**

- 10.1 This policy and procedure is intended for Bournemouth University (BU) staff and students of taught programmes of study. It outlines the principles and arrangements the University applies to the process of suspected and actual academic offences\*.

**\*NB From 2013-14, suspected cases of a serious breach of research ethics which involve undergraduate or postgraduate taught students fall within the scope of 6M – Academic Misconduct in Academic Research: Policy and Procedure.** Where suspected cases involve an academic offence *and* a serious breach of research ethics, advice may be sought from Educational Development and Quality (EDQ) as to which policy and procedure is to be followed or whether the case should be referred to 11K – *Student Disciplinary: Procedure*.

**Comment [NS14]: For Senate consideration:** It is proposed to make it clear at the beginning of this document that suspected cases of a serious breach of research ethics involving UG/PGT students should be referred to 6M . Also cross-referenced to 11K.

- 1.2 This policy and procedure should be read in conjunction with the documents listed in Section 3 below.

**2. KEY RESPONSIBILITIES**

- 2.1 **Students** are responsible for familiarising themselves with this Policy and Procedure and to act in accordance with it.
- 2.2 **Senate** approves new policies or amendments to existing policies relating to academic offences.
- 2.3 **Academic Standards Committee (ASC)** considers the effectiveness of the arrangements for academic offences and recommends changes to current policy to Senate. ASC will approve new and revised procedures by exception.
- 2.4 **Schools** formally investigate, record and monitor suspected Academic Offences which fall under a minor or major School Academic Offence. Schools will endeavour to ensure students are made aware of the implications of academic offences and their responsibilities.
- 2.5 **Educational Development and Quality (EDQ)** formally investigates, records and monitors a suspected academic offence that falls under a major University Offence.

**3. LINKS TO OTHER BU DOCUMENTS**

- 3.1 Other documents which may have relevance to this one are:
- 6A - *Standard Assessment Regulations*
  - 6J – *Mitigating Circumstances including Extensions: Policy and Procedure*
  - 6M - *Misconduct in Academic Research: Policy and Procedure*
  - 11A - *Academic Appeals: Policy and Procedure for Taught Awards*
  - 11K: *Student Disciplinary: Procedure*
  - Information on [citing references](#) including the BU Guide to Citation in the Harvard style.
  - Information on [avoiding plagiarism](#).

**Policy**

**4. PRINCIPLES OF ACADEMIC OFFENCES FOR TAUGHT AWARDS**

- 4.1 In entering higher education, students commit themselves to a process of becoming recognised by society as having achieved a certain level of learning. A student who misleads society as to the authenticity of this achievement is academically dishonest not only to those on whom the deception is practised, but also to him/herself. The dishonesty relates to the process of education in that the evidence on which society's recognition is based has been obtained in an unethical manner, and to the outcome of education in that the level of achievement is based on a false claim.

- 4.2 The maintenance of fair and honest conduct is an essential requirement of the system for assessing students' learning and it is in their and the University's interests that this should be the guiding principle at all times. Academic dishonesty is a serious offence and it is important that the duties and rights of all those involved with the assessment process be clearly defined and effectively publicised.
- 4.3 Procedures should facilitate early deterrence, identification and warning of the consequences of academic offences. Student Handbooks should include a warning that academic offences are serious matters which can, in extreme cases, lead to a decision that the student be excluded from the University, or to the revocation of an award, even after the recommendation of the Assessment Board.
- 4.4 In order to prevent plagiarism, protect the intellectual property of both the University and its students and to assist with appropriate feedback to students, the University may use plagiarism detection software or other technology as appropriate.

#### 4.5 Definitions

4.5.1 An academic offence may be defined as any attempt by a student, or any attempt by an individual to aid a student, to gain an unfair advantage in any assessment<sup>3</sup> (including an assessment of practice or an assessment in practice) by deception or fraudulent means<sup>3</sup>.

4.5.2 The following are **examples** of academic offences:

- i. Plagiarism: the representation of another person's work as one's own or the use of another person's work without acknowledgement, e.g.:
  - submitting whole pieces of work originally produced by another;
  - the direct importation into one's work of more than a single phrase from another person's work without the use of quotation marks and identification of the source;
  - making a copy of all or part of another person's work and presenting it as one's own by failing to disclose the source;
  - making extensive use of another person's work, either by summarising or paraphrasing it merely by changing a few words or altering the order of presentation, without acknowledgement;
  - presenting data collected or analysed by others, without acknowledgment;
  - presenting artefacts made by others, or derived from the work of others, without acknowledgment;
  - the use of the words, constructs or ideas of another person without acknowledgement of the source, or the submission or presentation of work as one's own which is substantially the ideas or intellectual data of another.
- ii. Duplication or 'self-plagiarism': the inclusion in coursework, or a dissertation, or project, of any material which is identical or substantially similar to material which has already been submitted for any other assessment within the University or elsewhere.
- iii. Collusion: the representation of a piece of unauthorised group work as the work of a single student.

**Comment [NS15]: For Senate consideration:** wording in footnote cross-referenced to Section 1.1 above to reiterate that 6M should be followed where an UG/PGT student is suspected of a serious breach of research ethics.

<sup>3</sup> It is recognised that academic offences involving fraud, e.g. by electronic means, may not be unit-specific and some may fall within the scope of the Student Disciplinary Procedure. **Also see Section 1.1 above for processes to be followed with suspected cases of a serious breach of research ethics.** Advice regarding individual cases may be sought from EDQ.

- iv. Commissioning (i.e. buying or paying for) another person to complete an assignment which is then submitted as the student's own work, or to extract work from 'essay banks' which is then submitted as the student's own work.
  - v. Misconduct in examinations or tests: behaviour aimed at gaining an unfair advantage, e.g.:
    - taking unauthorised materials into an examination or test;
    - obtaining an advance copy of an 'unseen' written examination or test paper;
    - communicating, or trying to communicate, in any way with another student during an examination or test;
    - copying from another student;
    - leaving the examination or test venue to consult pre-hidden cribs/notes;
    - removing any items of stationery or other materials from the examination or test venue without permission or contrary to instructions.
  - vi. Forgery: the falsification of signature(s) or documents related to certification or assessment.
  - vii. Impersonation: arranging or attempting to arrange for another person to take one's place in an examination or test; or being a party to an impersonation.
  - viii. Aiding and abetting a student in any form of dishonest practice.
  - ix. Bribery: paying or offering inducements to another person to obtain or to attempt to obtain an unfair advantage.
  - x. Calculator fraud: the use of unauthorised material stored in the memory of a programmable calculator with storage facilities.
  - xi. Computer fraud: the use of the material which belongs to another person and which is stored electronically, without acknowledgement and or without the written permission of the owner.
  - xii. False declarations made in order to receive special consideration by an Assessment Board or to obtain extensions to deadlines or exemption from work.
  - xiii. Falsification of data: the presentation of any quantitative or qualitative data, based on work purporting to have been carried out by the student, but which have been invented by the student or altered, copied or obtained by unfair means.
  - xiv. Making use of the assistance of another such as an editor or proof reader, in such a way as to change significantly the content, meaning or significance of what is written.
  - xv. Making unacknowledged use of processes such as computer routines created by others.
- 4.5.3 The definition of academic offences given in section 4.5.2 assumes dishonest intent. It is important to draw a distinction between such dishonest intent and lack of competence on the part of a student; for example, the use of extensive quotations (even if references are cited) so that little written content is the work of the student. Academic failings of this kind should be addressed, and appropriately penalised, through the application of assessment criteria (using the University's Generic Assessment Criteria as normative) in the marking process. Written feedback should indicate clearly the shortcomings and ways in which the student must address them.
- 4.5.4 All academic offences are serious and must be treated accordingly. However, where an offence is found to be repeated, or compounded by lying or deception, or otherwise aggravated, a more stringent



penalty should be imposed. This may include the referral of the case to the University's Student Disciplinary Procedure.

**4.6 Responsibilities**

- 4.6.1 It is the responsibility of staff to frame assessment requirements and procedures in a clear and unambiguous manner in the light of the guidelines.
- 4.6.2 It is the responsibility of students to acquaint themselves with these guidelines, to seek clarification if necessary and to act in accordance with them.

**4.7 Action**

- 4.7.1 Where an academic offence is suspected, the Assessment Board should not come to a decision on the candidate's results until the facts have been established in accordance with this Policy and Procedure which shall provide:
  - i for the allegation to be substantiated;
  - ii a right for the student to respond to the allegation before it is determined;
  - iii for the outcome of the investigation to be reported to the Assessment Board;
  - iv for the Assessment Board to confirm the outcome of the investigation, and to use it in its determination of the student's results in accordance with the University's assessment regulations;
  - v for the referral of more serious offences to the University's Student Disciplinary Procedure.

**NB Suspected cases of a serious breach of research ethics involving students on taught awards would normally fall within the scope of 6M – Misconduct in Academic Research: Policy and Procedure (see 1.1 above).**

- 4.7.2 Where evidence of an academic offence becomes available subsequent to the recommendation of the Assessment Board, the matter may be reopened in accordance with the approved procedure, which shall always include the involvement of external examiners (see section 14).
- 4.7.3 The University will seek to develop a body of case-law, which will provide guidance and precedents that may be used by Academic Offences Panels and Assessment Boards, in pursuit of consistent and equitable practice across Schools.

**Procedure**

**Comment [NS16]: For Senate consideration:** Again, cross-referenced to Section 1.1 above to reiterate that 6M should be followed where an UG/PGT student is suspected of a serious breach of research ethics ('normally' used as some cases may be referred directly to a disciplinary.

**Comment [NS17]:** This is a substantial section with no proposed changes. The full policy and procedure is available on the [staff intranet](#).



<b>Committee Name</b>	Senate
<b>Meeting Date</b>	19 June 2013
<b>Paper Title</b>	Report of Dorset Healthcare's 'University' Status University Department of Mental Health: 2nd Year Annual Report 1st April 2012 to 31st March 2013
<b>Paper Number</b>	SEN-1213-80
<b>Paper Author/Contact</b>	Prof Gail Thomas
<b>Purpose &amp; Summary</b>	This annual report provides evidence of progress and positive engagement, and also provides an update on the developments across the Trust as a result of joint collaboration.
<b>Decision Required of the Committee</b>	To note.
<b>Confidentiality</b>	None.



**Report of DHC's 'University' Status**

**University Department of Mental Health: 2<sup>nd</sup> Year Annual Report**

**1<sup>st</sup> April, 2012 to 31<sup>st</sup> March, 2013**



## **Dorset HealthCare University NHS Foundation Trust Annual Report 2012/13**

### **Introduction**

Following the approval of DHC as a University Trust in 2009/10, it was agreed that there would be an annual report to the Trust Board and University Senate to provide evidence of progress and positive engagement. This report is the second annual report and includes two key elements- an update on the developments across the Trust as a result of joint collaboration and a more detailed report on the activities of the University Department of Mental Health (UDMH). UDMH is the main focus of joint activity at this point although there is an intention to extend the reach of the University involvement more thoroughly across the whole, new merged Trust ensuring that the community services benefit from the relationship with BU.

### **Cross Trust Engagement**

This section presents a brief resume of the type of regular engagement taking place between the Trust and University.

1. Governance involvement- Jim Andrews, Chief Operating Officer at BU, is on the Trust governing body and has regular communication with the Chair, Jonathan Walsh.
2. Communication- there are periodic meetings between Tim Archer, Director of Nursing and Quality and Trust lead for the University link, and Professor Gail Thomas, Dean of HSC & AS to discuss initiatives, ideas and progress.
3. Advisory Group- The first meeting since the Trust had merged was held in March. This was a small group and the key focus of discussion was in recognising the positive developments in UDMH and in considering how to further engagement on all levels across DHC and BU. A 'menu of opportunities' were presented including:
  - Joint appointments – we are pursuing two more possibilities in UDMH at this point but there may be other possibilities especially as BU has been commissioned to deliver health visiting again in 2013/134.
  - Undergraduate students inter-professional projects- third year students undertake a unit that is project based and we want to have real life issues from partners that will enable the students to work on a problem to which they can find some solutions; the Business Manager, Francine Fung, has met with the Director of Employer Engagement in Health, Clive Matthews, to scope possible initiatives that the Trust would value support in via student projects.
  - Post graduate students 'service improvement projects' (SIP)- students undertaking many of the taught Masters courses in HSC do s SIP instead of a traditional, research based dissertation. This 60 credit SIP can also be taken as a separate CPD opportunity by individuals or practice based teams. The possibilities of using this SIP approach to enable positive change in practice

is being explored at a time when a compassionate and caring culture in NHS Trusts is a national priority.

- Joint funded doctorates- the University offers an annual round of joint funded doctorates whereby an external organisation funds half the costs of the stipend to support a three year full time student and BU funds the remainder (approximately £8000 per year). Funding is secured through a rigorous bidding process and support is given to high quality projects. This provides another opportunity for a robust project to be undertaken in practice, by PhD or Professional Doctorate routes, which can contribute to positive organisational change.
  - Student placements from all Schools- The majority of courses at BU offer a third year 40 week placement opportunity for students (see section 6 below for details of recent placement at DHC). The range of possibilities reflects the University's diverse portfolio and could include students on business, human resource management, hospitality, media, communications, journalism, psychology, sociology, computing, design, engineering, environmental programmes. Students are offered a basic salary and bring considerable energy and growing expertise to the placement. The University provides contact support throughout the experience and students highly value this opportunity for experience in the real world of work as it enhances their employability skills and their CVs. Linda Ladle, Head of Placements at BU, has been put in contact with Francine Fung via Clive Matthews to pursue possibilities.
  - CPD- HSC offers a range of continuing professional development short and long courses and increasingly is offering flexible, work based opportunities to develop the workforce in practice. Examples include leadership and management, improving individual and organisational performance, safeguarding as well as a range of more clinically focussed courses (e.g. psychosocial interventions, advanced nursing practice).
  - Joint research bidding and projects- there are opportunities for research active clinical staff to collaborate with academics in the development of high quality research projects that will enhance services and lead to high quality outputs (see UDMH Report for current examples).
  - Practice development/ service improvement- HSC has offered a Practice Development Unit (PDU) accreditation scheme for some years and the Trust has participated fully in this initiative as a means to enhancing services. We are currently reviewing the process (see points 4 and 5 below) to ensure it captures the national priority for culture of care explicitly, embedding in the 'humanisation' theory and the expectations of caring and compassionate practitioners. However HSC offers a range of other service improvement consultancy approaches, developing or teams individuals as 'self leaders'; further detail is available.
4. Meeting with Community Services Lead- Professor Gail Thomas met with the Director of Community Services, Val Graves, in April to consider how best to move forward with building the relationship in the community. Dr Liz Norton, Programme Leader for the MSc Public Health, also joined the meeting. The 'menu of opportunities' (above) was discussed and it was agreed that a first piece of work

would be to identify a collaborative working group to review the PDU accreditation process post the Francis Inquiry, to ensure it remains fit for purpose and provides a mechanism for positive culture change. Dr Janet Scammell, Professional Lead for Nursing at BU, is following up that meeting to talk more specifically about the development needs for district and other community nurses and to identify how the University can provide support.

5. Development of PDU approach- Following the meeting in point 4, a group at BU met in late April to consider how we can incorporate a humanising approach to care as the cultural context for the PDU accreditation process. A sub group is meeting with Val Graves and Sharon Waight, Deputy Director of Nursing at DHC, in June to progress this.
6. Media School placement student- The first 40 weeks placement for a BU student was offered in 2012/13 to a media student who is working with the Trust's communications team. Feedback from this experience has been positive to date.

Therefore there is considerable activity in place currently and developing further, through the joint working between DHC and BU at a time when the Trust is reviewing its strategies around quality of care following recent reviews. HSC is supporting relevant activity to ensure student learning opportunities are sound, there are relevant CPD/ service improvement opportunities in place and that the designation of University Trust remains valid and valued.

The plan for the next year is to move forward on work with the community services, to appoint two joint roles in UDMH and to fully establish the Advisory Committee reflecting the merged Trust's remit more fully. The original Memorandum of Understanding is due for review in 2013 and it will provide an opportunity to reflect the changes more explicitly in taking forward the collaboration for the next three years.

**Professor B. Gail Thomas**  
**Dean of Health and Social Care & Applied Sciences, BU**

## University Department of Mental Health: Second Year Annual Report

This report covers the period between 1<sup>st</sup> April, 2012 and 31<sup>st</sup> March, 2013 of the University Department of Mental Health (UDMH) collaboration between Bournemouth University (BU) and Dorset HealthCare University NHS Foundation Trust (DHC). The further development of close working relationships between the two organisations, building on the key principles as set out at the launch of UDMH, has resulted in several marked successes during the year.

### Establishment of UDMH

The establishment of the UDMH management group was one of the first priorities for the new department; this group is drawn from members of the Trust and University, and it is comprised of representatives from the key disciplines working in mental health services. The membership of the management group is as follows:

Professor Sue Clarke	Director of UDMH, Consultant Clinical Psychologist, DHC (Chair)
Dr Andy Mercer	Deputy Director of UDMH, Professional Lead for Mental Health, BU
Kim Meldrum	PA to Sue Clarke, UDMH Administrator, DHC
Dr Andrew Mayers	Senior Lecturer, Psychology, BU
Dr Ciarán Newell	Consultant Nurse, Eating Disorders, DHC
Clive Andrewes	Associate Dean, Practice Development, BU
Meherzin Das	Clinical Psychologist, DHC
Professor Paul Walters	Consultant Psychiatrist, DHC
Professor Roger Baker	Consultant Clinical Psychologist, DHC
Phil Morgan	Professional Lead Occupational Therapist

The UDMH management group met on the following dates:

- 10<sup>th</sup> April, 2012
- 7<sup>th</sup> November, 2012
- 9<sup>th</sup> April, 2013

### Values, Aims and Priorities

The management group upholds the following mission statement:

**The University Department of Mental Health aims, through research and scholarship, to enhance human wellbeing and engagement in life.**

**By 2016, UDMH aims to have established high quality collaborative partnerships between academics, health professionals, service users, carers, and students, to improve services through research, education, and practice development.**

The seven overarching categories identified by the group as being needed to fulfil the mission are prioritised systematically as follows:

1. Disseminate/market UDMH activities
2. Identify resources
3. Establish collaborative partnerships

4. Funded research
5. Clarify values
6. Develop UDMH research centres
7. Expand education

## 1. Disseminate / market UDMH activities

Our first priority was identified as dissemination and marketing. These activities were seen as an essential springboard for developing and sustaining the clinical, educational and research activities that would follow. The aim was to create a profile for UDMH that would be recognisable amongst a range of stakeholders. During the past year, the department has taken several actions that serve this priority:

### Web Page

A website has been re-established as a microsite on the main BU server <http://microsites.bournemouth.ac.uk/university-department-mental-health/>. The site was built using the *Wordpress* platform, which allows easy updating of content, and includes a facility for readers to submit comments and enquiries. The main section of the site is a 'news' blog, where key activities can be reported and forthcoming events announced. The site has been built in such a way that additional pages can be added as required; a page dedicated to the forthcoming UDMH conference (see below) is one example of how this facility can be used.

### Marketing

The UDMH management group have held a series of meetings with members of the BU marketing team over the past year, to upgrade and streamline the UDMH identity. This has allowed some simplification and standardisation of the way in which DHC and BU logos are combined in the website home page and on letterheads, compliment slips and business cards. The marketing team have also recommended use of a simplified URL for the website, and this has been marked for follow-up.

### **The University Department of Mental Health 2013 Biennial Conference:**

Engagement in Life: Promoting Wellbeing and Mental Health

Following the success of our 2011 UDMH conference, a second biennial Recovery-focused conference is scheduled for 6<sup>th</sup> September, 2013. The aim is to promote our aspirations nationally and, to maximize the impact of the event, we are marketing the conference in collaboration with a private training company, *Grayrock*. A call for abstracts is under way [here](#). We aim to attract between 200 and 300 fee-paying delegates. Two prestigious keynote speakers have agreed to participate. **Kevan Jones, MP**, will present an address, titled 'De-stigmatising Mental Health' and **Rachel Perkins, OBE**, a UK-based clinician with an international research profile, will speak on the future of mental health services (address titled: 'Whither Mental Health Services'). Prof **Geoff Shepherd** and Dr **Julie Repper** have also agreed to present keynote addresses.

### **Conference Presentations: National and International**

During the past year, University Department speakers have made five conference presentations. Of these, one was a keynote address delivered by Prof Sue Clarke, and two were presented at conferences overseas.



Table 1: UDMH Designated Conference Presentations:

UDMH Designated Conference Presentations
Baker, R. (2013) Stress et Emotions Dans La Sclerose en Plaques, <u>Resau Sep Conference on Fatigue, Pain, Stress &amp; Psychological Factors in MS</u> , Paris University, February.
Clarke, S. (2012) Curiosity Supported the CAT: A Randomised Controlled Trial. <u>Keynote address. 19<sup>th</sup> Annual ACAT Conference</u> , Manchester, July.
Rushbrook, S., Coulter, N. (2012) Playing with Fire: working through play and playfully with our own and others. <u>19<sup>th</sup> Annual ACAT Conference</u> , Manchester, July.
Baker, R., Gale, L., Abbey, G. (2012) A New Emotion Processing Therapy for PTSD. <u>40<sup>th</sup> Annual Conference of BABCP</u> , Leeds, June.
Das, M. (2012) Stop! Chronic Back Pain. <u>International Forum on Quality and Safety in Healthcare</u> , Paris, April.

## 2. Identify resources

Given that dedicated funding is only available to support the Director's (0.6 W.T.E., Band 9) and PA's (0.6 W.T.E., Band 4) posts, an important objective was to identify human and financial resources to support the continued expansion of the department. Income has been acquired from successful research grant applications and the income-generating training activities described below in Tables 4 and 6. Additional funding is currently being sought for joint appointments via the restructuring proposal described below.

### **Restructure and Proposed Integration of the University Department of Mental Health, Research & Development and Innovations Department.**

A consultation paper will shortly be submitted to DHC Board of Directors to propose a radical restructuring of existing departments that would integrate the University Department of Mental Health (UDMH), the Research & Development Department (R&D), and the Innovations Department.

This proposed integration is justified for three reasons:

1. The functions of the existing departments show a substantial overlap.
2. Staff in the existing departments have complementary skills, such that closer working would enhance the quality and quantity of output.
3. Closer working relationships would produce economies of scale by avoiding duplication of staff functions.

Drawing on some existing Research and Development funding and new monies, the expanded department would require two newly created, jointly funded (DHC and BU) Clinical/Academic Appointment (Band 8) posts. The appointees will be selected for their capacity to accelerate progress with Innovations in research-led practice and practice-led research. They will support the development of the University Department Research Centres (see Section 8 below). Another newly created Band 7 Researcher role is required to facilitate and source educational opportunities (e.g. Masters courses/CPD/ and other training/conference events). The new appointments are to be supported by a (1.0 W.T.E., Band 5) Project Manager, whose role is to assist in the development of grant applications

and income generation opportunities. Day to day administration of the department will be supported by newly created administrator (0.5 W.T.E., Band 3).

### **University Department Acceptance and Commitment Training**

Prof Sue Clarke and Helen Bolderston (Clinical Psychologist) are developing a University Department Training Course in Acceptance and Commitment Therapy (ACT) to be delivered over one year (October, 2013 – 2014) to 20 mental healthcare staff working in Portsmouth NHS Trust. The course represents an excellent opportunity to develop our CPD portfolio and generate income.

### **3. Establish Collaborative Partnerships**

#### **UDMH Associate roles:**

Since the inception of the University Department the management team have been keen to formalise the status of staff who contribute to core University Department activity. For those whose contribution involves participation in research and education projects, access to academic resources is essential. In order to support the development of high quality research and education activity, more than ten key members of DHC have been granted visiting status with BU. This has helped to formalise the close link between DHC and BU in the on-going development of the University department, and, on a practical level, allows staff who are working on UDMH projects to access arrange of BU resources, including Email and e-books and journals.

The following staff have been awarded a BU Associate Role:

- Jagoda Banovic
- Mike Kelly
- David O'Loughlin
- Prof Paul Walters

The following staff have been awarded BU honorary appointments:

- Abby Webb
- Dr Sam Dench
- Dr Sophie Rushbrook
- Phil Morgan
- Dr Ciarán Newell
- Joanna Lancaster
- Eimear Corrigan
- Katy Sivyver

To date we have established more than ten BU 'visiting' appointments for DHC staff; the majority are visiting associates, but we have several at visiting fellows and visiting professor level. A range of disciplines are represented, including occupational therapy, psychiatry, mental health nursing and clinical psychology.

The management team are shortly to consider how to manage the next stage of UDMH staff development, looking at UDMH membership for those who do not need 'visiting' status at BU and at how BU staff can be recognised with honorary status with DHC.

#### **Research Champion Development Course**

Experiential workshops for DHC staff have been held across the DHC Trust to encourage staff who have an interest in research to consider the value of conducting systemic audit and

research in their workplace, particularly in relation to the practical ‘barriers’ that are often raised. The workshops aimed to stimulate curiosity for research and assess the level of enthusiasm (see Table 4).

As a direct result of this, a Research Champion Development Course has been developed by Prof Paul Walters and Prof Sue Clarke to provide innovative multi-disciplinary research training to improve research capacity and capability within the Trust. This one-year course aims to develop Research Champions from existing DHC staff and service users. They will learn how to conduct high quality research to improve patient care, and how to effect the efficient translation of research outputs from ‘bench to bedside’. The courses will promote a network of research-interested and research-proficient professionals and service users within DHC, supported by senior researchers through didactic teaching and ongoing mentorship. The courses will offer multi-disciplinary research training—delivered by Trust and BU staff—and will allow a flexible learner-centred approach. Course participants can be drawn from any professional or service-user background. The course will consist of three modules spaced across 12 months (April 2013 – March 2014) and will be delivered at Bournemouth House. Eleven participants have already been organised into four groups, and each group will develop an individual research project designed to improve patient care (Group Topics: (a) Eating disorders, (b) Tele-health, (c) Staff mindfulness groups, and (d) ‘Friends and family recommendation’. This course will be ‘endorsed’ by BU and, to formalise the process, participants will receive a University Department certificate of attendance. If successful, the Research Champion Development Courses may eventually form the basis for a University Department Research Methods Masters Course for mental health practitioners.

**Hertfordshire links**

Last year Hertfordshire Partnership NHS Foundation Trust became the latest mental health Trust to achieve University designation, in recognition of their research profile and their close links with the University of Hertfordshire. Dr Andy Mercer, Deputy Director of UDMH, was part of the accreditation panel in Hertfordshire. Subsequent to their formal approval as a University Trust, UDMH have been supporting the development of collaborative working processes between the Trust and the University, mirroring the practices established for UDMH. Senior staff from Hertfordshire have visited BU, and Andy Mercer has been invited to present some reflections on the UDMH experience at the Hertfordshire launch event in May 2013.

**Publications**

In the past year, **eleven** University Department designated papers have been published, or are in print in peer reviewed journals. Five papers are under review currently, and a further four are in preparation for publication.

Table 2a: UDMH Peer Reviewed Publications - Published/In Press:

UDMH Peer Reviewed Publications - Published/In Press
Baker, R., Owens, M., Thomas, S., Whittlesea, A., Abbey, G., Gower, P., Tosunlar, L., Corrigan, E., & Thomas, P.W. (2012). Does CBT Facilitate Emotional Processing? <i>Behavioural and Cognitive Psychotherapy</i> , <b>40</b> (Issue 1), 19-37.
Baldwin, D.S., Mayers, A., & Talat, B. (in press). Quality of Case Reports of Adverse Drug Reactions with Psychotropic Drugs: A 25-Year Review. <i>Human Psychopharmacology: Clinical and Experimental</i>
Barley, E.A., Borschmann, R., Walters, P., & Tylee, A. (2012). Interventions to encourage

uptake of cancer screening for people with severe mental illness (published online). <i>Cochrane Database of Systematic Reviews</i> .
Barley, E.A., Hadad, M., Simmonds, R., Fortune, Z., Walters, P., Murray, J., Rose, D., & Tylee, A. (2012). The UPBEAT Depression and Coronary Heart Disease Programme: using the UK Medical Research Council Framework to design a nurse-led complex intervention for use in primary care. <i>BMC Family Practice</i> , <b>13</b> , 119.
Barley, E. A., Walters, P., Tylee, A., Murray, J. (2012). General Practitioners' and Practice Nurses' Views and Experience of Managing Depression in Coronary Heart Disease: A Qualitative Interview Study. <i>BMC Family Practice</i> , <b>13</b> , 1.
Clarke, S., Kingston, J., Wilson, K., Bolderston, H., and Remington, B. (2012). Acceptance & Commitment Therapy (ACT) for a Heterogeneous Group of 'Treatment Resistant' Clients: A Treatment Development Study. <i>Cognitive and Behavioural Practice</i> , <b>19</b> , 560-572.
Clarke, S., Thomas, P., and James, K. (2013). Cognitive Analytic Therapy for Personality Disorder: A Randomised Controlled Trial. <i>British Journal of Psychiatry</i> , <b>202</b> , 129-134.
Gamble, C., Sin, J., Kelly, M., O'Loughlin, D., Moone, J. (ePub ahead of print). The Development of a Family Competency Assessment and Reflection Scale (FICARS) for Psychosis. <i>Journal of Psychiatric and Mental Health Nursing</i> .
Pond, R., Rushbrook, S., and Clarke, S. (in press). Celebrating 15 Years of Providing Specialist Therapeutic Interventions. <i>Clinical Psychology Forum</i> .
Rowlands, G, P., Mehay, A., Hampshire, S., Phillips, R., Williams, P., Mann, A., Steptoe, A., Walters, P., & Tylee, A. (2013). Characteristics of People with Low Health Literacy on Coronary Heart Disease GP Registers in South London: A Cross Sectional Study. <i>BMJ Open</i> , <b>3</b> (1).
Simmonds, R. L., Tylee, A., Walters, P., Rose, D. (2013). Patients' Perception of Depression and Coronary Heart Disease: A Qualitative UPBEAT UK Study. <i>BMC Family Practice</i> , <b>14</b> , 38.
Tylee, A., Haddad, M., Barley, E. A., Ashworth, M., Brown, J., Chambers, J., Farmer, A., Fortune, Z., Lawton, R., Leese, M., Mann, A., McCrone, P., Murray, J., Pariante, C., Phillips, R., Rose, D., Rowlands, G., Sabes-Figuera, R., Smith, A., & Walters, P. (2012). A pilot RCT of personalised care for depressed patients with symptomatic coronary heart disease in South London general practices: the UPBEAT-UK RCT protocol and recruitment. <i>BMC Psychiatry</i> , <b>12</b> , 58.

Table 2b: UDMH Peer Reviewed Publications under Review:

UDMH Peer Reviewed Publications under Review
Baker, R., Gale, L., Abbey, G., Thomas, S., (under review). Emotional Processing Therapy for Post Traumatic Stress Disorder. <i>For Counselling Psychology Quarterly</i> .
Clarke, S., Kingston, J., James, K., Bolderston, H., & Remington, B. (under review). Acceptance and Commitment Therapy Group for Treatment Resistant Participants: A Randomised Controlled Trial. <i>For Behaviour Research &amp; Therapy</i> .

Clarke, S., Taylor, G., Bolderston, H., Lancaster, J., & Remington, B. (under review). Ameliorating Patient Stigma Amongst Staff Working with Personality Disorder: Randomised Controlled Trial of Self-Management vs Skills Training. <i>For British Journal of Psychiatry</i> .
Gillanders, D., Bolderston, H., Bond, F., Dempster, M., Campbell, L., Kerr, S., Masley, S., Flaxman, P., Tansey, L., Noel, P., Ferenbach, C., Lloyd, J., Mann, L., Clarke, S., & Remington, B. (under review). The Cognitive Fusion Questionnaire. <i>For Behavior Therapy</i> .
Lothian, S., Baker, R., Hickish, T., Owens, M., Thomas, P., Nash, C., Corrigan, E., & Horn, S. (under review). Emotional Processing Deficits in Colorectal Cancer. <i>For Psychology and Health</i> .

Table 2c: UDMH Peer Reviewed Publications in Preparation:

UDMH Peer Reviewed Publications in Preparation
Clarke, S., & Lancaster, J. (in prep). A Waiting List Control Comparison of Dialectical Behaviour Therapy for Para-suicidal Participants. <i>For Behavioural and Cognitive Psychotherapy</i> .
Clarke, S., Taylor, G., Lancaster, J., & Remington, B. (in prep) Ameliorating Patient Stigma Amongst Staff Working with Personality Disorder: Randomised Controlled Trial of Self-Management vs Psycho-educational Training. <i>For British Medical Journal</i> .
Lynch, T., et al., (in prep). Cracking Refractory Depression with Dialectical Behaviour Therapy: REFRAMED Theory, Trial Design and Protocol. <i>For Journal of Consulting and Clinical Psychology</i> .
Taylor, G., Clarke, S., & Remington, B. (in prep). Understanding Patient Stigma Amongst Staff Working with patients with a Personality Disorder <i>For British Medical Journal</i> .

Table 3: University Department Research Collaborations in progress

Content Area	DHC	BU	Stage of Development
Evaluating Acceptance & Commitment Training (ACTr) for Family Carers of People with Dementia	Dr Sam Dench	Prof Sue Clarke	REC and R&D approval obtained; first of two pilot training groups completed.
Living with Bipolar Affective Disorder: An Introduction	David O'Loughlin		REC
Recovery Education Centres Evaluation	Phil Morgan	Dr Andrew Mayers/Dr Sarah Williams	Ongoing
Adding a 'Digital First' Motivational e-resource to improve recovery self-efficacy and treatment engagement for eating	Dr Ciarán Newell	Dr Sarah Williams	Proposal

disorders. A feasibility study.			
Zero Restraint	Phil Morgan/Lisa Gale	Prof Sue Clarke	Complete
Forensic Project	Jenny Stickney	Prof Sue Clarke	In progress
Post Traumatic Stress Disorder	Prof Sue Clarke	Jess Miller	Ethics NIHR Portfolio registration

Table 4: University Department Trainings in Preparation

Content Area	DHC	BU	Mental Health Forum
Health Visitor Training for Post Natal Depression		Dr Andrew Mayers	
Research Champion Development Course*	Prof Paul Walters/Prof Sue Clarke/Prof Roger Baker/Ciaran Newell/Meherzin Das	Dr Andrew Mayers	
Dialectical Behaviour Therapy Intensive Training	Prof Sue Clarke		
Acceptance Commitment Therapy Training	Prof Sue Clarke		

Table 5: University Department Consultations

Topic	DHC	Consultee
Delivering Customer Care	Jo Phillips/Prof Sue Clarke	John Chisholm
Forensic Project	Prof Sue Clarke	Jenny Stickney
Post Traumatic Stress Disorder	Prof Sue Clarke	Jess Miller
Behavioural Action	Prof Sue Clarke	Dr Geoff Searle
Physical Health Problems of Inpatients with Psychosis	Prof Sue Clarke	Dr Cory de Wet

#### 4. Funded Research

Table 6: University Department Research Grant Collaborations

Title of Project	Funder	£	UDMH Staff	Other Collaborators
REFRAMED***	Medical Research Council (MRC)	£2.1m	Prof Sue Clarke	Prof Tom Lynch et al.
STOP! Chronic Back Pain ***	Health Foundation	£74k	Meherzin Das	
Empowering people with eating disorders:	Health Foundation	£100k	Dr Ciarán Newell	

Help-seeking and shared decision-making in a digital world.				
Development and preliminary evaluation of Emotional Processing Therapy in Patients with MS.	NIHR		Prof Roger Baker	
Insight - Risk and recovery: Developing a shared risk assessment tool for people with mental health problems	Health Foundation	£95k	Prof Paul Walters, Prof Sue Clarke, Phil Morgan	
RCT of Practice Nurse Led Care for Patients with Depression and Coronary Heart Disease	NIHR		Prof Paul Walters	

\*\*\* Denotes successful grant projects – the remaining projects are in the process of being revised for resubmission

## 5. Values Clarification

**Recovery** The values of the University Department remain close to the philosophy of Recovery, and so we were delighted that Phil Morgan—DHC Recovery Lead—has joined our management group, during the past year. This should further enhance our relationship with the Wellbeing and Recovery Partnership (WaRP). One Recovery research grant (Risk and Recovery) has been submitted (see Walters et al., Table 6). Although unsuccessful, plans are in place to resubmit for funding later this year.

**Understanding and improving compassionate care: Research and training** Across the UK, recent scandals have highlighted the way in which the provision of services for some patient groups (e.g., hospitalised older adults; individuals with severe intellectual disabilities) can become callous and inhumane. According to our own research, stigmatizing attitudes may harm both stigmatized and stigmatizing individuals. Using a model-building approach with staff self-report data (see table 2c, Taylor et al.), we showed that stigmatizing attitudes towards mental health patients were associated with poorer quality interactions (weaker therapeutic alliances, greater social distancing) and reduced personal well-being (burnout; general health). We also showed that stigma, working relationships and staff wellbeing can be significantly improved by two-day training programmes based on providing staff with self-management strategies, knowledge and skills (see table 2, Clarke et al.). One of these studies is already under review of the British Journal of Psychiatry, and the other two will be submitted to the British Medical Journal in the near future.

Based on the present data, it is possible to envisage an externally funded University Department research programme, conducted across a variety of healthcare specialties, that explores the impact of brief stigma-focused interventions, based on self-management or skills-based methods—or an amalgam of the two approaches. The results of such a programme could help ameliorate the critical problems faced by hard-pressed services in attempting to maintain a culture of compassionate care, within and beyond the Trust.

Sue Clarke has also met with Jo Phillips (Trust Lead for Learning and Development) and Mr John Chisholm to discuss the development and evaluation of a short training programme to enhance compassionate care within the DHC Trust.

Consultations are also being had with Prof Paul Gilbert of the University of Derby. Prof Gilbert is an international expert on the development of compassion. Sue Clarke has joined a working party of researchers to develop proposals for research funding in this important area.

### **Time to Change**

The University Department has been active in the 'Time to Change' campaign. The main focus of the activity was a campaign linked to World Mental Health day in the autumn, when BU, DHC and Dorset Mental Health Forum delivered a series of talks and events across BU and the local community. These included Professor Laurence Mynors-Wallis, the Medical Director at DHC (and a visiting professor at BU) who delivered an open lecture on anxiety at the launch of 'Tea & Talk', a nationally funded initiative designed to help reduce the stigma of mental health in the workplace. This also included a five-a-side football tournament with teams made up of service users and staff participating, and open sessions led by Trust and BU staff on self-harm, eating disorders and stigma. University staff have also been involved in making three short films challenging stigma; these feature BU and DHC staff, students and members of the public talking about their experience of mental health problems. The films will be launched at an event in May, and will subsequently be widely available via YouTube and other websites.

### **6. Developing University Department Research Centres**

Discussions have been held in our management group about the possibility of developing University Department research centres. These would aim to develop practice-led research and they could also provide consultation and research-led training to generate income to support the development of these activities further. It could be argued that there are three distinct areas where the Trust has already developed a national reputation in treatment development, research and training: Personality Disorder, Affective Disorders, and Recovery. For this reason, the three newly created posts proposed in our Business Plan (discussed above) would aim to be linked to these three areas.

### **7. Expand University Department Education**

During the past year a small education working party including key personnel from DHC and BU (Jo Phillips, Head of Learning & Development, Barbara Moll, Education & Workforce Development Manager, Mary-Ann Robertson, Business Relations Manager) have met on four occasions to discuss the development of University Department courses. These courses will have the potential to generate significant income, if they are marketed nationally. The most effective of these are likely to be based on the core areas of strength within DHC. Thus, a key marketing tool would be the status of the University Centres in which the training has been developed and evaluated. This will, in turn, depend on the appointment of core University Department staff, and initial funding to cover set-up costs.

Table 7: University Department Completed Trainings

<b>Date</b>	<b>Title</b>	<b>Venue</b>	<b>UDMH Staff</b>
Nov 2012	ACT Training	Bournemouth University	Prof Sue Clarke
April 2012	DBT TRD Therapist	Bournemouth University	Prof Tom Lynch



	Training		
Dec 2012	DBT TRD Therapist Training	Southampton University	Prof Tom Lynch
Feb 2013	Anxiety Management Skills	Dorset HealthCare	Dr Sam Dench
Jan 2013	MSc Foundations of Clinical Psychology	Bournemouth University	David O'Loughlin
2012	Psychosocial Interventions for Psychosis	Bournemouth University	David O'Loughlin
Oct 2012	Personality Disorder Training	Bournemouth University	Dr Sophie Rushbrook
Nov 2012	Applying for Clinical Psychology Training	Bournemouth University	Dr Sophie Rushbrook
Mar 2013	Enhanced CBT for Eating Disorders	Bournemouth University	Dr Ciarán Newell
2012/13	Evaluating Acceptance & Commitment Training (ACTr) for Family Carers of People with Dementia	Bournemouth University	Dr Sam Dench

### **CPD Activity**

In addition to the trainings listed above, members of the University Department have been actively supporting a number of CPD projects managed by BU, providing current clinical expertise to assure the quality of external CPD projects. In the past year this has included contributions to training in Cognitive Behaviour Therapy, Motivational Interviewing and Psychosocial Interventions.

### **Developing the University Department**

As this second annual report shows, the University department has maintained its momentum and enthusiasm, and continued to progress throughout the year. The next stage of development will require further investment that builds on our existing achievements in research and education. Human resources are the most important investment priority: if it is to build itself into a functional academic/clinical unit, our department must have dedicated staff to take forward its research and educational agenda. A critical step is therefore to appoint joint DHC/BU staff who can divide their time between creating state-of-the-art clinical services for the Trust and developing cutting-edge research, postgraduate supervision, teaching and income generating CPD for the University. A decision regarding the support of these developments will be made by the joint advisory committee and DHC Board of Directors in the near future.

**Professor Sue Clarke**

**Director of University Department of Mental Health**

**April, 2013**

**BOURNEMOUTH UNIVERSITY****ACADEMIC STANDARDS COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 2<sup>ND</sup> MAY 2013****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

Section 3.3 – Standard Assessment Regulations: Recommendations for Change from Quality Assurance Standing Group (QASG)

Section 3.3.6  
Section 3.3.12

Section 3.5 – 3B Admissions (Research Degree Programme): Policy and Procedure

**2. APPROVALS**

Section 3.3 – Standard Assessment Regulations: Recommendations for Change from Quality Assurance Standing Group (QASG)

Section 3.3.4  
Section 3.3.14

Section 3.4 – Academic Offences: Policy and Procedure for Taught Awards: Recommendations for Change from Quality Assurance Standing Group (QASG)

Section 3.4.3  
Section 3.4.7  
Section 3.4.9  
Section 3.4.11  
Section 3.4.13  
Section 3.4.18

Section 4.2 – Quality Assurance and Enhancement Group (QAEG) – New Nomination Received from Bournemouth & Poole College

Section 4.3 – Partner Quality Report – Defence School of Communication & Information Systems (DSCIS)

Section 4.4.1 – DEC Proposal: Change of Title for Yeovil College Programme – FdSc Computing and Internet Technology to FdSc Computing

Section 4.4.2 – DEC Proposal: New Programme – MSc Information Technology (Online)

Section 4.4.4 – ST Proposal: FdA Bbusiness & Hospitality Management and BA (Hons) Business & Hospitality Management (Level H Entry)

Section 4.4.5 – New Partner Proposal: Prince of Songkla University, Phuket, Thailand – Student Exchange (Level 2)

Section 4.4.6 – New Partner Proposal: Mercy College, USA – Student Exchange (Level 2)

### **3. OTHER RELEVANT ACTIONS**

Section 5.2 – Partnership Agreements

Section 5.3 – Completed Framework/Programme Reviews, Validations and Reviews for Closure

Section 5.4 – Pending External Examiner Appointments

Section 5.5 – External Examiner Nominations and Examination Teams for Research Degrees

**BOURNEMOUTH UNIVERSITY  
ACADEMIC STANDARDS COMMITTEE**

**Unconfirmed**

**MINUTES OF A MEETING HELD ON 2<sup>ND</sup> MAY 2013**

**Present:**

Prof Tim McIntyre-Bhatty (TMB) (Chair)	Deputy Vice Chancellor
Prof Keith Phalp (KP) (Deputy Chair)	Associate Dean, HOAG (Software Systems & Psychology)(DEC)
Ms Louise Bryant (LB)	President 2012/13, Students' Union (SUBU)
Dr Sue Eccles (SE)	Head of Education, Media School (MS)
Mr David Foot (DF)	Market Research and Development Manager, Marketing and Communications (M&C)
Mr Alan James (AJ)	General Manager of the Students' Union (SUBU)
Ms Jacky Mack (JM)	Academic Partnerships Manager, Student & Academic Services (SAS)
Prof Elizabeth Rosser (ER)	Deputy Dean for Education (HSC)
Ms Pamela Rouse (PJR) (Secretary)	Educational Development and Quality Manager (EDQ), Student & Academic Services
Dr Philip Ryland (PR)	Deputy Dean (Education), School of Tourism (ST)
Mr Murray Simpson (MS)	Vice President (Education) 2012/13, Students' Union (SUBU)
Dr Rick Stafford (RS)	Associate Dean (Quality) (ApSci)
Ms Catherine Symonds (CS)	Institutional Facilitator, School of Tourism (ST)
Mr Arvid Thorkeldsen (AT)	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Dr Xavier Velay (XV)	Deputy Dean (Education), School of Design, Engineering and Computing (DEC)
Dr Geoff Willcocks (GW)	Director of Quality and Accreditations, Business School.
Prof Tiantian Zhang (TZ)	Head of the Graduate School, Research and Knowledge Exchange Office (RKEO)

**In Attendance:**

Ms Marianne Barnard (MB)	Partnerships Academic Administration Manager (SAS) [Agenda Items 4.2, 4.3, 4.4.5, 4.4.6, 5.2, 6.1 and 6.2]
Mr Bill Beetham (BB)	International Pathways – Academic Co-ordinator (M&C) [Agenda Item 4.1]
Mr Robin Chater (RC)	Quality & Enhancement Officer [Agenda Item 3.4]
Ms Maxine Frampton (MF) (Clerk)	Policy and Committees Officer (SAS)
Dr Janet Hanson (JH)	Education Enhancement Adviser (SAS) [Agenda Item 3.1]
Mr Geoff Rayment (GR)	Committee Clerk (SAS)
Dr Richard Shipway (RS)	Senior Lecturer in Sports Studies (ST) [Agenda Items 4.4.5 and 4.4.6]

**1 APOLOGIES**

Apologies were received from:

Mr Ian Carter	Member of University Board, Observer
Mr James Holroyd	Student Journey Process Workstream Manager (Senate Representative).
Dr Sherry Jeary	Senior Lecturer, School of Design, Engineering and Computing (DEC)
Dr John Oliver	Deputy President EMMA, Programme Director (MS)
Prof David Osselton	Head of Forensic and Biological Sciences, School of Applied Sciences (ApSci)

**MINUTES OF THE MEETING HELD ON 14 FEBRUARY 2013****2.1.1 Accuracy**

- 2.1.2 The minutes (ASC-1213-139) were approved as an accurate record with the exception of Section 4.3.1.1 which should read “Professional Doctorate (Research Practice)”.

**2.2 Matters Arising (ASC-1213-140)****2.2.1 Minute 2.3.1.2 - Updated Media School Report**

*The action had been completed and was also listed on the agenda for ratification under agenda item 2.3.*

**2.2.2 Minute 3.5.2 – BU Mapping to QAA Quality Code for HE: Chapter B5 – Student Engagement**

*This subject had been discussed at the Student Voice Committee meeting on 24 April 2013. When the minutes of the meeting were available and the mapping had been updated, the information would be circulated to all members. It was also agreed this item would be referred to the next ESEC meeting on 29 May 2013.*

**2.2.3 Minute 3.6.1 – BU Mapping to QAA Quality Code for HE: Chapter B11 – Research Degrees**

*The action had been completed and the recommendations had been reviewed to ensure consistency and clarity in the text.*

**2.2.4 Minute 3.11.1 – Student Population Statistics**

*Members were reminded there may be differences in performance between ALN students and non-ALN students, and therefore a further statistical review of the data had been carried out by Dr Sheridan.*

*It was agreed that a longitudinal analysis should be made of the past two or three years information to see whether there was a pattern emerging and cross-refer the information to ESEC, Schools and student support services within SAS.*

**Action: LS**

*The ALS Team would also be asked for their views regarding how much support and advice was being provided to students.*

**Action: ALS**

**2.3 Updated Media School Report (ASC-1213-141)**

- 2.3.1 The Committee **ratified** the updated Media School Report.

**3 PART ONE: FOR DISCUSSION****3.1 BU Mapping to QAA Quality Code for HE: Chapter B3 – Learning and Teaching (ASC-1213-142)**

*Received: Review of the QAA UK Quality Code for Higher Education Chapter B3: Learning and Teaching*

- 3.1.1 Dr Hanson gave an overview of the review, which outlined the principles and arrangements that BU applies to the quality assurance and enhancement of learning and teaching opportunities in order to meet the requirements of the QAA Quality Code. The paper had been discussed by Deputy Deans, Academic Partnerships, the Graduate School, SUBU and EDQ and the amended points were now formulated for the Committee to review. The Quality Code incorporated three previous codes and covered students with a disability, distance learning and students at all levels on various programmes.

An update was provided on the two Indicators which required action.

- 3.1.2 Indicator 2 – Dr Palfreman-Kay had been developing a number of Equality Impact Assessments and had prepared further guidelines for Framework Teams and Evaluation Panels, who would then be invited to consider how to accommodate disabled students and protected groups of students.
- 3.1.3 Indicator 4 - BU had a KPI which gave a commitment to increase the proportion of academic staff who were Fellows of the HEA from 30% to 100% by 2018. The Head of Education (MS) advised that Linda Byles, had been seeking accreditation from the HEA so that BU could award full fellowship status to its staff. The Head of Education (MS) advised she would be meeting with DD(E)s on 15 May 2013 and would disseminate the information to Schools and to ESEC to review progress. The proposed action point would be made more specific to reflect outcomes of that meeting.

Discussions regarding other 'Indicators' within the document took place:

- 3.1.4 Indicator 7 - Indicator 7 provided a lot of information on undergraduate students, however it was felt that further research was required on postgraduate students' needs with regards to induction, e.g. additional induction handbooks or information. The Academic Partnerships Manager and Dr Hanson would meet to add an additional 'proposed action' to the report to reflect this. They would liaise with colleagues as necessary and identify who was best placed to review postgraduate pre-arrival and other information to establish whether current provision was adequate.

**Action: JM/JH**

- 3.1.5 Indicator 8 - It was suggested that the phrase 'sign-up' be amended to 'engage with'.
- 3.1.6 Indicator 9 - It was noted that a common template would be in use within each School from the start of the next academic year. It was suggested an audit should be carried out at the end of the academic year to look at how the assessment sheets were being used.
- 3.1.7 Following discussion of various 'Indicators', Dr Hanson would make the amendments suggested by members and an updated document would be discussed at the next ESEC meeting on 29 May 2013.

**Action: JH**

### **3.2 Academic Offences Annual Report – Update on Actions (ASC-1213-143)**

*Received: Academic Offences Annual Report – Response from Six Schools: Update on Actions*

- 3.2.1 Following the December 2012 ASC meeting, the Deputy Dean of Education (HSC) had collated DD(E)s' comments regarding action to prevent plagiarism in order to provide an update on actions to the Committee. There were many commonalities and existing good practice across Schools with a lot being done to help and prepare students. A major issue was commissioned assignments and the sense that there was an increase in the use of commissioning agents.
- 3.2.2 The SUBU President commented that all Schools should include a plagiarism and self-plagiarism warning in their assignment briefs.
- 3.2.3 Members agreed that commissioned assignments were extremely difficult to identify, and as a result of unitisation, students' work submitted for marking was not always marked by the same academic.
- 3.2.4 The Director of Quality and Accreditations (BS) commented that plagiarism had reduced with the introduction of Turnitin, which had in turn increased commissioning. In order to reduce the commissioning of assignments, it was suggested that milestones could be built into dissertations to monitor data or research methods, for example. Members agreed that increased guidance to students would be very beneficial, and the Deputy Dean of Education (ST) commented that tutors sometimes specified that a sample of the student's own data be presented with the assignment.

**Action: DD(E)s**

- 3.2.5 The Chair noted that the Director of Quality and Accreditations (BS) was establishing a working group to consider the issue of commissioning. He asked that he take the lead on this on behalf of the Committee and conduct research of other higher education institutions' responses to the issue and advise the Committee of his findings for future discussion.

**Action: GW**

- 3.2.6 SAS had been working on their Delivery Plan for international student support and it was agreed that additional support for international students regarding plagiarism and self-plagiarism should be included. Some international students were at risk of unwittingly committing an offence due to cultural differences and varying attitudes to plagiarism. It would therefore be worthwhile providing additional support and advice to international students.

**Action: JM**

- 3.2.7 The Committee **noted** the report.

### **3.3 Standard Assessment Regulations: Recommendations for Change from Quality Assurance Standing Group (QASG) (ASC-1213-144)**

*Received: Standard Assessment Regulations: Recommendations for Change from Quality Assurance Standing Group (QASG)*

- 3.3.1 Ms Symonds reminded members of the proposals for change outlined in the agenda paper which were considered at the February 2013 ASC meeting [ASC-1213-118]. This had made a number of recommendations arising from the annual review of the University's standard assessment regulations for taught programmes carried out by the QASG. Following the QASG meeting held on 22 April 2013, QASG members had agreed to recommend a number of further changes to ensure that students in all modes of study were being treated fairly.

- 3.3.2 Following discussion of the illustrative scenarios posed within the report, members agreed that Option 1 was the most equitable option, and had also been recommended by QASG following considerable dialogue. The accompanying recommendation to make the necessary changes to the Standard Assessment Regulations was also approved. Implementation would be continually monitored by QASG. It was agreed that support should be provided to students after each semester and guidance should be disseminated across all Schools. It was confirmed a review would take place by QASG after the first academic year of the amended Regulations being in place.

- 3.3.3 *Recommendation 1 to ASC:* that Option 1 is adopted to support the implementation of the proposed new capping rule. *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure* to be amended accordingly to outline that all students would qualify for the same number of reassessment opportunities before entering repeat mode only if/when they exceed the reassessment threshold for the level.

- 3.3.4 The Committee **approved** Recommendation 1.

- 3.3.5 *Recommendation 2 to ASC:* to recommend to Senate that *Section 12 of 6A – Standard Assessment Regulations, 'Provision for Failed Candidates'*, be amended to specify that all students qualify for reassessment regardless of the total number of credits they had failed in a level.

- 3.3.6 The Committee **endorsed** Recommendation 2 for approval by Senate.

- 3.3.7 A further recommendation was made that the Exam Board should use its discretion to determine which units must be made good through reassessment and which must be repeated, and reach a decision based on academic judgement with rationale clearly recorded in the Board minutes. Members expressed some concerns that this would provide scope for inconsistencies of approach and requested that further guidance be provided to Exam Boards.

- 3.3.8 Recommendation 3 to ASC: that where a Board determines both reassessment and repetition opportunities for a student, this should be based on Board discretion.
- 3.3.9 The Committee **endorsed** Recommendation 3 in principle with agreement that this would be referred back to QASG to provide guidance to Boards and Chairs before the start of the new academic year to ensure consistency. This recommendation would be forwarded to Senate for approval, together with the resulting guidance, before the start of the new academic year so that it would be in effect in 2013/14.

**Action: EDQ**

- 3.3.10 An overview was given of Recommendations 4 and 5 which included the definition of self-plagiarism and assessment requirements for repeat students, following requests from Schools to clarify guidance in these areas. It was agreed that clearer guidance on plagiarism and self-plagiarism should be made available to students and both should be published within University documentation. QASG had also discussed and agreed that in principle students could utilise previously submitted work if they had not received credit for it, for reassessment, without being in breach of self-plagiarism.
- 3.3.11 Recommendation 4 to ASC: to recommend to Senate that *Section 12.7, 'Provision for Failed Candidates', of 6A – Standard Assessment Regulations (Postgraduate Taught Programmes)* be amended to allow an Assessment Board to determine whether a failed Dissertation or Final Project was retrievable for repetition purposes.
- 3.3.12 The Committee **endorsed** Recommendation 4 for approval by Senate.
- 3.3.13 Recommendation 5 to ASC: to approve changes to *6L – Assessment Board Decision-Making*, including the implementation of *Assessment Regulations: Procedure* to reflect the principle that students could be allowed to utilise work for which they have not received credit, for both reassessment and repeat purposes and the proposed change to the standard assessment regulations for postgraduate taught programmes.
- 3.3.14 The Committee **approved** Recommendation 5.

**3.4 Academic Offences: Policy and Procedure for Taught Awards: Recommendations for Change from Quality Assurance Standing Group (QASG) (ASC-1213-145)**  
*Received: Review of 6H – Academic Offences Policy and Procedure for Taught Awards – Recommendations for Change from the Quality Assurance Standing Group (QASG)*

- 3.4.1 Mr Chater had conducted an annual review of the Academic Offences Policy and had gathered feedback and views from a number of stakeholders. QASG had considered the issues which had arisen and a number of changes were proposed.

Recommendation 1

- 3.4.2 Following discussion it was agreed that Academic Offences Panels may request further evidence in exceptional circumstances when the Panel had heard both sides and had seen evidence, and then felt that further evidence was required which was likely to significantly affect the outcome.
- 3.4.3 The Committee **approved** QASG Recommendation 1.

Recommendation 2

- 3.4.4 Discussion took place regarding how an Academic Offences Panel may deal with additional evidence that was presented at the meeting, or provided to Panel members and/or the student less than five working days before the meeting, and whether this should be allowed. Concerns were raised that the removal of a 'hard deadline' could prove problematic and make it difficult to keep to schedule. It was agreed that all evidence should be with all parties at least five working days before a meeting takes place.



- 3.4.5 Following discussion of QASG Recommendation 2 -- that in exceptional circumstances additional evidence could be provided after the 5 working days deadline -- failed to receive strong support from the Committee and was **rejected**.

Recommendation 3

- 3.4.6 An overview was given of possible cases where a student might gain unfair advantage by making use of a translator to translate their work into English from their native language, thereby significantly changing the meaning or content. The Committee agreed that such use of a translator be added to the existing academic offence definition xiv.
- 3.4.7 The Committee **approved** QASG Recommendation 3.

Recommendation 4

- 3.4.8 An overview was given of the Tariff of Penalties: Penalties 1 and 2, and the problems identified with the implementation of Penalty 1 whilst retaining distinction from Penalty 2. Revised wording of Penalties 1 and 2 which aimed to resolve any discrepancies in interpretation were presented to the Committee for discussion and approval.
- 3.4.9 The Committee **approved** QASG Recommendation 4.

Recommendation 5

- 3.4.10 With regard to the retention of academic offences records in cases where the outcome was "no case to answer", it was confirmed that all records should be destroyed. However, in order to have an audit trail of all academic offences, it was suggested a central record should be maintained which did not identify the student, but would include key details of a case.
- 3.4.11 The Committee **approved** QASG Recommendation 5.

Recommendation 6

- 3.4.12 Following discussion, it was agreed that, if members of an academic offences panel should learn that a student was previously involved in a suspected case where the outcome was 'no case to answer', this must not be taken into account or allowed to prejudice the decision of the Panel for the current case.
- 3.4.13 The Committee **approved** QASG Recommendation 6.

Recommendation 7

- 3.4.14 An overview of QASG Recommendation 7 was given and members were advised how the University currently defines duplication or self-plagiarism. QASG had discussed this notion and had agreed that in principle students could utilise work for which they had not received credit for repeat or reassessment purposes.
- 3.4.15 The SUBU President advised that the explanation of self-plagiarism was often not clear to students and it was suggested the word "individual" be inserted to Recommendation 7 before the word "assessment".
- 3.4.16 The SUBU President also commented on the phrase "in order to make good failure", which was confusing for students. It was recommended the phrase be reworded to "in order to retrieve failure".
- 3.4.17 The Deputy Dean of Education (ST) suggested the word "normally" be added before the word "submitted" in order to clarify whether there was any self-plagiarism.
- 3.4.18 The Committee **approved** QASG Recommendation 7 subject to the amendments suggested by members.

### 3.5 **3B Admissions (Research Degree Programmes): Policy and Procedure**

(ASC-1213-146)

*Received: 3B – Admissions (Research Degree Programmes): Policy and Procedures*

- 3.5.1 The Head of the Graduate School introduced the updated 3B Admissions (Research Degree Programmes): Policy and Procedure.
- 3.5.2 The Director of Quality and Accreditations (BS) suggested that Section 4.5 – Fair Access should be re-titled “Equal Opportunities”. The Head of the Graduate School agreed with the comment made and would also check that the Head of Admissions had agreed the document.

**Action: TZ**

- 3.5.3 It was suggested the last sentence of Section 10.2.1 be re-phrased to make clear that online and telephone interviews were acceptable to the University.
- 3.5.4 Subject to the amendments suggested, 3B Admissions (Research Degree Programmes): Policy and Procedure was **endorsed** for approval by Senate.

### 3.6 **School of Applied Sciences School Quality Report & Action Plan and one year on Action Plan Update** (ASC-1213-147)

*Received: School of Applied Sciences – School Quality Audit Action Plan*

- 3.6.1 The Educational Development & Quality Manager introduced the School of Applied Sciences School Quality Audit Report from the Audit held on 7 March 2013, and Action Plans from this and also from the Audit held on 25 January 2012.
- 3.6.2 The outcome of the audit contained some commendations for the School and also made a number of recommendations that were contained within the Action Plan. It was confirmed the actions from 2012 were now all complete and the Committee was requested to approve the actions listed within the Action Plan for 2013.
- 3.6.3 The Panel were pleased that progress had been made and noted the very positive feedback from students regarding their experience within the School and of the University.
- 3.6.4 The Committee **noted and endorsed** the School of Applied Sciences School Quality Report and Action Plan.

## 4 **PART TWO – FOR APPROVAL AND ENDORSEMENT**

### 4.1 **International Students Pathway Project, Kaplan International College (KIC) – Articulation Agreement Schedule A – Confidential Item** (ASC-1213-148)

*Received: International Students Pathway Project, Kaplan International College (KIC) – Articulation Agreement Schedule A*

*Secretary’s Note: This item has been redacted due to inconsistency contained within the documentation provided to members. The updated documentation will be submitted for consideration at the ASC meeting scheduled for 29 July 2013.*

### 4.2 **Quality Assurance and Enhancement Group (QAEG) – New Nomination Received –** (ASC-1213-149)

*Received: Quality Assurance and Enhancement Group (QAEG) Nomination – Jeffrey Chartrand, Bournemouth & Poole College*

#### 4.2.1 Jeffrey Chartrand, Bournemouth & Poole College

The nomination of Jeffrey Chartrand for QAEG membership was **approved**.

**4.3 Partner Quality Report – Defence School of Communication & Information Systems (DSCIS) (ASC-1213-150)**  
*Received: Partner Quality Report – Defence School of Communication & Information Systems (DSCIS)*

4.3.1 The Partnerships Academic Administration Manager presented the DSCIS Partner Quality Report.

4.3.2 The Committee **approved** the DSCIS Partner Quality Report.

**4.4 New Programme/Framework Developments Proposals**

**4.4.1 DEC Proposal: Change of Title for Yeovil College Programme – FdSc Computing and Internet Technology to FdSc Computing (ASC-1213-151)**  
*Received: Programme Revalidation – FdSc Computing at University Centre, Yeovil (UCY)*

4.4.1.1 The Deputy Dean of Education (DEC) advised that University Centre, Yeovil sought to re-title the course from FdSc Computing and Internet Technology to FdSc Computing to improve recruitment in response to changing market conditions.

4.4.1.2 It was suggested that the IELTS entry qualification should be amended to 6.0 rather than 6.5.

4.4.1.3 The Committee **approved** the change of title of FdSc Computing and Internet Technology to FdSc Computing, subject to the amendment suggested.

**4.4.2 DEC Proposal: New Programme – MSc Information Technology (Online) (ASC-1213-152)**  
*Received: Programme Development Proposal – MSc Information Technology (Online)*

4.4.2.1 The Deputy Dean of Education (DEC) gave an overview of the MSc Information Technology (Online) programme which would be delivered by the London School of Business and Finance (LSBF) through a distance learning platform.

4.4.2.2 LSBF had conducted a market analysis for the provision of online MSc Information Technology and it was estimated that the programme could recruit 8 students per month worldwide.

4.4.2.3 A typing error was noted in Section 4.1 of the report and it was confirmed that the date of the first intake would be January 2014 rather than January 2013.

4.4.2.4 The Committee **approved** the new programme – MSc Information Technology (Online).

**4.4.3 AECC Proposal: New Programme – BSc (Hons) Human Sciences/MSc – Graduate Diploma Human Sciences (ASC-1213-153)**  
*Received: AECC Proposal: New Programme – BSc (Hons) Human Sciences/MSc – Graduate Diploma Human Sciences*

4.4.3.1 The Director of Undergraduate Programmes (AECC) introduced the proposed new programme which would provide an alternative pathway for entry into the chiropractic profession. Students could enter the programme on a two year graduate diploma and then move on to a Masters degree. This would enable them to gain a Masters degree in Chiropractic after four years rather than five.

- 4.4.3.2 Following discussion, members requested that the Director of Undergraduate Programmes provide further clarification on the award, the level and title, and re-present the proposal to the Committee at its next meeting on 29 July 2013. It was also requested that a diagram of the programme structure be provided.

**Action: AT**

**4.4.4 ST Proposal: FdA Business & Hospitality Management and BA (Hons) Business & Hospitality Management (Level H Entry) (ASC-1213-154)**

*Received: ASC Initial Approval Form – New Programme Proposals – FdA Business & Hospitality Management and BA (Hons) Business and Hospitality Management (Level H Entry)*

- 4.4.4.1 The Deputy Dean of Education (ST) outlined the proposal which was designed to provide current CertHE Business and Hospitality Management CPD students with a progression route to FdA and Honours level.

- 4.4.4.2 The Committee **approved** the two new programmes: FdA Business & Hospitality Management and BA (Hons) Business & Hospitality Management (Level H Entry).

**4.4.5 New Partner Proposal: Prince of Songkla University, Thailand – Student Exchange (Level 2) (ASC-1213-155)**

**4.4.5.1 Partnership Development Proposal**

*Received: Prince of Songkla University (PSU), Phuket, Thailand – Partnership Development Proposal for Student Exchange (Level 2)*

- 4.4.5.2 Dr Shipway introduced the partnership proposal with the Prince of Songkla University (PSU) in Thailand. This partnership would primarily facilitate student and staff mobility and would develop international research links in tourism and hospitality. PSU already have existing partnerships including with Hong Kong Polytechnic University and they appear to be considering a partnership with Surrey University. It was noted that Dr Shipway would be visiting PSU in May 2013 to carry out a mapping process and to build on previous discussions.

**4.4.5.3 Due Diligence Report**

*Received: Prince of Songkla University (PSU) – Due Diligence Report*

- 4.4.5.4 The Partnerships Academic Administration Manager introduced the due diligence report and advised that the Prince of Songkla University (PSU) was a highly ranked University in Thailand and globally with partnership agreements with institutions around the world.

- 4.4.5.5 The Committee **approved** the partnership with Prince of Songkla University, Phuket, Thailand.

**4.4.6 New Partner Proposal: Mercy College, USA – Student Exchange (Level 2) (ASC-1213-156)**

**4.4.6.1 Partnership Development Proposal**

*Received: Mercy College, USA – Partnership Development Proposal*

- 4.4.6.2 Dr Shipway introduced the partnership proposal with Mercy College, USA for an institutional partnership for Research/Staff Exchange (Level 1) and Student Exchange (Level 2). The partnership would be primarily based around staff and student exchanges and aligned most closely with MS, DEC and the BS. Mercy College currently had partnerships with Glamorgan University and the University of Roehampton and positive feedback had been received from both institutions. Mercy College was based in the state of New York, which would be an attractive destination for BU students.

4.4.6.3 It was questioned which programmes and Schools would seek an exchange arrangement with this partner. It was agreed that Dr Shipway would work with Mr Ridolfo of the Business School to undertake a mapping exercise of the programmes involved.

**Action: RS**

4.4.6.4 Due Diligence Report

*Received: Mercy College, USA – Due Diligence Report*

4.4.6.5 The Partnerships Academic Administration Manager introduced the due diligence report and advised that Mercy College was a private, non-profit liberal arts college in New York ranked lower than BU worldwide.

4.4.6.6 The Committee **approved** the partnership with Mercy College, USA in principle subject to the action requested by the Committee.

## 5 PART THREE – FOR NOTE

### 5.1 Institutional Review and Sector Consultations Update (ASC-1213-157)

*Received: Institutional Review and Sector Consultations Update*

5.1.1 Members were advised the first QAA Institutional Review team visit to BU had taken place on 30 April 2013 and 1 May 2013. The second visit would take place during week commencing 10 June 2013.

### 5.2 Partnership Agreements (ASC-1213-158)

*Received: New Partnership Agreements (February 2013 to April 2013)*

5.2.1 A paper which provided details of the partnership agreements that had been signed between February 2013 and April 2013 was **noted**.

### 5.3 Completed Framework/Programme Reviews, Validations and Reviews for Closure (ASC-1213-159)

*Received: Outcomes from Recent Evaluation Events and List of Completed Evaluation Events*

5.3.1 The outcomes from recent evaluation events were presented to the Committee. The Deputy Dean of Education (ST) drew attention to Section 1.8 on page 184 of the ST Undergraduate and Postgraduate Review, and confirmed that he had formally responded on the recommendation and a plan had been put into place.

5.3.2 The Committee **ratified** the approved Evaluation Events.

### 5.4 Pending External Examiner Appointments (ASC-1213-160)

*Received: Pending External Examiner Appointments*

5.4.1 The Committee **noted** the report.

### 5.5 External Examiner Nominations and Examination Teams for Research Degrees (ASC-1213-161)

*Received: External Examiner Nominations and Examination Teams for Research Degrees*

5.5.1 The Committee **ratified** the external examiner appointments.

## 6 REPORTING COMMITTEES

### 6.1 International and UK Partnerships Committee Minutes (ASC-1213-162)

*Received: International and UK Partnerships Committee Minutes of Meetings held on 6 February 2013 and 11 March 2013*

6.1.1 The minutes were **noted**.

### 6.2 Partnership Board Minutes (ASC-1213-163)

6.2.1 The following Partnership Board minutes were **noted**.

Wiltshire College minutes of 18 December 2012 (unconfirmed)  
 BBC minutes of meeting held on 15 January 2013 (unconfirmed)  
 AECC minutes of meeting held on 31 January 2013 (unconfirmed)  
 The Weald & Downland Museum minutes of meeting held on 28 February 2013 (unconfirmed)

### 6.3 Quality Assurance Standing Group Minutes (ASC-1213-164)

*Received: QASG Minutes of 22 April 2013 (unconfirmed)*

6.3.1 The minutes were **noted**.

### 6.4 School Academic Standards Committee (SASC) Minutes (ASC-1213-165)

6.4.1 The following SASC minutes were **noted**.

MS Minutes of meeting held on 30 January 2013 (unconfirmed)  
 HSC Minutes of meeting held on 13 February 2013 (unconfirmed)  
 ApSci Minutes of meeting held on 30 January 2013 (unconfirmed)  
 DEC Minutes of meeting held on 6 February 2013 (unconfirmed)  
 BS Minutes of meeting held on 6 March 2013 (unconfirmed)  
 ST Minutes of meeting held on 6 February 2013 (unconfirmed)

6.4.2 The Deputy Dean of Education (DEC) was requested to advise the Chair when the issue relating to EdExcel had been resolved.

**Action: XV**

### 6.5 Graduate School, School Academic Board Minutes (ASC-1213-166)

*Received: Graduate School, School Academic Board Meeting Minutes of 26 February 2013 (unconfirmed)*

6.5.1 The minutes were **noted**.

## 7 ANY OTHER BUSINESS

7.1 The Chair advised members that this ASC meeting would be the last which the current SUBU President would attend. The Chair gave thanks to the SUBU President for her hard work and significant contribution to the University.

## 8 DATE AND TIME OF NEXT MEETING

Monday 29<sup>th</sup> July 2013 at 10.00am in the Board Room

**BOURNEMOUTH UNIVERSITY**

**INTERNATIONAL AND UK PARTNERSHIPS COMMITTEE (IUPC)**

**UNCONFIRMED MINUTES OF MEETING HELD ON 16<sup>TH</sup> MAY 2013**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

Section 3.1.1 – Beijing Jiaotong University, China – Recognition with Advanced Standing (Level 1)

Section 3.1.3 – Chulalongkorn University, Thailand – Student Exchange (Level 2)

Section 3.1.4 – University of Central Florida – Student Exchange (Level 2)

Section 3.1.5 – Hong Kong Polytechnic University – Student Exchange (Level 2)

Section 3.1.6 – University of Malaysia Pahang – Research/Staff Exchange (Level 1)

Section 3.1.7 – Tribhuvan University, Nepal – Research/Staff Exchange (Level 1)

Section 3.2 – Erasmus Bilateral Agreements

**3. OTHER RELEVANT ACTIONS**

None

**UNCONFIRMED****BOURNEMOUTH UNIVERSITY  
INTERNATIONAL AND UK PARTNERSHIPS COMMITTEE (IUPC)****Thursday 16<sup>th</sup> May 2013, 9.00am – 10.30am, Board Room, Bournemouth University**Present:

Professor Matthew Bennett (MB) (Chair)	Pro Vice-Chancellor (Research, Enterprise and Internationalisation)
Marianne Louise Barnard (MLB)	Partnerships Academic Administration Manager (SAS)
Kerry Leanne Berry (KLB)	(Acting) Head of International Marketing & Student Recruitment (M&C)
Dr Elsbeth Caswell (EC)	Lecturer (MS)
Professor Mark Hadfield (MH)	Deputy Dean Research, Enterprise & Internationalisation
Jacky Mack (JM) (Secretary)	Academic Partnerships Manager (SAS)
Dr Alastair Morrison (AM)	Partnerships & International Development Manager (SAS)
Pamela Rouse (PR)	Education Development & Quality Manager (SAS)
Dr Richard Shipway (RS)	Associate Dean: International Engagement (ST)
Deborah Wakely (DW)	Head of Legal Services, Legal Services
Professor Hongnian Yu (HY)	Professor in Computing (DEC)

In attendance:

Dr Raian Ali (RA)	Lecturer in Computing (DEC)
Fiona Cownie (FC)	Head of Student Experience (MS)
Maxine Frampton (MF) (Clerk)	Policy & Committees Officer (SAS)
Andy Guttridge (AG)	Academic Partnerships Officer (SAS)
Professor Siamak Noroozi (SN)	Director of Design Simulation Research Centre
Dr Lai Xu (LX)	Senior Lecturer (DEC)

Apologies:

Dr Ana Adi (AA)	Head of International Development (MS)
Katy Fisher (KF)	Senior Academic Partnerships Officer (SAS)
Dr Rick Fisher (RF)	Senior Lecturer, Adult Nursing (HSC)
Stephen Jukes (SJ)	Dean (MS)
Dr Samantha Leahy-Harland (SLH)	Director of Operations: International & Regional Development (OVC)
Professor Iain MacRury (IM)	Head of Research & Knowledge Exchange (MS)
Professor Holger Schutkowski (HS)	Deputy Dean (AS)
Associate Prof Chris Shiel (CS)	Associate Professor (AS)
Dr Alex Tattersall (AT)	Director of International Partnerships (BS)
Professor Tiantian Zhang (TZ)	Head of Graduate School

**ACTION****1. WELCOME AND INTRODUCTIONS**

The Chair welcomed the group and welcomed the newly co-opted Professoriate member in attendance.

**2. MINUTES OF THE LAST MEETING OF 11<sup>th</sup> MARCH 2013  
(IUPC-1213-90)****2.1 Accuracy**

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



## 2.2 Matters Arising

*Item 3.2: MB to follow up BISU development with RS.*

**The action was complete:** MB and RS had met to discuss BISU development.

*Item 3.1.1: DW to check what approvals were required from the Department for Business, Innovation and Skills regarding the use of the term 'University Trust' prior to ASC.*

**Action:** The approval event had been postponed until the autumn term whilst the Competition Commission is looking at the merger.

*Item 3.1.2: Academic Partnerships and Legal Services to produce a draft MoU for Montclair State University (MSU).*

**Action:** Legal Services sent an updated MoU to Montclair State University and further clarification had been requested from them.

With regards to the partner promoting the student exchange for 2014, the Academic Partnerships Team advised that promotion could not take place while there was no agreement in place. Therefore it was not possible to agree to the partner promoting the exchange.

DW advised that the jurisdiction issues needed clarification as MSU wanted to send students to BU this academic year. EC offered assistance to DW regarding any contact with MSU in order to help with any issues, as EC had met the staff personally. It was agreed that AM would circulate an update to Schools once the legal issues had been resolved.

**AM**

*Item 3.1.3: Mercy College, USA – Research/Staff Exchange (Level 1) and Student Exchange (Level 2) – Due Diligence*

**The action was complete:** This was approved at the beginning of May 2013.

*Item 4: Partnerships Annual Report 2011/12*

**The action was complete:** This was covered under Item 4 on the agenda of this meeting.

*Item 3.1.1 – Kasetsart University – Recognition with Advanced Standing (Level 1) – Due Diligence*

**This action was complete:** Legal Services had produced the draft MoU for Kasetsart University and this had been sent to Mark Ridolfo.

*Item 3.1.2 – Wuhan City Vocational College (WCVC) – Recognition with Advanced Standing (Level 1) – Due Diligence*

**Action:** AA had not updated the WCVC PDP however the feeder routes had been updated.

**AA**

**The action was complete:** The School had decided to progress straight to the Recognition Agreement and Legal Services had produced a draft agreement to be signed once course mapping and SASC approval had been completed.

*Item 3.1.3 – Wuhan Vocational College of Software and Engineering (WVCSE) – Recognition with Advanced Standing (Level 1) – Due Diligence*

**Action:** AA had not updated the WVCSE PDP however the feeder routes had been updated.

**AA**

**The action was complete:** The School had decided to progress straight to the Recognition Agreement and Legal Services had produced a draft agreement to be signed once course mapping and SASC approval had been completed.

*Item 3.1.4 – Wuhan Commercial Service College (WCSC) – Recognition with Advanced Standing (Level 1) – Due Diligence*

**Action:** AA confirmed this information would be checked and corrected if necessary.

**AA**

**The action was complete:** The School had decided to progress straight to the Recognition Agreement and Legal Services had produced draft agreements to be signed once course mapping and SASC approval had been completed.

*Item 3.3 – Partnership Development Progress Monitoring - BISU*

**Action:** RS had met with TZ and it was confirmed that BU had hosted two academic staff from BISU and more BU staff would be going to BISU.

*Item 3.3 – Partnership Development Progress Monitoring - BNUZ*

**Action:** Beijing Normal University, Zhuhai Campus (BNUZ), China – AT to update the Academic Partnerships Team with progress on the Recognition arrangements.

AT

*Item 3.3 – Partnership Development Progress Monitoring – Beijing Wuzi University*

**Action:** Beijing Wuzi University, China – AT to update the Academic Partnerships Team with progress on the Recognition arrangements.

AT

*Item 3.3 – Partnership Development Progress Monitoring - BINUS*

**The action was complete:** BINUS University, Indonesia – AA had updated AM with the progress of BINUS recognition arrangements and this would be discussed later in the meeting.

*Item 4.1 – International Recruitment – Summary of Partnership Issues/Actions from country visit reports January/February 2013*

**Action:** AA would request a list of courses from JHC to establish whether BU could work with them.

AA

### 3. PARTNERSHIP DEVELOPMENTS

#### 3.1 New Partnership Developments

##### 3.1.1 Beijing Jiaotong University (BJTU) – Recognition with Advanced Standing (Level 1) – Partnership Development Proposal (IUPC-1213-91)

LX gave an overview of the proposal for a Recognition with Advanced Standing partnership with Beijing Jiaotong University (BJTU), China.

Beijing Jiaotong University was a highly regarded university in Beijing and the partnership would allow more Chinese students to join BU's undergraduate and postgraduate programmes. It was proposed there would be two undergraduate programmes for BJTU students:

- A 2+2 programme, whereby students would come to BU for 2+2 (2 years in China, and join the second year of a BSc computing programmes.
- A 3+1 programme, whereby students would come to BU for 3+1 (3 years in China, and join the final year courses at BU, they could then go on to BSc computing programmes.

Students who finish the 2+2 or 3+1 programmes and achieve a 2:1 would be eligible to study on a BU Masters programme. It was anticipated that BU would be able to extend the 2+2 into 2+2+1, and 3+1 into 3+1+1 for students who wanted to study for their Masters.

The School of Software Engineering at BJTU currently has 16 active international partnerships for student/staff exchanges and for research related activities.

It was confirmed the curriculum mapping had been carried out and would be discussed at the next DEC SASC meeting.

### **Beijing Jiaotong University (BJTU) – Recognition with Advanced Standing (Level 1) – Due Diligence Report (IUPC-1213-92)**

AM introduced the Due Diligence Report to the Committee.

Beijing Jiaotong University (BJTU) was a very high ranking public university in China and also ranked highly worldwide. BJTU was one of the Project 211 universities, which was a strategy aimed at raising research standards within China's top universities. It was noted that IUPC had previously archived a development in March 2013 with BJTU which had been ongoing since 2010.

DW confirmed this partnership would be formed using a standard Recognition Agreement.

KLB gave her support of the proposed partnership, although it was questioned how the extended (+1 programmes) would be marketed to students. HY advised that there would be a 25% discount given to students who continued their study onto a Masters programme.

It was questioned whether any BU staff had visited BJTU since 2010, and it was confirmed that a member of staff was due to visit week commencing 20 May 2013.

The Committee **approved** the Level 1 partnership proposal with Beijing Jiaotong University.

### **3.1.2 Dar Al Uloom University (DAU) – Recognition with Advanced Standing (Level 1) – Partnership Development Proposal (IUPC-1213-93)**

RA gave a brief overview of the proposal for a Recognition with Advanced Standing partnership with Dar Al Uloom University (DAU), Saudi Arabia.

DAU was a small, private university which was founded in 2008 and the official language is English. DAU currently has 2,500 undergraduates and 140 employees. The PDP presented to the Committee for consideration would allow for a 3+1 Recognition with Advanced Standing partnership.

DAU anticipate that many of their students who take their BSc from BU would continue to register to a BU Masters programme, and potentially a PhD.

### **Dar Al Uloom University (DAU) – Recognition with Advanced Standing (Level 1) – Due Diligence Report (IUPC-1213-94)**

AM introduced the Due Diligence Report to the Committee.

DAU was founded in 2008 and given university status in 2009. DAU was listed as a low-ranking university in Saudi Arabia, which could possibly be due to its newness. The main issue with compiling the Due Diligence Report had been to find reliable information from their English-language website. There had been some negative reports regarding DAU on internet forums regarding management and quality issues at the institution.

EC commented that she had previously spent 16 months teaching in the Middle East and had concerns regarding the standard of education of some students, which had previously been noted as being equivalent to English secondary standard rather than of an undergraduate standard. EC was also concerned that she had been aware of many cases of plagiarism.

JM asked for clarification on whether NARIC judged the Saudi Arabian Bachelors degree to be on a par with an English Bachelors degree.

It was confirmed that quality checks would be carried out to ensure the quality of students was adequate to progress to BU programmes. It was commented by RA that many DAU students were of high quality and had been educated at international schools or in the USA, and had then returned to the Middle East to continue their education.

**Action: AM would look into whether the Saudi Arabian Bachelors degree was of an equal standard to the English Bachelors degree.**

AM

FC was concerned that women be treated equally to men and asked whether women had the same opportunities as men. RA confirmed this had been discussed with the University Director who was female, and there would be no equal opportunities issues with this institution.

The Chair commented that DAU had three Directors over the past two years which was a concern and therefore asked for further investigation to be carried out regarding the change-over in personnel, evidence of senior governance within DAU, the history of the institution and governance structures.

**Action: RA would investigate the changes in personnel and the reasons for the many changes, evidence of senior governance within DAU, the history of the institution and governance structures.**

RA

PR highlighted that DAU were applying for National Commission for Academic Accreditation and Assessment. It was agreed this would be looked into to see whether a result was available, or whether DAU had any American accreditation.

**Action: RA would investigate whether DAU had received accreditation.**

RA

Members agreed that this partnership would not be given approval without improved positive information being received.

RA stated that there was some urgency with this proposed partnership and asked whether this could be approved by Chair's Action following the provision of improved information. It was confirmed that this partnership would only be approved by Chair's Action upon the receipt of reliable information that provided satisfactory answers to the questions raised otherwise it would be discussed at the next meeting on 4<sup>th</sup> July 2013.

### 3.1.3 **Chulalongkorn University – Student Exchange (Level 2) – Partnership Development Proposal (IUPC-1213-95)**

FC gave an overview of the proposal for a Student Exchange (Level 2) partnership with Chulalongkorn University, Bangkok, Thailand.

This would be the first Asian partner for student exchange for the Media School and it was agreed on the importance of BU being able to offer students the opportunity to travel and study in Asia. John Vinney and Fiona Cownie had visited and toured the facilities in 2012 and supported the partnership. Ana Adi had also taught at the University as a visiting lecturer during July 2012 and confirmed the high academic standing of students and staff at Chulalongkorn University. This institution was a well-known organisation to BU and FC felt confident that good progress had been made on the MoU. The relationship with Chulalongkorn University had been supported by Fusion Funding.

Chulalongkorn University were keen to send students to BU in September 2013, although January 2014 looked to be a more realistic period of time.

### **Chulalongkorn University – Student Exchange (Level 2) – Due Diligence Report (IUPC-1213-96)**

AM introduced the Due Diligence Report to the Committee.

Chulalongkorn University was listed as the top university in three ranking systems, and was one of nine public institutions to participate in a government-funded initiative to develop research capabilities within higher education. BU has a strong profile in Thailand and Chulalongkorn University has a good exchange agreement with UK HEIs, all with positive references which endorse their arrangements. The main risk with this institution was the unwillingness of Chulalongkorn University to sign the agreement under English governing law in October 2011.

FC commented that she was feeling much more confident that negotiations were nearing a successful conclusion, possibly assisted by the appointment of a new Dean in the School. DW confirmed that she had been advised against signing an MoU under Thai law and jurisdiction.

It was confirmed that this Student Exchange programme could be promoted to students upon the signing of an MoU, making clear the exchange was still subject to final approval at a Level 2 Partner Approval Event post ASC.

The Committee **approved** the Level 1 element of the partnership proposal with Chulalongkorn University and recommended to ASC that this proposal should proceed to Level 2 partner approval.

#### **3.1.4 University of Central Florida (UCF) – Student Exchange (Level 2) – Partnership Development Proposal (IUPC-1213-97)**

EC gave a brief overview of the proposals for Level 1 Research/Staff Exchange and the recommendation to proceed to ASC for Student Exchange (Level 2).

The proposed partnership would be a pan-University development to include staff exchange/research and student exchange from the Media School, School of Tourism and the Business School. It was stated that Media School students were very keen to study at UCF.

#### **University of Central Florida – Student Exchange (Level 2) – Due Diligence Report (IUPC-1213-98)**

MLB introduced the Due Diligence Report to the Committee.

The University of Central Florida (UCF) is a large, publicly funded university with around 60,000 students and was listed as a high ranking institution in the USA and worldwide. Recently there had been two high profile news stories regarding the safety of students. Members noted the issues highlighted.

The Committee **approved** the Level 1 element of the partnership proposal with the University of Central Florida and recommended to ASC that this proposal should proceed to Level 2 partner approval.

#### **3.1.5 Hong Kong Polytechnic University (PolyU) – Student Exchange (Level 2) – Partnership Development Proposal (IUPC-1213-99)**

RS gave an overview of the proposal for a Student Exchange (Level 2) partnership with Hong Kong Polytechnic University (PolyU).

RS explained that BU already had research links between various members of staff. PolyU was listed as a high ranking university and BU has had a good relationship with PolyU for many years. The University had created the first teaching and research hotel of its kind in the world, known as Hotel ICON. Hotel ICON was a purpose built hotel that integrates teaching, learning and research in a full-service environment.

It was confirmed that PolyU currently works with our primary competitors and two of their staff were BU graduates from 2003/04. Phil Long would be visiting PolyU week commencing 20 May 2013 to deliver key lectures.

PolyU had sent BU their MoU which they would like BU to consider.

**Hong Kong Polytechnic University (PolyU) – Student Exchange (Level 2) – Due Diligence Report (IUPC-1213-100)**

AM introduced the Due Diligence Report to the Committee.

PolyU is a large public university with approximately 32,427 students within this high ranking institution. The Quality Assurance Agenda for Higher Education conducted an audit of collaborative arrangements between PolyU and the University of Warwick in 2007 and the report was confirmed as being generally positive, although students expressed some concern over insufficient availability of text books in the library at PolyU. It was confirmed that positive references from other institutions who had partnerships with PolyU had been received.

The Committee **approved** the Level 1 element of the partnership proposal with Hong Kong Polytechnic University and recommended to ASC that this proposal should proceed to Level 2 partner approval.

**3.1.6 University of Malaysia Pahang (UMP) – Research/Staff Exchange (Level 1) – Partnership Development Proposal (IUPC-1213-101)**

SN gave an overview of the proposal for Research/Student Exchange (Level 1) partnership with the University of Malaysia Pahang (UMP).

The proposed partnership would primarily be based on research collaboration between UMP and BU and would allow BU students to have extensive exposure to the latest developments in the fields of engineering and technology. UMP has signed MoUs or partnership agreements with Mercedes Benz Malaysia, University of Applied Sciences, Germany and Misr University for Science & Technology, Egypt. It was anticipated that BU PhD students would eventually be able to study at UMP.

Following discussion, it was agreed the Committee were only required to approve a Level 1 Research/Staff Exchange partnership.

**University of Malaysia Pahang (UMP) – Research/Staff Exchange (Level 1) – Due Diligence Report (IUPC-1213-102)**

AM introduced the Due Diligence Report to the Committee.

The University of Malaysia Pahang (UMP) was a public university founded in 2002 and has approximately 6,000 students. It was listed as a high ranking university in Malaysia and mid-ranking worldwide, and was rated 'excellent' for the quality of its learning and teaching in the Malaysian Qualification Agency's 2011 rating exercise. UMP has high level partnerships within industry e.g. Mercedes Benz which commenced in 2013, and also has 24 international partnerships with academic institutions.

SN advised he was due to visit UMP from 1<sup>st</sup> to 3<sup>rd</sup> July 2013 and would like to take an MoU with him for signature by the UMP Vice-Chancellor.

**Action: Legal Services to provide a standard MoU for a Level 1 partnership.**

**DW**

The Committee **approved** the Level 1 Research/Staff Exchange element of the partnership proposal with the University of Malaysia Pahang and to proceed to develop a standard MoU.

The Committee also recommended that further clarification be added to the PDP and the Due Diligence report for onward approval by ASC for a Level 2 student exchange partnership approval.

**Action: Further clarification to be added to the PDP and Due Diligence report for approval by ASC for a Level 2 partnership approval.**

**SN/AM**

### **3.1.7 Tribhuvan University – Research/Staff Exchange (Level 1) – Partnership Development Proposal (IUPC-1213-103)**

RS gave an overview of the proposal for a Research/Staff Exchange (Level 1) partnership with Tribhuvan University, Nepal, and advised of his recent visit to Kathmandu to explore initiatives.

The Nepalese Ambassador had recently visited BU which reflected the high level of support from the Nepalese government for BU's engagement with Nepal. The partnership would offer potential for a range of subject areas for the School of Tourism, Media School, School of Applied Sciences and the School of Health & Social Care.

Tribhuvan University was a large university with 60 campuses and 373,846 students. It currently does not have any partners within the UK which would be to BU's advantage.

### **Tribhuvan University – Research/Staff Exchange (Level 1) – Due Diligence Report (IUPC-1213-104)**

MLB introduced the Due Diligence Report to the Committee.

Tribhuvan University was a public university that was highly ranked in Nepal and mid-ranking worldwide. BU made contact and sent a draft MoU to Tribhuvan University in late March 2013 for their consideration, and to date no response had been received. Numerous letters had been sent to Tribhuvan University without success.

RS agreed to speak to Edwin van Teijlingen and Holger Schutkowski with regards to contact with Tribhuvan University. It was agreed that a letter or possibly a visit by John Vinney may help move collaboration forward.

The Committee **approved** the Level 1 partnership proposal with Tribhuvan University.

### **3.2 Erasmus Bilateral Agreements (IUPC-1213-105)**

The Erasmus Bilateral Agreements for staff exchange were introduced to the Committee and it was confirmed that there were four new partners for approval. Bogazici University in Turkey would be listed on the itinerary for July 2013.

It was confirmed that the July 2013 Turkey visit had been postponed to September 2013.

The Committee **approved** the Erasmus Bilateral Agreements.

### **3.3 Partnership Development Progress Monitoring (IUPC-1213-106)**

The Committee were requested to consider and make recommendations as to which Partnership Development Proposals should be archived.

Beijing International Studies University (BISU)

BU staff were due to visit BISU as they had not been in contact for some time. It was confirmed that activity had taken place within the MoU, and RS advised he would check and confirm the exact status of this proposed partnership.

**Action: RS would check and confirm the exact status of the proposed partnership with BISU and advise the Academic Partnerships Team.**

RS

The Committee agreed to archive this partnership.

Beijing Normal University, Zhuhai Campus (BNUZ)

No update had been received from BNUZ, although recruitment and academic visits were taking place. AM agreed to follow this up with Alex Tattersall to confirm the specific component to be archived.

**Action: AM to follow up with Alex Tattersall to confirm the specific component to be archived.**

AM

Beijing Wuzi University

KLB confirmed that activity was taking place with this institution and was not to be archived.

Communications University of China (CUC) – Recognition with Advanced Standing

AA had provided an update on behalf of the Media School, and it was agreed this could be archived.

Communications University of China (CUC) – Recognition without Advanced Standing

AA had provided an update and ongoing discussions were taking place.

BINUS University, Indonesia

AA had provided an update and ongoing discussions were taking place.

#### 4. PARTNERSHIP REPORTING (IUPC-1213-107)

The new Partnership Reporting report was presented to the Committee and it was confirmed this reporting style would now be presented quarterly to the Committee.

Members were asked for any comments or any additional information which should be included within the report. It was agreed this format worked well.

A number of suggestions were put forward for future reports:-

- Comparisons for the same timeframe of the previous year.
- Partner activity information.
- Staff exchanges/research that had taken place.
- A traffic light system to be incorporated as an activity measure.

The annual report had previously focused on outputs and this would continue to be included in the report for the fourth quarter of each year, and this information would need to be provided by Schools.

The Committee agreed the Partnership Reporting report should be presented to ASC for note.



## 5. INTERNATIONAL RECRUITMENT

### 5.1 Summary of Partnership Issues/Actions from Country Visit Reports for May 2013 (IUPC-1213-108)

KL B provided a brief summary of feedback received from International Officers who had worked with academics over the past few months.

#### King Abdulaziz University (KAU)

MH had been looking into this joint supervision programme with KAU.

#### Prince Mohammad Bin Fahd University (PMU)

The School had decided not to proceed with this partnership.

#### Aramco (Saudi Arabian Oil Company)

Aramco sponsor 1,000 students per year to undertake Bachelor programmes in the USA and UK. Initial discussions had established they would be interested in a BU Masters in Marketing, PR and HR and the research in computer security.

#### Reykjavik Technical College (RTC)

Andy Thompson had recently visited RTC and met with two BU alumni teaching at RTC. There had been discussion regarding Diploma graduates moving straight to Masters programmes. Ongoing discussions would take place regarding the potential progression agreement with RTC.

#### Sri Lanka

IMSRT visited Sri Lanka for the first time this year and it was thought a small number of students would be attracted if BU engaged with Transnational Education (TNE).

#### China – CUC, BNUZ, BWU Application Update

BNUZ had 72 applications for 2013/14 compared to 61 in 2012/13.

The number of BWU applications had decreased from 37 in 2012/13 to only 4 applications in 2013/14, possibly because nobody from BU had visited this year.

CUC applications had reduced from 50 in 2012/13 to 19 in 2013/14, although the majority of applications were received in May last year, therefore the numbers were expected to increase.

## 6. ANY OTHER BUSINESS

It was agreed the two planned IUPC meetings on 4<sup>th</sup> July 2013 and 17<sup>th</sup> July 2013 should remain in members' diaries.

#### **Date of next meeting:**

Thursday 4<sup>th</sup> July 2013, 10.30am to 12.00pm, Board Room

**BOURNEMOUTH UNIVERSITY**

**EDUCATION AND STUDENT EXPERIENCE COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 29<sup>TH</sup> MAY 2013**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

Section 4.1 – Academic Adjustments for ALN Students

Section 4.2 – Technology Enhanced Learning Strategy Forum (replaced ELEF)

Section 4.3 – BU Mapping to QAA Quality Code for HE: Chapter B3 – Learning and Teaching

Section 4.4 – BU Mapping to QAA Quality Code for HE: Chapter B5 – Student Engagement

**3. OTHER RELEVANT ACTIONS**

None

**Minutes of the meeting held on 29 May 2013 at 1400 hours in the Board Room**Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Dr S Eccles (Deputy Chair)	Head of Education, Media School (MS)
Ms D Sparrowhawk (Secretary)	Academic Administration Manager (HSC)
Ms M Frampton (Clerk)	Policy and Committees Officer (SAS)
Ms M Barron	Head of Student Services (SAS)
Ms L Bryant	SU President 2012/13, Students' Union (SUBU)
Mr J Cooke	Students' Union Head of Representation Services (SUBU)
Ms F Cownie	School Student Experience Champion, Media School (MS)
Prof R Gozlan	Member of the Professoriate, School of Applied Sciences (ApSci)
Dr R Hill	Associate Dean (Education), School of Applied Sciences (ApSci)
Prof V Hundley	Member of the Professoriate, School of Health & Social Care (HSC)
Dr A Ireland	Chair of Student Voice Committee (SVC)
Ms J Mack	Academic Partnerships Manager (SAS)
Dr A Main	School Student Experience Champion (DEC)
Prof J Parker	Member of the Professoriate, School of Health and Social Care (HSC)
Prof D Patton	Member of the Professoriate, Business School (BS)
Prof E Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Ms P Rouse	Educational Development and Quality Manager (SAS)
Dr G Roushan	Associate Dean (Education) (BS)
Dr P Ryland	Deputy Dean (Education), School of Tourism (ST)
Mr M Simpson	Vice President (Education) of the Students' Union (SUBU)
Ms C Symonds	School Student Experience Champion, School of Tourism (ST)

Student Representatives:

Mr Jamie Hawkins	Postgraduate Research Student
Mr Thomas Denys	Postgraduate Taught Student

In attendance:

Mr A Liivet	Alumni Relations Manager (ADO) [Agenda Item ESE-1213-53]
Ms K Noble	Office Manager (ADO) [Agenda Item ESE-1213-53]
Dr L Sheridan	Academic Business Intelligence Manager (SAS) [Agenda Item ESE-1213-48]

Apologies:

Apologies had been received from:

Prof D Buhalis	Senate Member
Ms J Dawson	Observer nominated by the Chair of the Board
Dr A Diaz	Student Engagement & Co-creation Theme Leader (CEL)
Dr B Dyer	School Student Experience Champion, School of Health and Social Care (HSC)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Laird	Director of Estates
Ms M Mayer	Observer nominated by the Chair of the Board
Canon Dr B Merrington	University Chaplain
Ms J Quest	Senate Representative
Mr M Ridolfo	School Student Experience Champion, Business School (BS)
Associate Prof C Shiel	Director of the Centre for Global Perspectives
Dr X Velay	Deputy Dean (Education), School of Design, Engineering and Computing (DEC)
Mr M Wall	Representation & Democracy Manager (SU)
Dr G Willcocks	Deputy Dean (Education), Business School (BS)
Prof T Zhang	Head of the Graduate School (GS)

**Welcome and Introductions**

The Chair welcomed the group to the meeting.

**2. Minutes of Previous Meeting held on 27 March 2013****2.1 Accuracy**

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

**2.2 Matters Arising****2.2.1 Minute 5.2 – Principles of Good Feedback – Members agreed to send the SUBU Vice President any comments or suggestions in order to put together a new iteration for discussion in its entirety at the Student Voice Committee.**

Ongoing. The SUBU Vice President (Education) advised that this document would be discussed at the next Student Voice Committee meeting on 5 June 2013, and would then be presented to ESEC at the next meeting on 24 July 2013.

**2.2.2 Minute 5.2 – Principles of Good Feedback – It was suggested the SUBU Vice President (Education) should discuss the Principles of Good Feedback with Professor Roach, leader of the Centre of Excellence in Learning, as this was a theme that the CEL may wish to focus on to disseminate best practice in this area.**

Completed. MS had met with Professor Roach to plan ways of putting the Principles of Good Feedback into the Centre of Excellence in Learning (CEL) project.

**2.2.3 Minute 3.2 – Additional Learning Support – The Associate Dean (Education) for ApSci was asked to update the paper with the comments from members. The paper would be recommended as good practice and put forward for consideration across all Schools at Programme level.**

Completed. The updated paper regarding Academic Adjustments for ALN Students was listed on the agenda for discussion/recommendation.

**2.2.4 Minute 3.3 – Lecturing on Wednesday Afternoons – Opt-out Policy – The Chair would request information from timetablers, within each School, on the current percentage of lectures that were timetabled after 1.00pm on a Wednesday by programme.**

Ongoing. The Head of Education (MS) advised that information which listed all activity on Wednesdays from 12.00pm onwards had been obtained. This information would be circulated to DDEs/ADs Education/Heads of Education.

**Action: SE**

**2.2.5 Minute 3.3 – Lecturing on Wednesday Afternoons – Opt-out Policy – The SUBU Vice President would gather information from students about whether lectures being timetabled until 6.00pm in the evening would be preferable as a possible solution to avoiding Wednesday afternoon lectures.**

Ongoing. This item would be carried forward to the new academic year as students would be leaving for the Summer break.

**Action: MS**

**3 PART 1: FOR DISCUSSION****3.1 Proposal for New Membership of ESEC and Amendment to Terms of Reference**

In order to ensure good communication between the Centre for Excellence in Learning (CEL) and ESEC, small amendments were proposed to ESEC membership and the ESEC Terms of Reference.

It was agreed the new member of the committee from CEL should be listed as the CEL Representative rather than the Student Engagement and Co-creation Theme Leader.

It was noted and agreed that Item 11 of the Membership List on page 2 of the Terms of Reference should include "undergraduate".

**Action: Clerk**

### 3.2 Student Population Statistics – Analysis of Performance Information between ALN and non-ALN Students

The Academic Business Intelligence Manager presented updated information to members showing the analysis undertaken regarding academic outcomes between ALN and non-ALN students.

This item had been brought to the Committee for discussion in order to cross-refer to Schools for discussion and to ask for any additional information which the ALS Team should be made aware of.

Discussion took place on the comparison regarding the academic achievements of students with and without ALN and whether there were differences between their final performance and initial entry tariff points. Although some differences were apparent they were not considered to be of statistical significance, although it was agreed that this should not dilute the requirement of BU in its duty of care to students.

The members also discussed the extent to which the design of student assessments took account of ALN and learning styles. The majority of ALN students assessed at BU had dyslexia and the learning styles and abilities of ALN students varied considerably, notwithstanding that late diagnosis was not unusual. In general terms it was felt that the wide variety of assessment methods used across BU, and the support available to ALN students was fit for purpose, but that academics should continue to consider these students when designing assessments at unit and programme level, without compromising on ensuring that ILOs and other competencies were appropriately met.

A query was raised on whether other disabilities, such as physical disabilities had been included in the information provided in the presentation, which may provide further opportunities for analysis.

The members agreed the following actions:

- Members were requested to cross-refer the main points of the discussion held and for this item to be added to School agendas for further dialogue in order to embed the culture of awareness of learning styles and assessment modes for ALN Students. If any further evidence was required for further meetings within Schools, this could be obtained from the Academic Business Intelligence Manager.
- It was also agreed to highlight the inclusion of ALN students' issues at the validation stage as a reminder to academic staff. EDQ to review guidance for evaluation processes and provide additional guidance and/or prompts as appropriate.

**Action: EDQ**

- It was suggested that workshops could be provided to staff within Schools by Christine Scholes, the Additional Learning Support Manager. DDEs/ADs Education/Heads of Education to liaise with Christine Scholes.

**Action: DDE/AD Education**

- The data could be further analysed with smaller subsets by the Academic Business Intelligence Manager.

**Action: LS**

## 4 FOR APPROVAL AND ENDORSEMENT

### 4.1 Academic Adjustments for ALN Students

The Associate Dean of Education (ApSci) introduced the updated paper which had been originally introduced at the ESEC meeting on 27 March 2013. A minor amendment was noted in the report.

The SU Vice President commended the paper. The members agreed that all recommendations were important but recognised the need for a degree of flexibility for Schools and individual programmes where it would not necessarily be possible to meet all recommendations.

Members agreed that as per the paper, Schools should ensure that early indications of learning requirements were provided to ALN students via the facilitative manners indicated, so that ALN student could fully engage within class contact sessions.

**Endorsed:** The report was endorsed by the Committee and put forward for consideration across all Schools at Programme level.

**Action: DDEs/ADs Education/Heads of Education**

#### 4.2 Technology Enhanced Learning Strategy Forum (replaced ELEF)

The Associate Dean for Education (BS), who is also the Technology Enhanced Learning theme leader for the CEL, introduced the Forum to members and explained how it would provide support to staff and students in relation to the development, implementation and performance of learning technologies. The revised Terms of Reference were noted. It was also noted that "SUBU Vice President Representation" should read "SUBU Vice President (Education)" on the TELSFS Terms of Reference. It was agreed the Terms of Reference would be updated to reflect this.

**Action: GR**

There was a concern expressed in relation to myBU and whether the storage capacity was sufficient for the University's needs. Members were advised that an 'evaluation server' had been set up by IT so that its limitations could be tested. All Schools would be included in any discussions with regards to issues raised. Any feedback received from members would be included in discussions at the next TELSFS meeting.

**Action: ALL**

Members were requested to engage with the Forum to help inform the needs of BU. It was advised that BU would be working more closely with Blackboard around the functionality of myBU and feedback would be given to Blackboard in order for any necessary changes to be implemented.

A two day 'show and tell' event would take place in the Atrium where all learning technologists would be able to advise staff and students what was available within myBU. This event would also provide an opportunity to have a dialogue with actual and potential users of myBU which would feed into the development of the TELSFS strategy. The committee also considered the need for the identification of School champions to engage in evaluating the evolving Blackboard/myBU functionality.

**Action: DDEs**

The Associate Dean for Education (BS) confirmed that it was hoped to have engagement with prospective students through iTunes. A meeting would shortly take place with IBM to experiment with new and different options.

**Approved:** The Committee approved the new Terms of Reference for the Technology Enhanced Learning Strategy Forum to replace the previous E-Learning Enhancement Forum (ELEF).

**Noted:** The Committee noted the myBU upgrade to SP11 this summer.

#### 4.3 BU Mapping to QAA Quality Code for HE: Chapter B3 – Learning and Teaching

The updated paper was summarised by the Educational Development and Quality Manager and highlighted the three proposed actions. The report outlined how BU met the requirements of Chapter B3: Learning and Teaching. The review was considered by ASC on 2 May 2013 and minor amendments were suggested to the text and proposed actions. A summary was given for each of the three actions listed within the paper and presented to the Committee for endorsement.

Indicator 4 stated that Schools should identify relevant staff and the routes by which they would seek HEA Fellowship or equivalent. It was confirmed that EDQ had been working with the Head of Education (MS) on the application from BU to the HEA for accrediting status in order to provide staff with HEA Fellowship

recognition, based on achievements around the UK Professional Standards Framework. Professional Services staff who have some involvement in supporting students in their learning are also included. The Head of Education (MS) would send an email to members to suggest how Schools could take the action point forward.

**Action: SE**

Members agreed the 'Proposed Timescale'. The dates for all three actions noted in the documentation should be amended to coincide with the first ESEC meeting of the new academic year.

**Action: EDQ/JH**

**Approved:** The report was approved by the Committee.

#### 4.4 BU Mapping to QAA Quality Code for HE: Chapter B5 – Student Engagement

An update was provided to the Committee. The document was written by EDQ and it had subsequently been reviewed by Student Voice Committee and ASC. It was now presented to ESEC for approval. The Committee were informed that the document provided a 'snapshot' of actions and will be continually reviewed and amended as required. The Chair of the SVC requested comments and feedback from members. Any amendments would be included in the next iteration.

Regarding 3.2.5 (Action point 3 on page 3 of the report, on the measurement of student engagement), it was confirmed the performance indicator meeting had taken place and a potential working model was being developed with regards to quality assurance and student engagement with pedagogy. Measurable aspects would be reviewed at the next SVC meeting on 5 June 2013 and the ESEC meeting on 29 July 2013.

**Approved:** The report was approved by the Committee.

## 5 FOR NOTE

### 5.1 Introduction to Alumni Relations and Fundraising Programmes

An overview of the paper was given to the Committee which outlined the priorities of both alumni relations and fundraising, and highlighted areas where the team's work impacted on student experience. Members were asked for any additional information which would be beneficial to be included in next year's report.

It was confirmed that alumni had a life-long BU log-in and email addresses and careers advice were available to alumni for three years following graduation.

If alumni wished to be engaged with the University, they were able to join the Alumni Society which allowed BU to contact them if required. However the potential for re-engagement activities could be further explored by targeting specific student groups such as previous scholarship students, PAL leaders and members of extracurricular groups, clubs and societies. Personal contact details were held by the Alumni Relations Team. However, it was noted the Student Journey Project was looking into the Customer Relationship Management (CRM) system which had the potential to offer more information regarding Alumni.

Attention was drawn to the 'Further Study Recruitment' section of the report which referred to the re-recruitment of graduates to return to BU for Continuing Professional Development, Masters and/or PhD study. It was suggested that many students were not aware of the offers that BU had for postgraduate study, or funding opportunities and how they could be accessed. It was agreed that the groundwork for the recruitment of postgraduate students should be taking place in the undergraduate years with further work required on activities such as refresher programmes, which are topic specific.

**Noted:** The report was noted by the Committee.

### 5.2 SUBU President's Report

The report was presented by SUBU President.

Items of note were:

- The student representatives meeting with the QAA review panel had been successful and the contributions made by the students had been well received. During the same week as the meeting with the QAA reviewers, the final Speak Week of the academic year had taken place, providing a good opportunity to show the great partnership work of BU and SUBU.
- In April the SU President and four other elected delegates including the President-Elect and the Vice President Education-Elect, attended the NUS National Conference. During the event, there were some important motions passed to improve the education and general experience of students:
  - Communication of the public value of education
  - Opposition to racism and discrimination in education and deportation of international students
  - Lobbying for the reinstatement of Post Study Work Visas
  - Timetables to be provided 8 weeks in advance of start date
  - Campaign to ensure international student fees are capped
- SUBU had supported the opt-out clause being added to halls of residence accommodation contracts for Unilinx bus travel charges (£240 per year) for those wishing to use alternative transport methods. This was driven by student feedback.
- ASC had approved changes in capping for failure policy, with guidance. This will now go to Senate for final approval.
- Students had recently commented on careers support that was available to them and this is an area that will be investigated further by SUBU. The Head of Student Services would also follow this up with the Interim Placements & Careers Manager.
- The 'Keep Calm and Keep Revising' campaign ran for one week and highlighted the support networks available to students during the assessment and examination period. Free refreshments were provided whilst giving advice about learning support services for revision techniques. This was much appreciated by the students who were keen to learn more.
- The SUBU President was now working towards her handover to the SU President-Elect and preparation for the next academic year.

### 5.3 Institutional Review Progress Report

The QAA review team would be at the University from 10 to 13 June 2013 and many staff would be involved. Between now and the 10 June 2013, a number of briefings and meetings would take place to ensure staff are informed and prepared. A further tranche of evidence and information had been sent to the QAA reviewers. The focus was now on the four day visit which would start on 10 June 2013.

**Noted:** The update was noted by the Committee.

### 5.4 BU Postgraduate Professional and Personal Development (PPPD) Framework

The Head of the Graduate School was unable to attend the meeting, therefore members were requested to send any comments to the ESEC Secretary and these would be captured and brought to the next ESEC meeting.

**Action: ALL**

**Noted:** The report was noted by the Committee.

### 5.5 Annual Review of Student Policies and Procedures

The Head of Student Services advised the Committee that the annual review of Student Policies and Procedures had taken place with only minor amendments e.g. typographical and formatting corrections, 'Mediation' changed to 'Central Review' throughout the documents, and clarification was made on the use of legal representation in the procedure.

**Noted:** The report was noted by the Committee.



**6 REPORTING COMMITTEES**6.1 Student Voice Committee Minutes of 24 April 2013 (unconfirmed)

**Noted:** The minutes were noted.

**7. Any Other Business**

7.1 There was no other business.

**8. Date of Next Meeting**

Wednesday 24 July 2013, 1400-1600, The Board Room

**BOURNEMOUTH UNIVERSITY**

**SCHOOL OF DESIGN, ENGINEERING AND COMPUTING, SCHOOL ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 22 MAY 2013**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

None

**SCHOOL OF DESIGN, ENGINEERING AND COMPUTING  
MEETING OF THE SCHOOL ACADEMIC BOARD  
WEDNESDAY, 22 May 2013, OVC Board Room**

**Unconfirmed**

**Present:** Prof. Jim. Roach (Chair), Prof. Mark Hadfield, Dr. Xavier Velay, Dr. Andrew Main, Dr. Reza Sahandi, Prof. Keith Phalp, Dr. Tania Humphries Smith, Prof. Sine McDougall, Dr. Zulfiqar Khan, Dr. Cornelius Ncube, Prof. Bogdan Gabrys, Helen Impett, Kelly Deacon-Smith, Louise Burman, Ruth Muir, Christopher Richardson, Nicki Wright, Kevin Thomas, Dariusz Krol, Paul deVrieze, Prof. Hongian Yu, Venky Dubey, David Newell, Hamid Bouchachia, Toyin Fakorede, Clive Hunt, Frank Milsom, Richard Gunstone, Emili Balaguer-Ballester, Damien Fay, Zeng Baio and Patti Davies (Admin Support)  
Also present were Linda Ladel (SAS) and Murray Simpson (SUBU)

1. **Apologies:** Philip Sewell, Siamak Noroozi, Gary Toms, Sherry Jeary

2. **Minutes of the last meeting dated 20 February 2013**

The minutes of the 20 February 2013 DEC Academic Board meeting were presented for review.

The minutes were approved as presented.

2.1 Matters Arising

2.1.5 - Ongoing action on KDS and AM to work with IT Services to find a solution to the printing needs of the DEC Students. KDS met with the IT Services Rep who is handling the Xerox contract and raised the issues involved in this matter. He is considering how a DEC Student Print Room can be accommodated within the scope of this contract. The other issue that needs to be resolved is the question of who will manage this print room, particularly off hours and manage the resources such as paper for the printer. This is being discussed with the DEC student forums and they accept that this won't be resolved this academic year. There are various possible solutions being considered, including the possibility of adding DEC specialised software to PC's in the library near the student printers. This action is ongoing within the corporate profile. **Action Ongoing**

4. Action on THS and PS to address students' concerns about increasing lengths of workshop break times, misunderstanding about spray paint deadlines, printing issues, etc. with the Design Students' Forum. THS reported this has been addressed and resolved. **Action Completed**

5. Action on SL-H (Rep from SAS) to share members' suggestion about getting input from HoAGs and Framework Leaders with Caroline Earth in planning induction programmes in order to open direct communication between HoAGs/Framework Leaders and SAS about arrivals and inductions. LL wasn't aware of the outcome of this but she will check on this and provide feedback to the Dean. It was reported that the HoAGs are not yet aware of the central induction plans yet and it would be helpful if they were informed. **Action LL**

Action on XV to email the finalised copy of the CAS calendar to staff members.

**Action Completed**

9.2 Action on JR to discuss with the ULT the expressed concerns about centrally scheduled events that clash with school calendars and the need for better coordination. Members were asked to email specific examples to JR. **Action Completed**

3. **Dean's Report** - Professor J. Roach

i. Slide Presentation re DEC Delivery Plan

The Dean gave a slide presentation about the DEC Delivery Plan. Copies were also tabled. The presentation addressed the School's vision, strengths, main issues to address, space, academic developments, developing hubs of excellence, NSS/Student Experience, School

Identity, finance, student numbers, staffing. The Dean reported that the Delivery Plan was received well with only a few relatively minor amendments requested.

DEC and BMS are currently recruiting above targets. The other schools are currently below their targets and the University will probably go into clearing. DEC is likely to be asked again to take in larger numbers of students if the other schools are unable to meet their recruitment targets. In response to concerns expressed about the ongoing problem of staff student ratio and resources to provide a good student experience for these increased numbers the Dean reported he was assured by UET that additional staff and resources will follow the student numbers. Five positions have been pre-approved for recruitment now but other positions will be considered for approval in September. Members expressed their concerns about the School constantly being in a "catch up mode" with the school/staff appearing to be punished for their success. A discussion followed. Members pointed out that various accreditations are contingent upon specific staff/student ratios, i.e., BPS accreditation of Psychology courses. Concerns were expressed about staff recruitment efforts starting in September usually result in new staff not being in place until well after Christmas. The Dean assured members that he is in ongoing discussions with the DVC, Education who is aware of the issues and has been supportive.

A discussion followed about the possibility of developing an MSc Research programme and how attractive this could be to the international market. Members agreed that along with strengthening the MSc taught programmes an MRes programme could be developed but the School needs to carefully consider how to husband the resources involved. An MRes programme will put an added strain on project supervisors and workloads.

A question arose about the implications of the VC's email regarding the implementation of strict spending constraints to address the University's fiscal deficit over the next few months. The Dean explained the situation and assured members that this is a short term problem that appears to be the result of an accounting error in other areas of the University. UET has decided to take a conservative approach in the short term to address it by tightly controlling expenditures over the last two months of this financial year regarding uncommitted spending and anything that is not business critical. All expenditures now have to be approved by the UET before the start of the new fiscal year (next two months) and staff members will be asked if any spending can wait until the new fiscal year which starts in August. The Dean asked members to co-operate in not submitting any expenses over the next two months that are NOT business critical because those expenses will simply not be approved for payment. Anything that is business critical needs to be discussed with him and/or the Director of Operations. The Dean reported that the School continues to be financially solvent and within budget. A discussion followed about the loss of access to Incentive Funds as result of this situation and the fact that they are not carried over into the next financial year.

#### 4. **Student Rep Report** (tabled)

The SU VP Ed was present to discuss the latest Student Representatives' report/survey. He clarified that the Student Rep survey is mapped to the NSS and noted that the feedback for this term was only 8.4% of the students. Overall the QAA feedback for DEC has been very good, especially the provision of PhD working space. Students have requested that lecture notes be posted on MyBU prior to the lectures but lecturers have been reluctant to do this because of the negative impact it would probably have on attendance at the lectures. Assessment and feedback continues to be an ongoing issue in that not all staff members are complying with the 3 week turnaround, however the SU VP Ed noted that impact of the school's higher student numbers on the SSR understandably has an impact on the ability of some staff members to realistically meet this deadline. All staff members are aware of this and are actively trying to improve this with implementation of on-line submissions where and when possible. Due to technical issues this will not be possible with most Design submissions. Members discussed the complicated process currently involved in uploading assessment feedback on MyBU. Members noted that these issues must be taken directly to the Framework meetings for discussion as well. The problem with file sizes, robustness problems with E-submissions and the complicated process involved in E-feedback were discussed and need to be taken forward to appropriate committees and departments to be

rectified. JR said he would bring these concerns forward to the appropriate committees.

**Action JR**

**5. Student and Academic Services Report (tabled)**

LL discussed the Student & Academic Services Report that was tabled. She pointed out that the sector specific careers fairs were successful in some of the schools and if schools would like to run a small careers fair in 13/14 for their students to please inform Rachel Clarke. SAS is currently meeting with all the schools to ensure that their Delivery Plan is joined up and meets the requirements of the schools. LL also reported that Donne Homer will be going on maternity leave next month and Georgina Hurst will be providing cover for her. The floor was open for questions and comments.

**6 School Academic Standards Committee minutes and proposed changes/new programmes**

6.1 Minutes of (a) 24 April 2013 SASC meeting were presented for informational purposes. XV invited questions and comments.

6.2 Chair's Action re FdSc Computing at Yeovil programme proposal name change from FdSc Computing & Internet Technology. **Ratified as presented**

6.3 CA re MSc Information Technology online programme proposal - new online delivery of the IT programme with the London School of Business & Finance. **Ratified as presented**

**7. Items Raised by Staff**

The Chair invited staff members to present other items. No other items were raised.

**8. Deputy Deans Reports**

8.1 Deputy Dean, Education – Dr. X. Velay (tabled)

i Update on the QAA visit

The Pre QAA visit in May went well and the staff who participated in that visit along with the staff members named in the report who will participate in the June QAA Meeting were recognised and thanked for their participation.

ii Future academic provision – Mathematics

XV reported that one of the terms of reference for the Academic Board is to explore new academic provisions for the School. It has been suggested that the School should re-look at offering a degree in Mathematics or a similar programme. The floor was open for discussion.

The Board members pointed out that the School is already struggling with appropriate student/staff ratios, timetabling, and resources for the current frameworks and questioned where the staffing and resources would come from to support an additional Mathematics Framework. It was noted that general mathematics courses have not been sustainable in the past due to very low uptake unless the maths *are contextualised* within other courses/subject areas. There are different maths used between frameworks and therefore math needs to be contextualised *within* the frameworks. Members also noted that the contextualised math units within the frameworks tend to "scare" students already, much less a full on mathematics framework or course. A question arose about the job market for students with mathematics degrees outside of teaching. Members discussed the possibility of increasing contextualised maths and the sharing of maths modules between frameworks but noted again that most maths within courses of study tend to be specialised within the subject areas, i.e., engineering maths, computing informatics maths, business maths, statistical maths, etc. Beyond exploring the interest and realistic demand for Mathematics degrees from a marketing standpoint, members continued to question the justification on the resources and staffing impact. The possibility of a "Maths Café" approach to support mathematics within the various areas was suggested and was generally agreed by members to be the better approach to support the contextualised maths being used.

iii Coursework and exam paper for 2013/14

XV reported that there has been ongoing problem with a minority of staff members failing to meet the two deadlines set for submitting their exam papers. This causes unnecessary stress and work for the Academic Administration Team as well as compromises the school's compliance with quality standards and the student experience.

The Board members were asked to consider two proposed measures to address this problem. The members agree that the school will set two deadlines with each deadline being the first day of each semester for the MANDATORY submission of exam papers. Members questioned why major job performance issues such as failure to submit exam papers within deadline are not or cannot be addressed in individuals' annual performance appraisals, as the lack of consequence appears to enable such ongoing problems every year. The timely submission of exam papers is a strict requirement of which all staff members are informed well in advance. Board members unanimously agreed that the following measures will be taken:

**(a)** It is the responsibility of the Academics to inform their Programme Administrator(s) AND Head of Academic Group or line manager School Executive of any extenuating circumstances, i.e., new staff members still preparing lectures, that will obstruct their ability to comply with the requirement to submit their exam papers by the first day of the semester. There must be on going timely communication between the Programme Administrators and HoAGs about exceptions.

**(b)** Heads of Academic Groups are to be notified by Academic Administration about those within their frameworks who fail to submit their exam papers by the deadline dates. HoAGs must then address the matter with those academics. If the noncompliant academic is an HoAG then the Deputy Dean, Education or Dean will be informed.

**(c)** Failure of any staff member to meet to the deadline given by their HoAG will result in the Dean of School meeting with the academic who fails to comply and notifying him/her that formal disciplinary action can and will be implemented if exam papers are not provided within deadlines set.

- 8.2 Deputy Dean (Research, Enterprise & Internationalisation) - Prof. M. Hadfield (tabled)  
MH tabled his report and invited questions and comments. The Report included an update regarding Research Excellence Framework (REF), PGR Studentships, Research and Knowledge Exchange Committee report, KTP and SMART Awards, Festival of Learning and Internationalisation/globalBU. MH invited members to join the DEC PGR Poster Day event that will be underway this afternoon in the Thomas Hardy Suite.

## 9. Associate Deans Reports

### 9.1 Associate Dean, Student Experience – Dr. A. Main

The ADSE presented his report regarding student experience activities and feedback from the student forum meetings. He reiterated the earlier update provided earlier in the meeting regarding the students' desire for a student print room which hopefully will be resolved for the next academic year. Students also reported that there are a few staff members who rarely meet the standard of responding to emails within 3 days. This problem is limited to a few but it would be useful for the importance of this issue to be re-emphasised annually. Forums have operated very satisfactorily this year with good student engagement in QA processes and thoughtful proposals. Most staff members have been pro-active in anticipating and addressing issues and the general feedback is positive, including the new DEC Student Support location and signage improvements.

The Turnitin problems continue to impact the student experience negatively from time to time but staff teams are engaged with Susan Dean and it is hoped that solutions will be found over the summer.

DEC achieved a very creditable response level in all courses to the NSS this Spring except for two CT programmes that have so few students that their data would not have been published.

Students seem to gain the impression that BU is very anxious to gain positive votes and that impression perturbed some voting. It caused some students to focus on the short term issues rather than the long view. Future messages need to emphasise the partnership between the

staff and students so students don't have an "us and them" attitude. ADS is taking this point up with the Student Voice Committee.

An initiative was brought in this year to allow staff to take a few more days beyond the 3 day turnaround in order to improve quality of student engagement and quality of feedback. Unfortunately, the staff performance against the 3 week turnaround point has dropped sharply this year and in consequence, it will not be possible to gauge the success of this new initiative. It would be useful to re-emphasise the importance of the timeliness of feedback to the academic staff and ask Framework Teams to re-invigorate their processes for getting work back to students in a timely manner. This is seen as an organisational and management problem by students.

- 9.2 Associate Dean, Design & Engineering – Dr. T. Humphries Smith (tabled)  
The ADD&E report was tabled and THS invited questions and comments. MSc and Engineering programme(s) development, IED accreditation and recruitment efforts were highlighted. The change in the format of the upcoming Festival of Design & Innovation was addressed and all staff members will be invited to a less formal opening that will focus on the students' achievements with prize giving and a BBQ. A more formal business breakfast event with a guest speaker will occur on Friday morning of the Festival and a second event in the form of a business brunch will occur as well. Alongside the normal schools day held on Monday, 24th June, the D&E Academic Group is hosting a NEF Masterclass for FE staff on innovative teaching of engineering & product design.
- 9.3 Associate Dean, Computing & Informatics – Professor K. Phalp (tabled)  
The ADC&I report was tabled and KP invited questions and comments. The successful framework validation, new staff members and successful recruitment efforts were highlighted.
- 9.4 Associate Dean, Creative Technology/CT Research Group – Dr. R. Sahandi (tabled)  
The ADCT report was tabled and RS invited questions and comments. The validation process of the CT Framework has been completed and two new pathways have been added, BSc (Hons) Music and Sound Production Technology and BSc (Hons) Games Programming. Applications have nearly doubled for the 2013/14 academic year. Jon Cobb will take over as Framework Leader on 1 September 2013 from Christos Gatzidis who will become the Games Pathway Leader. Glyn Hadley will serve as Project Tutor. There have been two Industrial Advisory Panel meetings with the Framework members and representatives of companies in the Creative Technology field. Recruitment efforts are underway for a new lecturer in Games Programming/Technology. Final year CT students will be displaying their final year projects in FoDI again.
- 9.5 Associate Dean, Psychology/Psychology Research – Professor S. McDougall (tabled)  
The ADP report was tabled and SMc invited questions and comments. The Framework organised a successful BPS Wessex Branch Undergraduate Student Conference in April in Kimmeridge House. There were at least 100 people there, 30 presentations and 20 posters. The Framework hope to repeat this next year with a poster conference for all final year students as part of their research project.. The report also included the successes of Psychology PG Students, Festival of Learning Events, impact staff members are making through their research, international networking, etc.
- JR took this opportunity to thank Professor McDougall for her leadership role over the Psychology Framework and Research Centre as she has decided to step down from that role in August and concentrate on her research. Advertising is underway to recruit a Psychology Profession/Head of Academic Group.
- 9.6 Any other business re Frameworks Management/Team meetings – Framework Leaders  
All Framework leaders deferred their reports to their Heads of Academic Groups. There was no additional business from the Frameworks.



**10. Visiting Professors/Visiting Research Fellows****Visiting Professors**

- 10.1 Dr. Jonathan Cole, Neurophysiology at Poole Hospital - Visiting Professor privileges are due to expire before the next SAB meeting. There was a recommendation by Prof. Sine McDougall to renew Dr. Cole's privileges as he continues to actively engage with the School Research Centres in Neuro-Psychology and Smart Technology. **Recommended for renewal**

**Visiting Fellow**

- 10.2 Iakovos Tsanakis, PhD, Sustainable Design Research Centre, rec'd by Prof. Mark Hadfield. Dr. Tsanakis recently completed his PhD in DEC and continues to interact and collaborate with the Sustainable Design Research Centre as an employee of Brunel University, Centre for Advanced Solidification Technology.

**Approved**

- 10.3 Dr. Chris Miles, University of Cardiff, Psychology Research Centre, rec'd by Dr. A. Johnson. Dr. Miles is an Experimental Cognitive Psychologist and has been working collaboratively with Dr. Andrew Johnson here since 2004 in the joint planning of projects and writing of research journals. His is also part of the PhD supervisory team. **Approved**

**11. Research Centres Reports (overviews)**

- 11.1 Smart Technology Research Centre - Professor B. Gabrys (tabled)

The Smart Technology Research Centre report was tabled and Professor Gabrys invited questions and comments. The Report included a summary of the Centre's R&E activities including Esteem indicators, achievements and main activities. Members and PhD students have been shortlisted for prestigious prizes, including Venky Dubey's and Neil Vaughn's Epidural Project for the American Society of Mechanical Engineers Innovation Award Show for 2013 in league with MIT, Harvard and John Hopkins Universities in the USA. DEC/Bournemouth University is the only UK university on the shortlist. The STRC has submitted bids for various European Projects, including the Western Union Consultancy Project and are awaiting outcomes. The Report also included an update on the INFER Project activities and publications.

BG also commented about how difficult it is to get successes such as those reported posted on the DEC Website in a timely manner as they should be.

- 11.2 Sustainable Design Research Centre- Dr. Zulfiqar Khan (tabled)

The Sustainable Design Research Centre Report was tabled and Dr. Khan invited questions and comments. The Madrid Regional Ministry of Education short course development was highlighted. Discussions are continuing very well about developing a bespoke short course, possibly up to 4 weeks for higher education teaching staff in design engineering and technology.

A project with Sunseeker is being discussed as well. The report also addressed bidding activity, other short courses, conferences, studentships, BU Fusion, international collaboration activity, etc.

- 11.3 Design Simulation Research Centre - Professor S. Noroozi (tabled)

The Design Simulation Research Centre Report was tabled and Professor Noroozi invited questions and comments. The report detailed publication and conference activities, as well as national and international collaborations, esteem indicators and bids. Professor Noroozi pointed out that Bryce Dyer won the Isambard Brunel Award Lecture at this year's British Science Festival.

- 11.4 Software Systems Research Centre - Dr. C. Ncube (tabled)

The Software Systems Research Centre Report was tabled and Dr. Ncube invited questions and comments, CN reported that there is a lot of activity in the report, including research bids, publications, increasing enterprise activity, especially in the area of Cyber Security, conferences, and various esteem indicators.



- 11.5 Creative Technology Research Group – Dr. Reza Sahandi (*see 9.4*)  
Creative Technology Research Group activity was included in the ADCT Report. RS invited questions and comments about the research activity highlighted.
- 11.6 Psychology Research Centre – Prof. Sine McDougall (*see 9.5*)  
Psychology Research Centre report was included in the ADP Report. SMC invited questions and comments about the research activity highlighted.
- 12. School Research Committee and Internationalisation Steering Committee minutes**  
Minutes of (a) 13 February 2013 School Research Committee meeting minutes were presented for informational purposes. MH reported that there has been a significant increase in KTP activity since this meeting that should come into fruition for the upcoming Summer and next Academic Year. The floor was open for questions and comments.
- 13. Health and Safety Issues**  
The Workshops and Labs are reviewed on an ongoing basis. There are no issues to report.
- 14. AOB**  
In view of the high level of activity within the various DEC Research Centres and in the interest of time, members suggested a succinct Executive Summary of activities be sent to the SAB with more detailed appendixes being posted on line for those who would like to read the details.
- Nicki Wright, Student Engagement Coordinator for DEC was available to discuss the services she is able to offer students in her role and some of the various activities that have been held for the students to improve the student experience and support. Nicki is located in PG04 and invited staff to refer student who might be having a general problem engaging with their course and school. Nicki said she would be happy to get involved with Induction talks to inform students of the various ways the Student Engagement Coordinator role can be of help to them. Members were also reminded to keep their Programmes Administrators informed about issues with students as well.
- HI reported that the Student Journey Consultation Document is available online and asked ALL staff members to read this document and provide input as some of the proposals WILL impact academics and Academic Administration such as who is proposed to own what areas. It is important that staff look at this and comment on it as soon as possible.
- The Festival of Learning starts on 6 June 2013. Summer School will not be running this summer but plans are underway for 2014. FoDI commences on 20 June - 24 June 2013.
- 15. Adjournment**  
There being no further business, the meeting adjourned at 12:10pm.

**BOURNEMOUTH UNIVERSITY**

**SCHOOL OF HEALTH & SOCIAL CARE, SCHOOL ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 16<sup>TH</sup> MAY 2013**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

None

**HSC SCHOOL ACADEMIC BOARD  
UNCONFIRMED MINUTES  
16 May 2013**

**Attendees:**

Gail Thomas (Chair) Andrea Lacey, Andy Scott, Angela Turner Wilson, Ann Hemingway, Barbara Dyer, Cate Wood, Cathi Farrer, Clare Taylor, Clive Andrewes, David O'Loughlin, Debbie Houghton, Deirdre Sparrowhawk, Elizabeth Rosser, Foitni Tsofliou, Gail Thomas, Helen Ellison, Jane Murphy, Jill Haynes, Jo Downey, John Tarrant, Jonathan Parker, Judith Chapman, Kim Vine, Liam Sheridan for Karen Pichlman, Maggie Hutchings, Marilyn Cash, Mary-Ann Robertson, Michele Board, Murraray Simpson – SUVP Education, Pete Atkins, Rosie Read, Sara Crabtree, Sara White, Sophie Smith, Sue Collins, Sue Tully Vanora Hundley, Kip Jones, Clive Andrewes, Judith Chapman, Leann Willis, Andy Mercer, Jonathan Parker, Sara Crabtree, Marilyn Cash, Sue Barron, Les Todres, Sarah Hean, Janet James, Maggie Hutchings,

**Apologies:**

Anthea Innes, Clare Clayton, Edwin van Tejlilingen, Janet Scammell, Jennifer Catlin, Jill Davey, Karen Pichlman, Lee-Ann Fenge, Wayne Bennett, Sophie Chaytor-Grubb, Carol Bond, Sue Way, Bethan Collins,

2.0	<b>Minutes of the last meeting – 13 February 2013</b> Minutes agreed as an accurate record	
2.1	<b>Matters Arising</b>	
2.1.1	<b>Recommendations from SAB – new members</b> Vice Chancellor approved two new Visiting Professors, Dr Sam Rowlands and Prof Julie Richardson. However, the latter has declined due to workload.	
2.1.2	<b>Recommendations from SAB – Renewals</b> Vice Chancellor approved both Prof Frances Rapport and Dr Minesh Kashu as renewals for Visiting Professors.	
2.1.3	<b>Electronic SAB</b> Electronic SAB was opened via Sharepoint site from 15 April – 29 April 2013. Directions for use were circulated.  Numbers of staff who appeared to attend the Electronic SAB were 37, but after investigation it would appear that many staff had not recognised the instruction to confirm attendance once they logged onto the sharepoint site and so there was likely to have been much better participation than was originally thought.  The attendees were advised that the electronic SAB allowed staff to review documents prior to the meeting and raise any questions or comments on the documents. With this in mind an action plan had been raised on the sharepoint site for any outstanding actions and this was available to all staff. All reports and documents for approval were therefore considered as accepted. Comments by exception were therefore invited:	
2.1.3.1	Further development of the Sharepoint site was required as follows: <ul style="list-style-type: none"> <li>• Off site access was a necessary requirement</li> <li>• Reminder that staff need to confirm their attendance on the</li> </ul>	DS/JD

	<p>sharepoint site.</p> <ul style="list-style-type: none"> <li>• Earlier comments had disappeared, but this was resolved by Jo Downey with IT.</li> <li>• Staff did not realise that once the site had closed they would no longer be able to review the comments. This needs to be resolved.</li> <li>• Email instructions and reminders were useful.</li> <li>• Layout was daunting with the number of documents on show. Need to consider whether a different layout would be helpful.</li> </ul> <p><b>Action: DS/JD to ensure amendments to the site are made.</b></p> <p>It was agreed to continue the use of Sharepoint with the above improvements as it provided an opportunity for people to engage in debate around and influence the direction of travel and set the academic tones of the school.</p>	
2.1.3.2	<p>It was suggested that a bulletin or newsletter might be helpful in relation to topics of debate to reduce email traffic for individual items. The Chair invited CF to consider how this may be produced for staff and possibly external health providers. It could contain new information and reminders. Consideration should be given to producing this on a monthly basis.</p>	CF
2.1.3.3	<p>HEA Fellowships – A concern was raised about possible overloading of staff in order to achieve the KPI of HEA Fellowship. The attendees were advised that the KPI had been adjusted to say “HEA fellowship or teaching qualification”. HSC has expected high rates of compliance to this KPI due to staff having HEA Fellowship and/or teaching qualification.</p>	
2.1.3.4	<p>Software for powerpoint for voice over – It was noted that students would like more availability of recorded lectures, but staff felt that the required software to enable this to be undertaken simply was unavailable. Echo 360 which had been used is described as not user friendly. As this is an ongoing debate it was felt appropriate for Maggie Hutchings to take forward with ELEF group.</p> <p>This should also be an item on SAB Autumn agenda and GT will approach a Learning Technologist to attend to talk about what software was currently available.</p>	MH JD/DS/GT
3.0	<p><b>Education Enhancement – Topic for debate</b></p>	
3.1	<p><b>HSC – Our brand, our plan, our future.</b></p> <p>A discussion paper and key points from delivery plan was circulated prior to the meeting. Two presentations were also made by Susan Tully and Debbie Houghton to discuss thoughts about the ways in which key points could be taken forward.</p> <p>Background to the delivery plan was given and in particular the challenge to the School of reducing the over reliance on the NHS contract for UG programmes and re-balance income and resources. There remained little room for growth in the contract although current income may be maintained. It was noted that there was some small increase in commissioned UG Nursing numbers possible for 2013/4 but this was not an ongoing trend. There was some possible growth in UG numbers for HEFCE portfolio on Social and Health</p>	

	<p>Science programmes for those students attaining ABB+ grades or equivalent. This group of students was not capped in number terms, whereas other student numbers were capped by HEFCE. HSC could possibly focus on the BTEC equivalent group and build relationships with FE Colleges who are delivering BTEC programmes.</p> <p>Another key area of activity is in how we can raise the profile of how our students (through the values they show in practise) and our research activities improve services and care; the humanising agenda .</p> <p>Potential also exists in the development of Social Science portfolio; National Centre for PQSW, BU Dementia Institute, PDU, CoPMRE (largely visiting faculty) and look at where collaborations can be built in terms of interprofessional research projects.</p> <p>DH gave a presentation on the Midwifery activities in relation to the strategic plan and how they are looking to ensure everyone makes a contribution. They are revalidating the midwifery programme in order to free up time for staff to engage in wider activities, but challenges were identified as:</p> <ul style="list-style-type: none"> <li>• Staff were in practice 20% of the time</li> <li>• Spread over two campuses journey time between each campus took valuable time out of the day.</li> <li>• Assessments are currently time resource intensive, so in the revalidation they are considering blended learning teaching strategies and looking at develop packages online, etc.</li> <li>• Pastoral support which can account for a large proportion of the workload and is not easily measurable or identified</li> </ul> <p>Discussion by the members centred around possible ideas on how these challenges could be helped, improved. Some ideas were:</p> <ul style="list-style-type: none"> <li>• To try to link practice time with research producing collaborative work with practice partners on what is important to them. JP to discuss with the team how this might be achieved.</li> <li>• Use technology to free up more time – Skype or video conferencing for team meetings and teaching. Review the different approaches.</li> <li>• Look at combining undertaking time in practice with student support. This is seen as a valuable clinical relationship with practice and should not be eroded.</li> </ul> <p>ST gave a presentation regarding her successful Fusion Investment Fund bid which has funded a trip to Holma in Uganda with clinical colleagues and students. They will use this experience as a fact finding mission as well as teaching midwives and are expecting to write a paper with other midwives as well as students. They hope to transfer this experience to improve the preparation of all students before they go on elective placements and think about the development of a package which may be sold to other HEIs regarding student preparation for placements. In the longer term they are looking at setting up a partnership between the Holma School of Nursing and BU to include other health related professions. There is potential to collaborate on RKE activities around mortality rates, improve practice, and educate staff and</p>	
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<p>3.2</p> <p>3.2.1</p>	<p>student nurses.</p> <p>The members felt this was an inspirational activity which provided opportunity which the university has clearly invested in. They felt this provided other opportunities to:</p> <ul style="list-style-type: none"> <li>• Increase that investment for midwifery team to work with others to bring in funding for other projects and the need to identify how this might be taken forward</li> <li>• Think about parallels and 2 way process that can bring back ideas here and who else might be undertaking similar work; e.g. strong links with Nepal and Southern Sudan link (Wau).</li> <li>• Look at the resources available at the University in supporting staff to look for bids and funding opportunities and share across the communities.</li> </ul> <p>Other issues from the plan:</p> <ul style="list-style-type: none"> <li>• Think more broadly for new opportunities, CPD courses to run, projects, and new ideas.</li> <li>• Important to think about the small things that may grow (Acorns analogy). For example BUDI – every School is represented in this group, which gives the opportunity to grow nationally and see different perspectives from academics within the team.</li> <li>• Recommendation to contact Centre for Excellence in Learning which is there as a resource to contribute to curriculum innovation and benefit from their expertise in areas of student engagement, e-learning, practice, assessment and pastoral care.</li> <li>• DDE organising a staff development opportunity in September, to forward plan an ideas café with from presentations from CEL champions and use workshops to spark off ideas.</li> </ul> <p>The message from the meeting was that this had given some useful thoughts, and colleagues should think about how they will contribute to the challenge in balancing income resources.</p> <p>Midwifery &amp; Paramedic Science – raising the academic level</p> <p>Midwifery are proposing a masters outcome in PGDip, requested by Commissioners, as follows:</p> <ul style="list-style-type: none"> <li>• Number of students possibly 30 across Wessex (not additional number)</li> <li>• Already offered by Southampton and a number of other HEIs.</li> <li>• Will attract high quality students and outcome will be students who will be at a high leadership level.</li> <li>• 3 year programme with 180 credits at M level.</li> <li>• Run parallel with BSc.</li> <li>• Locality not firmed yet, but will form part of proposal to Commissioners.</li> </ul> <p>Proposal agreed to be taken forward.</p>	
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3.2.3	<p>Paramedic Science 2yr foundation propose raise to 3 year degree level. Programme will:</p> <ul style="list-style-type: none"> <li>• Have same number of graduates each year but the three years will mean an overall increase of student numbers.</li> <li>• HCPC likely to validate the course.</li> <li>• Other HEIs offering degree level.</li> <li>• Paramedic Science is popular programme with high levels of applications and don't anticipate problems with recruitment.</li> <li>• Employment area becoming more competitive, so this will raise the standard of BU students in the marketplace.</li> <li>• Students will have an extra year of placement experience to build competence.</li> </ul> <p>This was approved to go forward as it followed the direction of travel for Paramedics across the country. The team are working with SWAST at mentoring and placement numbers with the aim to have 50/50 split in practice/theory over the whole 3 years.</p>	
4.0	<p><b>Reports</b> Reports are mentioned by exception only as discussion had taken place within electronic SAB.</p>	
4.1	<p><b>Dean's Report</b> Many positive stories noted. No further comments made.</p>	
4.2	<p><b>Student Representative Reports</b></p>	
4.2.1	<p><b>Student Experience Forum</b> No further comments raised.</p>	
4.2.2	<p><b>Student Rep SUBU synoptic Report</b> It was reported that VAT had been removed from Lansdowne catering outlet, so students now paid same costs as at Talbot.</p> <p>SUBU had highlighted to students that the Bursaries difficulties this year were not the fault of BU, but a national issue with the bursaries unit. It was felt helpful that SUBU had reinforced this message.</p> <p>The report was available on the sharepoint site and main points raised were:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning at HSC was well regarded.</li> <li>• Better communication between AECC and HSC is being improved through a refresh of communication plan that puts students at the heart.</li> <li>• Sign up for Clubs and Societies can now be done at Lansdowne.</li> <li>• Sports activities at Lansdowne being championed by SU VP Lansdowne.</li> </ul>	
4.3	<p><b>Deputy Dean (Education) Report</b> Plagiarism issue around Academic Offences is being taken forward by DDE.</p>	
4.4.	<p><b>Deputy Dean (Research) Report</b> No further comments.</p>	
4.5	<p><b>Student and Academic Services Report</b> No further comments.</p>	
5.0	<p><b>Minutes of Sub-reporting Committees</b> All reports were accepted.</p>	
6.0	<p><b>Items raised by Staff</b></p>	

6.1	<b>Senate</b> No issues raised	
7.0	<b>Framework Developments</b>	
7.1	<b>Feedback from Design Phases</b> It was reported that there was a requirement to consider internal structures such as CAS in the design phase.	
8.0	<b>Collaborative Provision</b> No comments.	
9.0	<b>Items for Approval</b>	
9.1	<b>Proposed new Visiting Professors</b> None	
9.2	<b>Proposed Renewals of Visiting Professors</b> Recommended for approval by Vice Chancellor:	
9.2.1	Emma King	
9.2.2	Professor Keith Popple	
9.3	<b>Proposed new Visiting Fellows and Associates</b> Approved:	
9.3.1	Dr Carol Lewis – Visiting Fellow	
9.3.2	Associate Professor Dr Maria Luisa Gomez-Jimenez – Visiting Fellow	
9.4	<b>Proposed renewals of Visiting Fellows and Associates</b> Approved:	
9.4.1	Dr Mark Sharman	
9.4.2	Suzanne Cro	
9.4.3	Dr Padam Simkhada	
9.4.4	Mr Guy Nash	
9.5	<b>Chairs Action</b> Dr Laxmi Ghimire, new Visiting Associate appointed for a 3 year term from 1 March 2013. Approved and noted.	
10.0	<b>Any Other Business</b>	
10.1	Email from VC. Each School and Service has been asked to apply prudence between now and 31 July to try to close the income gap is closed in support of the 5 year investment plan. No new spend will be approved and unnecessary spend to be delayed beyond 1 August.	
10.2	ESCAPE points – a query was raised was whether staff still needed to use these puts before the end of the current financial year. It was agreed that the period in which ESCAPE points can continue to be used will be extended by 3 months.  Thanks were recorded to those who attended and contributed to the electronic SAB. Any further suggestions for ESAB should be emailed to Jo Downey. Thanks to DH and ST for their contribution to the debate.	