

**BOURNEMOUTH UNIVERSITY**

**SENATE**

**Wednesday 1 November 2017, 2.15pm**

**Board Room, 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 7 June 2017 (VC)</b>		<b>2.15</b>
	2.1 Matters Arising	SEN-1718-12	
	2.2 Declarations of Interest		
	2.3 TEF Outcome (Prof T McIntyre-Bhatty)	Verbal Update	
	2.4 Terms of Reference (For approval – Ms J Mack)	SEN-1718-13	
	<ul style="list-style-type: none"> <li>• Senate Terms of Reference and Membership</li> <li>• University Research Ethics Committee</li> </ul>		
<b>3</b>	<b>Report of Electronic Senate Meeting of 4 to 11 October 2017</b>	SEN-1718-14	
	<b>PART A – Vice-Chancellor’s Communications and Debate</b>		<b>2.30</b>
<b>4</b>	4.1 BU 2018, HE Sector Update and BU2025	Presentation	
	<b>PART B – Academic Governance</b>		<b>3.30</b>
<b>5</b>	5.1 National Student Survey Results (For consideration – Mr R Pottle)	SEN-1718-15	
	5.2 Prevent Duty Annual Report (To endorse for the University Board – Ms S Nairn-Smith)	SEN-1718-16	
	5.3 Senate Annual Report including the Senate Effectiveness Review Action Plan (For approval – Ms J Mack)	SEN-1718-17	
	<ul style="list-style-type: none"> <li>• Academic Quality Annual Report (For approval - Mr A Child)</li> </ul>		
	<b>PART C – Committee Business</b>		<b>4.15</b>
<b>6</b>	<b>Minutes of Standing Committees</b>		
	6.1 Education & Student Experience Committee minutes of 3 October 2017 (unconfirmed)	SEN-1718-18	
	6.2 University Research Ethics Committee minutes of 12 July 2017 (confirmed)	SEN-1718-19	
	6.3 University Research Ethics Committee minutes of 11 October 2017 (unconfirmed)	SEN-1718-20	
	6.4 University Research & Knowledge Exchange Committee minutes of 5 October 2017 (unconfirmed)	SEN-1718-21	
	6.5 Faculty of Health & Social Sciences Faculty Academic Board minutes of 10 October 2017 (unconfirmed)	SEN-1718-22	
	6.6 Faculty of Management Faculty Academic Board minutes of 25 October 2017 (unconfirmed)	SEN-1718-23	
	6.7 Faculty of Media & Communication Faculty Academic Board minutes of 18 October 2017 (unconfirmed)	SEN-1718-24	

	6.8 Faculty of Science & Technology Faculty Academic Board minutes of 12 October 2017 (unconfirmed)	SEN-1718-25	
<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>4.25</b>
<b>9</b>	<b>Dates of next meeting:</b> <b>Electronic Senate – 9.00am – Wednesday 7<sup>th</sup> February 2018</b> <b>Senate Meeting – 2.15pm – Wednesday 28<sup>th</sup> February 2018</b>		

**NB: Updated University Structure Chart to be circulated to Senators with meeting papers.**

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

## SENATE

## MINUTES OF A MEETING OF SENATE HELD 7 JUNE 2017

Present: Prof J Vinney (**Chair**)  
 Mr J Andrews; Ms M Barron; Mr G Beards; Dr M Board; Dr M Bobeva; Dr B Dyer;  
 Prof J Fletcher; Ms M Gray; Mr A James; Dr F Knight; Ms J Mack (Secretary);  
 Prof I MacRury; Prof S McDougall; Prof T McIntyre-Bhatty; Dr S Minocha;  
 Prof K Phalp; Ms S Ponsford; Mr K Pretty; Dr R Southern; Mr J Swanson; Prof S Tee;  
 Dr S White; Prof M Wilmore

In attendance: Ms J Forrest (Agenda Item 6.2); Ms M Frampton (Academic Quality Officer)

Apologies received: Ms J Northam; Prof E Rosser

## 1. WELCOME, APOLOGIES AND DECLARATIONS OF INTEREST

1.1 The Chair welcomed members to the meeting and apologies were noted as above. There were no declarations of interest.

## 2. MINUTES OF THE MEETING HELD ON 22 FEBRUARY 2017

### 2.1 Matters Arising

2.1.1 The minutes were approved as an accurate record.

## 3. REPORT OF ELECTRONIC SENATE OF 18 TO 24 MAY 2017

3.1 The report of the Electronic Senate meeting of 18 to 24 May 2017 was noted.

## 4. VICE CHANCELLOR'S COMMUNICATIONS

### 4.1 BU2018 and HE Sector Update

4.1.1 Delivery planning for 2017/18 was now complete and these plans, along with the Strategic Plan, would inform 2017/18 budgets for formal sign off in July. The University was making good progress towards BU2018 and this positive trajectory means we are well positioned for the future. Senators would be asked to share their thoughts during the item on BU2025 which was the main debate item for the meeting.

4.1.2 The sector was in an interesting place at present with a lot of changes since the last meeting. The Higher Education and Research Bill had now become the Higher Education and Research Act 2017, leading to the formation of UK Research and Innovation (UKRI) as well as paving the way for the Office for Students (OfS), and new mechanisms and controls.

4.1.3 The results of the Teaching Excellence Framework (TEF) would be published next week. It was still unknown how the University would be rated. Possibilities for the future of the TEF may depend on the results of the General Election on 8 June 2017. The outcome of the Election would shape future policy and practice.

4.1.4 The admissions cycle and the student application process had been challenging this year. The University's position was not as strong as 2016, but was broadly comparable with 2015. This would be closely monitored.

- 4.1.5 With Brexit on the horizon there had been many different interpretations of HE funding within the various manifestos published prior to the General Election. Moving forward, there could be a long period of uncertainty for staff and students and it was hoped that funding for research would become much clearer over time.
- 4.1.6 Dr Minocha commented on students and net migration and the reinstatement of the Post-Study Work Visa. It was thought that a possible coalition government may be beneficial with regards to some visa policies however this would not be known until later in the year. The Higher Education Policy Institute (HEPI) had just released the results of their 2017 Student Academic Experience Survey which had shown some interesting results. The results were now available to view on: <http://www.hepi.ac.uk/2017/06/07/2017-student-academic-experience-survey/>
- 4.1.7 The next meeting of Senate would include all updated post-General Election news.

## 4.2 Annual Review: Key Performance Indicators/Performance Indicators

- 4.2.1 The report had been submitted to the University Board in May 2017 and would be updated and re-presented to the University Board on the 7 July 2017.
- 4.2.2 KPI6 (*League Table composite rank*) in May 2017 showed the University being ranked 66<sup>th</sup> after being updated with the Complete University Guide rankings. The University's ranking had not yet been updated with the Guardian University Guide which would improve the University's ranking to 60<sup>th</sup>. This improvement would be reflected in the July report submitted to the University Board.
- 4.2.3 KPI1 (*Academic Strength %*) had seen significant improvement in this quarter increasing by 4% to 82% overall. Generally, the University did not see decreases in performance in KPI1 and it was anticipated the figure would be slightly improved in July. Without capping, the performance for KPI1 would be 101%, a 7% increase since February 2017.
- 4.2.4 PI6 (*Academic staff with teaching qualification and/or who are HEA Fellows, %*) had a target of 100% and achievement was healthy at 70%, however there was still 30% remaining and a lot of room for improvement. The University was keen to see academic staff taking pride in being professional educators and having a teaching qualification. This area had been discussed during delivery planning with regards to how PI6 could be taken forward. As a result of the discussions held, Prof McIntyre-Bhatty had agreed a top up to each Faculty's budget for an increased number of academic staff to take part in the Postgraduate Certificate in Education Practice programme. During the 2017/18 academic year, an extra cohort would be provided in order that all Faculties could aim to achieve 100%.
- 4.2.5 KPI7(b) (*Academic vacant posts FTE*) showed almost 80 vacancies for academic staff. The last report presented to Senate had shown just over 50 vacancies. It was important the vacancies were filled as soon as possible. At present the University had 7-8% staff turnover, and a healthier figure would be 5%. The high level of vacancies has had an impact on the Student/Staff Ratio which had shown 18:1 early in the Strategic Plan, but was now showing a worse position than twelve months ago due to the high number of academic staff vacancies and the slow pace of recruitment.
- 4.2.6 PI11 (*% of Graduates entering professional employment or graduate study*) had remained static at 74% although this year's Destination of Leavers from Higher Education (DLHE) data had not yet been included in the report. The University had made a gain, however it then plateaued again and now more focus was needed on increasing graduate employability figures across the institution.
- 4.2.7 Overall there had been healthy progress over the 2016/17 academic year.
- 4.2.8 Dr Board questioned if there were particular reasons why the vacancies were not being filled. There were a number of reasons, with the main reason being the slow recruitment process. Prof McIntyre-Bhatty explained that the University had planned to advertise two tranches of advertisements for new academic roles however a decision was made to delay this and advertise the vacancies in one tranche which may not have been ideal with hindsight. Moving forward, the University should work harder to address all contributing factors behind slow recruitment. Normally, the University would expect to have approximately 35 vacancies, however at present, the figure was around double this level.

- 4.2.9 Mr Swanson questioned whether the University PI6 (*Academic staff with teaching qualification and/or who are HEA Fellows, %*) may in itself lead to staff progression and ultimately turnover. Prof McIntyre-Bhatty advised that he would be pleased to see PI6 settling at 95% as well as having significantly less vacancies and suggested that the University may therefore be a victim of its own success. Interestingly, the University had seen an increase in the number of EU staff being recruited since the announcement of Brexit and the profiles of those applicants had been excellent. A contributing factor to slow recruitment may be due to Dorset being an expensive place to live. The availability of housing may also be a factor.
- 4.2.10 Prof Fletcher commented that PI2 (*R&E Income per Academic FTE, %*) had decreased and he believed this highlighted where the University currently stood in terms of income per FTE. As the number of staff bidding was low, the outcome of one or two bids could move the KPI percentage figure. There had been so few people winning bids that if the University won more bids, it may not switch the negative to a positive figure, which was something for everyone to be mindful of.

### **4.3 Global BU Update – Quarter 3**

- 4.3.1 Dr Minocha provided an update on Global Engagement activity for Quarter 3 of the 2016/17 academic year, which covered mid-January 2017 to April 2017.
- 4.3.2 Dr Minocha highlighted the work in progress and the evolving Partnerships Development Dashboard in Appendix 1, and asked Senators to provide feedback on the Dashboard and suggestions for improvement. The University currently has 118 global partners and 18 UK partners with a number at the pre-approval stage. Dr Minocha wanted the whole process to be as transparent as possible and to highlight service levels across the University.
- 4.3.3 567 students had enrolled on the Global Talent Programme this academic year, which exceeded the target of 500. The Global Talent Programme was a reincarnation of the Student Development Award and Postgraduate Development Award and would help students to demonstrate they have the attributes needed to work in a truly global way. Dr Minocha advised Senators that 80 students would be graduating from the Global Talent Programme in June 2017 and 40 students would be completing the programme over the next few weeks.
- 4.3.4 The Global Festival of Learning had taken place with successful weeks in ASEAN in March 2017, India in April 2017 and China in May 2017. Across the three locations, over 1,500 participants were involved in the events and 110 members of staff and students. The events received widespread press and social media coverage, with 40 press releases excluding coverage in the United Kingdom.
- 4.3.5 Ms Gray asked how we will assess the impact that the Global Festivals are having. Dr Minocha responded that a wash-up session will be held to assess impact and the outcomes of this used to inform future planning.

## **5. DISCUSSION**

### **5.1 BU2025**

- 5.1.1 The Chair opened the discussion with an update on with the various BU2025 discussions that had taken place across the University. Moving towards BU2025, success would include a number of statements showing how the University would be shaped looking forward to 2025. Eight statements had been created which would define BU to be strong and distinctive within the sector. Three words came through very strongly: 'Fusion', 'Leading' and 'Impact'.
- 5.1.2 There had been some valuable work carried out around the role of universities by Universities UK (UUK) and the report concluded that the core purpose of universities was primarily focused on learning, creation and dissemination of knowledge as well as developing a pipeline of future talent that would have an impact on communities. Looking towards 2025, the University's vision was that BU would be a leading university with a strong reputation for delivering impact through Fusion. The three key areas in defining BU's impact were: Inspiring Learning; Advancing Knowledge and Enriching Society.

- 5.1.3 The view of league tables was very mixed and although the league tables tell a certain view of each University's performance, they do provide useful information. The information provided throughout the discussion was based on the Complete University Guide 2017. The information presented for a direct BU comparison showed 'current' competitor information from mainly former Polytechnics with a league table position of 51-70, such as the University of the West of England, Oxford Brookes, Portsmouth, Northumbria and Brunel University.
- 5.1.4 An 'aspirational' competitor set, based on universities with a league table position of 31-50 included institutions such as Keele, Essex, City, Cardiff and Leicester Universities. A 'stretch aspirational' competitor set based on those ranking 11-30 included Russell Group universities such as Southampton and Exeter University and others universities such as Aston, Reading and Sussex.
- 5.1.5 Looking at the mapping of the current competitor set, the radar map showed Student Satisfaction as a weak area, however the University was comparable with other metrics such as Entry Standards, Research Quality, Research Intensity, Graduate Prospects, Staff Student Ratio, Academic Services spend, Facilities spend, Good Honours and Degree Completion. Moving up to the 'aspirational' set started to show where the challenges lay, and the 'stretch aspirational' set showed the University needed to develop and grow across the board and there was work to be carried out in all areas.
- 5.1.6 The published accounts for 2015/16 had also been explored and a comparison made between the three competitor sets. Looking at the Operating Surplus, the University was in the middle of all three competitor sets. With regards to Fixed Assets (land, buildings and equipment) the University was low compared to the competitor set, and the University was also comparatively low in terms of Buildings and Assets, which was partly linked to a lack of investment when the University came into existence in 1992. There had been a lot of development in recent years and this would need to continue up to 2025.
- 5.1.7 With regards to tuition fees, the University was generating a high proportion of tuition fee income and receiving research funding and Quality related research (QR) funding, however looking ahead, the University would still be challenged. Looking at staff FTE for all tuition fee income bands, BU was quite efficient compared to the current competitor set and there would also be opportunities in the future to increase research and QR income.
- 5.1.8 In developing the University's intellectual capital, this had been broken down into three areas: Positioning, Cultural and Human. The University would position itself to enhance its distinctive brand to continue to attract talented staff and students and would also build world-leading reputations in Fusion themes. Culturally, the University would strengthen its distinctive Fusion learning community, develop a 'leading' mind-set to drive ambition and deliver higher level outcomes and impact, and a global outlook for all in order to strengthen partnerships regionally, nationally and globally. Human capital focused on areas the University has already been working on to 2018, and driving those through the University's performance and continuing to improve the Staff Student Ratio.
- 5.1.9 In developing the University's intellectual capital, the University would also need to improve Student Satisfaction above the sector average. With regards to student outcomes, the University would improve degree completion and graduate prospects. One area where BU would need a step change was research, where we would need to triple high quality research outputs. The number of Postgraduate Research students studying at the University was currently 624 and it was proposed this number should double. The Student Staff Ratio would need to improve towards 16:1 and would need to be built into the strategic plans. Research income and International fee income would also need to double and work would continue on the University's brand, reputation and ranking.
- 5.1.10 Prof McIntyre-Bhatty gave an overview of four principles that the University's portfolio should conform to in order to have strategic fit for the key elements of the University's Vision: Leading; Impact and Fusion. The principles were; Campus premium, International profile/reputation/academic strength; Public service/Societal contribution and Academic sustainability.

- 5.1.11 The University needed to ensure the correct areas of improvement were being measured in order to continue to provide scholarships and bursaries, and give further thought to completion and value added. The University's international profile, reputation and academic strength would underpin where BU2025 was heading with regards to enriching society. Looking at the Fusion Themes (Business and Economic Sustainability, Digital and Technological Futures, Environment, Culture and Heritage, Global Security and Health and Wellbeing) BU would need to drive distinction in these areas.
- 5.1.12 Prof McIntyre-Bhatty gave examples of sector level growth in subject areas and compared this to BU growth in those areas over the same period. This had identified some areas where we were out-performing the sector and others where there was more potential for growth. There may have been missed opportunities for growth in Mechanical Engineering, Medical Sciences, Anatomy and Physiology and Business and Management. Conversely, BU had outstripped the sector in a number of areas in Science, Technology, Engineering and Maths (STEM) and Creative Industries. There were potentially further opportunities in STEM, Medical Science and Business which had been informed by market research for future portfolio development. The University would now need to respond to the government's Industrial Strategy and if the University decided to move into those areas, to supply those areas would be at a higher cost, however there would be potentially higher areas of return.
- 5.1.13 Moving forward, the University would need to remain focused on STEM and invest in its intellectual capital and use interdisciplinary investments to build portfolio and create distinction with a view beyond 2025. Other universities tended to have a three or five year strategy. Investments would be based on leading with research and ensuring professional practice/industry linkages were developed in areas such as Animation, Simulation and Visualisation, Medical Science, Sustainability/Low-carbon Technology/Material Science and Assistive Technology.
- 5.1.14 Looking at the three key words: Leading, Fusion and Impact, the emerging picture for success in BU2025 would include giving thought to people and culture, leading in our subjects, building the BU brand locally and building on fixed assets to create a world-class learning environment. The focus would continue on the good work achieved so far for BU2018 and to focus on excellence. The University's investment plans would have regular review points to ensure financial robustness.
- 5.1.15 Dr Southern suggested the areas highlighted for development may be expensive with regards to the proposed Student Staff Ratio and Doctoral changes and queried the high proportion of income from student tuition fees as a strength. With regards to Intellectual Property (IP) income, Dr Southern believed this was an obvious area that could be strengthened as entrepreneurship and innovation in the UK was being widely promoted and the University could be missing out on a revenue stream. This would be a great opportunity for the University to become more involved in this area.
- 5.1.16 In response to Dr Southern's first point, it was recognised that the University was currently very dependent on tuition fee income and BU needed to increase other income streams moving forward. It was therefore a strength and an opportunity. IP was also important and should be continually created and protected, but was not seen as a major strand in diversifying the University's income streams. BU was just below sector average for IP and the total income in 2015/16 was £59k, the majority of which had been derived from one design venture. One area that could be invested in was Medical Science and there was great potential for the University in this area. Prof McIntyre-Bhatty agreed with Dr Southern's comment on entrepreneurship and enterprise and agreed that the University should support students as much as possible.
- 5.1.17 Prof Fletcher advised that an audit had been carried out on entrepreneurship and with regards to Medical Science the University would try to achieve and develop its own reputation and profile developing clusters which would be beneficial to BU and the local region. Moving forward, the University needed to use its academic strength in order to generate more income in these areas.
- 5.1.18 Dr Dyer suggested that academic staff who were research active and submitting bids tended to be Grade 9 and above, and to increase research income growth would need to come from staff at Grade 8 and below. Dr Dyer felt that staff at Grade 8 and below tended to gravitate towards education and professional practice and there was a suggestion that academic staff at Grade 8 and below therefore need additional help to secure research income.

- 5.1.19 Prof Wilmore highlighted the earlier point regarding the IP focus on direct income which was limited except in niche areas. It was suggested that BU could partner with other universities to encourage entrepreneurship, not just for generating income but also for BU to have more opportunities for co-funding and for all academic staff to become involved and to work with other more experienced academics. The focus on IP may be the right focus as long it was oriented to indirect enhancement of our activities and income.
- 5.1.20 Prof McDougall had been thinking about what creates a university that students want to study at and that students feel lucky to be part of. Students like to work in partnership but also like to feel they do not have to face challenges alone. Prof McDougall believed the University should make students feel lucky to be part of BU and this was possibly an area the University could focus on more. More emphasis should be made on students collaborating with staff and having fun, working together in partnership and creating a University that was distinctive.
- 5.1.21 Prof McIntyre-Bhatty reminded Senators he did not want to lose sight of the Fusion themes which were about what was currently being provided in the University and provided in distinctive ways. It was important the University did not forget the core and should remain strong from a Fusion theme perspective as well as further investment in the areas discussed earlier such as Medical Science, etc. Prof Fletcher commented that the University had no intention of ignoring core areas such as Computer Animation programmes as it was something that BU was very well known for and the University wanted to invest in these areas. Moving forward, the engagement and role of professoriate would be reviewed to ensure alignment and support for core and new investment areas.
- 5.1.22 The presentation slides from the discussion would be circulated to Senators for information.

<b>ACTION:</b>	The Senate Clerk would circulate the BU2025 presentation slides with the Senate minutes.
----------------	--

<b>ACTION BY:</b>	Senate Clerk
-------------------	--------------

- 5.1.23 The Chair advised Senators there would be further opportunity to feed in comments and suggestions at the joint University Board, University Leadership Team and Senate, BU2025 Strategic Planning Seminar on Thursday 6<sup>th</sup> July 2017 (4.00pm to 9.00pm – K103), which all Senators were encouraged to attend. The Chair also advised that there were other open sessions advertised on the staff intranet, as well as an email and text option to feed in comments from all staff, to help shape BU2025. The Chair encouraged everyone to get involved as much as possible.

## 6. ACADEMIC GOVERNANCE

### 6.1 Senate Effectiveness Review Report

- 6.1.1 Senate approved the Terms of Reference for the Independent Review of Senate in June 2016 and the two areas of focus for the review were the effective structure of Senate and its sub-committees, and the use of E-Senate. The Effectiveness Review concluded that the overall academic governance of the University, as overseen by Senate and its principal Committees, was robust and accountable, and in compliance with the CUC Code of HE Governance. The review had shown that E-Senate meetings were performing well and the extension of this best practice model to Senate Committees should be considered.
- 6.1.2 The report was presented for consideration by Senators and an Action Plan would be developed in consultation with stakeholders as soon as possible and ready for the 2017/18 academic year. The Action Plan will be circulated electronically for approval.
- 6.1.3 Ms Mack confirmed that Terms of Reference for Senate sub-committees would be reviewed over the summer and Ms Mack would engage with Executive Deans to address previous feedback in relation to Faculty Academic Board Terms of Reference.



6.1.4 Senators agreed the report was a good concise report and Senators were pleased that confidence could be placed in Senate and its principal committees. The Chair thanked those who had contributed to the interviews and survey as part of the review.

6.1.5 Senate **received and considered** the Senate Effectiveness Review report.

## **6.2 Academic Regulations, Policies and Procedures (ARPP) Updates – Amendments related to Carrying Credit**

6.2.1 Following approval of the underlying principles of 'carrying credit' by Senate in February 2016, further detail on the proposal was discussed at the Academic Standards Committee (ASC) in May 2016 and February 2017, the updates were approved in April 2017.

6.2.2 Senators had no further questions regarding the proposed changes to the Academic Regulations, Policies and Procedures and supported the introduction of 'carrying credit' for 2017/18.

6.2.3 **Approved:** Senate approved the changes and updates to the Academic Regulations, Policies and Procedures listed below:

- 2A – Awards of Bournemouth University: Policy
- 2B – Programme Structure and Curriculum Design Characteristics: Procedure
- 6A – Standard Assessment Regulations: Undergraduate Programmes
- 6A - Standard Assessment Regulations: Integrated Masters Programmes
- 6L – Assessment Board Decision-Making, Including the Implementation of Assessment Regulations Procedure

## **6.3 Academic Regulations, Policies and Procedures (ARPP) Updates – 5C – Annual Monitoring and Enhancement Review: Policy and Procedure**

6.3.1 The paper provided an overview of the background and context for the proposed changes to *ARPP 5C – Annual Monitoring and Enhancement Review: Policy and Procedure* and provided a high level overview of the proposed new process. ASC approved the new model in principle in April 2017 and the proposed approach was then shared with Faculties including Heads of Department via Deputy Deans Education and Professional Practice. ASC endorsed the updated *ARPP 5C – Annual Monitoring and Enhancement Review: Policy and Procedure* on 31 May 2017.

6.3.2 Further work would continue on the operational aspects, in particular, programmes with non-standard calendars. Further consideration would take place in due course with regard to Postgraduate Research degrees monitoring. Dr Knight confirmed she had started work on this in collaboration with Academic Quality.

6.3.3 **Approved:** Senate approved the changes to *ARPP 5C – Annual Monitoring and Enhancement Review: Policy and Procedure* with immediate effect, to apply to the 2016/17 monitoring period.

## **6.4 Revised Senate Committees Structure**

6.4.1 Two amendments had been made to the Senate Committee Structure Chart to reflect the outcomes of the Graduate School Review. The new BU Research Degrees Committee (BU RDC) reported to the University Research and Knowledge and Exchange Committee. Faculty Research Degrees Committees, which were already in place, would now report to the new BU RDC. There had also been some tidying up of secondary reporting lines which were reflected in existing Terms of Reference. Ms Mack advised the coloured dotted lines were shown for the ease of following a route to a secondary committee.

6.4.2 Ms Mack would revisit the Senate Committee Structure Chart following the review of Senate sub-committee Terms of Reference over the summer and any updates would be presented to Senate at the November 2017 meeting.

- 6.4.3 Ms Barron questioned whether the University had any joint Board and Senate meetings. Mr Andrews confirmed the Honorary Awards Committee was now a joint Board and Senate Committee, and suggested this committee should be added to the Senate Committees Structure Chart for completeness.

<b>ACTION:</b> Ms Mack agreed to add the Honorary Awards Committee to the Senate Committees Structure Chart.
--

<b>ACTION BY:</b> Ms Jacky Mack
---------------------------------

- 6.4.4 Senators questioned the structure of the other University committees. Ms Mack confirmed the University Committees Structure Chart was available to view on the Staff Intranet, and would also be circulated to Senators for information.

<b>ACTION:</b> Ms Mack agreed to circulate the University Committees Structure Chart to Senators for information.
---

<b>ACTION BY:</b> Ms Jacky Mack
---------------------------------

- 6.4.6 Dr Knight advised Senators that the first BU Research Degrees Committee meeting would take place on 13 June 2017 and would be chaired by Prof Phalp for the first two years.

- 6.4.7 **Noted:** Senate noted the revised Senate Committees Structure Chart.

## 7. COMMITTEE BUSINESS

### 7.1 Minutes of Standing Committees

#### 7.1.1 Academic Standards Committee minutes of 5 April 2017

- 7.1.1.1 **Noted:** The Academic Standards Committee minutes were noted.

### Faculty Academic Boards

#### 7.2 Faculty of Health & Social Sciences Faculty Academic Board minutes of 10 May 2017

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

#### 7.3 Faculty of Management Faculty Academic Board minutes of 24 May 2017

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

#### 7.4 Faculty of Media & Communication Faculty Academic Board minutes of 26 April 2017

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

#### 7.5 Faculty of Science & Technology Faculty Academic Board minutes of 4 May 2017

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

## 8. ANY OTHER BUSINESS

- 8.1 The Chair thanked departing members Mr Jamie Swanson, Prof Iain MacRury and Prof Sine McDougall for their constructive contributions to discussions during their tenure on Senate.

8.2 Prof Vinney and Mr Andrews had both recently attended the funeral of a former colleague and Senator, Anne Allerston, who was a valued voice on Senate and was a great ambassador for the University.

**9. DATES OF THE NEXT MEETING:**

Electronic Senate – 9.00am on Wednesday 4<sup>th</sup> October 2017  
Senate Meeting – 2.15pm on Wednesday 1<sup>st</sup> November 2017

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	Senate Terms of Reference and Membership
<b>Paper Number</b>	SEN-1718-13
<b>Paper Author/Contact</b>	Jacky Mack
<b>Purpose &amp; Summary</b>	<p>Senate sub-committee Terms of Reference are reviewed annually in accordance with best practice.</p> <p>Senate is requested to agree the minor amendments to the following Terms of Reference:</p> <ul style="list-style-type: none"> <li>• Senate</li> <li>• University Research Ethics Committee</li> </ul> <p>Senate is requested to note the Senate Membership List.</p>
<b>Decision Required of the Committee</b>	<p>To approve the proposed amendments to the Senate sub-committees' Terms of Reference.</p> <p>To note the Senate Membership List 2017/18.</p>
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None

# Senate

## Terms of Reference

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

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

**Policy and Committees use only:**

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

**SENATE MEMBERSHIP 2017/18**

<b>Ex Officio Members</b>			
Vice Chancellor	Prof John Vinney	<b>Chair</b>	
Deputy Vice Chancellor	Prof Tim McIntyre-Bhatty	<b>Deputy Chair</b>	
Pro Vice Chancellor (Research & Innovation)	Prof John Fletcher		
Pro Vice Chancellor (Global Engagement)	Dr Sonal Minocha		
Director of Finance & Performance	Graham Beards		
Chief Operating Officer	Jim Andrews		
Executive Deans of Faculties	Prof Michael Wilmore	Faculty of Media & Communication	
	Prof Keith Phalp	Faculty of Science & Technology	
	Prof Stephen Tee	Faculty of Health & Social Sciences	
	Prof Stephen Tee	Faculty of Management	
Head of Academic Services	Jacky Mack	<b>Secretary</b>	
Head of Student Services	Mandi Barron		
Head of Research & Knowledge Exchange Office	Julie Northam		
President - Students' Union BU	Daniel Asaya		
Vice-President (Education) – Students' Union BU	Alex Hancox		
General Manager, Students' Union BU	Alan James		
<b>Elected Members</b>			
Two elected members of academic staff from each Faculty elected triennially	Keith Pretty	Faculty Academic Staff Representative – <b>Faculty of Science &amp; Technology</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Bryce Dyer	Faculty Academic Staff Representative – <b>Faculty of Science &amp; Technology</b> <i>Newly elected 2016/17 – 2018/19 inclusive</i>	
	Dr Dermot McCarthy	Faculty Academic Staff Representative – <b>Faculty of Management</b> <i>Newly elected 2017/18 – 2019/20 inclusive</i>	
	Dr Milena Bobeva	Faculty Academic Staff Representative – <b>Faculty of Management</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	

**SENATE MEMBERSHIP 2017/18**

	Dr Sara White	Faculty Academic Staff Representative – <b>Faculty of Health &amp; Social Sciences</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Michele Board	Faculty Academic Staff Representative – <b>Faculty of Health &amp; Social Sciences</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Richard Southern	Faculty Academic Staff Representative – <b>Faculty of Media &amp; Communication</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Melanie Gray	Faculty Academic Staff Representative – <b>Faculty of Media &amp; Communication</b> <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
Two members of the professional and support staff elected triennially	Susan Ponsford	Professional Services Staff Representative <i>Newly elected 2015/16 – 2017/18 inclusive</i>	
	Dr Fiona Knight	Professional Services Staff Representative <i>Newly elected 2016/17 – 2018/19 inclusive</i>	
<b>Professoriate Representatives (one per Faculty) (nominated by the Dean of each Faculty and appointed by the Chair)</b>			
<b>Prof Dinusha Mendis</b>		Faculty of Media & Communication <i>Newly appointed 2017/18 to 2019/20</i>	
<b>Prof Katherine Appleton</b>		Faculty of Science & Technology <i>Newly appointed 2017/18 to 2019/20</i>	
<b>Prof Tim Rees</b>		Faculty of Management <i>Newly appointed 2017/18 to 2019/20</i>	
Prof Elizabeth Rosser		Faculty of Health & Social Sciences <i>Re-appointed for 2nd term, 2014/15 to 2016/17, term extended to 2017/18</i>	

**Total Senate Membership – 30**

<b>In Attendance</b>			
Maxine Frampton	Academic Quality Officer		



# University Research Ethics Committee

## Terms of Reference

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

	<p><b>University Board Observers</b> (by pre-arrangement with the Chair of the University Research Ethics Committee)</p> <p>All members to attend regular training – including continuing professional development (CPD) – and information awareness sessions;</p> <p>Duration of UREC academic membership will be no less than one year and no more than three years. However, no more than 50% of the members will stand down at the same time; as such, several members may be asked to extend for an additional year to ensure a phased rotation with new members.</p> <p>University staff that fail to attend 50% of meetings in any one year and 50% of training sessions in any two years, will be referred to the Faculty and if requested to do so, will be asked to stand down and a replacement provide.</p>
<b>Quorum</b>	8
<b>Usual Number of Meetings</b>	Four per year
<b>Reporting Line</b>	Senate
<b>Minutes</b>	Senate (for consideration)
<b>Sub-committees</b>	Research Ethics Panels
<b>Publication</b>	Non-confidential confirmed minutes are routinely published.
<b>Notes</b>	Deans of the relevant Faculties should nominate appropriate persons to the Committee.

**BOURNEMOUTH UNIVERSITY****ELECTRONIC SENATE****REPORT OF A MEETING OF ELECTRONIC SENATE held on  
4 October 2017 (9AM) TO 11 October 2017 (5PM)****STATEMENT ON QUORUM**

1. The meeting was quorate with 19 members confirming attendance.

**MATTERS RAISED BY MEMBERS****2. STUDENT RECRUITMENT TARGETS (SEN-1718-01)**

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

Management currently has very ambitious projects which involve high amounts of spending, and has put the burden on the Faculties to recruit larger numbers of students to fund them. This has led to setting ever-growing and unrealistic recruitment targets – largely devoid of any input from the departments. In a context of uncertainty – due to competition, Brexit and lower domestic demand – it is getting more challenging to recruit students nationally and internationally. Thus, it is not surprising that the Faculty of Management ended up 400 under target, which is a reflection of unrealistic targets and a ‘natural’ lower demand.

The consequence of these ambitious plans is that Faculties are now likely to face tremendous pressure to cut costs, with obvious impacts on educational quality, so that the books can be balanced. Caution about the level of investment (and consequently of student recruitment expectations) is even more warranted given the uncertainty in the economy – the last recession was nearly ten years ago and we are due another one, which is set to be a lot worse than the last one.

In light of this, are there any plans to revise investment levels? If not, what are the likely consequences for our educational quality?

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

***Chair’s Decision***

Issues noted, no further action.

**3. COMMUNICATIONS TO APPLICANTS (SEN-1718-02)**

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

Currently at programme management and administration level there is no information on what communication goes out to applicants and how focused on the course(s) they have applied to it is. It would be beneficial for the Programme Leaders and Programme Support Officers to have access to these messages to be able to build on and ensure continuity of the communication once the applicants convert to students.

Close collaboration with centralised Student Recruitment could also result in developing course-specific ‘Keep warm’ messages that are scheduled to reach applicants at pre-agreed times. This will provide an (additional) element of personalisation that is already integrated in competitors’ recruitment strategies.

Response from the Head of Marketing Services was given with the paper.

The Head of Student Services added that it was important to have an understanding of all communications being sent to students, and not just from Marketing & Communications. This year, the Central Induction Working Group (CIWG) attempted to capture all communications with students leading up to the enrolment and induction period and in the first few weeks of term. It has proved extremely difficult to obtain this information from across the University. The CIWG will continue to work on assimilating this information in time for the 2018/19 academic year.

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

Issues noted, no further action.

#### **4. ASSESSMENT POLICIES (SEN-1718-03)**

**Raised by:** Ms Melanie Gray, Faculty Academic Staff Representative for the Faculty of Media & Communication

Would it be possible to clarify whether the University has any plans to review and revise assessment policies to address the growing workload involved in exam re-sits, resubmissions of assignments, plagiarism offences etc? This question is supported by consideration of:

- Increased concern over emerging academic/administrative avoidance in following required processes which are considered too cumbersome to manage in a climate of high workloads. Examples can be seen in handling plagiarism offences whereby the onus is very much on the academic to prove the plagiarism and the lengthy process that then follows;
- Other Universities' use of the Viva in relation to re-sits/reassessment rather than the traditional BU practice of resisting an exam, resubmitting course work etc.

Response from the Head of Academic Quality was given with the paper.

A comment was subsequently received from a Faculty of Media & Communication Senate Representative which advised that the additional workload due to plagiarism was due to the searching and manual labeling of plagiarised sources. This was particularly onerous considering that tools such as Turnitin were actually performing this function far more reliably. The Senate Representative believed that the submission of Turnitin reports as evidence was being considered and questioned whether there had been any progress on this and whether any other plagiarism detectors would be available for detecting plagiarism of software source code.

A further response from the Head of Academic Quality was provided to the additional comments raised by the Faculty of Media & Communication Senate Representative.

A comment was also subsequently received from the Faculty of Management Senate Representative regarding the increase in workload for academics resulting from extraordinary re-sits and opportunities to re-sit through appeal. The Senate Representative was also concerned about the transfer of some minor administrative tasks regarding the management of the new VLE from administrative staff to academic staff.

The Head of Library Services responded to the first comment raised by the Faculty of Management Senate Representative explaining that within the Vision4Learning project, there was an ongoing process change that was transferring programme-related administrative work to Programme Teams. This key role now rested with the team who had the most knowledge of individual programmes and their specific requirements. Currently, the University was in the process of transition to develop the most efficient methods of administering particular tasks that were now within the ownership of Programme Support Teams.

The Head of Student Administration responded to the second and third comments raised by the Faculty of Management Senate Representative. In response to the second comment, the increase in number of students sitting exceptional re-sits had been noted and a review of the reasons for this increase would be carried out in Autumn 2017. In response to the third comment around invigilation assistance, this would also be part of the review previously mentioned as there was a direct link with the support required for 'exceptional' exams.

***Chair's Decision***

Issues noted, no further action.

**5. LACK OF ETHNIC AND CULTURAL DIVERSITY IN THE CURRICULUM (SEN-1718-04)**

**Raised by:** Ms Melanie Gray, Faculty Academic Staff Representative for the Faculty of Media & Communication

Could Senate outline the current measures being taken to address the lack of ethnic and cultural diversity in the curriculum and inclusive teaching practice approaches, which studies show impacts the experience and outcomes of students of colour?

Response from the Head of the Centre for Excellence in Learning and the University's Equality & Diversity Adviser was given with the paper.

***Chair's Decision***

Issues noted, no further action.

**6. CLARIFICATION OF POLICIES RELATING TO THE WITHDRAWAL OF STUDENTS (SEN-1718-05)**

**Raised by:** Ms Melanie Gray, Faculty Academic Staff Representative for the Faculty of Media & Communication

Could Senate outline measures being taken to review and clarify policies relating to the opting to expulsion and the withdrawal of students? This question is support by consideration of:

- Academic frustration at apparent lack of discretion on the expulsion of a student. Lack of clarity over the discretion that academic judgement plays regarding the quality of the student work and their engagement (not just attendance) in making an expulsion decision.

Response from the Head of Student Administration was given with the paper.

***Chair's Decision***

Issues noted, no further action.

**7. ENCOURAGING EU CITIZENS TO STAY AS BU STAFF MEMBERS (SEN-1718-06)**

**Raised by:** Ms Melanie Gray, Faculty Academic Staff Representative for the Faculty of Media & Communication

What measures is the University taking, in the context of Brexit, to both encourage EU citizens to stay as members of staff or feel welcome in the future.

Response from the Human Resources Department was given with the paper.

Three questions were subsequently received from a Faculty of Media & Communication Senate Representative questioning:

- whether the number of EU nationals working at the University and the potential institutional resilience to Brexit been quantified;
- whether the view of the University regarding Brexit had been communicated to local MP(s) and in turn actively lobbying Westminster;
- whether it was appropriate for the University to provide reassurance to EU nationals working at the University and whether they should receive some communication from the University indicating their valued continued contribution to the institution.

A response from the Vice-Chancellor's Policy Adviser was provided and confirmed responses to each of the questions above:

- The number of EU nationals working at the University was being reviewed periodically and would continue to be reviewed;
- The Vice-Chancellor meets regularly with our local MP and also other MPs in the region to discuss the impact of Brexit and other issues. The University had contributed to surveys and calls for evidence by Universities UK, who were actively lobbying in this area and the University has responded to the Education Committee's inquiry as well as preparing responses to two calls for evidence by the Migration Advisory Committee.
- The Vice-Chancellor has included these statements in all staff e-mails from June 2016 and onwards, most recently in July 2017 – please see the link to where all of the Vice-Chancellor's all staff e-mails [here](#). The Vice-Chancellor's comments have also been included in [the intranet pages with staff information](#) about the impact of Brexit.

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

Issues noted, no further action.

## **OTHER REPORTS**

### **8. GLOBAL BU UPDATE (SEN-1718-07)**

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

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

Item noted, no further action.

### **9. UPDATED TERMS OF REFERENCE FOR SENATE SUB-COMMITTEES (SEN-1718-08)**

Senate is asked to **approve** the updated Senate sub-committee Terms of Reference for the Academic Standards Committee, Education & Student Experience Committee and the University Research & Knowledge Exchange Committee.

One comment was received from the SU VP (Education) who suggested the Membership Section of the University Research & Knowledge Exchange Committee Terms of Reference should be amended to read 'SU VP (Education) or nominee' rather than 'SU VP Representative'.

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

**Approved:** The Senate sub-committee Terms of Reference were approved.

**MINUTES OF STANDING COMMITTEES****10. EDUCATION & STUDENT EXPERIENCE COMMITTEE, 3 MAY 2017 (SEN-1718-09)**

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

***Chair's Decision***

Item noted, no further action.

**11. ACADEMIC STANDARDS COMMITTEE, 31 MAY 2017 (SEN-1718-10)**

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

***Chair's Decision***

Item noted, no further action.

**MINUTES OF STANDING COMMITTEES****12. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 22 MAY 2017 (SEN-1718-11)**

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

***Chair's Decision***

Item noted, no further action.

**DATE OF NEXT MEETING****Next in-person meeting:**

Wednesday 1 November 2017 at 2.15pm in the Board Room

**Next Electronic Senate meeting:**

9.00am on Wednesday 7 February 2018 to 5.00pm on Wednesday 14 February 2018



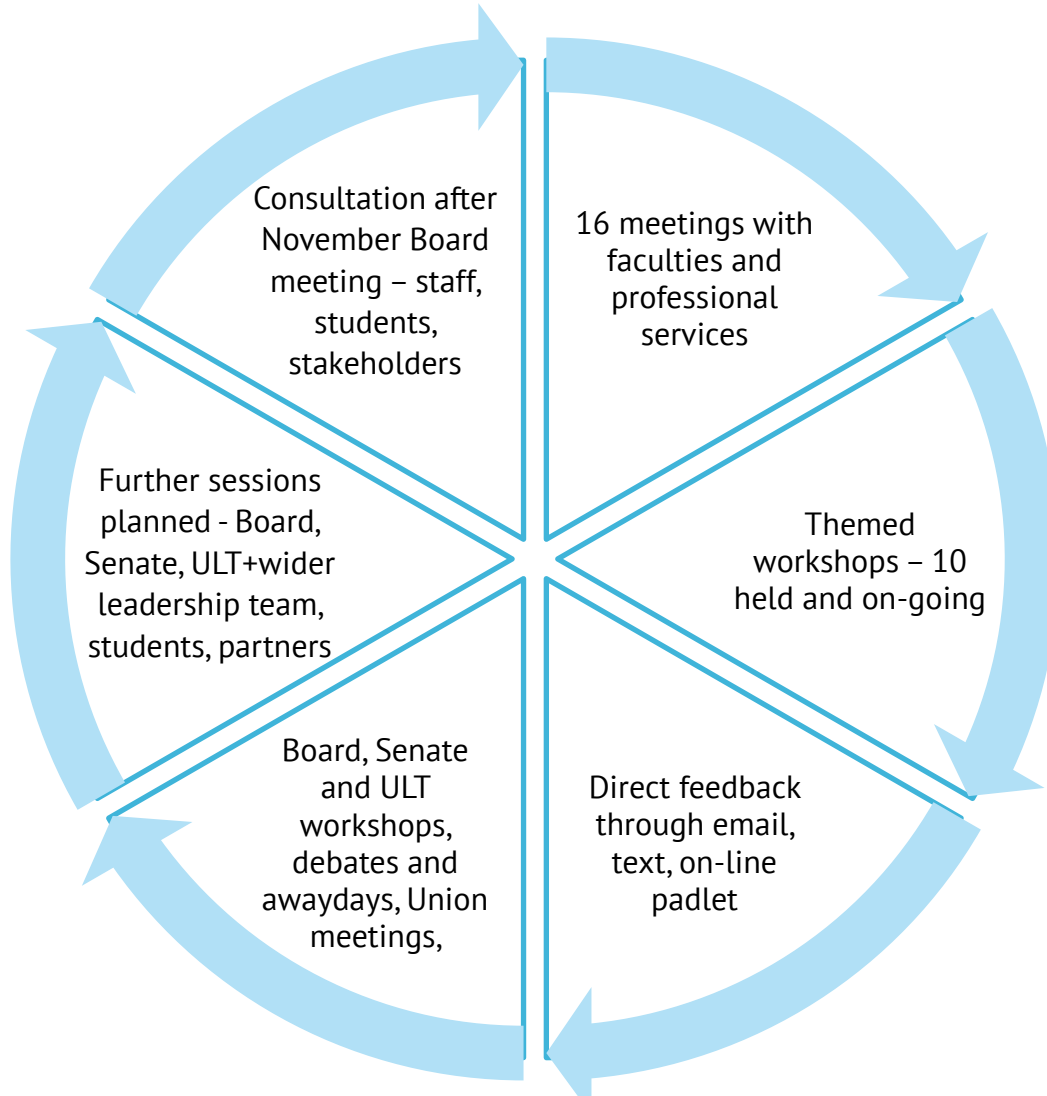
**Bournemouth  
University**

# **BU2025 update for Senate**

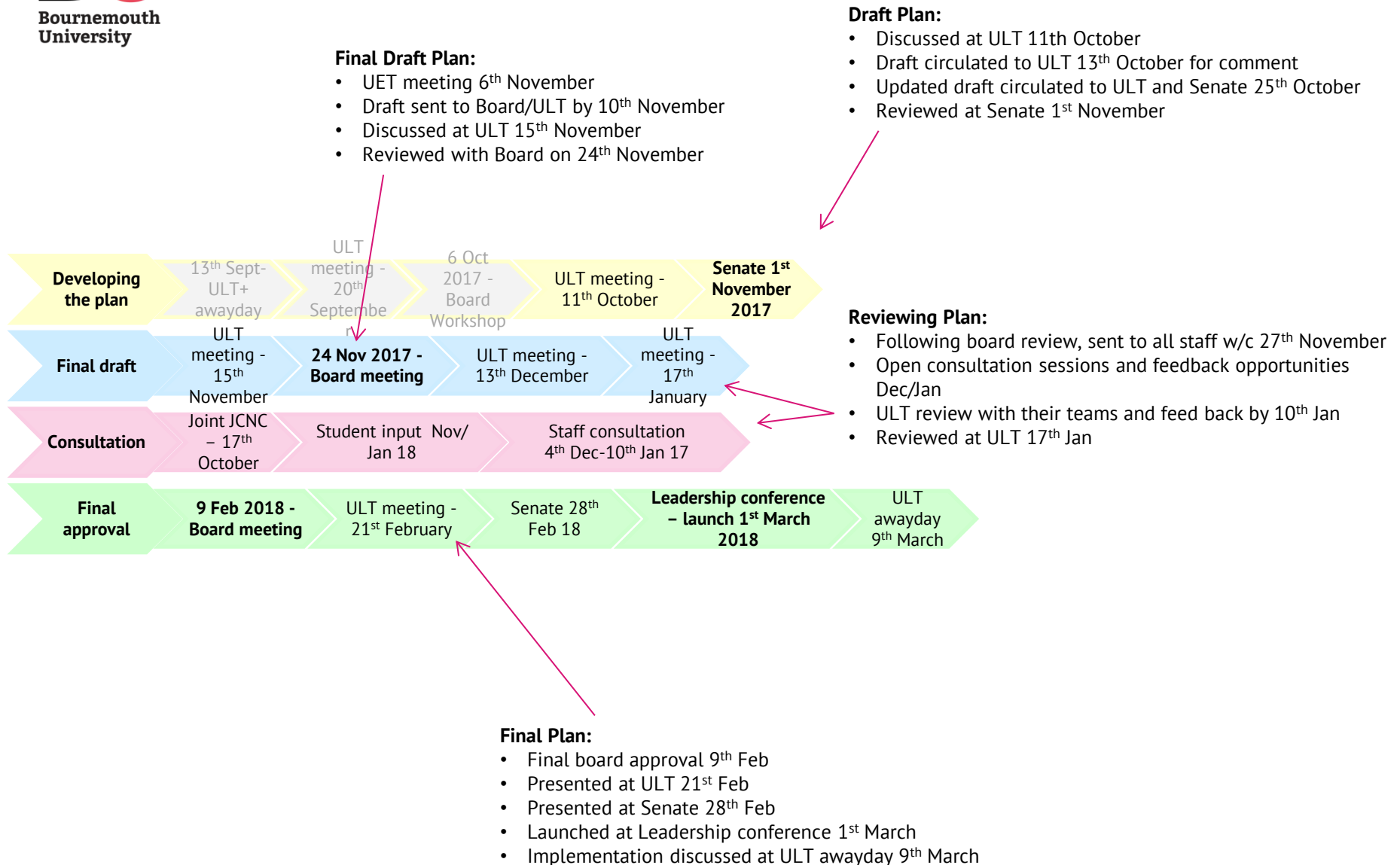
**Professor John Vinney  
October 2017**



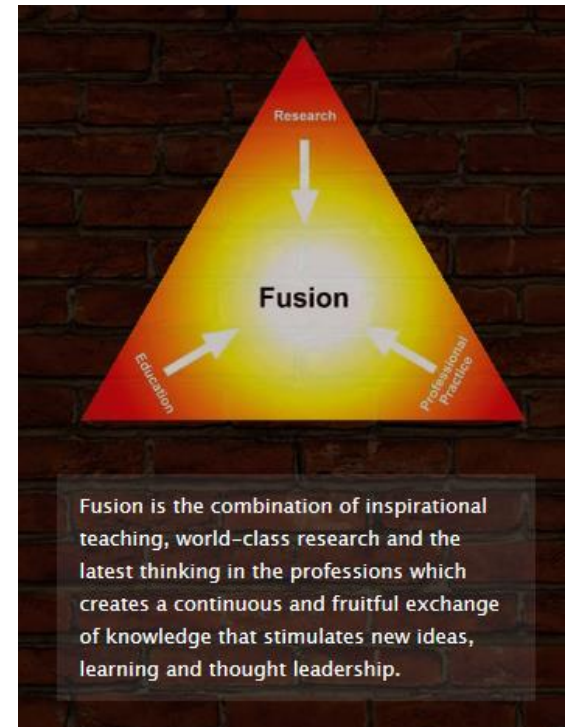
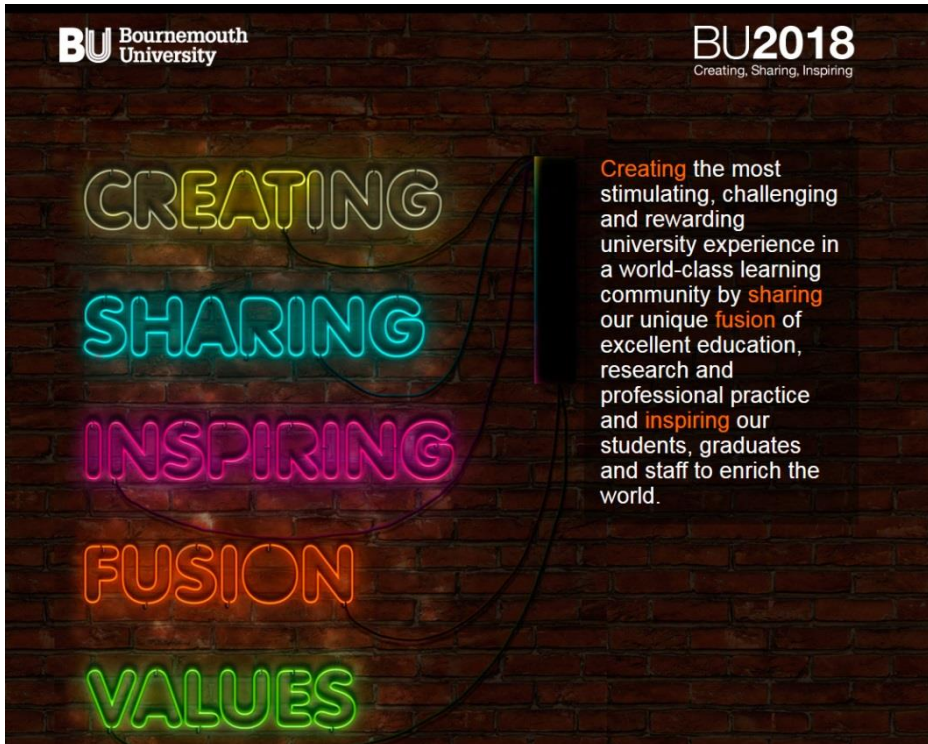
# Engagement and feedback



# Timeline



Launched in 2012, the BU2018 strategic plan was based on **Fusion**: the powerful fusion of research, education and professional practice, creating a unique academic experience where the sum is greater than the component parts



# BU2018 - the Strategic Plan

## BU 2018: Creating, Sharing, Inspiring

**Creating** the most stimulating, challenging, and rewarding university experience in a world-class learning community by **sharing** our unique fusion of excellent education, research and professional practice and **inspiring** our students, graduates and staff to enrich the world.

BU 2018

**Creating:** Our stimulating, challenging, rewarding university experience in a world-class learning community

**Sharing:** Our unique fusion of excellent education, research and professional practice

**Inspiring:** Our students, graduates and staff to enrich the world

Strategic Themes

- C1. Deliver an outstanding and personalised student experience
- C2. Create a world-class learning community
- C3. Develop strategic local, regional, national and international partnerships
- C4. Build strong professional and academic networks worldwide
- C5. Ensure our graduates are culturally aware and internationally mobile by embedding the globalisation agenda within our student experience

- S1. Fuse research, education and practice to create a unique academic experience where the sum is greater than the component parts. As part of that fusion...
- S2. ...undertake world-class research in recognised areas of academic excellence
- S3. ...offer exceptional levels of relevant real-world learning opportunities & placements
- S4. ...deliver inspirational teaching using the latest technology in world-class facilities
- S5. Be recognised internationally as a thought-leader

- I1. Prepare students for flexible futures with skills to meet changing demands of work
- I2. Build personal professional development opportunities into all programmes
- I3. Create highly sought after employable graduates known for their intellectual rigour, critical thinking, professionalism and resilience
- I4. Support and inspire staff to realise their full potential
- I5. Inspire our staff and students to enrich the world

Strategic Enablers

- People** – P1. Recruit, retain, recognise, and develop a high performing workforce; P2. Engage and inspire staff to deliver an outstanding student experience and to fulfil their potential; P3. Be an excellent place to work; P4. Embed a culture of excellent service
- Environment** – E1. Provide world-class facilities; E2. Reduce our impact on the environment
- Finance** – F1. Use resources efficiently to secure the vision and key strategic priorities, and F2. to ensure financial sustainability

Values

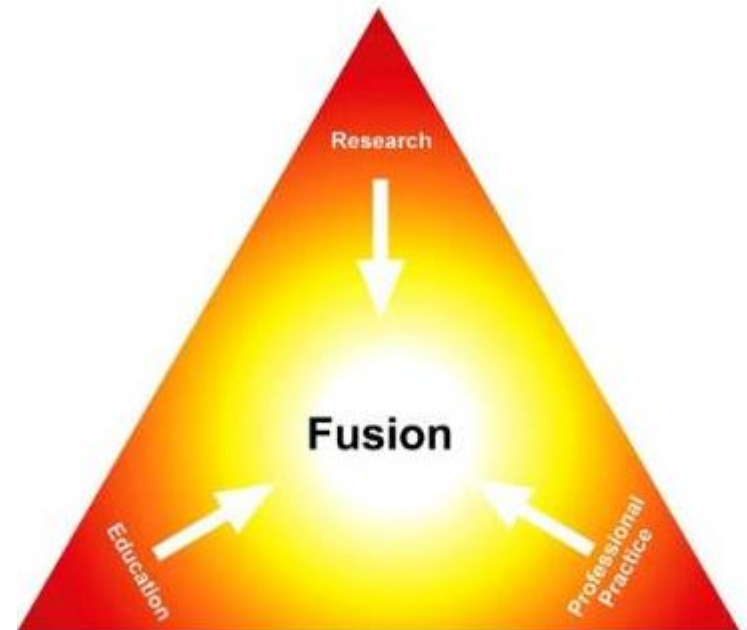
- Excellence
- Achievement
- Authenticity
- Creativity
- Responsibility

**Creating** the most stimulating, challenging, and rewarding university experience in a world-class learning community by **sharing** our unique fusion of excellent education, research and professional practice and **inspiring** our students, graduates and staff to enrich the world.

BU's vision for 2018 was built on Fusion:  
our unique fusion of excellent education,  
research and professional practice

There were three themes:

- **Creating** the most stimulating, challenging, and rewarding university experience in a world-class learning community
- **Sharing** our unique fusion of excellent education, research and professional practice
- **Inspiring** our students, graduates and staff to enrich the world



## Our BU2025 vision

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

For the BU2025 strategic plan we want to define our purpose

Our purpose is to:

**Inspire learning**

**Advance knowledge**

**Enrich society**

and set a vision in which Fusion is what differentiates us

Our vision is that  
by 2025:

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

## Our vision

BU2025 defines a clear space for BU to occupy by the year 2025. It builds on our journey so far and takes us to a new level of performance, recognition and distinction.

Our plan is that we will continue to build our co-created learning community which strives to inspire learning, advance knowledge and enrich society.

At the heart of our vision and plan is a sense of confidence. Confidence to build on our strengths, confidence to tackle challenges and confidence to compete in an increasingly competitive and global environment.

We have a great story to tell and so we will enhance our brand and profile by telling the story of the fantastic achievements of our staff and students and the impact that we have on the world.

# Developing Fusion for BU2025

Since 2012, Fusion has become the heart of who we are and what we do at BU

For the BU2025 strategic plan, we want to continue with this journey and fully realise the potential of Fusion

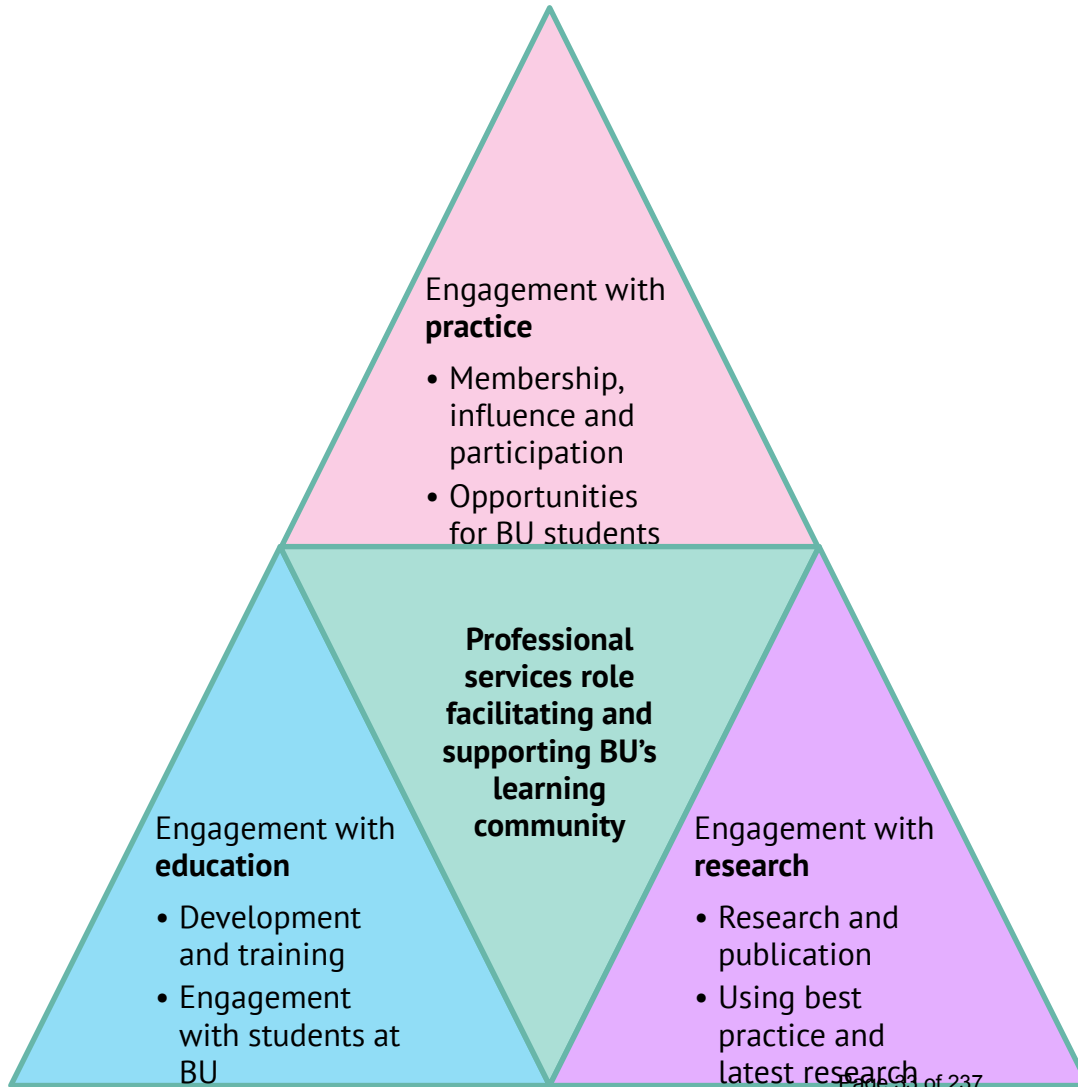
That means making sure that we have fully embraced Fusion:

- Not just as a set of separate activities relating to practice, education and research, but by bringing these activities together so that they all support each other (and the result is more than just the sum of the parts)
- Not only for academic staff but for professional services and support staff too





# Professional services engagement with Fusion



## Practice

- Networks and professional bodies - participation and input
- Opportunities for BU students to experience practice – e.g. placements, student projects etc.

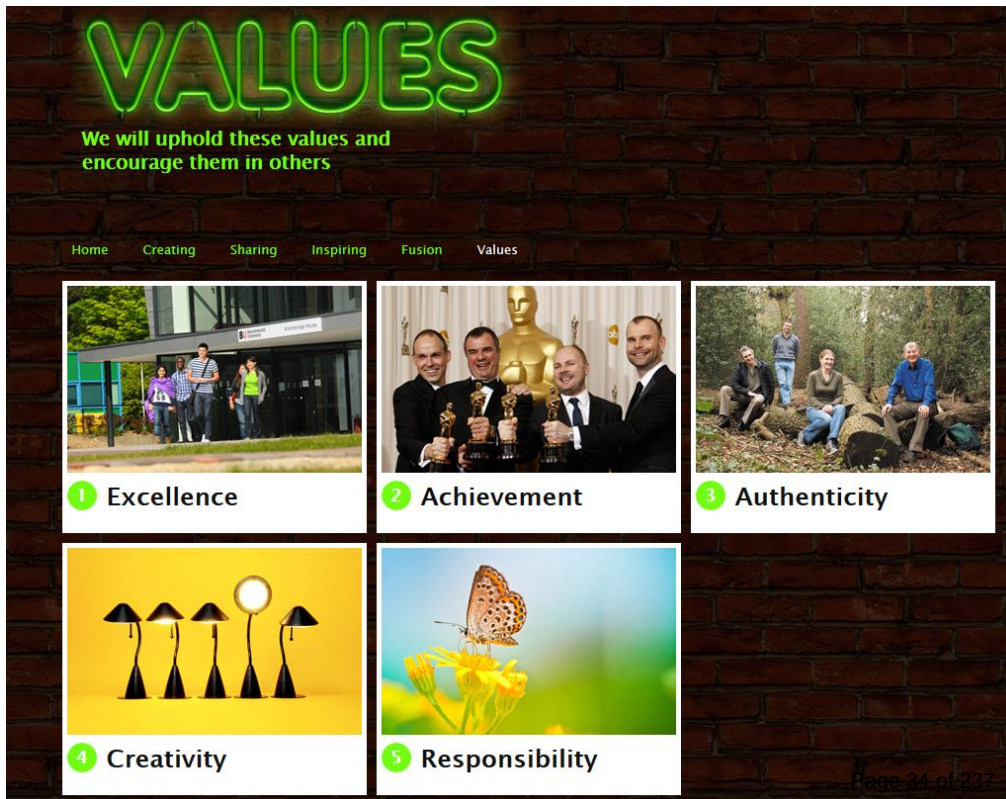
## Education

- Personal development and training
- Internal and external training or teaching
- Engagement with BU students – e.g. guest lectures, mentoring etc.

## Research

- Using best practice and research to improve practice
- Involvement in research at BU or externally, publishing articles etc.

Launched alongside the BU2018 strategic plan, BU's values were developed in consultation with staff



## Excellence

- Ensuring high academic standards and quality
- Celebrating the joy of discovery in everything we do
- Recognising the international importance of our work
- Constantly seeking to fulfil the highest ambitions

## Achievement

- Rewarding and celebrating success
- Valuing ourselves as individuals and the diversity of others
- Supporting people and developing skills
- Inspiring confidence and pride in BU

## Authenticity

- Remaining true to our vision of excellence
- Being open and transparent
- Showing integrity and professionalism at all times
- Taking ownership and being courageous in our decisions

## Creativity

- Welcoming opportunities to learn from other cultures and societies
- Encouraging innovative and creative thinking
- Inspiring thought-leadership and new approaches
- Cultivating academic enquiry and an entrepreneurial spirit

## Responsibility

- Embracing change positively and creatively
- Increasing diversity, equality, inclusivity and internationalisation
- Ensuring commitment to sustainable development and improving our environment
- Acting ethically and responsibly for the greater good

# BU2025 – updating our values

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

Together these values form the basis of the culture that will enable us to deliver BU2025

**Excellence**

**Inclusivity**

**Creativity**

**Responsibility**

We have simplified our values, as we recognise that the original values were complicated and may not have been easy to engage with

We will bring our values to life by articulating the characteristics that will deliver the outcomes we want to achieve.

These characteristics will be based on descriptors at individual, team and institutional level

At the heart of our community will be a strong sense of team and interdisciplinary working which will define our fusion approach and community spirit.

We will seek new ways to celebrate excellence and share best practice in an inclusive and creative way. Taking responsibility and aligning our actions to deliver BU2025 will be key and will form the basis of our approach.

The outcome of this will be a distinctive set of Fusion attributes in our staff and students.

# BU2018 strategic themes and plans

The BU2018 strategic plan defined three strategic themes:

**Creating:** our stimulating, challenging, and rewarding university experience in a world-class learning community

- C1. Deliver an outstanding and personalised student experience
- C2. Create a world-class learning community
- C3. Develop strategic local, regional, national and international partnerships
- C4. Build strong professional and academic networks worldwide
- C5. Ensure our graduates are culturally aware and internationally mobile by embedding the globalisation agenda within our student experience

**Sharing:** our unique fusion of excellent education, research and professional practice

- S1. Fuse research, education and practice to create a unique academic experience where the sum is greater than the component parts. As part of that fusion...
- S2. ...undertake world-class research in recognised areas of academic excellence
- S3. ...offer exceptional levels of relevant real-world learning opportunities & placements
- S4. ...deliver inspirational teaching using the latest technology in world-class facilities
- S5. Be recognised internationally as a thought-leader

**Inspiring:** our students, graduates and staff to enrich the world

- I1. Prepare students for flexible futures with skills to meet changing demands of work
- I2. Build personal professional development opportunities into all programmes
- I3. Create highly sought after employable graduates known for their intellectual rigour, critical thinking, professionalism and resilience
- I4. Support and inspire staff to realise their full potential
- I5. Inspire our staff and students to enrich the world

And detailed plans were set out under each theme, e.g.:

## Sharing S2. As part of that Fusion, undertake world-class research in recognised areas of academic excellence.

S2A. Invest in a culture of excellence in areas of established and emerging BU research excellence, and strive for a sustainable research and practice environment.

We will pursue a strategy of research excellence, measured via the Research Excellence Framework (REF), linked to society's present and future research agenda.

BU will continue to build its reputation and recognition in areas of clear and emergent academic excellence, based around core academic areas that map clearly to units of assessment within REF. We will in future organise research more explicitly around these areas and use REF2014 and subsequent assessment exercises as a performance indicator with which to make present and future investment decisions

Research in these areas will be driven by the societal agenda (see also S2B) and based on external funding to create a vibrant and growing research profile. This will be presented externally via the BU Research Themes and disseminated through knowledge exchange, in which we explicitly identify public and student engagement as key strands.

# BU2018 strategic plan

The BU2018 strategic plan was 65 pages long and included 200 separate actions.

It also had 3 strategic enablers – People, Environment and Finance – which were separate from the strategic themes

People- P1. Recruit, retain, recognise, and develop a high performing workforce; P2. Engage and inspire staff to deliver an outstanding student experience and to fulfil their potential; P3. Be an excellent place to work; P4. Embed a culture of excellent service

Environment – E1. Provide world-class facilities; E2. Reduce our impact on the environment

Finance – F1. Use resources efficiently to secure the vision and key strategic priorities; and F2 to ensure financial sustainability

We wanted to take a more integrated approach for BU2025, and have a shorter plan!

# BU2018 - measuring success

We defined a set of Key Performance Indicators for BU2018

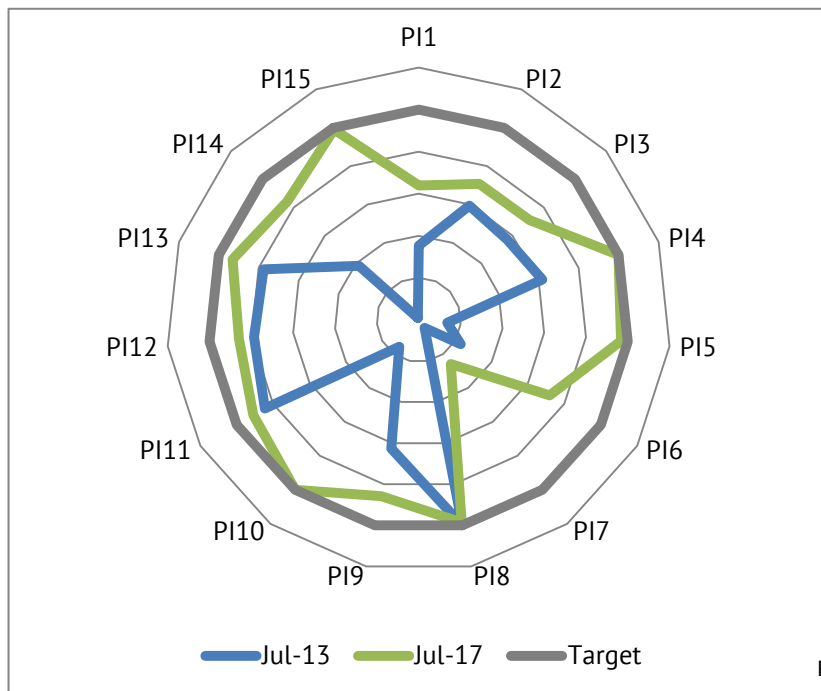
## KPI Performance

		FHSS	FoM	FMC	FST	BU	Perfor mance	16-17 BU Target	BU 2018 Target	Sector Bench marks	Notes	Next Board Update
KPI1	Academic Strength %	84%	80%	83%	83%	83%	↑	-	100%	-	Composite of PI1-PI15. No BU target for 2016-17 as progress will vary by Faculty.	Nov 17
KPI2	Overall student satisfaction (as measured by NSS) %	85%	81%	81%	81%	82%	-	83%	84%	86%	NSS 2016 results	Nov 17
KPI3	Non-UK student population on campus %	2%	22%	17%	10%	12%	-	15%	16%	22%	2016/17 HESES Data	Nov 17
KPI4	Average UCAS tariff points	304	311	322	306	312	-	300	300	360-419*	2016-17 tariff score for enrolled students on campus	Nov 17
KPI5	Graduate employability %	99%	94%	89%	91%	92%	↓	90%	90%	94%	Most recent DLHE survey showing 2015-16 graduates	July 18
KPI6	League Table composite rank	<i>Not available by Faculty</i>				60	↑	50	50	-	Last updated with 2017 GUG Rank	Nov 17
KPI7 (a)	Student/staff ratio	18.6	22.1	17.1	16.5	18.4	-	18.5	18.0	16.1	SSR based on 16/17 HESES student data against staff in post as at 7 Mar 2017	Nov 17
(b)	Academic vacant post FTE	15.4	25.1	20.8	16.4	77.7	-	-	-	-	Academic vacancies at 7 Mar 2017	Nov 17
KPI8	Academic staff with doctorates %	55%	70%	63%	85%	69%	↔	70%	70%	52%*	As at 31 <sup>st</sup> May 2017	Nov 17
KPI9	Overall staff satisfaction %	88%	83%	78%	85%	85%	-	87%	90%	-	2015 Staff survey	Nov 17
KPI10 (a)	Total student numbers	5,763	4,986	3,836	4,153	19,815	-	-	-	-	2016/17 Student HESES data (total incl. partners)	Nov 17
(b)	Total full time undergraduate new entrants	852	1,380	1,112	1,257	4,916	-	-	-	-	2016/17 Student HESES data (total incl. partners)	Nov 17
KPI11	Current ratio	<i>Not available by Faculty</i>				1.4	↑	1.1	1.0	1.6	2016-17 Financial Forecast	Nov 17
KPI12	Annual contribution %	<i>Not available by Faculty</i>				5%	↔	5%	5%	6%	2016-17 Financial Forecast	Nov 17
KPI13	Total reserves £m	<i>Not available by Faculty</i>				91	↓	76	83	-	2016-17 Financial Forecast	Nov 17
KPI14	Gearing %	<i>Not available by Faculty</i>				17%	↑	37%	41%	17%	2016-17 Financial Forecast	Nov 17

**Key** ↔ Updated but no performance movement since last report      ↑ Updated with improvement in performance  
 ↓ Updated with decrease in performance      - Nothing to update since last report

*Benchmarks: \* KPI8 benchmark based on headcount and includes non-established part-time hourly paid staff. The equivalent figure for BU is 54%. The tariff band (KPI4) is only marginally in the higher 360-419 band, for the sector 19.61% fall in 360-419 compared to 19.55% in 300-359. Benchmark data based on latest available data, mainly pertaining to 2014-15.*

KPI 1 was made up of a number of individual performance indicators for Academic Strength – including a number of measures relating to Fusion



PI	Measure
PI1	Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff
PI2	R&E Income per Academic FTE (£s)
PI3	Post Grad Research Students (FTE Equivalent) : Academic Staff
PI4	% of BU outputs that have been made available via the green route open access
PI5	International Conference Presentations per Academic FTE per year
PI6	Academic staff with teaching qualification and/or who are HEA Fellows (%)
PI7	UG Students engaged in exchange and mobility in their programme (%)
PI8	Full Time BU (excl PI) First Degree New Entrants Continuation (%)
PI9	PGT/PGR Students as a proportion of total student population (%)
PI10	Student/Staff Co-authored publications per academic FTE per year (ratio)
PI11	FT First Degree Leavers in Employment & Further Study (%)
PI12	UG Students undertaking sandwich out or short placement (%)
PI13	Degrees accredited by PSRBs (% of Eligible programmes only)
PI14	Proportion of staff who hold at least 1 professional affiliation %
PI15	Academic Staff on Secondment into Industry (%)

# BU2025 outcomes

One question asked in our BU2025 engagement was “how we will define success?”

So in the BU2025 strategic plan we have included 4 sets of outcomes that will define our success in delivering our vision and the plan:

## **A: A distinctive Fusion learning culture and community**

- A1:** A worldwide reputation for our distinctive Fusion learning approach that is co-created by our staff, students and partners
- A2:** Our Fusion culture and communities are collaborative, inclusive and resilient and connected worldwide
- A3:** A vibrant community of leading academic and professional interdisciplinary teams
- A4:** The BU learning experience is consistently excellent, interdisciplinary and personalised

## **B: All staff and students are maximising their potential through Fusion**

- B1:** We attract and develop staff and students who thrive as lifelong learners through Fusion
- B2:** Staff are leading in their disciplines and professions and as members of high performing teams
- B3:** We foster diversity and achievement for all through our inclusive environment and global outlook
- B4:** Our staff, students and graduates develop and demonstrate distinctive Fusion attributes

## **C: A catalyst for social and economic growth**

- C1:** We are a catalyst for impact by advancing knowledge, creativity and innovation
- C2:** Our worldwide partnerships broaden our reach and impact
- C3:** Our community and public engagement are supporting development of the region
- C4:** Our staff, students and graduates drive social and economic growth

## **D: A significant impact on challenges worldwide**

- D1:** We have a positive impact worldwide on society’s challenges, and on practice development and policy
- D2:** We are leading thinking on sustainability and the challenges of the future
- D3:** Staff, students and graduates demonstrate citizenship in their communities internally and externally
- D4:** We are leading as a sustainable and responsible institution

These outcomes will provide a useful reference for decision making, prioritisation and allocation of resources, as well as helping us consider our progress against our plan





# Our BU2025 Strategic Plan

**Our purpose is to:**

**Inspire learning**

**Advance knowledge**

**Enrich society**

**Our vision is that  
by 2025:**

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

**Our values  
support this:**

**Excellence**

**Inclusivity**

**Creativity**

**Responsibility**

**We have defined  
the outcomes  
that will  
demonstrate our  
success:**

**A distinctive Fusion learning culture and community**

**All staff and students are maximising their potential through Fusion**

**A catalyst for social and economic growth**

**A significant impact on challenges worldwide**

# BU2025 Investments

We will need to prioritise and manage our investments to deliver our BU2025 objectives

We will make investments in three ways: strategic, core and enabling

## Strategic Investment Areas

- Inter-disciplinary developments based on Academic Principles and strengths
- Areas of future academic growth and funding
- Flexible pace, timing and funding
- Targeted investment in intellectual capital, specialist and shared physical capital

## Core Fusion Investments

- Supporting academic areas across the Fusion Themes
- Aligned with our Academic Principles and supporting areas that are performing, or trajectory and plan to achieve satisfactory performance
- Targeted investment in intellectual capital, specialist and shared physical capital

## Enabling Investments

- Including intellectual capital, estates and infrastructure and systems and support
- Investing in support and development, reputation building, external engagement, diversity and inclusivity, public engagement and citizenship
- Maintaining or enhancing our supporting infrastructure and environment including digitalisation

# BU2025 strategic plan

The BU2025 strategic plan has 5 headings:

**Fusion and investment**

**Leading and impact**

**Reputation and networks**

**People and culture**

**Performance and resilience**

Under these headings we have set out *100* short actions and mapped them to the BU2025 outcomes

We want the whole of BU to engage in the new plan, and in particular, to participate in developing our BU community, so this is an **integrated** plan.

We expect all our departments and services to participate in delivering these actions to achieve the BU2025 outcomes and achieve our vision. This requires a **substantial step up in performance** across all our activity

We will also be looking much more closely at **alignment** – ensuring that all structures and processes, but also our activity, including our education, research, and engagement with practice and industry, align to the BU2025 outcomes, so that we are focussing on areas where we want to excel.

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

# BU2025 strategic plan

The BU2025 strategic plan has 5 headings:

**Fusion and investment**

**Leading and impact**

**Reputation and networks**

**People and culture**

**Performance and resilience**

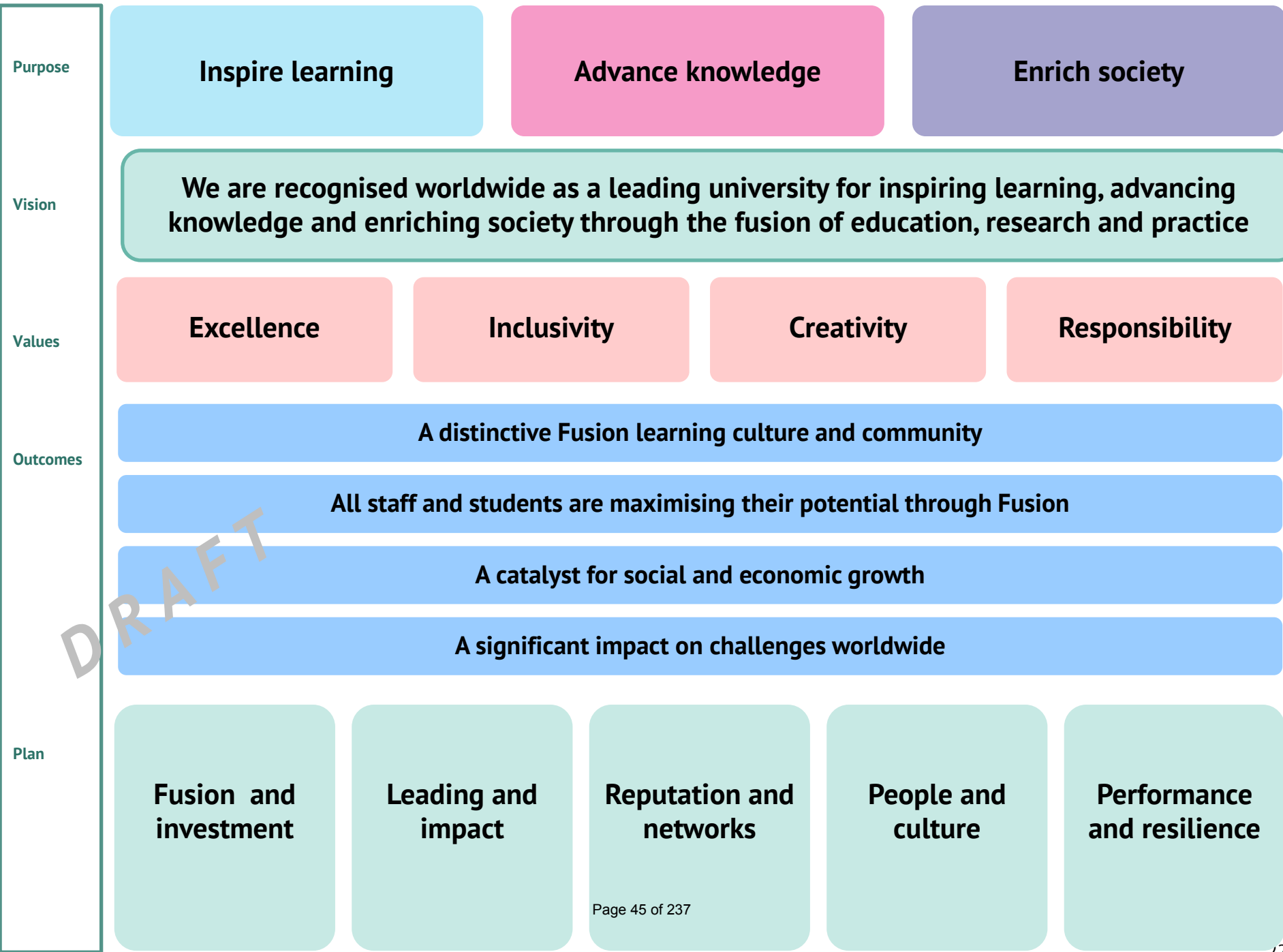
As noted, this is an integrated plan, so the actions are not grouped by service or activity.

They all support the outcomes as a whole – so we have mapped them to help you, but they do not fall into groups under the outcome headings.

The action plans fall under the 5 headings as follows:

*Draft: subject to on-going review and development*

<b>1. Fusion and investment</b>	1A Enhance our distinctive Fusion learning approach and a BU approach to our staff and student experience
	1B Build capacity and capability to deliver the BU2025 outcomes
	1C Provide an environment that engages and attracts staff, students and external stakeholders
	1D Prioritise and implement the next steps for investment in the Strategic Investment Areas
<b>2. Leading and impact</b>	2A Build the worldwide impact of our Fusion of education, research and professional practice
	2B Significantly improve our research performance
	2C Enhance our position as a sustainable organisation and manage the environmental impact of our actions
<b>3. Reputation and networks</b>	3A Position BU as the destination of choice for staff and students seeking a distinctive Fusion environment and culture
	3B Significantly develop our network of partners and be the partner of choice for businesses and organisations in the region
<b>4. People and culture</b>	4A Embed Fusion, our values, Fusion attributes and characteristics consistently across BU
	4B Continue with our strong commitment to ensuring equal opportunities for all
	4C Attract, develop and retain the right people and teams to deliver the BU2025 outcomes
	4D Embed a culture of high performance to deliver individual and team objectives and our BU2025 outcomes
<b>5. Performance and resilience</b>	5A Manage organisational performance to deliver the BU2025 outcomes including academic sustainability and consistent high quality
	5B Maintain financial sustainability to enable investment



Purpose

**Inspire learning**

**Advance knowledge**

**Enrich society**

Vision

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

Values

**Excellence**

**Inclusivity**

**Creativity**

**Responsibility**

Outcomes

**A distinctive Fusion learning culture and community**

**All staff and students are maximising their potential through Fusion**

**A catalyst for social and economic growth**

**A significant impact on challenges worldwide**

Plan

**Fusion and investment**

**Leading and impact**

**Reputation and networks**

**People and culture**

**Performance and resilience**

Purpose

Inspire learning

Advance knowledge

Enrich society

Vision

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

Values

Excellence

Inclusivity

Creativity

Responsibility

Outcomes

**A: A distinctive Fusion learning culture and community**

**A1:** A worldwide reputation for our distinctive Fusion learning approach that is co-created by our staff, students and partners

**A2:** Our Fusion culture and communities are collaborative, inclusive and resilient and connected worldwide

**A3:** A vibrant community of leading academic and professional interdisciplinary teams

**A4:** The BU learning experience is consistently excellent, interdisciplinary and personalised

**B: All staff and students are maximising their potential through Fusion**

**B1:** We attract and develop staff and students who thrive as lifelong learners through Fusion

**B2:** Staff are leading in their disciplines and professions and as members of high performing teams

**B3:** We foster diversity and achievement for all through our inclusive environment and global outlook

**B4:** Our staff, students and graduates develop and demonstrate distinctive Fusion attributes

**C: A catalyst for social and economic growth**

**C1:** We are a catalyst for impact by advancing knowledge, creativity and innovation

**C2:** Our worldwide partnerships broaden our reach and impact

**C3:** Our community and public engagement are supporting development of the region

**C4:** Our staff, students and graduates drive social and economic growth

**D: A significant impact on challenges worldwide**

**D1:** We have a positive impact worldwide on society's challenges, and on practice development and policy

**D2:** We are leading thinking on sustainability and the challenges of the future

**D3:** Staff, students and graduates demonstrate citizenship in their communities internally and externally

**D4:** We are leading as a sustainable and responsible institution

Plan

<b>1. Fusion and investment</b>	1A Enhance our distinctive Fusion learning approach and a BU approach to our staff and student experience	<b>A1, A2, A4, B4</b>
	1B Build capacity and capability to deliver the BU2025 outcomes	<b>B1, B2, B4</b>
	1C Provide an environment that engages and attracts staff, students and external stakeholders	<b>A2, A4, B1, B3</b>
	1D Prioritise and implement the next steps for investment in the Strategic Investment Areas	<b>C1, C3, C4, D1, D2, D4</b>
<b>2. Leading and impact</b>	2A Build the worldwide impact of our Fusion of education, research and professional practice	<b>B2, B4, C1, C4, D1, D2, D3, D4</b>
	2B Significantly improve our research performance	<b>B1, B2, C1, C4, D1, D2</b>
	2C Enhance our position as a sustainable organisation and manage the environmental impact of our actions	<b>A1, B3, C1, D1, D4</b>
<b>3. Reputation and networks</b>	3A Position BU as the destination of choice for staff and students seeking a distinctive Fusion environment and culture	<b>A1, A2, A3, A4, B1, B3, D3</b>
	3B Significantly develop our network of partners and be the partner of choice for businesses and organisations in the region	<b>A3, C2, D3</b>
<b>4. People and culture</b>	4A Embed Fusion, our values, Fusion attributes and characteristics consistently across BU	<b>A1, A2, A4, B1, B3, B4, D3, D4</b>
	4B Continue with our strong commitment to ensuring equal opportunities for all	<b>B3, D3, D4</b>
	4C Attract, develop and retain the right people and teams to deliver the BU2025 outcomes	<b>B1, B2, B3, B4, D1, D4</b>
	4D Embed a culture of high performance to deliver individual and team objectives and our BU2025 outcomes	<b>A4, B2, D1</b>
<b>5. Performance and resilience</b>	5A Manage organisational performance to deliver the BU2025 outcomes including academic sustainability and consistent high quality	<b>A4, B2, C1, C3, C4, D1</b>
	5B Maintain financial sustainability to enable investment	<b>C3, D1, D4</b>

# Fusion and investment

Fusion is at the heart of everything we do at BU. In the BU2025 plan we want to continue to develop and realise the benefits of Fusion. To do that we will invest in capacity and capability, as well as in our environment and community, and we have also selected 4 areas for strategic investment

## **1A Enhance our distinctive Fusion learning approach and our BU approach to staff and student experience**

## **1B Build capacity and capability to deliver the BU2025 outcomes**

## **1C Provide an environment that engages and attracts staff, students and external stakeholders**

## **1D Prioritise and implement the next steps for investment in the Strategic Investment Areas**

This set of actions sets out how we will build on the work we have already done in the BU2018 plan period to:

- establish a learning approach based on Fusion and take it forward to become something distinctive that we will be known for around the world
- develop our stimulating, challenging, and rewarding university experience into a consistently excellent learning experience for staff and students
- develop a vibrant and successful community in which staff and students are maximising their potential
- provide an inclusive learning environment that engages and attracts

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

- Building capacity and capability. These are closely linked to the actions in the People and Culture section.
- Our strategic investment areas are areas of growth and development that build on our existing strengths and opportunities for the Fusion approach. They are aligned to local needs and opportunities and external priorities. These investments will be made alongside the core and enabling investments to support our plans.

*Please note that there are actions relating to impact, and research in section 2, and people and culture in section 4*

## 1A Enhance our distinctive Fusion learning approach and a BU approach to our staff and student experience (1-12)

### Fusion learning approach

- 1 Ensure all our departments have fully implemented Fusion in all their activities and are leading in education, research and practice
- 2 Take action to be sector leading in measures of teaching quality, learning environment and student outcomes at subject and department level
- 3 Continue to co-create a distinctive Fusion learning approach with staff from all parts of BU, students and industry and practice. Build the Fusion learning approach into our curriculum, extra-curricular and co-curricular activities.
- 4 Develop our integrated staff and student learning experience so that all belong to an integrated, inclusive and vibrant learning community, including staff from all parts of BU
- 5 Make sure that the learning experience at undergraduate and postgraduate levels on all programmes integrates experience of research and practice and significantly increase international student placement opportunities
- 6 Ensure that we have relevant professional body accreditation for all our programmes
- 7 Focus on attainment, retention and completion rates for students in all groups and programmes. Use learning analytics and other data to provide personalised support for students to support those students and improve outcomes for them
- 8 Develop our innovative portfolio of programmes that is aligned to our Academic Principles, supports our BU2025 outcomes and our Strategic Investment Areas and supported by market research

### Staff and student learning experience

- 9 Make sure that we engage with and seek feedback from staff from all parts of BU, students and external stakeholders on all our activities and take account of it in our actions
- 10 Offer a wider range of extra-curricular and co-curricular activities and increase the number of students and staff from all parts of BU who participate in them
- 11 Further improve the experience of our post-graduate research students
- 12 Continue to embed service excellence in all teams, departments and professional services to ensure consistent levels of excellence



**1B Build capacity and capability to deliver the BU2025 outcomes**  
**1C Provide an environment that engages and attracts staff, students and external stakeholders**  
**(13-22)**

**Capacity and capability**

- 13 Build critical mass, capacity and resilience in all teams, departments and professional services by aligning our investment with the Strategic Investment Areas, our Academic Principles and the BU2025 outcomes
- 14 Create interconnected, interdisciplinary teams in our core and Strategic Investment Areas that align with our BU2025 outcomes, are resilient and meet the Academic Principles
- 15 Identify and update our requirements for capability and capacity and make sure our workforce plan supports our requirements to ensure we deliver our BU2025 outcomes
- 16 Develop and implement best practice, structures, tools and capability across BU  
*[more detail in plan]*

**Engaging environment**

- 17 Develop our campus as a vibrant collaborative environment, by using our campus to grow our profile and reputation
- 18 Make sure that our environment maximises the value of our campus experience and engages and attracts staff, students and external stakeholders to BU and to our campus to support our BU2025 outcomes
- 19 Develop our position as a healthy organisation that supports staff and student well-being, health and safety  
*[more detail in plan]*
- 20 Provide a leading digital learning infrastructure to support our BU2025 outcomes
- 21 Increase the level of student support by reviewing and reprioritising our provision, ways of working and gaps and opportunities, and provide more personalised support for those who need it
- 22 Make BU a destination of choice for international students, visitors and staff by significantly increasing the services and support we provide. Support international and UK staff and students to integrate.

## More detail from plan...

- 16 Develop and implement best practice, structures, tools and capability across BU, including by:
  - collaborating with peer institutions worldwide, developing and sharing expertise in learning and digital tools
  - ensure that we have capability and capacity to innovate and excel in teaching and learning by providing advice and support, and implementing tools to support students and staff from all parts of BU
  - developing a research programme in learning impact
  - ensuring that we have structures to support and deliver best practice
  
- 19 Develop our position as a healthy organisation that supports staff and student well-being, health and safety:
  - monitoring and prioritising activities guided by best practice, evidence and the staff survey, reflecting our focus on equality and diversity
  - shared and personal responsibility for health, including mental health
  - continued flexible support that is increasingly personalised for those that need it
  - finding innovative solutions, incorporating research and practice input via our Health and Well-being Fusion theme

## 1D Prioritise and implement the next steps for investment in the Strategic Investment Areas (23-28)

### Strategic Investment Areas

- 23 Build an increasing profile and academic footprint in each of our Strategic Investment Areas by building interdisciplinary teams and making sure that our education, research and practice meet our Academic Principles
- 24 Take an approach to innovation for the Strategic Investment Areas that builds on our existing strengths and external opportunities and engages external partners and forms new alliances
- 25 Define an approach for each strategic investment area and revisit it regularly as part of our dynamic planning and reviews.
- 26 Define and set priorities for investment:
  - scope the opportunity, our existing strengths, and links to external priorities
  - develop more detailed and flexible investment models to ensure growth and sustainability
- 27 Reprioritise internal spending to fund early investment in the Strategic Investment Areas
- 28 Secure external research infrastructure funding and other external funding linked to the Strategic Investment Areas

# Leading and impact



Our vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through fusion.

To do this we will need to build our impact across our portfolio, including improving our research performance.

Our impact on the environment is also an important part of this plan area.

## **2A Build the worldwide impact of our Fusion of education, research and professional practice**

### **2B Significantly improve our research performance**

### **2C Enhance our position as a sustainable organisation and manage the environmental impact of our actions**

#### Building our worldwide impact

- The actions in this set are closely linked to becoming a catalyst for social and economic growth and having a significant impact on challenges worldwide.
- In addition, an important impact of our work at BU is the impact on our own staff and students – maximising potential through Fusion

#### Improving our research performance

- This is a separate heading in this section. We need to significantly improve our performance in all measures of research in order to meet out objectives
- We intend to plan our research activity and align it to our Bu2025 outcomes and to ensure that we are making the most of funding opportunities

**2A Build the worldwide impact of our Fusion of education, research and professional practice**  
**2B Significantly improve our research performance (29-40)**

**Deliver impact**

- 29 Make sure that we have a social and economic impact on our region, including impact made by our students, by staff from all parts of BU, and by graduate retention in the region
- 30 Engage with practice and industry and co-create our plans with them, so that we have a positive and significant impact on practice and policy
- 31 Ensure consistently high quality academic outcomes in all our departments, programmes and research using the Academic Principles

**Focus and align our efforts**

- 32 Use the Academic Principles, the BU2025 outcomes and our benchmark data performance data and market research to inform and align the decision we make. Apply this data when we select, review and update our plans and priorities, including for projects and partnerships external engagement, research and knowledge exchange and internal funding and support
- 33 Make sure that the roles and activities of our academic and professional services and support staff align to the BU2025 outcomes, the Fusion Themes and the Strategic Investment Areas
- 34 Ensure our internal structures and entities align with our BU2025 outcomes. Review their performance and impact, including in external assessments and against the Academic Principles
- 35 Support students to contribute to the challenges facing society and the world by aligning our programmes and our co-curricular and extra-curricular opportunities, to the Fusion Themes and the Strategic Investment Areas

**Improve our research performance**

- 36 Create and implement a proactive research plan that is aligned with the Academic Principles, our BU2025 outcomes and government and funding body priorities, to maximise external funding opportunities
- 37 Significantly increase the number of high quality externally funded or match-funded, inter-disciplinary PGR students
- 38 Ensure all academic staff develop a credible, substantial research profile with impact that is aligned with the Academic Principles and our BU2025 outcomes
- 39 Increasing research support, set priorities and tailor it to the needs of academics at different levels different levels and different stages of their development
- 40 Develop our approach to developing, protecting and exploiting intellectual property

## **2C Enhance our position as a sustainable organisation and manage the environmental impact of our actions (41-42)**

### **41 Taking a leading position on our environmental impact:**

- informed by our work on sustainability through the Strategic Investment Areas
- minimising use of resources and production of waste, reducing our carbon emissions and supporting more sustainable travel choices for our staff, students and visitors
- maximising opportunities for staff to use the Estate as a living lab and improving the biodiversity of our estate
- continuing to invest in our Estate to meet and where possible exceed excellent sustainability standards
- taking a responsible position on sustainability in our investments and purchasing working with our partners

### **42 Support our staff from all parts of BU and students to take a responsible approach to the environment and sustainable development:**

- include sustainable development in our programmes and support our staff and students to make responsible choices about their environmental impact
- bring together our academic work on environmental sustainability with our approach to the physical environment at BU
- drive significant worldwide impact on sustainability and the environment through our Strategic Investment Areas

# Reputation and networks



Our vision is to have a worldwide reputation **for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice**, and we will need to build this by building our impact and our networks.

Impact is a separate heading, so under this heading we focus on making sure that BU is a destination of choice for staff and students and developing our networks

**3A Position BU as the destination of choice for staff and students seeking a distinctive environment and culture, based on Fusion**

**3B Significantly develop our network of partners to deliver our BU2025 outcomes and be the partner of choice for businesses and organisations in the region**

This section includes actions relating to communications, external engagement, and partnerships

The actions in this section support our plans around fusion and Investment, in section 1, and impact in section 2

We would like to engage all staff in building our reputation

*Please note that there are actions relating to our impact and research in section 2*

## 3A Position BU as the destination of choice for staff and students seeking a distinctive environment and culture, based on Fusion (43-53)

### **Brand, narrative and evidence**

- 43 Develop a compelling narrative for internal and external communications that highlights our distinctive approach and culture and maximises our impact
- 44 Use a targeted and evidence-based approach to support external perceptions, build our brand and ensure we are recognised worldwide
- 45 Monitor and measure brand perceptions and identify priorities and opportunities for partnership and engagement
- 46 Ensure that all staff from all parts of BU use our brand guidelines consistently to support our branding and maximise our impact

### **Communications**

- 47 Invest in our capability in corporate communications and take an integrated approach to improve our reputation and develop our profile worldwide
- 48 Demonstrate our worldwide impact in all our internal and external communications. Develop a key set of messages about benefits and outcomes. Simplify and co-ordinate our internal and external communications to improve our worldwide engagement, collaboration and impact, including through the Fusion themes
- 49 Enrich our internal communications to bring to life and reinforce a positive culture of Fusion
- 50 All academic staff will develop a Fusion case study linked to their profile that shows the impact of their work and how it is aligned to the BU2025 outcomes

### **Engagement**

- 51 Build on our strong communication with students to engage them in developing our culture of Fusion
- 52 Engage all staff and all teams, departments and professional services in sharing stories internally and externally to support our BU2025 outcomes and raise our profile externally
- 53 Engage staff from all parts of BU, students and alumni to recommend and promote BU. Support this by communicating clear messages



## 3B Significantly develop our network of partners to deliver our BU2025 outcomes and be the partner of choice for businesses and organisations in the region (54-63)

### Approach to external engagement

- 54 Develop a collaborative, connected and consistent approach to external engagement with industry, employers, regional, national and global organisations and academic partners
- 55 Identify key contacts for significant external stakeholders. Manage our relationships through these contacts to ensure that we engage consistently across BU. Ensure all BU staff from all parts of BU share information effectively on partners.
- 56 Develop a portal to provide a single entry point for industry, business and other organisations to collaborate with us

### Industry and professional bodies

- 57 Make a positive and significant impact on practice and policy and act as a catalyst for growth by collaborating with businesses and organisations in our region
- 58 Deepen and broaden our engagement across BU with professional bodies, industry and employers to deliver impact:
  - engaging them in co-creation
  - ensuring high levels of membership and participation by students, academic and professional services staff in professional bodies, organisations, events and conferences
  - collaborating to produce impact on education, policy and practice worldwide

### Stakeholder engagement

- 59 Create a worldwide network of academic peer organisations and international partnerships who share our vision and passion for the Fusion learning approach *[more detail in plan]*
- 60 Engage long-term and pro-actively with external funders and partners to seek opportunities for collaboration and external funding and develop sources of income, including internationally
- 61 Forge targeted recruitment partnerships with leading international universities
- 62 Continue to develop our public engagement activities and invest in them to support our impact on society
- 63 Build a programme of events for public engagement to build impact and reputation by collaborating with stakeholders and organisations in our region

## More detail from plan...

- 59 Create a worldwide network of academic peer organisations and international partnerships who share our vision and passion for the Fusion learning approach:
  - attract international and UK scholars, external stakeholders and academic peers
  - use our relationships with academics and institutions worldwide to improve impact and recognition of BU
  - use our network to improve our research performance

# People and culture

You are our most important asset, and you and our culture are key to delivering our vision and the BU2025 outcomes, so it is vital that everyone engages in the plans under this heading. The importance of teamwork was raised many times during our engagement on the BU2025 plan.

We have put the values at the top of our BU2025 strategic plan, and we want to embed them across BU, along with the attributes that go with Fusion.

Attracting, developing and retaining staff, and managing our performance, will be essential.

## **4A Embed our values, Fusion attributes and characteristics across BU**

## **4B Continue with our strong commitment to ensuring equal opportunities for all**

## **4C Attract, develop and retain the right staff to deliver the BU2025 outcomes**

## **4D Manage performance of people and teams to deliver the BU2025 outcomes**

### Team objectives

- We received a great deal of feedback about teamwork and collaboration within BU – as well as external collaboration. As a result we have referred to team objectives within the plan as we believe that this will support a culture change towards more teamwork, particularly across departments and between academic and professional services staff

### Diversity and inclusivity

- We received feedback about the importance of diversity and inclusivity.
- Inclusivity has been included as a new value for BU.
- Actions to ensure diversity and equal opportunities are set out in section 4

*Please note that there are actions relating to our learning environment and learning culture in section 1, impact and research performance in section 2 and organisational performance in section 5.*

#### **4A Embed our values, Fusion attributes and characteristics across BU**

#### **4B Continue with our strong commitment to ensuring equal opportunities for all (64-73)**

##### **Embed our values, Fusion attributes and characteristics across BU**

- 64 Co-create a set of Fusion attributes for students and graduates. Support students to develop these attributes through our programmes, and our co-curricular and extra-curricular offer. Provide development opportunities for students based on our Fusion attributes, values, culture and behaviours
- 65 Ensure that all staff from all parts of BU have objectives that align to our BU2025 outcomes
- 66 Co-create a set of Fusion attributes for staff from all parts of BU building on existing BU characteristics. Incorporate our values, behaviours and the Fusion attributes into staffing development and performance frameworks
- 67 Support citizenship and a broad range of citizenship activities both internally and externally, in the wider community and specifically in academic and professional communities
- 68 Support staff from all parts of BU to work collaboratively outside their department or service including outside BU
- 69 Support students and staff from all parts of BU to volunteer to support their personal development and contribute to their communities

##### **Continue with our strong commitment to ensuring equal opportunities for all**

- 70 Continue to provide development opportunities for students and staff from all parts of BU with a particular focus on under-represented groups
- 71 Set and deliver stretch targets for widening participation, access, attainment and progression using benchmark data and evidence to support our decisions
- 72 Continue to invest in initiatives that support our commitment to increasing diversity and focus on actions for under-represented groups, including Athena Swan/ Race Charter
- 73 Ensure that we maximise our opportunities to share and learn from a diverse range of perspectives by:
  - further increasing the diversity of our staff and students
  - continuing to recruit and support international staff and students
  - developing an international scholarship programme with our overseas alumni, and supporting asylum seekers as staff and students

## **4C Attract, develop and retain the right people and teams to deliver the BU2025 outcomes (74-83)**

### **Attract, develop and retain the right people and teams**

- 74 Develop our approach to attracting and retaining talented people with a Fusion mind-set so that we have the capacity and capability to deliver our BU2025 outcomes
- 75 Continue to invest in integrated and comprehensive induction, development and support for staff from all parts of BU. Provide development frameworks and role and career paths that are based on Fusion and align to the BU2025 outcomes for all staff from all parts of BU and all levels
- 76 Align all our development opportunities to ensure they increase our capability to deliver our BU2025 outcomes
- 77 Take account of staff feedback, manage change effectively and communicate clearly to achieve high levels of staff satisfaction
- 78 Align recognition and reward structures to support us to achieve our vision, values and the BU2025 outcomes
- 79 Give staff from all parts of BU appropriate empowerment and flexibility in their work and how they work as long as it does not affect performance against the Academic Principle
- 80 Strengthen leadership across BU by repositioning current and future leaders, including the Professoriate, to ensure they act as leaders including:
  - performance and alignment to the BU2025 outcomes
  - leadership in the Fusion Themes and the Strategic Investment Areas
  - coaching and mentoring, building teams around them and succession planning, and
  - role modelling the Fusion attributes, our values and behaviours
- 81 Build talent management and succession plans and ensure that all teams, departments and professional services implement them consistently to effectively identify and retain high potential staff from all parts of BU
- 82 Focus our resources on ways of working and innovative technical solutions to deliver more efficient and personalised support to staff from all parts of BU
- 83 Continue to facilitate people leaving the organisation if they are not aligned to our BU2025 outcomes

## **4D Embed a culture of high performance to deliver individual and team objectives and our BU2025 outcomes (84-88)**

### **Embed a culture of high performance**

- 84 Identify and address gaps and opportunities in outcomes and performance to ensure consistently high performance by all teams, departments and professional services
- 85 Make sure that all departments, professional services and teams manage their performance, recognise high performance and address under performance
- 86 Continue to recognise and reward staff by consistently using open, fair and transparent policies and procedure that align to our Academic Principles and the BU2025 outcomes. Continue to use the Fusion approach in workload planning.
- 87 Develop our reward framework to recognise performance (including team performance) and include our values and Fusion attributes
- 88 Set team objectives and performance indicators to drive delivery of the Academic Principles and our BU2025 outcomes across BU and define performance indicators to support teamwork

# Performance and resilience

## High performance

- This strategic plan requires a significant step up in performance across all our activities.
- This section includes the actions that will help us measure, monitor and manage our performance across the organisation

## Financial resilience

- In order to fund our investments as set out in the plan, including investment in our core and enabling activities as well as new strategic investment areas, we will need to reprioritise our current spending
- This will mean ensuring that our activities are aligned with our plans, as well as ensuring efficiency and prioritising activities that will help us achieve our BU2025 outcomes.

**5A Manage performance to deliver the BU2025 outcomes and maintain academic sustainability and consistent high quality**

**5B Maintain financial resilience to enable investment**

*Please note that there are actions relating to people and culture in section 4, and different aspects of performance are dealt with in the other section, such as research in section 2*

**5A Manage performance to deliver the BU2025 outcomes and maintain academic sustainability and consistent high quality and  
5B Maintain financial resilience to enable investment (89-100)**

**Define and measure performance**

- 89 Develop a set of qualitative and quantitative performance indicators based on our Academic Principles to ensure we deliver the BU2025 outcomes
- 90 Identify and use robust external data sets to enable effective benchmarking of our performance
- 91 Continue to review our programmes and departments against our Academic Principles using benchmark data and evidence
- 92 Continue to review the scope, activity and resourcing of all our services against benchmark data. Use this data to make informed decisions about how we allocate resources and prioritise our actions

**Manage performance**

- 93 Manage our performance against our performance indicators and benchmark data
- 94 Dynamically review and change our priorities, phase our investments, manage our costs and reallocate resources to fund our investments.
- 95 Review staffing, structures and processes so that we are agile and to release capacity to meet the Academic Principles and achieve our BU2025 outcomes
- 96 Disinvest from areas that do not align with the Academic Principles or our BU2025 outcomes, are not sustainable academically and/or fall below expected levels of performance

**Maintain financial resilience**

- 97 Fund our investments by growing our RKE income, income from international students and by developing sources of income
- 98 Maintain financial resilience to fund our investments, by setting priorities, allocating resources and managing performance
- 99 Maintain a flexible approach to our long-term financial planning to maintain financial resilience by managing pace and responding to change
- 100 Monitor our financial performance against the sector and our aspirational competitor groups and use this data to inform the decisions we and how we allocate resources





<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	National Student Survey Results 2017
<b>Paper Number</b>	SEN-1718-15
<b>Paper Author/Contact</b>	Russell Pottle, Head of PRIME
<b>Purpose &amp; Summary</b>	Review of the NSS 2017 results
<b>Decision Required of the Committee</b>	To Note
<b>Strategic Links</b>	Student Satisfaction
<b>Implications, impacts or risks</b> (NB: When presenting papers for discussion or decision at Senate meetings it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	Reputation Marketing & Communications (internal and external)
<b>Confidentiality</b>	Internal only

# National Student Survey 2017

## 1. INTRODUCTION

Due to changes to the NSS survey from 2017, there are no direct comparisons between the historic and the new 2017 NSS questions. For example, although the overall satisfaction question is fundamentally the same question, it does not succeed the same questions as previously and therefore may provoke a different response. Other questions have been reworded with some being removed from the survey and others added in 2017. For the purposes of this report, however, comparisons have been drawn between questions, where possible, to give an indication of trend. A summary of the changes made to the NSS questions can be found in Annex A.

## 2. EXECUTIVE SUMMARY

**BU's overall satisfaction** score has fallen from 82% (81.96%) to **81%** (80.93%) with the sector average also falling from 86% (85.57%) to 84% (84.18%); BU is therefore now 3% (3.25%) from the sector average compared to 4% (3.6%) in the previous year. In addition BU's benchmark for overall satisfaction has decreased by 1% to 83%, therefore BU remains 2% from the benchmark.

This movement ranks BU 99<sup>th</sup> from 117 institutions this year compared to 110<sup>th</sup> from 126 in 2016; the overall number of institutions is less this year as some failed to achieve the publication threshold.

The response rate has decreased this year by 2% to 75% compared to a 4% drop for the sector, from 72% to 68%.

As in previous years, in order to prevent masking underlying performance at Faculty level, this report will focus on performance at Department and programme level in order to provide more useful insight.

Although at programme level nineteen programmes have improved overall satisfaction scores whilst twenty four have declined, twenty seven programmes (50%) are now at or above the sector average score of 84.18% compared to twenty two programmes (47%) being above the sector average last year.

Eleven programmes have fallen 10% or more including BSc (Hons) Clinical Exercise Science (-44% to 27%) which is jointly delivered with AECC, and BA (Hons) Scriptwriting for Film & Television (-36% to 59%). Five of these programmes were above the sector average last year and now ten of the eleven programmes are below the sector average. If these ten programmes had remained stable at NSS2016 overall satisfaction levels then the BU NSS2017 satisfaction score would be 84%, level with sector average.

DipHE in Operating Department Practice has improved for the fifth successive year, climbing from 23% in 2012 to obtain the maximum score of 100% this year and is one of nine programmes to have improved by 10% or more which also includes BSc (Hons) Mental Health Nursing (up 18% to 86%). Fourteen programmes received an overall satisfaction rating of 90% or greater this year compared to 12 in NSS2016.

Eight programmes received an overall satisfaction rating of below 70%, ranging from 27% to 67%. The effect of these programmes [BA (Hons) Computer Animation Arts, BA (Hons) Computer Visualisation and Animation, BA (Hons) International Hospitality Management, BA (Hons) Multimedia Journalism, BA (Hons) Scriptwriting for Film & Television, BSc (Hons) Clinical Exercise Science, BSc (Hons) Music and Sound Production Technology and BSc (Hons) Sports Management (Golf)] is significant and removing these would improve BU's overall satisfaction to a sector average score of 84%. Removing only the four programmes with the lowest overall rating (those below 60%) would improve BU's score to the institutional benchmark of 83%.

The percentage of actively dissatisfied (mostly disagree and definitely disagree) students has increased by 0.8% to 10.6% compared to a sector average for dissatisfied students of 7.8%; up from 7.2% in 2016.

BU continues to have more students falling into the middle category (neither agree nor disagree) with 8.4% (up 0.2% since 2016) compared to 8% (up 0.8%) for the sector. The percentage of definitely agree has seen a slight decrease this year, down 0.5% to 34.3%; 6.8% lower than the sector.

Analysis of actively dissatisfied students at question level reveals further interesting observations:

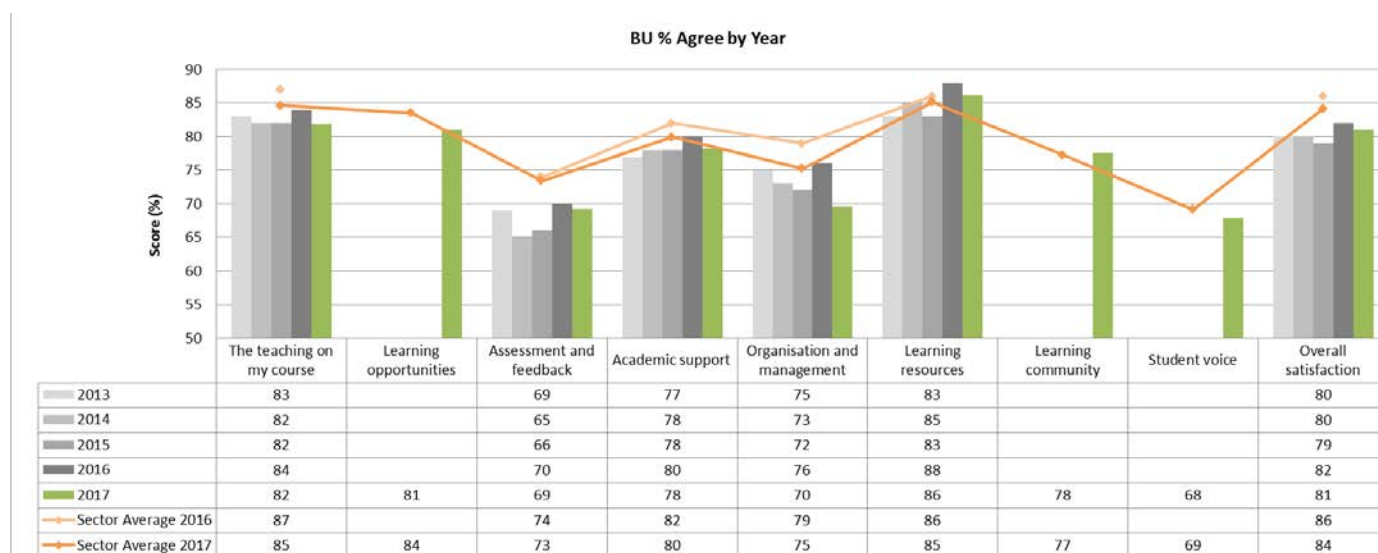
- *The course is well organised and running smoothly* (Q15) continues to receive a high percentage of low scores and has the most dissatisfied students this year with 23% of students rating this statement a 1 (definitely disagree) or a 2 (mostly disagree) compared to 15% in 2016 and 18% in 2015.
- Question 25 (new for 2017 - *It is clear how students' feedback on the course has been acted on*) is the only other question to see more than 20% dissatisfied students with 21.5% disagreeing with the statement compared to a sector average of 16.5%.
- As was the case in 2016, every question within both assessment and feedback and organisation and management received more than 10% dissatisfied students. These areas also received more than 14% of responses in the neither category; only student voice receiving more (19%).
- Learning resources had the least dissatisfied students with less than 6% of students being dissatisfied with each of the 3 questions in this area.
- Six programmes in total received 25% dissatisfied students or more in the overall satisfaction question [BA (Hons) Computer Animation Arts, BA (Hons) Computer Visualisation and Animation, BA (Hons) Scriptwriting for Film & Television, BA (Hons) Sociology and Anthropology, BSc (Hons) Clinical Exercise Science and BSc (Hons) Music and Sound Production Technology].

### 3. BOURNEMOUTH UNIVERSITY OVERALL SATISFACTION

Along with *overall satisfaction*, every question area has declined this year; with *organisation and management* seeing the biggest fall of 6% to 70% and dropping further behind the sector which fell 4% to 75%. However, there are also some reducing gaps between the performance of BU and the sector within the category headings.

The chart below shows this year's TEF % agree scores against previous years historic calculation for % agree (other than overall satisfaction which uses the historic style % agree for all years). TEF % Agree is a slightly different calculation at question heading level showing the extent to which each student agrees with the statements as opposed to the old method of pure count of those satisfied from the total respondents.

In *the teaching on my course* and *academic support*, although the score at BU has fallen, performance compared to the sector has actually improved in both to 2.7% and 1.7% respectively. This is potentially positive news given both these areas are included in the Teaching Excellence Framework metrics.



BU now outperforms the sector in two areas; *learning resources*, with BU students more satisfied than the sector in all 3 questions, and, new for 2017, *learning community*, where BU students felt that they had the right opportunities to work with other students as part of their course.

#### 4. DEPARTMENT ANALYSIS

The following section focuses on results at Department level. Faculty scores can often mask underlying performance, whereas by looking at the results by Department and then programme it is possible to more easily identify areas of strength and weakness.

Eight of the twenty Departments have improved overall satisfaction this year with eleven now at or above the BU average of 81%; eight of these are also above the sector average of 84%. Last year only four Departments were above the sector average of 86%.

As was the case in 2016, *overall satisfaction* across the Departments is less volatile with much less spread than in previous years, with only three Departments below 75% compared to seven in 2015.

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

	2015	2016	2017	trend line
<b>Management</b>				
Accounting, Finance & Economics	80	81	77	
Events & Leisure	81	77	89	
Leadership, Strategy & Organisations	71	81	73	
Marketing	81	88	80	
Sport & Physical Activity	81	85	89	
Tourism & Hospitality	84	82	77	
<b>SciTech</b>				
Archaeology, Anthropology & Forensic Science	84	88	90	
Computing & Informatics	85	81	81	
Creative Technology	57	64	69	
Design & Engineering	68	79	86	
Life & Environmental Sciences	61	83	83	
Psychology	65	86	88	
<b>HSS</b>				
Human Sciences & Public Health	89	90	80	
Nursing & Clinical Sciences	82	81	85	
Social Sciences & Social Work	89	79	86	
<b>FMC</b>				
Computer Animation	63	62	49	
Corporate and Marketing Communications	89	88	88	
Journalism, English & Communication	83	79	75	
Law	83	85	84	
Media Production	66	81	79	

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

The **Faculty of Management** *overall satisfaction* across all Departments has seen a slight reduction from 81% to **80%**. The Departmental headlines are:

- Events & Leisure have seen the biggest improvement of all Departments in 2017, climbing 12% to 89%, now the second best performer at BU, behind only Archaeology, Anthropology & Forensic Sciences (90%). Every area has improved this year including *teaching on my course* which has gained 11% to 82%. Students remain the most satisfied with *learning resources* with 92%, 2% more than in 2016. At programme level, although BA (Hons) Events and Leisure Marketing has fallen from 100% to 94%, BA (Hons) Events Management has climbed 16% to 88%.
- Leadership, Strategy & Organisations and Marketing have both fallen 8% this year to 73% and 80% respectively, the former now with the lowest *overall satisfaction* within FoM. *Student Voice* is the lowest scoring area in 2017 (62%) closely followed by *Assessment and Feedback* (63%). *Organisation and management* and *academic support* have both seen a large decline in the last year falling 13% and 11% respectively whilst *the teaching on my course* has declined by 9%. BA (Hons) Business Studies, which has one of the largest amounts of respondents across BU and therefore has a big impact, has dropped 10% to 71% in overall satisfaction.

The aggregate of the **Faculty of Science and Technology** Departments is the only Faculty to see an improvement in *overall satisfaction* in 2017 increasing from 81% to **84%**. The headlines at Departmental level are:

- FST is the only Faculty not to see a decline in *overall satisfaction* in any of its Departments since 2016 with two Departments staying static and the remaining four all seeing improvements.
- Archaeology, Anthropology & Forensic Sciences is now the best performing Department at BU for overall satisfaction after a 2% increase since 2016 to 90%. *The teaching on my course* maintained its high percentage of 91% and remains the best performing area. Three of the four programmes with published data have achieved an overall satisfaction of over 90% this year including BSc (Hons) Archaeology with 100%, only BSc (Hons) Forensic Investigation declining this year, by 8% to 82%.
- The lowest scoring Department within FTS, Creative Technology, climbed 5% to 69% this year. *Organisation and management* remains an area where improvements could be made, falling 6% this year to 56% with only 41% of students agreeing with question 15 '*the course is well organised and running smoothly*'. Students remain happy with the *learning resources* (80%); students rating *the availability of course-specific resources* (Q20) highest amongst all 27 questions at 89%. BSc (Hons) Games Technology has improved again this year though there is some way still to go, increasing 18% to 70%.

The **Faculty of Health and Social Sciences** continue to have the most satisfied students in 2017 with aggregate *overall satisfaction* at **84%**, although this is 1% less than in 2016. Headlines at Department level include:

- The Departments within HSS have seen mixed results in 2017 with two of the three Departments showing good improvements and only Human Sciences & Public Health seeing a decline, falling 10% to 80%.
- *Organisation and management* appears to be an area of concern for Human Sciences & Public Health, falling 5% to just 69% in 2017. *Student Voice*, one of the additional areas in 2017, is the second weakest area with 74%, although this remains 6% higher than the overall BU score; the *students' union question* and *how feedback is acted upon* achieving ratings of only 66% and 61% respectively. *The teaching on my course* has seen the biggest fall since 2016, dropping 8% to 84%, although this remains the second best performing area behind only *learning resources* which scored 91%, 6% less than in 2016. Four of the six programmes with published data within Human Sciences have seen reduced overall satisfaction scores, all four by more than 10% with Clinical Exercise Science falling 44% to just 27%.
- Nursing & Clinical Sciences and Social Sciences & Social Work have both seen good improvements since 2016 with the latter climbing 7% to 86%. *Academic Support* and *Organisation and management* have fallen 7% and 6% respectively, with *organisation and management* remaining the lowest scoring area, however, *the teaching on my course* has improved by 5% to 88% with question 1 '*staff are good at explaining things*' (93%) now the second highest scoring question for this Department behind only question 22 '*i have had the right opportunities to work with other students as part of my course*' (94%). The programmes with published data have seen mixed results this year; Sociology and Social Policy falling 12% to 75%, equal with Sociology and Anthropology, whilst BA (Hons) Social Work has restored its overall satisfaction to 100% after slipping to 67% in 2016.

The aggregate of Departments within the **Faculty of Media and Communication** has seen the largest decline in *overall satisfaction* in 2017, falling 4% to **77%**. The Department headlines are:

- The Department with the lowest *overall satisfaction* in 2016, Computer Animation, has seen the biggest decline of all Departments this year, falling 13% to just 49%, 20% behind the next lowest scoring Department at BU. *Organisation and management* is of major concern together with *assessment and feedback*, with satisfaction at just 34% in both areas, falling 24% and 15% respectively. *Student voice* also scored poorly with just 43% of students agreeing with the statements in this area. Only 13.7% of students were satisfied with the *organisation and running of the course* (Q15). In Computer Animation Arts only 8% agreed *the course is well organised and running smoothly* (Q15) and that *feedback on their work had been timely* (Q10). Both programmes with published data in this year's NSS have seen their *overall satisfaction* scores decline in 2017, BA (Hons) Computer Animation Arts (down 8% to 42%) and BA (Hons) Computer Visualisation and Animation (down 11% to 56%).
- Four of the five Departments within FMC have lower overall satisfaction scores than 2016, only Corporate and Marketing Communications has maintained its high score of 88% *overall satisfaction*.

- Students within Corporate and Marketing Communications appear most satisfied with the *learning resources* (up 8% to 87%) with 92% agreeing the *library resources have supported their learning* and 88% *able to access course specific resources when they needed to*. *Student voice* was the lowest scoring area with only 59%; *clarity of how students' feedback on the course has been acted upon* and the *students union representing their academic interests* the lowest scoring questions with 42% and 59% respectively. At programme level, all programmes with published data achieved an *overall satisfaction* of above 80%, BA (Hons) Marketing Communications the highest of these with 95%, up 5% since 2016.

#### 4. SERVICES QUESTION ANALYSIS

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

**Question 16** *'The timetable works efficiently for me'*, previously question 13 *'The timetable works efficiently as far as my activities are concerned'*, has fallen 1% since 2016 to 77%, however, BU is now only 2% behind the sector average which has fallen 2% to 79%. Twenty programmes are showing improvement this year whilst twenty two are showing decline. BA (Hons) Events & Leisure Marketing (up 27% to 100%), BA (Hons) Industrial Design (up 31% to 86%) and BA (Hons) Digital Media Design (up 37% to 97%) have all seen significant improvements this year and are amongst 32 programmes now above the sector average of 78.56%. BA (Hons) Computer Animation Arts has fallen 20% to 42% and is the only programme with satisfaction less than 50% for this question.

At Department level, ten of the twenty Departments have shown improvement in the last year, most notably within the Faculty of Management; Accounting, Finance & Economics (up 9% to 81%) and Events & Leisure (up 10% to 90%), the latter is one of only two Departments to score at least 90%, the other being Sport & Physical Activity which climbed 1% to 91%. Three Departments have seen their satisfaction fall by more than 10% this year; Leadership, Strategy & Organisation (down 12% to 67%), Psychology (down 12% to 69%) and Creative Technology (down 13% to 61%).

**Question 18** *'The IT resources and facilities provided have supported my learning well'*, previously question Q17 *'I have been able to access general IT resources when I needed to'*, has seen the biggest decline of the services questions this year, having fallen 6% to 85% yet it remains 2% above the sector average which also dropped 6% to 83%. Seventeen programmes have declined by at least 10% since 2016 including BA (Hons) Sociology and Social Policy which fell 18% to 75%. BA (Hons) Radio has restored its position above 90% with a 25% increase from 67% to 92% after seeing a 33% fall the previous year from 100%.

At Department level fifteen of the twenty Departments have declined this year, five by at least 10%. After receiving the lowest satisfaction rating of all Departments for this question in 2015 with 73%, Marketing is now the strongest performing Department with 93%, 5% higher than in 2016. The Departments of Events & Leisure and Sport & Physical Activity also achieved scores of at least 90% within the Faculty of Management together with Design & Engineering and Psychology from the Faculty of Science & Technology.

**Question 19** *'The library resources (e.g. books, online services and learning spaces) have supported my learning well'*, previously question Q16 *'The library resources and services are good enough for my needs'*, maintained a score of 87% and is now 1% ahead of the sector average which fell 1% to 86%. Seven programmes reached the maximum of 100% for this question, two more than in 2016, whilst twenty five achieved a rating of at least 90% and thirty two above the sector average of 86.35%.

At Department level eleven Departments have improved since 2016, none more so than Corporate & Marketing Communications which climbed 11% to 92%. Eight Departments achieved a satisfaction rating of at least 90% this year compared to four Departments in 2016. Of the nine Departments to decline in the last year, three fell by at least 10%; National Centre for Computer Animation (down 11% to 69%), Accounting, Finance & Economics (down 10% to 83%) and Computing & Informatics (down 10% to 77%).

**Question 20** *'I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to'*, previously question Q18 *'I have been able to access specialised equipment, facilities or rooms when I needed to'*, is the only services question to improve since 2016, rising 2% to 87%, now 1% ahead of the sector which climbed 4% to 86%. All 54 programmes have now achieved a rating of at least 70% for this question; 28 of which scoring at least 90% and 35 above the sector average of 86.12%. Thirteen programmes improved by at least 10% this year including BA (Hons) Marketing Communications (up 20% to 93%), BA (Hons) Public Relations (up 21% to 94%) and BA/BSc (Hons) Product Design (up 22% to 94%).

At Department level ten Departments have shown an improvement since 2016, five of which by at least 10% with the 13% rise of Sport & Physical Activity to 95% making them the joint highest scoring Department for this question this year along with Marketing which has fallen 1% since 2016. The School of Journalism, English & Communication and the National Centre for Computer Animation are the lowest scoring Departments in 2017 having both fallen 9% to 75%. Creative Technology has seen a second successive improvement, rising from 58% in 2015 to 89% this year.

The table below highlights these changes.

NSS % Agree by Department	Q16 (Prev Q13)			Q18 (Prev Q17)			Q19 (Prev Q16)			Q20 (Prev Q18)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
<b>HSS</b>	<b>72</b>	<b>76</b>	<b>74</b>	<b>95</b>	<b>96</b>	<b>84</b>	<b>89</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>91</b>	<b>90</b>
Department of Human Sciences & Public Health	80	83	76	96	99	88	88	97	95	87	95	91
Department of Nursing & Clinical Sciences	63	67	71	96	95	83	90	88	90	91	90	90
Department of Social Sciences & Social Work	81	79	83	89	86	81	89	83	81	78	78	89
<b>FMC</b>	<b>78</b>	<b>78</b>	<b>76</b>	<b>85</b>	<b>87</b>	<b>84</b>	<b>80</b>	<b>83</b>	<b>86</b>	<b>80</b>	<b>79</b>	<b>83</b>
Department of Corporate & Marketing Communications	89	82	83	83	85	80	77	81	92	81	72	88
School of Journalism, English & Communication	82	81	81	88	89	84	86	83	85	87	84	75
Department of Law	86	80	82	86	88	78	70	83	84	81	77	90
Department of Media Production	59	75	76	94	88	88	89	88	90	76	81	88
National Centre for Computer Animation	69	58	51	74	88	84	77	80	69	75	84	75
<b>FoM</b>	<b>84</b>	<b>80</b>	<b>80</b>	<b>83</b>	<b>90</b>	<b>86</b>	<b>85</b>	<b>90</b>	<b>89</b>	<b>79</b>	<b>85</b>	<b>87</b>
Department of Accounting, Finance & Economics	80	72	81	75	90	87	82	93	83	71	84	85
Department of Events & Leisure	85	80	90	86	91	92	91	88	95	84	91	92
Department of Leadership, Strategy & Organisations	84	79	67	85	92	81	82	86	88	79	81	79
Department of Marketing	84	92	88	73	88	93	81	92	98	78	96	95
Department of Sport & Physical Activity	87	90	91	88	93	90	87	96	92	81	82	95
Department of Tourism & Hospitality	81	79	75	83	86	79	84	86	85	82	85	82
<b>SciTech</b>	<b>76</b>	<b>80</b>	<b>75</b>	<b>85</b>	<b>90</b>	<b>86</b>	<b>82</b>	<b>85</b>	<b>83</b>	<b>75</b>	<b>86</b>	<b>87</b>
Department of Archaeology, Anthropology & Forensic Science	79	81	87	89	91	83	92	86	89	85	89	87
Department of Computing & Informatics	76	82	77	85	93	80	77	87	77	80	93	89
Department of Creative Technology	59	74	61	74	87	81	66	76	71	58	83	89
Department of Design & Engineering	81	77	80	88	86	91	88	88	90	76	72	84
Department of Life & Environmental Sciences	64	83	76	81	90	87	88	85	86	72	85	91
Department of Psychology	85	81	69	87	89	90	73	86	83	69	93	86

**ANNEX A: AMENDMENTS TO NSS QUESTIONS**

<b>NSS 2017</b>	<b>2016 Q No.</b>	<b>Amendment</b>
<b>The teaching on my course</b>		
1. Staff are good at explaining things	1	
2. Staff have made the subject interesting	2	
3. The course is intellectually stimulating	4	
4. My course has challenged me to achieve my best work		New for 2017
<b>Learning opportunities</b>		<b>New for 2017</b>
5. My course has provided me with opportunities to explore ideas or concepts in depth		New for 2017
6. My course has provided me with opportunities to bring information and ideas together from different topics		New for 2017
7. My course has provided me with opportunities to apply what I have learnt		New for 2017
<b>Assessment and feedback</b>		
8. The criteria used in marking have been clear in advance	5	
9. Marking and assessment has been fair	6	Amended
10. Feedback on my work has been timely	7	Amended
11. I have received helpful comments on my work	8	Amended
<b>Academic support</b>		
12. I have been able to contact staff when I needed to	11	
13. I have received sufficient advice and guidance in relation to my course	10	Amended
14. Good advice was available when I needed to make study choices on my course	12	Amended
<b>Organisation and management</b>		
15. The course is well organised and running smoothly	15	
16. The timetable works efficiently for me	13	Amended
17. Any changes in the course or teaching have been communicated effectively	14	
<b>Learning resources</b>		
18. The IT resources and facilities provided have supported my learning well	17	Amended
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	16	Amended
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	18	Amended
<b>Learning community</b>		<b>New for 2017</b>
21. I feel part of a community of staff and students		New for 2017
22. I have had the right opportunities to work with other students as part of my course		New for 2017
<b>Student voice</b>		<b>New for 2017</b>
23. I have had the right opportunities to provide feedback on my course		New for 2017
24. Staff value students' views and opinions about the course		New for 2017
25. It is clear how students' feedback on the course has been acted on		New for 2017
26. The students' union (association or guild) effectively represents students' academic interests		New for 2017
27. Overall, I am satisfied with the quality of the course	22	

The following questions were removed from the 2017 survey:

<b>Removed question</b>	<b>Section</b>
3. Staff are enthusiastic about what they are teaching.	The teaching on my course
9. Feedback on my work has helped me clarify things	Assessment and feedback
19. The course has helped me to present myself with confidence.	Personal development
20. My communication skills have improved.	Personal development
21. As a result of the course, I feel confident in tackling unfamiliar problems.	Personal development
I am satisfied with the Students' Union (Association or Guild) at my institution	



<b>Committee Name</b>	<b>SENATE</b>
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	Prevent Duty Annual Report
<b>Paper Number</b>	SEN-1718-16
<b>Paper Author/Contact</b>	Jim Andrews, Chief Operating Officer Shona Nairn-Smith, Business Support Manager & Prevent Co-ordinator
<b>Purpose &amp; Summary</b>	The University is required to report annually to HEFCE on its compliance with the Prevent Duty. The BU Annual Report (1 August 2016 to 31 July 2017) was considered by UET on 3 October 2017 and ULT on 11 October 2017, and will be submitted to ARG on 3 November 2017. The PMG has contributed to the content, and will review the final version, along with any recommendations from other groups, at its meeting on 20 November 2017 ahead of the final submission to the Board on 24 November 2017.
<b>Decision Required of the Committee</b>	Senate is asked to consider the information and supporting evidence to ensure that BU is demonstrating its obligation to have 'due regard' to the Duty. The CUC guidance <i>Illustrative Practice Note 2: Counter-Terrorism and Prevent Agenda</i> is available for reference here: ( <a href="http://www.universitychairs.ac.uk/publications/">http://www.universitychairs.ac.uk/publications/</a> ).
<b>Strategic Links</b>	The Prevent Duty is a legal obligation which we manage via our wellbeing policy and procedures.
<b>Implications, impacts or risks</b> (NB: When presenting papers for discussion or decision at Senate meetings it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	The specific risks associated with implementation of and compliance with the Duty are managed via the Prevent Management Group, chaired by the Chief Operating Officer; the Prevent Risk Register will continue to be reviewed and updated at these bi-monthly meetings. There is also a generic Prevent Duty entry on the BU strategic Risk Register (GCLR8) to ensure sufficient executive level oversight.
<b>Confidentiality</b>	No confidential information is included in this report.

**BOURNEMOUTH UNIVERSITY  
PREVENT DUTY ANNUAL REPORT 2016/17**

**EXECUTIVE SUMMARY**

**1. BACKGROUND AND CONTEXT**

- 1.1 The Prevent Duty became a legal obligation on universities and others in September 2015 via the *Counter Terrorism and Security Act 2015*, which states that higher education bodies must have 'due regard to the need to prevent people from being drawn into terrorism'. HEFCE is responsible for monitoring compliance with the Duty; we are required to submit an annual report in December of each year, approved by the Board, which demonstrates our continuing active and effective implementation of the Prevent Duty.
- 1.2 A number of papers have been published by HEFCE over the summer:
- Summary of Prevent Duty Reports for 2015/16: <http://www.hefce.ac.uk/pubs/year/2017/201711/>
  - Evaluation of Monitoring of the Prevent Duty in Higher Education in England: <http://www.hefce.ac.uk/pubs/year/2017/201712/>
  - Update on HEFCE's Prevent Monitoring Activity and Guidance for Annual Reports on 2016/17 Prevent Activity: <http://www.hefce.ac.uk/pubs/year/2017/CL,282017/>
  - Monitoring Compliance with the 'Prevent' Duty in Higher Education in England Advice Note for Providers: <http://www.hefce.ac.uk/media/HEFCE,2014/Content/Regulation/Prevent/Prevent-duty-updated-advice-note.pdf>
  - Framework for the Monitoring of the Prevent Duty in Higher Education in England: 2017 Onwards: <http://www.hefce.ac.uk/pubs/year/2017/201710/>
  - Guidance for Prevent annual reports for 2016-17: [http://www.hefce.ac.uk/media/HEFCE,2014/Content/Regulation/Prevent/Guidance\\_for\\_Prevent\\_Annual\\_Reporting16-17.pdf](http://www.hefce.ac.uk/media/HEFCE,2014/Content/Regulation/Prevent/Guidance_for_Prevent_Annual_Reporting16-17.pdf)
- 1.3 There is no set format to the annual report, other than it must include:
- Response to outstanding actions and feedback from previous assessment phases
  - Declaration from the University Board
  - Evidence of ongoing engagement and active implementation of the Prevent Duty (including statistical return)
  - Additional information as requested
  - Risk Assessment and Action Plan (only if changed significantly, not applicable to BU).
- 1.4 Any significant changes to policies (e.g. IT Policy) or circumstances (Change of Prevent Lead), and details of any Prevent-related incidents, must be reported to HEFCE immediately. Details of 'Business as Usual' straightforward Channel referrals and informal contact with police or prevent partners are not required.
- 1.5 Outcome letters will be issued in March 2018. It is expected that the Office for Students will assume monitoring responsibility in April 2018, but no significant changes are expected to the process.

**2. KEY RISKS AND ISSUES**

The specific risks associated with implementation of and compliance with the Duty are managed via the Prevent Management Group, chaired by the Chief Operating Officer; the Prevent Risk Register will continue to be reviewed and updated at these bi-monthly meetings. There is also a generic Prevent Duty entry on the BU strategic Risk Register (GCLR8) to ensure sufficient executive level oversight.

**3. PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES**

The BU Annual Report (1 August 2016 to 31 July 2017) will be considered by the following committees: UET (3 October), ULT (11 October), Senate (1 November) and ARG (3 November).

The PMG has contributed to the content, and will review the final version, along with any recommendations from other groups, at its meeting on 20 November ahead of the final submission to the Board on 24 November 2017.

#### **4. DECISION REQUIRED**

- 4.1 Senate is asked to consider the information and supporting evidence to ensure that BU is demonstrating its obligation to have 'due regard' to the Duty. The CUC guidance *Illustrative Practice Note 2: Counter-Terrorism and Prevent Agenda* is available for reference here: (<http://www.universitychairs.ac.uk/publications/>).
- 4.2 Senate is asked to review the Annual Report and appendices for submission to the Board on 24 November, and from there to HEFCE on 1 December 2017.

#### **5. APPENDICES**

1. Prevent Duty Annual Report 2017
2. BU Prevent Policy 2017/18

**Appendix 1****BOURNEMOUTH UNIVERSITY  
PREVENT DUTY ANNUAL REPORT 2017 (for the academic year 2016/17)****1. Context**

- 1.1 This report provides a summary of activities which have taken place in Bournemouth University in the academic year 2016/17 (1 August 2016 – 31 July 2017) with regards to the Prevent Duty. There are no serious incidents to report and no changes have been made to the operating context. Jim Andrews, Chief Operating Officer, remains as Prevent Lead and Shona Nairn-Smith, Business Support Manager, as Prevent Co-ordinator.
- 1.2 We have been clear since implementation that we considered the Duty to be part of our existing wellbeing strategy for students and staff and that our approach would be inclusive and consistent throughout the BU community – i.e. all students, staff, contractors, board members, visitors and partners. This was the correct approach and it has not changed.

**2. Outstanding actions from previous submissions**

We stated in our report last year that we were considering how best to remind staff to undertake refresher training in relation to a number of areas such as data protection and Prevent, and would develop a procedure for dealing with this going forward. More details are included in paragraph 6.3.

**3. Risk Assessment and Action Plan**

- 3.1 Our Prevent Risk Assessment and Action Plan were reviewed and updated for the academic year 2016/17, with changes made to reflect progress to date and having received assurance from HEFCE on 1<sup>st</sup> February that we were compliant. The Risk Assessment was considered by each meeting of the Prevent Operational Group and the Prevent Steering Group, and the overarching risk (that BU fails to comply with the Duty) features on the BU strategic Risk Register, which is considered by the Risk Management Steering Group (RMSG), University Leadership Team (ULT) and the Board Audit, Risk and Governance Committee (ARG).
- 3.2 It was agreed in April to reduce the strategic risk of BU failing to comply with the Duty to Green from Amber; this remains under review.
- 3.3 Going forwards, the Risk Register is maintained as a current and accurate document and will be reviewed at each Prevent Management Group (PMG) meeting. The risk mitigations reflect the embedding of processes and policy relating to the Prevent agenda across the organisation, in addition to the raising of awareness through training and communications to staff.
- 3.4 The Action Plan is also reviewed and updated and submitted to the PMG for consideration.

**4. Partnership and Leadership**

- 4.1 The Annual Report is submitted for consideration and approval to the University Board in November of each year, ahead of submission to HEFCE. The Board oversees the strategic development of the University and ensures the effective use of resources; its membership comprises internal and external members, from within higher education, industry and commerce as well as representatives of the students and staff (both academic and non-academic). The Annual Report and submission is signed by the Chair of the Board, Professor Richard Conder.
- 4.2 Prevent remains on various committee agendas, including the University Board, Senate, Audit, Risk & Governance, ULT and the University Executive Team (UET) and sub-committees such as the Health & Safety Committee and Research Ethics Committee. Formal and verbal updates are submitted to each of these committees, including progress against the Action Plan and Risk Register. The Prevent Steering Group and Prevent Operational Group were merged to form the Prevent Management Group for the start of the 2017/18 academic year, chaired as before by the Chief Operating Officer who is a member of the University Executive Team and the Board.

The Terms of Reference are attached; the Student Union Vice President (Welfare) and Student Union General Members are both members. The Student Union President is a member of the Board.

- 4.3 BU is a member of the Pan Dorset Prevent Delivery Group, chaired by Bournemouth Borough Council, and is represented at each quarterly meeting. We also attend the Prevent South-West Forum meetings, and are able to contribute to discussions via professional networks such as AMOSSHE. Information from each of these sources is shared with colleagues as appropriate and stored on the protected shared folder on the network. The COO is a member of the Dorset Counter Terrorism Local Profile group which meets annually, although the information arising from this group is restricted.
- 4.4 The Prevent Co-ordinator meets with the Operations Manager of the BU International College (BUIC) every other month to review progress against Action Plans. BU and BUIC have signed up to a Statement of Co-operation on Prevent which outlines arrangements for sharing information, staff training and designated activities (such as external speakers). Both organisations maintain separate risk assessments and action plans, but share these with each other for reference. Formal management boards take place annually or bi-annually between BU and its partner colleges; these are asked to include Prevent as a standing item on their agenda or in their annual reports to each other, to ensure that any general matters of concern are shared. Concerns about individuals would be raised as and when they arise, via the BU Head of Student Services.
- 4.5 Any concerns relating to the wellbeing of any member of the BU community are shared with the most appropriate person, for example a line manager, chaplain, student services, residential services, or the Serious Incident Officer (SIO) for out of hours concerns. Such concerns may be escalated to the Head of Student Services or the Associate Director of HR as required. We have set out in our Guidance Note on Disclosure of Student Personal Data to Third Parties, Disclosure of Information on Staff, and Data Protection Policy for Staff and Students, what information can be shared and the authorisation process to support such requests.

## **5. Active and effective implementation of Prevent-related policies**

### **5.1 External speakers and events**

- 5.1.1 We have a well-established Code of Practice on Freedom of Speech (updated and approved by the Board in May 2017) which includes details of potential designated activities and how to manage them. In the year to 31 July 2017 we reviewed four potential designated activities, none of which were specified as designated activities on review. We have updated our room booking form, which contains a direct link to the Code of Practice on Freedom of Speech. We have reviewed programmes for high-profile events such as the Festival of Learning and the Global Festival of Learning and will continue to liaise with event organisers early in the planning process. We have emphasised the need to raise informal queries at an early stage, so that advice can be given, and this approach is working well. There is a right of appeal to the Clerk to the Board, on behalf of the University Board, should the principal organiser disagree with the decision(s) made; this option has not been exercised to date.
- 5.1.2 The process for student societies organised via the Student Union has been embedded and provides a robust review of external facilitated student-led events. All events with external speakers are referred for BU review, working to the Student Union Safe Spaces Policy and the BU Code of Practice on Freedom of Speech.
- 5.1.3 In order to establish compliance and identify any gaps, we have undertaken an audit of events held in 2016/17 using information from the room bookings system, the BU Events calendar, catering bookings and visitor & car parking bookings. From this information we identified two activities for investigation; neither of these was found to be at risk of being a designated activity. We will continue to undertake this audit, at least annually, and to provide further guidance to organisers as appropriate.

## 5.2 Welfare

The Prevent Duty has been aligned with our Wellbeing policies for students and for staff, and staff and student wellbeing groups have been amalgamated into one overall Group. In addition, the Wellbeing Group reports into the Health and Safety Committee of which Prevent is a standing agenda item. We are confident that there is appropriate infrastructure to ensure that any Prevent-related issues or queries would be raised quickly and appropriately.

## 5.3 IT Acceptable Use Policies

5.3.1 All users are required to comply with both the BU and JISC Acceptable Use Policies. Examples of unacceptable use of technology in the BU IT Policies include offensive, obscene or indecent images or material, material relating to proscribed organisations, material with intent to defraud or to bully, and material in breach of copyright. The reviewed and refreshed policies have been promoted to staff, and form part of the annual student agreement.

5.3.2 We provided details last year of the options that had been considered regarding web filtering, and the functions performed by web filtering systems: URL filtering, advanced threat defence, malware protection, application control and reporting. This year we have decided to implement a tactical web filter solution using Firepower technology, which filters agreed categories of URLs and blocks users' access to these sites. Whilst this tactical solution will provide suitable filtering, a long term option is currently subject to our procurement tender process under the JISC framework. This option will ensure reporting and monitoring is available to BU, and will also provide a robust, efficient and flexible solution for the long term.

## 5.4 Pastoral care/chaplaincy support

The BU Religion and Belief Policy was approved in April 2016 and refers to the BU Prevent Policy and the Code of Practice on Freedom of Speech. Expectations about usage of chaplaincy facilities and behaviour are set out clearly in the appendices. Faith space and prayer facilities are made available to students and staff on both Talbot and Lansdowne Campus, and in the BU International College, and are open to all on an equal basis. An Interfaith Group was established in the 2016-17 academic year, with staff and student representatives. Examples of topics discussed during the year include the provision of Islamic faith spaces and the room bookings /external speakers process.

## 5.5 Review and update of policies

5.5.1 Although we already had a Code of Practice on Freedom of Speech, its profile has been raised through the Prevent training sessions and there is a wider understanding of its existence and intentions, i.e. that we wish to host events and speakers safely and legally, rather than stop activities from taking place. The process has become easier as we work through enquiries and are able to share more examples.

5.5.2 An audit of BU policies and procedures which are applicable to the Prevent Duty, and the Prevent Policy itself, was undertaken in the summer and minor updates made where necessary. The Code of Practice on Freedom of Speech was updated in May and will be reviewed again in the summer of 2018 to align with the Prevent reporting timeline.

## 5.6 Examples or Case Studies

In November 2016 we considered arrangements for an external speaker who was invited to speak about mental health in young people. Although neither the speaker (Paul Farmer, Chief Executive Officer, MIND UK) nor the topic were considered to be likely to compromise freedom of speech, we had been made aware that there was a possibility of protestors complaining about government policy. We therefore treated it as a designated activity, making sure that risk assessments were robust and that security arrangements were appropriate. This was a useful exercise of the process and highlighted the need to apply it to the whole organisation and all proposed activities.

## 5.7 Serious incidents

During the period 1 August 2016 to 31 July 2017 there were no serious issues related to the Prevent Duty that the University would be obliged to report to HEFCE.

## 6. **Staff Training**

6.1 The general awareness sessions for staff continue. In the year to 31 July 2017, 300 members of staff attended one of these one-hour sessions, which are advertised on the staff intranet and highlighted in the weekly bulletin to all staff. The presentation was written by the Prevent Co-ordinator, based on the WRAP training, LFHE materials and information shared by the Pan Dorset Delivery Group, and is updated at least monthly to ensure relevance. In addition, departmental-specific sessions were held, for example with the contracted cleaning team, private accommodation providers and SportBU. These departmental sessions were particularly helpful for those who organise events and external speakers or facilitators, and to establish an informal route to the Business Support Manager and Assistant Chief Operating Officer for initial enquiries.

6.2 It was agreed to continue to offer role-specific 'refresher' sessions for frontline staff, for example in Student Support Services, Residential Services and faculties at the start of each academic year. All new members of staff are required to complete the Marshalls online training programme (Inclusive, Cohesive and Safe Campuses) as part of their induction programme; 128 undertook this in 2016/17. This has been a successful method for engaging with new members of staff. We used the same online learning platform LearnUpon to promote our new Data Protection online training module, and noticed an increase in people completing the Prevent module since they get a reminder to do so when logging in.

6.3 The academic representatives on the Prevent Management Group have offered to help run an academic debate style event, primarily for academic staff but open to all, to discuss the Prevent Agenda more widely and address any areas of concern. It is hoped that this will take place before the end of the calendar year.

6.4 The PMG considered some of the examples of 'What Works' provided by HEFCE over the summer, in particular IT, and Welfare, Equality and Diversity.

- [http://www.hefce.ac.uk/media/HEFCE\\_2014/Content/Regulation/Prevent/Practice\\_hub/All.pdf](http://www.hefce.ac.uk/media/HEFCE_2014/Content/Regulation/Prevent/Practice_hub/All.pdf)
- <http://blog.hefce.ac.uk/2017/08/14/the-prevent-duty-is-about-relationships-so-integrate-it-into-pastoral-support/>
- <http://blog.hefce.ac.uk/2017/07/24/welfare-and-equality-and-diversity-in-the-prevent-duty/>
- <http://blog.hefce.ac.uk/2017/04/20/hefce-workshops-on-what-works-in-the-prevent-duty-and-it/>

While it was felt that BU already undertook similar work to that in most of the examples provided, it was agreed to consider the information in more detail, and recommendations will be considered by the Prevent Management Group in the autumn term.

## 7. **Student Engagement**

7.1 The Student Union (SUBU) operate all SU Clubs and Society events under their Safe Space Policy, which reflects the BU Code of Practice on Freedom of Speech, as noted in section 5 of the policy. The policy provides clear guidance around how participants should behave to create an accessible environment in which all students are comfortable.

7.2 All SU Club and Society events and meetings are booked through the Clubs and Societies team in SUBU. There is a clearly defined process for booking events and meetings, published on the SUBU website. This requires a risk assessment for each booking, with details of the speaker and nature of the event to be included on the SUBU room booking request and addressed within the risk assessment. The bookings are reviewed internally by the Clubs and Society Administrator, and with the SUBU Clubs and Societies Manager. Those that require further consideration are escalated to the SUBU General Manager, and BU via the Code of Practice on Freedom of Speech Designated Activities process.

- 7.3 In 2016/17 the process for the events that are escalated has been thoroughly embedded and forms a clear pathway for events to be reviewed and appropriate mitigations put in place.
- 7.4 Student Union events that are hosted by the Sabbatical officers in conjunction with SUBU staff are also required to follow the SUBU Safe Space Policy and the BU Code of Practice on Freedom of Speech. Events must be risk assessed, and this is managed within the Student Engagement team. The officers and team are confident in the process of escalating events for review, and ensure that advice is requested of the university throughout the organisation of the event. This can include operational advice from the Assistant Chief Operating Officer or Prevent Co-ordinator, subject specific representation on organising committees and linking with BU community representatives to co-host events.
- 7.5 BU has clearly communicated its expectations of SUBU under the Prevent agenda. The Prevent Management Group membership includes the SUVP Welfare and General Manager. In addition to engagement via the Management Group, the COO meets regularly with the SUBU General Manager to discuss operational matters. SUBU have been requested to include Prevent as an agenda item at their executive meetings. Jointly, BU and SUBU agreed a revision to the Code of Practice for the Students' Union at Bournemouth University ("SUBU Code of Practice") whereby BU and SUBU agree to work together to ensure that BU can meet its Prevent Duty and that the Code of Practice on Freedom of Speech is complied with by all staff of both organisations, all Students' Union groups and societies and all students. The revised SUBU Code of Practice was approved by the BU Board in February 2016.
- 7.6 SUBU provides dedicated annual training for all Clubs and Society members and leads. The process relating to event and meeting booking is included, as is the adherence to the Safe Space policy. Clubs and Societies are encouraged to use the Safe Spaces video at the beginning of events. Prevent training has been offered to SUBU, but was declined on behalf of the whole union by the previous President. BU continues to work with the SUBU General Manager and the new sabbatical officer team and is discussing provision of Prevent training for SUBU in 2017/18.

## 8. **Areas of good practice or where further support may be required**

We note that further IT technical guidance is due from HEFCE in the October extranet letter.

Jim Andrews  
Chief Operating Officer and Prevent Lead  
20 October 2017

Shona Nairn-Smith  
Business Support Manager and Prevent Co-ordinator  
20 October 2017



# PREVENT Management Group

## Terms of Reference 2017/18

<p><b>Delegated Authority and Purpose</b></p>	<p>Responsible for managing all elements of BU's Prevent Duty, as specified by HEFCE in accordance with the Counter Terrorism and Security Act 2015, on behalf of the University Board and in partnership with all members of the BU community, including staff, students, visitors and contractors.</p>
<p><b>Main responsibilities</b></p>	<p>To set and maintain oversight of the University's strategic approach to compliance with the Prevent Duty. In particular, to:</p> <ol style="list-style-type: none"> <li>1. Manage all aspects of the Prevent Duty at BU to ensure compliance with legislation and best practice, and in accordance with the BU Code of Practice on Freedom of Speech.</li> <li>2. Identify, allocate, monitor and ensure completion of the actions required to meet the requirements of the Duty and of HEFCE.</li> <li>3. Identify, monitor and mitigate the risks associated with compliance with the Duty.</li> <li>4. Meet bi-monthly to review progress against the University's legal obligations, Action Plan and Risk Register, and to make recommendations as required.</li> <li>5. Update UET, ULT, ARG, the Board and others as required throughout the year and to produce an annual report that is presented to the Board for approval for submission to HEFCE, via ULT, ARG and others.</li> <li>6. Ensure that procedures are in place to identify matters of concern, and that these are investigated, managed, reported and acted upon appropriately, including notification to the Board and HEFCE if required.</li> <li>7. Promote understanding of the Duty throughout BU through training, updates, events and liaison with relevant committees and groups.</li> <li>8. Provide an advisory role on the Prevent Duty and its requirements, and make recommendations to UET, ULT, and others on improvements and priorities as required.</li> <li>9. Seek expert guidance from others as required on specific tasks, e.g. Multi-Faith Working Group, Equality and Diversity Steering Group, or Director of IT.</li> <li>10. Liaise with local partners, including BUIC, represent BU at local and national events</li> </ol>

	relevant to the Prevent Duty and liaise with the HEFCE Prevent Co-ordinator and DoE Prevent Regional HE/FE Co-ordinator.
<b>Duration</b>	Permanent
<b>Chair</b>	Chief Operating Officer
<b>Deputy Chair</b>	Assistant Chief Operating Officer
<b>Management and Support</b>	To be provided by Business Support Manager (Prevent Co-ordinator), including meeting administration.
<b>Membership</b>	<ol style="list-style-type: none"> <li>1. Chief Operating Officer</li> <li>2. Assistant Chief Operating Officer</li> <li>3. Business Support Manager (Prevent Co-ordinator)</li> <li>4. Student Union General Manager</li> <li>5. SUBU Vice-President (Welfare)</li> <li>6. Head of Student Services</li> <li>7. Associate Director of HR</li> <li>8. Legal Services Manager (Academic)</li> <li>9. One academic from relevant discipline</li> <li>10. UCU Representative</li> <li>11. Unison Representative</li> </ol> <p>12. Plus any others as required to provide expert guidance on specific tasks, e.g. Multi-Faith Working Group, Equality and Diversity Steering Group, Director of IT, Head of Regional Community Partnerships.</p>
<b>Quorum</b>	N/A
<b>Usual Number of Meetings</b>	Bi-monthly. Plus any ad hoc meetings as required, for example following an incident or to meet a committee timetable.
<b>Reporting Line</b>	<p>University Leadership Team (ULT)</p> <p>The Chief Operating Officer will provide monthly updates to UET and ULT; formal updates such as the annual report are submitted to the Board via UET, ULT and ARG.</p>
<b>Minutes</b>	Notes of meetings are taken and circulated after each meeting.
<b>Sub-committees</b>	No formal sub-groups, but ad-hoc task and finish groups may be convened to take forward a specific piece of work.

<b>Publication</b>	None.
<b>Notes</b>	Deputies or nominees are required if members are unable to attend.

**Policy and Committees use only:**

Final approval by:	PMG	Version number:	
Approval date:	17 July 2017	Notes:	
Date of last review		Due for review:	

<b>Owner:</b>	Chief Operating Officer	SEN-1718-16
<b>Version number:</b>	2	
<b>Date of approval:</b>	24 November 2017	
<b>Approved by:</b>	University Board	
<b>Effective date:</b>	24 November 2017	
<b>Date of last review:</b>	12 February 2016	
<b>Due for review:</b>	1 December 2018	

## BU PREVENT POLICY

### 1. SCOPE AND PURPOSE

- 1.1 Bournemouth University (BU) is committed to protecting freedom of speech and academic freedom together with protecting and safeguarding its students and staff from the risk of being drawn into terrorism.
- 1.2 This Policy is written with reference to the *Counter-Terrorism and Security Act 2015*, and in particular the Prevent Duty ([Prevent Duty for HE](#)). The Act places a duty on universities to have 'due regard to the need to prevent people from being drawn into terrorism.' Terrorism is defined as violent extremism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- 1.3 The Act also notes that universities must seek to balance this duty with their legal obligation to freedom of speech and the importance of academic freedom (Education Reform Act, 1988).

### 2. KEY RESPONSIBILITIES

- 2.1 This Policy applies to all BU staff, students, contractors, board members and visitors (the 'BU Community'). The University Board is responsible for ensuring that everyone understands their roles and responsibilities with regard to the Duty.
- 2.2 The University will seek to identify, protect and support individuals who it believes may be at risk of being drawn into terrorism. Terrorism is defined ([Terrorism Act 2000](#)) as the use or threat of action which involves serious violence against a person or property, endangers a person's life, other than that of the person committing the action, creates a serious risk to the health or safety of the public or a section of the public, or is designed seriously to interfere with or disrupt an electronic system.
- 2.3 The University discharges this responsibility in partnership with other agencies, including the Police, Local Authorities and the network of regional Prevent Co-ordinators.
- 2.4 This policy describes the University's contribution to this multi-agency Prevent agenda. It also defines the process for referral into the local Channel processes. The Channel programme has been developed as part of the Prevent Strategy to provide support to people at risk of being drawn into terrorism.

### 3. LINKS TO OTHER UNIVERSITY DOCUMENTS

There are a number of policies, procedures and codes of practice which sit alongside this policy. Some of these are as follows:  
(add links)

- Acceptable User Policy
- Code of Practice on Freedom of Speech, including Designated Activities
- Data Protection Policy
- Dignity and Respect (Harassment) Policy and Procedures
- Disciplinary Procedure
- Equality and Diversity Policy

- Guidance Note on Disclosure of Student Personal Data to Third Parties
- Guidance Note on Sharing Information about External Speakers
- Information Security Policy
- Policy for use of Chaplaincy and Prayer Facilities at BU Chaplaincy Operational Policy 2013-2019
- Policy on the Protection of Vulnerable People
- Religion and Belief Policy
- Reporting Hate Crime
- Research Ethics Code of Practice
- Student Disciplinary Policy
- Student Wellbeing Policy
- Unacceptable Behaviour Policy

#### **4. GENERAL PRINCIPLES**

- 4.1 The requirements of the Prevent Duty are aligned to the BU Wellbeing Strategy, to ensure that any concerns relating to the wellbeing of any individual(s) are addressed and supported quickly and appropriately.
- 4.2 The Chief Operating Officer, on behalf of the University Board, is the nominated Prevent Lead and is responsible for:
- oversight of, and ensuring compliance with, the University's Prevent duties
  - chairing the Prevent Management Group, which meets bi-monthly to monitor compliance, review the Risk Register and ensure progress with the Prevent Action Plan
  - providing regular updates to UET, ULT, Senate, ARG and the Board, as well as the formal submission to HEFCE in December of each year.
- 4.3 The COO Business Support Manager is the Prevent Co-ordinator, and is responsible for:
- ensuring that actions arising from the Prevent Duty and sector-wide information, such as that from HEFCE, are included in the Action Plan and Risk Register, and shared with members of the BU community as appropriate
  - ensuring that appropriate training is delivered to BU members of staff, students, contractors, visitors and Board members, including details of how to 'Notice-Check-Share' concerns (see paragraph 5 below)
  - providing regular updates to the Health & Safety Committee and others as appropriate
  - attending regional and national Prevent meetings and ensuring that information is shared internally and externally as required
  - ensuring that the Chief Operating Officer and Vice Chancellor are fully apprised of the most current Prevent developments.
- 4.4 The University will work closely with SUBU through the BU SUBU Code of Practice to support the requirements of the University in meeting the Prevent Duty.
- 4.5 The University will ensure all those involved in planning and hosting BU events and activities on and off-campus are aware of, and comply with, the Code of Practice on Freedom of Speech.

#### **5. RAISING CONCERNS**

- 5.1 Any member of the BU community may share a concern about one or more individuals, based on personal observation or from information received, but is not expected to decide whether there is a risk of extremism. A flowchart for the process of sharing concerns is included in Appendix A and is detailed in 5.4 below.
- 5.2 Concerns should be shared with the most appropriate person - usually a line manager or member of the Student Services Team – who will check the details which have been shared and decide on the most appropriate action. This will usually mean meeting the individual to determine whether support is required and, if so, what is most appropriate for that individual.

- 5.3 If concerns remain, these should be shared with either the Head of Student Services (or nominated alternative) or the Associate Director of HR (or nominated alternative).
- 5.4 The Head of Student Services or Associate Director of HR will investigate the issue, seeking to gather together the substantive information and evidence which would allow a full consideration of the case and a decision made as to next steps:
- a. No further action is required. In this case a confidential record of the case will be kept by the Head of Student Services or Associate Director of HR and the Chief Operating Officer would be notified that a case had been investigated but no further action is required.
  - b. There is substance to the case but at this stage only internal action is required. The exact nature of the intervention required would be determined by discussion between relevant staff members. Actions and a review date will be agreed. At the review the case would be assessed again and the appropriate actions taken. It is anticipated that in the majority of cases the intervention would be supportive and safeguarding in nature. As above, the Chief Operating Officer will be fully briefed.
  - c. A referral to the police is required because there are serious issues of safety to the student, staff member, visitor, contractor or others, and/or there is evidence to suggest a criminal act may be committed or has been committed. This decision would be taken only in the most serious of circumstances and only by the Chief Operating Officer or nominated alternative. Referral to the police is via the Universities' Neighbourhood Police Team.
  - d. A referral to the police is required because there are immediate serious issues of safety to the BU Community and/or others, and/or there is evidence to suggest a criminal act may be committed or has been committed. This would be dealt with by contacting the police on 222 or 999.

## 6. INFORMATION SHARING

- 6.1 Only where there is clear and compelling evidence of a requirement to do so will information be shared with other agencies in accordance with BU Policy.
- 6.2 In reaching a decision to share any information with third parties (as per 6.1 above) the University will adhere to its [Data Protection Policy](#) and the Data Protection principles contained therein.
- 6.3 In following the process outlined in paragraph 5 there may be instances where the University is sufficiently concerned by a BU Community member's behaviour and the risk they potentially pose that it will need to share these concerns with external agencies. This may include referral to the Police and, ultimately, the Channel Programme; such referrals will normally be made by the Chief Operating Officer. Records of formal referrals are kept; details must be reported to the University Board and HEFCE.
- 6.4 In sharing such information with external parties the University will share only sufficient and relevant information in order to allow the concern to be appropriately followed up.
- 6.5 Records relating to any information shared will be kept in accordance with the Data Protection Act (1998).

## 7. REVISION

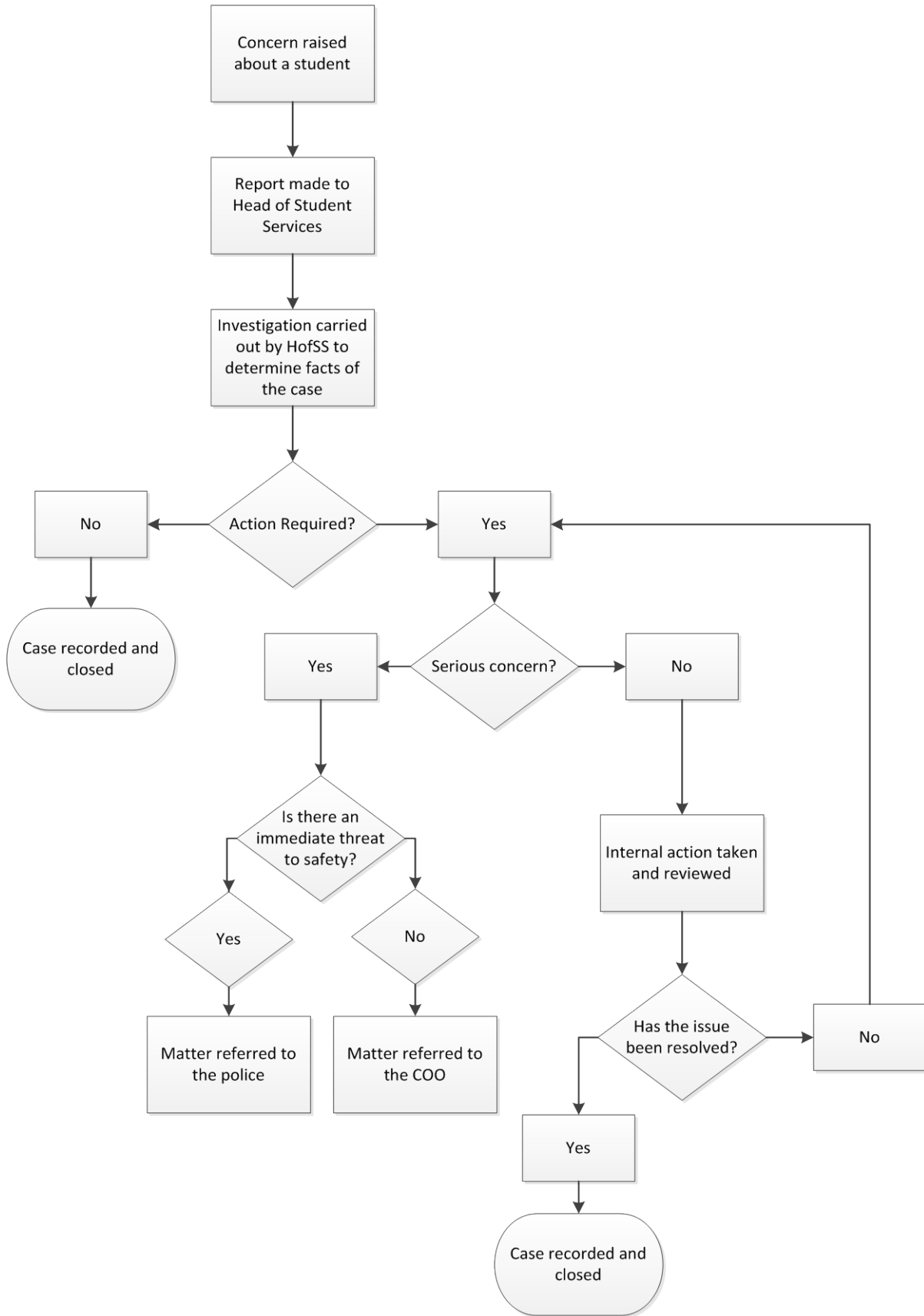
This Policy will be revised as necessary in the light of statutory changes, new guidance and/or experience of its operation, and annually as part of the formal report submission to UET, ULT, Senate, ARG, University Board and HEFCE.

## 8. APPENDICES

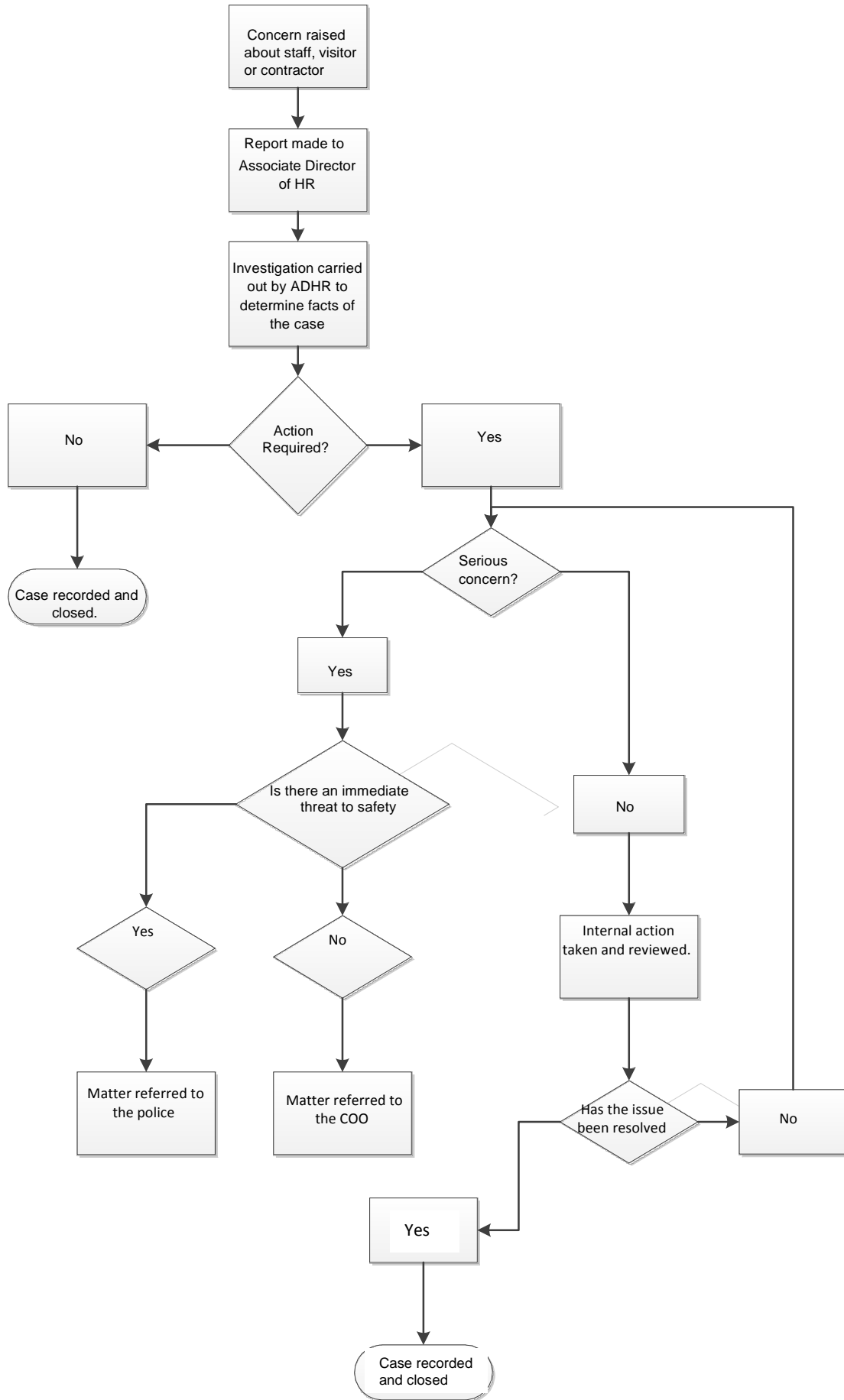
Appendix A: Process for Reporting Concerns about a student

Appendix B: Process for Reporting Concerns about a member of staff, visitor or contractor

**APPENDIX A:  
PROCESS FOR REPORTING CONCERNS REGARDING RADICALISATION ABOUT A STUDENT**



**Appendix B: Process for Reporting Concerns about a member of staff, visitor or contractor**







<b>Committee Name</b>	Senate
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	Annual Report to the Board on the Activities of Senate
<b>Paper Number</b>	SEN-1718-17
<b>Paper Author/Contact</b>	Jacky Mack, Secretary to Senate
<b>Decision Required</b>	To approve the Senate Annual Report 2016/17
<b>Confidentiality</b>	Unrestricted. Non-confidential minutes and papers of Senate meetings are routinely published.

## ANNUAL REPORT OF SENATE AND KEY SUB-COMMITTEE ACTIVITY ACADEMIC YEAR 2016/17

### EXECUTIVE SUMMARY

#### 1. Background and Context

The *CUC HE Code of Governance* places focus on the Board's role in receiving assurances that academic governance is effective. The Senate Report has been written to strengthen the Board's oversight of academic governance to include assurances on how Senate and its key committees are reviewing their own effectiveness and ensuring that academic quality is maintained. To ensure appropriate coverage of delegated activities the report includes assurance regarding the activities of key Senate committees, including the Academic Standards Committee (ASC) and the Education & Student Experience Committee (ESEC), the University Research and Knowledge Exchange Committee (URKEC), and Research Ethics Committee.

In relation to each committee, this report provides:

- An explanation of the main responsibilities of the committee;
- Details of how the terms of reference are reviewed and any changes made in 2016/17;
- A summary of issues arising from regular reporting;
- An overview of annual reporting and monitoring;
- Details of approvals (e.g. changes to academic policies);
- A summary of any other key discussions/debates and decisions.

This report is intended to provide a comprehensive overview of the work of these committees, and therefore assurance that the committees are effectively fulfilling their delegated responsibilities as set out in their Terms of Reference. A separate summary providing an overview of the quality assurance framework for academic partnerships, highlighting any issues and risks is also included. The Senate Committee Structure Chart is provided in Appendix 1.

In accordance with recommended good practice, Terms of Reference for an independent review of Senate were approved in June 2016, and the Good Governance Institute was appointed to undertake the review from October 2016 to February 2017. The 'Senate Effectiveness Review' Report was considered by Senate in June 2017. The report proposed eight core recommendations and three enabling recommendations. The report concluded that the overall academic governance of the University as overseen by the Senate and its principal Committees was robust and accountable and in compliance with the Committee of University Chairs (CUC) Code of HE Governance. The full report is available in Appendix 2.

An action plan has been developed to respond to the recommendations as appropriate, see Appendix 3. This will be reviewed by Senate at its meeting on 1st November 2017, and Senate will receive updates on any ongoing actions in 2017/18.

#### 2. Key Risks and Issues

There are no specific risks or issues to report in relation to the work of Senate

#### 3. Prior Scrutiny and Recommendations of Other Committees

None.

#### 4. Decision Required

Senate is asked to approve this report to the University Board.

#### 5. Appendices to Senate Report

Appendix 1	Senate Committee Structure
Appendix 2	Senate Effectiveness Review Report
Appendix 3	Senate Effectiveness Review Action Plan
Appendix 4	New partnership agreements reported to ASC in 2016/17
Appendix 5	New and revised programme proposals for development
Appendix 6	Approval of requests for deferral of periodic review

## ANNUAL REPORT OF SENATE AND KEY SUB-COMMITTEE ACTIVITY ACADEMIC YEAR 2016/17

### **SENATE**

#### **1. Overview**

Senate is the academic governing body of the University and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University. Senate normally meets three times each academic year. In 2016/17 these meetings took place on 2 November 2016, and 22 February and 7 June 2016. Electronic 'e-Senate' meetings take place two weeks prior to the physical meetings and deal with more routine matters which would not normally require debate at the 'live' meeting. Senate maintains oversight of matters relating to the student experience, quality assurance, academic partnerships and research integrity through the reports of its sub-committees. The Senate Committee Structure is provided in Appendix 1.

#### **2. Terms of Reference and Membership**

Senate reviews its Terms of Reference annually. In 2016/17 the Principal of the AECC was removed from the membership as a result of the AECC securing taught-degree awarding powers, and the Graduate School Academic Board was added to the sub-committees section alongside Faculty Academic Boards. Senate also approves amendments to its sub-committees' Terms of Reference to ensure they remain fit for purpose. All Senate meetings held during the year (including electronic meetings) have been quorate.

The Senate membership includes eight elected academic staff from each Faculty, and two elected Professional and Support Staff representatives. The elected representatives provide an excellent contribution to the work of the Senate and help to ensure a strong academic voice is maintained. Two new elected reps were appointed in 2016/17, one for the Faculty of Science and Technology and one Professional and Support Staff representative.

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

#### **3. Vice-Chancellor's Updates**

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

- Brexit and the potential impact on students and staff;
- The recommendations from the Stern review of the Research Excellence Framework;
- National and International league table rankings;
- Changes to NHS student funding;
- The University's BU 2018 journey, and the challenges of the current HE context.

#### **4. Matters raised by elected staff representatives**

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

- Controlled course expansion, delivery planning and quality assurance;
- The impact on cross-university projects such as SITS implementation and SJP;
- Implementation of the academic workload model;
- The University's policy on anonymity of student survey data collection;
- Timetabling systems and processes being fit for purpose;
- Resolving conflicts between University policy and PSRB/Accreditation body requirements.

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

## **5. Deliberative discussions**

Each meeting includes at least one main deliberative item on a topical subject of interest, with additional speakers invited to present to Senate and participate in the debates as appropriate. In 2016/17 these were:

- Fair Access and the work of the Fair Access Agreement Management Group (November 2016);
- Teaching Excellence Framework (TEF) Year 2 (November 2016 and February 2017);
- Research Excellence Framework (REF) Consultation (February 2017);
- The development of BU 2025 (February and June 2017).

## **6. Approvals**

A new award title of MSci (Hons) was approved by Chair's Action in October 2016 and subsequently ratified at e-Senate. Academic Regulations, Policies and Procedures (ARPP) *2A Awards of Bournemouth University: Policy* was updated accordingly.

The Prevent Duty Annual Report was approved at the November 2016 meeting as was the Senate Annual Report 2015/16.

Further updates to ARPP *2A Awards of Bournemouth University: Policy* to include a new award of 'Honorary Fellow of Bournemouth University', and the removal of the Honorary Master's degree honorary titles were approved by Chair's Action in December 2016 and ratified at the February 2017 meeting.

An extraordinary e-Senate meeting in April 2017 approved an extension to Professor Rosser's term of office as Senate representative on the University Board, and the 2017 recommendations of the Honorary Awards Committee.

Senate formally approved changes to a number of ARPPs in June 2017 to support the introduction of 'carrying credit' in 2017/18, as follows:

- *2A Awards of Bournemouth University: Policy*
- *2B Programme Structure and Curriculum Design Characteristics: Procedure*
- *6A Standard Assessment Regulations: Undergraduate Programmes*
- *6A Standard Assessment Regulations: Integrated Masters Programmes*
- *6L Assessment Board Decision-Making, including the implementation of Assessment Regulations: Procedure*

Senate also approved updates to ARPP *5C Annual Monitoring and Enhancement Review: Policy and Procedure* in June 2017, based on a revised model for annual programme monitoring with a stronger focus on review against a data dashboard, and evidencing impact of actions. This would be implemented in the 2016/17 academic year.

An update was made to the Senate Committees structure linked to the outcomes of the Graduate School review to reflect the new BU Research Degrees Committee which reported to the University Research and Knowledge Exchange Committee.

## **7. Other Issues considered by Senate**

In November 2016, the National Student Survey results were discussed in some detail including the variations across programmes. The University's overall satisfaction score had improved by 3% to 82%. Whilst this was positive, further improvements were necessary to close the 4% gap to the sector average of 86%. Changes to the survey in 2017 were noted.

The TEF Year 2 narrative submission was presented in February 2017 and there was discussion on the future development of the TFE including subject level pilots in TEF Year 3. Key points from the REF consultation and the potential impact were also highlighted and discussed in February.

In June 2017 Senate had its annual discussion on progress against the BU2018 Key Performance Indicators.

In accordance with recommended good practice, Terms of Reference for an independent review of Senate were approved in June 2016, and the Good Governance Institute was appointed to undertake the review from October 2016 to February 2017. The 'Senate Effectiveness Review' report was considered by Senate in June 2017 and proposed eight core recommendations and three enabling recommendations. The full report is available in Appendix 2. The report concluded that the overall academic governance of the University as overseen by the Senate and its principal Committees was robust and accountable and in compliance with the Committee of University Chairs (CUC) Code of HE Governance. An action plan has been developed to respond to the recommendations as appropriate, see Appendix 3. This will be reviewed by Senate at its meeting on 1 November 2017, and Senate will receive updates on any ongoing actions in 2017/18.

Senate also received quarterly updates on the implementation of the Global Engagement Plan.

The first meeting of the academic cycle will focus on the development of the University's new strategic plan, BU 2025. The minutes of this meeting will be included in the Board packs for 24 November.

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

## **ACADEMIC STANDARDS COMMITTEE**

### **8. Overview**

Academic Standards Committee (ASC) is responsible, on behalf of Senate, for setting and maintaining the academic standards of University awards and meets five times per year. It is chaired by the Deputy Vice-Chancellor. In 2016/17 meetings took place on 3 October and 7 December 2016, and 1 February, 5 April and 31 May 2017. Its reporting committees are the Quality Assurance Standing Group, Partnership Boards, the International and UK Partnerships Committee (IUPC) and Faculty Academic Standards Committees (FASC).

### **9. Terms of Reference**

The ASC Terms of Reference are reviewed annually for approval at the first meeting of each academic year, and ASC also approves the Terms of Reference for its reporting committees as noted above. There were minor changes to the ASC Terms of Reference to update the details of the clerking arrangements, and minor updates to job titles.

### **10. Regular Reporting**

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

- Pending External Examiner nominations and new appointments;
- New Research Degree Examining Teams;
- Completed Framework/Programme reviews, approvals and reviews for closure;
- Updates to academic partner contracts and new academic partner contracts, see Appendix 4 for details.

ASC also regularly receives minutes/reports from its reporting committees as noted above.

### **11. Annual Monitoring and Reporting**

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

#### *11.1. Academic Quality Annual Report 2015/16 (April 2017)*

ASC receives an annual report summarising findings and outcomes from the previous year of quality assurance and monitoring activity. In discussing the report, the Committee noted that there had been a decrease in concerns raised by External Examiners compared to data recorded for 2014/15. The issues raised were not of a significant nature, i.e. they were not related to the academic standards of awards. The report concluded that academic standards had been maintained for the University's academic provision during the reporting period, and that the University had exercised its degree awarding powers appropriately. The Chair noted that these results were as expected.

The report made a series of recommendations for action that would provide further assurance including further interrogation of data related to the management of Assessment Boards and mitigating circumstances cases.

#### 11.2. *Marketing & Communications Annual Report 2015/16 (October 2016)*

During 2015/16 there had been some significant changes and improvements in how the University published its public information. With the introduction of new consumer legislation, along with the launch of the new website, improvements were made to the processes and procedures of how the University managed its external communications. The Competition and Markets Authority (CMA) had issued guidance for HEIs which made recommendations for enhancing information provided to prospective students. Led by the Student Task & Finish Group, the University developed a Communications Policy which was approved by the University Leadership Team (ULT) in November 2015. The Communications Policy provided guidance and clarity over the management and control measures put in place to ensure the accuracy and quality of public information.

#### 11.3. *Annual Report on Programme Approval, Review and Closure (2015/16) (October 2016)*

In previous years, the Annual Report on programme approval, review, closure and modification was part of the EDQ annual report which went to the April meeting of ASC. It had been agreed that it would be submitted as a separate report this year in order that a more timely discussion could take place on the year's activity. There were currently 325 programmes across the University and its Partners, compared to 331 in 2014/15 and 375 in 2013/14, while 19% of BU programmes were delivered at Partners, compared to 21.5% in 2014/15 and 23% in 2013/14. As predicted, the number of events held during 2015/16 was less than in previous years, possibly due to new CMA guidance resulting in a longer lead in time for reviews. There had also been a slight increase in the number of periodic review deferral requests. The majority of these were due to Faculties awaiting new Professional, Statutory and Regulatory Body (PSRB) curriculum requirements to be published.

A revised programme approval and review process has been introduced to streamline the entire process and reduce the required documentation. *ARPP 4A – Programme Approval, Review and Closure: Policy and Procedure* had been reviewed and revised into a shorter and more concise document which amalgamated three separate ARPP documents into one 11 page document. Overall, the Committee was reassured that the new process had improved the timescale for programme approval, review or closure.

#### 11.4. *Graduate School Annual Report 2015/16 (December 16, and update in May 2017)*

The Graduate School continued to play a leading role in growing the PGR community at BU with PGR numbers reaching another record level of 575 in July 2016. The PGR growth had been supported by the successful delivery of a strong portfolio of research degrees, delivering BU PhD Studentship and VC Scholarship programmes, as well as strong recruitment for students funded via other sources, and further developing supervisory capacity via training for new and experienced doctoral supervisors. ASC approved the annual report but members agreed they would like to see an increased level of detail in the report taken from Faculty Quality Report activities in order for the Committee to see the improvements being made within the Graduate School. A revised version of the annual report was presented to ASC at its meeting in May 2017 and the changes were approved.

#### 11.5. *Faculty and Partner Quality Reports 2015/16 (December 2016)*

Summary points from the review of Faculty and partner annual Quality Reports are noted below.

##### 11.5.1. Anglo-European College of Chiropractic (AECC)

The External Examiner reports received by AECC had been very good, in particular regarding the MSc Ultrasound and Medical Ultrasound programmes which had been outstanding. There had also been good news regarding the NSS score across all programmes and for all categories. However, 'Assessment and Feedback' and 'Organisation and Management' were still below sector and this would continue to feature within action plans. Meetings had recently taken place with students to discuss any issues and to put actions in place. Feedback received from students was generally positive.

##### 11.5.2. Faculty of Health and Social Sciences (FHSS)

Health Education Wessex (HEW), the Education and Training Board who commission education from BU, undertook the annual review of the NHS contract in June 2016. The review was a positive experience and the University was deemed to be meeting its key performance indicators. HEW identified 7 areas for inclusion in the University's improvement plan. These mainly related to the continuing improvement of processes that had already been initiated. During 2016, the Nursing and Midwifery Council undertook a

monitoring review of the University's provision with a particular focus upon Adult Nursing. The monitoring review was highly successful with the University commended for the role of the University Practice Learning Advisors in supporting the learning of students undertaking placements.

#### 11.5.3. Faculty of Management (FM)

The NSS score had risen by 2% which was rewarding to see and further improvements to the NSS score were to be pursued through the year. Only 4 units had failure rates above 20%, which was down from 22 units the previous year, representing significant improvement. There was also a strong focus in the report on considering the classifications profile/range of assessment marks provided to students.

#### 11.5.4. Faculty of Media and Communication (FMC)

External Examiner reports for the Faculty had been positive and had correlated with the NSS scores. There had been some very positive comments around the value of placements, design of feedback, using the full range of marks, evidence of comprehensive and constructive feedback across units on larger programmes and teaching and learning excellence. Some weaknesses identified were the inconsistency of the volume of feedback as well as some isolated incidences of illegible handwritten feedback. There had also been a comment that there should be a greater use of Turnitin for unit assessments that were text based.

Discussion regarding 20% failure rates had taken place at FASC meetings throughout the year and had led to an agreement that Unit Leaders would write a report for units with 20%+ failure rates during the 2016/17 academic year. These reports would be presented to the main assessment boards for discussion and comment and the information contained within the reports would be included in the Unit Monitoring Reports.

#### 11.5.5. Faculty of Science and Technology (FST)

The Faculty's use of MUSE had been commended by the British Computer Society (BCS). The adoption of Technology Enhanced Learning and the increased use of Panopto for video and verbal feedback on marking had been noted as positive, particularly in Computing and Creative Technology. The NSS had shown a substantial improvement across the Faculty and it was interesting to note the most improved area was Assessment and Feedback, but this was still the lowest performing area and would continue to be a focus for the Faculty over the next year. Failure rates had continued to be an issue in some areas. The FASC had discussed unit failure rates, however even where units were under 20% failure rate, the cumulative impact of these failures could lead to high programme failure rates. This area would remain within the action plan.

#### 11.5.6. Bournemouth and Poole College (BPC)

The BPC report identified that a small number of programmes had high overall failure rates for Level 4, e.g. FdA Business & Management and FdSc Business Computing. Both programmes were undergoing review in the current academic year.

#### 11.5.7. Kingston Maurward College

The report was very positive overall. One key issue was the poor recruitment for the FdSc Marine Ecology & Conservation programme which was impacting on the number of students progressing onto the top-up programme.

#### 11.5.8. Yeovil College (April 2017)

The Yeovil College report had not been submitted to the University at the point of the December meeting. This was later taken to the April meeting and no significant issues were identified.

All submitted Quality Reports were approved. It was noted that the Defence College of Communication and Information Systems had not submitted a report. Faculty Quality Reports had provided clarity and focus and were reflective with regard to where problems were, aspects which would be worked on further and how issues would be resolved. The focus on three week turnaround and reducing failure rates was reassuring and it was encouraging to see Faculties making use of available data.

## **12. Student Population Statistics (April 2017)**

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

- There was a marked difference between Continue/Qualify rates based on entry qualification type. For 2015/16, the Continue/Qualify rate for students with A/AS Level Qualification was 90.8%, whilst it was 82.1% for other Level 3 Diplomas, which were primarily dominated by BTEC qualifications.

- Analysis of degree classification indicated a loose correlation between Tariff points and entry qualification type, with an approximate gap of 50 Tariff points across each classification for A/AS Level qualifications and other Level 3 Diplomas.
- The proportion of First and Upper Second Class degrees being awarded had fallen slightly for the first time in 10 years from 77.6% in 2014/15 to 77.0% in 2015/16.
- The report indicated that the proportion of students gaining a Merit or Distinction for MSc and MA programmes had increased since 2014/15.

Additional analysis was circulated following the meeting at the request of the Committee and no further action required.

#### 12.1. *Requests for deferral of Periodic Programme Reviews*

3 requests for deferral of periodic programme review were approved by ASC (See Appendix 5 for details). In most cases this was linked to timescales for publication of new PSRB guidelines.

#### 12.2. *Nominations for Quality Assurance and Enhancement Group (QAEG) membership*

22 new nominations were considered and approved in 2016/17 which was broadly in line with levels in 2015/16.

### **13. Faculty Quality Audit Reports and Action Plans**

#### 13.1. *Faculty of Management Action Plan (October 2016 and May 2017)*

The audit had taken place in May 2016, and the outcome was that confidence could be placed in the Faculty's current and future management of academic standards. As part of this process the Faculty was required to produce an action plan to be submitted to the first ASC meeting of the 2016/17 academic year. Several of the recommendations were reinforcing the assessment policies being put into place to ensure staff were carrying out their roles as expected. The Faculty was also focusing on its engagement with student feedback and the employability of its graduates.

ASC received a follow up to the action plan in May 2017. In particular it was noted that greater support for placements and employability enhancements had been put in place across the Faculty during 2016/17. These included a standardisation of the approach to, and experience of, placements (whether compulsory or optional), improved pre-placement support incorporating a specifically designed induction, and a greater emphasis on the value of the placement as a learning opportunity for students highlighted by the introduction of prizes and a Faculty ceremony to celebrate placement success.

#### 13.2. *Action Plan - Faculty of Science and Technology (February 2017)*

The follow-up report revisited the actions from the audit conducted in February 2016. The report had been requested as evidence to demonstrate that all quality and enhancement initiatives had been fully embedded within the Faculty. It was noted that the Faculties use of MUSE was a particular strength. Analysis of the MUSE data suggested that there was a strong correlation between unit size and student satisfaction, and it was agreed that an exploration of factors which enabled good satisfaction scores in units with large student numbers could be a possible future debate item.

#### 13.3. *Report and Action Plan – Faculty of Media and Communications (February 2017)*

The Faculty had undergone a Quality Audit in May 2015. Whilst the panel concluded that confidence could be placed in the likely future management of academic standards, it was requested that a follow-up audit was conducted in 2016 to provide an opportunity for the Faculty to demonstrate how it was fulfilling its quality enhancement functions and responsibilities, noting earlier inconsistencies in the overall approach to education enhancement and the wider sharing of good practice across the Faculty. The panel concluded from the 2016 follow-up audit that confidence could be placed in the capacity of the Faculty's approach to enhancement. ASC approved the Faculty's response to the audit and noted progress that had been made at that stage against the action plan.

### **14. Other key decisions**

#### 14.1. *Annual Monitoring and Enhancement Review (April and May 2017)*

In April 2017 ASC received a paper seeking approval for the underlying principles relating to a revised model for annual programme monitoring which would replace the existing processes set out in 5C – *Continuous Monitoring of Taught Academic Provision: Policy and Procedure*. There had been an increased emphasis on the effective use of data to better evidence impact and outcomes. The proposed model was an opportunity to reconsider the existing annual programme monitoring processes by developing a more holistic approach whereby quality and enhancement monitoring, review, and action planning were fully integrated, based on



clearly defined thresholds and agreed targets. It also presented an opportunity to address some of the data gaps identified through the University's work to develop the TEF Year 2 narrative.

After approving the principles of the new process in April, new policies and procedures were taken to the Committee in May with the intention of applying these for 2016/17. ASC was provided further information on the new Annual Monitoring and Enhancement Review (AMER) which would replace the previous policy and procedure known as Annual Review and Continuous Monitoring (ARCM): *5C – Continuous Monitoring of Taught Academic Provision: Policy and Procedure*. AMER presented a major change to the existing policy and would therefore require approval from Senate. The principles, policy and procedure of the new AMER process were approved and recommended to Senate.

#### 14.2. Faculty Quality Audit Methodology (FQA)

The University has had in place a Quality Audit process since 2009 which aims to establish whether the University may have confidence in a School/Faculty's capacity to fulfil its responsibility for the management of academic standards and the enhancement of the quality of learning opportunities. Audits are scheduled on a quinquennial basis although interim audit events can be conducted at the request of ASC. Given that there was a greater emphasis on the analysis and evaluation of data outputs for the purposes of meeting external reporting requirements, ASC received a recommendation that Academic Quality review the existing FQA methodology. FHSS were due to be audited in 2016/17, however, as there were no issues arising from the FHSS annual monitoring data, it was also recommended that the FHSS FQA be postponed until Semester 1 of 2017/18 so it could be subject to the revised FQA methodology. ASC approved the recommendation to develop a revised FQA methodology for implementation in 2017/18.

#### 14.3. Other approvals

The following were also approved/noted:

- National Student Survey (NSS) Results (October 2016).
- Final updates to the QAA action plan from the 2013 review were noted. The action plan was now fully complete. (December 2016).

### 15. Key discussions

- FASC Review of Programme Structure and PG Loan Eligibility (December 2016 and February 2017)

A paper to summarise the Postgraduate taught (PG) loan status of University programmes had been presented to the Committee at the December 2016 meeting. The Deputy Deans Education & Professional Practice were asked to undertake further refinements and ensure data were cleaned with a clear rationale for all programmes ineligible for PG loans.

In summary, of the 172 PG programmes the University offered, 27 programmes were of too few credits to be eligible for a loan leaving 145 programmes that met the minimum credit requirement. Of those 145 programmes, 121 met all of the eligibility criteria required for a PG loan. The remaining 24 PG programmes were of the required credits; however, due to their study intensity structure they were not in an eligible format. These included 12 CPD programmes; 8 'pay as you go per unit'; 3 contract programmes; and 1 programme that was not accepting new intakes during 2017/18.

- Trailing fails/carrying credit' (February and April 2017)

The Committee noted that Senate had already approved the underlying principles of 'carrying credit' in February 2016, with a view to implementing this from 2017/18 onwards. As a consequence of this decision, in May 2016 the Committee had agreed broad principles to guide necessary developments to support implementation. The paper presented in February 2017 sought consideration and approval on detailed proposals and recommendations. Several of these recommendations were referred to the QASG for further discussion. The outcomes of the QASG discussions were provided at the April meeting and informed a series of recommendations to Senate to support implementation of carrying credit (see above).

### 16. Debate items

It was agreed at the February 2017 meeting to introduce a regular debate item at ASC, where possible.

- Approaches to inter-disciplinary learning and engagement (April 2017)

The Committee received a presentation on the approaches to inter-disciplinary learning and engagement and then discussed the potential benefits and issues for inter-disciplinary learning approaches. It was considered that there were a number of ways to enable inter-disciplinary learning without the need to require radical structural changes, such as the option of embedding collaborative projects within single-discipline

degrees. However, it was agreed that structural change could be facilitated to foster inter and multi-disciplinary programme development that would allow flexibility in programmes should the University wish to pursue this route.

## **17. Approvals**

### *17.1. Programme Approvals*

ASC considers and approves new and revised programme proposals for development in relation to the University's overall academic profile and strategic objectives. A total of 16 UG and 12 PG programmes proposals were considered by ASC (with 1 of these considered via Chair's Action). Of these, 4 were referred back for further information/review and 2 proposals were not approved. See Appendix 6 for details.

### *17.2. Changes to Academic Regulations, Policies and Procedures (ARPP)*

Changes were made ARPPs as follows:

#### *2A – Awards of the University: Policy*

- Addition of the new award of 'Honorary Fellow of Bournemouth University' to the list of honorary awards and removal of Honorary Master's.

#### *6C – Assessment Design, Handling and Submission: Policy and Procedure*

- Removal of reference to attendance within Appendix 1.

#### *6D – Marking, Independent Marking and Moderation: Policy and Procedure*

- Footnote added to clarify that marks cannot be deducted for non-attendance.

In response to the earlier in-principle decision of Senate to implement 'carrying credit', ASC approved changes to the following:

#### *2A – Awards of Bournemouth University: Policy*

#### *2B – Programme Structure and Curriculum Design Characteristics: Procedure*

#### *6A – Standard Assessment Regulations: Undergraduate Programmes*

#### *6A – Standard Assessment Regulations: Integrated Masters Programmes*

#### *6L – Assessment Board Decision-Making, Including the Implementation of Assessment Regulations Procedure*

## **EDUCATION AND STUDENT EXPERIENCE COMMITTEE**

### **18. Overview**

The Education and Student Experience Committee (ESEC) is responsible, on behalf of Senate, for ensuring the on-going enhancement of the overall student experience through the development and monitoring of University and Faculty strategies and plans for education and enhancement, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan. It is chaired by the Deputy Vice-Chancellor. The committee meets five times per year and in 2016/17 these meetings took place on 26 September and 22 November 2016, and 17 January, 29 March and 3 May 2017.

Its sub-committees are Student Voice Committee (SVC), Technology Enhanced Learning Strategy Forum and Faculty Education and Student Experience Committees (FESEC). ESEC may also have items remitted from Faculty Student Forums via SVC. The Centre for Excellence in Learning (CEL) and SUBU President also report to all ESEC meetings.

### **19. Terms of Reference**

The ESEC Terms of Reference are reviewed annually for approval at the first meeting of the new academic year, and ESEC also approves the Terms of Reference for its reporting committees as noted above. The ESEC Terms of Reference had minor nomenclature amendments, and the SUBU VP Community role was also added to the membership.

### **20. Regular Reporting**

ESEC reviews regular reporting items as well as matters raised by reporting committees. A summary overview of issues from 2016/17 regular reporting is provided below.

## 20.1. *Sub-Committees*

### 20.1.1. Technology Enhanced Learning Strategy Forum (TELSF)

With the introduction of the new VLE (Brightspace) and Vision for Learning (V4L), TELSF and SUBU had worked together to discuss the best methods of promoting the new VLE and ensuring students engaged with the new VLE. TELSF and CEL had continued to work together to encourage staff engagement in technological innovation and to enable resources in the physical and virtual spaces across the University. Phase 1 of the implementation of V4L included 9,000 students (43% of the student population). All of the Learning Technologists and academic staff had received training.

### 20.1.2. Student Voice Committee (SVC)

SVC had continued to work on the NSS campaign which took place between 6 February and 30 April 2017. Marketing & Communications were based on Talbot and Lansdowne Campuses to encourage students to complete the survey via mobile phones using iBU. SVC had also been working on developing SimOn which was progressing well and would continue to progress over the next five years into a fully functioning system. The Survey Repository which had been introduced included user friendly data and data that could be filtered as required. Work on the Survey Repository would continue during the 2017/18 academic year.

### 20.1.3. Centre for Excellence in Learning (CEL)

CEL and TELSF had continued to work together to encourage staff engagement in technological innovation and to enable resources in the physical and virtual spaces around the University. CEL had also continued to work with Faculties and Departments on a range of issues e.g. assessment and feedback, late assessment, work based learning, student centred learning, innovative practice and Technology Enhanced Learning. CEL had proposed the introduction of a generic Education Doctorate (EdD) title alongside the existing EdD Creative and Media programme. The same models for residential programmes and supervision were planned and the programme would be open to professionals/academics from all backgrounds.

All Faculties had been keen to be part of iInnovate and the workshops provided for Faculty staff were well attended. CEL also contributed to the 15 page TEF narrative submission. It was recognised that the University needed to utilise metrics more effectively in order to measure and showcase the great things that were taking place within the University, but not currently being captured in a format appropriate for TEF.

### 20.1.4. *SUBU President's Report*

The Students' Union was sharing SimOn data more widely, which in turn was encouraging good conversations within the University. SUBU had increased its presence at Lansdowne Campus to ensure that Lansdowne based students did not feel isolated from SUBU support.

SUBU were awarded the prestigious NUS Education Award 2016 for showing innovation and impact in the area of education development as well as the work carried out on SimOn. Since winning this award, 14 other University Student Unions were considering using SimOn as a system at their institutions. SUBU were nominated for the NUS Most Internationalised Union of the Year for the work carried out with GlobalBU on internationalisation, and were also nominated to the National Diversity Awards for the LGBT Community Organisation Award.

## 21. **Annual Monitoring and Reporting**

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

- Alumni Relations & Fundraising Programmes Update (September 2016)
- BU Student Development Award (SDA) (September 2016)
- Student Support Services Annual Report (November 2016)
- Organisation Development Impact Report (January 2017)
- Multi Faith Chaplaincy Annual Report (January 2017)
- Dignity, Diversity and Equality Steering Group Annual Report (January 2017)

### 21.1 *NSS Results (September 2016)*

ESEC reviewed and discussed NSS results with reference to how Faculties and Professional Services could improve NSS scores moving forward. Key points from the discussion are summarised below.

- The University had achieved its highest ever satisfaction score at 82% (up by 3%) and further improvements would be put in place in order to close the 4% gap to sector average.

- The University was now on or above sector average for Learning Resources and Personal Development, but still lower than sector average in Assessment & Feedback and Organisation & Management, however the gap was continuing to reduce.
- The four questions which were relevant to Professional Services had all shown improvement, with the exception of timetabling.
- Members were reminded that good results come from staff building good relationships with students. Moving forward, the Academic Adviser role would be key to the improvement of future NSS scores.
- Overall the results of the NSS Survey had improved on the previous year, however the University was still not in the position expected, although it was moving in the right direction in many areas.

### *21.2 Education and Student Experience Plans (ESEPs) (September, November 2016 & May 2017)*

Detailed review and discussion took place on ESEPs from Faculties and Professional Services at several meetings.

Within the Faculty of Science and Technology (FST), four out of five NSS Assessment & Feedback questions had shown the greatest improvement which had resulted from the Faculty's focus over the past few years on Assessment & Feedback following the introduction of teaching committees which ensured Assignment Briefs were improved upon.

The Faculty of Management (FM) was in the process of making improvements to Assignment Briefs as comments made through MUSE had indicated that Assignment Briefs and feedback required improvement. Many Faculty of Health and Social Sciences (FHSS) staff had obtained a teaching qualification with the Higher Education Academic (HEA) and the Faculty was committed in continuing to promote this across the professoriate as well as new teaching staff, as it was important for the Faculty demonstrate the performance indicator for the University. As students valued contact and valued their relationships with academic staff, the FHSS would focus on providing students with a more personal relationship with academic staff.

The NSS satisfaction score for the Faculty of Media and Communication (FMC) increased from 79% to 81% which was encouraging. Moving forward, FMC would continue with each Department owning an ESEP at programme level which would be updated after each FESEC meeting.

In November 2016, revised ESEPs were reviewed by the Committee as a result of feedback including feedback from the Deputy Vice-Chancellor. The updated ESEPs showed a strong focus on evidence-based activities targeted to improve the NSS results next year, a focus on initiatives to impact positively on student experience, showed clear mechanisms to further support Academic Advisers and Programme Leaders and this ensured the provision of consistent information regarding placements and communications to those students on placements.

In May 2017, ESEC reviewed progress updates from all Faculties and Professional Services.

FST had shared best practice across departments, introduced improved communication whilst looking at assignments and assessments and worked on improving the Three Week Assessment Turnaround for student feedback. FST planned to extend the successful attendance monitoring approach (of students logging in via their phones) to other departments, when the associated technical and resource issues were resolved.

For FHSS, the focus had been on enhanced communication, developing a cultural/sense of belonging at the University and of empowering Programme Leaders to work through any programme issues. MUSE scores had been very good, however there had been institutional factors which had impacted students such as IT issues and organisational restructures across the University.

FMC had focused on the work for HEA Fellowship and work on curriculum development. PTES results had been good and some areas had been identified for action.

FM had been adapting their quality processes and staff had participated in the innovate scheme with a high number of staff members becoming involved.

The Committee noted the highlights contained within the updated documentation and also noted areas for further consideration. The Committee approved all updated ESEPs.

Professional Services ESEPs had highlighted how the Professional Services intended to contribute to enhancing the student experience and it was noted that ESEPs should make reference to NSS evidence.

### 21.3 *Postgraduate Taught Experience Survey (PTES) (September 2016)*

The paper provided an analysis of the results of the annual Postgraduate Taught Experience Survey (PTES). PTES had received its highest response rate to date, with the response rate being 50% in total across the sector. The overall satisfaction rate had increased from 75.1% in 2015, to 79.3% in 2016. Enhanced supervisory training was underway, which would encourage better communication channels with PGR students.

### 21.4 *Peer Reflection on Education Practice (PREP) Annual Reports (September 2016)*

Following on from earlier discussions at ESEC meetings when Faculties were advised of the initiatives that academic staff had put forward, throughout the year, CEL had promoted and raised awareness of the technologies that staff had available to use, particularly with regards to assessment and feedback. Moving forward, Faculties would continue to focus on innovate within PREP, Assessment and Feedback and Teaching and Learning.

### 21.5 *New Student Induction (September 2016)*

Now that Heads of Education and Heads of Department were in place, Faculties had taken ownership of student induction and had been working hard on improved coordination and organisation and improved communication with Professional Services and SUBU.

### 21.6 *Teach@BU Update (January 2017)*

At the start of 2017, 92 members of staff had achieved HEA Fellowship via Teach@BU, all of whom were now mentors to other applicants and Teach@BU Assessment Panel members. This provided a growing community of academics able to demonstrate a commitment to teaching and supporting learning. CEL continued to work hard in encouraging more academics to engage with Teach@BU in order to meet the BU target of 100% of academics having either HEA Fellowship or a recognised teaching qualification.

### 21.7 *International Mobility of Students Update (January 2017)*

The number of students travelling overseas to study had increased considerably with numbers doubling since the previous year. Work would continue throughout the year to ensure the target of 20% was achieved by 2018. Study Exchange had grown and 2016/17 saw more student interest in Erasmus+ than ever before. Funding for this programme had been over-subscribed; therefore a 100% increase in funding would be requested for 2017/18.

### 21.8 *Appeals and Complaints Annual Report (March 2017)*

The report provided an overview and analysis of activity between 1 January and 31 December 2016. A total of 247 academic appeals were lodged with the University in 2016. This represented a 12.6% increase on the previous reporting period; 206 of these were from on campus students and 41 from students on BU courses at Partners while 90.6% of appeals were from undergraduate students and 9.3% were from postgraduate taught/research students.

Based on the evaluation of data arising from the processing of students' appeals and complaints in 2016, the University was assured that its published procedures were appropriately applied during the reporting period. There was evidence to indicate the University's policies and procedures for considering student appeals and complaints remained fit for purpose.

### 21.9 *Annual Review: Postgraduate Taught (PGT) Framework Review (May 2017)*

Key components of the Framework included Research Skills Training, Personal Development Planning (PDP), Public Engagement and International Mobility. Two years on from the introduction of the Postgraduate Development Award (PGDA), 98 PGTs had completed the award with registration doubling in the second year. Student feedback continued to be very positive. The Framework offered training sessions, events (e.g. workshops, seminars, conferences and cultural events), activities (including social activities and overseas activities) and Faculty and Programme level and continued to enhance the postgraduate taught student experience.

### 21.10 *Widening Participation (WP) Annual Report (May 2017)*

The report provided an overview of the monitoring process and a review of activity in the current year. Moving forward, the 2018/19 Fair Access Agreement would need a new way of thinking with regard to how the University met its milestones and targets. In response to the changes required, the University would replace the Fair Access Agreement Management Group (FAAMG) with a new strategic group.

### 21.11 Annual Review of Key Performance Indicators/Performance Indicators (May 2017)

Many of the Key Performance Indicators/Performance Indicators had moved positively and the University's performance/achievement was near the set targets. The marginal gains were small but overall performance was healthy.

## 22. Key debates

Where possible, each meeting of ESEC includes a debate section where topics are suggested by members and chosen by the Chair. The following topics were discussed in 2016/17.

### 22.1. *V4L Implementation Plan (November 2016)*

During the process of looking for innovative ways in which the University would use the new VLE, the discussions that took place provided a great opportunity to give some thought into how staff and students engage with the VLE at a pedagogical level. It was important that the University had the correct mechanisms and support in place to further engage students in learning activities.

The University used the metrics of the TEF policy documents to look at teaching quality, student outcomes and learning gain and therefore considered what analytics the University would need. The new VLE would be able to provide some analytic capability and/or integrate with future bespoke analytic capability.

The new VLE would run in parallel for ten months and would not be primarily in use until the core of the new system was ready and available for learning. The old VLE would be terminated in September 2018 when confidence could be placed in the new VLE and it was capable of integration and further supporting and engendering cultural change and best practice in pedagogy.

### 22.2. *Attendance Monitoring (January 2017)*

The Computing Department in FST had set up a system for monitoring attendance, engagement and counselling because of the clear connection between attendance and performance. Computing students were expected to achieve at least an 80% attendance rate which would include meetings with Academic Advisers, induction and computing seminars.

The system worked by setting up tests on myBU to check that students were attending. Each test needed to be set up separately for the whole year for each unit and it allowed statistics to be gathered as student submission and performance could be monitored and combined with other factors to see whether a student should be contacted.

The system provided a good overview of student engagement and allowed for early discussions to take place with students (e.g. to identify issues, discuss options). The one concern about the system developed was that staff felt it took far too long to set up, monitor and maintain.

Members hoped that with the introduction of the new VLE, analytics might help in monitoring attendance and Academic Advisers may be able to share a dashboard of information with students.

### 22.3. *Inclusive Curriculum and Technology Enabled Assessment (March 2017)*

Digital assessment was defined as 'judging student achievement, managed through the medium of computer technology'. There were benefits to both students and academic staff e.g. inclusive learning, streamlined processes resulting in faster feedback or assessment. There would be a need for workshops to take place to assist academic staff to write multiple-choice questions (MCQ), especially at Level 7/Masters level. Drawing on previous shared experience, lecturers who set MCQs found it took much longer to set the right questions whilst avoiding the pitfall of students anticipating the answer by the style and format of the question.

One of the benefits of digital assessment would result in External Examiners not receiving large packs of papers, and marking MCQs would ensure the Three Week Assessment Turnaround standard for feedback was achieved. The Committee agreed there were a lot of benefits of digital assessment but were disappointed that the University's new VLE would not offer an opportunity to radically overhaul how assessments were currently carried out.

### 22.4. *Student Involvement in the Assignment Development Process (May 2017)*

There was an assumption when new assignments were being designed that requirements were clear and the brief fit for purpose. It was thought that possibly students would be better at defining assignments in ways that would be understood by a student audience, as academic staff could phrase or structure assignments in ways that could be open to interpretation.

Members realised that at the time an assignment was set, students often had not covered all the work needed to engage with the assignment brief. With academic staff reiterating aspects of the assignment weekly as part of delivery of the unit material, students could learn more about terminology and overcome any ambiguity in the way assessment requirements were phrased. Those who write Assignment Briefs should be aware that assignment wording should not be too specific as it could limit/narrow students in demonstrating their level of achievement for that subject area.

### **23. Other key discussions/decisions**

#### *23.1. Timetable Publication (March 2017)*

A working group had been set up to work on the earlier publication of timetables. The timetable release dates for 2017/18 would be: FHSS by 29 August and FM, FMC and FST by 4 September. This was similar to 2016/17 and would allow three weeks before Welcome Week. These dates were the earliest dates possible whilst working with the process changes across the University.

#### *23.2. Unified Calendar (March 2017)*

Work was ongoing with some of the creative solutions IT had put forward and the Advanced Learning group were testing a reporting tool. Following testing, the Unified Calendar would be presented to the IT Development Board. IT wanted to improve the student experience and provide everything in one place, which in turn would improve the standard of reporting and provide more management information. Users would use their favoured calendar and the chosen platform would pull other events, programmes, exams and timetables onto their calendar. The VLE would also be set up with the preferred calendar.

## **UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE**

### **24. Overview**

The University Research and Knowledge Exchange Committee (URKEC) is responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity. It is chaired by the PVC (Research and Innovation). URKEC meets three times per year and in 2016/17 these meetings took place on 5 September 2016, 16 January 2017 and 22 May 2017. In 2016/17 there was an extraordinary URKEC meeting to which members of the REF Committee were invited; this was held on 20 February 2017. URKEC has one formal sub-committee, the Faculty Research and Knowledge Exchange Committees, but also receives regular reports and updates from the REF Committee, HE Innovation Funding (HEIF) Committee, Knowledge Transfer Partnership (KTP) Steering Group, Research Concordat Steering Group, and Research Data Management (RDM) Steering Group.

### **25. Review of Terms of Reference**

The Terms of Reference are reviewed annually and presented for approval at the first meeting of the new academic year. URKEC also approves the Terms of Reference for its reporting committees as noted above. There were no amendments to the Terms of Reference in 2016/17.

### **26. Regular Reporting**

There are three standing agenda items; Doctoral College (previously Graduate School) update, Research Staff Association update, and updates from the URKEC reporting committees.

#### *26.1. Doctoral College Updates*

The main focus of the updates in 2016/17 was the Graduate School review and launch of the Doctoral College. URKEC members made suggestions during the review and implementation phases and were encouraged to respond formally to the consultation.

#### *26.2. Research Staff Association updates*

The Research Staff Association (RSA) meets every two months and was undertaking activities to raise the profile of the group. Meetings were now themed such as impact, research bidding, ethics, etc. Faculty research staff representatives were recruited. The RSA ran an event at the 2017 Festival of Learning.

### 26.3. *Updates from reporting committees*

Updates from the REF Committee, HEIF Committee, KTP Steering Group, RDM Steering Group and Research Concordat Steering Group were provided at each meeting.

In 2016/17, URKEC was apprised of progress with regards to the 2017 REF stocktake exercise, the BU Open Access Fund, achievements and challenges with the HE Innovation Funding initiatives, and the external review for BU's HR Excellence in Research Award.

The REF Committee passed to URKEC one substantial issue regarding how the BU website should display information regarding the research activities of staff who have left BU. URKEC agreed information regarding publications and grants should be included on the website and the Research and Knowledge Exchange Office (RKEO) were tasked with identifying a solution.

## **27. Annual Monitoring and Reporting**

Each autumn, the committee reviews performance against the BU2018 Research and Knowledge Exchange KPIs and BU's performance in the Higher Education Business and Community Interaction Survey. As of 2016/17, URKEC annually reviews the performance of the Research and Knowledge Exchange (RKE) Centres and Institutes.

### 27.1. *Annual review of KPI/performance Indicators (September 2016)*

Progress towards the BU2018 RKE KPIs was discussed. RKEO provided clarity regarding how some of the performance data was collated, particularly for PI1 (academic staff with GPA of 3\* or above taken as a proportion of the total number of academic staff) as this was a relatively new metric. URKEC also sought clarity with regard to PI14 (proportion of academic staff who hold at least one recognisable professional affiliation) and whether current practice was for BU or the individual to pay for membership fees. As there was no consistency in approach, the Pro Vice-Chancellor (Research and Innovation) agreed to discuss this at UET.

### 27.2. *Annual review of HE-BCI Survey data*

The University's overall performance, in comparison to other HEIs in the Higher Education Business and Community Interaction Survey return (2014/15) was positive with BU's position improving or remaining the same point for 9 out of 10 metrics. The University's overall position dipped one place due to lack of income from spin-off activities.

### 27.3. *Annual review of RKE Centres and Institutes*

This was the first year that the RKE Centres and Institutes were reviewed and therefore the first year headline data from the reviews was received. It highlighted that, whilst improving, more work needed to be undertaken to ensure individual BRIAN profiles were kept up to date. A new timeline for the annual review of the RKE Centres and Institutes was agreed, with Faculties confirming final reports by 30 November and URKEC discussing the data the following January. It was agreed not to include RKE Clusters in the review cycle as these were set up to be fluid entities; instead it was agreed they would be reviewed within Faculties.

## **28. Approvals**

- Updates to the RKE Centres Policy and Procedures (January 2017)
- Updates to the BU Open Access Publication Funding Application and Approval Procedures and Policy (January 2017)
- Updates to the Code of Practice for the Employment and Development of Research Staff (May 2017)
- Updates to the Bridging Fund Scheme Guidelines (May 2017)
- Updates to the RKE Income Surplus Policy (May 2017)

## **29. Key Discussions and Debates**

### 29.1. *Digitalised University Strategy (September 2016)*

The Director of IT gave an overview of the strategy. A discussion followed the presentation including concerns raised by members about the current IT systems not being fit for purpose in terms of data storage and ethical/funder requirements.

### 29.2. *Research themes (September 2016)*

The Chair introduced five new research themes that would cut across all four Faculties to encourage interdisciplinary research and scholarly activity.



### 29.3. *HEFCE consultation on the second REF (January 2017 and February 2017)*

The key proposals were discussed with a particular focus on the possible submission of all research-active staff, the decoupling of staff from outputs, and portability of outputs between institutions. Mechanisms were discussed, such as writing courses and mentoring and writing weeks that could accelerate research productivity and, in particular, ensure all academic staff had authored at least one REF-eligible output. At the extraordinary meeting in February 2017, URKEC agreed the final draft of BU's institutional response to the consultation and UET approved the final version before submission to HEFCE.

### 29.4. *Protocol for allocating external RKE income between Faculties (January 2017)*

Historically, income (in terms of reporting credit for obtaining the award and financial transactions and accounting) had been assigned to the Principal Investigator (PI) and the Faculty in which they were based. The fairness and shortcomings of this system were discussed including how it could be a disincentive collaborative research. A new system for allocating income was agreed and the Chair agreed to discuss this with Executive Deans.

### 29.5. *REF2021 and the proposed introduction of institution-level assessment for impact case studies (May 2017)*

It was agreed that it was important to have a set of institutional impact case studies as these could add real value for extending bid possibilities and demonstrating the excellent research undertaken at BU. It was suggested that one institution-level impact case study per Fusion Theme would be useful. It was to hold an impact case study day in autumn 2017.

## **RESEARCH ETHICS COMMITTEE**

### **30. Overview**

The Research Ethics Committee (UREC) is responsible on behalf of Senate to promote best ethical practice in relation to research and research related activities. It meets four times per year; in 2016/17 committee meetings took place on 12 October 2016, 18 January 2017, 14 April 2017 and 12 July 2017. In accordance with best practice, both the Chair, and the Vice-Chair are independent of the University. The Committee is supported by two Research Ethics Panels (REPs) to promote best ethical practice in research activities undertaken by researchers across the University by providing proportionate, consistent and high quality review of research ethics submissions. Ethics Panel Members are required to attend training and information awareness sessions throughout the year to remain up-to-date on ethics developments.

Both Panels continued to experience issues with attendance and availability of panellists, however, endorsing Panel decisions by absent members (which was an approach agreed in 2015/16 when meetings have not been quorate) has worked very well during 2016/17. The Science, Technology and Health REP has had 5 meetings out of 10 not quorate, and for Social Sciences and Humanities Panels, 6 meetings from 11 have not been quorate.

### **31. Review of Terms of Reference**

These are reviewed annually and no changes were made to the Terms of Reference in 2016/17.

In relation to changes to Panel Membership, across both Panels, 9 members stepped down during 2016/17, the Social Sciences and Humanities Panel recruited 5 new members and the Science, Technology and Health Panel recruited 1 new member. As 11 members are due to step down in March 2018 (including both Panel Chairs) succession planning and recruitment of new members and new Panel Chairs, is a high priority in 2017/18.

### **32. Regular Reporting**

At each meeting standard reports are received from both Panel Chairs which are noted and discussed where appropriate; highlights below.

Whilst both Panels have been busy, there is a concern that the number of submissions received does not truly reflect the research that is being conducted by the University. A lack of a centralised database detailing the research conducted (particularly non-funded research) throughout the University is a key factor in these concerns.

While the quality of ethical submissions remains of a good standard for the majority of researchers, there is a minority who continue to demonstrate lack of ethical reflection and engagement with the process which has been of concern to both Panels. This has been evident across the University by the poor quality of ethical review and lack of scientific rigour in a number of submissions leading the Social Sciences and Humanities Panel to refer submissions back to Faculty Research Committees in order for them to support the researchers concerned. On the whole the Faculties have been supportive of this and have worked with their researchers to improve their submissions.

Social Sciences and Humanities Panels had been asked on a couple of occasions for retrospective ethical approval, indicating a lack of engagement by some researchers.

### **33. Annual Reporting**

No cases of Research Misconduct were reported during 2016/17.

### **34. Approvals**

#### *34.1. Ethics Panel Approvals*

Panels have conducted the following business on behalf of the Committee:

Science, Technology and Health Ethics Panel - the Panel reviewed 51 above minimal risk submissions and 99 light touch submissions (below minimal risk).

Social Sciences and Humanities Ethics Panel - the Panel reviewed 52 above minimal risk submissions and 120 light touch submissions (below minimal risk).

There were no appeals against panel decisions.

#### *34.2 Updates to 8B Research Ethics Code of Practice*

The Code of Practice was revised in 2016/17 and key changes were as follows:

- Informed Consent - a new clause on participants' right to withdraw was included;
- With regard to a request from the University PREVENT team to include the word 'extremism' within the Code of Practice, UREC debated and agreed that 'Illegal behaviour' encompasses 'political and extremism' behaviour;
- Addition of new clause - Retrospective Approval;
- Appeals to delineate Staff/PGR and UG and PGT routes to appeal;
- Non-Compliance and Misconduct updated to mirror 6M Research Misconduct: Policy and Procedure.
- New Clause: BU collaborations (UK/EU): Where BU is not lead collaborator and the lead organisation is responsible for ethical review and approval for the research;
- Updates to Appendix 2: Research with Children and Young People.

To promote the highest standards in management of research data and records, the Guidance on 'How to prepare a Participant Information Sheet' was updated to include a revised section on how participant's information will be kept.

### **35. Key Discussions and Debates**

#### *35.1. Research Impact*

Ethical approval for impact case studies would be reviewed on a case-by-case basis (to avoid labelling impact work as not requiring ethical approval but also 'ethics creep').

#### *35.2. Retrospective approval requests*

Social Sciences and Humanities Panels had received a number of requests for retrospective approvals. Given the level of risk and nature of research, approvals had been granted. However, the appropriate Deputy Dean Research and Professional Practice was informed and the Researchers informed no further retrospective applications would be considered. Going forward retrospective approval would only be considered in exceptional circumstances. UREC agreed this course of action and Section 8 of the Research Ethics Code of Practice was updated accordingly.

### 35.3. *Third Party Referrals*

Panels had developed an informal policy whereby if a researcher referred participants to a third party (should they need support after taking part in a 'research activity' e.g. to The Samaritans), Panels required the Researcher to contact said third party ahead of any official approval for the project. This had been contested at a Panel by a researcher stating that this was unnecessary in the case of national organisations because they were equipped to handle such referrals. Following discussions UREC agreed that to make contact ahead of the research was both courteous and professional, however, the process of contacting the referral services should not hold up the approval process.

### 35.4. *Archiving Research Data*

Library and Learning Support (LLS) updated UREC on the proposed archival system and that e-prints would support BU in its storage and preservation of data.

### 35.5. *Research Data Management (RDM) Steering Group Reporting Line*

Currently the reporting line is to UREC with minutes also being submitted to the University Research and Knowledge Exchange Committee. It was noted that it would be more appropriate for the RDM Steering Group to report directly to URKEC as this subject was wider than research ethics.

### 35.6. *Research Ethics Review*

During the summer, RKEO began the process of reviewing ethics, integrity and governance at BU. A number of stakeholders had been approached for their feedback including, Deputy Deans Research and Professional Practice and Deputy Deans Education and Professional Practice, UREC and REP Members and researchers (Staff and PGRs) who had experienced the ethical review and approval process. The review would continue into 2017/18. There was concern over the lack of resources available to fully deliver on the current research ethics agenda, and to make the University fit for the future, which needed to be addressed as part of the review.

### 35.7. *Succession Planning*

Succession planning was critical, particularly given that both Panel Chairs were due to step down in March 2018 and a sufficient hand-over period would be required. It was acknowledged that both were working Panels and the hard work by founding members had been key to their success. A substantial amount of time was devoted to the Panel by Chairs and individual members.

### 35.8 *Compliance with the new General Data Protection Regulation*

Panels had some concerns regarding the University's compliance ahead of the implementation of the new General Data Protection Regulation (GDPR) which comes into effect in May 2018. Ahead of the new regulation, the University needed to ensure the online ethics checklist was fit for purpose and this required support from a number of stakeholder including IT Services.

## **36. Other Key Decisions**

For questionnaires, the Bristol Online Survey (BOS) remained the preferred choice of platform, however, Survey Monkey had now signed up to the EU-US Privacy Shield and therefore did not contravene the Data Protection Act and could be used if preferred.

A revised review and approval process for PGR checklists had been successfully implemented in November 2016 and continued to work well. Supervisors now attended Panel meetings in support of their student(s).

## **ACADEMIC PARTNERSHIPS**

### **37. Background and Context**

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

### **38. Partnership Approval Process**

Proposals for new partners are subject to institutional and, where applicable, programme approval processes. The process and timescale for new partner approval varies depending on the nature of the proposal, and the scope of activities proposed under the partnership model. Specifically, there are different approval routes and levels of due diligence for the different partnership models. *ARPP 7B – Partnership*

*Approval: Policy and Procedure*, provides information on the principles underpinning new partnership development and the partnership approval process, and applies to both UK and International partners.

The partnership approval process introduced in 2014/15 was reviewed through sector engagement and consultation with internal stakeholders and was approved by the International and UK Partnerships Committee (IUPC) meeting. IUPC in October 2017. The revised approval process aims to streamline existing procedures and mechanisms by developing a more flexible framework whilst also realigning the process with the university's strategic objectives in partnership development. Low-risk proposals that meet pre-defined criteria are scrutinised following Faculty sign-off, and recommended for approval to the Pro Vice-Chancellor (Global Engagement) by the Academic Quality team. If approved by the Pro Vice-Chancellor, contract negotiations begin and proceed to signature according to the current process, and the approvals are noted at the subsequent IUPC meeting.

Partnership Development Proposals for high risk partnership models including Franchise, Validation, Articulation, Off Campus Delivery and Shared Delivery/Programme continue to be considered at IUPC and Academic Standards Committee (ASC) before proceeding to a Partner Approval Event. There were no new developments under these models in 2016/17.

### **39. International and UK Partnerships Committee (IUPC)**

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

In September 2016, IUPC approved a new strategy paper providing an agreed approach to Global Partnerships Development at BU, including expectations around student numbers for particular models. Partnership proposals that are not aligned to this strategy have been returned to the Faculty with the request that student numbers reflect those agreed in the strategy i.e. exchange partnerships should reflect at least 20 students over a three year period as a minimum requirement, and recognition partnerships should forecast at least 30 students over a three year period. Alignment with this agreed approach has impacted the number of partnership approvals, which reduced in 2016/17.

### **40. Current Partnerships**

BU has a total of 143 current academic partnership agreements in place, a slight decrease from 156 agreements recorded in 2015/16. The number of countries in which BU has partners with remains unchanged at 38.

The University at present engages in the following activities for international partnerships; Recruitment through progression routes from partner institutions to BU; Student exchange; Research/staff exchange and Summer Schools. There are no international academic partnerships leading to a BU Award. There are 75 partnerships in Europe established under the Erasmus+ framework for staff and student mobility. In addition, the University has 15 International Student Exchange agreements with partners in 8 countries including: Canada, China, Hong Kong, Malaysia, Russia, Switzerland, Thailand and USA.

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

The University has renewed the agreement with the Guernsey Training Agency (GTA) to deliver the MSc Corporate Governance via the 'Off-Campus' partnership model from September 2017.

### **41. Quality Assurance of Academic Partnership Provision**

Institutional oversight of programme provision to a BU award is provided primarily through ASC. ASC is responsible for reviewing partner performance and the related student experience, and provides opportunities for developmental and enhancement discussions. Partner Quality Reports are submitted to ASC each year providing an overview of activity within each partnership. Faculties are responsible for the quality and standards of programmes delivered through the University's partners. This responsibility is

discharged through the Faculty Academic Standards Committee. Faculties appoint a Partnership Coordinator who has overall responsibility for management of the Faculty's partner provision. Partnership Coordinators are responsible for overseeing and coordinating Link Tutors within the Faculty who ideally should be subject specialists and operate at a programme/framework level.

#### **42. Overview of monitoring arrangements for Bournemouth University International College (BUINTCOL)**

BUINTCOL admitted its first students in September 2013 and this partnership with Kaplan remains the University's only Articulation partnership where students are guaranteed a place at BU if they successfully complete the Kaplan pathway programme and meet the agreed entry requirements. Now in its fourth full year of operation, BUINTCOL has seen a 28% decrease in recruitment from 168 across all pathways in 2015/16 to 121 during 2016/17. The biggest decrease in recruitment was to the Foundation Certificate (All Pathways), which saw a reduction of 38 enrolled students. Oversight of the BUINTCOL partnership is through a separate deliberative and management structure to the rest of the University's academic partnerships portfolio. The primary deliberative and management committee through which the academic quality and standards of BUINTCOL are assured is the Joint Academic Board (JAB). The JAB meets twice per year and has responsibility for the oversight of academic standards and quality assurance of the preparatory programmes delivered by the College, and ensuring that these are appropriate for the purposes of progression to specific BU programmes. The JAB is chaired by the Deputy Vice-Chancellor and reports to ASC.

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

#### **43. Key Risks/Issues**

Details over the UK's post-Brexit relationship with the European Union are yet to emerge with any certainty or detail in areas affecting higher education. IUPC held a discussion in October 2016 to discuss the University's strategic response in this area. This was held following announcements in the Autumn Statement providing some medium-term certainty over availability of research funding, where this had already been secured. IUPC considered the potential impact on partnership working, including student exchange and research partnerships.

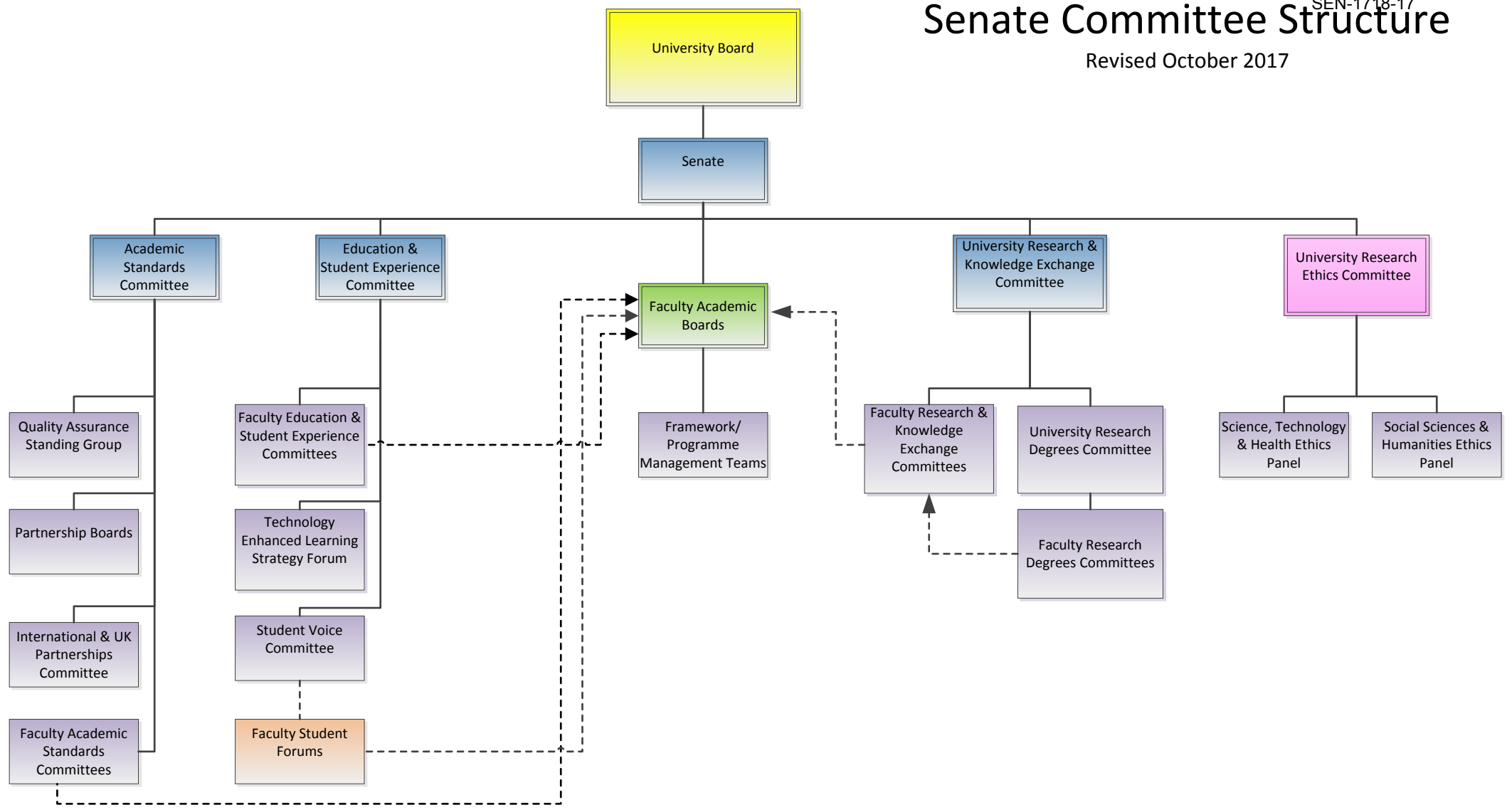
The AECC has been operating as an Associate College of BU delivering programmes under the franchise model, and the University has had a relationship with the College since 2004. In November 2016, AECC was granted Taught Degree Awarding Powers for six years from 23 May 2016 to 22 May 2022 on a renewable basis. The AECC intends to award degrees under its own name from September 2017. BU has been working closely with the College to facilitate an option for existing students to transfer from BU to an AECC award, as well as ensuring arrangements for students who wished to remain registered with BU.

A final cohort of students studying for Bournemouth awards has been recruited at the Defence College of Communications and Information Systems in September 2017. This partnership is now moving towards a closure phase and a closure review is due to take place in the Autumn term of 2017/18.

The long-standing partnership with Yeovil College will begin concluding in 2017/18 when the final cohort is recruited. A review for closure will take place in the Autumn Term 2017 to ensure the provision remains relevant and protects the student experience during the teach out period. This provision includes part-time students and therefore this will prolong the closure duration.

# Senate Committee Structure

Revised October 2017



Links between UET and Senate: UET members chair Senate and its Standing Committees (with the exception of the Research Ethics Committee) and own the implementation of BU 2018. This will inform the work of Senate Committees.



# Senate Effectiveness Review Bournemouth University

**Strictly Confidential**

Final Report from the Good Governance Institute (GGI)

**31 May 2017**







## Senate Effectiveness Review Bournemouth University

### Final Report

Client:	<b>Bournemouth University</b>
Project name:	<b>Senate Effectiveness Review</b>
Document name:	<b>Bournemouth University - Final Report</b>
Reference:	<b>GGiBUSenateReview310517b</b>
Version:	<b>Final Report</b>
Date:	<b>31 May 2017</b>
Authors:	<b>Michael Wood, Partner &amp; Director of Education Practice, GGI</b>
Reviewed by:	<b>David Cockayne, Managing Director, GGI</b>

This document has been prepared by GGI Limited. This report was commissioned by Bournemouth University. The matters raised in this report are limited to those that came to our attention during this assignment and are not necessarily a comprehensive statement of all the opportunities or weaknesses that may exist, nor of all the improvements that may be required. GGI Limited has taken every care to ensure that the information provided in this report is as accurate as possible, based on the information provided and documentation reviewed. However, no complete guarantee or warranty can be given with regard to the advice and information contained herein. This work does not provide absolute assurance that material errors, loss or fraud do not exist.

This report is prepared solely for the use of the Board of Governors of Bournemouth University. Details may be made available to specified external agencies, but otherwise the report should not be quoted or referred to in whole or in part without prior consent. No responsibility to any third party is accepted as the report has not been prepared and is not intended for any other purpose.

© 2017 GGI Limited

GGI Limited, Old Horsmans, Sedlescombe, near Battle, East Sussex TN33 0RL is the trading entity of the Good Governance Institute

[info@good-governance.org.uk](mailto:info@good-governance.org.uk)

[www.good-governance.org.uk](http://www.good-governance.org.uk)

## 1. Overview

- 1.1** In October 2016 Bournemouth University (BU) invited the Good Governance Institute (GGI) to submit a proposal, as part of a competitive tender exercise, to undertake an Independent Review of Senate, during October 2016 to February 2017.
- 1.2** This review was carried out in the context of GGI's previous work with the University, in carrying out a Review of Governance of the Board of Governors earlier in 2016.

## 2. Terms of Reference

- 2.1** The Terms of Reference of the Review had a specific focus with regard to reviewing:
- *the effectiveness of Senate's structure and levels of delegated authority to sub-committees, with reference to sector benchmarks and best practice;*
  - *the use of Senate's electronic meeting system (E-Senate) and its fitness for purpose.*
- 2.2** The review was carried out by GGI in accordance with guidance contained within the CUC Code of HE Governance, and in the light of impending wider sector changes, including the Teaching Excellence Framework (TEF). Models of sector best practice by way of benchmarking were drawn upon as part of our research.

### 3. The University

- 3.1** The University, with roots dating back to the early 1900s, was established as an HE Corporation in 1992. With a growing research culture and a strong commitment to enriching the student experience, the University has recently been included in the top 150 institutions globally who are under 50 years of age.
- 3.2** The University has an ambitious strategic plan and is committed to investing over £200m in its estates and facilities. Currently, there are 17,500 students, 2,600 of whom are international (recruited from 125 different countries). In recent times, the institution has re-structured academically around four Faculties: Health & Social Sciences; Management; Media & Communications and Science & Technology.

## 4. The Senate

- 4.1** The Senate is the academic 'governing body' of the University and is responsible to the Vice-Chancellor and ultimately the Board of Governors for monitoring and advising on policy, standards and the academic work of the institution. Senate normally meets three times each academic year, maintaining oversight of matters relating to academic partnerships, research integrity and quality assurance through the reports of its Committees. E-Senate meetings are held a few weeks before each main Senate meeting dealing with non-urgent, routine matters enabling business to flow more efficiently.
- 4.2** Chaired by the Vice-Chancellor, the Senate comprises 30 members including the Deputy Vice-Chancellor; Pro-Vice-Chancellors; Executive Deans of Faculty; the Director of Finance and Performance; the Chief Operating Officer; the Head of Academic Services; the Head of Student Services; the Head of Research and Knowledge Exchange; the President of the Students' Union; Students' Union Representatives; triennially elected academic staff; triennially elected professional and support staff; one member of the professoriate in each Faculty and the Head of the Graduate School. (Annex I sets out the current membership of Senate).
- 4.3** The primary Committees of Senate are: Academic Standards Committee (ASC); Education and Student Experience Committee (ESEC); Research and Knowledge Exchange Committee (RKEC); Research Ethics Committee and Faculty/Graduate School Academic Boards. These main Committees are supported by 14 Sub-Committees, some of which are designated as Boards, panels or fora (see Senate Committee structure at Annex II).

## 5. Scope, Methodology and Process

- 5.1** GGI commenced work on site at the University within a week of being formally appointed in early October 2016, designing an engagement survey for Senate, observing a meeting of the Senate, and meeting initially with key individuals including, the Head of Academic Services, sponsor of the review, and the Vice-Chancellor.
- 5.2** Semi-structured, one-to-one interviews were held either in person or via telephone with the Vice-Chancellor, Executive Deans, Deputy Deans, Chairs of Senate Committees, a member of the Professoriate, the Senate representative to the Board, the Head of Academic Services and the Head of Student Services.
- 5.3** In parallel with the interview process, observations were carried out in respect of meetings of Senate Committees, Faculty Academic Boards (FABs) and Faculty level Committees. (Annex III details all meetings observed).
- 5.4** A comprehensive documentation review was also performed as part of the review, including E-Senate agenda and papers (see Annex IV). In addition, a confidential electronic Senate engagement survey was co-ordinated (see Annex V).

## 6. Context

- 6.1** The University's academic governance structure is required to take consideration of the activities which underpin the student life-cycle. The structure should demonstrate compliance with legislative and statutory reporting, and should make explicit the separation of responsibilities for academic appeals, student complaints and discipline. As the primary academic decision-making body of the University, Senate has overall oversight for all of these matters acting through its Committees to which it delegates substantial powers of scrutiny and decision-making, and is the guardian of academic quality and standards.
- 6.2** In accordance with the CUC HE Code of Governance, the University's Board of Governors receives assurance that academic governance is effective by working with the Senate as specified in its governing instruments. High-quality student experience and research activity are key determinants of institutional sustainability and the Board is required to assure itself that academic governance is operating effectively.
- 6.3** The underlying principles of sound academic governance are based upon collegiality. The Senate must assure the Board of Governors in respect of academic risk and the quality of provision, including such matters as partnerships and collaboration, recruitment and retention, data provision and research integrity.
- 6.4** As stated above, the University has created a four Faculty structure, with Faculty level Committees mirroring and being aligned to institutional level Committees. Following a consultation process, Academic Services has provided direct secretariat support to Faculty Academic Standards Committees since the beginning of 2016/17, in order to strengthen quality assurance, in terms of agenda setting, the business cycle and consistency of approach in the recording of minutes and actions. This development has been welcomed by Faculties.

## 7. Quality Assurance

- 7.1** HE Institutions are facing increasing academic governance demands around the UK Quality Code; institutional audit models; the use of data in public information; and the management and development of trans-national education (TNE). All of the above require the University to have a robust assurance framework and structure which ensures that institutional (central) oversight is embedded in academic systems and processes.
- 7.2** Increased student expectations also require that academic governance structures have clear and unambiguous lines of responsibility for decision-making and accountability at a central and devolved level. A strong working partnership between Academic Services and Faculties is integral to the success of flexible and responsive academic governance systems and processes.
- 7.3** We have observed that the Faculties are relatively new academic constructs within the University and are still in a transitional phase with regard to embedding devolved responsibilities. In order to improve the quality and consistency of secretariat support to these Committees (see Annex II), professional staff from Academic Services will be providing staff development for Faculty staff (effective from 2016/17) with regard to committee operations and management, agenda planning, minute-taking and report drafting.
- 7.4** By way of providing guiding principles with regard to a sustainable academic governance framework, ultimately accountable to Senate, the following is proposed:
- a)** the existing Scheme of Delegation could be further developed to include a governance map to provide a diagrammatic view of where institutional oversight takes place, and where impact and risk are managed;
  - b)** consideration should be given to how decisions made at Senate, ASC and ESEC can most effectively be disseminated, and the role of Faculty and Professional Services members in this regard;
  - c)** good practice in terms of academic governance which exists amongst staff should be more widely shared.

## 8. Senate and its Committees

- 8.1** A meeting of Senate was observed on 2 November 2016. The meeting was very well attended and kept to time (two and half hours). Whilst the agenda pack for the meeting extended to 148 pages (23 items), the business of the meeting was well-organised around the Vice-Chancellor's report; a debate item; matters of academic governance; Committee business and reports from Committees. Senate also approved its Annual Report to the Board of Governors (2015/16), the most comprehensive yet in terms of scope. A good level of constructive engagement was observed, including from student representatives present, particularly in respect of the debate item on Fair Access.
- 8.3** The good practice of holding a debate or discussion at each Senate meeting is to be welcomed, particularly where the subject matter is developmental or strategic in focus, allowing scope for follow up questioning and challenge, as appropriate. The introduction of the debate items is widely supported by Senators allowing time to focus on important issues which might otherwise be overlooked or compressed in the form of reports.
- 8.4** The University was an early pioneer of the 'E-Senate' model of operation in between formal meetings of Senate. The system whereby more routine business can be conducted virtually undoubtedly reduces the amount of time required to be dedicated for consideration of more operational matters at scheduled meetings. E-Senate is regarded as highly or very effective best practice in transacting routine business, prompting members to read papers in more detail, thereby freeing up formal meetings for more active discussion and debate.
- 8.5** The role of Senators is clear but a common issue (not limited to BU) is how representatives can most effectively represent the views of those they represent. It was felt that Faculty-level meetings represented the best mechanisms for broader academic engagement with Senate-related business.
- 8.6** Major Senate Sub-Committees, including ASC, ESEC, Student Voice Committee (SVC), International and UK Partnerships (IUPC), were observed as part of the review programme. All meetings were generally very well attended and discussion was participative in a collegial way.

Proposed indicators for enhancement and improvement for Senate and its committees include:

- a)** Building on the success of E-Senates, thought should be given to piloting E- Committees (E-ASC) or E-Education and Student Experience Committees (E-ESEC), perhaps in relation to Annual Reports;
- b)** effort should be made to ensure that Senators have a clear understanding of the Scheme of Delegation in relation to the scope and authority of Senate to debate issues of academic development and policy;
- c)** the induction process and on-going development for Senators (eg Senate handbook; use of mentor system) should be more structured and systematic to facilitate a better understanding of roles and responsibilities;
- d)** thought should be given to 'closing the feedback loop' in terms of Senate's oversight of policy development, and feedback more generally to academic staff on the work of Senate would be helpful (eg Faculty blogs; monthly newsletter etc);



- e) greater engagement with Senate could be encouraged via staff focus groups (to include all staff across all Faculties), who could be invited to comment on a number of key academic themes or issues prior to their being debated by Senate;
- f) as part of the annual review of Committee Terms of Reference and membership, ensure voting rights are clear and understood by Chairs and Secretaries, and encourage Committees to reflect on their performance (possibly through a self-evaluation tool), on an annual basis;
- g) the good practice of cover sheets having sections relating to impacts, risk and linkage/relevance to wider University strategic objectives/priorities, is commended. Executive summaries for major reports, particularly those requiring formal approval, should provide a concise summary of the key matters that committees should be focusing on with related recommendations. In this way it is believed debate and discussion will be more concentrated and less protracted. Reports should include appendices and technical analyses where they directly relate to the nature of decision-making required to avoid information overload;
- h) consideration to be given (in liaison with the Students' Union) to having student representation on the IUPC to ensure the student experience is considered as a key component of partnerships;
- i) reviewing the balance of student and staff members on the Student Voice Committee in order to ensure that the student voice is central to the Committee's remit and to broaden student involvement and ownership of the agenda.

## 9. Senate Survey

- 9.1** An engagement survey with Senate was conducted during December 2016 and January 2017. A total of ten questions were posed (see Annex V), responses being received from 13 Senators, representing a 30% response rate. Many of the responses received reinforced feedback from other fieldwork. In particular, E-Senate is regarded as highly or very effective best practice in transacting routine business, prompting members to read papers in more detail, thereby freeing up formal meetings for more active discussion and debate.
- 9.2** The introduction of debate items was also widely supported allowing time to focus on important issues which might otherwise be overlooked or compressed in the form of reports. Whilst the relationship with the Board of Governors is regarded as good, respondents felt that more could be articulated from Senate in terms providing wider academic assurance to the Board, possibly in the form of an expanded Annual Report. In addition, it was commented that greater input from the Professoriate could result in stronger academic engagement and debate.
- 9.3** In terms of areas for enhancement or improvement, key observations related to Senate's Terms of Reference (as per the Scheme of Delegation), which some respondents felt could be given greater visibility, as some Senators were unclear as to the full extent of oversight and responsibilities and decision-making powers.
- 9.4** Respondents commented on the need for the induction and on-going development process for Senators to be reviewed to improve understanding of core roles and responsibilities. Some interesting observations also related to providing greater feedback to academic staff on the work of Senate, possibly using staff focus groups to consider policy matters at an early ('green paper') stage of discussion

## 10. Faculty Academic Boards and Committees

- 10.1** Each of the four Faculties has an Academic Board (FAB) which is the principal deliberative Committee of the Faculty reporting directly to Senate. Faculty Academic Boards have broad responsibility for the nature and quality of the Faculty's academic provision, encompassing planning, co-ordination, development and oversight of frameworks for research, enterprise, professional practice and education within the Faculty. Executive Deans chair FABs and are responsible, with Faculty Executive colleagues, for delivering key aspects of Faculty policy and the implementation of university-wide academic policies.
- 10.2** We observed a Faculty Academic Standards Committee (FASC) on 13 November 2016 which had a 26 item agenda extending to 303 pages. The meeting was well-chaired and well-attended. The number of items on the agenda was ambitious given the time allotted for the meeting (three hours).
- 10.3** We acknowledge that the Committee structure at the Faculty level is still embedding (eg FESEC) and that changes, particularly in respect of providing professional secretariat support to FASCs, is still in process. However, we would propose the following improvements and enhancements at this point in time:
- a) devising a common thematic agenda structure, closely aligned and related to Senate-level Committees, with fewer items of business focusing on those items requiring detailed discussion and approval (eg Faculty Quality Report extending to 36 pages and Faculty Progression Statistics). We believe that Academic Services has an important role to play here in providing secretariat advice and guidance to Faculties as they develop greater ownership of FESECs in particular;
  - b) action logs should include proposed dates for implementation, in addition to the names of individuals responsible for the actions to reinforce ownership;
  - c) the format for minutes should conform to a standard institutional model for quality and consistency purposes. This extends more generally beyond FASC to all FABs, each of which currently has a different style, formality, method and standard of minute writing. A greater sense of collegiality will be created if a clear, 'common language' of academic governance is used across the University;
  - d) consideration should be given for Faculties to identify a designated member of their professional services staff to act as the 'secretary' supporting FABs and FESECs;
  - e) consideration should be given to holding more frequent meetings but with shorter, tightly business-focused agenda, such that timings could align with reporting to FAB and the institutional-level ASC;
  - f) the reporting line via the academic committee/governance structure at Faculty level and the centre (although set out in the Scheme of Delegation), should be more clearly articulated in support of delivering strategic objectives;
  - g) Executive Deans, in their capacity as ex-officio members, should consider their level of involvement in the agenda planning for Faculty ASC, ESEC and RKEC meetings to ensure, as appropriate, enhanced ownership and accountability of business and performance delivery at Faculty level.

## 11. Recommendations

**11.1** The following core recommendations are proposed arising out of the Senate Effectiveness Review:

- R1** Executive summaries for major reports (at both Senate and Faculty level), particularly those requiring formal approval, should be amplified, focusing on key matters of substance and showing how these are related to relevant institutional strategic objectives/priorities.
- R2** Wherever possible reports should be shorter and more focused on core issues. With the development of more detailed, high-level executive summaries, the requirement to provide lengthy reports should be reduced.
- R3** Building on the success of E-Senates, thought should be given to piloting E-ASCs or E-ESECs, perhaps in relation to considering routine matters of business.
- R4** Consideration should be given to having student representation on the IUPC to ensure the student experience is considered as a key component of partnerships. Liaison with the Students' Union in respect of student representation generally would be useful.
- R5** The balance of student and staff members on the Student Voice Committee should be reviewed in order to ensure that the student voice is central to the Committee's remit and to broaden student involvement and ownership of the agenda.
- R6** In addition to the established practice of Committee Terms of Reference (including FABs) and membership being reviewed on a regular basis, Committees should be encouraged to reflect on their performance on an annual basis, possibly through a self-evaluation tool as part of best practice.
- R7** The induction process and on-going development for Senators should be more structured and systematic to facilitate a better understanding of roles and responsibilities.
- R8** The format of agenda and minutes at Faculty level should conform to a standard institutional model for quality and consistency purposes, in order to engender a greater sense of collegiality through use of a clear, 'common language' of academic governance University-wide.

**11.2** The following enabling recommendations are proposed:

- R9** Effort should be made to ensure that Senators have a clear understanding of the Scheme of Delegation in relation to the scope and authority of Senate to debate issues of academic development and policy, and to take decisions accordingly.
- R10** Greater engagement with Senate could be encouraged via staff focus groups whereby Faculty staff could be invited to comment on key academic themes or issues, or to consider policy matters at an early ('green paper') stage, in advance of discussion by Senate, in order to provide wider stakeholder perspectives.
- R11** Thought should be given to 'closing the feedback loop' in terms of Senate's oversight of policy development, and feedback more generally to academic staff on the work of Senate would be helpful (eg Faculty blogs; monthly newsletter etc).

## 12. Conclusion

- 12.1** This Effectiveness Review has concluded that the overall academic governance of the University as overseen by the Senate and its principal Committees is robust and accountable, and in compliance with the CUC Code of HE Governance in terms of the level of assurance which is provided to the Board of Governors. The Senate operates well in discharging its duties and is of optimal size in terms of effectiveness and engagement in debate.
- 12.2** The review acknowledges that the Faculty academic Committee structure is in a process of development, not least with the allocation of central professional secretariat support to strengthen the quality and consistency of FASC agenda, minutes and reports. Once fully resourced at Faculty level, and with the adoption of recommendations outlined above, Faculties will be in a position to operate their Committee systems and processes more effectively and efficiently, benefitting the overall academic governance of the University.
- 12.3** E-Senates are performing well and the extension of this best practice model to Senate Committees (perhaps on a pilot basis) should be actively considered. Wider stakeholder engagement through improved communication channels, would also strengthen the role and institution-wide visibility of Senate as the 'governing body' for academic standards and quality assurance.

## Annex I

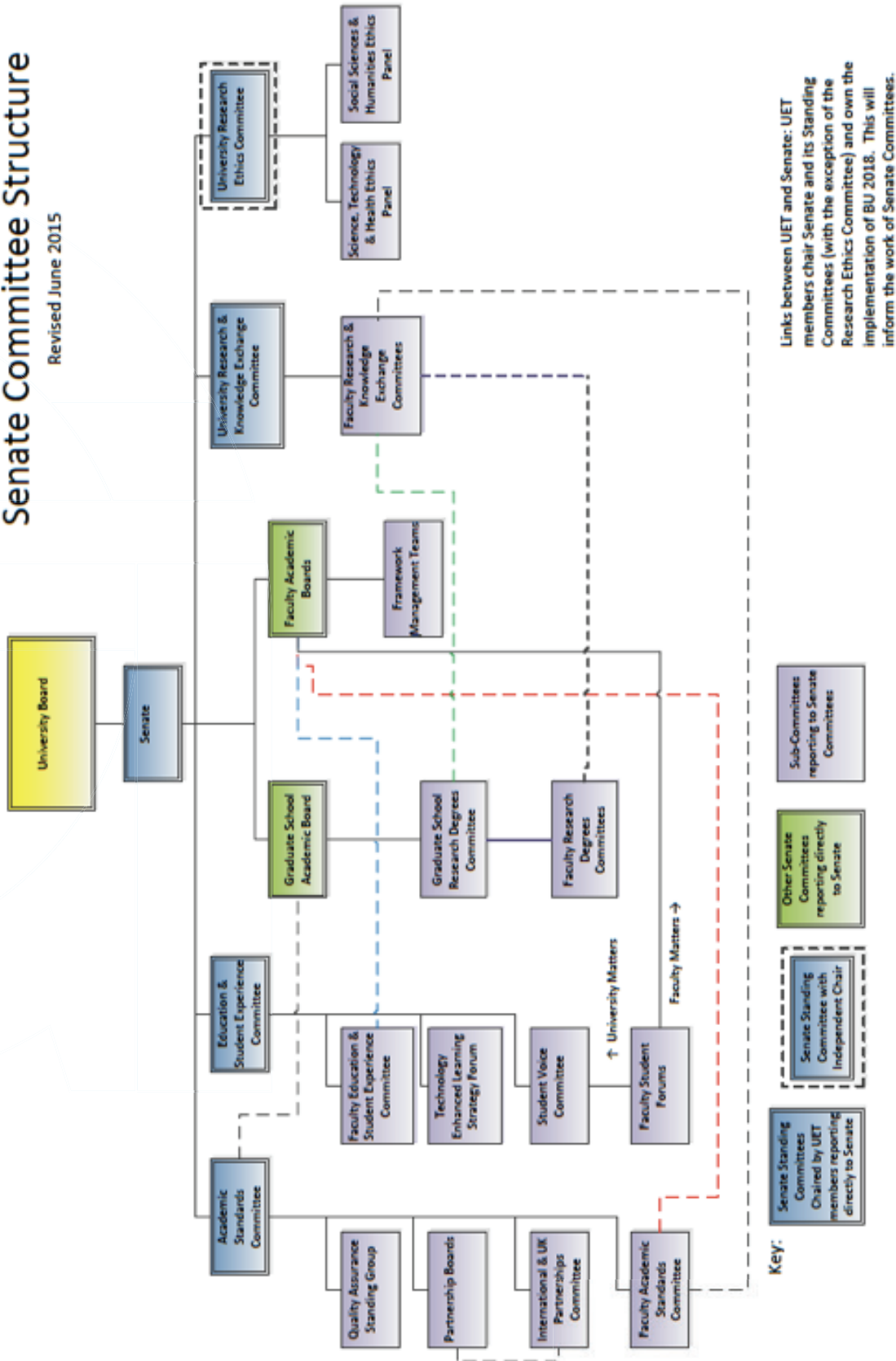
### Membership of Senate (as at January 2017)

1. Vice-Chancellor (Chair)
2. Deputy Vice-Chancellor
3. Pro Vice-Chancellors
4. Director of Finance and Performance
5. Chief Operating Officer
6. Head of Academic Services
7. Head of Student Support Services
8. Head of Research and Knowledge Exchange
9. Executive Deans of Faculty
10. Principal of Anglo-European College of Chiropractic
11. President of the Students' Union
12. Vice-President (Education) of the Students' Union
13. General Manager of the Students' Union
14. Two members of academic staff from each Faculty freely elected triennially by members of academic staff of that Faculty
15. Two members of the professional and support staff freely elected triennially by members of professional and support staff, in accordance with such arrangements as Senate shall from time to time approve
16. One member of the professoriate in each Faculty nominated by the Executive Dean and approved by the Chair
17. Head of the Graduate School

# Annex II

## Senate Committee Structure

Revised June 2015



## Annex III

### Senate and Committee meeting observed by GGI as part of this review

- Senate
- Education & Student Experience Committee (ESEC)
- Faculty Academic Board (Faculty of Media & Communication)
- International & UK Partnerships Committee (I&UKPC)
- Student Voice Committee (SVC)
- Faculty Academic Standards Committee (HSS)
- Academic Standards Committee



## Annex IV

### Documentation Reviewed

- Senate Committees Structure Chart (June 2015)
- Instrument & Articles of Government (Revised 2016)
- Senate Annual Reports, 2014/15 and 2015/16
- University Board, Senate and Committee Policy and Procedures, 2016
- Senate Terms of Reference & Membership
- ASC Terms of Reference & Membership
- QASG Terms of Reference (January 2015)
- Partnership Board (including AECC) Terms of Reference
- IUPC Terms of Reference (September 2015)
- Faculty ASC Terms of Reference (September 2015)
- ESEC Terms of Reference & Membership
- FESEC Terms of Reference (September 2016)
- TELSF Terms of Reference (October 2015)
- Student Voice Committee Terms of Reference (October 2015)
- Faculty Student Experience Forum Terms of Reference (October 2015)
- Faculty RDC Terms of Reference (October 2015)
- Faculty Academic Board Terms of Reference (September 2015)
- Programme-Framework Management Team Terms of Reference (March 2015)
- Research and Knowledge Exchange Committee Terms of Reference (September 2015)
- Faculty RKEC Terms of Reference (October 2015)
- Research Ethics Committee Terms of Reference (April 2016)
- Research Ethics Panels Terms of Reference (April 2016)
- Faculty RKEC Terms of Reference (Oct 2015)
- Research Ethics Committee Terms of Reference (April 2016)
- Research Ethics Panels Terms of Reference (April 2016)
- Academic Standards Committee Minutes (3 October 2016)
- Academic Standards Committee Terms of Reference
- Academic Standards Committee papers (7 December 2016)
- Faculty Academic Board (HSS) Minutes (29 June 2016)
- Faculty Academic Board (HSS) Terms of Reference
- Faculty Academic Board papers (23 November 2016)
- International and UK Partnerships Committee Minutes (28 September 2016)
- International and UK Partnerships Committee papers (1 December 2016)
- Senate Minutes (8 June 2016)
- Senate papers (2 November 2016)
- Student Voice Committee Minutes (30 November 2016)
- Student Voice Committee papers (14 December 2016)
- Faculty Academic Board (Faculty of Media & Communication) Minutes (6 October 2016)
- Faculty Academic Board (Faculty of Media & Communication) papers (1 February 2017)
- Education & Student Experience Committee Minutes (22 November 2016)
- Education & Student Experience Committee papers (17 January 2017)

## Annex V

### Senate Engagement Survey Questions

- 1) How well do you think you understand the role and responsibilities of the Senate?
- 2) What aspects of Senate do you think work well?
- 3) What aspects of Senate do you think can be improved?
- 4) What is your understanding of Senate's relationship with the Board of Governors?
- 5) Are there aspects of the Annual Report of Senate to the Board, summarising the academic work of Senate and standing Committees (ASC, ESEC, URKEC, REC), that could be improved?
- 6) How can academics be encouraged to engage more with Senate and what added value could this bring?
- 7) From your own experience working elsewhere, are you aware of any models of good practice with regard to Senate working that could be considered at BU? If so, please expand.
- 8) How effective are E-Senates in improving the flow of academic business and decision making?
- 9) What is your understanding of Senate's relationship to Faculty Academic Boards?
- 10) How effective is Senate and Senate standing Committee oversight of the development of academic partnerships? If possible, please provide examples to illustrate your comments.





[www.good-governance.org.uk](http://www.good-governance.org.uk)

**Senate Effectiveness Review June 2017 – Action Plan 2017/18**

The review report makes 8 core, and 3 enabling recommendations, (R1 – R11) and planned actions against these are noted below. Recommendations R1 and 2 are grouped together to avoid duplication.

<b>CORE Recommendations</b>	<b>Action planned</b>	<b>Due by</b>	<b>Owner</b>	<b>Progress</b>	<b>Action Status</b>
<p><b>R1. Executive summaries for major reports (at both Senate and Faculty level), particularly those requiring formal approval, should be amplified, focusing on key matters of substance and showing how these are related to relevant institutional strategic objectives/ priorities.</b></p> <p><b>R2. Wherever possible reports should be shorter and more focused on core issues. With the development of more detailed, high-level executive summaries, the requirement to provide lengthy reports should be reduced.</b></p>	<p>Implement standard report template including executive summary template and guidance on maximum length with reference to existing templates in 'University Board, Senate and Committees Policy and Procedures'.</p> <p>Review committee cover sheet in context of new report template – drawing on good practice in use for Board committees as appropriate.</p>	<p>31 January 2018</p> <p>31 January 2018</p>	<p>Academic Quality</p>	<p>Draft report template created including guidance on Executive Summaries, guidance on maximum length and concise approach. New cover sheet drawing on previous documents and good practice elsewhere created (September 2017).</p> <p>Updated templates (aligned with University Board templates) to be circulated to Chairs, Secretaries and Clerks for user-testing in October 2017. New templates will be formally launched in January 2018. Training for secretaries and clerks on new templates to be arranged December 2017.</p>	<p>Ongoing</p>
<p><b>R3. Building on the success of E-Senates, thought should be given to piloting e-ASCs or e-ESECs, perhaps in relation to considering routine matters of business.</b></p>	<p>Confluence tool used for e-Senate is out of support and to be replaced so wider roll-out not advisable at this stage.</p> <p>Scope possibility of new tool to support a wider roll-out.</p>	<p>31 January 2018 (to establish possibility of e-tool to support)</p>	<p>Academic Quality</p>	<p>The business case for this is under consideration (as of October 2017).</p>	<p>Ongoing</p>
<p><b>R4. Consideration should be given to having student representation on the IUPC to ensure the student experience is considered as a key component of partnerships. Liaison with the Students' Union in respect of student representation generally would be useful.</b></p>	<p>Review membership as part of annual Terms of Reference review.</p>	<p>30 September 2017</p>	<p>Head of Academic Services</p>	<p>Chair has reviewed membership.</p> <p>The President of SUBU was invited to the first IUPC meeting of 2017/18. At the meeting the terms of reference were confirmed with the President of SUBU as a member of the Committee.</p>	<p>Complete</p>

## Appendix 3

CORE Recommendations	Action planned	Due by	Owner	Progress	Action Status
<b>R5. The balance of student and staff members on the Student Voice Committee should be reviewed in order to ensure that the student voice is central to the Committee's remit and to broaden student involvement and ownership of the agenda.</b>	Review membership as part of annual Terms of Reference review.			Chair of SVC has reviewed membership and this was discussed at the October meeting. Members largely agreed that representation was adequate to represent students' views in terms of escalation of issues from local faculty level / forums and other deliberative committees.	Complete
<b>R6. In addition to the established practice of Committee Terms of Reference (including FABs) and membership being reviewed on a regular basis, Committees should be encouraged to reflect on their performance on an annual basis, possibly through a self-evaluation tool as part of best practice.</b>	Consider implementation of some form of annual reflection, possibly linked to annual review of terms of reference for key Senate committees.	31 January 2018	Head of Academic Services	Planned to consult with Chairs on proposed core set of questions to supplement annual review of Terms of Reference.	Ongoing
<b>R7. The induction process and on-going development for Senators should be more structured and systematic to facilitate a better understanding of roles and responsibilities.</b>	Review, expand and formalise induction programme for new Senators.  Review and simply presentation of committees SharePoint site.  Build on existing committees guidance developed by Organisational Development linked to Athena Swan.	31 January 2018	Head of Academic Services	Feedback requested from elected representatives which has informed planned actions.	Ongoing
<b>R8. The format of agenda and minutes at Faculty level should conform to a standard institutional model for quality and consistency purposes, in order to engender a greater sense of collegiality through use of a clear, 'common language' of academic governance University-wide.</b>	Ensure consistent implementation of standard model templates based on 'University Board, Senate and Committees Policy and Procedures'.  Develop programme of staff development for secretaries and clerks to support core committee clerking responsibilities.	30 September 2017  30 November 2017	Academic Quality	Reminder sent to Chairs, Secretaries and Clerks regarding use of existing approved templates and guidance for committees both at University and Faculty-level (October 2017). Standard turnaround times for publication of minutes following meeting date will be included in training sessions planned for December 2017.  Staff development programme in planning and due to be scheduled for December 2017.	Ongoing

## Appendix 3

ENABLING Recommendations	Action planned	Due by	Owner	Progress	Action Status
<p><b>R9. Effort should be made to ensure that Senators have a clear understanding of the Scheme of Delegation in relation to the scope and authority of Senate to debate issues of academic development and policy, and to take decisions accordingly.</b></p>	<p>Consider how this information could be presented in a more accessible format, and included in Senator induction programme.</p> <p>Review Scheme of Delegation and consider alternative approaches to presentation.</p>	31 January 2018	Head of Academic Services	<p>Feedback to inform planned actions was requested from elected Senators. No specific comments received on this aspect.</p> <p>Simpler explanation of Scheme of Delegation to be included in Senator induction information.</p> <p>Scheme of Delegation to be re-presented in similar format to committee diagram.</p>	Ongoing
<p><b>R10. Greater engagement with Senate could be encouraged via staff focus groups whereby Faculty staff could be invited to comment on key academic themes or issues, or to consider policy matters at an early ('green paper') stage, in advance of discussion by Senate, in order to provide wider stakeholder perspectives.</b></p>	<p>Consider how further guidance/models of good practice could be provided to Senators on obtaining feedback from Faculty staff and incorporate in Senate induction programme as appropriate.</p> <p>Consider if advance notice of Senate debate items can be provided to allow additional time for Senators to seek feedback/engage in discussion with Faculty colleagues.</p>	31 January 2018	Head of Academic Services	<p>Feedback on good practice requested from elected Senators.</p> <p>Where possible. Senate debate item to be notified as part of e-Senate in future.</p> <p>Planned to include more guidance on role and expectations of elected Senators in this regard.</p>	Ongoing
<p><b>R11. Thought should be given to 'closing the feedback loop' in terms of Senate's oversight of policy development and feedback more generally to academic staff on the work of Senate would be helpful (eg Faculty blogs; monthly newsletter etc).</b></p>	<p>Consider how work of Senate and key decisions could be communicated in-year and also how this is captured in Senate Annual Report.</p>	30 September 2017	Head of Academic Services	<p>Feedback requested from elected Senators.</p> <p>Succinct, 1 page 'Chair's summary' implemented for Senate, ASC, ESEC and URKEC for 2017/18 cycle. To be made available to specific Faculty representatives for dissemination (e.g. Executive Deans for Senate, DDEs for ASC and ESEC).</p>	Ongoing

## APPENDIX 4 - NEW PARTNERSHIP AGREEMENTS REPORTED TO ASC in 2016/17 ACADEMIC YEAR

Organisation	Countries	Faculties				Partnership Model	MoA	RA	SEA	FA	VA	BA	Other	Agreement Signed	Contract Expiry
		FHSS	FM	FMC	FST										
Georgian College	Canada		X			Recognition without advanced standing		X					14/06/2016	14/06/2019	
Hanzehogeschool Groningen	Netherlands	X	X			Student Exchange & Research / Staff Exchange - Erasmus						X	07/06/2016	01/09/2021	
Institut für Psychologie at the Humboldt-Universität zu Berlin	Germany				X	Research / Staff Exchange - Erasmus						X	19/05/2016	01/09/2021	
Instituto Politecnico de Viana do Castelo	Portugal		X			Student Exchange & Research / Staff Exchange - Erasmus						X	19/05/2016	01/09/2018	
Montclair State University	USA	X	X			Student Exchange - Erasmus						X	22/06/2016	01/09/2017	
SIAS International University	China		X			Other						X	01/06/2016	01/06/2016	
Technological Educational Institute of Western Greece	Greece				X	Research / Staff Exchange - Erasmus						X	10/08/2016	01/09/2021	
University of International Business and Economics	China		X			Research / Staff Exchange	X						02/06/2016	02/06/2021	
BINUS University	Indonesia		X			Research / Staff Exchange	X						29/06/2016	29/06/2019	
Universidad San Jorge, Grupo SanValero	Spain		X			Recognition with advanced standing		X					29/08/2016	29/08/2021	
Universiteit Van Pretoria	South Africa		X			Research / Staff Exchange	X						19/09/2016	19/09/2019	
Beijing Normal University, Zhuhai Campus	China		X			Recognition with advanced standing		X					24/04/2017	01/09/2020	
Savonia University of Applied Sciences	China		X			Student Exchange & Research / Staff Exchange - Erasmus						X	16/03/2017	16/03/2019	

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



## APPENDIX 5

### New and Revised Programme Proposals for development<sup>1</sup> 2016/17

#### 3 October 2016:

- MSc Internet of Things
- MSc Internet of Things and Data Analytics (*Change of Title to MSc Internet of Things with Data Analytics approved by Chair's Action and ratified on 7 December 2016*)
- MSc Internet of Things and Cyber Security (*Change of Title to MSc Internet of Things with Cyber Security approved by Chair's Action and ratified on 7 December 2016*)
- MSc Internet of Things and Mobile Computing (not approved and referred back for further review)
- BA (Hons) Interactive Media Production (not approved)
- MA Education Practice

#### 7 December 2016:

- MSc Hypnosis in Research, Medicine & Clinical Practice
- MSc Clinical Research
- BSc (Hons) Games Design
- BSc (Hons) Games Software Engineering
- BA (Hons) Digital Creative Industries
- BA (Hons) Computer Animation Technical Arts
- BA (Hons) Computer Animation Art & Design
- BA (Hons) Visual Effects
- BSc (Hons) Computer Animation & Visual Effects

#### 1 February 2017:

- Change of Title from MSc Professional Development (Loss Adjusting) to MSc Claims Management (not approved and referred back for further review)

#### 5 April 2017:

- MSc Tourism Marketing Management
- MSc Food and Hospitality Innovations Management (not approved)
- BSc (Hons) Politics and Economics
- BEng (Hons) Mechanical Engineering
- BEng (Hons) Engineering
- BA (Hons) Music Production
- BSc (Hons) Music and Sound Engineering

#### 31 May 2017:

- BA (Hons) International Tourism & Hospitality Management (*approved by Chair's Action and Ratified on 31 May 2017*)
- Level 7 – 40 credits course: Change of Title from Supplementary and Independent Prescribing for Physiotherapists, Podiatrists/Chiropractors to Supplementary and Independent Prescribing for Physiotherapists, Podiatrists/Chiropractors and Radiographers
- Addition of new apprenticeship pathway to BSc (Hons)/PG Dip Adult Nursing; BSc (Hons) PG Dip Mental Health Nursing; BSc (Hons) Children and Young People's Nursing (approved in principle, but required a more developed proposal for full approval)
- Change of Title from BA (Hons) Retail Management to BA (Hons) Retail Marketing Management (not approved and referred back for further review)
- BA (Hons) Music and Sound Production
- PG Cert & PG Dip Hypnosis in Research, Medicine and Clinical Practice

---

<sup>1</sup> Approved at ASC unless specifically noted otherwise.

**APPENDIX 6****Approval of requests for deferral of Periodic Programme Reviews 2016/17**

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

**5 April 2017:**

## Learning and Assessing Units

- A deferral was requested for a further two years as the Nursing and Midwifery Council (NMC) were reviewing their learning and assessing standards. An automatic extension had been granted by the NMC to the University's existing Learning and Assessing units until 31<sup>st</sup> August 2019.

## LLB Pathways, LPC and CPE

- A deferral was requested until 2017/18 to ensure programmes aligned with the Solicitors Regulation Authority's and Bar Standards Board's new assessment framework that was due to be published.

**31 May 2017:**

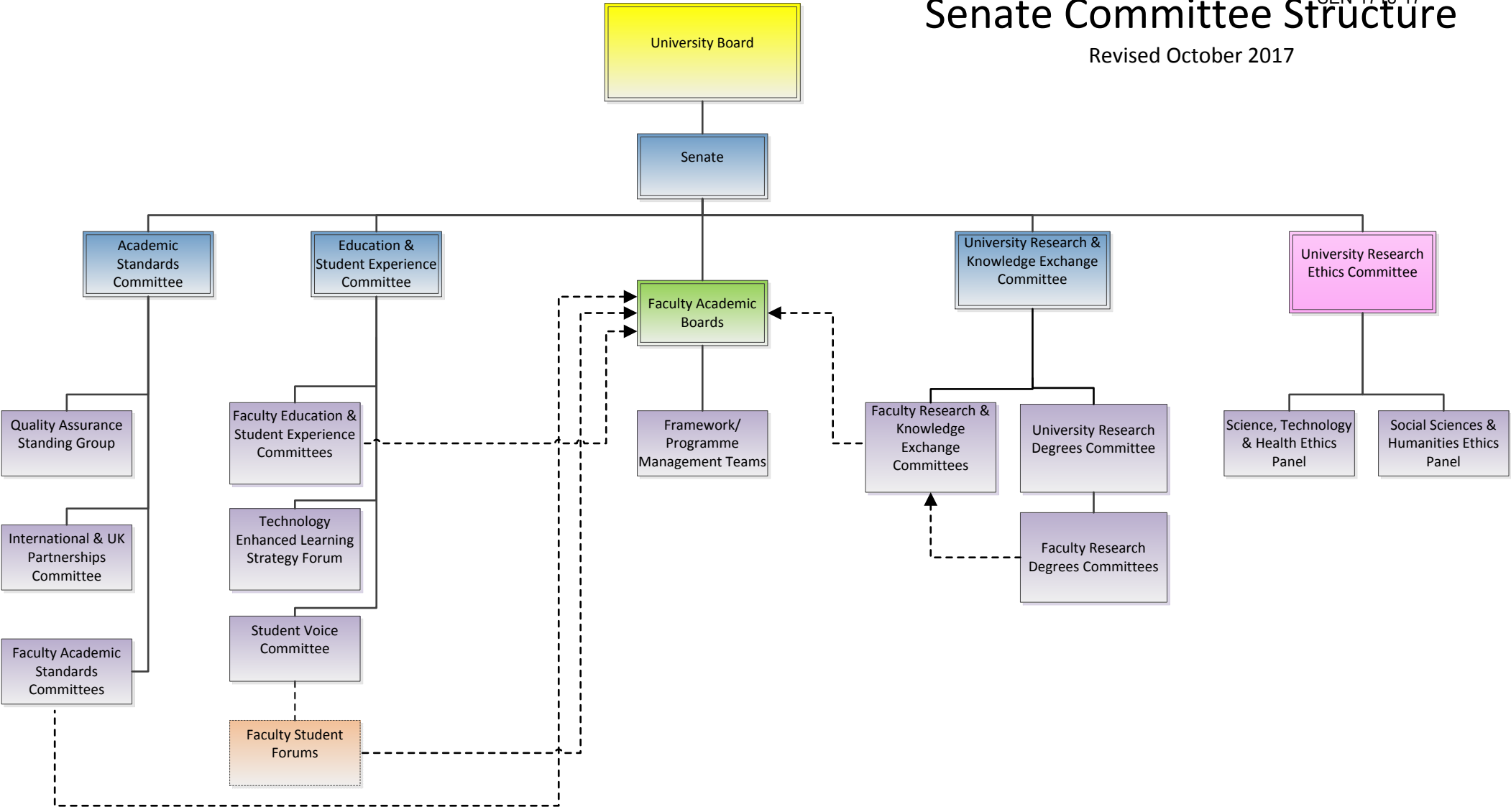
## Business &amp; Management UG Framework; BA (Hons) Business and Management (Top Up); BA (Hons) International Management (Top Up); MBA/PG Dip/ PG Cert

- A deferral was requested until 2018/19 due to the upcoming accreditation by the Association for the Advancement of Collegiate Schools of Business.

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	Senate Committee Structure Update
<b>Paper Number</b>	SEN-1718-17
<b>Paper Author/Contact</b>	Jacky Mack, Head of Academic Services
<b>Purpose &amp; Summary</b>	<p>Senate is asked to note the following change to the Senate committee structure.</p> <p>Academic Quality have considered the ongoing purpose and role of Partnership Boards which report to Academic Standards Committee (ASC). It was concluded that the function of Partnership Boards was effectively covered through a combination of other standard processes and meetings, meaning a standalone Partnership Board was no longer necessary and was a form of duplication. A mapping exercise was conducted to provide an overview of how matters allocated to Partnership Boards in their Terms of Reference would be covered in the absence of specific Board meetings for each partner.</p> <p>This recommendation was considered and approved by the Chair of ASC, and is due to be ratified as Chair's Action by ASC at its meeting on 31<sup>st</sup> October 2017. Partnership Boards have been removed from the Senate committee structure with effect from the 2017/18 academic year, and the diagram has been updated accordingly.</p> <p>In line with the approach noted by ASC at its meeting in May 2017 in relation to the teach out period for the AECC University College, the University and AECC University College will continue to meet to provide a forum through which to discuss the ongoing management of the partnership. However, these meetings will not form part of the University's deliberative structures.</p> <p>In addition, linked to the action from the June 2017 Senate meeting, secondary reporting lines have also been revisited to add arrows to indicate the direction of the reporting line. Also, to simplify the diagram, and aid understanding, now only secondary reporting lines specifically referenced in the relevant committee terms of reference are included. Note that there are other linkages between committees where matters may be reported or remitted, but these are not shown as formal secondary reporting lines for the purposes of this diagram.</p>
<b>Decision Required of the Committee</b>	Senate is asked to note the updates.
<b>Confidentiality</b>	Not confidential

# Senate Committee Structure <sup>SEN-1718-17</sup>

Revised October 2017



Links between UET and Senate: UET members chair Senate and its Standing Committees (with the exception of the Research Ethics Committee) and own the implementation of BU 2018. This will inform the work of Senate Committees.

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	1 November 2017
<b>Paper Title</b>	Academic Quality Annual Report 2016-17
<b>Paper Number</b>	SEN-1718-17
<b>Paper Author/Contact</b>	Jacky Mack, Head of Academic Services Adam Child, Head of Academic Quality
<b>Purpose</b>	<p>To provide Senate with a summary evaluation of evidence relating to the maintenance of academic standards in 2016-17, following earlier consider by Academic Standards Committee on 31<sup>st</sup> October 2017. A verbal update on any issues raised by ASC will be provided at the meeting.</p> <p>To inform a recommendation to the Audit, Risk &amp; Governance Committee and the Board in advance of the Board's completion of Hefce annual assurance statements relating to quality and standards.</p>
<b>Summary</b>	<p>Based on the evaluation of available data arising from applying the University's regulations, policies and procedures for programme evaluation; assessments, external examining and annual academic monitoring in 2016-17, there is indication that standards were maintained for the University's academic provision during the reporting period and that the University had exercised its degree awarding powers appropriately.</p> <p>Senate is asked to note in particular:</p> <ol style="list-style-type: none"> <li>1. The focus of this report is on the University's taught provision;</li> <li>2. Out of 158 reports submitted, only one External Examiner report indicated an issue with standards and another report indicated a concern with comparability of student work. In both cases the programme teams have provided satisfactory responses to the External Examiner.</li> <li>3. All but one (102/103) undergraduate reports have been received for the 2016-17 academic cycle. The PGT reports are still within the expected period of submission and as of the 16<sup>th</sup> October 2017, 36% remain outstanding;</li> <li>4. The report summarises the outcomes from the new Annual Monitoring and Enhancement Review (AMER) including themes identified at Faculty and institutional levels. Indications are that the process has received an appropriate level of engagement although there is opportunity to refine the process for future iterations. Final versions of some programme action plans have not yet been submitted to the relevant department although these are expected and will be overseen by the relevant FASCs;</li> </ol>

	<ol style="list-style-type: none"> <li>5. Although set in the context of increased student numbers over this period there has been an upwards trend in academic offences cases at the University between 2014-15 and 2016-17. In 2016-17 this increase was 55%. These figures show increases in the number of Academic Offences Panels held at Faculty level with many of these being plagiarism cases and/or offences receiving the lower penalty grades. This could indicate that the University is effectively detecting potential academic offences for further scrutiny particularly where minor offences are occurring. The report provides an overview of the types and locations of academic offences between years, notably the increase in collusion offences in 2016-17.</li> <li>6. On the basis of evidence considered in relation to the maintenance of academic standards there is indication that the University may be assured that its processes and procedures remain sound and have been appropriately applied in 2016-17;</li> <li>7. On the basis of the evidence considered, there is indication that the University may be assured that its processes and procedures associated with continuous improvement are sound and have been appropriately applied in 2016-17;</li> <li>8. The report provides an overview of the steps taken to assure the standards and quality of provision at partner institutions leading to BU awards;</li> <li>9. Where they participated in Annual Provider Review or the Teaching Excellence Framework, the University's major UK partner institutions have also received positive outcomes.</li> </ol>
<p><b>Decision Required of the Committee</b></p>	<p>Senate is asked to:</p> <ul style="list-style-type: none"> <li>• consider the specific recommendations which have informed the accompanying action plan contained in Appendix 1;</li> <li>• to endorse the report for consideration at the November meeting of the Audit, Risk and Governance Committee and the November meeting of the University Board.</li> </ul>
<p><b>Implications, impacts or risks</b> (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).</p>	<p>Information from this report may be used to evaluate the University's approach to quality assuring its academic provision in 2016-17 and evidence the effectiveness of existing mechanisms for this.</p>
<p><b>Confidentiality</b></p>	<p>None</p>

## **EXECUTIVE SUMMARY**

### **1 BACKGROUND AND CONTEXT**

- 1.1 HEFCE launched its operating model of Quality Assessment in March 2016, with Annual Provider Review becoming a key mechanism for assessing quality for higher education institutions. From December 2016 onwards, governing bodies were asked to provide annual assurance statements on matters of standards and quality as part of the Annual Accountability Return.
- 1.2 The Annual Accountability Return informs the Annual Provider Review (APR). The elements relating to academic quality will be assessed by HEFCE's Quality Committee which could return one of three possible judgements: 'Meets requirements' – the provider may continue to undergo APR in subsequent year; 'Meets requirements with conditions' – the provider may continue to undergo APR in subsequent years but with an action plan to address areas of immediate concern; or, 'Pending' – the provider will be referred for further investigation and intervention.
- 1.3 Outcomes from HEFCE's 2016-17 Annual Provider Review were reported publicly in June 2017 with the University receiving a 'meets requirements' outcome. Participation in APR is a prerequisite for participation in the Teaching Excellence Framework (TEF), with TEF aiming to recognise achievement above baseline thresholds established through APR. Outcomes from Year 2 of the TEF were published in June 2017. BU received a 'Silver' award and the following statement was added to the University's entry on the register of Higher Education providers, which will be for a three year period:
- "Based on the evidence available, the TEF Panel judged that the higher education provider delivers high quality teaching, learning and outcomes for its students. It consistently exceeds rigorous national quality requirements for UK higher education."
- 1.4 Each year the governing body is asked sign off against specific assurance statements on quality and standards. The assurance statements cover the following areas:
- Receipt and discussion of a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This includes evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review;
  - That methodologies used as a basis to improve the student academic experience and student outcomes are robust and appropriate;
  - The standards of awards for which the University is responsible have been appropriately set and maintained.
- 1.5 The Committee of University Chairs Illustrative Practice Note for Academic Governance also indicates good practice includes providing assurance to confirm the provider continues to meet the standards of Part 1 of the European Standards and Guidelines, the standards from which are included in Appendix 4. The Guidelines are closely aligned with the UK Quality Code for Higher Education and in turn inform the University's own regulations, policies and procedures.
- 1.6 This report is designed to provide the information necessary to enable University Board consideration and sign-off on the assurance statements above, following earlier scrutiny from the academic governance structures of the University in this case Academic Standards Committee and Senate.

### **2 KEY RISKS AND ISSUES**

- 2.1 In 2015-16 the Audit, Risk and Governance Committee received a separate report detailing core quality assurance and enhancement processes and academic governance structures to inform the Board's consideration of the HEFCE assurance statements. This year, these details have been embedded within the Academic Quality Annual Report to show the link between academic governance processes and outcomes more clearly. This approach aligns with suggested good practice from the Committee of University Chairs Illustrative Practice Note on academic governance.
- 2.2 Senate is the academic governing body of BU and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University. Academic Standards Committee (ASC) and Education and Student Experience Committee (ESEC) have

delegated responsibilities from Senate for 'setting and maintaining academic standards of awards', and for 'monitoring and enhancing the overall student experience' respectively. Details of the processes underpinning these academic governance structures are embedded within the main report including:

- The University's revised approach to annual monitoring;
- Management of processes for programme evaluations: approval, review, closure and modifications;
- Management of the assessment process: conduct of assessment boards, consideration of mitigating circumstances and academic offences;
- External Examining arrangements;
- Engagement with Professional, Statutory and Regulatory Bodies (PSRBs);
- Arrangements for the approval and oversight of academic partnerships.

- 2.3 As detailed in Appendix 5, out of 158 External Examiner reports only one negative response was received when External Examiners were asked to confirm that academic standards at Bournemouth are appropriate. A further negative response was received when confirming that students are achieving at a level that is comparable with peers across the sector. Programme teams are asked to provide a formal response to the External Examiner report and where a 'negative' response is received this should be dealt with explicitly both in the response and as part of the annual monitoring action plan. In these rare cases, where External Examiners had provided a negative response in a 2016-17 report, a formal response has been made to the individual Examiner as well as being incorporated into the annual monitoring action plan.
- 2.4 The University continues to engage externally to inform and assure the quality of its academic provision. External panellists are utilised as a crucial aspect of programme approval and review processes. Where relevant, PSRBs are also engaged with curriculum development and setting the professional standards for our programmes. The continuing relevance of the University's provision to external stakeholders is demonstrated by the high proportion of eligible programmes accredited by PSRBs, which stands at 94% as of 2016-17. This is indicative of the positive ongoing relations our programme teams maintain with accrediting bodies.
- 2.5 The report provides an overview of the types and locations of academic offences between years. Although set in the context of increased student numbers over the period 2014-15 to 2016-17, there has been an upwards trend in academic offences cases at the University. In 2016-17 this increase was 55%. These figures show increases in the number of Academic Offences Panels held at Faculty level (notably within the Faculty of Science and Technology) with many of the total number being plagiarism cases and/or offences receiving the lower penalty grades. There is also a notable increase in the number of collusion cases compared with previous years. This could indicate that the University is effectively detecting potential academic offences for further scrutiny particularly where minor offences are occurring.
- 2.6 This is the first year of the revised approach to annual monitoring, the Annual Monitoring and Enhancement Review. The report summarises the outcomes including themes identified at Faculty and institutional levels including an emphasis on assessment and feedback and academic support for students. Indications are that the process has generally received an appropriate level of engagement although there is opportunity to refine the process for future iterations.
- 2.7 On the basis of the evidence considered, there is indication that the University may be assured that the management of its processes and procedures associated with programme review, programme approval and programme closure remain sound and have been appropriately applied in 2016-17. There is evidence that the University has acted to secure students' learning experiences, making modifications as necessary to respond to these challenges.
- 2.8 Based on the evaluation of available data arising from applying the University's regulations, policies and procedures for programme evaluation; assessments, external examining and annual academic monitoring in 2016-17, there is indication that standards were maintained for the University's academic provision during the reporting period and that the University had exercised its degree awarding powers appropriately. Overall, processes for the continuous monitoring and enhancement of BU provision are fit for purpose and being applied in line with agreed policies and regulations.
- 2.9 The University has identified a series of actions during the quality processes described within the report, planned for completion during the 2017-18 academic year where this aims to enhance the



University's ability to manage academic quality and standards. The actions planned at programme, department and Faculty levels as part of the new Annual Monitoring and Enhancement Review (AMER) aim to respond to issues identified specifically through annual monitoring and other core quality processes.

### **3 PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES**

As well as being considered at Academic Standards Committee prior to review at Senate, this report will be provided to Audit, Risk and Governance Committee ahead of submission to the Board. The version for the Board will reflect any updates suggested during scrutiny at these committees.

### **4 DECISION REQUIRED**

- 4.1 This paper provides an overview of processes by which assurance is obtained and provided in relation to the HEFCE assurance statements for quality and standards. Academic Standards Committee was asked to consider the specific recommendations which have informed the accompanying action plan contained in Appendix 1 and to endorse this report to Senate and the Board as providing evidence to underpin the assurances required by HEFCE as shown in paragraph 1.4.

### **5 APPENDICES**

- 5.1 Action Plan from 2016-17 Report
- 5.2 Action Plan arising from the Academic Quality Annual Report 2015-16 and previous equivalent reports
- 5.3 Academic Offences Penalties 2014-15 to 2016-17
- 5.4 European Standards and Guidelines (2015) Part 1
- 5.5 External Examiner responses by Faculty
- 5.6 Outcomes from Programme Approval and Review events in 2016-17
- 5.7 Mitigating Circumstances Faculty Data – 2015-16 and 2016-17
- 5.8 Overview of Bournemouth University Partnerships
- 5.9 Summary of External Examiner comments by Partner

### **6 SUPPLEMENTARY APPENDICES**

- 6.1 Link to Academic Regulations, Policies and Procedures  
<https://staffintranet.bournemouth.ac.uk/aboutbu/policiesprocedures/academicregulationspoliciesprocedures/>
- 6.2 [Annual Monitoring Action Plans](#)
  - Faculty of Health and Social Science
  - Faculty of Management
  - Faculty of Media and Communications
  - Faculty of Science and Technology

## Annual Academic Quality Report 2016-17

### Contents

1.	INTRODUCTION AND CONTEXT .....	2
2.	BRIEF SUMMARY OF ACADEMIC GOVERNANCE STRUCTURES.....	3
3.	PROGRESS WITH ACTIONS FROM 2015-16.....	4
4.	ACADEMIC STANDARDS.....	4
	Conduct of Assessment Boards .....	4
	Mitigating Circumstances .....	5
	Academic Offences .....	5
	External Examining Arrangements .....	8
	Analysis of External Examiner Reports 2016-17.....	9
	External Recognition.....	11
5.	CONTINUOUS IMPROVEMENT (QUALITY AND LEARNING OPPORTUNITIES) .....	11
	Annual Monitoring and Enhancement Review (AMER).....	11
	Programme Approval, Review and Closure.....	13
	Programme Modifications.....	15
6.	PARTNERSHIPS.....	17
	Overview of Partnerships .....	17
	Partner External Examiner Reports .....	18
	Partner Annual Monitoring.....	18
	Partner Quality Reports.....	19
	External Reviews and Outcomes of Annual Provider Reviews.....	19
7.	CONCLUSIONS AND RECOMMENDATIONS .....	20
	Appendix 1 – Action Plan from 2016-17 Report.....	21
	Appendix 2 – Action Plan arising from the Academic Quality Annual Report 2015-16 and previous equivalent reports .....	23
	Appendix 3 – Academic Offences Penalties in 2016-17 .....	25
	Appendix 4 – European Standards and Guidelines (2015) Part 1.....	27
	Appendix 5 – External Examiner responses by Faculty .....	28
	Appendix 6 – Outcomes from Programme Approval and Review events in 2016-17.....	30
	Appendix 7 – Mitigating Circumstances Faculty Data – 2015-16 and 2016-17.....	33
	Appendix 8 – Overview of Bournemouth University Partnerships .....	33
	Appendix 9 – Summary of External Examiner comments by Partner .....	35

## Annual Academic Quality Report 2016-17

### 1. INTRODUCTION AND CONTEXT

- 1.1 The Higher Education Funding Council for England (HEFCE) launched its operating model of Quality Assessment in March 2016, with Annual Provider Review (APR) becoming a key mechanism for assessing quality for higher education institutions. From December 2016 onwards, governing bodies were asked to provide annual assurance statements on matters of standards and quality as part of the Annual Accountability Return. Outcomes from HEFCE's 2016-17 Annual Provider Review were reported publicly in June 2016. Bournemouth received a 'meets requirements' outcome and the register of higher education providers was updated accordingly.
- 1.2 Each year the governing body is asked sign off against specific assurance statements on quality and standards. The assurance statements cover the following areas:
- Receipt and discussion of a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This includes evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review;
  - That methodologies used as a basis to improve the student academic experience and student outcomes are robust and appropriate;
  - The standards of awards for which the University is responsible have been appropriately set and maintained.
- 1.3 The Committee of University Chairs Illustrative Practice Note for Academic Governance also indicates that good practice includes providing assurance to confirm the provider continues to meet the standards of Part 1 of the European Standards and Guidelines<sup>1</sup>, the standards from which are included in Appendix 4. The Guidelines are closely aligned with the UK Quality Code for Higher Education and in turn inform the University's own regulations, policies and procedures.
- 1.4 The Annual Accountability Return informs the Annual Provider Review; the elements relating to academic quality will be assessed by HEFCE's Quality Committee which could return one of three possible judgements:
- Meets requirements – the provider may continue to undergo APR in subsequent year;
  - Meets requirements with conditions – the provider may continue to undergo APR in subsequent years but with an action plan to address areas of immediate concern;
  - Pending – the provider will be referred for further investigation and intervention.
- 1.5 Governing bodies are expected to base their assurances to HEFCE on an annual report on academic quality, drawing on evidence generated by existing processes and mechanisms for assuring student academic experiences and student outcomes. The Academic Quality Annual Report 2016-17 is prepared by the Academic Quality team within Academic Services. It draws on:
- Data outputs to evidence how the University has maintained standards for its academic provision during the reporting period and to evaluate the University's performance in providing opportunities to enrich students' learning experiences at BU;
  - Recommendations and comments from External Examiners' reports;
  - Initial analysis undertaken by Faculties and Partners, and commentary arising from this, as provided by Annual Monitoring and Enhancement Review (AMER) and Partnership Quality Reports.
- 1.6 This report is designed to provide the information necessary to enable University Board consideration and sign-off on the assurance statements above, following earlier scrutiny from the

---

<sup>1</sup> [http://www.engq.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

academic governance structures of the University, Academic Standards Committee and Senate. An action plan has been included where further steps have been identified in support of the University's management of quality, standards and the student experience.

- 1.7 The areas of activity considered by this report include:
- The University's revised approach to annual monitoring;
  - Management of processes for programme evaluations: approval, review, closure and modifications;
  - Management of the assessment process: conduct of assessment boards, consideration of mitigating circumstances and academic offences;
  - External Examining arrangements;
  - Engagement with Professional, Statutory and Regulatory Bodies (PSRBs);
  - Arrangements for the approval and oversight of academic partnerships.
- 1.8 Separate to this report, an annual report on academic appeals and complaints is provided to the Board to monitor any issues and trends in line with reporting of the Office of the Independent Adjudicator (OIA). The separation of these reports a response to differences between the reporting periods covered, with OIA's standard reporting period reflecting calendar years. The Board is due to receive the annual report covering 2016 appeals and complaints at its November meeting.
- 1.9 Participation in APR is a prerequisite for participation in TEF, with TEF aiming to recognise achievement above baseline thresholds established through APR. Outcomes from Year 2 of the Teaching Excellence Framework (TEF) were published in June 2017. With BU receiving a 'Silver' award, the following statement was added to the University's entry on the register of Higher Education providers:

"Based on the evidence available, the TEF Panel judged that the higher education provider delivers high quality teaching, learning and outcomes for its students. It consistently exceeds rigorous national quality requirements for UK higher education."

## 2. BRIEF SUMMARY OF ACADEMIC GOVERNANCE STRUCTURES

- 2.1 Senate is the academic governing body of BU and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University. Academic Standards Committee (ASC) and Education and Student Experience Committee (ESEC) have delegated responsibilities from Senate for *'setting and maintaining academic standards of awards'*, and for *'monitoring and enhancing the overall student experience'* respectively. This paper therefore focuses on the processes which support these committees fulfilling their delegated responsibilities. Where appropriate, these link to Senate and/or executive decision making and resource allocation primarily through the delivery planning process. Taken as a whole, these governance structures ensure appropriate resourcing, prioritisation and alignment with BU 2018 and underpinning Key Performance Indicators (KPIs).
- 2.2 The University manages the standards of its academic provision and monitors the effective and appropriate discharge of its degree awarding powers through the implementation of the Academic Regulations Policies and Procedures (ARPPs). External reference points including The Quality Assurance Agency (QAA) Quality Code Part A (which incorporates the Frameworks for Higher Education Qualifications<sup>2</sup> and Subject Benchmark Statements<sup>3</sup>) are integrated into programme

---

<sup>2</sup> The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies are part of the Quality Code - Part A: Setting and Maintaining Academic Standards. The Qualifications Frameworks describe the achievement represented by higher education qualifications. They apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers.

<sup>3</sup> Subject Benchmark Statements are part of the Quality Code - Part A: Setting and Maintaining Academic Standards. Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

approval and evaluation processes. The University's quality assurance and enhancement framework has been fully reviewed and was endorsed by the QAA in 2013. References to specific ARPPs are included at the start of each section of this report where applicable.

- 2.3 As set out in *5B – Student Engagement and Feedback: Policy and Procedure*, student representation is encouraged and embedded through the majority of University committees. This includes sabbatical officers of the Students' Union at Bournemouth University who are members of Senate, ASC and ESEC, as well as elected student representatives who will typically represent student views at Faculty level. Student feedback reports form a key part of all ongoing programme management and monitoring through attendance at programme team meetings and this translates through to representation on both the Faculty Education and Student Experience Committee and the Faculty Academic Board.

### 3. PROGRESS WITH ACTIONS FROM 2015-16

- 3.1 Appendix 2 provides an overview of actions that were included in response to the 2015-16 version of this report. Where actions have been completed this has been explained as part of the commentary from this year's report. For actions relating to mitigating circumstances, PSRB engagement and academic offences progress has been made although there is still work to undertake in order to provide additional information and corresponding levels of further assurance. Specific actions in these areas have been categorised as part of the 2016-17 action plan.

### 4. ACADEMIC STANDARDS

#### *Conduct of Assessment Boards*

- 4.1 The conduct of the University's Assessment Boards is managed by Faculties in association with Academic Services (Student Administration) and in accordance with the University's Academic Regulations, Policies and Procedures (ARPPs). The conferment of academic awards represents a primary function of a Higher Education Institution (HEI) with degree awarding powers. As such, the evaluation of processes in place for the assessment of students and decision making regarding assessment outcomes yields valuable data for assuring the University that it had exercised its degree awarding powers appropriately for the reporting period.
- 4.2 It should be noted that the feedback from External Examiners regarding the conduct of Assessment Boards in 2016-17 was very positive. There were 189 External Examiners acting for the University in 2016-17. Of the 158 reports received by the University for this period, 98% (155/158) confirmed that the Assessment Boards had been conducted appropriately and according to the University's regulations. There was no indication from these reports that the Boards had not been conducted according to the University's regulations and where issues were identified responses from the Faculties addressed any concerns in full.
- 4.3 Further to this, data regarding the University's management of its assessment processes, including the conduct of Assessment Boards for 2016-17, have been sourced and scrutinised to determine whether the University may have confidence that this area of activity had been conducted in line with agreed regulations, policies and procedures. Data were collated from Assessment Board minutes and Faculty Academic Standards Committees (FASCs) that took place in 2015-16 and 2016-17. The Academic Quality Team has also created an "Assessment Issues" log to record and track issues or concerns relating to assessment regulation, policy and/or practice which will highlight areas where further development is required. Most issues raised with Academic Quality via the Assessment Log were resolved through liaison with Faculty staff.
- 4.4 Faculties can identify and action assessment issues highlighted by Assessment Boards by referring these issues to programme team meetings and/or its FASC. Having undertaken a review of minutes available from Assessment Boards we can conclude that there is general consistency in terms of application of policy and procedure and evidence that Faculties are identifying and resolving issues as they arise.
- 4.5 The findings indicate that there are few common themes but some conclusions can be reached that align with findings elsewhere in this report, for example, External Examiner Reports for 2016-17.

- Re-assessment appears as an emergent theme for a number of reasons. The various issues raised indicate a review of certain aspects of assessment would be advantageous, e.g. mitigating circumstances, exceptional assessments and alternative methods of assessment. Academic Quality are planning a complete review of the University's assessment regulations, policies and procedures which will encompass and address the issues identified in relation to re-assessment;
- Academic Quality is planning improvements to the Assessment ARPPs to simplify and remove duplication in order to improve usability and accessibility for all stakeholders. This is in response to feedback from Faculties and issues identified as part of this year's round of Assessment Boards, where further clarity may be required to assist consistent implementation.
- There were a number of issues raised that were of an operational nature such as errors with inputted marks and resulting accuracy of Assessment Board reports. It was also noted that the 2016-17 Boards saw the use of a new student records system. As indicated in the analysis of External Examiner reports, these issues were resolved as part of the Assessment Board process; no External Examiners gave a 'negative' response when asked if the processes for assessment, examination and the determination of awards were sound and fairly conducted (see also 4.27 and Appendix 5).

4.6 In conclusion, the available data support the assertion that University processes relating to assessments and the examination and award of degrees are sound and robust. Also that issues identified are being effectively addressed at a local or institutional level.

#### *Mitigating Circumstances*

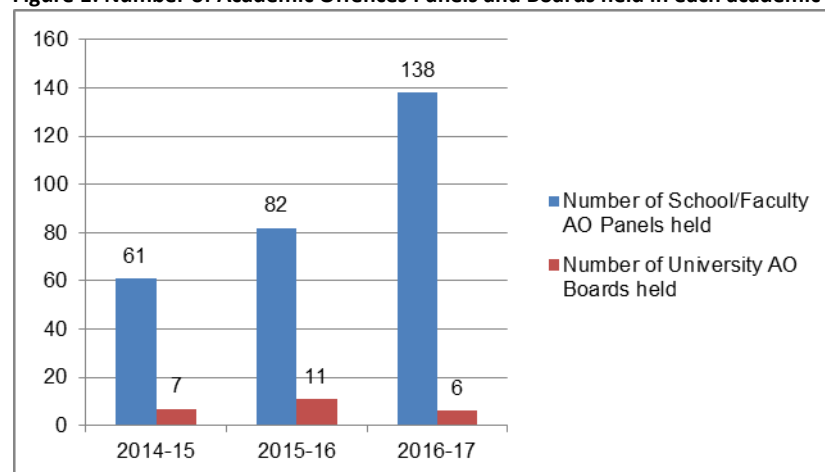
- 4.7 The process for considering mitigating circumstances submitted by students is managed by Faculties according to *6J – Mitigating Circumstances including Extensions: Policy and Procedure*. The policy makes a distinction between assessment affected by mitigating circumstances before or after the assessment deadline or exam date. Typically where a student submits mitigating circumstances before the assessment, the request for extension or exam postponement is considered by the Programme Leader, whereas mitigating circumstances submitted after the assessment are considered by a Circumstances Board as part of the Assessment Board process.
- 4.8 In 2015-16, Circumstances Board data were managed through Unit-e and has been extracted to enable analysis. In 2016-17, mitigating circumstances data were managed by spreadsheet by Faculty, and includes data for extensions, exam postponement and Assessment Board decisions. A breakdown of these data is included as Appendix 7. These data show quite significant increases in the numbers of mitigating circumstances considered at Circumstances Boards between academic years, particularly in the Faculty of Health and Social Sciences (FHSS) and Faculty of Media and Communications (FMC). Having identified this pattern, a deeper analysis of the reasons for students submitting mitigating circumstances will be conducted to inform conversations about how to better support students throughout their studies. In addition, this same information will inform the enhancement of the mitigating circumstances policy which is planned to take place during 2017-18.
- 4.9 For 2017-18, the data will again be managed on a manual basis using spreadsheets by Faculty and will allow for a comparison across the years which might include extensions and exam postponements as well as Assessment Board consideration. The data compiled at a Faculty level also show a higher proportion of instances where the grade applied to the mitigating circumstances has not been recorded in a timely fashion, with Faculties having developed variable ways of recording this information and sharing these for the purposes of this report. This is an area that requires further work to improve completeness of central data and is included as an action within Appendix 1 for completion during the academic year.

#### *Academic Offences*

- 4.10 The process for dealing with academic offences is managed by Faculties and Academic Quality in accordance with *6H - Academic Offences: Policy and Procedure for Taught Awards*. The detail given in this section provides an overview of the outcomes from these processes in 2016-17. The process is vital for ensuring the integrity of the University's awards. As outlined in Appendix 3 below serious cases can result in withdrawal from the programme.

- 4.11 During 2016-17 improvements have been made to the methods for recording and storing information on academic offences cases. Faculties have been asked to record each of their academic offence cases in a central log overseen by Academic Quality containing common and comparable information. The bar chart below summarises the data recorded in the student records system for cases where allegations made against students were substantiated across the past three years. As a small number of Academic Offences Panels are taking place in late October, the information presented here for 2016-17 is accurate up to the 13<sup>th</sup> October 2017. At this stage there has been a 55% increase in the number of Academic Offence Panels and Boards held between 2015-16 and 2016-17. This is due to the increase in the number of Academic Offences Panels held at Faculty level as discussed below.

**Figure 1: Number of Academic Offences Panels and Boards held in each academic year**



- 4.12 The next table breaks down the number of Academic Offences Panel/Boards held by School/Faculty for the past three years. The largest increase has been in the Faculty of Science and Technology (FST) (from 4 Panels in 2015-16 to 38 in 2016-17). The Faculty of Management (FM) has also experienced a significant increase of 42% in the number of academic offences it has processed this year. Academic offences from this Faculty also represent 34% of the total number of Panels/Boards held at BU to date in 2016-17. The high number of academic offences or the increase in the number of academic offences does not in itself represent a cause for concern, especially in the context of increasing student numbers at the University. This could indicate that the University is refining its approach to detecting potential academic offences for further scrutiny. Nonetheless, it is recommended that the details of these offences and the associated outcomes be examined fully to better understand the effectiveness of operational protocols for the detection and interrogation of alleged academic offences. In addition and noting the sector concerns over academic offences, Academic Quality plans to undertake further research into sector practice during 2017-18 ahead of a wider review of BU's own approaches in 2018-19.

**Table 1: Number of Academic Offences Panels and Boards for each Faculty**

Faculty	No. of Faculty Panels 2016-17	No. of Uni Boards 2016-17	No. of Faculty Panels 15-16	No. of Uni Boards 15-16	No. of School Panels 14-15	No. of Uni Boards 14-15
Management	47	2	33	4	32	5
Health and Social Sciences	21	0	21	2	7	1
Media and Communications	32	4	24	5	17	1
Science and Technology	38	0	4	0	5	0
<b>Total</b>	<b>138</b>	<b>6</b>	82	11	61	7

- 4.13 A summary of the alleged offences considered by Academic Offences Panels/Boards in the last three years is provided in the table below. Plagiarism continues to be the most common offence

brought forward for attention. This year the second most common offence was collusion which saw a large increase between years followed by unauthorised material in an examination. Just over a third (34%) of the plagiarism cases were from FM and plagiarism accounted for 64% of the academic offences processed by FM in 2016-17. For FHSS, plagiarism accounted for 95% of its academic offences in 2016-17. As part of a review of the 2016-17 data, further work will be undertaken to determine shifts and trends behind the headline figures, for example understanding whether there are specific reasons behind the rapid rise in collusion cases during 2016-17. Initial analysis of this latter point shows the majority of collusion cases were in FST.

**Table 2: Overview of types of academic offences by academic year**

	2016-17	2015-16	2014-15
Plagiarism	117	80	54
Collusion	15	0	0
Unauthorised Materials	6	4	4
Falsification/Forgery	3	3	1
Cheating	0	2	1
Essay Banks	0	4	0
Borrowing	3	0	0

- 4.14 Details of academic offences at the programme level have been reviewed to identify commonalities between 2015-16 and 2016-17. There were several small clusters of offences in individual programmes or units. The greatest concern is where clusters of offences have appeared in the same programme or unit between years, with the analysis revealing two specific examples relating to FHSS's Continuing Professional Development programmes and the online BA (Hons) International Business and Management. It is the intention to look at these cases more closely to establish potential root causes and to continue to monitor offences at the programme level as part of future analyses.
- 4.15 A summary of the penalties applied to academic offences, where the Panel/Board determined that allegations brought against the student had been substantiated, is provided in Appendix 3 along with the definitions of the penalties in 2016-17. Here it is shown that the majority of the increase observed above is at the lowest grade of offence where a penalised student is asked to resubmit for a capped mark and is provided with a formal written warning. This is the level of offence often signalled using plagiarism detection software and suggests that the increase in offences is perhaps less of a cause for concern than the headline figures, and the upward trend might suggest that plagiarism detection software is working effectively. Offences at the major levels continue to be rare and do not show any particular trend, with natural variations between years.
- 4.16 For the first time, this report has information for cases where Panels have determined that the alleged academic offence had not been substantiated. It should be noted that outcomes of 'small errors' and 'no case to answer' had only arisen from Faculty level Academic Offences Panels with these making up 22% of the total number of academic offences considered by Panels in 2016-17. It is recommended that this report should in future also consider aggregate figures for alleged academic offences which do not progress beyond the preliminary consideration stage (i.e. no case to answer). This will facilitate better understanding of the effectiveness of Faculty level processes for the detection and investigation of academic offences.
- 4.17 These processes have been well managed during 2016-17 through the operation of Faculty Academic Offences Panels for first and minor offences and University Academic Offences Boards for more major cases. Academic Quality provides training to colleagues involved in academic offences processes and will be reaffirming key messages based on the experience of Panels this year including:
- The rationale for maintaining independence in decision making between the preliminary consideration and Academic Offence Panel/Board stages;



- The need for effective communication with students over alleged academic offences to ensure transparency and procedural fairness;
- The importance of academic judgement in the investigation of alleged academic offences, particularly where plagiarism detection software has been deployed.

### External Examining Arrangements

- 4.18 All taught programmes have at least one appointed External Examiner, as defined in 6B - *External Examining: Policy and Procedure*. External Examining provides independent external verification that standards are appropriate for the qualification being reviewed and for the subject. Through annual reporting, External Examiners are asked to specifically comment that standards set are appropriate (including reference to external sector benchmarks where applicable and the QAA Quality Code Part A), and that standards and student assessment performance is comparable to similar programmes elsewhere. At a programme level, External Examiner reports form part of the annual monitoring process.
- 4.19 In 2016-17, BU had a total of 189 active External Examiners operating across undergraduate and postgraduate taught programmes. Details regarding the appointment and training of External Examiners in 2016-17 are provided in the table below. It should be noted that 68% (30/44) of the newly appointed External Examiners in this period held level 8 (FHEQ) qualifications. This is broadly comparable to 2015-16 where the figure was 70% (38/54).
- 4.20 The University offers External Examiners an induction event hosted by the University. Engagement with this was good, 61% (31/51) of the newly appointed External Examiners attended the event. This compares favourably to 59% in 2015-16 and 49% in 2014-15.

**Table 3: Overview of External Examiner appointments by academic year**

	2016-17	2015-16	2014-15
<b>Number of new appointments<sup>4</sup> during period</b>	<b>44</b>	54	44
<b>Number with a Level 8 qualification</b>	<b>30 (68%)</b>	38 (70%)	26 (59%)
<b>Training take up</b>	51 were invited and 31 attended (61%)	54 were invited and 32 attended (59%)	67 were invited and 33 attended (49%)

- 4.21 In 2016-17 the University introduced a new report template for External Examiners. The new template has been streamlined; removing duplication and making the form more user-friendly to support succinct reporting. The language and focus of the new template aligns the report outputs more closely with developments in quality assessment across the sector. The benefits gained from the new report template will be reflected at programme, department and institutional level and ensure that data gathered from External Examiner reports is more useful.
- 4.22 As part of their report to the University, External Examiners are asked to provide comments following consideration of specific questions relating to:
- The achievement of intended learning outcomes and the appropriateness of methods of assessment;
  - To what extent the assessments offer stimulation and challenge that encourages engagement with studies, and the acquisition of knowledge, skills and attributes that enhance employability, professional skills/competencies;
  - To what extent the design of the programme, curriculum structure and assessments are stretching students to develop independence, knowledge, understanding and skills;
  - To what extent the students' work demonstrates exposure to and/or involvement in provision at the forefront of scholarship, research and/or professional practice;

<sup>4</sup> New appointments are defined as individuals who were appointed between 1<sup>st</sup> October 2016 and 30<sup>th</sup> September 2017, in line with previous years' reporting.

- Physical and digital resources, the overall strengths of students and distribution of marks;
- Assessment processes including internal marking and the administration of Assessment Boards.

4.23 In addition to these opportunities to provide comments, questions 4-9 of the report template require 'Yes/No' answers (with a comments box to expand on feedback if issues are identified) and cover key areas including standards of the awards and student performance; the effectiveness of assessment and feedback as well as the conduct and fairness of Assessment Board processes. These questions are important indicators of the External Examiner's overall view of the programme and provide helpful quantitative data allowing for summarisation at the institutional level.

#### *Analysis of External Examiner Reports 2016-17*

4.24 There have been two changes that have marginally impacted the ability to compare data from External Examiner reports between years for the 2016-17 analysis:

- The new template was introduced for External Examiner reports in 2016-17. This has meant it has not been possible to complete a direct 'like for like' comparison between questions from the previous year's report, although they are broadly aligned and the 'Yes/No' questions above around standards and comparability are equivalent.
- The timing of the annual Academic Quality Report has been brought forward affecting the ability to make direct comparison between years. The 2015-16 Annual Academic Quality Report was completed in January 2017 and reviewed the full cycle of undergraduate and postgraduate reports submitted for the 2015-16 academic year. Whilst there is the full data set for undergraduate reports submitted in 2016-17, at the time of this report (October 2017), the postgraduate reports are still in the process of being submitted.

4.25 As of September 2017, 158 (out of a total expected 191) undergraduate (UG) and postgraduate (PGT) reports have been received and these have informed the University's evaluation of whether standards had been maintained for its academic provision during this reporting period. All but one (102/103) undergraduate reports have been received for the 2016-17 academic cycle. The PGT reports are still within the expected period of submission; details of those submitted to date are included in the table below and a summary of External Examiner reports from partners is included in section 6.

**Table 4: Overview of completed External Examiner reports in 2016-17 (to date)**

2016-17	Reports received	Reports outstanding	Total reports expected	Total outstanding %
UG	102	1	103	1%
PGT	56	32	88	36%

4.26 The tables in Appendix 5 record instances where External Examiners have returned a 'Negative' response to one of the key 'Yes/No' questions in the report form (Q4-7). Responses to these questions were very positive, confirming that academic standards are appropriate and that students are achieving at a level that is comparable with peers across the sector. This aligns with the findings from 2015-16 where a very large proportion of reports gave positive responses to the equivalent key questions. Overall this figure confirms that there is consistency in maintaining academic standards, alignment with UK reference points such as the Framework of Higher Education Qualifications (FHEQ) and the performance of students' year on year.

4.27 Two of the 158 reports registered a negative response in relation to one of the key quality and standards questions in the report form (Q4-7), where one undergraduate External Examiner<sup>5</sup> reported that "academic standards have not been met". In addition there was one postgraduate External Examiner who reported that "students' work is not comparable with similar programmes or

---

<sup>5</sup> BA (Hons) English, Faculty of Media and Communications

subjects in the UK<sup>6</sup>. Faculties have responded to the External Examiners' concerns in the formal response (reviewed by Academic Quality) and have outlined how the issues raised are being addressed. There is no particular pattern to where these issues are raised or specific programmes where issues are repeated between years.

- 4.28 Programme teams are asked to provide a formal response to the External Examiner report and where a 'negative' response is received this should be dealt with explicitly both in the response and as part of the annual monitoring action plan. This process appears to be functioning well as only 3% (5/158) of External Examiners have reported that they have not received a satisfactory response to their report from the previous year and none of these are cases where an issue has persisted in the same programme for more than one year. For this year's reports full responses have been given in three of these cases so far and Academic Quality will ensure that the other two External Examiners receive appropriate responses in line with expectations. However, from the data collected this year, it would appear this concern, as reported by External Examiners, is relatively limited in 2016-17.
- 4.29 The tables contained in Appendix 5 also show the detail of responses by Faculty. During 2016-17, the issues raised which were common across the Faculties included:
- A broad range of suggested improvements and comments were made by External Examiners in relation to diverse marking practice, and the consistency and quality of feedback to students;
  - A common theme raised by External Examiners was technical access to myBU and the perceived lack of ease of use of this platform, but also the quantity and quality of data made available to External Examiners prior to Assessment Boards, as well as the timeliness of receiving these data. Academic Quality's records suggest that where this has been reported as a concern under Q8 of the report form, programme teams have formally responded or provided detail of their intended response in the annual monitoring action plan in all but two cases so far. There may be opportunities for adjustments to routine process to resolve these issues within Faculties, noting that two Faculties have a slightly higher number of negative responses on these questions (FM and FST);
  - Some External Examiners commented that they would have liked the opportunity to meet with students as part of a response to Q8 in the report form. This is encouraged specifically within the ARPP relating to External Examining and programme teams would be expected to respond as opportunities allow during the next academic cycle;
  - There were some reports that reflected on the transition from one student record system to another and the impact this had had upon elements of administration. These comments were most prevalent from the Faculty of Management. However, the vast majority of External Examiners praised the efficiency and robustness of Assessment Boards, assessment processes and reported a secure and quality-assured experience.
- 4.30 In addition to these themes, there were other comments raised by External Examiners which were specific to particular provision and programmes. Updates on the issues raised have been noted in department and Faculty Annual Monitoring and Enhancement Review reports and action plans.
- 4.31 The External Examiner reports provide a significant amount of positive feedback and praise for programme teams. Common strengths across Faculties include:
- Innovation in approaches to assessment including the integration of the VLE or digital aspects as well as engagement with professional practice and strong employability themes;
  - Many External Examiners praise the high performance of student work, the quality and standard of assessed material, in comparison with peers across the sector and relate student achievement to the quality of provision and support received by teaching teams;
  - Nearly all reports recognise and praise the professionalism, dedication and support of programme and professional services teams.
- 4.32 On the basis of the evidence considered, in relation to the conduct of Assessment Boards, the management of academic offences, and External Examining arrangements, there is indication that

---

<sup>6</sup> MA Social Work, Faculty Health and Social Sciences

the University may be assured that its processes and procedures associated with assessment activities remain sound and have been appropriately applied in 2016-17.

### External Recognition

- 4.33 Other than the Annual Provider Review and the Teaching Excellence Framework, it should be noted that there were no other institutional assessments in relation to the University's academic standards in 2016-17. No concerns were raised through the QAA's Concerns Scheme.
- 4.34 BU's programmes engaged with a wide range of Professional, Statutory and Regulatory Bodies (PSRBs) during 2016-17. The table below summarises PI13 of the University's Key Performance Indicators, showing the number of relationships Faculties have recorded with PSRBs for eligible programmes on which students are currently studying. In 2016-17, 94% of eligible BU programmes were linked to at least one PSRB. The PSRB engagement at BU spans a wide range of accrediting bodies which include key Professional Accredited Bodies as follows: Nursing, Allied Health Professions, Engineering and Design, Accounting, Finance and Management, Computing, Marketing, Travel, Tourism and Hospitality, Law, Journalism, Education, Creative Technologies, Psychology and Photography.

Table 5: Overview of recent performance in PI13 - Degrees accredited by PSRBs

	Programmes			Number with PSRB	PI 13: % Eligible programmes accredited by PSRBs
	Not Eligible	Eligible	Total		
<b>2014-15</b>	81	81	162	68	84%
<b>2015-16</b>	88	87	175	77	89%
<b>2016-17</b>	71	87	158	82	94%

- 4.35 A number of PSRBs were engaged in activity to consider new programmes; five were involved in approvals, ten were engaged in programme reviews with five involved in reviews for closure. PSRB activity and engagement on a wider scale was monitored at University level through the annual Faculty Quality Report (FQR). As this process has been replaced by the new Annual Monitoring and Enhancement Review (AMER), Academic Quality will continue to collate and maintain the records for engagement with and accreditation/recognition of BU programmes by PSRBs. This will be captured through the Faculty Academic Standards Committee (FASC) as the Faculty-level body that monitors and facilitates programme approval, review, modifications and closure. We need to ensure that processes for capturing data relating to PSRBs records some of the richer ongoing engagement with these bodies throughout the academic year.
- 4.36 These data illustrate an increase in the proportion of eligible BU programmes with accreditation. This is a priority in the context of the University's commitment to employability and professional practice. However, there are ways in which we can better align the data to allow more detailed and timelier reporting. The central collation of data, and the process by which this is achieved, is currently being reviewed to enable more accurate data reporting. Academic Quality will continue to liaise with Faculties and PRIME to improve and maintain the data collection throughout 2017-18.

## 5. CONTINUOUS IMPROVEMENT (QUALITY AND LEARNING OPPORTUNITIES)

### Annual Monitoring and Enhancement Review (AMER)

- 5.1 Following approval at Academic Standards Committee (ASC) and Senate, reforms were made to the approach for continuous monitoring of taught provision in time for the 2016-17 review cycle. The new approach incorporated Faculty Quality Reports and Faculty-level Education and Student Experience Plans to provide an integrated approach to enhancement at programme, department and Faculty levels. The Annual Monitoring and Enhancement Review (AMER) process is detailed in *5C - Annual Monitoring and Enhancement Review: Policy and Procedure*. AMER is applicable to all taught programmes in order to identify strengths and issues leading to the completion of an action plan at a programme level. The identification of good practice and issues is facilitated through a monitoring dashboard including student feedback e.g. National Student Survey, continuation rates,

student outcomes, Destinations of Leavers from Higher Education (DLHE) and External Examiner reports (see 4.26-4.32). Where External Examiners did indicate an issue, through providing a negative response to the core questions on quality and standards (Q4-7 of the report form), the relevant programme action plan includes reference to the response the programme team intends to make. Programme teams are also advised to incorporate other forms of qualitative and quantitative information when developing action plans including Mid Unit Student Evaluation (MUSE) data and outcomes from Professional, Statutory and Regulatory Body (PSRB) reviews.

- 5.2 Departments are required to provide a summary and action plan informed by the themes emerging from their programmes, which are then considered alongside programme action plans at the relevant meeting of Faculty Academic Standards Committee (FASC). Faculty-level action plans and summary review reports form the final stage of the Faculty-level documentation for the AMER process. Deputy Deans Education and Professional Practice (DDEPP) have oversight of all programme and department documentation, as well as the dashboard with key metrics highlighted to help identify themes and targeted actions. The Faculty action plans are intended to draw on department performance against benchmark data as well as the department summaries and action plans developed by Heads of Department. Like at the departmental level, DDEPPs also develop a short summary document to sit alongside the action plan which provides opportunity to summarise key themes from within the Faculty and identify issues for escalation to the institutional level. ASC provides oversight of AMER with institutional level outcomes incorporated as part of this report.
- 5.3 With this year representing the first year of AMER, Academic Quality will refine the process during 2017-18. Initial feedback has been mainly anecdotal and reliant on reviewing of documentation mid-cycle but the following conclusions can be drawn initially:
- The new process has been welcomed and compliance across Faculties is good although there are issues with late submission of final versions from some individual programmes, particularly at Masters level. There are no clusters of late submission and this will be monitored in the future to ensure that repeat instances do not occur;
  - There is clear indication of robust analysis of data and strong action planning led by programme teams and departments, with actions targeted towards enhancing the student experience and improving performance against key targets in the next academic cycle. There are already good examples in certain areas;
  - Process improvements have already been identified in relation to the templates, how the data are presented, identifying good examples to share with staff and considering key committee dates to enable the most effective use of the time available.

Academic staff will be consulted as part of the review to ascertain direct feedback as 'end-users' of the process and this will be used to develop the process throughout 2017-18.

- 5.4 Concerning the 2016-17 AMER process, all FASCs have met and considered the 2016-17 programme and department AMER documentation. Records indicate that 100% (21/21) of department action plans and summaries have been completed although 24% (5/21) of departments completed annual monitoring reports on the previous year's template. Further work is being done to some of the programme level action plans ahead of finalisation by the Faculty and submission to ASC. As of the 20<sup>th</sup> October 88% (168/190) of the expected programme-level action plans have been finalised and logged with Academic Quality. Remaining programme action plans will be expected and signed off by the relevant Faculty with oversight from ASC.
- 5.5 A review of the department summaries was completed and the following themes emerged from the documents submitted across all Faculties:
- Assessment and Feedback was a common topic and initiatives ranged from reviewing and implementing new assessment and feedback strategies; improving communications to students by providing clarity around assessment and feedback processes; re-emphasising quality assurance practices in relation to assessment and feedback, reviewing assessment diets and exploring new assessment strategies that will encourage stretch for students;
  - Opening up communications channels between students and staff, including improved use of MUSE;

- Increased academic support for students (to address attrition and low pass rates) was a wide-ranging theme and encompassed additional subject level support, e.g. Maths as well as enhancing the role of the Academic Advisor;
  - Developing an 'academic community' focused around the department, creating an identity to encourage better staff and student engagement as well as supporting communications and the department vision and mission;
  - Learning and teaching spaces were mentioned, possibly as a route to fostering a greater sense of community between programmes within departments;
  - Reviewing the portfolio at postgraduate level, refreshing curricula and making modifications in response to student feedback were also mentioned as key actions.
- 5.6 The new templates offer an opportunity for departments to escalate issues to Faculty and institutional level. Some issues raised were outside the direct scope of the AMER process but having been logged through AMER are now available for consideration at the appropriate Executive level. Common themes here included resourcing, particularly staffing and the impact on student staff ratios as well as areas where further administrative support was felt to be needed. Another theme was the desire to work more closely with central departments such as Timetabling (Student Administration), Marketing & Communications to support recruitment and the Centre for Excellence in Learning (CEL) to support objectives around assessment and pedagogical improvements.
- 5.7 Each of the four Faculties had submitted their action plans and Faculty overviews to the October meeting of ASC. These action plans have been developed based on departmental summaries and action plans and there is a strong focus on student feedback and data as evidence presented in the Faculty-level reports. Key themes that emerge across Faculties include:
- A strong focus on the student experience and enhancing student support through a variety of actions including stronger implementation of the Academic Advisor policy, increased student support initiatives such as more Maths support sessions and better engagement with Centre for Excellence in Learning (CEL) for Assessment and Feedback activities;
  - Organisation and Management is a common issue that Faculties frequently relate to timetabling, but also recognise more general communications could be a factor in low scores and issues reported under this category.
- 5.8 Despite common themes, Faculties are approaching addressing the issues identified and implementing actions with a variety of different methods. Amongst a number of Faculty-level plans, some examples include (from different Faculties): an Assessment and Feedback Champion at department level; a 'quality assurance tracker' managed by the Dean to monitor actions and reinforce ownership within the Faculty, and a taskforce on continuation rates with oversight from FASC. The impact of these initiatives will be monitored at the mid-cycle point in the academic year. There is strong evidence of targeted action being taken to address issues identified through the data dashboard at all levels of Faculty ownership.
- 5.9 The AMER action plans at programme, department and Faculty levels are core documents for the continuous improvement of quality and learning opportunities at the University. Faculty summaries have not revealed previously unknown issues around quality and standards or the monitoring of academic provision that are not being managed at the local level. The action plan contained at the end of this annual report should be seen in the context of the actions planned at these levels. For reference, these are stored on the University's [central drive](#).

#### *Programme Approval, Review and Closure*

- 5.10 All new programmes undergo a formal approval process, and existing programmes are subject to periodic review as detailed in *4A – Programme Approval, Review and Closure: Policy and Procedure*. New and existing programmes are normally approved or reviewed on a six year cycle. In some instances, periodic review periods may be shorter, for example, where Professional, Statutory and Regulatory Body (PSRB) requirements change, or there is an early need to respond to student feedback, sector and/or curriculum changes. Approval and review activity is coordinated and supported by Academic Quality and a report is submitted to each Academic Standards Committee (ASC) meeting on the outcomes of approval and review activity. These outcomes are in the form of conditions and recommendations which the programme team are required to action to complete the

approval/review process successfully. This forms part of an ongoing cycle of continuous enhancement, and may also feed into annual monitoring alongside other inputs that are not included in the data dashboard. The University methodology for programme review meets current sector requirements and has been mapped against the QAA Quality Code, in turn meeting the related standards within the European Standards and Guidelines. External panel membership is a requirement, and where applicable, representatives from PSRBs and/or industry are part of the panel. Consultation with students and consideration of student feedback are core components of all periodic review.

- 5.11 A total of 20 External Panel Meetings were held in 2016-17. Scrutiny of panel membership for these events confirms that all Panels were properly constituted according to the University's policy and procedures. In addition, internal panel members and Chairs were drawn from a range of departments across the University, meaning the decision-making process for programme approval and review was appropriately informed by representatives of the University's academic community.
- 5.12 The average timescale for the completion of a programme approval, from ASC approval of a development to the publication of documents for marketing was eight months with a range of three to ten months. The timescales in individual cases are often driven by the respective programme team and agreed to fit around their requirements. However it is recommended that the average timescale for each stage of the programme approval/review process is examined to determine where efficiency gains may be made to provide maximum flexibility for those involved in the process.
- 5.13 The tables below provide information on the total number of programmes across the University and its partners for the past three years, and the breakdown of programmes by Faculty and academic level in 2016-17.

**Table 6: Total numbers of academic programmes by academic year**

Academic Year	Programmes at BU	Programmes at Partners
2016-17	294	52
2015-16	325	63
2014-15	331	71

**Table 7: Academic programmes by Faculty (inclusive of AECC and Doctoral College)**

Faculty	PGR <sup>7</sup>	PGT	UG	Total BU programmes	Partner Provision <sup>8</sup>
<b>FHSS</b>	1	30	30	<b>61</b>	1
<b>FM</b>	0	28	41	<b>69</b>	10
<b>FMC</b>	3	41	28	<b>72</b>	9
<b>FST</b>	0	26	55	<b>81</b>	22
<b>Doctoral College</b>	1	0	0	<b>1</b>	0
<b>AECC</b>	0	8	2	<b>10</b>	10
<b>Total</b>	<b>5</b>	<b>133</b>	<b>156</b>	<b>294</b>	<b>52</b>

- 5.14 Details regarding the number of programmes which underwent the University's procedures for programme review, programmes approval, and/or programme closure in 2016-17 are provided by the tables below. Numbers given in brackets indicate partner events. The number of events held in 2016-17 is comparable with similar data for 2015-16.

<sup>7</sup> This refers to DProf, EngD, EdD and DBA awards.

<sup>8</sup> This figures represents the total number of programmes delivered at Partners for each Faculty and has already been included within the total number of BU programmes.

**Table 8: Overview of programme approval and review activity by academic year**

Year	2016-17	2015-16	2014-15
Total Number of events	32 (1)	30 (7)	44 (16)
Total number of programmes	82 (4)	80 (21)	93 (24)
New Programmes Approved	24	12 (1)	23 (3)
Programmes Reviewed	10 (1)	10 (6)	23 (6)
Programmes Early Reviewed	15	2 (1)	24 (1)
Programmes Closed	33 (3)	56 (13)	23 (14)
Number of Events with PSRB involvement	13 events, 30 programmes	5 events 7 programmes	9 events 16 programmes
Events held by correspondence	13 events 29 programmes	13 events 50 Programmes	9

- 5.15 All programmes which were submitted to an External Panel Meeting in 2016-17 were successful in achieving approval or re-approval. Appendix 6 provides a summary of the commendations, conditions and recommendations received for each Faculty by thematic category. There is indication from this that areas which may require further attention generally as part of programme development are learning outcomes/curriculum development and documentation.
- 5.16 Participants from programme approval and review events are invited to complete a feedback survey after sign off for the development has been confirmed. In 2016-17, a total of 70 Panel Members were invited to provide feedback in this way; 22 responses were received from Panel Members and seven from Faculty teams. Respondents confirmed that they felt the outcomes from the External Panel meetings were appropriate and 95% agreed that the structure of the documentation was appropriate for programme evaluation.
- 5.17 There is evidence here that Faculty level scrutiny of programme development is robust and proposed provision will not be permitted to progress to latter stages of scrutiny if it is not fit for purpose or does not meet with the Faculty's strategic agenda. For these reasons, a small number of proposed programmes did not complete the University's internal procedures for programme development. It may also be advisable for programme teams to work closely with CEL from the early stages of developing programmes for approval and review and this is an area that will be investigated further as an outcome from this annual report.

#### *Programme Modifications*

- 5.18 Programme modifications allow programme teams to identify and make smaller changes in the light of experience of programme operation and delivery. These are often triggered following annual monitoring processes, as effective programme management and professional practice should ensure that the curriculum, teaching and learning methods and forms of assessment are kept up to date to maintain academic standards and enhancement of the quality of learning opportunities for students. Programme modifications are managed following the processes outlined in *4B – Programme and Unit Modifications: Policy and Procedure*. Modifications are more limited changes which do not alter the nature, focus and purpose of the programme, and/or the award title(s). These are approved by Faculties and reported to Academic Standards Committee (ASC). Major changes are managed through the review process described above.
- 5.19 The number of programme modifications processed by the University over the last three academic years is summarised in the table below. Although the total number of modifications has decreased between 2015-16 and 2016-17, the number of retrospective and small scale corrections has remained the same for both periods. Of the 71 modifications approved in 2016-17, 45% related to amendments to unit assessments, 24% related to the replacement, removal or addition of units. The remaining modifications were undertaken to address changed status of a unit on a programme (i.e. from core to option); the programme's accreditation status; amendment to the programme structure; and to resolve delivery issues. Approximately 31% of the modifications in 2016-17 were approved for a retrospective effective date or to correct typographical errors in definitive documents.



**Table 9: Overview of modifications activity by academic year**

	<b>Total Number of Modifications</b>	<b>Number of retrospective and small scale corrections</b>
2014-15	73	20
2015-16	85	22
2016-17	71	22

- 5.20 The table below provides a breakdown of programme modifications in 2016-17 across Faculties. FHSS accounted for 34% of the modifications approved in 2016-17. Half of the modifications made by FST were retrospective modifications or small scale corrections. For FM, this represented 46% of its modifications in 2016-17. On the understanding that retrospective and small scale corrections tend to be applied to address errors and particularly in light of the high proportion of modifications relating to assessments this year, it appears that the programme modifications process has enabled programme teams to self-correct in order to secure students' learning experience at BU.

**Table 10: Overview of modifications activity by Faculty (inclusive of AECC)**

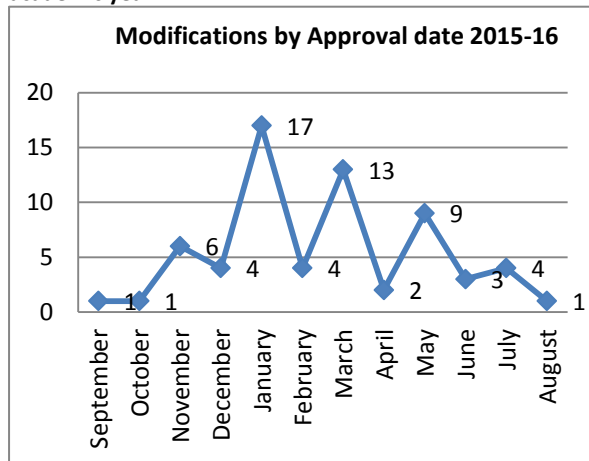
<b>Faculty</b>	<b>Number of formal programme modifications in 2016-17</b>	<b>Number of retrospective modifications in 2016-17</b>	<b>Number of small scale corrections in 2016-17</b>	<b>Total</b>
AECC <sup>9</sup>	0	0	1	1
FHSS	22	5	0	22
FM	10	3	3	13
FMC	17	1	0	17
FST	16	7	2	18
<b>Total</b>	<b>65</b>	<b>16</b>	<b>6</b>	<b>71</b>

- 5.21 In 2016, the University had adopted a revised approach to the processing of programme modifications which included the expectations that all modifications must be approved by the end of November in order to be applied to student intakes commencing for the following September. This is an important element of ensuring compliance with the expectations of the Competition and Markets Authority and for undergraduate programmes to ensure a full cycle of UCAS recruitment. The graphs below charts the spread of modifications approved through 2015-16 and 2016-17. The process adopted for 2016-17 meant 60% of modifications were approved before the end of November deadline. This compares favourably with the previous year where only 9% of modifications were approved in the autumn term. It is expected that this change to process has enabled the University adequate time to alert students and applicants to significant changes, as per its policies on compliance with consumer legislation.

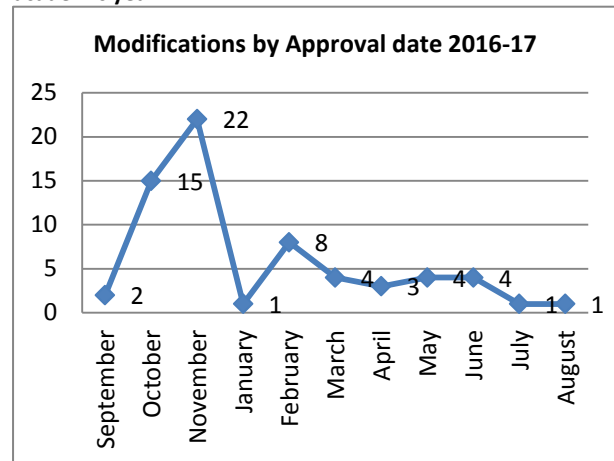
---

<sup>9</sup> The AECC are treated as a Faculty as they consider modifications at a meeting equivalent to Faculty Academic Standards Committee. For all other Partners any modifications are included within the Faculty total.

**Figure 2: Patterns of modification approval across 2015-16 academic year**



**Figure 3: Pattern of modification approval across 2016-17 academic year**



5.22 Taking into account the requirement that any significant changes should be brought to the attention of potential applicants, applicants and students, it is noted that in 2016-17 the University approved 39 programme modifications which would be considered significant according to its policy and guidance on compliance with consumer legislation. This information has been shared with Marketing & Communications in order to enable auditing of protocols for communicating these modifications to applicants and students who may be affected. The administrative processes for supporting the consideration of programme modifications have been amended for 2017-18 to ensure significant changes are identified at an early stage of the approval process. It is recommended that the effectiveness of these amendments be considered as part of future reports.

5.23 As part of its consideration of reports from previous academic years, ASC had expressed an interest in the number of programmes which were applying for modifications within two years of having undergone initial approval or periodic review. In 2016-17, 71 modifications were approved which impacted on 86 programmes. In total 43% of the programmes undergoing programme modifications in 2016-17 had received recent attention from other quality assurance processes (i.e. programme approval and review). Eighteen of these programmes were new and had been approved within the last three years (i.e. since 2014-15), with three having been approved in 2016-17. Many of the programmes (33) had undergone periodic review in the last three years, with 21 of these having been reviewed in 2016-17. It should be noted that seven of these reviews had been limited due to anticipated changes to PSRB requirements for curriculum content and that an additional seven reviews had been related to programme closure. Although this in itself may not indicate issues with the way in which programme teams engage with the programme approval and review process, we will continue to monitor the nature of programme modifications for programmes which have recently undergone approval or review processes as part of future editions of this report.

5.24 On the basis of the evidence considered, there is indication that the University may be assured that the management of its processes and procedures associated with programme review, programme approval and programme closure remain sound and have been appropriately applied in 2016-17. There is evidence that the University has acted to secure students' learning experience, making modifications as necessary to respond to challenges.

**6. PARTNERSHIPS**

*Overview of Partnerships*

6.1 Bournemouth University (BU) has a number of local, regional and overseas partnerships which are monitored and maintained through the University's quality assurance and enhancement framework and the Academic Regulations Policies and Procedures (ARPPs).

6.2 BU programmes at partner providers are managed through the same academic governance structures as all internal BU provision. This ensures that all degrees awarded in the name of Bournemouth University are subject to the same rigour, scrutiny and high academic standards as all

internal BU provision, and that the quality of the student experience is maintained across all BU programmes. Academic Standards Committee (ASC) has oversight of all partner provision; during 2016-17 this was primarily monitored through Faculty Academic Standards Committees (FASCs). Faculties maintain key roles to support partner provision: Partnership Coordinators and Link tutors provide regular reports to FASCs regarding partner provision.

- 6.3 In line with *7B - Partnership Approval: Policy and Procedure*, new partnerships are approved via the International and UK Partnership Committee (IUPC), and ASC depending on the nature of the proposal. IUPC has delegated responsibility to approve new partnerships where the risk is judged to be low. Current partnerships (UK and overseas) by model are presented in Appendix 8, noting that some partnerships operate across more than one form type of arrangement.
- 6.4 There are a number of partnerships that have begun the process of closure in 2016-17, which will be monitored and maintained during the 'teach out' period. A 'review for closure' enables the University to set expectations for the closure period, make recommendations to the partner and Faculty and ensures that oversight is maintained until the last student complete their studies. Reviews for closure have been arranged for programmes at the following partners where the partnership is also concluding and are scheduled to take place in the 2017-18 academic year: Anglo-European College of Chiropractic (AECC), Yeovil College and Defence School of Communications and Information Systems (DSCIS). Academic Quality will work closely with the relevant Faculty to monitor the student experience during the period of discontinuation.

#### *Partner External Examiner Reports*

- 6.5 External Examiner reports for partner provision were also specifically considered to identify positive themes as well as areas for improvement with partner providers. A summary of comments relevant to individual partners is included as Appendix 9. Themes that emerged in the 2016-17 reports included:
- Confirmation of the maintenance of academic standards and quality and the achievement of students in line with evidence from across the sector in relevant subject areas;
  - Assessment Boards were conducted consistently and robustly across all providers;
  - There is much good practice around assessment and employability at individual partners;
  - Three External Examiners indicated materials had not been sent to them sufficiently in advance, or there was a general lack of relevant documentation to enable complete judgements to be made;
  - Some reports mention the discrepancy between scholarly and research activity available for teaching staff at partner providers, in comparison to BU academic staff expectations.

#### *Partner Annual Monitoring*

- 6.6 As explained above BU introduced a new annual monitoring process for taught programmes in 2016-17, Annual Monitoring and Enhancement Review (AMER). As this was introduced part-way through the 2016-17 academic cycle, partner providers were given the option of aligning to the new process or remaining with the previous Annual Review and Continuous Monitoring (ARCM) process. All partners opted to continue to use the ARCM process for 2016-17 annual monitoring and would align with the new AMER process during 2017-18. To ensure there was parity between both processes, partners were sent the details of the new AMER process and encouraged to focus reflections on the key metrics outlined in AMER.
- 6.7 All partner ARCM summaries and action plans for 2016-17 were reviewed by the Academic Quality team. There was evidence that programmes were being monitored closely at department and subject level by partners. There were some themes emerging from the programme level reports:
- Partners are generally responsive to student feedback, particularly in relation to assessment and feedback and modification of the curriculum;
  - There is evidence of positive engagement with external bodies including robust QAA reviews and accreditation successes from Professional, Statutory and Regulatory Bodies (PSRBs);
  - Low recruitment is evident for certain programmes, which is having an impact on partner resources in certain areas;
  - There are a number of ongoing programme closures, and whole partnerships that are entering a period of discontinuation for all BU provision.

- 6.8 The majority of partners have completed the annual monitoring requirements although at the point of compiling the report there are some gaps in the paperwork submitted. This will be followed up by Faculties through FASC and ASC but also highlights the timeliness of moving to a more focused and streamlined approach to annual monitoring as supported by the new AMER process. There were some examples of actions that were continuously ongoing, as well as a broad range of issues covered, some of which may not need to be recorded through annual monitoring. The implementation of the new AMER process with partners in 2017-18 will provide a good opportunity to restate the purpose of the annual monitoring process, and refresh the focus for annual monitoring against core metrics and concise action planning.

#### *Partner Quality Reports*

- 6.9 As part of the annual monitoring cycle, partners who have more than one programme with Bournemouth University are required to submit a Partner Quality Report (PQR) to provide ASC with summary information at Partnership level. PQRs are one of the mechanisms by which the University is assured that the standards of its awards within its Partners are being maintained and that the quality of learning opportunities available to students is being enhanced.
- 6.10 Two of the five relevant partners have submitted PQRs in time for the October meeting of ASC (AECC and Yeovil College) and remaining reports are expected to be submitted shortly. There are some themes evident across these two partners, which also reflect findings from the University's internal annual monitoring of taught provision:
- Improving NSS scores are a priority across all providers and Assessment & Feedback and Organisation and Management are areas of defined focus;
  - External Examiners who have struggled with remote access to assessment materials.

#### *External Reviews and Outcomes of Annual Provider Reviews*

- 6.11 Two Bournemouth University partners (BU) have been externally reviewed by the Quality Assurance Agency (QAA) in 2016-17 and had successful outcomes:
- The Anglo-European College of Chiropractic (AECC) was subject to Higher Education Review (Alternative Providers) in March 2017<sup>10</sup>. The QAA review team formed the following judgements about the higher education provision.
    - The quality of the information about learning opportunities meets UK expectations;
    - The enhancement of student learning opportunities is commended.
  - Bournemouth and Poole College was subject to Quality Review Visit in March 2017<sup>11</sup>. The QAA review team formed the following rounded judgements about the higher education provision at Bournemouth and Poole College.
    - There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable;
    - There can be confidence that the quality of the student academic experience meets baseline regulatory requirements.
- 6.12 The table below shows where UK partners participated in The Higher Education Funding Council for England (HEFCE) Annual Provider Review process and/or the Teaching Excellence Framework (TEF). This information provides a helpful reference point for determining the strength of the internal processes at each partner for the management of their provision, including that leading to Bournemouth University awards.

---

<sup>10</sup> *Higher Education Review (Alternative Providers) of Anglo-European College of Chiropractic*, QAA (2017)  
<http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10000163#.Wd5jZU0UmAg>

<sup>11</sup> *Quality Review Visit: Bournemouth and Poole College*, QAA (2017)  
<http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10000820#.WeS6000UlaR>

Table 11: Overview of Annual Provider Review and TEF in 2016-17

Provider	Annual Provider Review Outcome	TEF rating
Anglo-European College Chiropractic (AECC)	Not yet subject to APR	Silver
Bournemouth and Poole College	Meets requirements with an action plan	Not submitted
Defence School of Communications Information Systems (DSCIS)	Not yet subject to APR	Not submitted
Guernsey Training Agency	Not yet subject to APR	Not submitted
Kingston Maurward College	Meets requirements	Bronze
Wiltshire College	Meets requirements	Bronze
Yeovil College	Meets requirements	Not submitted

- 6.13 Where applicable, the University's UK partners have met the conditions for continuing registration on the national register of higher education providers. This provides added assurance from BU's point of view, in that there is further verification of the conclusion that the quality of the student academic experience meets regulatory requirements.

## 7. CONCLUSIONS AND RECOMMENDATIONS

- 7.1 Based on the evaluation of available data arising from applying the University's regulations, policies and procedures for programme evaluation; assessments, external examining and annual academic monitoring in 2016-17, there is indication that standards were maintained for the University's academic provision during the reporting period and that the University had exercised its degree awarding powers appropriately. Overall, processes for the continuous monitoring and enhancement of BU provision are fit for purpose and being applied in line with agreed policies and regulations.
- 7.2 The University has identified a series of actions which are contained in the action plan below. These have been identified during the quality processes described above and represent activity planned for completion during the 2017-18 academic year, where this aims to enhance the University's ability to manage its own academic quality and standards.
- 7.3 In addition to the action plan provided in Appendix 1, the actions planned at programme, department and Faculty levels aim to respond to issues identified specifically through annual monitoring and other core quality processes. Taken together these represent a significant body of work aiming to further develop and improve quality at the University. Academic governance processes are in place to monitor the implementation of these plans as they are actioned over the next academic cycle.
- 7.4 This report intends to provide the Board with the information required to support its completion of the assurance statements for quality and standards. Our recommendation is that there is sufficient evidence available to make this judgement, including that aligned to the requirements of the UK Quality Code and the European Standards and Guidelines.

## Appendix 1 – Action Plan from 2016-17 Report

The AMER action plans at programme, department and Faculty levels are core documents for the continuous improvement of quality and learning opportunities at the University. The action plan in this appendix should be seen in the context of the actions planned at these levels. For reference, these are stored on the University's [central drive](#).

	Action	Taken from	Responsibility	Update
	<u>Assessment</u>			
1	Review issues identified within the 'Assessment Issues log' and consider changes required in response to these.	Academic Quality Annual Report 2016-17 (4.3)	Academic Services/Faculties (as appropriate)	
2	Undertake review of the Academic Regulations Policies and Procedures to maximise usability and clarity for staff and students.	Academic Quality Annual Report 2016-17 (4.6)	Academic Quality (with oversight from ASC and Senate)	
3	Further analysis of the reasons for students submitting mitigating circumstances inform the enhancement of the mitigating circumstances policy which is planned to take place during 2017-18 with further refinements also to be made for the recording of Circumstances Board data at the Faculty level.	Academic Quality Annual Report 2016-17 (4.8-4.9)	Academic Quality Data recorded within Faculties	
	<u>Academic Offences</u>			
4	Initial sector research to inform a full review of academic offences policy and procedure in 2018-19.	Academic Quality Annual Report (4.12)	Academic Quality	
5	Examination of details of academic offences and the associated outcomes (including peaks at programme/unit level and types of offences) to better understand the effectiveness of operational protocols for the detection and interrogation of alleged offences (including those resolved as 'no case to answer' at the preliminary consideration stage.	Academic Quality Annual Report 2016-17 (4.13)	Academic Quality/Faculties	
6	Refine staff development activities for academic offences to emphasise key messages on aspects of process and the role of academic judgement in decision making.	Academic Quality Annual Report 2016-17 (4.17)	Academic Quality	
7	Academic Quality work with the Faculties to examine Academic Offence Panel/Board outcomes to confirm that penalties had been consistently applied to the allegations and offences brought forward for consideration	Academic Quality Annual Report 2015-16 (2.1.11)	Academic Quality/Faculties	
	<u>PSRBs</u>			
8	Improve central collation of PSRB data and the process by which this is achieved, to enable more accurate data reporting and a more complete understanding of the ongoing engagement between PSRBs and Faculties.	Academic Quality Annual	Academic Quality/Faculties/	

		Report 2016-17 (4.35-4.36)	PRIME	
	<u>Annual Monitoring</u>			
9	Consider feedback on Annual Monitoring and Enhancement Review following first completion of the new process.	Academic Quality Annual Report 2016-17 (5.3)	Academic Quality	
10	Ensure 100% completion of programme level action plans for 2016-17 AMER process.	Academic Quality Annual Report 2016-17 (5.4)	Faculties/Heads of Departments	
11	Complete roll out of Annual Monitoring and Enhancement Review to partner institutions.	Academic Quality Annual Report 2016-17 (6.6-6.8)	Academic Quality	
	<u>Programme Approval and Modification</u>			
12	Explore potential role for the Centre for Excellence in Learning at the point of initial programme development	Academic Quality Annual Report 2016-17 (5.6)	Centre for Excellence in Learning	
13	Conduct a review of the programme approval process and its stages in order to identify further efficiencies and process improvements	Academic Quality Annual Report 2016-17 (5.12)	Academic Quality	
14	Consider the effectiveness of recent changes to programme modification process to ensure 'significant changes' are flagged to stakeholders including prospective students.	Academic Quality Annual Report 2016-17 (5.22)	Academic Quality/Marketing & Communications	

## Appendix 2 – Action Plan arising from the Academic Quality Annual Report 2015-16 and previous equivalent reports

	Action	Taken from	Responsibility	Update
1	Data regarding the University's management of its Assessment Boards for 2015-16 be sourced and scrutinised to determine whether the University may have confidence that this area of activity had been conducted in line with agreed regulations, policies and procedures	Academic Quality Annual Report 2015-16 (2.1.3)	Academic Quality	Complete  See sections 4.3-4.5 of current report
2	Data for Mitigating Circumstances in 2015-16 be sourced and scrutinised to inform the University's evaluation of whether it may have confidence in the way its assessment procedures were applied to maintain standards of its academic provision	Academic Quality Annual Report 2015-16 (2.1.4)	Academic Quality/ Faculties	In progress  See sections 4.8-4.9 and Appendix 7 of current report - further work to be undertaken on data relating to mitigating circumstances in 2016-17 as indicated in Appendix 1
3	Academic Quality works with Faculties to further develop a common template and protocols for recording Academic Offence cases to facilitate consistency in record keeping and data analysis for this area of activity	Academic Quality Annual Report 2015-16 (2.1.5)	Academic Quality/ Faculties	Complete  See 4.11 of current report
4	Academic Quality works with FHSS, FMC and FM to examine further the nature of Academic Offences committed by students in these faculties at programme level to determine whether there are any early indicators for concern	Academic Quality Annual Report 2015-16 (2.1.7)	Academic Quality/ Faculties	Complete  See 4.14 of current report and follow up action identified in Appendix 1
5	Academic Quality work with the Faculties to examine Academic Offence Panel/Board outcomes to confirm that penalties had been consistently applied to the allegations and offences brought forward for consideration	Academic Quality Annual Report 2015-16 (2.1.11)	Academic Quality/ Faculties	In progress  As an initial step Academic Quality is developing a bank of 'case law' to support consistent application of Academic Offence case outcomes. This is due for launch very shortly.  Other aspects have been rolled into the action plan for 2016-17 so that these can be considered alongside actions for this year including refreshed approaches to staff training.
6	Engagement activities with PSRBs be monitored and data from this be captured to facilitate evaluation of enhancements to curriculum development	Academic Quality Annual	Academic Quality/ Faculties	In progress  Initial data is available on the programmes



		Report 2015-16 (2.4.4)		<p>receiving accreditation from PSRBs. This has been incorporated into the 2016-17 report and is overseen by PRIME for KPI reporting. Also see section 4.35 for detail of engagement with programme approval and review.</p> <p>This action has been refreshed for inclusion in the 2016-17 action plan to reflect current requirements for data capturing and reporting.</p>
7	Faculties and Partners to ensure correct and transparent PSRB involvement to both internal and external audiences	EDQ Annual Report 2014-15	Faculties / Partners	<p>In progress</p> <p>Initial data is available on the programmes receiving accreditation from PSRBs. This has been incorporated into the 2016-17 report and is overseen by PRIME for KPI reporting. Also see section 4.35 for detail of engagement with programme approval and review.</p> <p>This action has been refreshed for inclusion in the 2016-17 action plan to reflect current requirements for data capturing and reporting.</p>
8	EDQ to review and widen the statistical data on academic offences for the 2015-16 EDQ Annual report to help identify further patterns and trends	EDQ Annual Report 2014-15	EDQ	<p>Complete</p> <p>See 4.10-4.17 of current report</p>

**Appendix 3 – Academic Offences Penalties between 2014-15 and 2016-17**

		2016-17			2015-16			2014-15		
Penalty		Faculty Panels	Uni Boards	Total	Faculty Panels	Uni Boards	Total	School Panels	Uni Boards	Total
1.		59	0	59	34	1	35	29	0	29
2.		27	2	29	28	1	29	15	1	16
3.		19	1	20	13	3	16	17	3	21
4.	Opt 1	3	0	3	5 – Opt 1 0 – Opt 2	0	5 – Opt 1 0 – Opt 2	2 – Opt1 1 – Opt 2	1 – Opt 1 0 – Opt 2	3 – Opt 1 1 – Opt 2
	Opt 2	0	1	1						
5.		0	1	1	0	1	1	N/A	1	1
6.		0	1	1	0	4	4	N/A	1	1

	2016-17		
Outcome	Faculty AOPs	Uni AOBs	Total
Small Errors	21	0	21
No Case to answer	9	0	9

<b>Penalty</b>	<b>MINOR FACULTY OFFENCE - (refer to penalties 1 – 2 only)</b>
<b>1.</b>	The issue of a formal <b>written</b> warning <b>and</b> A mark of 0% to be recorded for the <b>formal element of assessment</b> affected by the academic offence <b>and</b> <b>Resubmit coursework:</b> the student is required to resubmit <b>the piece of work affected (on the basis of either the original or a new piece of work)</b> , but only in accordance with the assessment regulations for that programme*. The mark for the <b>unit in question</b> will be <b>capped</b> at the pass mark.
<b>2.</b>	The issue of a formal <b>written</b> warning <b>and</b> A mark of 0% to be recorded for the <b>formal element of assessment</b> affected by the academic offence <b>and</b> <b>Resubmit coursework:</b> the student is required to resubmit <b>all pieces of work (all-sub-elements) related to the formal element in question, using new pieces of assessment</b> , but only in accordance with the assessment regulations for that programme*. The mark for the <b>unit in question</b> will be <b>capped</b> at the pass mark.
<b>Penalty</b>	<b>MAJOR FACULTY OFFENCE - (refer to penalties 1 – 4 only)</b>
<b>3.</b>	The issue of a formal <b>written</b> warning <b>and</b> A mark of 0% to be recorded for the <b>unit</b> affected by the academic offence, including all formal elements contributing to the unit <b>and</b> <b>Repeat failed unit:</b> The student may be allowed to repeat the unit, normally using new piece(s) of assessment, but only in accordance with the assessment regulations for that programme*. The mark for the repeated <b>unit</b> , including all formal elements, will be <b>capped</b> at the pass mark.
<b>4.</b>	The issue of a formal <b>written</b> warning <b>and</b> <ul style="list-style-type: none"> <li>▪ <b>Option 1 - Repeat level:</b> The student may repeat the level the following academic year, normally using new pieces of assessment, in accordance with the assessment regulations for the programme*. The student will have <b>all credit stripped</b> from their assessment record <b>for the level and all units</b> within the repeated level will be <b>capped</b> at the pass mark. If the student chooses not to repeat, they will be withdrawn in accordance with Option 2.</li> <li><b>or</b></li> <li>▪ <b>Option 2 - Withdrawal:</b> The <b>student</b> may not be reassessed and is withdrawn from the programme with immediate effect. The student <b>may be considered for the award of credit</b> at that level in accordance with the assessment regulations for the programme. The student may also <b>be eligible for an intermediate award</b>. The student cannot transfer to any programme within Bournemouth University using any credit gained.</li> </ul>
<b>Penalty</b>	<b>MAJOR UNIVERSITY OFFENCE - (refer to all penalties 1 – 6)</b>
<b>5.</b>	<b>Withdrawal:</b> The student may not be reassessed and is withdrawn from the programme with immediate effect in accordance with the assessment regulations for that programme. The student will have <b>all credit stripped from their assessment record for the level</b> and will leave Bournemouth University with no credit for that level but may <b>be eligible for an intermediate award</b> . The student cannot transfer to any programme within Bournemouth University using any credit gained.
<b>6.</b>	<b>Withdrawal:</b> The student may not be reassessed and is withdrawn from the programme with immediate effect in accordance with the assessment regulations for that programme. The <b>student</b> will have all credit stripped from their assessment record for the level and previous levels and <b>will leave Bournemouth University with no credit for the programme</b> .

**Appendix 4 – European Standards and Guidelines (2015) Part 1**

1. Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
2. Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
3. Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
4. Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.
5. Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.
6. Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
7. Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
8. Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
9. Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.
10. Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

## Appendix 5 – External Examiner responses by Faculty

## Yes/No questions within External Examiner reports

<b>Q4</b>	The standards set for the award(s) are appropriate for qualifications at this level and in this subject (including <a href="#">Part A: Setting and maintaining academic standards: Chapter A1: UK and European reference points for academic standards</a> )
<b>Q5</b>	The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar.
<b>Q6</b>	Assessment and feedback are used effectively to support students' development, progression and attainment
<b>Q7</b>	The processes for assessment, examination and the determination of awards are sound and fairly conducted.
<b>Q8</b>	Material was sent to me in advance of the Assessment Board, and arrived in sufficient time to allow me to fulfil my moderating function.
<b>Q9</b>	I received a satisfactory response to my previous external examiner report.

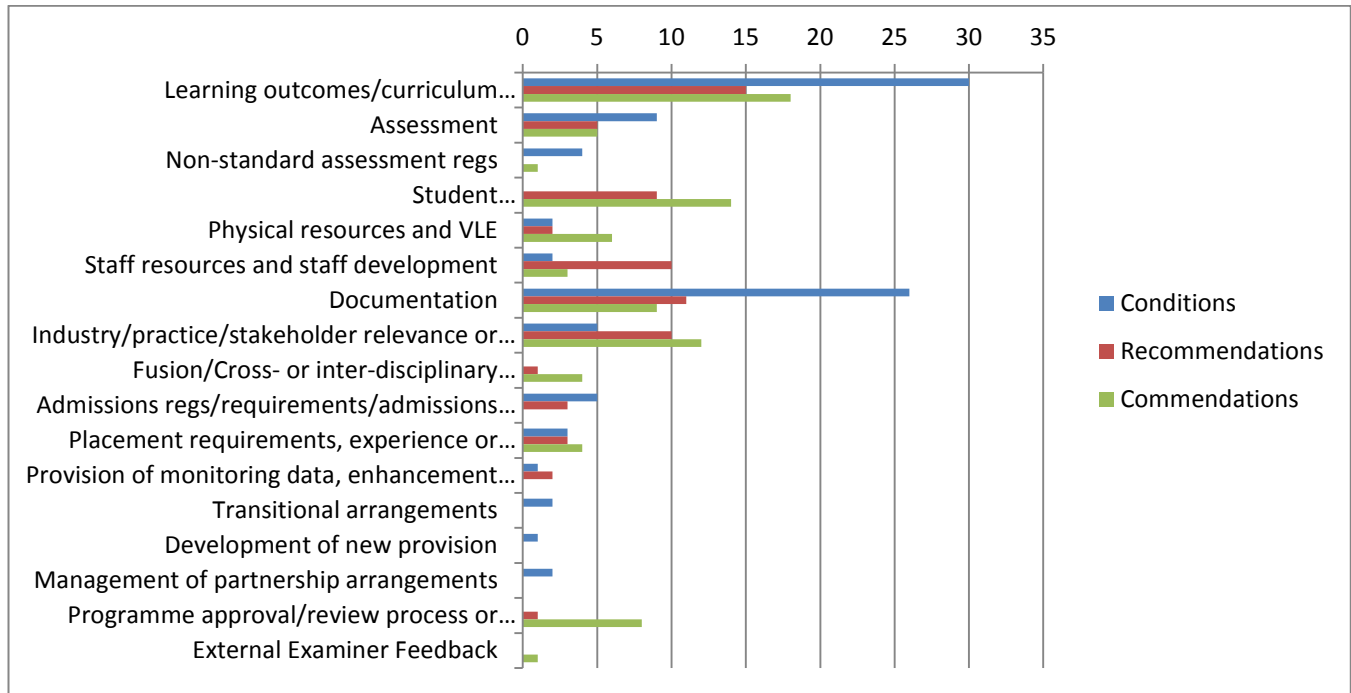
\*indicates where an Examiner has marked both responses. These have been checked to clarify the nature of the comments and categorise appropriately.

All External Examiner Reports												
All External Examiner Reports												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Yes</b>	155	98%	154	97%	154	97%	155	98%	143	91%	104	66%
<b>No</b>	1	1%	1	1%	0	0%	0	0%	15	9%	5	3%
<b>Yes/No*</b>	2	1%	0	0%	2	1%	1	1%	0	0%	1	1%
<b>N/A</b>	0	0%	1	1%	0	0%	1	1%	0	0%	45	28%
<b>Not Answered</b>	0	0%	2	1%	2	1%	1	1%	0	0%	3	2%
<b>Outstanding</b>	<b>33</b>											
<b>Received</b>	<b>158</b>											
AECC All												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Yes</b>	7	100%	5	71%	7	100%	7	100%	6	86%	4	57%
<b>No</b>	0	0%	0	0%	0	0%	0	0%	1	14%	0	0%
<b>Yes/No*</b>	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>N/A</b>	0	0%	0	0%	0	0%	0	0%	0	0%	3	43%
<b>Not Answered</b>	0	0%	2	29%	0	0%	0	0%	0	0%	0	0%
<b>Outstanding</b>	<b>1</b>											
<b>Received</b>	<b>7</b>											

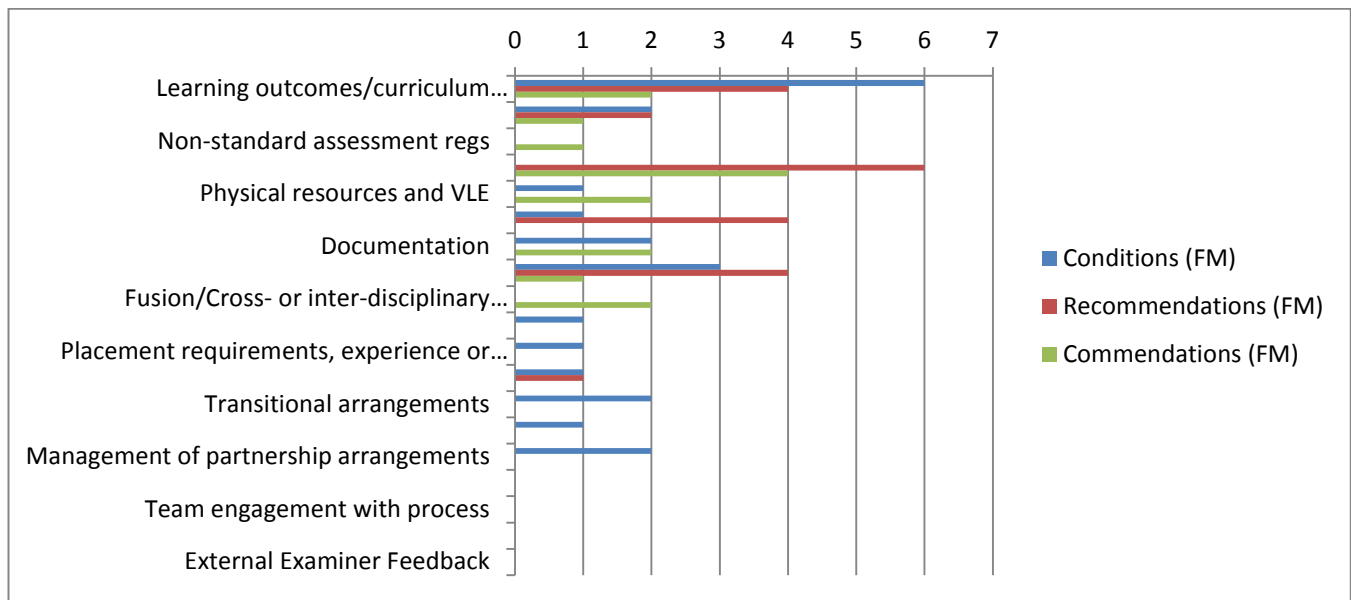
<b>FHSS All</b>												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	30	100%	29	97%	29	97%	29	97%	28	93%	25	83%
No	0	0%	1	3%	0	0%	0	0%	2	7%	0	0%
Yes/No*	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
N/A	0	0%	0	0%	0	0%	1	3%	0	0%	5	17%
Not Answered	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
Outstanding	9											
Received	30											
<b>FM All</b>												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	42	95%	44	100%	41	93%	43	98%	39	89%	26	59%
No	0	0%	0	0%	0	0%	0	0%	5	11%	1	2%
Yes/No*	2	5%	0	0%	2	5%	0	0%	0	0%	0	0%
N/A	0	0%	0	0%	0	0%	0	0%	0	0%	14	32%
Not Answered	0	0%	0	0%	1	2%	1	2%	0	0%	3	7%
Outstanding	3											
Received	44											
<b>FMC All</b>												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	42	98%	42	98%	43	100%	42	98%	41	95%	27	63%
No	1	2%	0	0%	0	0%	0	0%	2	5%	2	5%
Yes/No*	0	0%	0	0%	0	0%	1	2%	0	0%	1	2%
N/A	0	0%	1	2%	0	0%	0	0%	0	0%	12	28%
Not Answered	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Outstanding	11											
Received	43											
<b>FST All</b>												
	Q4		Q5		Q6		Q7		Q8		Q9	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	34	100%	34	100%	34	100%	34	100%	29	85%	23	68%
No	0	0%	0	0%	0	0%	0	0%	5	15%	2	6%
Yes/No*	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
N/A	0	0%	0	0%	0	0%	0	0%	0	0%	9	26%
Not Answered	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Outstanding	9											
Received	34											

**Appendix 6 – Outcomes from Programme Approval and Review events in 2016-17**

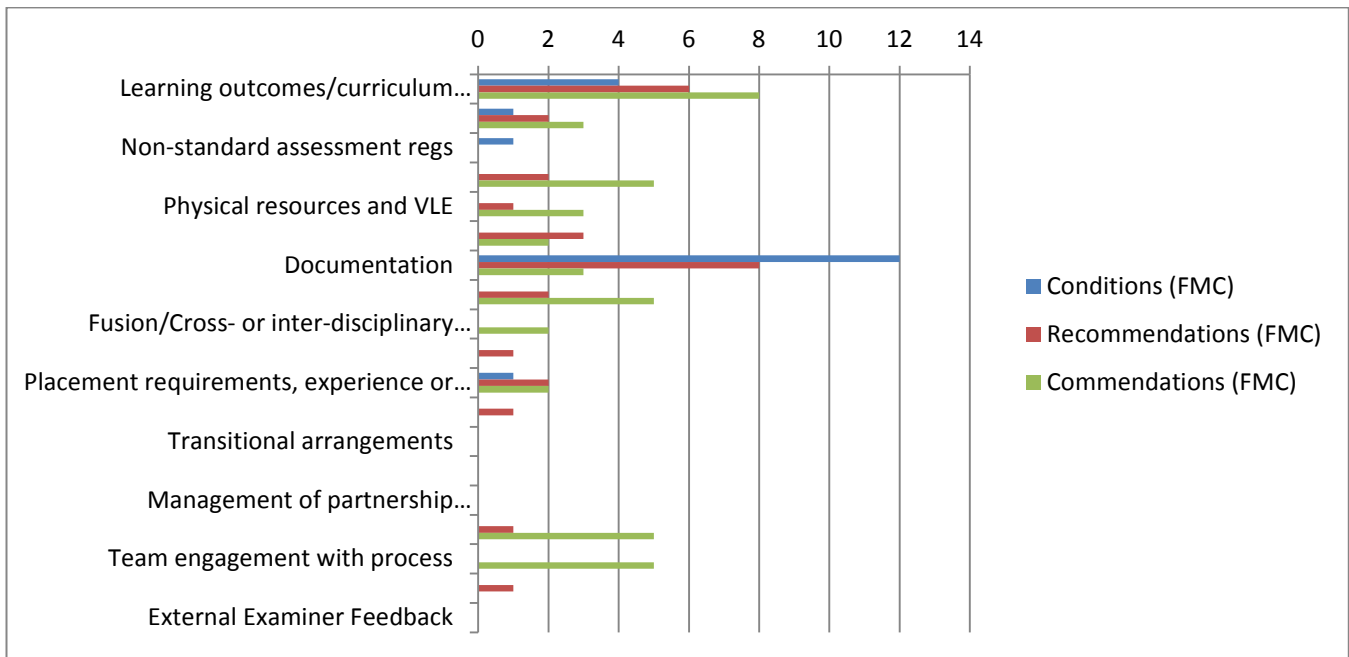
**Bournemouth University**



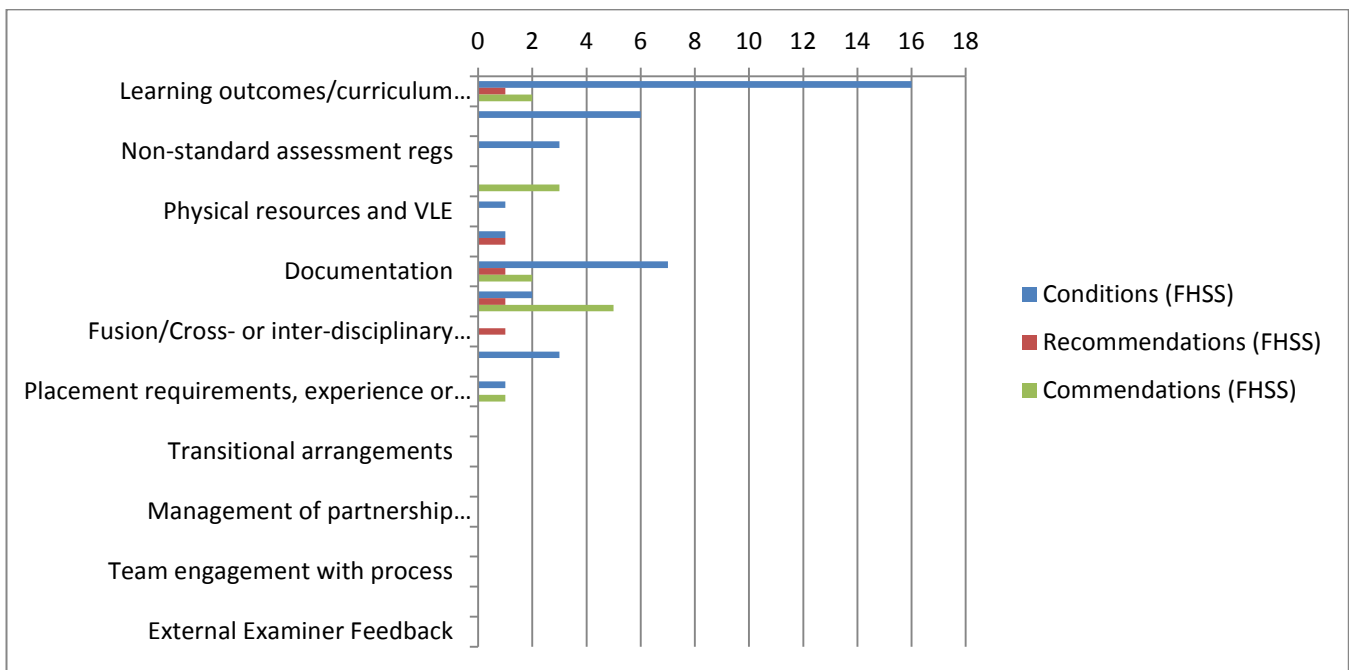
**Faculty of Management**



**Faculty of Media and Communication**

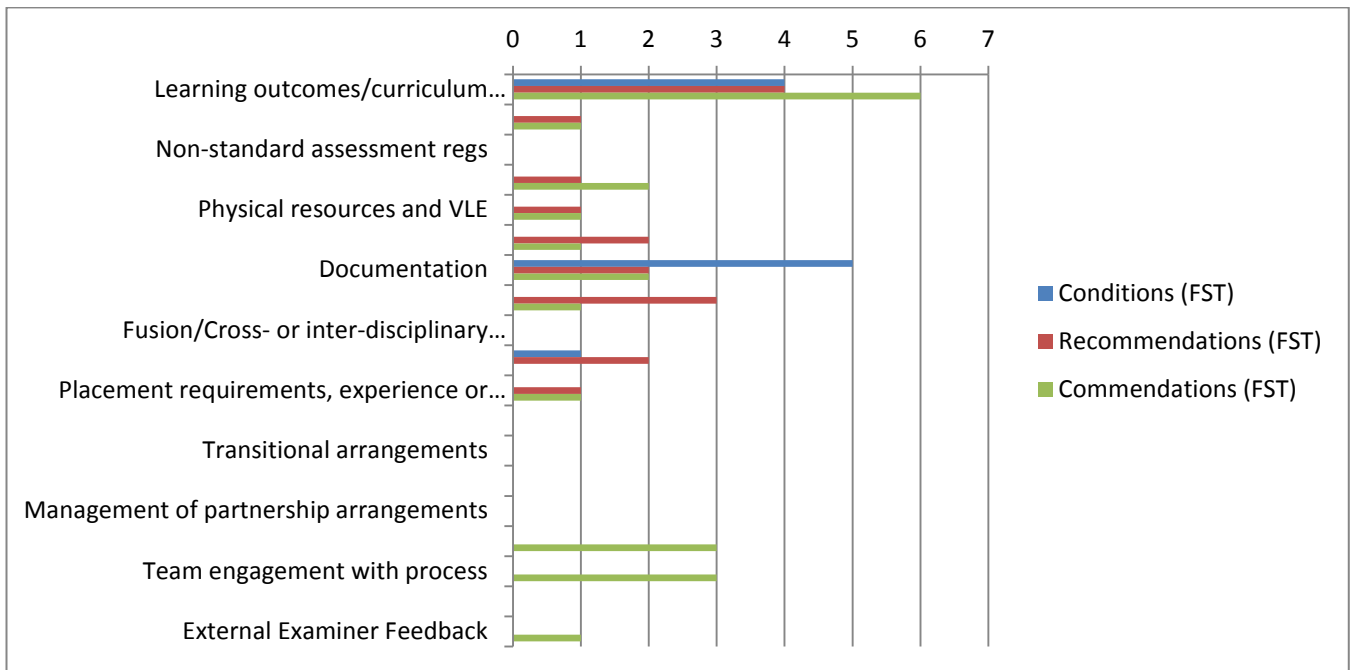


**Faculty of Health and Social Sciences**





**Faculty of Science and Technology**



**Appendix 7 – Mitigating Circumstances Faculty Data – 2015-16 and 2016-17**Note on grading

- 0 Perceived circumstances/problems which have been discussed but are not deemed to have materially affected a student's performance (or the application was invalid). These circumstances will not be taken into account by the Assessment Board.
- 1 Significant short-term circumstances/factors which impaired a student's performance in one or more identified assessment(s). These circumstances will trigger the implementation of Section 13.2 of the Assessment Regulations at the Assessment Board.
- 2 Significant long-term circumstances which may have caused substantial impairment of a student's performance in one or more identified assessment(s) and may continue to affect future performance. These circumstances will trigger the implementation of Section 13.2 of the Assessment Regulations at the Assessment Board. The grading would be made available to future Assessment Boards in order to inform consideration of the student's overall profile when considering final classifications.

Faculty	Level									Total No. Submitted		
	UG			PG			Not Recorded			2015 -16	2016 -17	Increase %
	2015- 16	2016 -17	Increase %	2015 -16	2016 -17	Increase %	2015 -16	2016 -17	Increase %			
Faculty of Health and Social Sciences	27	99	267%	7	1	-	0	0	-	34	100	194%
Faculty of Management	240	248	3%	9	18	100%	0	1	-	249	267	7%
Faculty of Media and Communication	126	235	87%	14	27	93%	0	1	-	140	263	88%
Faculty of Science and Technology	325	352	8%	17	30	76%	0	1	-	342	383	12%

Faculty	MC Grade											
	0			1			2			Not Recorded		
	2015- 16	2016 -17	Increase %	2015 -16	2016 -17	Increase %	2015 -16	2016 -17	Increase %	2015 -16	2016 -17	Increase %
Faculty of Health and Social Sciences	4	17	325%	20	39	95%	4	0	-	6	44	633%
Faculty of Management	12	21	75%	79	172	118%	158	50	-	0	24	-
Faculty of Media and Communication	7	37	429%	34	118	247%	95	59	-	4	49	1125%
Faculty of Science and Technology	32	54	69%	157	151	-	151	21	-	2	157	7750%

## Appendix 8 – Overview of Bournemouth University Partnerships

Partnership Model	2015-16	2016-17	Difference
Articulation	1	1	-
Endorsement	0	0	-
Franchise	6	5	-1
Validation	4	4	-
Off-Campus Delivery	1	1	-
Shared Delivery / Programme	3	3	-
Recognition with Advanced Standing	6	6	-
Recognition without Advanced Standing	6	4	-2
MoU	6	3	-3
Other	5	6	+1
General Co-operation	1	1	-
Research / Staff Exchange	26	19	-7
Research / Staff Exchange - Erasmus	20	21	+1
Student Exchange - Erasmus	2	2	-
Student Exchange & Research / Staff Exchange - Erasmus	53	52	-1
Student Exchange	16	15	-1
<b>Totals</b>	<b>156</b>	<b>143</b>	<b>-13</b>

## Appendix 9 – Summary of External Examiner comments by Partner

### Anglo-European College Chiropractic (AECC)

- The standard of student performance on the undergraduate programmes and the quality of learning resources were praised as exemplary in the UK;
- The distribution of marks for the postgraduate provision was identified as requiring consideration and comparison with performance across the sector;
- The administration and support available to External Examiners was generally considered high.

### Bournemouth and Poole College (BPC)

- Consistency of feedback and a review of marking practices was mentioned in more than one report;
- Positives included the ability of students to access learning resources at BU and the support provided for students on more flexible, part-time modes of delivery.

### Defence School of Communications Information Systems (DSCIS)

- The standards of the awards and performance of students was generally thought to be strong;
- Both External Examiners mention the late receipt of student work which hampered their ability to properly review material in a timely manner before the Assessment Board.

### Guernsey Training Agency (GTA)

- There was recognition of the integration of professional skills, knowledge and experience in the provision and how effectively the courses delivered with GTA prepare students for enhanced employability.

### Kingston Maurward College

- External Examiner reports are positive in confirming academic standards and student achievement;
- There is a call for greater consistency in relation to feedback and clarity in the marking process.

### Wiltshire College

- The rigor and consistency of the assessments and marking practice was praised.

### Yeovil College

- Some concerns were raised about access to and availability of key assessment materials to enable the External Examiners to carry out their role.

**BOURNEMOUTH UNIVERSITY****EDUCATION & STUDENT EXPERIENCE COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 3<sup>RD</sup> OCTOBER 2017****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See Section 2.3                      Education & Student Experience Committee  
Terms of Reference

See Section 7.3                      Technology Enhanced Learning Strategy  
Forum Terms of Reference

**3. OTHER RELEVANT ACTIONS**

See Section 3.1                      National Student Survey Results 2017

See Section 3.2                      Fundraising & Alumni Relations Department  
Update

See Section 3.3                      Professional Services Education & Student  
Experience Plans (ESEPs)

See Section 4                      Debate Item: Is it possible to have good  
student satisfaction scores in units with  
large numbers?

See Section 8.1                      New VLE Update

**Minutes of the meeting held on 3 October 2017 at 2.00pm in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Prof R Stillman	Deputy Chair
Ms P Peckham (Secretary)	Faculty Education Services Manager (FST)
Ms M Frampton (Clerk)	Academic Quality Officer (AS)
Mr D Asaya	SU President 2017/18, Students' Union (SUBU)
Mr A Child	Head of Academic Quality (AS)
Dr K Curtis	Co-opted Member of the Professoriate (FHSS)
Dr B Dyer	Deputy Dean (Education & Professional Practice) (FMC) and Chair of the Student Voice Committee
Ms B Elias	SU Vice-President (Activities) 2017/18, Students' Union (SUBU)
Mr S Farmer	Interim Head of Student Engagement (SUBU)
Dr L Farquharson	Deputy Dean (Education & Professional Practice) (FM)
Mr A Hancox	SU Vice-President (Education) 2017/18, Students' Union (SUBU)
Ms E Harding	SU Vice-President (Community) 2017/18, Students' Union (SUBU)
Prof D Holley	Centre for Excellence in Learning Representative
Dr C Hunt	Associate Dean (Student Experience) (FST)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Prof V Katos	Member of the Professoriate (FST)
Dr F Knight	Academic Manager, Doctoral College
Ms J Mack	Head of Academic Services (AS)
Dr A Main	Learning Impact Leader (CEL)
Dr K McGhee	Deputy Dean (Education & Professional Practice) (FST)
Canon Dr B Merrington	University Chaplain
Dr M Morgan	Associate Dean (Student Experience) (FMC)
Prof S Porter	Member of the Professoriate (FHSS)
Prof E Rosser	Acting Executive Dean (FHSS)
Dr G Roushan	Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Associate Dean (Student Experience) (FM)
Ms C Souter-Phillips	SU Vice-President (Welfare) 2017/18, Students' Union (SUBU)
Dr J Taylor	Doctoral College Academic Manager
Dr S White	Senate Representative (FHSS)

In attendance:

Ms A Fernandez [Agenda Item 3.3]	Director of Marketing and Communication (M&C)
Mr J Goode [Agenda Item 3.2]	Head of Alumni Relations
Ms K Noble [Agenda Item 3.2]	Fundraising Operations Manager
Mr R Pottle [Agenda Item 3.1]	Head of PRIME
Ms A Stevens	Student Support Manager (SS) – Representing Ms M Barron

Observer:

Dr C L Osborne	Head of Academic Operations (OVC)
----------------	-----------------------------------

Apologies:

Apologies had been received from:

Ms M Barron	Head of Student Services (SS)
Prof G Esteban	Member of the Professoriate (FST)
Ms A Lacey	Student Representative Champion (FHSS)
Mr S Laird	Director of Estates
Dr S Minocha	Pro Vice-Chancellor (Global Engagement) (OVC)
Mr J Ward	Director of IT Services

**1. Welcome and Introductions**

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

**2. Minutes of Previous Meeting held on 3 May 2017**2.1 Accuracy

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

2.2 Matters Arising2.2.1 Minute 4.1.10 – Attendance Monitoring Debate

*During the debate it was clear there was an interest in finding a solution to monitor attendance and it was agreed that Faculties should work with IT for further discussions to take place on analytics and possible solutions for attendance monitoring.*

**Action Ongoing:** The FHSS had tried many different forms of attendance monitoring and welcomed the consideration of a University-wide attendance monitoring system. Dr Dyer had recently discussed attendance monitoring with Mr Ward. Following the discussion Mr Ward had agreed to write a short paper to share with DDEPPs and to then share the outcomes with the Committee.

**Action: JW**

From a V4L/Brightspace perspective, attendance monitoring was a new feature in Brightspace and would be discussed further by the V4L Task Group who would keep Mr Ward up to date with progress.

2.2.2 Minute 2.2.4 – Virtual Mobility

*The Committee suggested it would be useful to have guidance on the types of virtual mobility that improves employability. The mobility team was undertaking work in collaboration with stakeholders internally and externally to agree a definition for virtual mobility and an international experience without travelling abroad.*

**Action Ongoing:** An update on virtual mobility would be included in the full annual update for the November ESEC meeting. The action was now closed as part of the presentation of the annual report.

2.2.3 Minute 3.2.10 - Placements

*The outstanding timetable action which suggested that students should have longer to decide on their timetable when considering placement attendance. Mr Jones agreed to discuss this with Sarah Green in order to complete the action by January 2018. Following implementation of the automated option choice selection process via SITS, and the confirmation of planned release periods for students' timetables, opportunities and limitations relating to confirmation or extension of the Placements Decision date would be considered.*

**Action Completed:** A more detailed response on this matter was included in the Estates Scheduling and Timetabling Update paper which was listed as agenda item 6.2 on 3 October 2017. Having had the benefit of experience of a full scheduling process for 2017/18 with SITS, it was recommended that a Task & Finish Group be established to review opportunities for and impact of setting the optional Placement deadline at least two weeks prior to OLR release, in order to ensure that student record information was updated prior to student timetable release. Mr Jones agreed to co-ordinate the Task & Finish Group meetings which would include the SRS team, Student Services, Academic Services, Faculties and Space Management teams, to ensure that integrated data, systems and processes could implement the recommendation.

2.3 ESEC Terms of Reference and Membership

2.3.1 The ESEC Terms of Reference had been revised to incorporate the BU Strategic Plan 2025, the new Doctoral College membership and the correct title for the Head of Academic Quality.

- 2.3.2 As all of the SUBU Sabbatical Officers were ESEC members, Mr James suggested the removal of the Co-options section on the Terms of Reference.
- 2.3.3 Dr Main was in attendance at the meeting and the Committee discussed whether Dr Main's new role as Learning Impact Leader should be a permanent ESEC member. As ESEC meetings were centred on learning impact, members agreed that Dr Main should be included in the membership moving forward. The ESEC Clerk would add Dr Main to the ESEC Terms of Reference and Membership List. **Action: ESEC Clerk**
- 2.3.4 Dr Osborne confirmed she would be attending ESEC meetings as an Observer moving forward. This amendment would be made to the ESEC Membership List. **Action: ESEC Clerk**
- 2.3.5 **Approved:** The Committee approved the updated Education & Student Experience Committee Terms of Reference and Membership.

### **PART 1: FOR DISCUSSION**

- 3.1 National Student Survey (NSS) Results 2017
- 3.1.1 The University's Overall Satisfaction score had fallen from 82% to 81% with the sector average falling from 86% to 84%, therefore the University was now 3% closer to sector average compared to 4% in the previous year. At programme level, 19 programmes had improved their overall satisfaction score, whilst 24 programmes had declined. There were now 27 (50%) programmes which were at or above the sector average score of 84.18% compared to 22 (47%) programmes being above the sector last year. If the ten programmes which had fallen below sector average had remained stable at NSS 2016 levels, the University's overall satisfaction level would have been 84%, which was level with sector average.
- 3.1.2 Organisation and Management fell 6% to 70%, falling further behind the sector which also fell 4% to 75%. There had been two positive question areas; Learning Resources with BU students being more satisfied than the sector in all three questions, and new for 2017, Learning Community, where BU students felt they had the right opportunities to work with other students as part of their course.
- 3.1.3 Eight out of twenty Departments had improved overall satisfaction this year with eleven Departments now at or above the BU average of 81%; eight of these Departments were also above the sector average of 84%. Last year only four Departments were above the sector average of 86%, so this was an improvement. Overall satisfaction across all Departments for the Faculty of Management (FM) had seen a slight reduction from 81% to 80%, the Faculty of Science & Technology (FST) was the only Faculty to see an improvement rising from 81% to 84%, the Faculty of Health & Social Sciences (FHSS) continued to have the most satisfied students with overall satisfaction at 84%, however one Department had dropped 10% which was a concern. The Faculty of Media & Communication (FMC) saw the largest decline in overall satisfaction falling 4% to 77%.
- 3.1.4 Prof Rosser was disappointed with Organisation and Management scores in FHSS which was an area that had been repeatedly problematic. The University had gone through considerable change as well as having timetable issues and the introduction of SITS; these issues had mitigated against the student perception. With the recent introduction of Brightspace, potentially there would be similar issues to consider with regard to student perception. Prof Rosser highlighted the importance of regular and good quality communication with students in order to improve student experience bearing in mind the same issues would be encountered when all Faculties move wholly to Brightspace. Members noted a significant benefit with Brightspace which was that academic staff could articulate with Social Media and in turn it had already become evident that Brightspace was providing closer communications with students.



- 3.1.5 Members agreed that the new Annual Monitoring & Enhancement Review (AMER) process was more focused and would be helpful in forming clear actions. Dr Ryland and Dr Farquharson had carried out an analysis between NSS qualitative comments and SimOn data, and the results had shown a clear match in data which would be used moving forward. Dr Dyer reminded members that Faculties should be making more effective use of MUSE as it was a highly predictive measure of the NSS, however Faculty staff should be mindful of over-surveying students. From a TELSF perspective, Dr Roushan reminded members that Brightspace was much improved on myBU and academic staff should be further developing the pedagogical skills that would help to improve communication between academics and students at unit level.
- 3.1.6 With regards to the qualitative comments on Assessment and Feedback, Ms Mack advised that students' marked work was still being returned late and there was still some bunching of work (submission dates) and suggested there should be further work carried out on assessment scheduling as this was where the University still showed that further improvement was required from the NSS results.
- 3.1.7 The Centre for Excellence in Learning (CEL) would be holding a year of 'Assessment and Feedback' events and discussions, as well as working with Academic Quality colleagues to look at current practice in order to make a significant difference to future NSS results moving forward. Prof Holley welcomed colleagues to become involved with the events and discussions in order to help with delivering positive outcomes as this area was critically important in order that the University demonstrated it was a leading institution for fairness and for providing timely, high quality feedback.
- 3.1.8 Mr Jones advised that his department had been putting together a Frequently Asked Questions sheet which would be responsive and positive and would answer questions that arise. Responses would be provided during the year and would be used to keep students up to date on how their issues are evolving, possibly by using Student Reps as the method of feeding the information forward.
- 3.1.9 Following discussions at a recent Quality Assurance Standing Group (QASG) meeting, it had been noted that there had been a significant increase in the use of sub-elements at department and programme level. Dr Ryland and Dr Farquharson would be working on this area over the coming year to start to reduce the level of sub-elements within the FM. Dr Main had analysed Independent Marking Plans and it had been noted that many sub-elements introduced had not been formally documented. This area had also recently been discussed at the Access, Excellence & Impact Committee (AEIC) meeting when Dr Main had been allocated an action to look at assignment calendars. This would be discussed further at future AEIC meetings and findings would also feed into the assessment project. Ms Mack agreed to send the findings on to Associate Deans (Student Experience) (ADSEs). **Action: JM**
- 3.1.10 Mr Asaya reminded members that students need to be made aware of the change in systems. Students do tend to forget all of the good things the University is doing, but tend to remember one issue they encountered. Ms Mack was aware of some actions regarding exam timetables and the need for earlier publication, and asked Mr Asaya to pass on any specific concerns for her to investigate. Ms Mack was currently working on an improvement in the quality of exam papers being sent to the Exams Team, regarding which Ms Mack had recently circulated information to DDEPPs highlighting the issues.
- 3.1.11 The Committee was reminded that all Faculty staff have an obligation to engage with students and that their first year at university was a formative year which would prepare students for life-long learning. The University also has an obligation to understand students' issues and their academic development with regard to Assessment and Feedback when they move between levels of study. All staff need to engage in transparent and collegial conversations with students.
- 3.1.12 Mr James advised that the NSS question around representation had shown that SUBU was strong with an awarding winning Student Representation system in place however the NSS results had shown a decrease from 78% to 66% which had been a disappointment. SUBU has however remained within the top quartile and was excellent at representation.

3.1.13 Overall, there are still some issues for the University address, including some basic academic issues regarding how the University manages the experiences of students. Some core quality assurance processes and regulations were not being fully followed by all Departments and this required rectification. Details on a programme by programme basis would be dealt with via the new AMER process which would help with operational issues as well as helping students to understand the enhancement work that was taking place within their University. It was noted that it was necessary that through all the hard work taking place on Assessment and Feedback, with the assistance of CEL, the Departments make a gain in student satisfaction this year.

### 3.2 Fundraising & Alumni Relations Department Update

3.2.1 Mr Goode, the new Head of Alumni Relations provided an overview of the Alumni Relations Team's work over the past year. As of August 2017, the Alumni Relations Team had started to record instances of alumni volunteering which would help to enrich student experiences. This work would continue throughout the 2017/18 academic year and the results would assist with measuring alumni engagement with the University. To date there had been 58 instances of volunteering, which equated to 147 hours. Alumni would now be present at all undergraduate and postgraduate Open Days as it would be useful for prospective students to hear of good student experiences from alumni. Examples of the various instances of volunteering included shared case studies to inspire future students; taking part in the #BUProud campaign to showcase the University's impact on student employability; speaking at Open Days and attending panels to advise on curriculum design.

3.2.2 Mr Goode provided the details of the refreshed Alumni Relations Strategy for 2017-19 which would focus on enriching the student experience with a number of projects. The Alumni Relations Team were now tracking the number of hours of all volunteering and recognising the time being given as there were a lot of alumni who wanted to take part in events at the University.

3.2.3 The Committee were pleased to see all of the work being carried out, however Dr White questioned how the team could best capture past NHS/health programme students who were out in practice as it would be beneficial to the University to capture support for our current students. Mr Goode agreed to follow this up with Dr White. **Action: JG**

3.2.4 Ms Noble, the Fundraising Operations Manager provided an overview of the work of the Fundraising Team over the last year. The team has raised £624,745 over the past year for a variety of projects which included the new Bournemouth Gateway Building and HMS Invincible as well as student/staff mobility. The Santander contract had continued to be successful by delivering a number of initiatives, such as 43 x 10 week internships for undergraduate students, 9 x £5,000 scholarships for students, 15 x £1,000 mobility grants for undergraduate students and 5 x £1,000 for the Widening Participation initiative.

3.2.5 **Noted:** The Committee noted the Fundraising and Alumni Relations paper.

### 3.3 Professional Services Education & Student Experience Plans (ESEPs)

#### Marketing & Communications (M&C) ESEP

3.3.1 The main area that M&C had been working on was communications and the improvement of the various communications to students such as current student communications, arrivals communications, placement student communications, continuation student communications, and Postgraduate Research (PGR) communications. This work was in response to comments made by students' highlighted areas of concern.

3.3.2 In response to negative feedback received around the cost of attending graduation ceremonies, changes had been put into place for the graduations ceremonies from November 2017 onwards, which would include two free guest tickets per student. The cost of any additional tickets remained at £15 per person and a review of the photography commissioned package had ensured better value to those students ordering in advance (reduced to £14.99 in 2017, £24.99 in 2016).

- 3.3.3 iBU was a very important channel for M&C and it was constantly evolving. By working closely with IT, M&C were able to develop a longer term mobile app strategy across the University. With the increasing use of iBU and also working closely with SUBU, the Student Voice Committee (SVC) and Faculties, M&C have been able to ensure that regular communications and the feedback area on the VLE remained updated. M&C would also continue to work with the Participation Campaign and also helping with communications around particular courses which have challenges to improve.
- 3.3.4 M&C would continue to work with Academic Services in order to collect data at course level and put in place a new, more robust process for collecting more additional course costs that students should be aware of and are considered when students were making their choices of university. All hidden costs information would be presented in one cohesive and transparent way moving forward. M&C had also been working on providing better information to students to explain how their tuition fee is spent. A meeting had been arranged with the Director of Finance and the Finance Accounting & Compliance Manager to discuss this further.
- 3.3.5 **Noted:** The Marketing & Communications ESEP was noted.
- Academic Services ESEP
- 3.3.6 Assessment and Feedback would be the main focus for 2017/18 and a number of initiatives were in place in order to start making improvements. Academic Services would be working closely with CEL to look back at the first principles and guidance around the types of assessment and the volume of assessment (summative and formative). There was also an initiative in place with a link to systems integration between Brightspace and SITS.
- 3.3.7 Another area of priority would be academic support from Library and Learning Support (LLS) staff, which would include language support and would be reviewed as part of a review of Study Skills Support being led by Student Services. The existing LLS Study Skills would be enhanced by introducing new workshops, developing online quizzes and tutorials and contributing to the Residential Life Programme in Student Halls.
- 3.3.8 With regard to Organisation and Management, SITS/Brightspace integration work would continue during 2017/18. Resources would focus on scheduling exams to allow exam timetables to be released to students as early as possible as NSS feedback suggested that students had previously not been aware of the scheduled exam dates, therefore communications to students would be enhanced to ensure they were aware of defined exam periods for the whole year.
- 3.3.9 Ms Peckham questioned whether the Academic Regulations, Policies & Procedures (ARPPs) related to assessment would be updated as the documentation was becoming misaligned with current processes in SITS. Ms Mack confirmed that Assessment related ARPPs were part of a wider piece of work underway to look at how ARPPs were presented and to align them and make them more accessible and more user-friendly.
- 3.3.10 **Noted:** The Academic Services ESEP was noted.
- Centre for Excellence in Learning (CEL) ESEP
- 3.3.11 CEL would be working on seven key strategic themes throughout the year. The first theme would be the Teaching Excellence Framework (TEF). This would be the first year of data collected which would feed into the University achieving a TEF Gold Award in three years' time. Prof Holley and Ms Jane Forster would continue with policy briefings at both campuses which members were encouraged to attend. A Research Excellence Framework (REF) and Teaching Excellence Framework (TEF) national conference would be taking place at Talbot Campus on 11 October 2017 which members were welcome to attend.
- 3.3.12 The 2017/18 academic year would be the BU Year of Assessment and Feedback where two Theme Leaders would be working on this area; one Theme Leader would work on Assessment Policies whilst working with Academic Quality; the second Theme Leader would be working with Faculties to identify patterns of assessment.

- 3.3.13 Prof Holley advised that 74% of academic staff now had a teaching qualification and a double cohort of the PG Cert Education Practice programme was running this academic year with over 60 participants commencing the programme in September 2017. The MA Education Practice programme had been validated and was being marketed for internal and external applicants.
- 3.3.14 Work would continue with Academic Learning Designers and across Faculties to innovate and embed best practice and to adopt a culture change with academics around the use of myBU and Brightspace.
- 3.3.15 With regards to the Education REF Group there had historically been some reluctance from academic staff to engage as they had not developed their research sufficiently and there also may be some academic staff who had produced a 1\* or 2\* paper. Prof Porter suggested this was an area that should be promoted further as there were a lot of potential staff who would be able to be returned.
- 3.3.16 **Noted:** The Centre for Excellence in Learning ESEP was noted.
- Doctoral College ESEP
- 3.3.17 Areas where specific attention was required were around supervisory knowledge and training needs. Supervisory development was vital in order to improve completion rates and to improve quality assurance in research degree provision. The Doctoral College would be working closely with CEL in order to provide the improved training. The Doctoral College had also worked on improving the quality, regularity and effectiveness of the reports provided to Faculties as well as regular reports on PGR progress against academic milestones at Faculty level.
- 3.3.18 The Doctoral College had provided three Part 1 workshops for new Supervisors, four Part 2 workshops for new Supervisors and three workshops for Established Supervisors which had all been well attended. Other initiatives undertaken included the trial of more interactive sessions, improved information regarding Tier 4 students and the introduction of a new session on PRES to raise Supervisors' awareness of PGRs' feedback regarding aspects of supervision.
- 3.3.19 **Noted:** The Doctoral College ESEP was noted.
- Estates ESEP
- 3.3.20 With the commencement of the next phase of the Estates framework, the transformation of the University up to 2025 would include the building of the Bournemouth and Poole Gateway Buildings. Estates would be working to minimise disruption during the transformation of both campuses. Teaching space was an important area as well as the provision furniture and the quality of the furniture.
- 3.3.21 There would also be a focus on the provision of services such as buses and catering, and work would continue on the contracts for grounds maintenance. A new member of staff was now in place in the timetabling team and would deputise for Sarah Green; this would create some resilience. Estates would continue to work with students to promote and progress the sustainability agenda.
- 3.3.22 **Noted:** The Estates ESEP was noted.
- Human Resources & Organisational Development ESEP
- 3.3.23 Members noted the HR & OD ESEP included a section on CEL. Prof Holley advised that this was a historic section included during the introduction of CEL, however CEL now produced its own ESEP and this would not be included in future HR & OD ESEPs. There had been a lot of work taking place around academic leadership and the changes in structure were yet to reap the rewards.
- 3.3.24 **Noted:** The Human Resources & Organisational Development ESEP was noted.

Student Services

- 3.3.25 The main areas that Student Services were focusing on were around student wellbeing, student accommodation, employability and inclusivity. Students were continuing to face issues around mental health and wellbeing therefore in 2017/18 an additional £80,000 would be spent on funding the Student Wellbeing Service in order to recruit more Wellbeing Advisors and Counsellors. Canon Dr Merrington suggested that Student Services should monitor the timeline for the recruitment of additional Counsellors to ensure the University was receiving value for money. The contract had been queried in the past and he questioned whether putting additional monies into the project would meet the needs of the students using the service.
- 3.3.26 Student accommodation remained a high priority however the addition of 454 new bed spaces through a short term lease agreement for Home Park had resulted in no students being housed in hotels for 2017/18. Mr James reminded the Committee that the cost to students to live in Home Park was £150 per week and with a 42 week licence would result in an annual cost of £6,300 to students. This cost was in addition to tuition fees. The Committee agreed that Mr James was right to note this issue however the BU accommodation rates were quite favourable compared to the sector. Prof McIntyre-Bhatty confirmed he was a strong advocate of keeping accommodation costs as low as possible. The Residential Life programme which was introduced to Residential Services last year has proved to be very successful and has grown and has been enhanced for 2018 with an increased number of Advisors and Student Resident Assistants in Halls of Residence. The careers resource was in the process of being reviewed with the aim of providing a more targeted service possibly on a course by course basis where graduate employability could be enhanced. Work was also ongoing into how to provide the best possible support to students with Additional Learning Needs (ALN) and those from Black, Minority or Ethnic (BME) backgrounds in order to close the attainment gap.
- 3.3.27 Dr White queried whether the Student Wellbeing Service covered the extended length of FHSS programmes as she believed the service was only provided during term time and this would disadvantage FHSS students. Ms Stevens agreed to check the length of the Student Wellbeing Service. **Action: AS**
- 3.3.28 Ms Souter-Phillips questioned whether students had requested the incorporation of education activities within the Res-Life programme. Ms Stevens agreed to check whether this had been requested by students and provide an update. **Action: AS**
- 3.3.29 **Noted:** The Student Services' ESEP was noted.
- IT Services ESEP
- 3.3.30 Ms Peckham provided members with an overview of the IT Services ESEP in the absence of Mr Ward.
- 3.3.31 As with previous years it was quite a challenge to obtain real evidence from the NSS and comments on what IT Services could improve upon in order to improve student experience. One main area was students having access to computers and the cost of printing. IT Services would continue to look at innovative ways of increasing access to computers. Additional computers had been installed in the library using smaller all in one devices. Similar computers would be rolled out to Open Access Centres (OACs) in the New Year which would make some desk space available for students using their own laptops. The successful laptop loan pilot would also be expanded moving forward. Following the review of printing costs two years ago, it was identified that the University was one of the cheaper providers across the sector. These costs would need to be balanced against the University's ecological goals of reducing printing.
- 3.3.32 The Digitalisation Plan would continue to be developed which would focus on User Experience, Evidence and Efficiency and would improve the users' experiences of using systems and computers at the University through integration, improved systems, apps and online forms. Evidence would improve Information Management and provide better access to information across the University including staff and student access. Efficiency would look at improving processes and developing apps to remove time consuming activities. These plans were still in development and would be subject to Board approval next year.

- 3.3.33 **Noted:** The IT Services' ESEP was noted.
- 3.4 Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)
- 3.4.1 Due to time constraints in the meeting, and now that PTES was now built into the new AMER process, it was agreed this item would be added to the agenda for the November ESEC meeting. Members had received and read the paper and were now working on their action plans in order to take account of PTES appropriately.
- 3.5 Interim Appeals & Complaints Report
- 3.5.1 Further to discussions at the May 2017 ESEC meeting, Mr Child provided a paper in order to provide further information on the analysis of the work undertaken by Academic Quality. The major changes in the Appeals & Complaints report were shown as tracked changes. The second paper provided Appeals and Complaints data between 1 January and 19 September 2017 which gave the Committee early sight of Appeals and Complaints data. A full report would be presented at the ESEC meeting planned for 31 January 2018.
- 3.5.2 Members were requested to send any comments regarding the paper to Mr Child by email and with a copy also being sent to Prof McIntyre-Bhatty.
- 3.6 SUBU President's Report
- 3.6.1 Mr Asaya welcomed the two new SUBU Sabbatical Officers to the meeting: Mr Alex Hancox – SU VP (Education) and Ms Ebony Harding - SU VP (Community). The 2016/17 academic year had been busy with some good initiatives being worked on such as setting up SUBU debates, developing a free inter-campus bus service for Lansdowne-taught students, supporting the Student Research Assistant Scheme and organising the Black, Minority and Ethnic (BME) Awards.
- 3.6.2 Ongoing projects for the SUBU President would include the organisation of Black History Month, lobbying the University for a second graduation ceremony during the summer, continuing to develop SUBU debates and working on the development of an International Student Guarantor Scheme. SUBU had also recruited a new staff member who would work on reducing the attainment gap.
- 3.6.3 Ms Stevens had concerns around the SUBU mental health zone as it was important that students were being referred to the appropriate expert practitioners who deal with mental health issues. Ms Souter-Phillips advised that she had been working on this area with Ms Barron and this work would continue. Ms Souter-Phillips would also continue working on the Peer to Peer Support Group which may not be working as well as anticipated. Members agreed the communications to students relating to student wellbeing should be very clear.
- 3.6.4 Dr White reminded SUBU representatives that an increased Lansdowne presence was required. This was a recognised point and support for Lansdowne representation was being recruited. Further information regarding a Lansdowne Council would be available in due course.
4. **DEBATE ITEM:**  
**Is it possible to have good student satisfaction scores in units with large numbers?**
- 4.1 Dr White opened the discussion by explaining that within FHSS some cohorts had been growing significantly in size and were being taught by the same number of teaching staff. Some years ago research was carried out to establish whether first year students were satisfied with being taught in large groups as well as identifying whether staff were satisfied with teaching larger groups.

- 4.2 Three surveys were carried out to obtain views now that seminar groups had increased from 20 students to around 40 to 45 students. The work was concerned with whether students were able to interact during the seminars as well as contributing well to group work. The surveys resulted in staff and students having very different views. In larger groups, students welcomed the greater diversity of people, hearing lots of perspectives and opinions, gained a variety of feedback and had increased self-confidence. The negative points students highlighted in larger groups were problems hearing the lecturer, classroom control could sometimes be difficult, that it could be daunting to speak out and that some had anxiety regarding absorbing all the information.
- 4.3 The findings from the three surveys carried out were used to inform planning for future cohorts. Staff members had identified a number of negative areas such as room sizes, desk layouts and a concern that some quieter students were not able to speak up as freely. Staff who taught first year students were concerned about weaker students and most staff were mentally exhausted after the seminar but felt a sense of achievement. Also, from a staff perspective, it was clear that staff wellbeing was quite instrumental in how students progressed with their learning.
- 4.4 In order to move forward and to be proactive, FHSS engaged with CEL to identify how staff could manage large groups and to look at the differences between staff and student expectations. The key themes from stakeholders were concerns about colleagues, concerns about student experience and negative lecturer experiences, however overall, staff always do their best for the situation they find themselves in. In answer to the question asked at the start of the discussion – “Is it possible to have good student satisfaction scores in units with large student numbers?” – the findings were in agreement that generally students were happy with their learning environment and were not aware they were being taught in large groups.
- 4.5 The classroom environment had been mentioned during the discussion and it was noted that rooms that can accommodate 40 students tended to have desks laid out in rows and members suggested this was sub-optimal and that it was an area that was being looked at by Estates. Mr Jones confirmed that Estates were working closely with FHSS for the new Bournemouth Gateway Building and furniture layout in rooms was critical.
- 4.6 Dr Curtis was pleased the survey took place and was pleased to hear that students enjoyed being taught in a larger group. The survey did identify some staff who were lacking in confidence when teaching larger groups, and the PREP activity carried out by FHSS now focused on the support provided to staff in order to grow their confidence with teaching large groups and also for staff to utilise creative teaching and various learning strategies. Overall, the study had been very interesting for FHSS staff. Dr Farquharson proposed that members should think beyond one hour seminars or two hour lectures as these sessions were not favoured by students. Small seminar groups were generally now preferred by students and the FM was looking to see whether smaller groups could be accommodated. Members noted that Jonny Branney in FHSS was looking into team based learning and the results were looking promising with the possibility of introducing more interactive student learning approaches.
- 4.7 Mr Child reminded members that if this form of teaching was to become a trend, the new intensity teaching metrics may inadvertently create challenges within TEF data. If the trend was across the entire University, BU would need to have a strong narrative explaining how the University was coping with small/large teaching groups whilst ensuring the University had a good reputation for the quality of teaching. Dr Curtis agreed with Mr Child and noted that the University should consider reviewing programme level staff to student ratios. Overall, for the future the University and its Departments should seek to become more smarter, more evidence-based and more targeted about effective modes of and use of contact time to ensure excellent student learning experiences.
- 4.8 The decision regarding how to continue this conversation within Faculties was to be made within each Faculty and taken forward by Faculty representatives present at the Committee. Any future discussions would need to be managed sensitively and ensure that relationships between staff and students were managed effectively.

**5. PART 2: FOR APPROVAL AND ENDORSEMENT**5.1 PREP for Fusion

5.1.1 The papers regarding the iVLE exercise for 2017/18 were taken as read and were noted. Prof Holley advised members of the documentation which had been updated following the feedback received from DDEPPs. Members were requested to send any comments to Prof Holley within the next week.

5.1.2 As the communications had been unclear as to which PREP papers should be provided to the Committee, the correct PREP documentation would be discussed at the November ESEC meeting.

**6. PART 3: FOR NOTE**6.1 Centre for Excellence in Learning Update

6.1.1 **Noted:** The Centre for Excellence in Learning paper was noted.

6.2 Estates Scheduling and Timetabling Update

6.2.1 **Noted:** The Estates Scheduling and Timetabling paper was noted.

**7. REPORTING COMMITTEES**7.1 Student Voice Committee Minutes

7.1.1 **Noted:** The Student Voice Committee minutes of 19 April 2017 (confirmed) and 7 June 2017 (unconfirmed) were noted.

7.2 Technology Enhanced Learning Strategy Forum (TELSF) Minutes

7.2.1 **Noted:** The Technology Enhanced Learning Strategy Forum minutes of 26 June 2017 (confirmed) and 12 September 2017 (unconfirmed) were noted.

7.3 Technology Enhanced Learning Strategy Forum (TELSF) Terms of Reference

7.3.1 **Approved:** The Technology Enhanced Learning Strategy Forum Terms of Reference were approved.

7.4 Faculty Education & Student Experience Committee (FESEC) Minutes

7.4.1 **Noted:** The Faculty Education & Student Experience Committee minutes were noted as below:

- FHSS minutes of 14 June 2017 (unconfirmed)
- FMC minutes of 10 May 2017 (unconfirmed)
- FM minutes of 21 June 2017 (unconfirmed)

7.4.2 The Chair noted the Faculty of Science & Technology Committee minutes were not submitted to the Committee.



**8. ANY OTHER BUSINESS**8.1 New VLE Update

8.1.1 Dr Roushan confirmed that a paper had been written around the new VLE and the culture change around V4L in order to reinforce a different, more innovative mind-set. One of the Academic Learning Designers had developed a Good Practice Guide which included hints and tips to improve student learning experiences. This document has been circulated to DDEPPs for comment and approval. This was an area that was important for the Committee to be aware of and it was also important this information became embedded in Faculties. The Good Practice Guide would continue to be reviewed and would include current resources such as the TEL Toolkit.

8.1.2 The Committee gave its endorsement to the Good Practice Guide, subject to DDEPPs' approval.

**9. DATE OF NEXT MEETING**

Wednesday 29 November 2017 at 2.00pm in the Board Room

**BOURNEMOUTH UNIVERSITY**

**UNIVERSITY RESEARCH ETHICS COMMITTEE**

**CONFIRMED MINUTES OF MEETING HELD ON 12<sup>TH</sup> JULY 2017**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS/ENDORSEMENTS**

See Section 5.3          Research with underage children, parental consent and data protection issues

See Section 5.4          Revisions to PI Sheet Guidance

**3. OTHER RELEVANT ACTIONS**

See Section 4          Research Ethics Panel Reports

See Section 5.2          Review Process for PG Research Degree – Doctor of Education (EdD)

**Minutes of a meeting held on Wednesday 12 July 2017, 13:00 hrs, in CG09 Christchurch House, Talbot Campus**

**In Attendance:** Mr John Stevens (Chair) (JS); Ms Sarah Bell (Committee Secretary) (SBell); Prof Holger Schutkowski (HS); Mr Paul Lynch (PL); Dr Shelley Thompson (ST); Mr Don Gobbett (DG); Mr Jeffrey Wale (JW); Dr Sean Beer (SB); Dr Deborah Gabriel (DG); Dr Martin Hind (MH); Clare Cutler (CC); Dr Jane Hunt; Dr Ian Jones (IJ)

**Apologies:** Dr Katherine Appleton; Dr Carol Bond (CB)

**1 Welcome and Apologies**

1.1 The Chair welcomed members to the meeting and apologies were noted.

**2 Conflicts of Interest**

2.1 No conflicts of interest were reported by Members

**3 Minutes of the Meeting of Wednesday 12 April 2017**

**UREC-1617-4-002**

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

**3.2 Updates from previous minutes**

3.2.1 No updates to report

**3.3 Update from Action Logs**

**3.3.1 Canvass DDRPP for new members**

STH REP. It was noted that 2 members had stepped down in August 17 with 8 academic representatives remaining as members. However, in March 2018 STH REP will lose a further 6 members due to their tenure coming to an end.

SSH REP. It was noted that 1 member had stepped down in August 17 with 11 academic representatives remaining. However in March 2018 SSH REP will lose a further 3 members due to their tenure coming to an end.

This point would be discussed further under Items for Discussion.

**3.3.2 Reporting research misconduct.**

The annual Research Integrity Statement would include data on allegations made against staff and students in cases of research misconduct. RKEO will update at the Committee in October.

**4 Research Ethics Panel Reports**

**4.1 Science, Technology & Health Research Ethics Panel Term Report UREC-1617-4-003**

- Panel continues to be busy and thanks to members were noted
- The Chair asked UREC to write to DDRPPs to raise of the issue of succession planning to allow for work on Panels to be recognised as part of the workload model and to use this as a means of promoting membership.
- Concerns were raised regarding succession planning for the position of REP Chairs and that this should not wait until after the review but be considered in alongside the review.

**4.2 Social Sciences & Humanities Research Ethics Panel Term Report UREC-1617-4-004**

- Panel continues to be busy and thanks to members were noted
- Positive feedback had been received and the physical meeting remains an important factor for ease of interaction and discussions researchers and members.
- Panel had received good applications which demonstrated good ethical reflection;

however, there remained a number which demonstrated bad ethical reflection. SSH REP had taken the action of referring 5 applications back to Faculty because scientific rigour was not evident. The Faculties concerned had welcomed this move and were happy to work with the Researchers to improve quality before resubmission.

#### 4.3 *Discussions arising from Panel Reports:*

4.3.1 It was recognised that as part of the workload module, academics had 30% to devote to academic citizenship, however, the academic career framework remained vague and more emphasis should be placed between the broader strategic goals in terms of student standing and the new teaching excellence framework and the work of Panels.

4.3.2 Succession Planning remains a high priority and concern to both the REP Chairs and founding members. Research activities will not be able to function without Panels and therefore planning was critical in order for research activities to continue. It was noted that the PVC R&I had indicated his intension to raise the profile and work of the REPs, however, replacement Chairs would only be considered after the review. The Committee reiterated the importance replacements were found by December to allow for an adequate and meaningful handover.

In relation to this ST asked whether it would be possible for ethics to become a standard agenda item on all Faculty RKE Committees which would aid in the education of colleagues as well as address issues such as scientific rigour and raising the profile of ethics within BU. RKEO would speak to DDRPPs.

4.3.3 In terms of recruitment, RKEO would discuss with DDRPPs but in the meantime members should continue to openly encourage colleagues to get involved.

## 5 **Items for Discussions**

### 5.1 *Research Data Management (RDM) Steering Group Update*

Phil Stocks (Library & Learning Services LLS) updated the Committee of the RDM Steering Group (RDMSG) Activities.

5.1.1 The reporting line for the RDMSG is still being debated. At the moment RDMSG reports to UREC with minutes circulated to both UREC and URKEC. Chris Fowler (Head of LLS) will attend the next URKEC committee to discuss RDMSG reporting line.

5.1.2 As noted in the RDMSG minutes there was a gap between Spring 16 and Spring 17 when the RDMSG did not meet. This was mainly due to change in staffing, however, work continued in support of RDM implementation.

5.1.3 Implementation of RDM Solution. The University has purchased E-Prints as its solution which already supports BURO. Implementation is planned for the start of the academic year (17/18). LLS intends to provide training opportunities by the end of Summer 17 with the aim for Researchers to be able to start depositing data in Autumn 17.

DMPonline (which allows researchers to create tailor-made data management plans) is already available for compliance with funder requirements. LLS intend to raise awareness of both DMPonline and E-Prints.

Data security remains a priority and James Stevens (Chief Data Governance Officer) is now a member of the RDMSG and is working with LLS to make sure BU is compliant, particularly with the General Data Protection Regulations coming into force May 2018.

### 5.2 *Review Process for PG Research Degree – Doctor of Education (EdD)*

5.2.1 The Chair met with the teaching team to see how the Panel could support PGRs in terms of

ethical review (high risk projects). The programme has both a taught phase (week's residential course in September) and research phase (March/April year) and often for the research phase the students are not based locally or aboard, and expedited reviews are required. It was agreed that a sub group of SSH REP would meet in December to look at applications. Membership of this group would include the Chair, Deputy Chair and 2 members of the teaching team; one of which was a member of Panel. The PGR would not need to be present; however, interviews may be conducted via Skype if necessary.

UREC was asked to ratify these arrangements and endorsement was duly given.

### 5.3 *Research with underage children, parental consent and data protection issues*

- 5.3.1 SSH REP had received and discussed at Panel an application whereby the Researchers wanted to conduct a questionnaire based on a TV programme, certified 18; there was no lower age limit for the participants. The Researchers also intended to keep a database of e-mail addresses for the participants. The issue of parental consent was discussed and Panel conveyed the University's position on working with under 16s; parental consent and participant assent was required for both participation and database.

The SSH REP Chair advised the Committee on the action taken, that approval would be provided subject to parental consent or the removal of the under 16s sample. The Chair had also spoken to contacts within the University concerned with safe guarding and data protection, and the PVC R&I who fully supported the Panel's recommendations.

The Researchers disagreed with Panel recommendations.

To avoid a conflict of interest in case this there was an appeal made, the merits of how the case was handled were not discussed, but only endorsement of Panel recommendations.

UREC fully supported the action taken by the Panel. The application remains ongoing.

### 5.4 *Revisions to PI Sheet Guidance*

- 5.4.1 The Panel discussed and approved changes to the section on how participant information will be held.

## 6 **Matters raised by UREC Members**

- 6.1 No matters were raised

## 7 **Any other Business**

- 7.1 The Away Day was confirmed for 26 July. The theme would focus on the current ethics review and would be externally facilitated to ensure it was a productive day for members.

## 8 **Date of Next Meeting**

11 October 2017

**BOURNEMOUTH UNIVERSITY**

**UNIVERSITY RESEARCH ETHICS COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 11<sup>TH</sup> OCTOBER 2017**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

See Section 5.1                      UREC Terms of Reference

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

See Section 4                      Research Ethics Panel Reports

See Section 5.2                      RDM Steering Group minutes

See Section 5.3                      Research Ethics Code of Practice  
Amendments

**Minutes of a meeting held on Wednesday 11 October 2017, 13:00 hrs, CG17 Christchurch House, Talbot Campus**

**In Attendance:** Mr John Stevens (Chair) (JS); Ms Sarah Bell (Committee Secretary) (SBell); Prof. Holger Schutkowski (HS); Mr Paul Lynch (PL); Dr Jane Hunt; Dr Katherine Appleton; Dr Martin Hind; Ms Natalie Stewart (NS)

**Apologies:** Dr Sean Beer (SB); Mr Jeffrey Wale (JW); Dr Ian Jones (IJ); Dr Shelley Thompson; Mr Don Gobbett; Dr Deborah Gabriel; Ms Clare Gordon (CG); Ms Claire Cutler (CC)

**1 Welcome and Apologies**

The Chair welcomed members to the meeting, including a welcome to new member NS who will be representing the Doctoral College, alternating with CC. Apologies were noted.

**2 Conflicts of Interest**

No conflicts of interest were reported

**3 Minutes of the Meeting of Wednesday 12 July 2017 UREC-1718-2-002**

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

**3.2 Updates/Actions from previous minutes**

The Chair noted that the Away Day in July had been well attended by members of UREC and Panel. Members had been engaging, with lots of discussion regarding where we are now and what the research review process could look like in the future. With full engagement from members, it made for a very successful day. Particular thanks were also noted to the facilitator, Orlanda Harvey.

3.2.1 OEC Update. SBell is currently working with IT Services on a couple of projects which will update Cohort - OEC admin system and the online ethics checklist. Work is underway to look at reporting function (Cohort) and data protection (online ethics checklist).

3.2.2 SBell will be attending established supervisors training to discuss the ethics review process and their role in supporting PGRs.

**4 Research Ethics Panel Reports**

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

- Work with the Panel continues to be gratifying and effective. Two new members have taken up post as replacement for colleagues who left BU and have settled in quickly.
- Lately, the Panel has experienced difficulties with being quorate in meetings, which did not use to be an issue. For a continued smooth operation of the Panel availability needs to be considered for recruitment and workload planning.
- Succession planning for Panel chairs is an ongoing urgent issue that, so far, has not been sufficiently addressed.
- As in the SSH Panel, the volume of applications going through review, either by correspondence or at Panel, is not a realistic reflection of the actual research undertaken at BU. Because of potential implications for the REF this will require careful thought.

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

- The panel continues to be busy but, as in previous reports the Chair still considers that this does not truly reflect the research that is being conducted in the University. The research ethics review needs to address the issue that potentially academics are claiming research outputs that have not received appropriate ethical reflection.
- The Panel continues to receive positive comments with regard to its operation.
- The panel has been seeing some excellent research proposals from some researchers.
- As mentioned previously Panel members continue to have concerns about the quality of submissions from some researchers. On 3 separate occasions the panel has decided to refer projects back to Faculties because of concerns over the scientific rigour of the proposals. The objective of doing this is that Faculties will then be able to provide researchers with the appropriate level of support to produce proposals of a reasonable standard. With regard to one project (involving 2 colleagues) we are still waiting for a response from the colleagues/Faculty. For a second colleague, with 3 projects, the Faculty concerned decided, after a delay, that it could not support any of them at present and is looking to provide further support. And for a PGR project, a Faculty has decided that it could not support the data being collected in the way that it was and will look for a revised method. A further concern must be raised with regard to this, in that it is disappointing that projects are coming to panel that Faculties agree are not of a suitable scientific standard.
- Currently the panel is concerned with looking into the case of a researcher who has been working on a project at a second University, but has not sought to register the ethical approval for the project from the second University. SBell noted that the approval had now been logged with the SSH REP.
- Currently the panel is concerned with reviewing the ethical approval for a project where the supervisor of a PGR, approved an above minimal risk project, but the supervisor and the student seem to be having difficulty supplying the Panel with all the documentation.
- Some colleagues' poor time management is resulting in requests for expedited reviews.
- Concerns with regard to succession planning remain.

#### *Discussion Points*

- 4.2.1 Issues with Members attending Panel. If membership is part of the workload planning, then meetings should be prioritised. However, it was noted that FHSS had started to timetable teaching on a Wednesday afternoon, which has made attending Panel difficult when meetings have clashed with teaching commitments.
- 4.2.2 It was noted that attending Panel was useful to members to keep up to date with current guidance on ethical considerations and should be seen as part of the required training.
- 4.2.3 Succession Planning was of major concern to the Committee as there would be no Panel Chairs (including Deputy Panel Chairs) as current tenure ends March 2018.

## **5 Items for Discussions**

### 5.1 Terms of Reference (UREC and Panel)

Discussions around duration of membership looked at the benefits of fixed term vs variable. One of benefits to variable was allowing new members to get involved, however, it was noted that variable membership only worked effectively if succession planning was actively in place, so new members came on board every 6-12 months, so expertise was not lost. Long term



membership allows for consistency of decision.

The main issue facing the Panels is losing a high volume of founding members in March leading to a diminution of quality.

Action: It was agreed that JS would contact Prof John Fletcher to reiterate the importance of finding replacements as the Ethics Panels would not be able to function, leaving BU without an appropriate ethics review process.

Action: The Committee would like to see Board representation and revised wording to the UREC Terms of Reference has been requested for Senate approval.

No changes to the Research Ethics Panel Terms of Reference apart from minor amendment updating Graduate School to Doctoral College. Current version stands for 2017/18.

## 5.2 RDM Steering Group minutes were noted.

### 5.2.1 Minute 4.2 – “The Ethics Committee should be involved in developments regarding archiving of live data”

The issue is that the proposed repository solution will be for archive data from completed projects, not for storing live data that is still being collected. LLS have had a couple of queries with regards to this and referred people to IT Services, who confirm that they can help people manage it via their H and I drives with passwords etc., but not on a separate server which NHS funded requirements may stipulate. Funders are now stipulating that live data should be made available, following due processing, throughout the project life cycle.

After discussion it was agreed that UREC’s involvement would be to seek advice from the experts (Chief Data Governance Office/IT Services) and following advice would make sure current advice/tools such as the online ethics checklist were updated to reflect current regulations such as retaining data for an appropriate retention period and encrypted mobile devices.

## 5.3 Research Ethics Code of Practice Amendments

### 5.3.1 As currently written, clause 1.5 was being interpreted by some to mean that an ethics checklist was not needed in certain circumstances e.g. no involvement with human participants. However, it was noted by the Committee that all research requires ethical approval and therefore this clause would be worded to state ‘ethical approval via the online ethics checklist must be obtained prior to the commencement of research’.

### 5.3.2 Feedback has been received that some researchers were unhappy with current arrangements for accepting external ethical reviews particularly as we do have different arrangements between NHS, UK Collaborators and International bodies.

The Committee acknowledged the acceptance of the NHS as an accepted review body.

After discussion, it was agreed that the wording in clause 10 would be clarified and the onus would be on the Researcher to provide evidence that the approval body had met the standard that BU’s RECP was based on e.g. the ESRC ethical standards.

## 5.4 Data collected via National Coastal Tourism Academy This item was deferred until the Committee Meeting

## 5.5 PI Sheet Guidance (GDPR) Guidance on ‘how participant information is held by BU’ has been updated

## 6 Matters raised by UREC Members

6.1 No matters were raised by members

**7 Any other Business**

7.1 No matters were raised by members

**8 Date of Next Meeting**

31 January 2017

**BOURNEMOUTH UNIVERSITY****UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 5<sup>TH</sup> OCTOBER 2017****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See Section 7	BU Research Degrees Committee Terms of Reference
See Section 8	Faculty RKE Committees Terms of Reference
See Section 11	University Research & Knowledge Exchange Terms of Reference
See Section 11	Research Concordat Steering Group Terms of Reference
See Section 12	Code of Practice for the Employment and Development of Research Staff (v3)
See Section 12	Equality Analysis of BU Bridging Fund Scheme (v3)
See Section 13	BU Research Integrity Statement 2016-17

**3. OTHER RELEVANT ACTIONS**

See Section 3	RKE Performance Data
See Section 4	KE Snapshot Report
See Section 5	CROS 17 Report
See Section 6	Equality Analysis of RKE Centres Policy and Procedures

Unconfirmed

**Minutes of the meeting held on Thursday 5<sup>th</sup> Oct 2017 at 11am, Boardroom, Poole House**

Present: J Fletcher (Chair); E van Teijlingen; C Fowler; V Hundley; I MacRury; J Roach; A Hancox (SU VP Education); T Zhang; J Northam; M Heward; F Knight; M Silk; M Mbah

Apologies: G Beards; S Tee

In Attendance: R Hurst

**AGENDA**

**WELCOME, APOLOGIES AND CONFLICTS OF INTEREST**

The Chair welcomed members to the meeting. Committee members did not declare any conflicts of interest relating to agenda items for the meeting.

**1 MINUTES OF THE PREVIOUS MEETING Monday 22nd May 2017 (CHAIR)**

The minutes were approved as an accurate record of the meeting held on 22<sup>nd</sup> May 2017. The remaining actions were reviewed and updated in the action plan record. No declarations of conflicts of interest were raised.

**2 Update on actions from meeting on 22<sup>nd</sup> May 2017**

2:0 Set up an impact case study away day (J Northam)

J Northam confirmed that R Edwards will be taking this action forward. The idea was to have an away day on campus to look at the institutional case studies. J Northam confirmed that these case studies are not going to be part of the REF2021 submission but they will be piloted by HEFCE in 2018 which BU are keen to be part of. Another discussion raised at the last URKEC meeting was whether the committee could have sight of a list of all the emerging and speculative case studies. This list has now been created and includes over 150 case studies, however, most of these are speculative and embryonic. The 2017 REF stocktake exercise has shown there are too few case studies that would be eligible to be submitted to REF if the submission date was this year. J Northam will circulate the list after this meeting.

**ACTION: To circulate the impact case study list**

**ACTION BY: J Northam**

3.0 IP policy update (Chair)

J Fletcher confirmed the IP policy is being discussed later today (5<sup>th</sup> Oct 2017) and will report back with any update at the next URKEC meeting

**ACTION: To provide an update on the IP policy at the January 2018 URKEC meeting**

**ACTION BY: J Fletcher**

4.0 J Northam to look into a solution for recording publications and research of staff leavers (separately to the staff profile pages)

Colleagues from RKEO met with Marketing & Communications to see how this could be done. Marketing & Communications confirmed that they are planning to redevelop the research website in autumn 2017 so this functionality will be picked up as part of that project. In the interim if any of the research centres want information about previous staff and their activities on their centre pages then this can be provided to centre heads who are responsible for maintaining these pages. Rachel Bowen in the Research & Knowledge Exchange Office can provide this data upon request.

5.0 To send the Code of Practice for the Employment and Development of Research Staff to Sally Driver in HR to review the points raised by the Committee. J Northam will then recirculate the revised policy for approval.

Unconfirmed

J Northam confirmed Sally Driver's responses had been shared with the committee and the Code of Practice was approved by chairs action over the summer. It was then circulated to the committee. This was ratified via the e-URKEC process in September 2017.

7.0 To produce a summary report to circulate to URKEC detailing what the RSA does and the activities taking place.

An update from the RSA is tabled for later in the meeting. M Heward confirmed the report will be available for the next URKEC meeting as the timetable of events are still being finalised.

**ACTION: To produce a summary report to circulate to URKEC detailing what the RSA does and the activities taking place**

**ACTION BY: M Heward and M Mbah**

### 3 Matters to discuss

#### **RKE performance data**

J Fletcher presented some slides detailing BU's research income performance, compared with the current and aspirational competitor sets (data source: HESA 2015-16). These data reflect income recognised in the year and not award totals. It is research grant and contract income, not QR money and not consultancy or CPD. The disciplines are split by HESA cost centres and the income is based on academic FTEs. The current competitor set is Brunel, Oxford Brookes, Portsmouth, UWE and Northumbria and the aspirational set are Cardiff, City, Essex, Keele and Leicester. J Fletcher discussed each cost centre detailing the sector average, the aspirational average and the current competitor set average versus BU's performance. J Fletcher also presented slides showing the 2016-17 RKE award profiles for each of the Faculties. This indicated that a small proportion of awards bring in the majority of RKE income, with a large number of awards bringing in a very small proportion of overall RKE income. The aim is to reduce the number of small awards and to move towards fewer longer and larger bids to prestigious research funders. The slides will be circulated to URKEC committee after the meeting.

A point was raised as to how PRIME work out the mapping between BU departments and HESA cost centres and how this is returned to HESA by discipline. J Northam confirmed this is determined by PRIME and UET. Whilst using the HESA cost centres isn't a perfect solution it is the best sector benchmarking available for research income. J Northam confirmed that the way staff are returned to HESA cost centres is optimised to ensure BU attracts high-cost teaching funding, however, how research income is returned doesn't drive funding in the same way so most conventions have developed organically over time. The biggest driver for coding the research income more accurately would be to ensure a better mapping between HESA cost centres and REF UOAs, something that is done manually at the moment.

An interesting discussion followed on how BU can boost its RKE performance. One suggestion was to incentivise staff for winning high-value bids with high-profile funders. J Fletcher confirmed there are plans to establish an incentive scheme whereby the PIs/Co-Is of research grants would retain around 5% of the total value. This is in addition to the new incentive schemes whereby BU-funded PGRs and PDRAs are attached to large bids to prestigious research funders.

Another point was raised around improving the process of submitting expressions of interest that don't include full costings. J Northam confirmed costings are only done if a funder requests costs as part of the submission. RKEO are very much driven by what the funder requests as part of the application.

It was suggested that the process for setting up Memorandums of Understanding (MOUs) needs to be improved as it potentially restricts international collaborations. The perception is that there seems to be a lengthy legal process which anecdotal feedback from other institutions suggests does not happen elsewhere. Committee members reported BU lacks strategic direction in terms of research collaborations, mainly due to the somewhat geographically disadvantaged location we are. J Northam confirmed that colleagues from the M3 network are invited to BU sandpit events and this in turn has provided good opportunities for BU staff to collaborate with colleagues from those institutions. BU should continue to develop collaborations through networks via experienced researchers.

---

Unconfirmed

J Northam shared some news on improvements being made to RKEO processes, one of which is the legal review of bids at pre-award stage and CAF's. J Northam has been working closely with D Wakely (Legal Services) and S Hutchings (Finance) to request UET to approve a change to the contract authorisation process so that all research bids are CAF-exempt prior to submission, unless there is a commitment being entered into at bid-stage. This has just been approved by UET. There will be some communications coming out about this in the next couple of weeks with the plan to start this new process at the beginning of November. This should hopefully alleviate some of the pressures in the pre-award process.

BU's timetabling model is also a problem as it is currently prioritising time for education. A better model, as per the BU workload model framework, is to condense teaching time to free up blocks of time for research (such as applying for bids and writing papers). J Fletcher confirmed there is an exercise taking place at the moment to audit the implementation of the BU workload model.

#### 4 HE-BCI and KE

##### ***KE snapshot report:***

The key findings from this report highlight BU's income of £7.8m means the institution is ranked 97<sup>th</sup> out of 160 HEIs. BU is below the current competitor set's average income for contract research and 50% below their average income for collaborative research. However, BU has seen a 12% growth in HE-BCI income over the last 3 years which is a movement in the right direction. There is a disconnection between aspirations for KE at a senior level and what is being achieved at an operational level. KE is not well understood or prioritised within the institution and the central knowledge exchange team is limited by no staff resource for IP, commercialisation or business development. The recommendations from the report are that we clarify value and purpose of KE with identified milestones and targets; better communicate the importance of KE and institutional milestones/targets to Faculty leadership teams; invest in central KE capacity, including IP, commercialisation and business development; focus HEIF investment on increasing KE performance; increase accountability and have greater external input; and, lastly, to recognise and reward KE performance across the institution. J Northam added that KE can be a great way to help us with the impact case studies for REF and, as long as it's a good quality KE, it can be a beneficial engagement to achieve BU's research goals.

A discussion followed around the IP and commercialisation support that BU needs in future. Committee members reported that this, coupled with the outdated IP Policy, is having a direct impact on the ground which compromises activity and potentially results in a lack of opportunity for generating income. A suggestion to de-compartmentalise IP and commercialisation was suggested as this would help to map the complex structure of it. Currently BU does not have enough IP and commercialisation opportunities to warrant employing staff to cover this activity. J Fletcher confirmed there is an ambition to partner with some local supporting agents but at present it has not been decided what is happening with the Digital Village so this can't yet be progressed. J Northam confirmed that a meeting with Set Squared and Oxentia (an organisation that provide IP and commercialisation services to other universities) has been organised for this autumn where some of these ideas can be discussed further.

##### ***Trends in HE-BCI:***

How do we grow our CPD and non-CPD income?

J Fletcher noted that in some areas of CPD we excel, but other areas need improvement. In FMC there is a need to redesign the model in order for it to be deliverable and able to compete. HSS have developed their CPD by offering different tiers and extensions to a module and smartening the delivery of these. SciTech's volume of CPD has been improving, mainly in cyber-security which has huge potential and will continue to grow. There is also a huge interest in supervisory training in overseas institutions which needs to be developed.

Unconfirmed

The fall-off in free event places?

J Northam confirmed that in previous years there were massive variations of numbers attending these events which can have a big impact on the data reported between years, especially as we have to estimate attendance. F Knight confirmed the 2016 data returned was different to previous years but based on the information provided by Faculties. The model for the 2016 FoL was different in that there were a smaller number of higher-quality, running over five days instead of seven; this had an impact on the data collected for the report.

## 5 Research Staff

### ***CROS 17 report:***

Included is the report from the CROS survey. This is a national survey, coordinated by Vitae, in which BU participates. We can benchmark our institutional data against the national averages. The results can be drilled-down to Faculty level. The actual number of respondents is low, however, this constitutes a third of our population of research staff so the results are more representative than in previous years. Some of the issues highlighted were: BU has a higher number of short, fixed-term contracts compared with the sector; new staff induction at all levels was not perceived to be as good; a large number of eligible staff didn't receive an appraisal (or the appraisals are not being recorded); respondents felt that research staff are not treated fairly compared with academic staff in terms of promotion and progression; there has been a low uptake of research staff engaging with training and development opportunities but there was an appetite to get involved and those that did felt it was a useful experience; and, finally, over half of the BU respondents were happy with their work-life balance and believe that BU promotes better health and wellbeing which is positive (although this still leaves 44% that don't agree with this).

The Committee felt that a fundamental problem is that the employment contract for research staff is wrong (it is a professional and support staff contract, not an academic one) and therefore the paperwork completed during probation, appraisal, pay progression, etc. is not relevant to research staff. It was noted that there should be performance reviews, appraisals and targets set for research staff. It was suggested that as the institutional research staff numbers are so low then a specific research staff induction is not viable; however, perhaps an induction pack with a checklist could be provided to them or ensure line managers provide this information to their new starters.

The RCSG will discuss the findings when it meets in November.

### ***Review of the Bridging Fund Scheme, including equality analysis:***

The Bridging Fund Scheme was approved by URKEC in May 2017. An equality analysis was since undertaken on the policy and it was found that the scheme has been dominated by SciTech with no applications received from FoM, HSS or CEL despite there being eligible researchers who could have applied in these Faculties/CEL. There were significantly more applications from male research staff than female research staff. The scheme is now receiving more applications and there is a limited budget. A discussion around how this fund is managed led to a decision to tighten the criteria. J Northam will make some changes to the policy and circulate for approval. There wasn't enough time to discuss the gender and faculty findings from the equality analysis so the Committee agreed to make equality and research a major discussion item at the next URKEC meeting in January 2018.

**ACTION: To tighten the criteria for the Bridging Fund Scheme and agree with URKEC prior to the next meeting. To add a substantive discussion item on equality and research to the January URKEC agenda.**

**ACTION BY: J Northam**

Unconfirmed

**6 Equality analysis of RKE Centres Policy and Procedures (J Northam)**

The Equality analysis for the RKE Centres Policy and Procedures did not highlight any perceived issues in terms of applying the policy, however, the exercise highlighted that 70% of the RKE centre heads are male which requires a wider discussion around institutional culture. This will be picked up at the next URKEC meeting in January 2018.

**ACTION: To discuss the institutional culture around lack of female centre heads. Put this on the agenda for URKEC in January 2018.**

**ACTION BY: J Northam**

**7 Annual approval of terms of reference for BU Research Degrees Committee (F Knight/J Taylor)**

The Committee approved the terms of reference.

**8 Annual approval of terms of reference for Faculty RKE Committees (J Fletcher)**

J Northam made some minor changes to update the terminology in the terms of reference for Faculty RKE Committees. A suggestion to include a KE representative in the membership concluded with this being at the discretion of the DDRPPs (chairs) as this is different between Faculties. J Fletcher confirmed that the two elected members of the professoriate can come from the associate professors or the professors in the faculties.

**9 Annual review of key performance indicators- July 2017 Board Report (J Fletcher)**

J Fletcher summarised the key performance indicators, highlighting some deficiencies, but also some successes. See report for more detail.

**10 e-URKEC approval process and feedback (R Hurst)**

Following the transition of URKEC to SharePoint, the e-URKEC approval process was tested for the first time in October 2017. There were a handful of issues encountered, including a lack of clarity regarding how to use the system and how to approve some papers. The paper submitted to URKEC explains clearly the step-by-step process of how to approve papers and how to access the SharePoint system. The introduction of cover sheets for e-papers will improve the understanding of what is required at approval stage. R Hurst will be undertaking some SharePoint training before the next URKEC meeting in January 2018 so this should help iron out some of the problems that have been encountered.

**11 Annual approval of terms or references for URKEC and its sub-committees (J Fletcher)**

***KTP Steering Group:***

There were some membership queries raised by Committee members who wished to ensure appropriate staff are members of the group as there is no representation from Faculty-level research leaders and there was a suggestion that each Faculty should have a KTP champion who is a member of the group. It was decided that this could be discussed and reviewed at URKEC in January 2018 once more is known about KE support in Faculties.

**ACTION: To ensure the KTP Steering Group terms of reference are added to the URKEC agenda for January 2018.**

**ACTION BY: J Northam**

***URKEC:***

These terms of reference were approved via the e-URKEC process with no issues raised.

***Research Concordat Steering Group:***

These terms of reference were approved via the e-URKEC process with no issues raised.



Unconfirmed

**12 Approval of existing policies (J Fletcher)**

***Confirmation of Chair's Action of v3 of the Code of Practice for the Employment and Development of Research Staff (July 2017):***

This was approved via the e-URKEC process with no issues raised.

***Equality analysis of BU Bridging Fund Scheme v3:***

This was approved via the e-URKEC process with no issues raised. Pertinent findings are to be discussed at URKEC in January 2018.

**13 Approval of BU research integrity statement 2016-17 (J Fletcher)**

This was approved via the e-URKEC process with no issues raised.

**14 Doctoral College update (F Knight)**

The Doctoral College is now fully operational. The team is now fully staffed and has lots of activities planned for postgraduate research this year. There have been successful inductions for 1<sup>st</sup> years with 2<sup>nd</sup> and 3<sup>rd</sup> years induction planned.

**15 Research Staff Association update (M Heward and M Mbah)**

The Research Staff Association are finalising their programme of events for 2017-18. The coffee morning sessions start in October 2017 and will focus on project management and in November 2017 on career pathways within and outside of academia. Another event is planned for January 2018, focusing on developing research ideas and ways to look for funding. There will be three more coffee mornings following this but the topics have not yet been confirmed. Three of the Faculties do not have a Faculty Research Rep so the DDRPPs will address this. M Heward will email all research staff to promote the positions available.

**ACTION: To ensure each Faculty has at least one Faculty Research Rep.**

**ACTION BY: M Heward and DDRPPs**

**16 Updates from sub-committees (with minutes to note)**

- BU Research Degrees Committee - The group has had its first meeting in May 2017 and the minutes have been circulated to URKEC. The meeting focussed on the operation of the group and how the new structure will be organised. The second meeting last month focussed on the strategic direction.
- REF Committee - In the process of completing an interim mock, half of the UOAs are running at the moment and the rest will start shortly. Secondly there is concern over the feedback from HEFCE about having to submit one paper for every academic member of staff. HEFCE are still consulting with the sector about REF2021.
- HEIF Committee - Celebrated the end of HEIF 5+1+1 with presentations from all project leads. HEIF-6 has now started.
- Research Concordat Steering Group - Actions have been progressed over the summer, the main action that they are working on is supporting HR to develop an event for academic staff new to line management of research staff.
- KTP Strategy Group – The next meeting is in October 2017. Innovate UK have put a large chunk of money in to KTP's with the aim to support an additional 200 KTPs by March 2018 so now is a good time to apply for funding. Rachel Clarke in RKEO is the best person to contact. BU are planning to submit five applications in November (four in SciTech and one in FMC).
- RDM steering group - The RDM system is about to kick off with initial development and then a four week pilot from 16<sup>th</sup> October. They will be re-establishing the RDM working group to oversee the nuts and bolts of the pilot. There is a competition running to find a name for the new system. Entries should be sent to C Fowler.

---

Unconfirmed

- Faculty RKE Committees - J Roach has submitted a paper relating to the consultation which will hopefully be approved in due course. T Zhang has met once and the focus of the meeting was delivery planning, reiteration of the priorities; income generation, research outputs and PGR completion. They have revised the way the committee is run to allow more time for discussion. V Hundley met recently and confirmed the review of the research entities, which are; ageing and long term care, nursing cluster, clinical research. They have clear areas of research with over 50% of their staff signed up to a research entity and they are pushing hard to ensure everyone is engaging in research with the plan to feed in to spending of the QR fund. I MacRury has produced a report relating to the invite for all staff to submit to the REF. Secondary to this is commitments to grant bids that are being submitted this year to the value of 14million. They are looking at reducing their research centres. M Silk- Not led a meeting as yet although there is one planned for the future. They have a KTP workshop organised at the beginning of next month to drive KTP's. They are looking at Faculty programmes of research. Working with the Business School clusters to look at developments in to centres. Also working on expectation management and what we expect from staff. Looking at partnerships, 120 international partners but unsure as to what they do.

## 17 AOB

V Hundley and J Northam announced there will be a new post in RKEO supporting clinical research governance. The advert will be placed shortly.

T Zhang mentioned the new travel policy and how Key Travel is perceived to be more expensive. Staff are therefore having to factor extra travel costs as opposed to using alternative cheaper travel companies or booking direct. J Fletcher confirmed that we have a contract with Key Travel and in these uncertain times they will keep staff safe and will extract staff from unsafe areas. This is a duty of care to our staff and needs to be adhered to.

Rhyannan Hurst  
Committee Clerk  
RKE-17-18-01 Minutes 5<sup>th</sup> Oct 2017

**BOURNEMOUTH UNIVERSITY**

**FACULTY OF HEALTH AND SOCIAL SCIENCES**

**FACULTY ACADEMIC BOARD MEETING**

**UNCONFIRMED MINUTES OF MEETING HELD ON 10<sup>TH</sup> OCTOBER 2017**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See section 4.4.1

Approval of Programmes

See section 9

Proposed New Visiting Professors

See section 9.1

Proposed New Visiting Professors

See section 9.2

Proposed Renewals of Visiting Professors

See section 9.3

Proposed New Visiting Fellows and Associates

See Section 9.4

Proposed Renewals of Visiting Fellows and Associates

**3. OTHER RELEVANT ACTIONS**

None

**BOURNEMOUTH UNIVERSITY****UNCONFIRMED****HEALTH AND SOCIAL SCIENCES FACULTY ACADEMIC BOARD****MINUTES OF THE MEETING HELD ON 10<sup>TH</sup> OCTOBER 2017**

Present:	Prof Stephen Tee	Executive Dean for HSS and FoM (Chair)
	Mr Clive Andrewes	Director of Employment Engagement (Health)
	Dr Sue Baron	Lecturer in Adult Nursing
	Dr Tim Battcock	Co-Director of CoPMRE
	Ms Emma Bockle	Lecturer In Adult Nursing
	Tula Brannelly	Lecturer in Mental Health Nursing
	Dr Luisa Cescutti-Butler	Senior Lecturer In Midwifery
	Ms Kathryn Cheshir	Education Service Manager
	Dr Carol Clark	Head of Human Sciences and Public Health Dept
	Prof Kathy Curtis	Head of Nursing and Clinical Sciences Dept
	Dr Sharon Docherty	Senior Lecturer (Academic) In Quantitative Methodology & Statistics
	Ms Rossalyn Dray	Lecturer in Social Work
	Dr Caroline Ellis-Hill	Senior Lecturer in Qualitative Research
	Dr Tamas Hickish	Co-Director of CoPMRE
	Mr Samuel Honoraty	Student Support & Engagement Coordinator
	Prof Vanora Hundley	Deputy Dean for Research & Professional Practice
	Mr Stefan Kleipoedszus	Lecturer in Social Work
	Ms Anneyce Knight	Senior Lecturer in Adult Nursing
	Prof Robert Middleton	Professor
	Mr Tom Mutter	Operations Manager
	Prof Jonathan Parker	Professor
	Prof Elizabeth Rosser	Acting Dean/Deputy Dean for Education and Professional Practice
	Dr Rosie Read	Principal Academic
	Ms Mary-Ann Robertson	Business Relations Manager
	Dr Steve Trenoweth	Senior Lecturer In Mental Health Nursing
	Prof Edwin van Teijlingen	Professor Of Reproductive Health
	Mrs Kim Vine	Financial Operations Administrator
	Ms Sharon Waight	Lecturer
	Mr Tom Wainwright	Associate Professor Of Orthopaedics - Deputy Head Of ORI
	Dr Sue Way	Associate Professor
	Dr Sara White	Associate Dean of Student Experience
	Dr Juliet Wood	Lecturer (Academic) In Midwifery
	Dr Jonathan Williams	Senior Lecturer

Apologies: Formal apologies were noted.

Declarations of Interest:

There were no declarations of interest.

**1.0 ATTENDANCE AND APOLOGIES**

Stephen Tee, Executive Dean welcomed everyone to the meeting. 50 staff members accepted the invitation, 33 tentative and 64 staff members declined. ST introduced the following members of staff who had recently joined the faculty:

Sarah Petty - Programme Support Officer, Thomas Bennett -- Lecturer in Sports Therapy, Dawn Drury - Senior Lecturer in Occupational Therapy, Tom Mutter -- Operations Manager, Paul Crowther - Timetabling & Resources Administrator, Eleanor Acreman - Clinical Skills Demonstrator, Richard Murphy -- Lecturer in Social Work, Rosalyn Dray -- Lecturer in Social Work, Jane Healy - Lecturer in Sociology And Crime And Deviance, Mike Collard - Project Based Learning Technologist, Kathryn Collins - Lecturer in Physiotherapy, Petula Brannelly -- Lecturer in Mental Health Nursing, Helen Allen - Senior Research Health Psychologist, Sarah Thomas - Deputy Director BUCRU, Louise Ward - Office Co-ordinator – BUCRU and Debora Almeida -- Lecturer in ODP.

## 2.0 **MINUTES OF PREVIOUS MEETING**

### 2.1 **Accuracy**

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

## 3.0 **OUTSTANDING ACTIONS FROM ACTION PLAN**

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

## 4.0 **REPORTS**

### 4.1 **Dean's Report**

ST talked through the Dean's Report highlighting the successes of the Faculty including the staff who received You're Brilliant Awards.

ST expressed how delighted he was with the result of the NSS scores that two programmes received 100% student satisfaction, Social work and Operating Department Practice. ST explained that work would be carried out across other programmes putting plans in place to try and achieve excellence in the delivery of all programmes.

ST highlighted that the University achieved silver level TEF and that following this success the University will be moving towards preparation for subject level TEF to distinguish excellence across the wide range of programmes and subject areas that universities deliver and deliberations continue as to the format.

ST thanked everyone for making the transition from MyBU to Brightspace so smooth and confirmed that the feedback from staff and students had so far been very positive.

### 4.2 **Associate Dean's Report**

SW was not present at the meeting for this agenda item so ER highlighted NSS scores and that Heads of Department/Programme Leads would be meeting with SW to develop actions from the scores and feedback. ER stressed that as a University scores had dipped down but HSS would be looking to maintain 90% - 100%.

### 4.3 **Deputy Dean for Research**

VH informed the meeting that there are now three Deputy Research Leads who will support the Heads of Research in each department with postgraduate research. The deputies are Dr Sue Way, Dr Vanessa Healsip and Dr Rosie Read.

VH thanked Sharon Docherty for all her hard work with Clinical Research Development.

VH confirmed that the next call for Doctoral Funding would be at the end of October and that the Seedcorn Funding is currently under review and is with UET.

JP explained that the mock REF review is halfway through and that all academics would need to increase their publications. EvT then explained that this would mean submitting papers to units of assessment run by himself and JP or to units run out with HSS such as Public Health or Education. The papers submitted would be scored by experts from within BU, with input from externals for each UoA.

VH asked that if anyone has any questions to speak to the REF Leaders, Head of Research or Deputy Head of Research.

#### 4.4 **Deputy Dean for Education**

ER talked through the report highlighting that the Quality Assurances Process has changed to the new Annual Monitoring and Enhancement Review explaining that all Programme Leads are expected to produce an action plan which will consider all the actions to address the recent NSS scores.

ER also highlighted the Peer Reflection on Education Practice explaining that all academics would be required to document their peer observation of their teaching from September 2017.

ER explained that a new committee meeting had been set up Access, Excellence and Impact committee which is one of two new central committees, one at a strategic level and the other at operational level to support TEF going forward and prepare for subject specific TEF. It is designed to scrutinise and report the impact requirements of BU's Fair Access Agreement.

##### 4.4.1 **Approval of Programmes**

Postgraduate Physician Associate Programme – The Faculty Academic Board approved this programme.

BSc (Hons) Operating Department Practice – The Faculty Academic Board approved this programme.

BSc (Hons) Nursing Studies (International) – The Faculty Academic Board approved this programme.

#### 4.5 **Academic Services**

Jose Lopez-Blanco talked through the Student Induction and Embedded Information Literacy at Levels 4 and 7 explaining that Learning and Library Services has adopted a new approach to Student Induction in consultation with Associates Dean's for Student Experience. Jose asked that if there were any questions, to contact the Faculty Library Team to discuss.

Susan Ponsford highlighted that Brightspace went live from September 2017 for Phase 1 of the University stressing that the Library Team have been working hard over the summer to ensure that the parallel running of both VLE's (MyBU and Brightspace) for the Academic Year 17/18. This had included training over 400 staff on Brightspace and an upgrade to MyBU in July.

It was also highlighted that the University's series of Academic Regulations, Policies and Procedures have been updated for academic year 2017-18 and the majority of these are now available on the staff intranet. Work is still to be completed on a small number of ARPP documents and these will become available as soon as possible.

Graduation planning is in progress with over 3500 invitations sent. Susan asked that following communications that staff log onto MyHub and enter gown details using the Graduation Tab.

## 5.0 **Minutes of Sub-Reporting Committees**

Minutes of the sub-reporting meetings were approved as an accurate record.

## 6.0 **Collaborative Provision**

Andy Mercer informed the meeting that Steve Erskine, Chair of Poole Hospital had visited several key staff within HSS on 4<sup>th</sup> October.

ST mentioned that there were ongoing discussions regarding developing a Medical School and several meetings had been organised.

## 7.0 **HSS Faculty Developments**

### 7.1 **Curriculum Validation Update**

ER talked through Bernadette Water's report outlining that HSS is undertaking a major review of its undergraduate and pre-registration programmes with the intention of rolling out the new programmes from September 2019. The Curriculum Development and Validation Project had been running since February 2017. A Steering Group was convened in March 2017 and it determined which HSS programmes would be included in the review. Guiding Principles in shaping the curricula were crafted from views of members of the faculty to inform and direct the planning phase of the project. The report also contains decisions and guidance for Programme Leads. The report is intended to signpost the important issues pertaining to the development of a new set of curricula for HSS. It sets out a shared framework and understandings on which individual programme teams can build.

It was raised that there were gaps in Quantitative Research and that staff and students need access to expertise. ST suggested cross faculty working could help with this. ST/ER to bring this up at the next Dean's forum. ST acknowledged all the hard work that Bernadette Waters and the sub groups have put into this.

### 7.2 **VLE Implementation**

Kathy Curtis fed back to the Faculty Academic Board that feedback had been positive and that it had been more of a challenge for HSS as they had tested it before it being rolled out across all faculties.

Kathryn Cheshir informed the meeting that drop in sessions with the Learning Technologists were available and asked that if any students had any issues that they log it with the IT services desk individually.

The Faculty Academic Board thanked John Moran and Vince Clark for all their hard work and support.

### 7.3 **BU Respect and Dignity**

Following the HSS away day workshop on 15<sup>th</sup> September, ER fed back that all post had now been collated into a spreadsheet and would be analysed at Departmental level. It was expressed not to forget admin/support staff.

### 7.4 **Athena Swan**

SW followed on from the BU Respect and Dignity agenda item expressing that staff wellbeing was a big part of the action plan. One of the questions at the HSS away day was what did Athena Swan mean to you. Some HSS staff didn't know what it meant so this would be something to be looked into and addressed.

SW highlighted that Senate is on 1<sup>st</sup> November and if anyone has anything they would like to send to Senate to let her know.

### 8.0 **Global Engagement Update**

MM wasn't able to attend the meeting so ER gave a brief update.

Following discussions with BUINTCOL, Heads of Department and Heads of Programmes it has been agreed that the following programmes go forward for articulation agreements:

BA (Hons) Social Work  
M.A Social Care  
MSc Public Health  
MSc Nutrition and Behaviour

#### **University of Southern Queensland**

Discussions with USQ on a proposed Joint Award in Paramedic Science have been ongoing and are now at an advanced stage. Subject to 'Due Process' the University of Southern Queensland are seeking an agreement on a reciprocal 2+2 pathway with the possibility of both institutions issuing an award. Meetings are in the process of being arranged to facilitate the mapping process.

It has been proposed that the Faculty enter in to articulation agreements with the following institutions, KDU University College Penang, Malaysia and Cyberjaya University College of Medical Sciences, Malaysia.

ER also talked through PhD Supervision, Student Mobility and Research Collaboration with KPJ University College, Malaysia and Universiti Sains Malaysia.

There was a proposal for an international healthcare. The functions of the consortium would be to form and facilitate partnerships in support of bidding for international projects involving the transfer and application of expertise, knowledge and skills, sharing best practice, and including the publishing of research and guidelines and to generate Co-production partnerships and research and development opportunities, between member organisations to generate future healthcare solutions locally and for the wider international healthcare markets.



## 9.0 Items for Approval

All visiting faculty proposals were approved but there were the following concerns:

Mr Kevin Turner – there were concerns whether the application was strong enough but it was agreed this would be put forward to OVC.

David Phillips – the application would need to be strengthened before being sent to OVC.

### 9.1 Proposed New Visiting Professors

Mr Kevin Turner Proposer Dr Tamas Hickish

### 9.2 Proposed Renewals of Visiting Professors

Prof Katherine Barnard	Proposer Prof Vanora Hundley/Prof Edwin van Teijlingen
Prof Michael Vassallo	Proposer Prof Ahmed Khattab and Ms Audrey Dixon
Prof Tadakazu Kumagai	Proposer Prof Jonathan Parker
Prof Jonathan Cole	Proposer Dr Tamas Hickish
David Phillips	Proposer Prof Ann Hemingway

### 9.3 Proposed New Visiting Fellows and Associates

Judith Chapman	Proposer Dr Carol Clark/Prof Alison McConnell
Ravikanth Pagoti	Proposer Prof Rob Middleton
Kathryn Kimmond	Proposer Prof Keith Brown
Ismail Mallick	Proposer Dr Tamas Hickish/Mr Kevin Turner
Paddy Subramanian	Proposer Prof Rob Middleton
Eduardo Martinez-Carbonnell Guillamon	Proposer Mr Tom Wainwright
Dr Sarah King	Proposer Prof Edwin van Teijlingen
Andy Bates	Proposer Dr Tamas Hickish

### 9.4 Proposed Renewals of Visiting Fellows and Associates

Jan Mojsa	Proposer Jen Leamon
Fiona Cowdell	Proposer Mr Clive Andrewes
Julia Judd	Proposer Mr Clive Andrewes
Stephanie Grigsby	Proposer Prof Vanora Hundley/Ms Audrey Dixon
Sam Crowe	Proposer Prof Ann Hemingway
Julia O'Mara	Proposer Mr Clive Andrewes
Layne Hamerston	Proposer Prof Ann Hemingway
Sheila Brooks	Proposer Dr Caroline Ellis-Hill
Christopher Boos	Proposer Dr Tamas Hickish
Will McConnell	Proposer Dr Tim Battcock
Abbey Webb	Proposer Dr Andy Mercer
Phil Morgan	Proposer Dr Andy Mercer
Caroline Jamieson-Leadbitter	Proposer Dr Tamas Hickish

## 10.0 ANY OTHER BUSINESS

Tom Mutter (Operations Manager) updated the Faculty Academic Board on the new Travel Policy and advised everybody that all details are on the staff intranet and HSS blog and if there were any questions to let him know.

Kathryn Cheshir introduced Sam Honnoraty as the new Student Support & Engagement Coordinator.

Audrey Dixon advised that the CoPMRE Conference is coming up on 18<sup>th</sup> October and there were still 5 places left.

**11.0 DATE OF NEXT MEETING**

The next meeting of the HSS Faculty Academic Board Meeting will take place on Wednesday 14<sup>th</sup> February 2018.

**BOURNEMOUTH UNIVERSITY**

**FACULTY OF MANAGEMENT ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 25 OCTOBER 2017**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None.

**2. APPROVALS**

None.

**3. OTHER RELEVANT ACTIONS**

None.

**BOURNEMOUTH UNIVERSITY****UNCONFIRMED****FACULTY OF MANAGEMENT - FACULTY ACADEMIC BOARD****MINUTES OF THE MEETING HELD ON WEDNESDAY 25 OCTOBER 2017**

Present:	Prof Stephen Tee	Executive Dean (Chair)
	Prof Dimitrios Buhalis	Head of Department Tourism & Hospitality
	Dr Shuang Cang	Academic
	Prof Michael Silk	Deputy Dean Research
	Dr Ian Jones	Head of Department Sport & Physical Activity
	Dr Daniel Lock	Academic
	Dr Adi Adams	Academic
	Mr Paul Boyce	Academic
	Dr Babis Giousmposoglou	Academic
	Ms Sharon Goodlad	Prof & Support Staff
	Heather Mitchell	Prof & Support Staff
	Sophie Cherrett	Prof & Support Staff
	Dr Julie Whitfield	Academic
	Dr Debbie Sadd	Academic
	Sue Barnes	Prof & Support Staff
	Dr Corrina Budnarowska	Academic
	Dr Donald Nordberg	Academic
	Dr Nikolaos Papanikalaou	Academic
	Mr John Toth	Academic
	Prof Adam Blake	Academic
	Dr Isaac Damoah	Academic
	Dr Osi Okwilagwe	Academic
	Dr Gabriel Ahinful	Academic
	Dr Uzo Anozie	Academic
	Dr Yumei Yang	Academic
	Assoc Prof Davide Parrilli	Academic
	Dr Mary Beth Gouthro	Academic
	Prof Heather Hartwell	Academic
	Dr Mehdi Chowdhury	Academic
	Dr Isaac Ngugi	Academic
	Dr Rebecca Hindley	Academic
	Dr Melissa Carr	Academic
	Dr Deborah Taylor	Academic
	Dr Parisa Gilani	Academic
	Dr Svetla Stoyanova-Bozhkova	Academic
	Dr Milena Bobeva	Academic
	Dr Phyllis Alexander	Head of Department Accounting, Finance & Economic
	Dr Spencer Barnett	Academic
	Dr Kaouther Kooli	Academic
	Dr Stefanos Marangos	Academic
	Dr Varuni Wimalasiri	Academic
	Dr Samreen Ashraf	Academic
	Dr Gelareh Roushan	Principal Academic
	Dr Lois Farquharson	Deputy Dean Education
	Dr Teresa Robinson	Academic
	Dr Suranjita Mukherjee	Academic
	Dr Miguel Moital	Academic
	Dr Fidelis Akanga	Academic
	Dr Karen Thompson	Academic
	Dr Tim Gale	Academic
	Dr Philip Ryland	Associate Dean Student Experience

Jacqui Timms  
Lana Martin  
Susan Ponsford  
Alex Hancox  
Anne Davey

Prof & Support Staff  
Prof & Support Staff  
Academic Services  
SUBU  
Faculty Librarian

Apologies Formal apologies were noted.

### Declarations of Interest:

There were no declarations of interest.

#### **V4L Presentation (see Appendix A)**

Gelareh Roushan presented key updates to members. 50% of students now enrolled on to new VLE with positive feedback. New programmes are MBA (online). Next phase will be non-standard enrolments but waiting for Desire 2 Learn feedback. A VLE Good Practice Guide has been produced and endorsed by ESEC. Learning Analytics policy for using student data is up to date. GR advised staff of regular updates the Intranet along with FAQs and also asked to join the D2L community.

## **1 ATTENDANCE, APOLOGIES AND WELCOMES**

52 apologies, 78 accepted and 16 tentative. The Dean welcomed everyone to the meeting and new members of staff were welcomed to the Faculty (see Exec Dean Report Paper 3.1).

## **2 MINUTES OF THE PREVIOUS MEETING**

### **2.1 Minutes of the Faculty Academic Board held on 24 May 2017.**

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

### **2.2 Matters Arising**

There were no matters arising.

## **3 FACULTY REPORTS**

**3.1 Executive Dean Report – report submitted.** The Dean advised members of University's TEF silver rating that had been recently achieved which was an excellent outcome. KEF (Knowledge Exchange Framework) is new assessment framework, as well as REF and TEF however parameters are yet to be advised. NSS figures overall for the University were unfortunately down on previous year and some of the bigger programmes within the Faculty did not perform so well. As a Faculty, asked to report centrally on action being taken. Five programmes within the Faculty that are below average and Programme Leaders/Heads of Education/Heads of Research were invited to this week's Executive Meeting to give headlines on action being taken. Exec understands challenges delivering larger programmes and that some issues are University problems, eg exam dates, timetable problems and SITS which the University is seeking to address. BU2025 process is to be signed off by the Board in February and staff were encouraged to engage in process. Graduation ceremony next month with an excellent uptake for attendance from staff. There is a current hold on staff recruitment which will be reviewed once financial position is clearer.

**3.2 Deputy Dean Education Report (verbal) –** Lois Farquharson (LF) advised members that Faculty Action Plan has been produced which considers all issues raised by programmes and departments which will then be sent to Academic Standards Committee. New Heads of Education now in place and will be working as a team

throughout the academic year in achieving continuous improvement of education in our Faculty. Martyn Polkinghorne is the new Faculty Teach@BU Lead and will look after HEA fellowship. Staff asked to contact Martyn for support. Karen Thompson and Nicole Ferdinand have been appointed as BU Learning & Teaching Fellows and will undertake future workshops to present their ideas.

Recent FESEC meeting looked at action plans regarding AMER, all those in programmes should have access to these and sharing of good practice. Corrina Budnarowska raised problems in gaining access to dashboard. LF advised members that HoDs and HoEs should have knowledge which should be shared within the department.

**Action: LF to ensure everyone has access to dashboard.**

LF informed members of need to recognise good practice within Faculty which needs to be shared, for example Orange Wednesdays and the upcoming Assessment & Feedback Fiesta with CEL. The FASC Faculty Plan is due to go to ASC. Following the Staff Away Day last month, LF reiterated that all items/ideas raised will be worked on gradually this year, as Faculty is ultimately looking to gain TEF Gold. The Faculty Collegiate Peer Review Framework (which is a new version of PREP) will require HoDs, HoEs, programmes and individuals to be paired up across the Faculty, eg AFE and Tourism. LF to release pairings along with guidance to achieve fused education in due course. LF advised that CEL is holding tailored workshops to meet Faculty's needs. LF will contact HoEs and PLs to discuss. Staff asked to put forward ideas to speak with Shelley Thompson and Anne Luce directly. Following this week's Exec meeting, actions proposed by the five low scoring NSS programmes will be taken forward and fed back at future FAB meetings.

The Dean also acknowledged the long list of "Your Brilliant Awards" within the Faculty. The Dean advised members that individuals contributions to the Faculty are to be reviewed which will be a fair and transparent process working with HoDs and the Exec team to ensure full use of resources.

John Toth raised the lateness of issuing exam dates. LF advised BU is hoping to improve this for next year. LF praised Heather Mitchell who sent out useful email to all staff following discussions at Exec. LF confirmed this situation will be monitored carefully.

- 3.3 **Deputy Dean Research Report (verbal)** – Mike Silk (MS) highlighted achievements, Faculty has great depth and diversity in research which is very impressive. Monies have been received from a number of prestigious sources and there is a lot of bidding activity which is dispersed across the Faculty, currently 18.5% above yearly target. Faculty has hosted several conferences this year and MS impressed to see number of staff contributing from Faculty, eg: Visitor Economic Conference hosted by Dimitrios Buhalis and Adam Blake, Tax Research Network Conference hosted by AFE. All these events put BU on the map. DMC in demand following Hurricane Irma, radio and television interviews, develops our reputation and impact. New Heads of Research in place, four extended and two new members, Daniel Lock and Adam Blake, several meetings scheduled to look at policy and strategy and roll out various initiatives. MS also academic lead for Doctoral College and advised there are challenges being raised with PGR supervision and environment. Proposing to establish a PGR team to help DDR. First floor of EBC being reconfigured into PGR space and has been designed with PGR input, based on award winning space at Sydney University, will help develop culture and unique Doctoral College at BU. BU2025 will bring challenges in terms of research, need more alignment, already started process to look at what we want BU to be known for, what our strengths are, areas of foci, open to ideas. HEFCE have produced their response regarding REF and indications are that REF2021 will be inclusive rather than selective and exclusive and staff that hold an academic contract will be included in REF return which will

raise a number of challenges. Looking at definition of independent scholar, should assume that majority will be included. Current stock take exercise still ongoing, some staff have taken on large amounts of work in reviewing outputs of Faculty since 2014, results should be available in January. QR funding still on hold and MS understands staff frustrations, however was able to draw down some committed funds recently to support AACSB activities. Concerns that once decision has been made, projects will be rushed as only have until July 2018 to spend funding. Following the recent Staff Day, 400 comments were collected from staff which have been incorporated into a strategy and discussed at next Exec.

The Dean emphasised the need to work together as teams hence importance of HoR and HoE roles in order to increase performance in research income and outputs.

- 3.4 **Associate Dean Global Engagement Report – report submitted.** The Dean advised members that Lucy Lu has left BU and Milena Bobeva (MB) has been appointed as interim. MB informed members of importance of applying for mobility funding, Erasmus and Global Horizon Fund as well as Santander funding for students. Suggested checking partnership database to make obligation stronger.
- 3.5 **Associate Dean Student Experience report – report submitted.** LF highlighted positivity around STEEP programme which is so popular it is currently oversubscribed. STEEP team looking to address.
- 3.6 **Accreditation & AACSB (verbal).** The Dean provided background on the AACSB accreditation which is culmination of five years work, focuses on three departments, AFE, LSO and Marketing but will be beneficial to the whole Faculty. Visit scheduled in April 2018 and AACSB visitors may stop and ask anyone about AACSB, need to tell a positive story. GR then went on to inform members that the draft report was sent to the Chair of the Peer Review Team in September. The Chair visited BU earlier this month and met with members of Exec, Director of Operations, the AoL team, the Professional Services team, Dean Patton, and John Fletcher who represented UET. Following this visit, AACSB require more information regarding programme support which Heather Mitchell, Sharon Goodlad and Josie Harris have helped put together, plus review some frameworks and student learning goals (to include PhD level) and define Faculty engagement and qualifications, eg: what a scholarly academic will look like. Updated report to then be submitted in November for sign off, deadline for AACSB in December. AACSB mock review to be held in January 2018. Orange Wednesdays are key, all about sharing good practice. GR asked staff to advise of any ideas regarding innovation. Paper going to next Exec to look at an advisory board.

The Dean confirmed that achieving accreditation should increase student applications and bidding/research partnerships. Suranjita Mukherjee suggested in preparation of visit, creating an A5 flyer with 10 questions that staff may be asked during visit.

- 3.7 Student Representatives Synoptic Report – Philip Ryland advised that senior reps are yet to be appointed.

#### 4 REFERRALS

There were no referrals.

#### 5 HEAD OF ACADEMIC DEPARTMENT REPORTS

##### 5.1 Events & Leisure – report submitted.

Miguel Moital went through highlights of report. New member of staff Paola Suarez. NSS score for Department was up 16% to 88%. Nicole Ferdinand has presented in London and staff are involved in several research collaborations in the UK and internationally. Department has good publications with lots of international

conference attendances.

**5.2 Tourism & Hospitality – report submitted.**

Dimitrios Buhalis informed members that Department was doing well regarding research and dissemination, undertaking revalidation of programmes and in the process of workload planning. Some issues with staffing and recruitment but using resources effectively. Good departmental attendance at Open Days. CHIME conference scheduled for next year.

**5.3 Sport & Physical Activity – report submitted.**

Ian Jones (IJ) informed members that department's strategy is quality over quantity. Therefore research activity very positive and submitting quality journals. Funding more diverse. New members of staff, Susan Dewhurst, Rebecca Rendell and Ed Williams. Daniel Lock appointed as HoR and Carly Lamont appointed as HoE and IJ thanked Paul Boyce and Mike Silk for their input and good work. Highlighted lots of good citizenship within department along with good positive student feedback, 90%. Also 20 students enrolled on study abroad this semester.

**5.4 Accounting, Finance & Economics – report submitted.**

Phyllis Alexander (PA) updated members. Prof Jens Holscher held his inaugural lecture which went very well and was well attended. Mehdi Chowdhury has an edited report coming out in March 2018. PA thanked Suranjita Mukherjee & Davide Parilli for an outstanding job in putting plan forward to improve NSS at this week's Exec meeting.

**5.5 Leadership, Strategy & Organisations – report submitted.**

Karen Thompson went through report. Department proactive and strategic direction has been set which involves setting up five special interest groups which has received a positive response from staff. Recent Departmental Away Day focused on groups with an international speaker who inspired the Department.

**5.6 Marketing – report submitted.**

Chris Chapleo sent his apologies.

**6 REPORTING COMMITTEES (receipt of confirmed minutes)**

6.1 Faculty Academic Standards Committee (10 April 2017) – minutes approved.

6.2 Faculty Research & Enterprise Committee (13 June 2017) – minutes approved.

6.3 Faculty Education & Student Experience Committee (6 September 2017) – minutes approved.

6.4 Faculty Postgraduate Research Committee (14 June 2017) – minutes approved.

**7 FOR APPROVAL AND ENDORSEMENT**

No visitors put forward for approval. The Dean asked staff to consider inviting external visitors as part of AACSB engagement.

**8 ANY OTHER BUSINESS**

**8.1 Academic Services Report – report submitted.**

Susan Ponsford (SP) informed members that lessons had been learned from last year, for example, exam scheduler in SITS was used for first time but this did not supply dates, Academic Services are doing their best to get dates out as early as possible. Benefit is that SITS can offer individual timetables to students. SP will keep Heather Mitchell and Lois Farquharson updated. SP advised members that Anne



Davey (Faculty Librarian) wanted to highlight the revised guides to study skills workshops, links can be found on library pages, myBU and Brightspace. Graduation ceremony looking good, bookings through SITS, due to high demand cannot offer additional guest tickets. Marshall briefing invitations have been sent out. Exam paper deadline is 10 November 2017. Staff asked to get in touch through studentlifecycle email, templates are available on the Sharepoint website.

- 8.2 Stefanos Marangos raised the Learning Technologists review and how this will affect online programmes, currently 189 students, as support will move centrally which will create more workload for PLs and PSOs. GR advised that review went through DoPs and issues were raised, V4L working closely with both parties to look at workload and impact of centralisation. GR to take back to CEL to respond specifically to query. Milena Bobeva confirmed need for dedicated support for online learners, PSOs currently looking after two very different programmes which could be devastating in terms of student experience. Also academics are having to pick up non-academic functions, 24/7 service no longer available. The Dean advised that BU is looking to expand online learning, currently undertaking a tendering process to procure a partner who has experience of online delivery, therefore shared revenue, completely different to current model, will be raised at steering group and feedback to staff.
- 8.3 MB suggested making FAB more engaging. The Dean advised that FAB has to stick to a strict template but open to suggestions.

## **9 DATE OF NEXT MEETING**

The next meeting will take place on **Wednesday 7 February 2018 in Lees Lecture Theatre.**

**BOURNEMOUTH UNIVERSITY****FACULTY OF MEDIA & COMMUNICATION FACULTY ACADEMIC BOARD****UNCONFIRMED MINUTES OF MEETING HELD ON 18<sup>TH</sup> OCTOBER 2017****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See Section 8.1	Visiting Professor Nominations
See Section 8.2	Visiting Professor Appointment Extension Nominations
See Section 8.3	Visiting Fellow Nominations
See Section 8.4	Visiting Fellow Appointment Extension Nominations

**3. OTHER RELEVANT ACTIONS**

See Section 5.1	Deputy Dean (Education & Professional Practice) Report
See Section 5.3	Proposal for an early Programme Review of: <ul style="list-style-type: none"> <li>• BA Marketing Communications</li> <li>• BA Advertising</li> <li>• BA Public Relations</li> </ul>
See Section 6.1	Deputy Dean (Research & Professional Practice) Report

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

FACULTY OF MEDIA AND COMMUNICATION (FMC)

FACULTY ACADEMIC BOARD (FAB)

MINUTES OF THE MEETING HELD ON WEDNESDAY 18 OCTOBER 2017

**Present:**

Prof Mike Wilmore (Chair)	Executive Dean
Mark Brocklehurst	Director of Operations
Prof Hugh Chignell	Professor
Adam Child	Head of Academic Quality
Dr Fiona Cownie	Senior Principal Academic
Josh Deerman	Financial Operations Administrator
Dr Barbara Dyer	Deputy Dean (Education & Professional Practice)
Ben Ellis	Programme Support Officer
Sharen Everitt	Education Service Manager
Karen Fowler-Watt	Head of Department (Journalism, English & Communication)
Alex Hancox	SU VP (Education) 2017/18 (SUBU)
Katy Homden	PGR
Melanie Klinkner	Senior Lecturer in Law
Iain MacRury	Deputy Dean (Research & Professional Practice)
Ian Marsland	Faculty Librarian
Dr Sarah McKeown	Lecturer in Law
Michelle Morgan	Associate Dean Student Experience
Karen Newsome (Secretary)	Executive Officer
Gaye Orr	Lecturer in Law
Dr Isabella Rega	Senior Lecturer in Education & Digital Literacies
Prof Barry Richards	Professor in Political Psychology
Dr Salvatore Scifo	Senior Lecturer in Communications & Social Media
Anastasios Theofilou	Head of Department (Corporate & Marketing Communications)
Dr Anna Troisi	Senior Lecturer in Digital Media Design
Jeff Wale	Lecturer in Law
Chris Williams	Head of Department (Computer Animation)

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

- 1.1 Formal apologies were noted. The Dean welcomed attendees to the first FMC Academic Board of 2017/18. There were no declarations of interest.

**2. MINUTES OF THE PREVIOUS MEETING, 26 APRIL 2017 (001-17/18)**

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

**3. MATTERS ARISING AND ACTIONS**

- 3.1 There were no actions or matters arising requiring attention.

**4. DEAN'S REPORT**

- 4.1 The Dean thanked academic and professional staff for their hard work over the summer in preparing for the students' return.

**5. EDUCATION UPDATE****5.1 Deputy Dean Education and Professional Practice – Report (002-17/18)**

- 5.1.1 The DDEPP presented the report, highlighting:
- Action plan prepared to monitor FMC's actions for effecting improvements in NSS.
  - Dates for MUSE implementation in 2017/18, aiming for 100% coverage.

- Annual Monitoring and Enhancement Review (AMER), replacing Education and Student Experience Plans and Faculty Quality Reports; action plans will be submitted to Academic Standards Committee (ASC) for approval. A dashboard provided by PRIME provides comprehensive monitoring data from which live action plans can be developed.
- Faculty approvals and reviews as listed.

## 5.2 **PREP Report (002a-17/18)**

5.2.1 The DDEPP presented the report. For 2017/18, FMC will adopt the cross-BU proposal of iVLE as its theme, aiming for improved levels of participation. PREP formalises peer review already taking place, but provides hard evidence of engagement. The Board noted JEC's initiative in establishing a Brightspace 'champion' to support staff; the NCCA is being supported by CEL to re-examine assessment processes. MW highlighted this example of extra support available to Departments if needed.

## 5.3 **Proposal for Early Programme Review – CMC (003/17/18)**

5.3.1 The DDEPP and Acting Head of Department (CMC) presented the proposal for an early programme review of BA Marketing Communications, BA Advertising and BA Public Relations. Modifications are proposed for 2019 delivery, to comprise one unit (Media and Society) with common lectures for all three degrees and bespoke seminars for each programme. The Board discussed the proposal. Discussions in CMC are continuing; a team is being put in place to lead revalidation of the programme for 2020.

5.3.2 The Board endorsed the development of the proposal, which will now proceed to ASC.

To be submitted for ASC by 20 November.

**ACTION: Acting HoD/DDEPP**

## 5.4 **Faculty Academic Standards Committee Minutes (004-17/18)**

5.4.1 The minutes of the FASC meetings held on 9 May 2017 and 27 June 2017 were noted.

## 6. **RESEARCH/KNOWLEDGE EXCHANGE UPDATE**

### 6.1 **Deputy Dean Research and Professional Practice – Report (005-17/18)**

6.1.1 The DDRPP presented the report, highlighting the following:

- FMC welcomed a large intake of new PGR students across all Departments, to be viewed as a cohort. FMC has been improving PGR completion as a positive response to recommendations from the Faculty Quality Audit. HoRPPs have a crucial role in continuing to effect improvements.
- A PGR student conference will take place on 1 November with a full day of abstracts planned; Katy Homden will send further information.
- In the light of the Stern Review, all academics will be required to submit to the REF. FMC will look for ways to invest in outputs and encourage academics not already active in this area to be included. Conference attendance should generate research outputs; although there are other benefits of conference attendance e.g. networking/ shaping of ideas, FMC needs to improve the ratio of conferences to outputs.
- Research centre heads and the professoriate have increased bidding in the light of a fall in research income, with some success. The aim is for every research centre to have an active number of live bids.
- New staff will be encouraged to update their BRIAN profiles.
- The DDRPP said some QR budget has been confirmed, e.g. staff research leave; no further detail is available. It was noted that the system of allocating funding will need review.

### 6.2 **Faculty Research Degree Committee Minutes (006-17/18)**

6.2.1 The Board noted the minutes of the FRDC meeting held on 21 June 2017. The DDRPP encouraged all PhD supervisors to make attendance at this meeting a priority.

### 6.3 **Faculty Research and Knowledge Exchange Committee Minutes (007-17/18)**

6.3.1 The minutes of the FRKEC meeting held on 30 March 2017 were noted.

## 7. **HEADS OF DEPARTMENT/SCHOOL REPORTS**

### 7.1 **CMC (008-17/18)**

7.1.1 The report was taken as read.

**7.2 Law (009-17/18)**

7.2.1 The report was taken as read.

**7.3 Media Production (010-17/18)**

7.3.1 The report was taken as read.

**7.4 Computer Animation (011-17/18)**

7.4.1 The report was taken as read.

**7.5 School of Journalism, English and Communication (012-17/18)**

7.5.1 The report was taken as read.

**8. VISITING FACULTY**

8.1 The Board considered the following proposals for Visiting Faculty appointments/ extensions. The database of current appointments will be reviewed for gender balance and other issues of equity, as well as monitoring their impact compared with initial expectations.

**8.2 Visiting Professor Nominations**

To be submitted to the VC's office as soon as possible

**ACTION: The Dean**

**8.2.1 Professor Stephen Heppell (013-17/18)**

The Board agreed to nominate Professor Stephen Heppell to the Vice Chancellor for appointment as Visiting Professor for a period of three years from October 2017.

**8.2.2 Professor Jonathan Shaw (014-17/18)**

The Board agreed to nominate Professor Jonathan Shaw to the Vice Chancellor for appointment as Visiting Professor for a period of three years from October 2017.

**8.2.3 Professor Dave Trotman (015-17/18)**

The Board agreed to nominate Professor Dave Trotman to the Vice Chancellor for appointment as Visiting Professor for a period of three years from October 2017.

**8.2.4 Dr Paul Mihailidis (016-17/18)**

The Board agreed to nominate Dr Paul Mihailidis to the Vice Chancellor for appointment as Visiting Professor for a period of three years from October 2017.

**8.2.5 Dr Marie Cronqvist (017-17/18)**

The Board agreed to nominate Dr Marie Cronqvist to the Vice Chancellor for appointment as Visiting Professor for a period of three years from January 2018.

**8.3 VISITING PROFESSOR APPOINTMENT EXTENSION NOMINATIONS**

To be submitted to the VC's office as soon as possible

**ACTION: The Dean**

**8.3.1 Professor Susan Orr (018-17/18)**

The Board agreed to nominate Professor Susan Orr to the Vice Chancellor for extension of her appointment as Visiting Professor for a further period of three years from October 2017.

**8.3.2 Professor Nadia Magnenat-Thalmann (019-17/18)**

The Board agreed to nominate Professor Nadia Magnenat-Thalmann to the Vice Chancellor for extension of her appointment as Visiting Professor for a further period of three years from October 2017.

**8.4 VISITING FELLOW NOMINATION****8.4.1 Dr Oliver Gingrich (020-17/18)**

The Board agreed to appoint Dr Oliver Gingrich as Visiting Fellow for a period of three years from December 2017.

**8.5 VISITING FELLOW APPOINTMENT EXTENSION NOMINATIONS****8.5.1 Dr Sue Thomas (021-17/18)**

The Board agreed to extend the appointment of Dr Sue Thomas as Visiting Fellow for a further period of three years from October 2017.

8.5.2 Paul Mylrea (022-17/18)

The Board agreed to extend the appointment of Paul Mylrea as Visiting Fellow for a further period of three years from October 2017.

8.5.3 Gavin Rees (023-17/18)

The Board agreed to extend the appointment of Gavin Rees as Visiting Fellow for a further period of three years from October 2017.

**9. ACADEMIC SERVICES REPORT (024-17/18)**

9.1 The Head of Academic Quality (AQ) presented the report, highlighting the following:

- All staff involved in academic provision should be alert to updates to the Academic Regulations, Policies and Procedures (ARPP); in particular the Board noted circumstances in which 'trailing fails' will be allowed, with some constraints; discussions will continue, involving SUBU. There will be issues around PSRB accreditation to take into account.
- The template for submitting student target numbers for 2018/19 has not yet been circulated; the return date for submission as noted in the report will be amended accordingly.
- It was acknowledged that timescales were tight for preparing the Annual Monitoring and Enhancement Review; taking on board feedback received, consideration will be given to improving this timeline, bearing in mind constraints around availability of data.
- AQ will review the organisation of assessment boards in response to concerns about resourcing; more efficient ways of operating will be sought. The Director of Operations noted the imminent review of the Student Journey Project; there will be opportunity there to raise issues around resourcing assessment boards.
- The Faculty Librarian highlighted the action re embedding information literacy and asked that HoDs contact the Library to arrange this input to the student induction process, to ensure students are aware of support available to them.

9.2 MW asked the Board to note the part of the report setting out the responsibilities of Academic Quality, Student Administration and the Library and Learning Support.

**10. INTERNATIONAL REPORT (025-17/18)**

10.1 The report was taken as read.

**11. FRAMEWORK TEAM MINUTES**

11.1 The Board noted the availability for viewing of the Framework Team Meeting Minutes in an accessible folder on the I:Drive.

**12. ANY OTHER BUSINESS**

12.1 Finance and Operations: The Financial Operations Administrator noted the new BU travel and expenses policy now implemented and operating efficiently in the Faculty. The Operations Manager will be visiting Departmental meetings to offer guidance on the new processes.

12.2 Student Support Office: The ESM asked for clarification as to whether the HESES audit would be in the same format as previous years; Head of Academic Quality will check.

12.3 Research Day: The DDRPP noted that a Faculty research day is being organised (25 January) to address REF and other issues.

**13. DATE OF NEXT MEETING**

The next meeting of the Board will take place on **Wednesday 14 February 2018.**

**BOURNEMOUTH UNIVERSITY**

**FACULTY OF SCIENCE & TECHNOLOGY FACULTY ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 12<sup>TH</sup> OCTOBER 2017**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See Section 5	Proposed new programmes – MSc Health Psychology
See Section 6	Visiting Professors and Visiting Fellows – Reappointments and Appointments
See Section 7	Other issues raised by staff

**3. OTHER RELEVANT ACTIONS**

None

**Bournemouth University****Faculty of Science & Technology****Faculty Academic Board****Unconfirmed minutes of Thursday 12<sup>th</sup> October 2017 at 2.00pm in the Boardroom**

<b>Present:</b>	Keith Phalp	(Chair), Acting Executive Dean
	Tiantian Zhang	Deputy Dean, Research
	Kevin McGhee	Acting Deputy Dean, Education
	Clive Hunt	Acting Associate Dean, Student Experience
	Timothy Darvill	Acting HoD, Archaeology, Anthropology and Forensic Science
	Peter Hills	HoD Psychology
	Christos Gatzidis	HoD Creative Technology
	Richard Stillman	HoD Life and Environmental Sciences
	Kelly Deacon Smith	Director of Operations
	Ruth Muir	Professional Services Representative
	Jan Wiener	Academic Staff
	Paul deVrieze	Academic Staff
	Genoveva Esteban	Academic Staff
	Paul Kneller	Academic Staff
	Andrew Whittington	Academic Staff
	Eileen Wilkes	Academic Staff
	Tim Slattery	Academic Staff
	Lai Xu	Academic Staff
	Xun He	Academic Staff
	Marcin Budka	Academic Staff
	Martin Smith	Academic Staff
	Amanda Korstjens	Academic Staff

<b>In attendance:</b>	Alex Hancox	SUBU VP Education
	Jacky Mack	Head of Academic Services
	Philip Stocks	Faculty Librarian
	Patti Davies	Executive Officer/Admin Support

**Apologies:** Kate Welham, Vasilis Katos, Angelos Stefanidis, Philip Sewell, Zulfiqar Khan, Paula Peckham

- 1. Review and approval of the previous minutes from the meeting of 4 May 2017**
  - 1.1 The minutes of the Faculty Academic Board meeting of 4 May 2017 were approved as presented.
  - 1.2 Matters Arising - there are no actions pending from the 4 May 2017 Academic Board meeting.
- 2. Executive Dean Update - Professor Keith Phalp (verbal report)**
  - 2.1 Keith Phalp reported that the Faculty has faced some challenges over the last few months but there are many positive items to report. The Faculty went into clearing almost 200 short of target. The Faculty has now met U/G recruitment target numbers. It has been the Faculty's biggest recruitment intake yet which is well done.
  - 2.2 NSS - The Faculty has improved NSS scores across the Departments. There are still areas that need further improvement but overall the Faculty's trajectory is positive. A question arose pertaining to any possible trends in performance/satisfaction/retention between students who come in through clearing vs. UCAS applicants. Keith said there have been various studies and so far, no significant difference has been ascertained.
  - 2.3 Keith took this opportunity to thank everyone for their enormous efforts in recruitment and commitment to improving their students' experience.



### 3. Reports of Deputy Deans

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

3.1.1 Kevin McGhee reiterated the positive trajectory in the Faculty's NSS scores but noted that there is much need for improvement in the area of assessments and feedback across the University. This area continues to score low across the Faculty and University. CEL will be working across the University to help staff improve in this area.

3.1.2 The take home resit exam pilot programme that ran this summer had mixed results. Although failure rates improved, pass rates did not. The pilot was met with mixed reactions from Academic staff and it did have a few teething issues, however, it is necessary to consider alternative assessments in order to improve progression rates. Kevin and the Heads of Education are looking into this further to find ways to improve take home resit exams as an alternative assessment as well as other alternative assessment options.

3.1.3 Issues and concerns are ongoing with SITS, Brightspace and MyBu. Problems are being addressed. Staff expressed frustrated about having to submit SNOW job requests for the VLE problems they are experiencing with Brightspace when they need immediately resolutions. There have been numerous complaints about resolutions taking too long through SNOW, especially when problems arise for Academics who are with their students in seminar rooms/lecture theatres, etc., that need immediate solutions. The learning technologists are very helpful when they are reached directly but staff are being discouraged from contacting the learning technologists directly without a SNOW request. Kevin asked staff to let him know whenever there are major problems so he can be aware of the issues and bring these to the attention of the appropriate areas for a timely solution.

3.1.4 Independent Marking Plans are now in place and due to Academic Services tomorrow.

3.1.5 Jacky Mack asked if there was any feedback about the improved ASC processes for FASC. The general consensus was there is an improvement. A discussion followed. Members present pointed out that there still seems to be some duplication of efforts and repetition between ECEP/UET though, and the matter of shared units between programmes is still challenging. Jacky noted the points raised.

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

3.2.1 Tiantian Zhang tabled a report and highlighted the general bidding success for the Faculty has resulted in increased RKE income per FTE from £12,127 in 2015/16 to £12657 in 2016-17. This is still significantly short of the £18K/FTE RKE income target set out for BU2018. The Faculty is generally performing well in meeting all other RKE targets set in BU2018. The Faculty is performing well with publications which have increased each year. The ongoing REF stock take mock exercise should provide further information on the quality of the publications in due course.

3.2.2 The Faculty has had a record 39 PhD completions in 2016-17 along with 5 MRes completions. 25 new PhDs have enrolled in September with more expected in January and April. The Faculty currently has a total of 198 PhD students compared to 205 this time last year.

3.2.3 A question arose about the status of the distribution of QR Incentive funds. Tiantian reported that funds that were previously committed were recently released however the bulk is still on hold while the UET decide how they want to distribute/avail these funds. A lengthy discussion followed. Members expressed their concerns about the negative impact this prolonged delay is having on time sensitive projects that are relying upon QR monies, particularly if funds have to be spent by the end of July. Unfortunately it is unknown yet as to when a decision will be made. As soon as Tiantian is advised, she will pass this information on.

### 4. Update from Director of Operations - Kelly Deacon-Smith

4.1 Kelly Deacon-Smith reported that she will be organising meetings that are being arranged with all admin teams across the University to review the Student Journey Project. Jacky Mack will be involved in these meetings as well.

- 4.2 There are discussions about bringing the SITS teams to meetings with some of the Academic/Departments to discuss key issues that were encountered at the start of the academic year and the University can reduce this happening again. As information about this becomes available, HoDs and Academic staff will be advised.
- 4.3 Kelly provided an update from recent meetings and discussions about the Poole Gateway Building. Plans are ongoing. The demolition of Tolpuddle House is expected to commence in early 2018. There will be a phase 1 and phase 2 of the Poole Gateway building. The second phase is potentially a Science & Technology building after Phase 1 is completed which could house all SciTech offices, potentially leaving Christchurch House for labs and teaching.
- 4.4 Christchurch House Labs - discussions are underway about housing the Biology Lab that will be relocated from Bournemouth House to the second floor of CH along with the FST wet labs in CH. This will be phased in and will be available to FHSS as well as FST. Office space will be impacted and may have to be relocated as result. A feasibility study is being carried out at present. There is likely to be a domino effect of moves, possibly including FoM PGR's and FoM staff having to move from CH to other locations to make room for the possible changes in CH. A discussion followed. Kelly assured members that adequate notice and preparation will be given to any office moves. Office space will continue to be extremely limited until after the phase 2 build of the Poole Gateway Building of the planned Science and Technology building.

## 5. Proposed new courses, programmes and modifications

- 5.1 **i. MSc Health Psychology** - tabled as a proposed new MSc programme. The Executive Team reviewed and approved this programme and it is being tabled before the Academic Board for agreement. **Agreed**

## 6 Visiting Professors and Visiting Fellows Reappointments and Appointments

### Visiting Professors

- 6.1 For point of information, Keith Phalp clarified that the Academic Board makes recommendations regarding Visiting Professorial appointments to the OVC. The Vice Chancellor and PVC Research have the authority to approve or disapprove the recommendations. Approvals regarding Visiting Fellows are at the Faculty level.
- 6.2 Professor Hamideh Afsarmanesh - Computing and Informatics, collaborative systems at the Informatics Institute of the University of Amsterdam (UvA), the Netherlands. Recommended for *appointment* by Dr Lai Xu. Statement of Support and Bio provided. Her 57 page CV is available on the I-Drive as well. **Recommended for approval**
- 6.3 Professor Farhad Arbad - Computing and Informatics, Professor of computer science, chair of software composition, Leiden University. Recommended for *appointment* by Dr Paul DeVrieze. Statement of Support and Bio along with long CV available on the I-Drive provided. **Recommended for approval**

### Visiting Fellows

- 6.4 Dr. Amanda Comoretto - Psychology - recommended for *appointment* by Dr. Constantina Panourgia. Statement of Support and CV provided. **Approved**
- 6.5 John Davy-Bowker - Applied Biology/Ecology, Freshwater Biological Association, River Laboratory, East Stoke, Wareham, Dorset, recommended for *appointment* by Professor Genoveva Esteban. Statement of Support and CV provided. **Approved**
- 6.6 Dr Karina Gerdau-Radonic - AAFS, Biological Anthropology - recommended for *appointment* by Dr Martin Smith. Statement of Support and CV provided. **Approved**
- 6.7 Dr Carlo Harvey - Creative Technology - recommended for *appointment* by Christos Gatzidis. Statement of Support and CV provided. **Approved**
- 6.8 Dr Nivien Speith - AAFS, Anthropology - recommended for *appointment* by Professor Timothy Darvill. Statement of Support and CV provided. **Approved**

- 6.9 Dr Mike Allen - Archaeology/Anthropology - recommended by Professor Tim Darvill for *reappointment* for three more years. Dr Allen has been continuously involved with the CAA Research Ctr. **Approved**
- 6.10 Dr Katharine Barker - Archaeology/Anthropology - recommended by Professor Tim Darvill for *reappointment* for three more years. Dr Barker has been continuously involved with the CAA Research Ctr. **Approved**
- 6.11 Ms. Sheila Boardman - Archaeology/Anthropology - recommended by Professor Tim Darvill for *reappointment* for three more years. Ms. Boardman has been continuously involved with the CAA Research Ctr. **Approved**
- 6.12 Jeffrey Chartrand - Archaeology/Anthropology - recommended by Professor Tim Darvill for *reappointment* for three more years. Jeffrey Chartrand has been continuously involved with the Department/CAA Research Ctr. **Approved**
- 6.13 Dr Marie-Christine Dussault - Bio Anthropology recommended by Dr Martin Smith to let VF privileges *lapse* as Dr Dussault is no longer engaged with the Department of AAFS or the CAA Research Centre. **Approved**
- 6.14 Ms Frances Griffith - Archaeology - recommended by Professor Tim Darvill to *reappointment* for three more years. Ms Griffith has been continuously involved with the AAFS Department/CAA. **Approved**
- 6.14 Dr John Hodgson - Archaeology/Anthropology - recommended by Professor Tim Darvill for *reappointment* for three more years. Dr Hodgson has been continuously involved with the Department/CAA. **Approved**
- 6.15 Dr Orestes Karamanlis - Creative Technology/Music Technology - recommended by Dr Christos Gatzidis for *reappointment* for three more years. Dr Karamanlis has been continuously involved with the Department of CT. **Approved**
- 6.16 Dr Nicola Macchioni - Maritime Archaeology (recommended by Paola Palma) - recommended by Professor Tim Darvill to let VF privileges *lapse* as Dr Macchioni has not been engaged with the department since Paola left. **Approved**
- 6.17 Mr David Morris - Maritime Archaeology - recommended by Professor Tim Darvill for *reappointment* for another three years. Mr. Morris has been continuously involved with the AAFS Department/CAA. **Approved**
- 6.18 Dr Keith Royston Stokes - Sustainable Design - recommended by Prof Zulfiqar Khan for *reappointment* for three more years. Dr Royston Stokes has been continuously involved with the Department of Design & Engineering. **Approved**
- 7. Other issues raised by staff**
- 7.1 Passports from guest lecturers - there was a recent incident in which a (presumably) British guest lecturer from Cambridge University was coming to address a Psychology class as a one off guest speaker. He was not happy about being asked to produce his passport. Members asked if the requirements had changed since the HR presentation last year regarding having British citizens from other UK Universities/corporations to produce evidence of right to work in UK. It was pointed out then that employees of British HEIs and businesses would have had to have proven their right to work in the UK to work where they work, especially if they are British citizens.
- 7.2 Kelly Deacon-Smith said the information coming from the Home Office and HR as result had been confusing and often contradictory, depending upon who was addressing the question. For one-off UK/EU guest speakers who were not being paid, it should not be necessary to see their original passport unless they were from outside the UK/EU. If guest lecturers were providing more than 1 guest lecture and expected to be paid, than a PTHP contract with provision of original proof of right to work in the UK was legally required. This applies to external examiners as well. A lengthy discussion followed.

- 7.3 There had also been frustration with British born PTHP employees producing legal short form birth certificates which were not accepted by HR, instead of long form birth certificates as they do not have long form birth certificates. A question arose pertaining to liability which should be referred to our HR Manager. Kelly urged members to check with Natalie Andrade, Operations Manager, when in doubt. The HR Department was in the process of developing written guidelines regarding this matter.

## **8 Questions or comments regarding reports and minutes submitted electronically**

- 8.1 Academic Services Report - Jacky Mack (tabled)  
Jacky Mack reported that the Academic Services Report has been tabled and invited questions and comments. Phil Stocks (Faculty Librarian) reported that study skills workshops have been taking place in library. Students are being notified on MyBU and Brightspace and have been booking places in the workshops via the study skills workshop calendar that show availability on dates/places.
- 8.2 Associate Dean, Student Experience Report - Dr Clive Hunt (tabled)  
Clive Hunt tabled his ADSE report electronically and invited questions and comments. The report addressed new arrival induction, review and reflection of processes for the current academic year, the NSS and areas in need of improvement such as Assessment and Feedback and Organisation and Management, and the upcoming MUSE survey. Questions and comments were invited.
- 8.3 Associate Dean, Global Engagement Report - Dr. Angelos Stefanidis (tabled)  
Angelos Stefanidis tabled his ADGE Report electronically. The report addressed the outline draft Faculty Operational Plan for 2017-18, Partnership Development, the Faculty's continuing work on developing further mobility opportunities, EU/OS student recruitment efforts, and International Work Placements (Mobility). Dr Andrew Whittington has been appointed the Department of AAFS's Global Engagement Leader, replacing Karina Gerdau-Radonic who relocated back to France. In Angelos' absence, Keith invited any questions or comments about the ADGE report.
- 8.4 Head of Dept of Archaeology, Anthropology & Forensic Science - Prof Tim Darvill (tabled)  
Tim Darvill tabled the HoD AAFS electronically. Prof Tim Darvill was appointed acting HoD AAFS following the recent retirement of Prof David Osselton. Prof Kate Welham has taken over as Head of Research for the Department. Tim's report addressed the Department's research activities and preparation for the REF, student recruitment and the wide range of field work being done by staff and students as well as partnerships with other UK higher education institutions. A book by Dr Miles Russell on the legendary King Arthur was featured in a report in The Times on 7 October 2017. Tim invited any questions or comments about his report.
- 8.5 Head of Dept of Computing & Informatics - Prof Vasilis Katos (tabled)  
Vasilis Katos tabled the HoD Computing & Informatics report electronically. The report addressed the Department's education and research activities, PhD completions, bidding and conference activities as well as publications. Vasilis invited any questions or comments about his report.
- 8.6 Head of Dept. of Creative Technology - Dr. Christos Gatzidis (tabled)  
Christos Gatzidis tabled the HoD Creative Technology report electronically. The report included news and updates from the Department since the last Academic Board meeting. Dr Feng Tian has had a recent bid success with an EU Horizon 2020 call and that of a Marie Curie Individual Fellowship. The total funding requested from the EU is over 180K Euros. The Department has a bid in to host the 2018 outing of the Foundations In Digital Gaming Conference at BU next summer. Preparations are underway for a new UG BA in Music and Sound Production course to replace the BSc Music and Audio Technology course. TIGA has nominated the Faculty/University/Department for the Best Educational Institution Award. The ceremony will take place on the 2nd of November. The report also addressed the Department's actions to improve their NSS scores. Last year we did win this award. Christos invited any questions or comments about his report.
- 8.7 Head of Dept. of Design and Engineering - Dr Philip Sewell (tabled)  
Philip Sewell tabled his HoD, Design and Engineering report electronically. The report addressed the Department's education activities, research and enterprise activities, professional activities and new staff.

- 8.7.1 The Department has had excellent student recruitment this year. Five level 5 Design Engineering students recently competed in a Royal Academy of Engineering sponsored competition to design solutions to the Engineering Global Grand Challenges. The prestigious competition was hosted by the National Academy of Science and George Washington University in Washington DC in the USA over the summer. The BU team gave an excellent pitch and came in second overall, winning a cash prize of \$15,000. The first prize winning team came from the University of California, San Diego.
- 8.8 Head of Dept. of Life and Environmental Sciences - Prof Richard Stillman (tabled)  
Richard Stillman tabled his HoD LES report electronically. The report addressed the Department's efforts in phasing in redesigned curricula to increase course attractiveness, student satisfaction and retention, new posts, Elena Cantarello and the Green Impact Team's Green Impact Silver award, the Freedom of the City of London award to a former LES MSc student, Katie Thompson, and various funding successes. Richard invited any questions or comments.
- 8.9 Head of Dept. of Psychology - Dr. Peter Hills (tabled)  
Peter Hills tabled his HoD Psychology report electronically. Peter Hills has been appointed Head (from Acting Head) of the Department. The report addressed the Department's staffing, increased and high NSS satisfaction scores, research activity and bidding successes, conference attendances and professional collaboration between Department members and the NHS. Richard invited questions and comments from members.
- 8.10 Health and Safety Report - Helen Brennan (tabled)  
A summary report from the Faculty's Health and Safety meeting of September 2017 was tabled electronically by Helen Brennan, Health and Safety Advisor. The report focused on the compliance with Firerite training and DSE training statistics and staff were urged to complete this mandatory training, and managers are asked to help encourage staff within their departments to comply with BU regulations.
- 8.11 Faculty Education and Student Experience Committee meeting minutes, 21/4/17  
The FESEC meeting minutes of 21 April 2017 were tabled electronically for informational purposes.
- 8.12 Faculty Academic Standards Committee meeting minutes, 26/4/17 and 21/6/17  
The FASC meeting minutes of 26 April 2017 and 21 June 2017 were tabled electronically for informational purposes.
- 9. AOB**
- 9.1 Keith asked for staff volunteers to participate in the Faculty graduation platform parties. Evidently a maximum number of 35 can be seated on the platform. The Faculty's two graduation ceremonies take place on Thursday, 9 November at the BIC. Paula Peckham needs to have the names of volunteers by the end of this week if possible. It is important to have a good Faculty Academic presence on the platform.
- 9.2 Ruth Muir reported that the cut-off date for graduands to register to participate in their graduation ceremony was 10 October but due to system problems, many under-graduate graduands have not yet received their invitations to register. Jacky Mack said these students will have to be given consideration beyond this date and asked Ruth to provide further details about this to her to ensure these graduands have a chance to register if they chose.
- 10. Date of Next Faculty of Science & Technology Academic Board meeting**  
1 February 2018 at 2pm in the Boardroom