

**BOURNEMOUTH UNIVERSITY**

**SENATE**

**Wednesday 26 February 2014, 2.15pm**

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

<b>AGENDA</b>		<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 30 October 2013 (VC)</b> 2.1 Matters Arising	SEN-1314-41	<b>2.15</b>
<b>3</b>	<b>Report of Electronic Senate Meeting of 5 February to 12 February 2014</b>	SEN-1314-42	
	<b>PART A – Vice-Chancellor’s Communications</b>		<b>2.30</b>
<b>4</b>	4.1 BU 2018 and HE Sector Update	Verbal Report	
	<b>PART B – Debate</b>		<b>2.50</b>
<b>5</b>	5.1 Innovation in education: How can CEL and other initiatives ensure we embed best practice (Prof Gail Thomas, Dr Sue Eccles, Kelly Goodwin and Dr Geli Roushan)	Presentation	
	<b>PART C – Other Reports</b>		<b>3.50</b>
<b>6</b>	6.1 New Award Proposal: Foundation Degree in Engineering (FdEng) – For Approval (Dr T Humphries-Smith)	SEN-1314-43	
	6.2 BU QAA Action Plan – For Information (Ms C Symonds)	SEN-1314-44	
	6.3 Annual Review of 6A - <i>Standard Assessment Regulations for taught awards</i> – For Approval (Ms C Symonds)	SEN-1314-45	
	6.4 Fair Access Agreements 2015/16 – For Approval by Chair’s Action (Ms K Pichlmann)	SEN-1314-46	
	6.5 Research Ethics Restructure Implementation Plan – For Note (Prof J Fletcher)	SEN-1314-47	
	<b>PART D – Routine Committee Business</b>		<b>4.15</b>
<b>7</b>	<b>Terms of Reference</b>		
	7.1 University Research Ethics Committee Terms of Reference	SEN-1314-48	
	<b>Minutes of Standing Committees:</b>		
	7.2 Education & Student Experience Committee (unconfirmed), 21 January 2014	SEN-1314-49	
	7.3 University Research Ethics Committee (unconfirmed), 2 December 2013	SEN-1314-50	
	<b>School Academic Boards:</b>		
	7.4 School of Health & Social Care (unconfirmed), 6 February 2014	SEN-1314-51	
	7.5 Media School (unconfirmed), 5 February 2014	SEN-1314-52	

8	<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.		4.30
9	<b>Dates of next meeting:</b> <b>Electronic Senate</b> – 9.00am, Wednesday 14 May 2014 <b>Senate Meeting</b> – 2.15pm, Wednesday 4 June 2014		

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

**MINUTES OF A MEETING OF SENATE held on 30 OCTOBER 2013**

- Present: Prof J Vinney (**Chair**)  
Mr C Allen; Ms M Barron; Prof M Bennett; Dr C Bond; Dr C Chapleo;  
Ms T Hixson (Secretary); Mr J Holroyd; Mr A James; Dr S Jeary; Mr S Jukes; Ms J Mack; Ms J Quest; Prof J Roach; Prof H Schutkowski; Mr M Simpson (SUBU); Ms A Stevens; Ms C Symonds; Dr H Thiel; Dr K Wilkes; Prof T Zhang
- In attendance: Mr S Cox (Estates); Ms M Frampton (Committee Clerk); Prof I MacRury; Mr K Papa (Architect); Prof D Patton; Mr G Rayment (Committee Clerk)
- Apologies received: Mr J Andrews; Mr G Beards; Prof D Buhalis; Prof P Comninou; Mr D Evans; Prof B Gabrys; Mr J Gusman (SUBU); Prof T McIntyre-Bhatty; Prof A Mullineux; Prof R Palmer; Prof E Rosser; Prof G Thomas

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

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

**2. MINUTES OF THE MEETING OF SENATE HELD ON 19 JUNE 2013**

The Minutes were approved as an accurate record.

**2.1 Matters Arising**

There were no matters arising.

**2.2 Membership**

The Chair welcomed the new members of Senate: Mr Beards (Director of Finance & Performance), Mr Simpson (SUBU President), Ms Barron (in her new role as Head of Student Support Services), Ms Mack (in her new role as Head of Academic Services); Mr Gusman (SUBU Vice President), Ms Stevens (Elected Professional & Support Staff Representative), Prof Mullineux (Professorial Representative, the Business School).

**3. REPORT OF ELECTRONIC SENATE MEETING OF 9<sup>TH</sup> TO 16<sup>TH</sup> OCTOBER 2013**

It was noted that Item 6, which referred to the University Research Ethics Committee Terms of Reference, had been withdrawn and would be presented at the next Electronic Senate meeting in February 2014.

**4. VICE-CHANCELLOR'S COMMUNICATIONS****4.1 Strategy & HE Sector Update**

- 4.1.1 The Chair reported that the final Quality Assurance Agency for Higher Education (QAA) Institutional Review report had been formally published on 6 September 2013 and was available to view on the QAA website. The outcome of the review was a remarkable achievement for BU and thanks were given to those members specifically involved. BU had become the first University to be 'commended' for the quality of student learning opportunities, which was an excellent outcome. BU was now required to submit an Action Plan although as there were no formal recommendations this would be focused on building on areas of existing good practice highlighted in the review.

- 4.1.2 BU had made good progress with its ranking in The Times league table by increasing its standing by 14 places. An aggregate ranking of joint 59<sup>th</sup> had now been achieved across the three leading UK league tables (The Times/Sunday Times Good University Guide 2014, The Guardian University Guide and the Complete University Guide), which was noted as an excellent accomplishment. Our BU2018 KPI is to have secured a top 50 aggregate ranking. It was noted that the National Student Survey (NSS) was influential in terms of league table positioning and a review had recently been commissioned by the Higher Education Funding Council for England (HEFCE) to establish whether the NSS was working successfully and whether any improvements could be made. Feedback on the current NSS approach was invited from individuals (as opposed to an institutional response) by 13 November 2013 via the NSS website. Senators were encouraged to respond.
- 4.1.3 This year had proved to be a successful year overall for student recruitment in comparison to many other universities. Undergraduate student recruitment had shown to be strong however postgraduate and overseas student recruitment remained a challenge.
- 4.1.4 In order to try to increase student recruitment numbers, Ms Quest questioned whether BU should follow the example of other universities, such as Birmingham University, and give consideration to becoming more flexible when making offers to applicants. In essence to make unconditional offers before results are known. Ms Barron commented that BU should continue to be controlled and only make offers to applicants considered able to meet the demands of our programmes. She continued that it was therefore important to identify students' potential and whether they could be developed to succeed. It was confirmed that BU did now make contextual offers. Ms Mack agreed to look into the admissions cycle and explore further with Ms Pichlmann and the Fair Access Group, along with examining Birmingham University's success with its student recruitment, as their approach could be a useful mechanism in the areas where BU struggles to recruit.
- |   |
|---|
| <p><b>ACTION:</b> Ms Mack would look into the admissions cycle and explore further with Ms Pichlmann and the Fair Access Group, along with examining Birmingham University's success with its student recruitment.</p> <p><b>ACTION BY:</b> Ms J Mack</p> |
|---|
- 4.1.5 Research undertaken by BU's Prof Fletcher had shown that BU contributes more than £1m a day to the local community. A regional launch event had been held to publicise this impact and it would now be built into our key messages.
- 4.1.6 Prof Patton commented that BU needed to address how BU systems and processes supported business engagement.
- 4.1.7 The Government's Immigration Bill had been through its second reading in Parliament and the Chair had included some of the details within his recent email to staff members. There would be a number of implications for Higher Education which included charging students for access to the NHS. The recently published Review of Universities and Growth by Sir Andrew Witty had highlighted the significance of economic growth which could influence Government policy in advance of the next General Election. Within the Review documentation it was commented there could be increased funding for universities and that universities should be the focus for creating growth within the UK moving forward. Senators were encouraged to read these important documents.
- 4.1.8 David Willetts MP had recently published a pamphlet on the legacy of the Robbins report and the Future of Higher Education which had flagged key issues, such as the level of research being undertaken within universities and whether this was helpful to the sector as a whole. Work would also be undertaken to look at the response of the Higher Education funding system on demographic changes and the decreased number of 18 to 20 year olds. Thinking 30 years in advance, and with the possible increase of approximately 400,000 students, it was noted that the Government would need to re-visit its funding mechanisms.

- 4.1.9 The Office of Fair Trading (OFT) had shown interest in the HE Sector as a whole, and they had started to look into the £9,000 annual fee cap and whether this was a barrier to competitiveness. The OFT may also look into other areas such as uncapped fees and uncapped student numbers.
- 4.1.10 The recently published 'Top 10' cards and the BU Annual Review 2013 report had been distributed to members. The information contained within the Annual Report was available to view on the BU website and by scanning the purple triangles with the Augmented Reality (AR) Reader on smartphones.

## 5. FUSION BUILDING 1

- 5.1 Mr Cox of the BU Estates Department introduced the Fusion Building 1 presentation for which he was joined by Mr Papa of BDP Architects. The Estates Development Framework and Estates Plan had now been approved by the University Board. These provided the overall framework for estates development over the next 40 years and a detailed plan through to 2018. Fusion Building 1 is a key part of the Plan.
- 5.2 The Project Board had looked at the space available at Talbot Campus and the facilities needed. The architects had listened to the needs of stakeholders and it was anticipated the plans for the new building would accommodate Fusion, research, teaching and business engagement which in turn would provide greater opportunities for collaboration which were being considered by the academic representatives on the Project Board.
- 5.3 The new building would sit centrally on the car park adjacent to the Sir Michael Cobham Library. All furniture would be multi-use and/or mobile to allow spaces to be used flexibly. Lecture theatres, seminar/teaching rooms, meeting rooms and break out spaces were planned in addition to 'Fusion space', e.g. contemplative space, research space and an area to bring businesses into the university.
- 5.4 The ground floor would mainly provide space for public activities e.g. exhibition space and catering. The second floor would provide lecture theatres, meeting rooms and seminar rooms which would all have open space with balconies and include free flowing movement areas. The top floor would provide quiet café space and seminar rooms. The whole building would provide a light, airy and accessible environment.
- 5.5 Prof Patton and Prof MacRury, members of the Project Board, described a landmark building which would support the Fusion concept. They considered the form of the building to be excellent and that there had been a very imaginative use of space which had great potential for collaboration between academics and students. The Centre of Excellence in Learning (CEL) and the Centre for Excellence in Media Practice (CEMP) had also contributed ideas to the architects. They welcomed the idea of providing an exhibition space to showcase students' work which would link different areas of the University together and show the value of research to students.
- 5.6 The discussion moved on to the possible relocation of the School of Health & Social Care (HSC) to the Talbot Campus. It was confirmed that Fusion Building 1 would not accommodate this but that it was intended that future buildings would, but not until 2018/19. It was confirmed that due to the construction of Fusion Building 1, there would be a need to find solutions for future parking and this is part of the planning considerations.
- 5.7 It was also confirmed that investment would continue in existing buildings. Due to the difference in quality and aesthetics between the current and the proposed new buildings, funding had been earmarked to improve and renovate the existing estate. In the longer term, a main boulevard would be created through the campus in order to connect key elements of the campus. Spaces would be introduced between buildings to create a landscaped parkland feel which would fit with the local area.
- 5.8 Following discussion, it was suggested that the Project Board give further consideration to the ground floor of Fusion Building 1 and the possible uses of the area, especially the type of furniture used. The management of break out areas near teaching rooms was noted as an area of concern as this space was not able to be pre-booked.

- 5.9 Mr Cox advised that the planning application for Fusion Building 1 would be submitted in early February 2014 and it was anticipated that construction would commence in August/September 2014.

## **6. OTHER REPORTS**

### **6.1 REF Update**

- 6.1.1 The final BU Research Excellence Framework (REF) submission was due to be submitted in November 2013. Around one third of academic staff would be submitted which represented a significant increase on 2008. The results would be available in December 2014, with the expectation that funding allocations would be set around March 2015. Work on REF 2020 would commence in January 2014. The Chair thanked Prof Bennett for his leadership of the REF.

### **6.2 Integration of the School of Design, Engineering & Computing (DEC) and the School of Applied Sciences (ApSci)**

- 6.2.1 Prof Roach provided an update on the progress made regarding the integration of ApSci and DEC which would become an integrated entity from January 2014. It was anticipated that this would provide a stronger entity with enhanced academic synergies and increased opportunities for growth and development.
- 6.2.2 Following the first joint Executive meeting, an email had been sent to affected staff advising them of the proposal to form a new Faculty of Science and Technology (name to be decided). The general consensus of staff appeared to be in favour of the integration. Prof Roach had discussed the integration of ApSci and DEC at the recent ICE Forum to update colleagues and Unions and a formal consultation document had been circulated. The consultation period would remain open until 22 November 2013. All students had been made aware of the proposed integration and no negative comments had been received to date. Following the consultation, and subsequent approval, it was hoped that interviews for senior staff positions would take place with effect from 1 December 2013 and all successful candidates would be in post by January 2014. An overall launch of the new Faculty along with its new branding would take place in February 2014.
- 6.2.3 The use of the word 'Faculty' in the update was queried and the Chair confirmed that whilst the university had operated previously with a mixed economy of Schools and Institutes this was not ideal and that careful consideration would be given to any new terminology adopted. Prof Roach provided a range of generic definitions and Dr Bond suggested that a BU definition of what is meant by the term 'Faculty' might be useful. The Chair confirmed that if we went down the 'Faculty' route across BU that it would not be a simple renaming of existing Schools, but rather would be academically led and aimed at delivering greater academic synergy and strength aligned to delivering BU2018, as was the case with the current School integration. The Deans who were present, Dr Wilkes and Mr Jukes, showed their support for further discussions around future options. A further update will be given at the next Senate meeting.

## **7. MINUTES OF STANDING COMMITTEES**

### **7.1 International & UK Partnerships Committee, 2<sup>nd</sup> October 2013 (unconfirmed)**

The minutes were noted.

### **7.2 University Research Ethics Committee, 16<sup>th</sup> October 2013 (unconfirmed)**

The minutes were noted.

Prof Bennett confirmed the University Research Ethics Committee was due to meet in December 2013 to agree a revised set of proposals.

It was noted that Section 4 of the minutes made reference to the name of a complainant. Prof Bennett advised that these details would be removed from the minutes. Prof Zhang confirmed that BU should ensure it had a robust system in place without comprising the research undertaken at BU. The process should be examined in detail to ensure that all areas were covered.

**7.3 School of Applied Sciences, School Academic Board, 3<sup>rd</sup> October 2013 (unconfirmed)**

The minutes were noted.

**7.4 School of Health and Social Care, School Academic Board, 3<sup>rd</sup> October 2013 (unconfirmed)**

The minutes were noted.

**7.5 Media School, School Academic Board, 2<sup>nd</sup> October 2012 (unconfirmed)**

The minutes were noted.

**8. ANY OTHER BUSINESS**

**8.1** There was no other business.

**DATE OF NEXT MEETING:**

**Electronic Senate** – 9.00am on 5 February 2014 to 5.00pm on 12 February 2014

**Live meeting** – 2.15pm, Wednesday 26 February 2014

**BOURNEMOUTH UNIVERSITY**

**ELECTRONIC SENATE**

**REPORT OF A MEETING OF ELECTRONIC SENATE held on  
5 February 2014 (9AM) TO 12 February 2014 (5PM)**

**STATEMENT ON QUORUM**

The meeting was quorate with 17 members confirming attendance.

**MATTERS RAISED BY MEMBERS**

**1. EMBEDDING FUSION PATHWAY (SEN-1314-24)**

Raised by: the School Academic Staff Representative, Business School

Description of the matter: In view of Matthew Bennett's change of role, could we ask for clarification on the likely path of the "Embedding Fusion" focus in job descriptions, promotion paths etc, as it seemed closely tied to him personally. Is it proceeding, and if so what are envisaged timetables?

Response from the Associate Director of Human Resources was given with the paper.

***Chair's Decision***

Issues noted, no further action.

**2. REVIEW PROCESS PRIOR TO SUBMISSION OF RESEARCH GRANTS AND  
DUPLICATION OF WORK (SEN-1314-25)**

Raised by: the School Academic Staff Representative, School of Health & Social Care

Description of the matter: Whilst it is appreciated there is a need for guidance and timescales to enable staff at all stages of the process to plan and manage workloads, the current review processes prior to submission of research grants to Research Councils is duplicating effort and hence taking too long. Can ways be sought to enable the process to be responsive to the needs of academics?

A member of staff was trying to respond to a call that came out just before Christmas, which made it impossible to give the 6 weeks' notice that was required. This then generated a lot of effort to resolve the problem. (I understand that the person contacted John Fletcher and resolved the issue). The main essence of the question is seeking reassurance that rules will not be applied so inflexibly in future.

Response from the Head of the Research & Knowledge Exchange Office was given with the paper.

***Chair's Decision***

Issues noted, no further action.

**3. STATISTICS INFORMING THE POSITION OF WOMEN WITHIN BU (SEN-1314-26)**

Raised by: the School Academic Staff Representative, School of Health & Social Care

Description of the matter: Bournemouth University's membership of Athena SWAN is welcomed as a positive statement about the University's commitment to address gender inequalities. No statistics on the position of women in BU are easily accessible.



Please could a set of such statistics e.g. the number of women holding senior positions, applying for and gaining promotions, etc. be published annually?

Responses from the Chief Operating Officer and the Equality and Diversity Adviser were given with the paper.

***Chair's Decision***

Issues noted, no further action.

**4. SEMESTERISATION (SEN-1314-27)**

Raised by: the School Academic Staff Representative, Media School

Description of the matter: This January there are disproportionately more examinations taking place in the second week creating bunching and anxiety for students and marking time pressures for academic staff immediately prior to the start of the next semester. The later summer examination schedule is also causing concern as there is now less time to allow for the sitting of examinations, assessment hand-ins, marking, feedback, the planning of assessment board dates and notification of marks to students, re-sit planning for August and conference attendance for both academics and students.

This is increasingly challenging for academic staff who must also produce research outputs and meet a range of institutional and external deadlines plus some would like to take annual leave. In addition there is some evidence that BU semester dates are not in line with other universities, for example current Thai exchange students need to return to start studies for Monday 20th January but have to complete BU assignments and submit by email by 27th January.

BU students also incur additional housing and subsistence costs for extended terms as well as reducing the time they are available to begin placements. What can we learn from all these issues and please can we understand the economic and educational benefits of semesterisation to BU and its students?" May I suggest that semesterisation might be an interesting topic for debate?

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

A comment subsequently received advised that semesterisation had recently been discussed at the MS School Academic Board meeting and it had been noted that many MA students would be unable to graduate in November due to the timing of their assessment boards and were understandably unhappy. The MS was aware that both short and long term solutions were being developed that included both communications and consideration around future award ceremony dates. This issue had been flagged at earlier CAS meetings and semesterisation would have benefitted from further scrutiny as this was now causing a problem.

A further response from the Deputy Vice-Chancellor was provided which advised that this issue was identified in April 2012. It was noted that the final assessment board for September 2013 full-time postgraduate entrants may not allow enough time for students to attend the next graduation ceremony in November 2014. It was agreed that SAS (as then constituted) would explore whether a postgraduate ceremony should be re-instated. This resulted in the proposal for an additional ceremony (and/or alternative timing of ceremonies) which was initially discussed by ULT in September 2012, then again in March 2013. This paper specifically identified moving the November ceremony to accommodate full-time postgraduate students. The decision at this time was to remain with one set of ceremonies in November. This decision was clearly taken well in advance of publication of material to full-time postgraduate entrants for September 2013. Unfortunately, the local arrangement that had previously been in place in the Media School would therefore not be possible to retain under the current system but the School did not manage to appropriately adjust all information provided to candidates/students.

The Media School has worked hard to rectify the situation for its students and in association with Academic Services the School has agreed that graduates be issued a formal transcript, so that they have the necessary formal documentation that they require in order to move to the next stage of their careers in a timely fashion. In addition, in this cycle the Media School will stage a special celebration for those students in December and obviously those students could come back for the 2015 ceremony. I am informed that the student representatives are satisfied and that they will be fully consulted on the detailed arrangements now that an agreed solution is in place.

For future cohorts, all Schools will need to appropriately ensure this issue does not recur by amending as necessary all communications and material with regard to graduation. In addition, the University could consider moving the November ceremony, or re-visit the potential provision of a smaller second ceremony that more closely meets the requirements of full-time postgraduate cohorts across the University as the number of full-time postgraduate students grows.

***Chair's Decision***

Issues noted, no further action.

**MINUTES OF STANDING COMMITTEES**

**5. ACADEMIC STANDARDS COMMITTEE, 4 DECEMBER 2013 (SEN-1314-28)**

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

***Chair's Decision***

Item noted, no further action.

**6. EDUCATION & STUDENT EXPERIENCE COMMITTEE, 5 DECEMBER 2013 (SEN-1314-29)**

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

***Chair's Decision***

Item noted, no further action.

**7. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 13 NOVEMBER 2013 (SEN-1314-30)**

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

***Chair's Decision***

Item noted, no further action.

**8. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 11 DECEMBER 2013 (SEN-1314-31)**

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

***Chair's Decision***

Item noted, no further action.

**9. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 22 JANUARY 2014 (SEN-1314-32)**

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

***Chair's Decision***

Item noted, no further action.

**10. BUSINESS SCHOOL – SCHOOL ACADEMIC BOARD, 30 OCTOBER 2013 (SEN-1314-33)**

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

***Chair's Decision***

Item noted, no further action.

**11. SCHOOL OF DESIGN, ENGINEERING & COMPUTING, 30 OCTOBER 2013 (SEN-1314-34)**

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

The General Manager of the Students' Union was concerned to read that it was felt that SUBU synoptic reports could at times represent a lone voice, and would be surprised if this were the case.

***Chair's Decision***

Item noted, no further action.

**12. GRADUATE SCHOOL - SCHOOL ACADEMIC BOARD, 22 OCTOBER 2013 (SEN-1314-35)**

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

***Chair's Decision***

Item noted, no further action.

**13. SCHOOL OF TOURISM – SCHOOL ACADEMIC BOARD, 13 DECEMBER 2013 (SEN-1314-36)**

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

***Chair's Decision***

Item noted, no further action.

**14. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 1 OCTOBER 2013 (SEN-1314-37)**

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

Revised Terms of Reference were approved at the October Electronic Senate. Further amendments have subsequently been agreed and will therefore be added to the Senate agenda for the meeting on 26 February 2014.

***Chair's Decision***

Item noted, no further action.

**15. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 12 NOVEMBER 2013 (SEN-1314-38)**

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

***Chair's Decision***

Item noted, no further action.

**16. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 4 DECEMBER 2013 (SEN-1314-39)**

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

***Chair's Decision***

Item noted, no further action.

**17. UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE, 9 JANUARY 2014 (SEN-1314-40)**

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

***Chair's Decision***

Item noted, no further action.

**DATE OF NEXT MEETING**

**Next in-person meeting:** Wednesday 26 February 2014 at 2.15pm

**Next Electronic Senate meeting:** 9.00am on 14 May 2014 to 5.00pm on 21 May 2014

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	New Award Proposal: Foundation Degree in Engineering (FdEng)
<b>Paper Number</b>	SEN-1314-43
<b>Paper Author/Contact</b>	Dr Tania Humphries-Smith
<b>Purpose &amp; Summary</b>	<p>The purpose of this document is to seek Senate's approval for a new Foundation Degree award title - FdEng – to be added to the University's list of awards which can be conferred by the University.</p> <p>The document was approved by the ASC on 13 February 2014 which gave approval for the programme to proceed to the next stage of development. Senate approval is sought for the addition of this award to the University's <i>Academic Regulations, Policies and Procedures</i>.</p>
<b>Decision Required</b>	Approval
<b>Strategic Links</b>	Using the Eng abbreviation within a course title is recognised as an indicator that the qualification is accredited by the Engineering Council through an associated Institute and being delivered at a professional level. Since the current FdSc Engineering Programmes are accredited through the Institution of Engineering Designers and progression is onto the MEng Engineering Programme, therefore, it would make sense for the programmes to become FdEng.
<b>Implications, impacts or risks</b>	<p>The proposed award of Foundation Degree in Engineering (FdEng) would sit within Bournemouth University's portfolio of sub-honours degree qualifications alongside the existing FdSc and FdA .</p> <p>If Senate approval is granted, <i>2A – Awards of the University: Policy</i> will be updated with immediate effect.</p>
<b>Confidentiality</b>	None

## Proposal for a new BU Award

### 1.1 Award title(s)

FdEng Engineering Framework  
 FdEng Engineering (Manufacturing Management)  
 FdEng Engineering (Mechanical Design)  
 FdEng Engineering (Electronic Design)

### 1.2 Rationale

#### Overview

This is an award title change only to pull the current FdSc Engineering Programmes in line with Engineering Council norms. Currently the following programmes run at Bournemouth & Poole College under franchised agreement:

FdSc Engineering Framework  
 FdSc Engineering (Manufacturing Management)  
 FdSc Engineering (Mechanical Design)  
 FdSc Engineering (Electronic Design), formerly FdSc Electrical Technology and Fdsc Electrical and Computing Technology – approved title change by ASC in July 2013.

#### Rationale

Using the Eng abbreviation within a course title is recognised as an indicator that the qualification is accredited by the Engineering Council through an associated Institute and being delivered at a professional level. Since the current FdSc Engineering Programmes are accredited through the Institution of Engineering Designers and progression is onto the MEng Engineering Programme, therefore, it would make sense for the programmes to become FdEng.

This change is also supported by local industry, students and justified by data obtained from course reviews evidenced below.

From a review of the naming of accredited Foundation Degree courses from the Engineering Council it has been found that FdEng courses make up 65%; as opposed to FdSc courses making up 13.5% of all courses (excluding the current BU awards). The remaining courses are titled Foundation Degree. Course searches were generated under the headings; General, Mechanical, Design, Manufacturing Engineering.

A review on UCAS Engineering Foundation Degrees produces a list of 74 Foundation Degree courses, of which 28 are FdEng and a further 16 are listed as Foundation Degree. Therefore, if the courses listed as Foundation Degree are ignored, almost 50% of courses are FdEng. Course searches were generated under titles Mechanical Engineering, Engineering, Electronic Engineering and Mechanical Engineering Design.

### 1.3 Proposed definition for the Award (to be added to the University Academic Policies and Procedures

The Foundation Degree in Engineering (FdEng) used for programmes where the study is exclusively in the field of engineering.

### 1.4 Related University programmes

HNC Engineering (Manufacturing Management)  
 HNC Engineering (Mechanical Design)

HNC Engineering (Electronic Design)  
MEng Engineering

### 1.5 Proposed entry qualifications

For the full time FdEng and part time HNC programmes applicants require 80 UCAS tariff points, including at least one A-level or an equivalent Level 3 qualification e.g. BTEC qualification or an Access to Higher Education Diploma in relevant subjects. BTEC students should normally have a Merit in Mathematics and/or Mechanical Principles. Applicants should have good literacy and numerical skills appropriate to the programme, a good understanding of computing and an aptitude for technical work. A minimum of 4 GCSEs grades A\* to C, including Maths and English or appropriate Key Skills Level 2 or equivalent.

For entry into the part time FdEng 120 Level C credits from an HNC in an appropriate discipline are required. The HNC should be awarded at Merit level.

An equivalent overseas qualification will also be considered. If English is not the applicant's first language, a minimum of IELTS Academic 6.0 or TOEFL 550 (paper based) or TOEFL 80 (internet based) is normally required.

### 1.6 Proposed timetable for delivery

Initial Marketing to commence: **immediately**  
Proposed Date of UCAS listing (where applicable): immediate  
Design Phase: **Dec 2013**  
Evaluation Phase: **April 2014**  
Date of first intake: **October 2014**

### 1.7 Name of lead contact within School/University

Dr Tania Humphries-Smith Head of Department of Design & Engineering – BU  
Matthew White - BPC

*John Prael 13/1/14*  
*DEEN*  
*Faculty of Science & Technology*



<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	QAA Institutional Review Action Plan
<b>Paper Number</b>	SEN-1314-44
<b>Paper Author/Contact</b>	Ms Catherine Symonds
<b>Purpose &amp; Summary</b>	The QAA require an Action Plan in response to the Review report. This Action Plan has been accepted by the QAA. It is a requirement of the process that it be posted to our website and updated annually.
<b>Decision Required of the Committee</b>	For information.
<b>Confidentiality</b>	N/A



## BOURNEMOUTH UNIVERSITY QAA Institutional Review 2013

## ACTION PLAN November 2013

Good Practice	Action to be taken	Responsibility	Review Date
<p>The University takes many constructive measures to engage and involve all members of staff in its mission, values and strategic priorities, including those articulated in its Strategic Plan</p>	<p>Fusion is the key concept which underlies the BU2018 strategy and its delivery is critical to the University's future mission. Fusion is the combination of education, research and professional practice. The Embedding Fusion initiative aims to ensure all staff have the opportunity to contribute. To ensure further integration there are a number of strands that staff are actively encouraged to engage in. These include:</p> <ul style="list-style-type: none"> <li>• Fusion Seminar and Conference Series,</li> <li>• Fusion Investment Fund,</li> <li>• Integration of fusion concept into the academic career framework.</li> </ul> <p>Engagement by staff will continue to be monitored to ensure the strategy continues to be appropriate.</p> <p>The Centre of Excellence in Learning was established in January 2013 as a vehicle for the discussion and dissemination of good pedagogic practice under a number of themed headings. The centre will be developed further in the year ahead and staff engagement will be a key tenet of activity.</p> <p>The Student Journey Project is a substantial change programme to review all administrative processes that relate to a student's academic journey in order to enhance the services provided. A University wide consultation with staff and students across the Schools and Professional Services on service ownership was completed in summer 2013. Individual service reviews commence from October 2013 and will continue to provide opportunities for staff to engage with delivering on this strategic priority.</p>	<p>Pro-Vice Chancellor (Research, Enterprise &amp; Internationalisation)</p> <p>Dean School of Health &amp; Social Care</p> <p>University Chief Operating Officer</p>	<p>September 2014</p> <p>July 2014</p> <p>September 2015</p>

<p>The University engages students individually, and collectively through the Students' Union, in its development of academic strategy and policy</p>	<p>The University will continue to engage students and Students' Union (SUBU) staff in cross-University committees at all levels affecting the student experience, from programme to University Board level. The University and Students' Union will continue to work together to identify further opportunities for student engagement in senior level activities for the quality assurance and enhancement of academic provision.</p> <p>The University will continue to support the Students' Union in the planned enhancement of the Student Representation System, including the introduction of a revised election process and more focussed training activities.</p> <p>The University and Students' Union will work together to explore possibilities for combining student surveys where appropriate to enhance the experience of engagement for students.</p> <p>Performance indicators for student engagement in learning and teaching, quality enhancement and assurance activities and the wider student experience have been developed by the Student Voice Committee and considered by Education &amp; Student Experience Committee. Further discussion is planned to progress the development of a subset of these indicators.</p>	<p>SUBU/University Executive Team/Educational Development &amp; Quality/Student Voice Committee</p> <p>SUBU/Student Voice Committee</p> <p>SUBU/EDQ/Student Experience Champions</p> <p>SUBU/Centre for Excellence in Learning/Student Voice Committee</p>	<p>July 2014</p> <p>September 2014</p> <p>September 2014</p> <p>July 2014</p>
<p><b>Affirmations</b></p>	<p><b>Action to be taken</b></p>	<p><b>Responsibility</b></p>	<p><b>Deadline</b></p>
<p>The University has extended placement opportunities to all undergraduates as a development of its well established commitment to employability</p>	<p>The University will develop its placement strategy to ensure that expertise in placement support is shared across the institution and is reflected in the latest procedural documentation.</p> <p>The Student Journey Project will include a review of staffing arrangements for on-course placement support and consider how professional expertise and best practice can be maintained and enhanced across Schools.</p>	<p>EDQ/Student Support Services</p> <p>Student Journey Organisational Change Lead</p>	<p>July 2014</p> <p>December 2013</p>



<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	Annual review of 6A - <i>Standard Assessment Regulations for taught awards</i>
<b>Paper Number</b>	SEN-1314-45
<b>Paper Author/Contact</b>	Netta Silvennoinen
<b>Purpose &amp; Summary</b>	<p>To consider the outcome of the annual review of the University's standard assessment regulations for taught programmes.</p> <p>The review was undertaken by the Quality Assurance Standing Group (QASG) on behalf of Academic Standards Committee (ASC).</p>
<b>Decision Required</b>	To approve the changes recommended by ASC.
<b>Strategic Links</b>	N/A
<b>Implications, impacts or risks</b>	If approved, the revised regulations will be introduced for the 2014-15 academic year.
<b>Confidentiality</b>	None

**Academic Standards Committee  
February 2014**

**Annual review of 6A - Standard Assessment Regulations for taught awards**

**1 Background and process**

- 1.1 In January, the Quality Assurance Standing Group (QASG) carried out an annual review of the University's standard assessment regulations for taught awards and associated procedural guidance. QASG recommended two minor changes to the regulations to Academic Standards Committee (ASC) which were supported by Members in the Committee's February meeting.
- 1.2 Senate is now asked to consider the proposed changes in Section 2 for implementation for the 2014-15 academic year. If approved, the associated procedural guidance will be updated accordingly.

**2 Recommended changes**

**2.1 Pass Mark:** Clarification of Pass/Fail elements of assessment:

- 2.1.1 Where Pass/Fail assessments are used to measure the achievement of intended learning outcomes, they are listed in the relevant unit and programme specification(s) but this is not currently reflected in the standard assessment regulations. It is therefore proposed that Pass/Fail assessments be added to the regulations for completeness and transparency.

**ASC RECOMMENDATION TO SENATE:**

- i) to approve the inclusion of reference to Pass/Fail assessments in *6A – Standard Assessment Regulations* (all awards) (see Appendix A, Section 6.2 for the proposed wording);

**2.2 Progression/Awards:** Completion of non-credit bearing placements as a progression/award requirement:

- 2.2.1 ASC agreed in December 2013 that non-credit bearing M-level placements should be optional unless designed to meet a professional body requirement. A subsequent discussion at QASG identified that a small number of extant M-level programmes include a mandatory non-credit bearing placement. As the current postgraduate regulations do not refer to non-credit bearing placements as a progression/award requirement, it is recommended that the regulations be updated whilst all academic provision is aligned with ASC's decision through the standard evaluation cycle.
- 2.2.2 None of the standard assessment regulations make reference to non-credit bearing short placements as an award requirement and it is recommended that this be added for completeness.

**ASC RECOMMENDATION TO SENATE:**

- i) to approve the completion of placements as a progression requirement for postgraduate programmes in *6A - Standard Assessment Regulations* (postgraduate awards) (see Appendix A, Section 8.1 for the proposed wording);
- ii) to approve the completion of placements as an award requirement in *6A - Standard Assessment Regulations* (all awards) (see Appendix A, Section 10.6 for the proposed wording);

## Appendix A

### Extract 6A - Standard Assessment Regulations: Postgraduate (starting from Section 5)

#### 5. PERIOD OF REGISTRATION

- 5.1 The maximum periods which a student may take to complete the programme, from first registration, are normally as follows:

	Full-time maximum (years)	Part-time maximum (years)
PGCert	1	2
PGDip	2	3
MA/MSc/LLM	3	5
CPD	As above from first registration to a CPD framework	

- 5.2 Periods of registration may be formally adjusted by the Assessment Board on reasonable grounds. Maximum periods of registration may be set for students who enter with credit.

#### 6. PASS MARK

- 6.1 The pass mark for each unit will be 50%. Where the unit is assessed by a combination of formally defined separate elements of assessment a pass will be awarded where the total unit mark is at least 50% and the mark in each separate component of the unit assessment is not less than 46.0%.

- 6.2 Where a formally defined separate element is assessed on a Pass/Fail basis, an overall unit pass will be awarded where the total unit mark is at least 50% and a pass is achieved in the Pass/Fail element(s). Where a unit is assessment entirely on a Pass/Fail basis, a pass must be achieved in all formally defined separate elements of assessment.

#### 7. COMPENSATION

- 7.1 When the total mark for a unit is less than 50%, but not normally less than 48.0%, and providing that no formally defined element contributing to the unit assessment has a mark of less than 46.0%, the Assessment Board will normally compensate for up to 40 credits at any one level and award a pass provided that the student to date has obtained a pass mark of 50% in the remaining credits in the same level as the unit or units for which compensation is considered. Such compensation will only apply to the first attempt (including any subsequent attempt taken as a first attempt due to mitigation) and may not normally apply to a unit or units with a total value of more than 40 credits at any one level. Where compensation has taken place the pre-compensation unit mark will be recorded.

- 7.2 As compensation is based on the appraisal of the student's performance to date in the level for which compensation is considered, it cannot be applied before the student has attempted a minimum of 60 credits at that level.

#### 8. PROGRESSION

- 8.1 Progression requirements are defined in the Programme Specification for the programme concerned and include, where appropriate, successful completion of the specified work experience.

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

##### *Submission of coursework*

- 9.1 Failure to submit a piece of coursework by the required deadline will result in a mark of zero (0%) being recorded.

Section 6.2 in the regulation would be new to include reference to Pass/Fail assessments (see 2.1 in the main text).

Section 8.1 in the regulation would be amended to take account of a small number of M-Level programmes which currently still have a non-credit bearing short placement

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

### **Attendance at examinations**

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

## **10. AWARDS**

- 10.1 All named awards are based on credit. The credits required for each named award are defined in the Programme Specification for the programme concerned.
- 10.2 A **Postgraduate Certificate** will normally be awarded to a student who has been credited with at least 60 credits at Level M, and who does not wish to progress further on the programme or who fails a subsequent stage.
- 10.3 A **Postgraduate Diploma** will normally be awarded to a student who has been credited with at least 120 credits at Level M, and who does not wish to progress further on the programme or who fails a subsequent stage.
- 10.4 A **Masters degree** will normally be awarded to a student who has been credited with at least 180 credits at Level M.
- 10.5 An **Aegrotat award** may replace any of the above awards when the student has not achieved the required number of credits for the level they are considered (see section 13.3). An Aegrotat award is always unclassified.
- 10.6 Where defined as a requirement for the award, the student must have successfully completed the specified work experience.
- 10.7 In the absence of a named award, or eligibility for a named award, the award of credit is given for the successful completion of individual units.

Section 10.6 in the regulation would be amended to cover non-credit bearing short placements as an award requirement.

## **11. CLASSIFICATION**

- 11.1 All units will normally have a weighting towards final classification.
- 11.2 For a **Postgraduate Certificate** and **Postgraduate Diploma** classification will be based on the credit-weighted aggregate mark as follows:

Pass	50 - 59%
Merit	60 - 69%
Distinction	70% or more

- 11.3 For a **Masters degree** classification will be calculated in whichever of the following is more advantageous to the student:
- Credit weighted aggregate mark as calculated in 11.2.
  - Mark profile. Where a student achieves an aggregate mark which is not more than 3 marks below a classification boundary (60 or 70) and has at least 120 credits in a higher classification than the aggregate mark, the Assessment Board will recommend that the higher classification be awarded.
- 11.4 A *viva voce* examination may be required, at the discretion of the Assessment Board, at any stage of assessment at Level M.

## 12. PROVISION FOR FAILED CANDIDATES

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

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

- 12.2 The Assessment Board will permit a student who fails at the first attempt to be reassessed within the limit for reassessment for the level (up to 3 units with a total value of no more than 100 credits), on one occasion only, in one of the following ways:

12.2

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

**Where a student exceeds the level entitlement for reassessment as detailed above, the Assessment Board will act in accordance with 12.6 thereafter.**

- 12.3 Where a student fails a 120-credit dissertation or project at the first attempt, the Assessment Board will permit the student to be reassessed in this unit only.
- 12.4 Where a reassessment has taken place, the formal element mark will not exceed 50%.
- 12.5 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

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

- 12.6 Once a student's reassessment allowance has been exhausted, i.e. the total amount of credits of failed units is beyond the credit limit for reassessment entitlement for the level (see 12.2 above), the Assessment Board will normally permit the student to repeat the remaining failed unit(s) for that amount of credit once only, or to withdraw from the programme. The Assessment Board should decide how reassessment and repetition should be applied to the student's profile.
- 12.7 Where a student fails in a reassessment for a unit as described in 12.2 above, the Assessment Board will normally permit them to repeat the failed unit(s) once only, or to withdraw from the programme.
- 12.8 In the case of unit(s) which are no longer current or available, an acceptable alternative will be identified.
- 12.9 Where a unit has been repeated, the unit mark will not exceed 50%. The Assessment Board will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only, in one of the ways identified in 12.2 and the unit mark will not exceed 50%.

**13 PROVISION FOR FAILED CANDIDATES WITH VALID REASONS FOR POOR PERFORMANCE**

- 13.1 If it is established to the satisfaction of the Assessment Board that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Assessment Board will act as follows.
- 13.2 Where mitigating circumstances are confirmed, a student may be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Assessment Board. If an assessment affected by illness was itself, a second attempt the student will be permitted to be reassessed as if for the second time. Where a student has passed a unit at a first attempt but his/her performance has been affected by mitigation, the Assessment Board may allow the student an opportunity to be assessed as for the first time. In such cases the second mark will stand.
- 13.3 In exceptional cases, where the student's ability to complete his/her studies is affected by serious circumstances (such as terminal illness of the student), and it is established that the student is likely to be unable to complete/return to complete his/her studies within a reasonable time period, the Assessment Board may act in one of the following ways:
- where the Assessment Board is satisfied that there is sufficient evidence of the student's achievement to determine the classification of an award, the student may be recommended on the basis of the available evidence for the award for which he or she is a candidate, or for an intermediate award specified in the Programme Specification. The decision of the Assessment Board must be ratified by the Chair of Senate.
  - an Aegrotat award may be recommended when the Assessment Board does not have enough evidence of the student's performance to recommend the award for which the student is a candidate, or an intermediate award specified in the Programme Specification. Before such a recommendation is made the student must have demonstrated achievement at the level for which an Aegrotat award is considered. The Assessment Board must be satisfied that on the balance of probabilities but for illness or other valid cause the student would have reached the standard required. The decision of the Assessment Board must be ratified by the Chair of Senate. Where appropriate, the student must have signified that he or she is willing to accept the award.
- 13.4 The above awards in 13.3 may only be considered when the student has not achieved the required number of credits. Although the award title is conferred, the student will only be accredited with the credits achieved.





<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	Fair Access Agreements 2015/16
<b>Paper Number</b>	SEN-1314-46
<b>Paper Author/Contact</b>	Karen Pichlmann, Head of Admissions, AS
<b>Purpose &amp; Summary</b>	To update Senate on the changes required by OFFA and HEFCE in relation to fair access agreements and the student opportunity fund.  To propose that Senate's approval is gained via Chair's action.
<b>Decision Required of the Committee</b>	To approve the recommendation:  That Senate approve the Fair Access Agreement 2015/16 via Chair's Action.
<b>Strategic Links</b>	Compliance to OFFA guidance allows BU to charge £9,000.
<b>Implications, impacts or risks</b>	Financial and reputational impacts of non-compliance.
<b>Confidentiality</b>	Internal only.

## Fair Access Agreement 2015/16

---

### 1. Introduction

The Higher Education Funding Council for England (HEFCE) and the Office for Fair Access (OFFA) submitted a new National Strategy for Access & Student Success to Government in the autumn of 2013. It was expected that HEIs would respond to the new national strategy by developing an institutional Strategy for Access & Student Success (SASS) to replace the Fair Access Agreements and Widening Participation Strategic Statements, thus achieving previously articulated aims of HEFCE and OFFA to align their requirements in the areas of fair access and widening participation. Guidance for this was expected on 23 January 2014.

On 6 February 2014, it was announced that HEIs would not need to respond to the National Strategy for Access and Student Success. Instead, HEIs would:

- i. submit an Access Agreement for 2015/16 in order to charge fees above the basic fee of £6,000 to OFFA in late April/early May, and
- ii. make a submission to HEFCE in relation to the Student Opportunity Fund in July

Firm dates are not available at the time of writing.

### 2. Fair Access Agreement 2015/16

Informal conversations with OFFA staff indicate that the guidance for 2015/16 will be in the form of a short guidance note, referring to the 2014/15 guidance. As such, the changes will be minimal and most relating to the bursary package now the National Scholarship Programme has been disbanded.

The Fair Access Agreement is developed by the Fair Access Agreement Management Group.

### 3. Proposal

Annually, Senate review and approve the key principles of the Fair Access Agreement during the development stages (along with the University Leadership Team and University Board).

Due to the late changes to the timeline for submission, review and approval of the Agreement at a Senate meeting is not possible. Therefore it is proposed that Senate approval is gained through Chair's Action.

### 4. Recommendation

That Senate approve the Fair Access Agreement 2015/16 via Chair's Action.

Karen Pichlmann  
Head of Admissions  
Secretary to Fair Access Agreement Management Group  
12 February 2014

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	Research Ethics Restructure Implementation Plan
<b>Paper Number</b>	SEN-1314-47
<b>Paper Author/Contact</b>	Julia Hastings Taylor
<b>Purpose &amp; Summary</b>	For information. The purpose of the paper is to inform Senate of the research ethics restructure implementation to ensure all members are aware of the restructure and how it will affect all BU researchers (both staff and students). The restructure sees the formation of two Research Ethics Panels which will meet monthly to review ethics applications on behalf of the University Research Ethics Committee. The restructure will be fully implemented on 28 February and implementation is currently on-going within each School. Please note each School has its own Implementation Plan, but all include the same detail regarding the restructure.
<b>Decision Required of the Committee</b>	To note
<b>Strategic Links</b>	The Research Ethics Restructure will help to strengthen BU's performance in research to ensure all our research is conducted to the highest standards of integrity. Additionally, the restructure reflects BU's commitment to good ethical practice, as a principle in itself and as a means of maintaining public confidence in the work undertaken by staff and students of the University.
<b>Implications, impacts or risks</b>	Implications of the ethics restructure primarily are centred around workload as the new process for reviewing taught research projects could require additional resources, specifically time. However, several implications and risks will be better mitigated with the restructure as the University can be confident research projects identified as above minimal risk will receive a more thorough review from a Panel rather than the current process, which allows for a single point of failure with only one person reviewing and approving ethics applications.
<b>Confidentiality</b>	No

## **Research Ethics Restructure Implementation Plan: School of Applied Sciences**

*Julia Hastings Taylor & Corrina Laila Osborne, December 2013*

### **1.0 Introduction**

This paper outlines the research ethics restructure implementation plan for the School of Applied Sciences. The University is currently in a transition period to merge this school with the School of Design, Engineering & Computing and as this is still underway, and senior posts for the merged school as yet unfilled the restructure will address both schools as separate entities.

The importance of working collectively and collaboratively is a key message within the BU strategy. One area where greater collaborative working is needed to facilitate cross-School working is in the area of ethics which differs in each School and has proved problematic for some academics working between Schools. The need for a more standardised and at times formal approach to School sign-off of ethics is also evident in recent case law. The seniority, knowledge and responsiveness of School ethics committees also need to be improved again in light of recent case law. Consequently, this paper presents an alternative solution to the current School-based ethics committees and addresses some of these issues while also increasing the importance and emphasis placed on ethics. The restructure presented is the formation of two Research Ethics Panels which will act on behalf of the University Research Ethics Committee (UREC), moving from a School-based to an integrated discipline-based model which will:

- Better facilitate cross-School working;
- Remove inconsistency and variation in practice in ethical approval across the BU Schools;
- Improve the rigour of ethical approval and the timeliness in some cases;
- Increase awareness of potential collaboration across BU;
- Provide additional support for applicants outside of the School of Health & Social Care working within the NHS.

In December 2013, UREC and the University Research and Knowledge Exchange Committee (URKEC) approved the restructure of the University's ethical review and approval process, to a model developed by a Working Group of academics approved by UREC. This model identifies the two Research Ethics Panels as Science, Technology & Health and Social Sciences & Humanities. The Terms of Reference for these Panels can be found in Appendix A.

This paper will be sent to the University Leadership Team in January for information and the restructured processes and procedures will be completed and formally replace all existing models at BU on 28 February 2014. This paper outlines the existing processes within the School of Applied Sciences and how the transition to the new processes will be implemented.

## 2.0 Current Process for Ethical Review and Approval

In the School of Applied Sciences, there are currently two routes for ethical approval. All Undergraduate and Postgraduate students gain approval through their Supervisor and all Staff gain approval through the School Ethics Representative, as outlined in Figure 1.

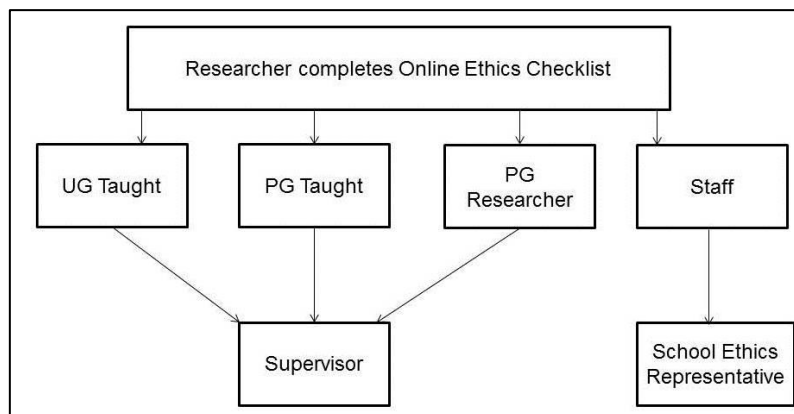


Figure 1: Current Process for Ethical Review in the School of Applied Sciences

The School of Applied Sciences policy states that Undergraduate students must submit their ethics checklist as part of their Learning Contract documentation which is sent to their Supervisor. Postgraduate Taught students must submit their ethics checklist with their draft proposal which is then assessed by their Supervisor. Postgraduate Research students must also submit their ethics checklist to their Supervisor when undertaking research; however, most Postgraduate Research proposals are reviewed by the School Ethics Representative. If a Supervisor needs further advice, the view of the School Ethics Representative will usually be sought. Staff must submit their ethics checklist to the School Ethics Representative.

There are several risks with the current process for ethical approval. For example, while Undergraduate students must submit their ethics checklist as part of their Learning Contract, this is not an assessed piece of work and therefore a risk exists that this may not be completed. The existence of a single School Ethics Representative presents a single point failure and does not facilitate a collaborative academic learning experience among academics of multiple disciplines. The compliance of ethics checklist completion by Postgraduate Research students and Staff is not monitored within the School and this therefore also poses a risk.

## 3.0 Restructured Process for Ethical Review and Approval

### 3.1 Above Minimal Risk

The restructured ethical review and approval process provides alternative routes for the approval of proposals, dependent on the level of risk presented. Above minimal risk is automatically identified by a researcher selecting 'yes' to one or more of the below questions on a completed ethics checklist:

- Does your research specifically involve participants who are considered vulnerable?
- Does the study involve participants age 16 or over who are unable to give informed consent?
- Will the study require the co-operation of a gatekeeper?
- Will it be necessary for participants to take part in your study without their knowledge and consent?
- Will the study involve discussion of sensitive topics?
- Are drugs, placebos or other substances to be administered?

- Will tissue samples be obtained from participants?
- Could your research induce psychological stress or anxiety, cause harm or negative consequences for the participant?
- Will your research involve prolonged or repetitive testing?
- Will the research involve the collection of audio materials?
  - Is the audio collection **solely** for the purposes of transcribing/summarising and will **not** be used in any outputs (publication, dissemination, etc.) and will **not** be made publicly available? (If yes, minimal risk)
- Will the research involve the collection of photographic or video materials?
- Will financial or other inducements be offered to participants?
- Will your research involve experimentation on any of the following: animals, animal tissue, genetically modified organisms?
- Will your research take place outside the UK?

## 3.2 Routes for Ethical approval

### 3.2.1 Undergraduate and Postgraduate Taught students

Undergraduate and Postgraduate Taught students submit their ethics checklist to their Supervisor and if minimal risk is identified, the Supervisor grants approval. If above minimal risk is identified, a Programme Team review the application. The Programme Team comprises of at least three people who will meet to review the submitted checklist and either approve this or return it to the applicant for further detail or amendments. This can be operationalised by incorporating these decisions into the reserved business of a Programme/ Framework meeting, depending on the timing of these meetings and the volume of business to address. Alternatively, a sub-group could be constituted to undertake this.

The meeting is minuted by the relevant Programme Team administrators to document the decision and rationale. Minutes from these meetings will be submitted to the relevant Research Ethics Panel for auditing at appropriate intervals and members of the Programme Team may be required to attend the meeting to discuss the decisions made which will enhance institutional learning and understanding.

### 3.2.2 Postgraduate Research students

Postgraduate Research students submit their ethics checklist to their Supervisor and if minimal risk is identified, the Supervisor grants approval. If above minimal risk is identified, the ethics checklist is submitted to the relevant Ethics Panel via an Ethics Filter, who ensures the relevant documentation and attachments are contained within the proposal. The Postgraduate Research student attends the Ethics Panel meeting to respond and discuss the application further in order for instant approval to be given. If approval cannot be given in the meeting, Chair's Actions will be initiated and referral to UREC can be made in this process.

### 3.2.3 Staff

Staff members complete an ethics checklist and if minimal risk is identified, an Ethics Panel Member will conduct a light-touch review and grant approval. If the Ethics Panel member identifies above minimal risk during the light-touch review, the ethics checklist will be referred to an Ethics Panel for review. The Ethics Panel member will complete the light-touch review within one week upon receipt of the ethics checklist. If above minimal risk is identified, the ethics checklist is submitted to the relevant Ethics Panel via an Ethics Filter, and the Staff member attends the Ethics Panel meeting to respond and discuss the application further in order for instant approval to be given. If approval cannot be given in the meeting, Chair's Actions will be initiated and referral to UREC can be made in this process.

### 3.2.4 NHS/ external ethical approval

Projects which require NHS or another external ethical approval, the researcher submits their application to the relevant body and the approval document must be submitted to the relevant Ethics Panel via the Ethics Filter for intelligence and auditing purposes.

### *3.2.5 International Research*

The protocol for ethical review of research undertaken outside the UK where the researcher is collaborating with a third party and the third party is responsible for the ethics, BU approval is not necessary. The third party's approval documents must be sent to the relevant Research Ethics Panel via the Ethics Filter as evidence for auditing purposes. If the researcher/ BU is the project lead and the country has established ethical guidelines that must be adhered to, the country's ethical approval must be gained and approval documents must be sent to the relevant Research Ethics Panel via the Ethics Filter as evidence for auditing purposes. If the researcher/ BU is the project lead and the country does not have established ethical guidelines, the researcher must submit an ethics checklist.

Figure 2 demonstrates the routes for student and staff ethics approval.

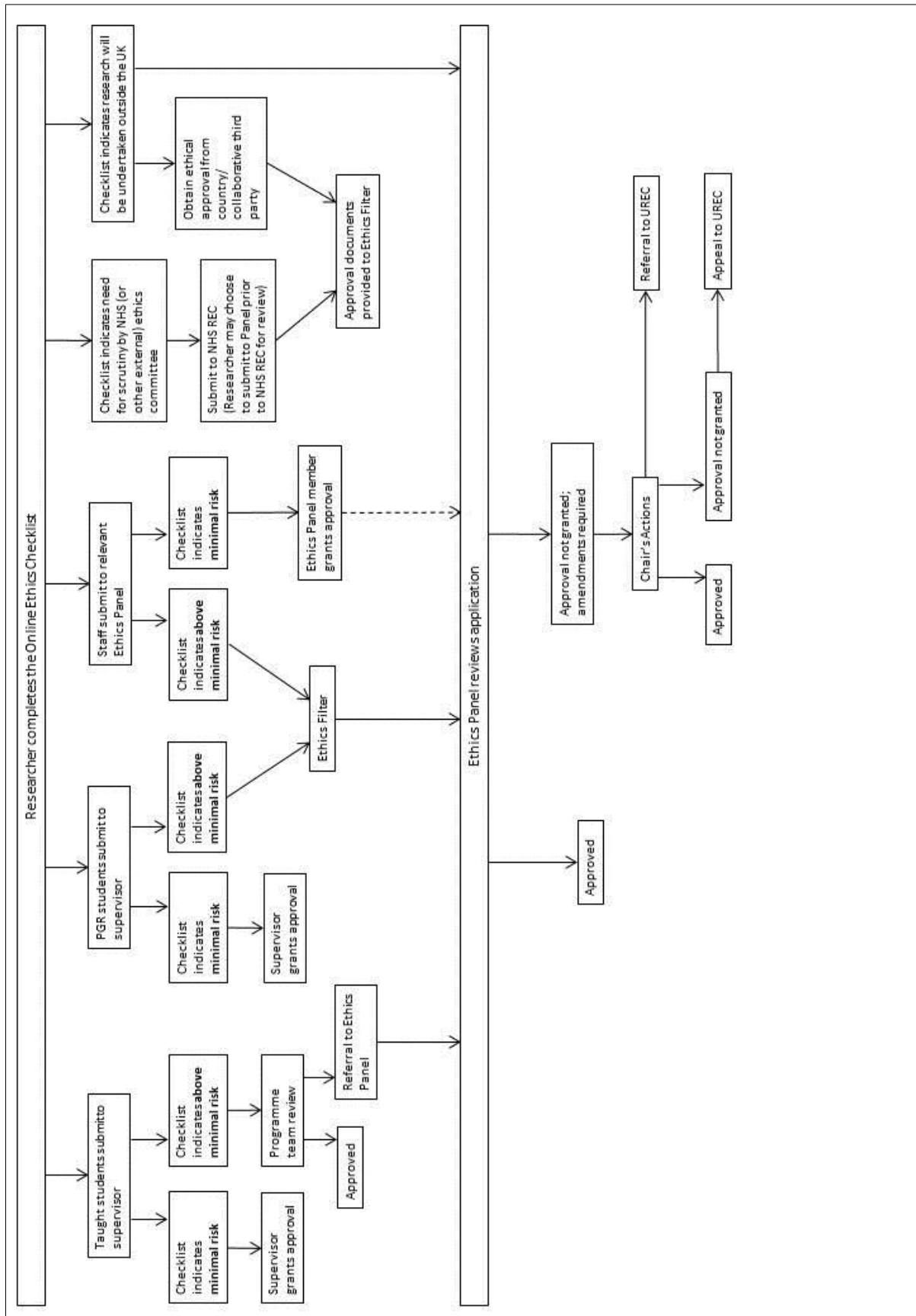


Figure 2: Restructured Process for Ethical Review across BU

### 3.3 Expedited Review



Occasionally, research projects may be subject to external drivers which create a greater urgency for approval. Typically, research involving the public and private sector may be subject to time sensitive funding obligations and therefore make expedited review of ethics necessary. Such proposals require a detailed evidence based justification, such as:

- The need to coordinate data gathering with researchers or organisations external to BU;
- An unforeseen or unpredicted change in the accessibility of the participant group;
- Additional demands or deadline requirements of funding organisations;
- The need to complete the study within an accelerated time frame;
- Contractual requirements;
- The proposed research is critical to BU's strategic vision.

The Ethics Filter will determine when processing a proposal identified as above minimal risk, which has an attached case for expedited review, whether this is warranted. Processing applications for expedited ethical approval requires additional resource; therefore, the Ethics Panels will not accept requests where these factors are not clearly evident. Those cases for expedited review will be sent to the Chair and the proposal will be allocated to selected members of the Research Ethics Panel.

## 4.0 Implementation

Work will be undertaken with the key stakeholders in the School of Applied Sciences from 6 January 2014 to move the existing processes into the restructured model, which will be launched across BU on 28 February 2014.

### 4.1 Key Stakeholders

Within the School of Applied Sciences, the following key stakeholders are critical to successful implementation:

- Professor Jim Roach, Dean
- Professor Holger Schutkowski, Deputy Dean
- Dr Xavier Velay, Deputy Dean Education
- Dr Andrew Main, Associate Dean Student Experience
- Mr Paul Kneller, Chair Framework Management Group
- Helen Impett, Academic Administration Manager
- Professor David Osselton, Professor Richard Stillman and Dr Kate Welham, Heads of Academic Groups
- Dr Kevin McGhee, Dr Eileen Wilkes, Mr Paul Kneller and Dr Amanda Korstjens, Framework Leaders

### 4.2 Timeline

Week Commencing	Activity
06.01.14	<ul style="list-style-type: none"> <li>• Provide implementation plans to UREC for review/ comment</li> <li>• Meet with IT Web Development Team to detail necessary changes and agree an estimated start date, testing date and implementation date (preferably mid-February to ensure Framework Leaders and Programme Coordinators are familiar with process)</li> <li>• Meet with key leads to discuss implementation, establish Research Ethics Panel membership and Terms of Reference. Key leads are:               <ul style="list-style-type: none"> <li>○ Professor John Fletcher, Pro-Vice-Chancellor Research and Innovation</li> <li>○ Dr Rebecca Edwards, Research &amp; Knowledge Exchange</li> </ul> </li> </ul>

	<p>Development Manager</p> <ul style="list-style-type: none"> <li>○ Professor Holger Schutkowski, Science Technology &amp; Health Research Ethics Panel Chair</li> <li>○ Mr Sean Beer, Social Sciences &amp; Humanities Research Ethics Panel Chair</li> <li>○ Mrs Julia Hastings Taylor, Research Development Officer</li> </ul>
13.01.14	<ul style="list-style-type: none"> <li>• Communicate new structure via BU Research Blog and Staff Intranet</li> <li>• Email School Executive Teams and key stakeholders to communicate changes/ attend School Executive meetings</li> <li>• Email academic staff to communicate changes</li> </ul>
20.01.14	<ul style="list-style-type: none"> <li>• Email PGRs and Doctoral Supervisors to communicate changes</li> <li>• Engage with Framework Leaders and Programme Coordinators to communicate changes and engage with them regarding Postgraduate and Undergraduate Taught students</li> <li>• Confirm Research Ethics Panel membership and UREC membership and Terms of Reference (with approval from Mr John Stevens, UREC Chair)</li> </ul>
27.01.14	<ul style="list-style-type: none"> <li>• Finalise membership for Programme Team review panel</li> <li>• Identify resource support for Programme Team review panel</li> <li>• Establish dates for Research Ethics Panel meetings for 2014</li> </ul>
03.02.14	<ul style="list-style-type: none"> <li>• Test changes to Online Ethics Checklist to ensure it is fit for purpose</li> <li>• Update URKEC on implementation</li> </ul>
10.02.14	<ul style="list-style-type: none"> <li>• Update UREC on implementation and gain sign off for revised membership and Terms of Reference</li> </ul>
17.02.14	<ul style="list-style-type: none"> <li>• Meet with Framework Leaders and/or Programme Coordinators to go through process</li> <li>• Meet with resource support for Programme Team review to go through Online Ethics Checklist and reporting expectations</li> <li>• Update Research Ethics website to include detail on restructure, procedures, membership, meeting dates, etc.</li> </ul>
24.02.14	<ul style="list-style-type: none"> <li>• Restructure fully implemented on 28 February 2014</li> </ul>

### 4.3 Communication Plan

The primary communication objectives are to ensure:

- The School Executive Team and key stakeholders are aware of the ethics restructure and how it will affect their staff and student researchers;
- Framework Leaders and Programme Coordinators are aware of the ethics restructure and how it will affect their ethical review process;
- All researchers are aware of the ethics restructure and how it will affect their research plans;
- School support for the successful implementation and promotion of the ethics restructure.

The detailed timeframe for the communication plan is as follows:

Week	Spokesperson	Responsibility	Channel	Purpose	Audience
------	--------------	----------------	---------	---------	----------

<b>commencing</b>					
06.01.14	J Hastings Taylor	J Hastings Taylor	Email	Provide Implementation Plans to UREC for review/comment	UREC
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Dean of the ethics restructure and communicate how this will affect staff and student researchers; offer to meet to discuss further	Prof Jim Roach, Dean
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Deputy Dean of intention to communicate ethics restructure to School	Prof Holger Schutkowski, Deputy Dean
13.01.14	Prof Holger Schutkowski, Deputy Dean	J Hastings Taylor	Email	Inform academic staff of the ethics restructure and communicate how this will affect their research plans	Academic Staff
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Deputy Dean Education of the ethics restructure and communicate how this will affect student researchers; explain new role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further	Dr Xavier Velay, Deputy Dean Education
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Associate Dean Student Experience of the ethics restructure and communicate how this will affect student researchers; explain new role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further	Dr Andrew Main, Associate Dean Student Experience
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Chair Framework Management Group of the ethics restructure and communicate how this will affect student researchers; explain new role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further	Paul Kneller, Chair Framework Management Group
13.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Academic Administration Manager of the ethics restructure and communicate how this will affect student researchers; offer to meet to discuss further	Helen Impett, Academic Administration Manager

20.01.14	Graduate School	J Hastings Taylor	Email	Inform Postgraduate Research students and Doctoral Supervisors of the ethics restructure and communicate how this will affect their research plans	Postgraduate Research students and Doctoral Supervisors
20.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Heads of Academic Groups of the ethics restructure and communicate how this will affect student researchers; explain new role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further	Heads of Academic Groups (Prof David Osselton, Prof Richard Stillman and Dr Kate Welham)
20.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Framework Leaders of the ethics restructure and communicate how this will affect student researchers; explain role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further; confirm Programme Coordinators	Framework Leaders (Dr Kevin McGhee, Dr Eileen Wilkes, Paul Kneller, Dr Amanda Korstjens)
20.01.14	J Hastings Taylor	J Hastings Taylor	Email	Inform Programme Coordinators of the ethics restructure and communicate how this will affect student researchers; explain role of review by Framework Leaders/ Programme Coordinators; offer to meet to discuss further	Programme Coordinators
03.02.14	J Hastings Taylor	J Hastings Taylor	URKEC	Update URKEC on implementation of ethics restructure	URKEC
10.02.14	J Hastings Taylor	J Hastings Taylor	UREC	Update UREC on implementation of ethics restructure	UREC
17.02.14	J Hastings Taylor	J Hastings Taylor	Meeting	Meet with Framework Leaders/ Programme Coordinators to go through Online Ethics Checklist	Framework Leaders/ Programme Coordinators

## Appendix A: Research Ethics Panel Terms of Reference



### Research Ethics Panel

#### Terms of Reference

<b>Delegated Authority and Purpose</b>	Responsible on behalf of the University Research Ethics Committee (UREC) to review and approve research ethics applications and ensure best ethical practice is adhered to in research activities.
<b>Main responsibilities</b>	<ol style="list-style-type: none"> <li>1. To promote and oversee compliance with the Research Ethics Code of Practice;</li> <li>2. To safeguard the welfare and interests of the subjects of research, especially human participants, any other ethically sensitive areas such as the protection of public interest, the environment, and the researcher(s) themselves;</li> <li>3. To provide proportionate, consistent and high quality review of research ethics across the University;</li> <li>4. To provide a clear opinion and judgement following ethical review of research; the opinion may include conditions to be met before submitting or embarking on research activity;</li> <li>5. To protect the reputation of the University and the integrity of its researchers and the ethical merits of their research;</li> <li>6. To provide guidance, advice and support to researchers about the ethical design, conduct and dissemination of research;</li> <li>7. To provide advice and support to researchers obliged to seek ethical review from external bodies, including the NHS, and if appropriate, provide a preliminary review;</li> <li>8. To attend at least three per year training and information awareness sessions to remain up-to-date on ethics developments.</li> </ol>
<b>Duration</b>	Permanent
<b>Chair</b>	Member of the academic community
<b>Management and Support</b>	Technical Secretary / Clerk
<b>Membership</b>	<ul style="list-style-type: none"> <li>• Deputy Chair</li> </ul>

	<ul style="list-style-type: none"> <li>• 8 academic representatives from across subject areas at BU</li> <li>• One senior member from the other Ethics Panel (Chair or Deputy Chair)</li> <li>• R&amp;KEO representative</li> <li>• Graduate School representative</li> <li>• External lay member (recommended)</li> <li>• Co-opted member/ specialist in field (when necessary)</li> </ul> <p>Regular members may be substituted by named alternates.</p> <p>Duration of Ethics Panel membership will be no less than one year and no more than three years.</p> <p>Ethics Panel Chairs will be appointed by the UREC Chair and the PVC (Research &amp; Innovation).</p>
<b>Quorum</b>	50% + 1
<b>Usual Number of Meetings</b>	Monthly.  Chair's Action to review changes/clarifications takes place outside the meetings.
<b>Reporting Line</b>	UREC – provide termly reports to UREC.
<b>Minutes</b>	UREC
<b>Sub-committees</b>	N/A
<b>Publication</b>	Non-confidential confirmed minutes are routinely published.
<b>Notes</b>	N/A



<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	26 February 2014
<b>Paper Title</b>	University Research Ethics Committee Terms of Reference
<b>Paper Number</b>	SEN-1314-48
<b>Paper Author/Contact</b>	Julia Hastings Taylor
<b>Purpose &amp; Summary</b>	For approval. The updated UREC Terms of Reference reflects the research ethics restructure taking into consideration the formation of the two Research Ethics Panels.
<b>Decision Required of the Committee</b>	For approval.
<b>Strategic Links</b>	Accurate Terms of Reference for UREC will help to ensure the Committee is effective and responds well to advise and review requests from the Research Ethics Panels.
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None

# 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 and direct 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 review and respond to research project proposals in a timely manner;</li> <li>6. To attend regular training – including continuing professional development (CPD) – and information awareness sessions;</li> <li>7. To provide advice and guidance on best ethical practice and how to deal with any misconduct;</li> <li>8. To monitor local research ethics committee activities via inclusion of local committee minutes to UREC meetings for oversight purposes.</li> </ol>
<b>Duration</b>	Permanent
<b>Chair</b>	External (not a University staff member) to be appointed by the Chair of Senate
<b>Management and Support</b>	<p>Technical Secretary</p> <p>Committee Clerk</p>
<b>Membership</b>	<ul style="list-style-type: none"> <li>• Vice-Chancellor (Ex-officio);</li> <li>• Two independent members from the University Board;</li> <li>• Two Research Ethics Panel Chairs;</li> <li>• Six academics (at least one from each School/Faculty, may or may not be a member of a Research Ethics Panel);</li> <li>• A maximum of three independent lay members from the community (with no affiliation to BU), at least one of which must be knowledgeable in ethics;</li> <li>• Student Representative;</li> <li>• Research Development Manager (Research &amp; Knowledge Exchange Office).</li> </ul>



	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.
<b>Quorum</b>	50% + 1
<b>Usual Number of Meetings</b>	Three 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>	Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

**BOURNEMOUTH UNIVERSITY**

**COMMITTEE MINUTES SUBMITTED TO SENATE**

**EDUCATION & STUDENT EXPERIENCE COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 21 JANUARY 2014**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL BY SENATE**

None

**2. ACTIONS APPROVED BY THE COMMITTEE**

None

**3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST**

Section 3.1 - Student Experience: BU International Mobility of Students Update

Section 3.2 - Appeals and Complaints Annual Report

Section 3.3 - Higher Education Academy (HEA) Update

Section 3.4 - Academic Advisor Research Feedback

Section 3.5 - University Level Student Experience Issues

Section 3.6 - Technology Enhanced Learning Strategy Forum (TELSF) Update

**Minutes of the meeting held on 21 January 2014 at 1300 hours in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Dr S Eccles (Deputy Chair)	Head of Education, Media School (MS)
Ms D Sparrowhawk (Secretary)	Academic Administration Manager (HSC)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Ms F Cownie	School Student Experience Champion, Media School (MS)
Dr A Diaz	Student Engagement & Co-creation Theme Leader (CEL)
Dr B Dyer	School Student Experience Champion (HSC) & Chair of Student Voice Committee
Associate Prof G Esteban	Member of the Professoriate, School of Applied Sciences (ApSci)
Mr J Gusman	Vice President (Education) of the Students' Union 2013/14 (SUBU)
Prof V Hundley	Member of the Professoriate, School of Health & Social Care (HSC)
Mr A James	General Manager of the Students' Union (SUBU)
Ms J Mack	Head of Academic Services (AS)
Dr A Main	School Student Experience Champion (DEC)
Canon Dr B Merrington	University Chaplain
Ms J Quest	Senate Representative
Prof E Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Dr G Roushan	Associate Dean (Education) (BS) and Chair of the Technology Enhanced Learning Strategy Forum
Mr M Simpson	SU President 2013/14, Students' Union (SUBU)
Ms C Symonds	Head of Quality & Academic Partnerships (AS)
Dr X Velay	Deputy Dean (Education), School of Design, Engineering and Computing (DEC)
Prof T Zhang	Head of the Graduate School (GS)

Student Representatives:

Mr Sam Honnoraty	BU Postgraduate Taught Student
Ms Emily Rhodes	BU Undergraduate
Ms Chantelle Brown	Partner Institution Student

Apologies:

Apologies had been received from:

Ms M Barron	Head of Student Support Services (SSS)
Prof D Buhalis	Senate Member
Mr J Cooke	Students' Union Head of Representation Services (SUBU)
Dr R Hill	Associate Dean (Education), School of Applied Sciences (ApSci)
Mr S Jones	Head of Facilities Management
Ms A Lacey	Student Experience Champion (HSC)
Mr S Laird	Director of Estates
Prof J Parker	Member of the Professoriate, School of Health and Social Care (HSC)
Mr M Ridolfo	School Student Experience Champion, Business School (BS)
Dr P Ryland	Deputy Dean (Education), School of Tourism (ST)
Associate Prof C Shiel	Associate Professor in Education (ApSci)
Ms J Taylor	Educational Development & Quality Manager and Acting Academic Partnership Manager, Academic Services (AS)
Mr J Ward	Director of IT Services
Dr G Willcocks	Deputy Dean (Education), Business School (BS)

Attendees:

Mr C Annear	Appeals, Complaints and Conduct Officer [Agenda Item 3.2]
Ms L Byles	Senior Lecturer Education Enhancement [Agenda Item 3.3]
Mr R Hydon	Director of Operations (ST) – School of Tourism Representative
Dr A Morrison	Partnerships & International Development Manager [Agenda Item 3.1]

1. **Welcome and Introductions**

The Chair welcomed the group to the meeting and introductions were made.

2. **Minutes of Previous Meetings held on 25 September 2013 and 5 December 2013**

2.1 Accuracy

The minutes of 25 September 2013 were approved as an accurate record of the meeting.

QAA Institutional Review Action Plan

Members questioned how BU intended to share its areas of good practice with other HEIs. They were advised that following the publication of the Action Plan in November 2013 on the BU website, a case study had been put together which the Head of Quality & Academic Partnerships was taking forward and it would circulate when finalised in order to take this requirement forward.

Education and Student Experience Plans (ESEPs)

Feedback had been received from the Head of Student Support Services regarding Agenda Item 3.3 – ESEPs - as she was unable to attend the meeting. The ESEC Secretary would forward the comments on to the CEL Theme Leader for her information.

**Action: DS**

Members agreed that the support of placements would now be considered within School Delivery Plans.

2.2 Accuracy

The minutes of 5 December 2013 were approved as an accurate record of the meeting.

2.3 Matters Arising

Minute 3.3 – Lecturing on Wednesday Afternoons – Opt-Out Policy (originally from 27 March 2013 meeting)

*The SUBU Vice President would gather information from students about whether lectures being timetabled until 6.00pm in the evening would be preferable as a possible solution to avoiding Wednesday afternoon lectures.*

**Complete.** The SUBU President confirmed that the SUBU Research Department had worked jointly with Timetabling to establish the amount of lectures scheduled for Wednesday afternoons. SUBU will continue to monitor the frequency of these lectures with the Space Management Team and timetablers within Schools. The Chair confirmed that the Fusion Building 1 would in principle be capable of hosting up to 60% of current teaching on Talbot Campus and therefore will help minimise the pressures on timetabling and the need for Wednesday afternoon lectures. SUBU will be able to report back to the Committee following the completion of Fusion Building 1, when clear comparisons could be made.

The Chair confirmed that when teaching space becomes available within Fusion Building 1, the need for temporary buildings will be minimised and BU hope to remove them completely.

Minute 3.3 – Academic Advisor Role (originally from 20 September 2013 meeting)

*The Committee suggested that a Sub-Group of SVC be formed to discuss Personal Tutoring/Academic Advisor roles in depth.*

**Complete.** This item was listed on the agenda for discussion.

Agenda Item 3.3 – Mid Cycle Feedback (originally from 20 September 2013 meeting)

*Mid-cycle feedback had reinforced good practice. An example of this within ApSci had resulted in good reports from students over the past two years. It was proposed that mid-cycle feedback should be followed up by SVC and they could provide some co-ordinating functions using a consistent platform across schools.*

**Complete.** It was noted that a sub-group of SVC had met regarding mid-cycle unit feedback across the University. At present this was mostly paper-based feedback as the response level was considered to be higher with both quantitative and qualitative data elicited. It was noted that in most Schools, students received electronic or verbal feedback, and most processes included the uploading of feedback summaries onto myBU by Unit Leaders, thus providing transparency for students whilst allowing for the oversight of Programme Leaders and Framework Leaders. The next phase for the sub-group would be to look at what a standardised approach might look like, the results of which would first be discussed at SVC with recommendations reported back to the ESEC meeting on 30 April 2014 or 23 September 2014 for a full discussion.

#### 2.4 Outcomes of ESEP Meetings and Lucky 7

Schools and Professional Services were thanked for their recent reflections on ESEPs and progress towards achievement of the Lucky 7 issues around education and student experience, although coverage of the Lucky 7 would not be complete within the academic cycle. In addition to student engagement planning, much work has been carried out regarding assessment and feedback practice which had also been informed by the SUBU President's earlier paper.

#### 2.5 Future Debate Sessions at ESEC Meetings

It had been suggested by the Director of CEL that ESEC consider the addition of a debate session on future agendas which would be led by members. Members agreed that it was an appropriate forum for debates around education, learning and the wider student experience and would enable good practice, innovation and excellence in education to be shared. Debate sessions would be limited to half an hour. Members were requested to provide the ESEC Secretary with any suggestions for future debate topics.

### 3 **PART 1: FOR DISCUSSION**

#### 3.1 Student Experience: BU International Mobility of Students Update

An overview was provided of the mobility programmes in which BU participates, and also information on funding which had supported and increased outgoing student international mobility. A recent survey by the British Council had identified that the main barrier which prevented UK students from international mobility, was mainly due to cost. However, many grants were available within BU, such as the Global Horizons Fund, which had proved to be very successful with large numbers of applications being received. During the first year of operation, the Global Horizons Fund received 350 applications, of which 149 students were successful and received funding. The funds allowed students to undertake a relevant international activity of their choice and for any duration, with volunteering being the most popular option. Students are required to articulate how their application would benefit their own learning to ensure that these activities are also relevant to their individual programme of study.

Erasmus-funded work placements across BU had remained fairly constant and a slight increase in numbers was expected during 2013/14 and 2014/15 due to the number of new partners that have been approved for student exchange.

The new Santander funding scheme had recently been formalised and launched in Autumn 2013, with the most popular destinations for students being USA, China, South America and Singapore. This funding scheme had been launched on the student portal and enhanced information and options were now available by School. Feedback received so far was very positive.

The following recommendations were reported:

Recommendation 1 - BU should consider establishing two annual Assessment Boards which would allow incoming students to receive their official marks from BU shortly after their departure, should they only attend Semester 1. Some discussion ensued regarding how this might be achieved.

Members questioned whether specific External Examiners could be appointed to focus solely on the work of the incoming students across each of the Schools. It was felt that this may be difficult to resolve.

It was also noted that BU had previously agreed that formal Assessment Boards would not take place after Semester 1 in an endeavour to better manage the number of Assessment Boards taking place. It was agreed that it would be important that any resolution be proportionate to the number of students affected (in the last academic cycle, this impacted on only 1.6% of UG students). It was agreed that the Head of Quality & Academic Partnerships would take this issue to the Quality Assurance Standing Group (QASG) for discussion and report its findings back to the Committee.

**Action: CS**

Recommendation 2 - BU should consider implementing the European Credit Transfer System (ECTS) as a replacement to the currently used Credit Accumulation and Transfer Scheme (CATS) to ensure easy transfer of credit to and from home and host institutions and providing a mark rather than just pass or fail. This topic was discussed by the Committee.

The Chair requested further clarification regarding the implementation of ECTS, particularly around providing a percentage mark instead of 'pass/fail'. The Head of Academic Services advised that the issue had been considered several years ago but they would revisit it on behalf of Academic Services and feed back to this Committee.

**Action: JM**

Recommendation 3 – review of accommodation options for students. It was noted that this had been a topic of discussion for a considerable time and although there was still further work to do to resolve outstanding issues, this was now moving forward.

In the absence of the Head of Student Support Services, the ESEC Secretary read the comments received regarding international mobility funding for Widening Participation (WP) students and accommodation for exchange students and the difficulties encountered.

It was noted that staff development sessions were available to Schools in order to raise awareness and to provide staff with information and knowledge of how the international mobility system operates.

The Head of Academic Services advised that active participation and engagement of all relevant staff in relation to international development and exchange should be encouraged and supported. The issue should also be considered and included as part of the upcoming delivery planning and budget-setting processes.

### 3.2 Appeals and Complaints Annual Report

A review of student appeals and complaints received in 2013 was given. Mitigating circumstances continued to be the main grounds cited for appeals due to late submission of work. BU was now able to deal with these issues earlier at School or University level due to robust procedures being in place.

Fewer appeals had been received in 2013 across the University, but there had been a slight increase in those cases which proceeded to the second stage, possibly due to the improved communications with students regarding the procedures.

Complaints submitted by BU students to the Office of the Independent Adjudicator (OIA) (i.e. after they have already been through the appropriate School and BU processes) decreased from 6 in 2011/12 to 5 in 2013. It was noted that although the OIA had improved their handling times for complaints, there was still a slight backlog. They have recently introduced a triage-type approach for initial consideration of each case in order to help address this.

During the 2013 reporting period, 42 complaints were received by the Central Appeals & Complaints Team; a reduction from 48 complaints received in the previous period. An increase from 6 to 10 complaints progressed to the second stage. It was noted that the reasons for the complaints were varied and not always related directly to study, e.g. financial and accommodation issues were the focus of some complaints. Very few complaints had been received from Partners, as they have their own policies and procedures in place for dealing with issues.

Overall, although BU had not seen large increases in appeals and complaints, some were much more complex in nature and can take longer to reach resolution. This may be particularly problematic after resit Assessment Boards during September as a slower resolution can impact on affected students' re-enrolment. Thanks were expressed to the Appeals, Complaints and Conduct Officer for continued efforts with appeals/complaints.

The Committee also acknowledged the valuable assistance provided by SUBU Advice to students regarding appeals and complaints, which often helped to reduce the need for escalation to the Appeals, Complaints and Conduct Officer.

It was noted that when responding Members agreed that the terminology used within the formal responses to students regarding their appeal or complaint should be written in plain English and simplified wherever possible. Members were reminded to advise all staff on the importance of accurate appeals and complaints record-keeping within the Student Record System.

The Committee requested that 'Table 5 – Grounds of Appeal' information be simplified for the 2014 report.

**Action: CA**

It was agreed that generally, the report showed there were no systemic failures in this area and it provided reassurance for the University that many issues were being dealt with appropriately from the outset, thus not requiring further escalation.

### 3.3 Higher Education Academy (HEA) Update

#### 3.3.1 HEA Annual Institutional Report 2012/13

The HEA Annual Institutional Report which summarised BU's engagement with the HEA over the last year was presented to the Committee. The number of HEA Fellowships had risen from 29.66% to 33.7%. The University was now working towards a figure of 100% of staff having either a recognised teaching qualification and/or HEA Fellowship recognition by 2018. It was noted that if the number of teaching staff with a teaching qualification were taken into consideration, the figure of 33.7% would increase to at least 50%.

BU will be taking proactive steps to support and encourage academics to apply for HEA National Teaching Fellowships and CEL will provide guidance and workshops to help with the application process. It was noted that the HEA also provide research and other grants to support a range of education and learning initiatives, which BU staff should be encouraged to apply for.

Reports had recently been produced regarding the Postgraduate Research Experience Survey (PRES) and the Postgraduate Taught Experience Survey (PTES) which would be distributed by Prof Zhang.

**Action: TZ**

It was noted that responses to PTES by BU students were low (10.74%) and it was important to try to increase student participation in order to obtain more reliable information. Members agreed that further work and increased communication was required in order to promote PTES and PRES to students.

**Action: TZ**

#### 3.3.2 HEA UK Professional Standards Framework (UKPSF) Accreditation

The UKPSF is a national framework to support, develop and recognise excellence in Higher Education. Successful engagement with the dimensions of the framework can lead to recognition as an Associate Fellow, Fellow, Senior Fellow or Principle Fellow or the HEA.

BU has recently been accredited by the HEA to award fellowship status to its own academic and teaching staff successfully applying through a new CPD route, in addition to the existing route via the PG Cert Education Practice. The CPD route would be rolled out between January and September 2014 and the first cohort of applicants was expected to complete by the beginning of the next academic year so that they could then become a part of the wider roll-out, acting as mentors and application panel members.

The Head of Education (MS) and the Senior Lecturer Education Enhancement had briefed all School Executives on the UKPSF and the new '*teach@BU*' recognition. It was noted this recent HEA accreditation was an important demonstration of BU's commitment to education and an excellent student learning experience, as well as providing a valuable way for individual staff to demonstrate and be recognised for their own achievements education practice and leadership.

The Head of Education (MS) would circulate a paper published by the HEA titled 'Promoting Teaching: Making Evidence Count' which contains a useful framework for evidencing effective and excellent education practice.

**Action: SE**

### 3.3.3 HEA Engagement Survey Pilot

The Chair of SVC gave an overview of the HEA National Survey for Student Engagement Survey pilot, which BU had been invited to take part in. The survey measures the quality and quantity of individual student effort and engagement. It was anticipated the survey would be deployed to Level C students, Level I students and students at Partner institutions, but would not include Level H students as they would be taking part in the National Student Survey (NSS).

For the purposes of the pilot, the total number of students involved was expected to be approximately 7,750 and the survey would be completed online through Bristol Online Survey. The survey would remain open for three weeks in May/June 2014 and provide data regarding students who were still within the learning environment, unlike the NSS which captured data from students as they were leaving the learning environment at Level H.

### 3.4 Academic Advisor Research Feedback

A paper written by Mark Ridolfo was tabled by the Chair of SVC, which provided information on the system of Academic Advisor/Personal Tutor support provided by each School. It confirmed that all Schools support students pastorally and academically via a wide range of mechanisms which are considered to best meet the needs of those students. It was noted that DEC and ST did not have Academic Advisors/Personal Tutors per se but did offer robust support to their students.

It was agreed that there were many 'ports of call' for students who needed academic assistance, and BU now has an opportunity to clarify what is meant by academic advice and how best to ensure that it is provided for and readily available to all students. It was also recognised that it is important to understand and manage students' expectations in terms of academic advice or personal tutoring so that they are clear about what they can expect and from whom.

It was felt that the Committee needed to see further evaluation of the information gathered, conclusions and recommendations once this paper had been discussed at SVC. MR to report this to next ESEC meeting.

**Action: MR**

It was felt that there needed for clarity on Job Descriptions for Framework Leaders and Programme Co-ordinators. However, this would be discussed at SVC and reported back to the Committee in due course.

### 3.5 University Level Student Experience Issues

A summary of cross-University issues raised at Schools' Student Experience Forums was presented to the Committee. It was noted that many concerned Estates issues and the Committee recommended that an Estates' representative attend key SVC meetings.

The paper which listed these issues will be forwarded to the Estates ESEC representative following the meeting and a request to ensure Estates representation at SVC moving forward will be made.

**Action: Clerk**



3.6 Technology Enhanced Learning Strategy Forum (TELSF) Update

The Chair of TELSf reiterated the need for an improvement in the service received from IT. She has been liaising with IT to move the TEL agenda forward, particularly around VLE and ongoing issues raised. Some work is being done by IT on costs associated with the VLE. This information would be passed on to the TELSf when finalised.

The TELSf had been working closely with a Senior Learning Technologist within Library & Learning Support (LLS) in order to provide School-specific workshops and training. An analysis of user requirements was required from all Schools and Professional Services staff, would be involved in future analysis of user requirements regarding the VLE platform, from a student perspective.

**4 PART 2: FOR APPROVAL AND ENDORSEMENT**

4.1 There were no items for approval and endorsement.

**5 PART 3: FOR NOTE**

5.1 Dignity, Diversity & Equality Executive Summary 2012/13

The Committee **noted** the report.

5.2 Postgraduate Taught (PGT) Framework (launched September 2013)

The Committee **noted** the report.

5.3 Chaplaincy Annual Report

The Committee **noted** the report.

5.4 SUBU President's Report

The Committee **noted** the report.

5.5 Centre for Excellence in Learning (CEL) Update and CEL Strategy

The Committee **noted** the report.

**6 REPORTING COMMITTEES**

6.1 Student Voice Committee Minutes of 11 December 2013 (unconfirmed)

The minutes were **noted**.

6.2 Technology Enhanced Learning Strategy Forum (TELSf) Minutes of 9 January 2014 (unconfirmed)

The minutes were **noted**.

**7. ANY OTHER BUSINESS**

7.1 There was no other business.

**8. DATE OF NEXT MEETING**

Wednesday 26<sup>th</sup> March 2014, 2.00pm to 4.00pm in the Board Room

**BOURNEMOUTH UNIVERSITY**

**UNIVERSITY RESEARCH ETHICS COMMITTEE**

**CONFIRMED MINUTES OF MEETING HELD ON 2 DECEMBER 2013**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

**RESEARCH ETHICS RESTRUCTURE** - See Section 3 of the minutes

UREC approved the research ethics restructure. Details of the restructure and implementation can be found in the Research Ethics Restructure Implementation Plan document, which is included for information.

**3. OTHER RELEVANT ACTIONS**

**RESEARCH ETHICS CODE OF PRACTICE** - See Section 4 of the minutes

Several UREC members met after the 2 December meeting to finalise the Research Ethics Code of Practice and this was approved by Chair's Actions on 20 December.

---

**Minutes of a meeting held on Monday 2 December 2013, 15:00, P411**

Present: Mr J Stevens (Chair); Dr K Appleton; Mr S Beer; Dr C Hodges; Dr D Lilleker; Dr C Osborne; Dr G Roushan; Prof H Schutkowski.

In Attendance: Prof M Bennett, Prof I MacRury.

Not in attendance: Mrs S Collins; Dr V Culpin; Mr D Gobbett; Mrs J Hastings Taylor (Secretary/Clerk); Prof V Hundley; Dr M Hind; Ms E Jack; Dr I Jones; Dr N Speith.

**1 Welcome**

Mr J Stevens welcomed members to the meeting and introduced himself to Dr G Roushan and Dr C Hodges who were not present at the last meeting. He also welcomed Prof M Bennett to the meeting and stated he had been invited to the meeting as he chaired the ethics restructure working group and would present the update on this.

**2 Minutes from previous meeting (16 October 2013)**

2.1 The minutes were approved as an accurate record.

**Action and Progress Log**

2.2 Research Ethics Restructure Proposal (minute 5.24): The action was to compile a list of the number of complaints or percentage of risk against the number of projects approved and to provide an estimate of the number of proposals that would go through the Ethics Panels on a monthly basis. This action was completed and the results were included in paper UREC-1314-2-003c Online Ethics Checklist Statistics.

2.3 Revised Research Ethics Code of Practice (minute 7.5): The action was to send all comments to Mrs J Hastings Taylor. This action was completed and comments were included in paper UREC-1314-2-004 Revised Research Ethics Code of Practice.

2.4 Update: Research Ethics E-Module (minute 10.2): The action was to send an updated list of those who have yet to complete the e-module to each School Ethics Representative. This action was completed on 16 October 2013.

2.5 Membership: Recruiting Student and Externals (minute 11.2): The action was to develop an advertisement for the recruitment of two external lay members and one PGR first year student. This action was completed and recruitment advertisements were included in paper UREC-1314-2-005 UREC Vacancies.

2.6 AECC/BU Ethical Agreement (minute 12.3): The action was to liaise with Legal Services regarding BU's agreement with AECC and report back. This action was partially completed. Legal Services have suggested the issue is raised with the Academic Partnerships Team to determine if BU is responsible for research conduct at partner institutions. Mrs J Hastings Taylor will liaise with the Academic Partnerships Team and report back to UREC at the next meeting.

<b>ACTION:</b> Liaise with the Academic Partnership Team to determine if BU is responsible for research conduct at partner institutions.
--

<b>ACTION TO BE TAKEN BY:</b> Mrs J Hastings Taylor
---

**3 Research Ethics Restructure Proposal**

3.1 Mr J Stevens invited Prof M Bennett to present on the actions around the discussions to

restructure the ethics committees and take any questions or provide further clarification.

- 3.2 Prof M Bennett discussed the three tiers to ethical approval at BU: the online ethics checklist, school committee sign off and UREC. The restructure relates primarily to the second tier of school committee sign off. The proposal to UREC in the last meeting was to restructure from a school to a discipline based model and this was also presented to URKEC.
- 3.3 Prof M Bennett explained the detail around the restructure and how a working group was created, most members of which were from UREC. The working group met on at least three occasions and different components of it met separately in order to debate key issues. The working group had a positive, constructive dialogue and discussed many ideas. For instance the group started with the presupposition that three Panels would be created, but after assessing workloads of the Panels, it was decided that two would work more effectively. Mrs J Hastings Taylor and Dr C Osborne then compiled the discussions and paperwork from these and produced a revised proposal, which is presented to UREC today in order to consider the adoption of the restructure.
- 3.4 It was the recommendation of the working group that the restructure model is adopted in February, after a period of time to constitute the committees and undertake more of the detailed work to move the individual committees to the new structure. This includes establishing the committees in parallel (deciding membership, etc.) and working with the schools to take them from current practice to the new processes. The minor amendments to the Online Ethics Checklist will also need some time to be implemented by IT and this provides a realistic timeframe.
- 3.5 Mr J Stevens invited comments from the Committee. Mr S Beer stated that there had been a lot of discussion within the working group and while he had criticised the previous restructure proposal, he was very supportive of the new structure and paper which outlined this.
- 3.6 Mr J Stevens asked for a consensus view from UREC and approval for the restructure was given.
- 3.7 Prof M Bennett provided details of the next stage of approval; the restructure will be presented for information at URKEC on Wednesday and then to ULT for information. Mrs J Hastings Taylor and Dr C Osborne will then create a detailed implementation plan which will be presented at the February UREC meeting.

**ACTION:** Create a detailed implementation plan to be presented to UREC in February 2014.

**ACTION TO BE TAKEN BY:** Mrs J Hastings Taylor & Dr C Osborne

- 3.8 Dr K Appleton raised a concern that the implementation could disrupt semester assignments and this should be avoided. Prof M Bennett agreed and emphasized the need to ensure that the Programme Teams who will be assessing the UG and PGT ethics proposals are in place to reduce the potential for the restructure to negatively impact taught students. Sending the restructure paper for information to ULT and the Deans in a timely manner will be critical to ensure awareness. Additionally, the Framework Coordinators will need a full understanding of the new structure and Programme Teams who will assess taught proposals need to be established. It was agreed that Mrs J Hastings Taylor and Dr C Osborne will create a timetable for this.

**ACTION:** Create a timetable for information awareness of the ethics restructure to Framework Coordinators regarding taught student proposals.

**ACTION TO BE TAKEN BY:** Mrs J Hastings Taylor & Dr C Osborne

- 3.9 Dr K Appleton also raised a concern regarding the requirement that all researchers must attend a Panel meeting where their proposal will be discussed. She highlighted that it is

essential the researcher is given sufficient time to ensure this can happen. Prof M Bennett agreed and said this detail would be established when the new Panels are created.

- 3.10 Mr J Stevens thanked the Committee for their contributions and reiterated the consensus to move towards the restructure model in February as agreed.

#### **4 Revised Research Ethics Code of Practice**

- 4.1 Mr J Stevens noted that many of the comments on the Research Ethics Code of Practice (RECP) circulated to UREC were from Mr S Beer and invited him to comment. Mr S Beer stated he reviewed the RECP carefully as he was concerned over a number of aspects of it and has concerns as to how this will impact on the restructure.

- 4.2 Mr S Beer's primary concerns centre on the lack of tight definitions within the RECP and how this will impact on what is defined as research at BU. An example given was Section 5.1 which offers a broad definition of research. Mr S Beer had discussed this with colleagues in his and other schools and is not clear as to where 'research' ends. Mr S Beer questioned what we may be doing at BU that needs ethical approval, but which we don't currently know about but under the new definition will need to know about. Mr J Stevens stated it was not the definition of research which determines whether a project should have ethical approval or not, rather than as a principle, if a project needs approval then it should have gained approval.

- 4.3 Mr S Beer offered an example of auto-ethnography and questioned how informed consent could be gained for this. In particular if it was published in a book as an output, and therefore drawing on lots of past experiences, he questioned how informed consent can be gained for this. For instances such as this where a scientific method has not been employed from the outset this could be problematic. Mr S Beer produced an additional complication with the definition related to the aspect of 'contributing to theory' as this occurs naturally during teaching.

- 4.4 Mr J Stevens clarified whether Mr S Beer's concerns were with the definitions which in themselves are not incorrect or whether more research will come to the committees than before as a result of this definition list. Mr J Stevens highlighted the issue of inquiry and stated that when writing a book, the author is stating not producing an inquiry but research is solely inquiry with books and other outputs as a result.

- 4.5 Dr D Lilleker commented that the definitions are not incorrect. He raised the issue on the definitions around the 'professional practice' aspect and states that professionals using work based experience and theory to inform their own practice should be covered by libel laws, but for research gaining consent for this is more complex. Mr J Stevens invited Prof M Bennett to comment. Prof M Bennett stated that gaining permission of the organisation to use that experience in research would be the solution and highlighted that case law defines the definition.

- 4.6 Mr S Beer raised a further concern around the issue of consent and Section 9.3. He highlighted that a complaint which had been brought to UREC involved a case where oral consent was given for an interview which was later used in a research project and UREC rejected this as acceptable. Dr D Lilleker stated that the issue with this case was the lack of evidence of the oral consent and highlighted that the RECP states a record must be made of the oral consent. Prof M Bennett added that this could be accomplished by having the statement read and oral consent given by the participant at the start of the recording. Mr J Stevens emphasised that this would protect the researcher. Mrs J Hastings Taylor and Dr C Osborne will amend the wording around this in the RECP to be more clear.

**ACTION:** Amend wording around consent and Section 9.3 to be more clear.

**ACTION TO BE TAKEN BY:** Mrs J Hastings Taylor & Dr C Osborne

- 4.7 Mr S Beer raised the issue around confidentiality and stated that confidentiality could not be gained as a FOI request as it would mean it was released. Dr D Lilleker, Prof M Bennett and Mr J Stevens stated this is not the case. Mr S Beer presented a case which will come to UREC in February regarding a colleague who wishes to interview criminals released from prison and has concerns as to what to do with information they receive on crimes for which the participant was not prosecuted. Mr J Stevens stated this would be covered by criminal law and Prof M Bennett added that a caveat statement could be made at the beginning of the consent process which states that all information will be confidential unless it may harm yourself/ others, etc. Dr D Lilleker highlighted that no names need to be given on a FOI request, just salient information such as dates.
- 4.8 Mr S Beer presented an additional concern regarding Appendix One related to Research Data Storage and Retention. He recited from the RECP that the minimum period of retaining data from UG and PGT is specified and this is not helpful as BU has no control over this. Prof M Bennett highlighted that this relates to coursework and this must be retained for 5 years under BU policy; the raw data does not need to be retained but this is recommended and this could be inserted into the student handbook in each school. Prof M Bennett acknowledged that the storage issues around this need to be addressed but should be undertaken.
- 4.9 Mr S Beer stated that he could not give approval for the RECP as it stands and Mr J Stevens clarified whether it was the concepts within the RECP or the language used which Mr S Beer disagreed with. Mr S Beer clarified that the wording needs more detailed revisions and this cannot be done within the UREC meeting. It was recommended that Mr S Beer liaise with Mrs J Hastings Taylor and Dr C Osborne to make minor wording amendments which will then be sent for Chair's actions barring there are no major revisions.
- 4.10 Dr K Appleton raised the question around research with those with mental health issues and in particular that the RECP states that these projects must be reviewed by NRES. She stated that a study wishing to involve participants with mental health issues who are not mental health patients is currently under design in DEC and NRES have refused to review this as it is not taking place on NHS premises and does not include NHS patients. A discussion was held as to who could legally give consent on the participants' behalf and this is not clear. Prof M Bennett separated the two issues from this particular case and the RECP wording under discussion and Dr K Appleton stated most research involving mental health participants would fall under NRES as they would be patients on NHS premises and this therefore is an unusual case. Prof M Bennett recommended that the wording in the RECP is amended to state that these should 'normally be reviewed by NRES' as this leaves flexibility to not have to go through this route if NRES refused to review it.

**ACTION:** Amend RECP to state that projects seeking to involve participants based upon their mental health status (past or present) should be **considered** for review by NRES.

**ACTION TO BE TAKEN BY:** Mrs J Hastings Taylor

- 4.11 Mr J Stevens invited Dr K Appleton to work with Mr S Beer, Mrs J Hastings Taylor and Dr C Osborne in amending the wording of the RECP further but Dr K Appleton declined on the basis that a significant amount of time had already been dedicated to the restructure document. Mr S Beer stated that he is willing to coordinate the responses from UREC members and discuss these further with Mrs J Hastings Taylor and Dr C Osborne.
- 4.12 Mr J Stevens invited Prof M Bennett to comment further. Prof M Bennett emphasises that on an institutional level it is important to coordinate the recent changes to the Misconduct in Academic Research Policy and the RECP. The disconnect between the two key documents which currently exists does leave BU open to risk and therefore a sense of urgency is present. It was then agreed that UREC members feed any concerns about the RECP to Mr S Beer in the coming week. Mr S Beer will then liaise with Mrs J Hastings Taylor and Dr C Osborne before Christmas to create the final version and have Mr J Stevens approve the new version before the end of December.

**ACTION:** Coordinate responses from UREC members regarding revisions to the RECP and discuss these further with Mrs J Hastings Taylor and Dr C Osborne to create a final document for Chair's actions.

**ACTION TO BE TAKEN BY:** Mr S Beer, Mrs J Hastings Taylor & Dr C Osborne

- 4.13 Dr D Lilleker raised the issue as to why other documents are cross referenced within the document; Prof M Bennett responded to say that key documents such as that from the University of Leeds in Section 9.4 is included because it has been hailed as a good practice document by key institutions. Mr S Beer stated that it is important to include this rationale in the RECP and it was agreed that a footnote will be added for this.

**ACTION:** Footnote to be included in the RECP regarding the University of Leeds document.

**ACTION TO BE TAKEN BY:** Mrs J Hastings Taylor

- 4.14 Dr G Roushan stated that Business School guidance for students states that they must retain their primary data for x number of years and also dispose of it. Dr D Lilleker raised concerns as to how this will be physically stored at BU. Prof M Bennett suggested that this is discussed further outside of the meeting and BU Legal Services may wish to have data such as this archived and he will liaise with Legal Services and feedback to Dr C Osborne on this to insert into the RECP.

**ACTION:** Liaise with Legal Services regarding storage of research data.

**ACTION TO BE TAKEN BY:** Prof M Bennett

## 5 UREC Vacancies

- 5.1 The wording was approved.
- 5.2 Mr S Beer asked if lay members would be eligible to gain travelling expenses. It was agreed that to attract lay members, their out of pocket expenses should be covered.

## 6 Other Matters Raised by School Ethics Representatives

- 6.1 Dr K Appleton raised again the issue of the mental health participant study in her school and asked how the researcher should proceed. UREC determined that the PI should complete the online ethics checklist and undergo school sign off as the usual system would dictate and if the school will not give approval or cannot then this can be escalated to UREC.

## 7 Reports from School Committees

- 7.1 None presented as the Committee met out of cycle

## 8 Any other business

- 8.1 There was no other business.

## 9 Date of next meeting:

- 9.1 Wednesday 12 February 2014, 12.30, Room PG142

**BOURNEMOUTH UNIVERSITY**  
**SCHOOL OF HEALTH & SOCIAL CARE**

**SCHOOL ACADEMIC BOARD**  
**UNCONFIRMED MINUTES OF MEETING HELD ON 6 FEBRUARY 2014**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

None



## HSC SCHOOL ACADEMIC BOARD

## UNCONFIRMED MINUTES

6 FEBRUARY 2014

1.0	<p><b>Attendees and Apologies</b></p> <p><b>Attendees:</b> Gail Thomas (Chair), Caroline Ellis-Hill, Michele Board, Janet Scammell, Sue Collins, Gill Jordan, Judith Chapman, Carol Clark, Bethan Collins, Clive Andrewes, Sophie Chaytor-Grubb, Amanda Watson, Andrea Lacey, Barbara Dyer, Andy Scott, Jill Haynes, Jennifer Catlin, Deirdre Sparrowhawk, Penn Greenberg, Netta Silvennoinen, Emma Crowley, Eleanor Jack, Sarah Petty, Heather Stokes, Teresa Coffin, Suzie Powell, Alexandra Peirce, Mary-Ann Robertson, Sara White, Andy Mercer</p> <p><b>Apologies:</b> Vanora Hundley, Lee-Ann Fenge, Cathi Farrer, Jill Davey, Peter Thomas, Maggie Hutchings, Christopher Butt (SR), Kelly Ferris (SR), Alan Labrow (SR), Clare Clayton, Jane Murphy, Sue Baron, Ahmed Khattab, Paul Thompson, Michelle O'Brien, Fotini Tsofliou, Kip Jones, Luisa Cescutti-Butler, Sue Tully, Desiree Tait, Helen Ellison, Jane Murphy, Mark Harmsworth, Clare Taylor, Caroline Belchamber, Janet James, Ian Donaldson, Debbie Houghton, David O'Loughlin, Pete Atkins, Desiree Tait, Robyn Hatter, Helen Currie, Lesley Elcock, Leann Willis, Carol Bond</p>
2.0	<p><b>MINUTES OF LAST MEETING</b></p>
2.1	<p><b>Accuracy</b> Agreed as accurate.</p>
2.2	<p><b>Matters Arising</b></p> <p>2.2.1 <b>Recommendations from SAB – new members</b> Vice Chancellor approved two new Visiting Professors, Dr Anba Soopramanien and Prof Zoe Matthews.</p> <p><b>Recommendations from SAB – Renewals</b> Vice Chancellor approved Prof David Kerr, Prof Paul Thompson, Prof Stephen Allen, Prof Gary Smith, Prof Alan Breen, Prof Tamas Hickish, Prof Kath Ryan and Prof Sue Clarke as renewals for Visiting Professors.</p> <p>2.2.2 <b>Electronic SAB</b> It was agreed that it was easier to log on and confirm attendance now that some changes had been made. The consensus was to continue with the ESAB.</p> <p>2.2.3 <b>Feedback from Listening Events</b></p> <ul style="list-style-type: none"> <li>• Problems with myBU on rollover and shutdowns. AS had met with IT again and it was agreed that all queries and issues would now go through the IT Service Desk who would be able to provide a fast level of support. A service level agreement and timescales had been put in place. It would also allow Kathryn Cheshir, Senior Learning Technologist to view all the queries that were logged and be able to focus on the repeat issues.</li> </ul> <p>GT wanted assurances that the problems of last summer would not be</p>

	<p>repeated and AS confirmed that this issue had been raised with the Service Desk. The timing of the rollover was not going to change but AS/DS would ensure there was better communication and a more proactive approach.</p> <ul style="list-style-type: none"> <li>• Avoid clearing in future recruitment cycle for HEFCE UG programmes by identifying BTEC courses JH, CF and DS have been working on this activity and are ahead of the rest of BU in terms of targeting schools and colleges. This has now been made a priority from UET and work is ongoing.</li> <li>• To use skills demonstrators across programmes CC discussed this with CB in December and has been looking at combining with other programmes. Also working with AW at mapping across the 3 years. Still a work in progress.</li> <li>• Workshops of business of school and academic worth There are two workshops planned – 19th and 25th from 12-1pm. So far AS had received no feedback on what was to be covered so he would appreciate any ideas emailed to him. Presentation at the SAB could also generate some ideas.</li> <li>• Open sessions for BUCRU, CoPMRE, BUDI, CPD/PDU, MMPH and Humanising All the dates for the events had been agreed and posted on the blog. BUDI’s was this afternoon at the EBC from 1-3pm.</li> <li>• CPD opportunities. PQSW project to be rolled out for health Decision made that it was not a good fit therefore action closed.</li> <li>• Workshop on public engagement in research PPI involvement and service user carer event rescheduled for 20<sup>th</sup> February</li> <li>• Speed updating event 48 people attended and it was felt it had been a useful exercise, even if a little intense for those on the stations. It was still undecided if we wanted to repeat the exercise.</li> <li>• Setting up of HSC blog There was excellent feedback from everyone. CF had done some analysis and about 50 go in regularly. However many more could be looking at the email but not accessing the blog. All felt it should continue and some felt it was decreasing email traffic.</li> <li>• Capturing stories of success and looking at best way to do this ER confirmed that these would now be published on the blog. EVT is still sending out the congratulations emails and is planning to use the blog more by combining a number in each post. BC brought up the issue of making sure that people tag their posts so that they’re easier to find at a later date. A one pager on “how to blog” was suggested. JD to</li> </ul>	<p>AS/DS</p> <p>All</p>
--	---	-------------------------

	<p>follow up with CF and CB. AM asked if it was possible to use the screens in the receptions to show the blog but it was felt that it might inhibit what is posted. This was noted as worthy of thought but on hold for the time being.</p> <ul style="list-style-type: none"> <li>• Collating a list of people who may be interested in doing PTHP. KV has been compiling a database of people from recent interviews and other lists. Discussions are also progressing with an agency but as we need staff with PGCerts, they are escalating to Capita, their umbrella agency.</li> </ul>	CF/CB
2.2.4	<p><b>Software for powerpoint voiceover</b></p> <p>The Echo 360 software is being installed in all teaching rooms and webcams are now available from HSC Resources. JC is road testing the webcam on her computer to check its range to record.</p>	JC
2.2.5	<p><b>Paramedic Science student reps</b></p> <p>SC-G explained that even though online training had been offered to the student reps, there had not been a big take up. CC was going to chase up.</p>	CC
3.0	<b>EDUCATION ENHANCEMENT</b>	
3.1	<p><b>Using PDU in HSC to improve quality – see presentation</b></p> <p>Sara White, Heather Stokes and Sarah Petty gave an overview on the work that's been done so far on improving services to students on their journey from enquiry to registered practitioner. Extending this to the alumni is on the agenda for the future. (Presentation has been posted on the blog). Bernie Edwards is the facilitator for the project team and is able to give objective feedback.</p> <p>The team focused on three of the projects: Admission, Placements – accommodation and Interrupts. SW explained that the team would welcome more staff joining the project.</p> <p>CA explained that this is the first time that PDU has been used outside of clinical practice and it is very good for strengthening teams especially for the unqualified members of the team.</p> <p><b>Q&amp;A session</b></p> <p>GT: How did it feel to be engaged in the process? Very healthy and positive. Cross team working was effective and the process had improved the experience for us and the students. It was extra work but rewarding!</p> <p>SueW: As the project moves on, can we get the students involved with their SIP and TIP projects? Yes, providing we get permission to use the work</p> <p>DS explained that the team were working with wider teams across BU including other schools and professional services. PDU is also being showcased at the Service Excellence Conference on 30<sup>th</sup> April. GT confirmed that a lot of service improvement work has been happening within HSC and Susanne Clarke, Head of</p>	All

	<p>Service Excellence sees PDU as added value.</p> <p>Can we extend the project from UG Nursing to Midwifery, Therapies, etc? SueW confirmed that Midwifery is already involved with the Interrupts. SW said it was planned to extend to the whole of HSC.</p> <p>AL: Is it intended to extend the facebook initiative across the whole of HSC? SCG said that students were anxious about using facebook in terms of professional accountability. It was explained that this facebook page was for pre-admission information rather than current students. AL said that feedback from current students was that they would have liked this information before they started.</p> <p>ER: Are we intending to sell the PDU enterprise to the rest of BU? DS said that we would raise the profile of it at the conference. GT said that if we offered to facilitate, we would need to consider resource implications and charging.</p>	
3.2	<p><b>Academic worth and the business of HSC</b></p> <p>Andy Scott, Suzie Powell and Teresa Coffin gave an overview on how daily academic rates are calculated when pricing work to a client (Presentation has been posted on the blog). RKEOps contact details are listed.</p> <p>M-AR wanted to reiterate that the rates quoted were only a minimum. The rates excluded travel, overnight stays, printing, the cost of a visiting lecturer, etc. She suggested that for a Grade 8 or above, a good guideline was £1000 a day and then it's always possible to discount rather than the other way round. Her team can provide a quote on headed paper with standard terms and conditions. She is always happy to help/give advice.</p> <p>AS confirmed that HSC needed to do well on the enterprise side as there was more profit than on research bids where only 80% of the costing was funded. We need to be competitive. CA wanted to point out that it was better to offer a model of partnership and collaboration where you return to the project after its initiation.</p> <p>AS asked for staff to pass on any subjects they wanted covered at the two workshops scheduled during February.</p> <p>ER said the nature of academic consultancy and what staff could offer would be a good topic. AS took this on board.</p>	All
4.0	<b>REPORTS</b>	
4.1	<p><b>Dean's Report</b></p> <p>This was available on ESAB. GT wanted to highlight the really good achievements within HSC especially the students' stories.</p>	
4.2	<b>Student Representative Reports</b>	
4.2.1	<p><b>Student Experience Forum</b></p> <p>AL reported that forums were now being facilitated at framework level eg for Social Work and Sociology along the lines of Nursing and Midwifery Councils.</p>	

	<p>BD explained that it allowed staff to respond much more quickly to issues. For example, lockers for cyclists had been an issue but JC has now resolved this. Martin Handford is investigating the location of drinks vending machines at Royal London House.</p>	MH
4.2.2	<p><b>Student Rep SUBU Report</b>          SCG referred to the SOS report which was part of the papers for ESAB. Very much in line with the NSS report. Assessment and feedback quality scored 67% to reflect NSS 'satisfied'. CC was taking up this issue with the Framework Leaders meeting in March. Teaching effectiveness scored high at 85%. GT raised the issue that 38.8% of 1<sup>st</sup> years scored assessment and feedback quality as neither agree or disagree and this information was not really helpful. BC wanted to know if students were aware that by selecting this category, they are effectively disagreeing with the comment. It was felt that students needed to be aware of the impact of these surveys and given the right advice. SCG agreed to take this up as an action point.</p>	SCG
4.3	<p><b>Deputy Dean (Education) Report</b>          ER explained that the Framework and Programme Leaders meeting has been renamed as the HSC Education and Student Experience Committee. It was felt that the meeting would be renewed as a result and would take issues forward to a central committee.</p> <p>PREP activity had a final response rate of 97% and all those who contributed were congratulated. There is a CEL workshop on 5<sup>th</sup> March on sharing good practice delivered by the CEL theme leaders. All are welcome.</p>	
4.4	<p><b>Deputy Dean (Research) Report</b>          JP produced the report before he left. There was a comment from SueW around the definition of the research themes. VH had responded and confirmed that John Fletcher was looking at this issue as it was recognised that they weren't quite right and difficult to match to HSC themes. GT confirmed that interviews for the new PVC's had taken place this week and there were 4 candidates for each post.</p>	
4.5	<p><b>Academic Services Report</b>          NS referred to the report that was made available on the ESAB. GT confirmed that the report was much easier to digest. There were various actions which the school was progressing.</p> <p>The Teach@BU initiative was being piloted in 2014. It will provide 10 opportunity for staff to gain recognition both internally and externally for their expertise and experience in supporting student learning. The pilot will test out processes and resources, as well as build up expertise for the scheme at school level. All School Execs have been spoken to and this was followed by an e-version of the information.</p> <p>This means that internal accreditation for fellowships can now take place rather than staff having to apply via the HEA. Staff will be supported in their application to evidence their achievements ie to write up case studies of best practice. The pilot launch will take place on 12<sup>th</sup> Feb from 2-4pm at Talbo10</p>	

4.6	<p>places for each school as a pilot for progressing to senior or principal fellow of the HEA. If anyone is interested, they should contact ER. It would be published on the blog.</p> <p>BC asked if the Education Excellence programme could be accredited and GT agreed to take this up.</p> <p>EC notified the SAB that the library resource budgets were currently being planned for 2014-15 and if there were any plans for extra resources eg new databases, journal subscriptions, etc, then a business case needed to be made. If this was the case, please contact EC in the next few weeks.</p> <p>GT spoke about the intention to run summers schools in 2014. CF has hard copy packs available and also there was a PDF version that could be emailed. EVT asked GT for an email of the programme specifics.</p> <p><b>Education and Student Experience Plan</b></p> <p>This was a live document which is now being updated regularly. The headings have changed and are now aligned to NSS. All issues are being progressed. There was a comment from SueW re e-learning being adequately resourced which ER had responded to. The e-learning and blended learning plan from MH is now embedded within ESEP. BD wanted to know if there was a plan for the ESEP template to be less UG focused. DS confirmed that a new template was being worked and staff would be advised of any changes.</p> <p>GT confirmed that the School was now looking at how best to replace Andy Pulman. The advert was going out soon with interviews planned for March. It will be a senior operational role and will lead on all e-learning projects.</p>	<p>GT</p> <p>All</p> <p>GT</p>
5.0	<p><b>MINUTES OF SUB REPORTING COMMITTEES</b></p> <p>No comments had been made on ESAB.</p>	
6.0 6.1	<p><b>ITEMS RAISED BY STAFF</b></p> <p><b>Senate Report</b></p> <p>SueW made a comment re available parking at Talbot Campus when HSC move there in 2018-19. GT confirmed there will be a park and stride arrangement with parking available within 10 minutes of campus. This way the campus would not be full of parking spaces instead of student activity.</p> <p>There was concern that students with caring responsibilities or those returning after placement would find it difficult to get a parking space if they arrive at the campus later in the day. Also they might need to leave campus quickly. AS will look at this and make sure the concerns are fed into the planning.</p> <p>GT referred to the changes in the university structure ie Faculty of Science and Gail. More adjustments were expected although there significant changes are unlikely for HSC. AM asked if the change to faculties would have any other impact and nothing was known as yet.</p>	<p>AS</p>

7.0	<p><b>FRAMEWORK DEVELOPMENTS</b></p> <p>ER reported on programmes being reviewed this academic year. Midwifery, Physio, OT, DipHE ODP and Paramedic Science all had their design phase in December and their evaluation phase is due in May 2014.</p> <p>Overseas Nursing, Return to Nursing, Supplementary Prescribing, Supervisors of Midwifery and MSc Public Health will have their design phase on Monday 10<sup>th</sup> Feb. MA Advanced Mental Health Practice and MA Social Work had their design phase in October and their evaluation phase will take place later this month.</p>	
8.0	<p><b>COLLABORATIVE PROVISION</b></p> <p>8.1 <b>Dorset Healthcare University NHS Foundation Trust update</b> AM reported that there were changes taking place within UDMH ie the replacement to Sue Clarke who's retiring and other funding issues. GT explained that the MoU was being refreshed and UET were meeting with senior people from DHUFT in May to progress further.</p> <p>8.2 <b>Pearson College update</b> AM reported that the HCPC and design phase dates were in place for the DipHE/BSc (Hons) in Paramedic Science. The programme was seen as a rival to OU provision rather than taught programmes. It would be similar to the OU style ie work based and distance learning.</p>	
9.0	<p><b>ITEMS FOR APPROVAL</b></p> <p>Comments from ESAB have been reviewed.</p> <p>9.1 <b>Proposed new Visiting Professors</b> None</p> <p>9.2 <b>Proposed renewals of Visiting Professors</b> It was noted that the following Visiting Profs active engagement had been checked with original proposers.</p> <p>Prof Jane Reid Recommendation for renewal to Vice Chancellor</p> <p>9.3 <b>Proposed new Visiting Fellows and Associates</b></p> <p>9.3.1 Yvonne Jeffery Approved</p> <p>9.3.2 Dr Catherine Angell Approved</p> <p>9.3.3 Dr Steve Perring Approved</p> <p>9.3.4 Andy Pain Approved</p>	

9.3.5	Michelle Irving Approved	
9.3.6	Catherine Ovington Approved	
9.3.7	Paul Lumsdon – His paperwork had been submitted late by GT so it wasn't available on the ESAB in advance. He is the new Director of Nursing and Quality of DHUFT. He is a lapsed Visiting Fellow but now wants to reinvigorate his relationship with BU. He also has an MBA from BU. Approved	
9.4	<b>Proposed renewals of Visiting Fellows and Associates</b>	
9.4.1	Dr Warren MacDonald Approved	
9.4.2	Dr Ibtisam Ali Approved	
9.4.3	Dr Lasantha Wijesinghe Approved	
9.4.4	Ananda Gankande Approved but renewed for just one year only.	
9.4.5	Suzanne Cunningham Approved	
9.4.6	Abby Webb Approved	
9.4.7	Eimear Corrigan Approved	
9.4.8	Helen Bolderston Approved	
9.4.9	Joanna Lancaster Approved	
9.4.10	Phil Morgan Approved	
9.4.11	Dr Samantha Dench Approved	
	A discussion took place about the Visiting Faculty that worked for DHUFT in a research capacity proposed by AM. As they may leave during the 3 year term, AM would notify GT so that they could be removed from the VF list as appropriate.	AM



10.0	<b>ANY OTHER BUSINESS</b>  None	
------	---------------------------------------	--

## FUTURE MEETINGS

8 May 2014

**BOURNEMOUTH UNIVERSITY**

**COMMITTEE MINUTES SUBMITTED TO SENATE**

**MEDIA SCHOOL – SCHOOL ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 5 FEBRUARY 2014**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL BY SENATE**

None

**2. ACTIONS APPROVED BY THE COMMITTEE**

None

**3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST**

PGR Fee Structure – See Section 2.2

Ethics – See Section 2.2

Student Representatives' Report – See Section 8

## THE MEDIA SCHOOL

UNCONFIRMED

## MEDIA SCHOOL ACADEMIC BOARD (SAB)

## MINUTES OF THE MEETING HELD WEDNESDAY 5 FEBRUARY 2014 - 2PM, BOARDROOM

**Present:**

Stephen Jukes (chair), Ana Adi, Charlie Ayling, Amber Burton, Fiona Cownie, Laurent Durham, Sue Eccles, Sofronis Efstathiou, Sharen Everitt, Karen Fowler-Watt, John Gusman, Trevor Hearing, Keith Heyward, Samuel Honnoraty, Steve Hubbard, Philip Leahy-Harland, Anne Mackay, Iain MacRury, Ian Marsland, Iain MacRury, Iv Marks, Julian McDougall, Alastair Morrison, Karen Newsome (Minutes), Joao Oliveira, Paula Peckham, Jill Quest, Barry Richards, Mathieu Sanchez, Richard Scullion, Shelley Thompson, Christa Van Raalte

	Action
<b>1. APOLOGIES/DECLARATIONS OF INTEREST</b>	
<b>1.1. Apologies:</b> Nick Bamford, Annie East, Andrew Fox, Tracy Hixson, Shaun Kimber, Kathryn McDonald, Kate Murphy, Chris Williams, Jian Jun Zhang	
<b>1.2. DECLARATIONS OF INTEREST</b> No attendees had any interests to declare.	
<b>2. MINUTES OF THE LAST MEETING</b>	
<b>2.1 ACCURACY</b> The minutes of the meeting held 2 October 2013 were agreed as an accurate record.	
<p><b>2.2 MATTERS ARISING</b></p> <p><b>a. PGR Fee Structure:</b> The AAM updated the Board on discussions about the PGR fee structure. It had been decided that at this stage no proposals for change will be presented to the Fees Board. The issue of non-collection of PG deposits is ongoing; it was noted again that this creates difficulties in anticipating student numbers for the purposes of organising resources. This issue continues to be raised by Media School (MS) representatives at every opportunity. It was agreed to keep this as a live action to be followed up.</p> <p><b>RESOLUTION: The Board agreed to continue to pursue the issue of non-collection of PG deposits, which creates serious difficulties in anticipating student numbers and organising resources in a timely manner.</b></p> <p><b>b. Ethics:</b> The Dean outlined the MS's approach to implementing the new processes, including a workshop on the ethics test, a proposed visit to School Executive by the Research Development Officer (Research Conduct), Julia Hastings Taylor, and an ethics strand on the School Research Away Day scheduled for 30 April.</p> <p>There is a particular challenge about the requirements for ethical compliance on PGR: rather than being overseen by the School, this will be regulated centrally. Concerns were expressed that the current proposals are unworkable for the Media School given the large number of student dissertations. The School Academic Board agreed to make the following statement:</p> <p><b>RESOLUTION: The Board agreed that the PVC (Research) will be asked to consider urgently/engage in debate about the Media School's concerns that the new research process will prove unworkably onerous for dissertations and other student work.</b></p>	<p><b>Paula Peckham</b></p> <p><b>Stephen Jukes</b></p>
<b>3. DEAN OF SCHOOL'S REPORT</b>	
Stephen Jukes presented the Dean's Report, focusing on:	
<b>a. Delivery Planning (academic and financial):</b> The Dean outlined the process for the School's Delivery Plan preparations for the next academic year, drawing	

<p>attention to the discussion that has emerged following the merger of DEC and Applied Science about the use of the term ‘faculty’. The opportunity is there, if the MS collectively agrees it would be beneficial, to explore the possibilities of changing the nomenclature of the School. The following points were made:</p> <ul style="list-style-type: none"> <li>• There is a broad understanding externally that a ‘faculty’ implies a broad church with more devolved structures, which can contain ‘schools’ or ‘departments’ within it.</li> <li>• A move towards a ‘faculty’ structure would enable the devolvement of decision-making and innovation and give more autonomy to the different academic strands while keeping the mix of disciplines and maintaining the core offering of the Media School ‘brand’, which is very important to students and industry.</li> <li>• As well as keeping the ‘Media School’ as a distinct brand within any overarching faculty, the NCCA would also potentially benefit greatly from being given greater autonomy.</li> <li>• A move towards a faculty structure would provide an opportunity to address the perceived disconnect between CMC and the rest of the MS. This will also be helped by extra studios, some of which will be available by September, and the revalidation of CMC courses to draw on the media offering.</li> <li>• A move towards a faculty structure would help move the public perception towards the academic rather than the vocational, whilst maintaining a high profile for the attraction of the MS’s courses within their professions.</li> </ul> <p>There was broad support for taking discussions forward proactively, and it was noted that research centres will also be drawn into the deliberations.</p> <p><b>RESOLUTION: The Board agreed that a discussion will be facilitated to identify the advantages and disadvantages of pursuing the faculty route, to enable a proactive proposal to be put forward in a timely manner.</b></p> <p><b>b. Space:</b> The Dean outlined the short-, medium- and long-term strategies for dealing with the problem of space in the face of growing student numbers, noting that some of the information is commercially sensitive but will be shared as soon as practicable. There is a sense that some of the problems have now been acknowledged, and that action is being taken to alleviate them. The Dean will provide an update as soon as possible.</p>	<p><b>Stephen Jukes</b></p>
<p><b>4. EDUCATION</b></p>	
<p><b>a. Education and Student Enhancement Plan 2013/14 (ESEP)</b> The Head of Education drew attention to the ESEP 2013/14, available for all MS staff to view on the I Drive, and questions or comments are welcomed. The Plan is informed by student feedback, the MS quality report and NSS results; managed by the MS Executive, monitored at SASC and implemented at Academic Group level, it identifies areas that require attention and is reviewed biannually by UET.</p> <p><b>b. Media School Quality Report for 2012/13</b> The Head of Education drew attention to Sections A and C (the Action Plan, monitored by SASC) of the MS Quality Report, noting that the full document is accessible to MS staff on the I Drive. Areas to be improved and/or monitored are highlighted, as well as commendable achievements.</p> <p><b>c. Peer Reflection on Education Practice (PREP)</b> The Head of Education outlined the PREP scheme, a flexible means of self-development for academics to reflect on their educational practice. University discussions are ongoing about whether the scheme should be centrally designed and</p>	

imposed, and the HoE will update the School accordingly, but it was noted that the current flexibility is a great strength of the scheme.	
<b>5. VISITING FELLOWS – APPOINTMENTS</b>	
<b>5a. Visiting Fellow - Appointment – Dr Becky Parry</b>	
<b>Approved</b> - The Board approved the recommendation submitted by Dr Julian McDougall to appoint Dr Becky Parry as a Visiting Fellow for three years.	
<b>5b. Visiting Fellow – Appointment – Jonathan Shaw</b>	
<b>Approved</b> - The Board approved the recommendation submitted by Dr Julian McDougall to appoint Jonathan Shaw as a Visiting Fellow for three years.	
<b>6. PROGRAMME PROPOSALS</b>	
<b>6.1 - MA JOURNALISM STUDIES PROGRAMME PROPOSAL (CHANGE OF TITLE)</b>	
The Associate Dean (J&C) presented the proposal.	
<b>RESOLUTION: The Board endorsed the proposal for the MA Journalism Studies programme (change of title from MA Journalism and New Media).</b>	
<b>6.2 - MA SOUND DESIGN FOR FILM AND TV (CHANGE OF TITLE)</b>	
Trevor Hearing presented the proposal.	
<b>RESOLUTION: The Board endorsed the proposal for the MA Sound Design for Film and Television (change of title from MA Sound Production for Film and TV).</b>	
<b>6.3 - MA PRODUCTION DESIGN FOR FILM AND TV</b>	
Trevor Hearing presented the proposal.	
<b>RESOLUTION: The Board endorsed the proposal for the new MA Production Design for Film and TV.</b>	
<b>6.4 - MA MEDIA ARTS PRACTICE</b>	
The Associate Dean (Media Production) presented the proposal.	
<b>RESOLUTION: The Board endorsed the proposal for the new MA Media Arts Practice, noting that at design phase some of the concerns about the ‘fit’ with other programmes and the potential costs of the programme can be addressed.</b>	
<b>6.5 - MA IN COMPUTER GAMES ART</b>	
The Dean presented the proposal on behalf of the Associate Dean (CA).	
<b>RESOLUTION: The Board endorsed the proposal for the new MA in Computer Games Art.</b>	
<b>6.6 - MA VISUAL EFFECTS COMPOSITING AND DESIGN</b>	
Steve Hubbard presented the proposal, noting its close alignment with the programmes in the PG Media Framework, and that it will work best as a joint endeavour between CA and MP. It was noted that the paper circulated was not the latest version but an updated version will be provided for progression to ASC.	<b>Steve Hubbard</b>
<b>RESOLUTION: The Board endorsed the proposal for the new MA Visual Effects Compositing and Design.</b>	
<b>6.7 - CEMP: MEDIA SHORT COURSE FRAMEWORK</b>	
The Director of CEMP presented the proposal for two new proposed pathway titles and one amendment to existing pathway, as outlined in the paper.	
<b>RESOLUTION: The Board endorsed the proposal for the new Media Short Course Framework.</b>	

<b>6.8 - UPDATE RE FOUNDATION YEAR FOR UG CA FRAMEWORK</b>	
The Dean outlined the complications encountered in pursuing the proposal to introduce a Foundation year in CA, not least the funding arrangements. As a result, the plans to proceed with this have been withdrawn.	
<b>7. RESEARCH AND ENTERPRISE UPDATE</b>	
<p><b>7.1 Ethics Restructure</b> The Head of Research and Knowledge Exchange (RKE) referred to the Research Ethics Restructure Implementation Plan, noting that it is important to ensure there is a reliable record of ethical approval. The MS will be represented on the BU Research Ethics Panel by Dr Karen Fowler-Watt.</p> <p><b>7.2 Research PAD</b> Paper 015 was taken as read.</p> <p><b>7.3 Academic School Research Degree Quality Report 2013/14</b> The Head of RKE presented the report, noting nine areas highlighted where there is room for improvement. One particular concern is the PhD completion dates for staff members, which it was noted is a longstanding issue but raises questions about how to improve support.</p> <p><b>7.4 Research Website</b> The Head of RKE said the website has been replaced, and a working group has been convened to look at the architecture of the research themes. It was noted that the new site is user-centred and there is strong encouragement from Marketing and from the School to make sure the MS connections are maintained.</p> <p><b>7.5</b> The minutes of the <b>School Research Degrees Committee</b> from 23 October 2013 were taken as read.</p> <p><b>7.6</b> The minutes of the <b>School Research and Knowledge Exchange Committee</b> from 27 January 2014 were taken as read, with thanks being expressed to Jan Lewis for the prompt turnaround.</p>	
<b>8. STUDENT REPRESENTATIVES' REPORT AND STUDENT EXPERIENCE FORA ACTION PLANS</b>	
<p>The student representatives presented their report, summarising the total feedback provided by MS students in term one, 2013-14. Some issues were raised, including:</p> <ul style="list-style-type: none"> <li>• Timetabling and the quality of communications about rescheduled sessions;</li> <li>• Illegibility of handwriting and feedback;</li> <li>• A survey currently being developed to give a picture of PGR student experience to feed into SAB;</li> <li>• Concerns about assignments over Christmas (the Head of Student Experience confirmed this has been fed back to the CAS group).</li> <li>• Concerns that two exams have been scheduled on the same day – this will be checked but as schedules have not been published yet concerns may be unfounded.</li> <li>• More information about placements and career opportunities would be helpful.</li> </ul> <p>It was noted that cross-group working has been positive. Broadly there is a high level of satisfaction and generally students are satisfied that any issues raised have been dealt with.</p>	

The main concern for PG students is the recently communicated change to the graduation date for the current cohort (to November 2015). The student body feels that the change has been poorly communicated and very late. Overseas students have particular problems with coming back a year later, and some of them will not be able to return due to cost and/or visa issues. The students present noted this is a common problem across Schools, but the MS is the only School not to have communicated it early enough; though it was recognised that for most Schools this is not a change from previous years.

The Head of Student Experience explained that the implementation of CAS, whilst allowing for more contact time for students, has resulted in hand-in dates being later, pushing back Exam Board dates, meaning deadlines are missed for allowing graduation in the current year, as the minimum lead in time to graduation is not available. A shorter lead in time is not possible due to the complexities of making the graduation arrangements without compromising the student experience.

The following decisions were made in order to go some way towards mitigation:

- A formal transcript of student results will be provided, which will give evidence of graduation.
- The School will arrange a high profile event at the end of November/ beginning of December, where some form of presentation will be made to mark this significant time for the graduates. This might be built around the Media Production exhibition.

(Note: at a subsequent meeting students stressed the need for the issue of a full graduation certificate in order to secure employment. The Media School is investigating how best to accommodate this.)

The Board discussed how the situation can be avoided in future. Noting that CA have a board in September and will therefore graduate this year, the Head of Student Experience said that CAS is being implemented more flexibly than the MS had anticipated, so there may be flexibility for frameworks to make different decisions. But the Head of Education noted that Tier 4 requirements impose further requirements for many students.

Noting that this issue has been raised by the School consistently over the last two years, it was agreed that the issue will be raised in the following ways:

- Jo Freeman (Student Processes Manager) will raise it at ULT next week as part of a general discussion about graduation.
- The Dean will discuss with fellow deans.
- It will be raised via Electronic Senate to see if senior level consideration can be given to a later graduation date, either in November to encompass all affected students, or in January for those not bound by Tier 4 regulations.

John Gusman thanked colleagues in the School who have made efforts to try and avoid the situation which has arisen.

The Dean expressed apologies on behalf of the School for the distress and inconvenience caused to students by this situation.

The action plans from the Student Experience fora were noted.

<b>9. ASSOCIATE DEANS' REPORTS</b>	
<b>9.1 ASSOCIATE DEAN (Corporate and Marketing Communications) - REPORT</b>	
The report submitted was taken as read. The Board wished to place on record thanks to Dr Mike Molesworth, who has now left the University, for his contributions to the Academic Group and the University over many years.	
<b>9.2 ASSOCIATE DEAN (Journalism and Communication) - REPORT</b>	
The report submitted was taken as read. The Board wished to place on record thanks to Professor Stuart Allan, who has now left the University, for his contributions to the Academic Group and the University.	
<b>9.3 ASSOCIATE DEAN (Media Production) - REPORT</b>	
The report submitted was taken as read.	
<b>9.4 ASSOCIATE DEAN (Computer Animation) - REPORT</b>	
The report submitted was taken as read.	
<b>10. CENTRE FOR EXCELLENCE IN MEDIA PRACTICE (CEMP) REPORT</b>	
The report submitted was taken as read.	
<b>11. INTERNATIONAL PARTNERSHIPS REPORT</b>	
The report submitted was taken as read. Ana Adi thanked colleagues for their support. The Board noted with concern the workload issues having an adverse impact upon the health of some staff.	
<b>12. ACADEMIC SERVICES REPORT</b>	
The report submitted was taken as read. The Dean expressed thanks to Alastair Morrison (Partnerships and International Development Manager) for his support for the MS.	
<b>13. FRAMEWORK TEAM MEETING MINUTES</b>	
The link to access the Framework Team Meeting Minutes had been circulated prior to the meeting, for information.	
<b>14. DATE OF NEXT MEETING: 7 May 2014</b>	

Approved as a true and accurate record:

.....  
S A Jukes

Date:.....