

2. Minutes of the previous meeting held 10 December 2015

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| 2.1 | The misspelling of the Academic Coordinator for Applied Studies' name would be amended in the attendees list. | AS |
| 2.2 | The Head of Development: Quality & Student Experience (TD) indicated that the minute 6.3 referred to an FE collaborative partner and not a partner school. | AS |
| 2.3 | The Head of Development: Quality & Student Experience (TD) indicated that the minute 7.7 should refer to a SCITT partner. | AS |
| 2.4 | Subject to the amendments described above, the minutes of the previous meeting were taken as a true and accurate record. | |

ACTION: The Minuting Secretary would amend the minutes of the previous meeting from the suggestions made in minutes 2.1 to 2.3.

3. Matters arising

Action points

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| 3.1 | The Executive Dean: Learning, Teaching & International would ensure that the amendments that were made to the SCEI Annual Monitoring Report are approved by the Academic Enhancement Committee (6.1). The AMR would come back to Senate again for approval. | RS |
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ACTION: Executive Dean: Learning, Teaching & International to ensure that School of Culture, Education & Innovation's AMR is approved by the Academic Enhancement Committee and is then brought back to Senate.

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| 3.2 | The Registrar and Secretary reported that there would be further work to be done with the Regulatory Compliance Manager on the Code of Practice for Collaborative Provision, which would also future proof the document (7.4). This would return to Senate once approved by the Academic Enhancement Committee. | AKC/AT |
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ACTION: Registrar and Secretary and Regulatory Compliance Manager to work on revisions to the Code of Practice for Collaborative Provision.

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| 3.3 | The Regulatory Compliance Manager confirmed that the action on him was to ensure that there was a contract created for External Examiners and an induction process as part of this. He would follow up with Human Resources to confirm that the contracts had been drawn up and signed. | AT |
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ACTION: Regulatory Compliance Manager to follow up with HR about ensuring that the contracts for External Examiners had been drawn up and signed.

Academic Misconduct

3.4 The Executive Dean: Learning, Teaching & International reported that she had met with the Regulatory Compliance Manager to discuss providing analysis on Academic Misconduct data for future Senate meetings (10.4). They had agreed on a system with the Student Administration Manager for qualitative data to be recorded in the future, as there was no detail available on the current cases. Commentary would be provided when Academic Misconduct is reported on again at the relevant point of the Academic Year.

3.5 The Executive Dean: Learning, Teaching & International reported that the Student Administration Manager recalled that the verbal reasoning given for cases that occurred at level 6 included time pressures, personal factors and having not accessed available support. She added that only 1% of students had committed Academic Misconduct, though she would look to confirm this statistic. No benchmarking data is available.

RS

ACTION: Executive Dean: Learning, Teaching & International to confirm that the statistic under minute 3.5 on the total percentage of students that had committed academic misconduct is correct.

3.6 The Executive Dean: Learning, Teaching & International indicated that inadvertent misconduct is not recorded at level 4, although she also highlighted that all misconduct is addressed; the student is interviewed and guidance is offered.

3.7 Senate noted that a paper on the hand-in software 'Turnitin', which identifies where assignments appear to contain plagiarism, would be going to a future Academic Enhancement Committee meeting.

4. Membership & Terms of Reference

4.1 The Registrar and Secretary described that a sentence had been added to the Terms of Reference which indicates that Senate 'functions as the highest approval organ for the University's academic matters unless having delegated its powers to another committee'.

4.2 Point (ii) on the Terms of Reference would be amended to include the giving of approval for newly validated programmes. The wording of 'SLT exceptionally', would be changed to 'exceptionally SLT'.

AKC

4.3 As indicated by the Academic Coordinator for the MA in Education and agreed by the Registrar and Secretary, point (iii) would be amended to note more explicitly that Senate should be a body that not only considers, but discusses cross-University issues.

AKC

4.4 Consideration would be given as to whether to detail the responsibility delegated to the Recruitment & Retention Oversight Group for making programmes dormant. Currently, the Recruitment & Retention Oversight Group, which meets monthly, holds the responsibility, as decisions on making

AKC

programmes dormant have to be made more quickly.

- 4.5 The Registrar and Secretary clarified that it was appropriate to use either 'Governor' or 'University Council member' when referring to members of the University Council.
- 4.6 The Chair would ask the Deputy Vice Chancellor to confirm the current process for the appointment of readers and professors. The Academic Coordinator for the MA in Education indicated that it had been previously discussed at Senate that the appointment decision may return to Senate. Currently, the appointment process goes through the Research Committee and SLT. The Chair added that he would look to confirm with the Deputy Vice Chancellor whether the decision would return to Senate from now onwards.

PN/JM

ACTION: The Chair to confirm the current process for the appointment of readers and professors with the Deputy Vice Chancellor and confirm whether the decision would return to Senate from now onwards.

- 4.7 The Registrar and Secretary would look to amend the Membership to reflect the shift into the new three school structure. The Chair reiterated the importance of having good representation and attendance at Senate from its members.

AKC

- 4.8 The numbering of the points on the Terms of Reference would be corrected.

AKC

ACTION: The Registrar and Secretary would review the Terms of Reference based on the suggested amendments described under minutes 4.2, 4.3, 4.4, 4.7 and 4.8. The Terms of Reference and Membership would be added to the Agenda to be approved at the next meeting.

5. University Institutional Returns

- 5.1 Senate received the report provided by the Registrar and Secretary. The Registrar and Secretary briefly gave Senate an overview of the University's different returns, which were detailed within the supporting paper. The Chair explained that given the number of separate returns, there would be some strain on BGU as a smaller institution and that the support of academic colleagues would be required in terms of supplying information to assist data colleagues with completing returns.
- 5.2 The Regulatory Compliance Manager reported that HESA had delivered a short training session for 47 staff members prior to the Senate meeting. This had been very clearly delivered and very well received. The Regulatory Compliance Manager added that the representative from HESA had described BGU's data as being in a good position. He would look at organising future training sessions similar to the one delivered by HESA should the need arise. The Academic Coordinator for Primary PGCE (3-7) reported how useful she found the session and was pleased that there were success stories that come from BGU's data which BGU staff were able to celebrate.

- 5.3 The Academic Coordinator for Applied Studies commented that in addition to the accreditation for the Psychology programme, which was mentioned in the paper, other courses were accredited too. For Applied Studies, the accrediting body would be the Joint Negotiating Council. The Registrar and Secretary indicated that Psychology was used simply as an example of programme accreditation within the paper. It was agreed that acquiring a professional accreditation for a programme was desirable in view of employability and thus in line with the BGU strategy.
- 5.4 The Academic Coordinator for the MA in Education queried as to what extent BGU would be ruled by HESA or allowed to remain flexible for Masters programme start dates, given the pressures to recruit students to the targets set. The Registrar and Secretary indicated that she had not reviewed the issue in detail but added that BGU was not alone with these challenges as other Universities were in a similar position and adhering to HESA and HEFCE requirements was important for the sector.
- 5.5 It was agreed that the wording ‘School of Teacher Training’ in the supporting paper would be amended by the Minuting Secretary to ‘School of Teacher Development’.

AS

ACTION: The Minuting Secretary would amend the name of the School of Teacher Development in the University Institutional Returns paperwork on SharePoint.

6. QAA Higher Education Review

- 6.1 The Chair reported that the Regulatory Compliance Manager had copies of the most recent version of the UK Quality Code available for colleagues.
- 6.2 The Registrar and Secretary reported that BGU had two groups working on preparations for the QAA Higher Education Review, with both working to a timed plan of work which would need to be completed in advance of the review. The Registrar and Secretary was in the final stages of finalising the plan.
- 6.3 The Registrar and Secretary indicated that the Core Steering Group was made up of herself, the Quality professionals from both schools and QASD, the lead student representative, the Students’ Union Vice President Voice and the Deputy Vice Chancellor. The larger Operational Group included for instance Heads of School as well as colleagues from Admissions and Recruitment, Marketing and IT.
- 6.4 The Regulatory Compliance Manager reported that colleagues had been undertaking a mapping exercise based on the chapters of the UK Quality Code with the aim of meeting all of the indicators detailed within it.
- 6.5 As part of the preparation for the QAA Higher Education Review, the Regulatory Compliance Manager stated that there would be a review and revision, where required of all policies, procedures, regulations and codes of practice, of which the bulk would be coming through Senate. In addition, Senate would have sight of the Self-Evaluation Document, which would begin

to be drafted in the coming weeks. A mock review would be planned to take place in September with colleagues from other Higher Education Institutions in attendance.

- 6.6 Luke South, the Level 5 English Literature student and Student Representative for the QAA HER, reported that he had started to convene a diverse student working group to assist him in the writing of the student submission. He had started to draft some aspects of the submissions, though others would require more research and consultation.
- 6.7 The Regulatory Compliance Manager explained that staff training would take place in advance of the review. Training would be discussed at the next meetings of the Steering Group. He suggested that the first sessions involve a small number of workshops, with the following sessions being more formal and intensive.
- 6.8 Senate noted that the HER steering groups and additional colleagues were looking at enhancement, with enhancement forming an integral part of the interpretation of the review. The Executive Dean: Learning, Teaching & International indicated that she had been working to identify areas of good practice within her teams and how what had been identified might be embedded in wider practice.
- 6.9 The Regulatory Compliance Manager indicated in response to the Academic Coordinator for the MA in Education that other working groups outside of the QAA HER were responsible for ensuring students were sufficiently challenged by their degree. Senate agreed that no additional questions would be included in the BG Student Satisfaction Survey for 2014/15.
- 6.10 The Regulatory Compliance Manager would be delivering a session on the UK Quality Code on 25 March 2015 as part of the BGU staff development series.

7. Learning, Teaching & Assessment Strategy

- 7.1 The Executive Dean: Learning, Teaching & International tabled the latest version of the Learning, Teaching & Assessment Strategy. She explained that the document was a working document and colleagues could feed in suggestions and amendments to the Learning, Teaching & Assessment strategy group. The document had previously been available on the staff and student portals for comment, with an event held on 21 January 2015 for colleagues to offer comments. A timescale had been developed for implementation, with a process which would look to engage all colleagues in the Strategy. A Learning, Teaching and Assessment Conference would take place in June, where academic colleagues would be asked to articulate their own interpretations of the Strategy. The aims of the Strategy would be embedded in School business plans, AMRs, and work done with student representatives.
- 7.2 The Executive Dean: Learning, Teaching & International indicated that further work would be undertaken on the Implementation, Monitoring and Review section of the Strategy. The Vision section had been added recently and was

still being revised.

- 7.3 The Chair welcomed Senate colleagues to send comments to the Executive Dean: Learning, Teaching & International outside of the meeting. Once complete, the Strategy would go to the Academic Enhancement Committee before coming to Senate for approval.

8. Update on Recruitment of Students

- 8.1 Senate received the Recruitment Statistics paper for information.
- 8.2 The Registrar and Secretary highlighted that the number of applications received was up by c. 6% on the previous year. A high conversion percentage would be required in order to meet the Strategy targets.
- 8.3 The Chair indicated that he believed that the Strategy targets should not be linear, and that a student number of 4500 could be achieved by 2019 even if this recruitment cycle did not grow to the target number set in the Strategy.
- 8.4 When asked how many students the University could realistically accept should there be an abnormally high conversion rate, the Chair indicated that this kind of situation would then require consultation on staff numbers and facilities. Currently, Estates were looking at a review on the effective use of space. The Head of Department of Education & Learning added that the new Schools were modelling staffing numbers to possible student numbers, taking the older SCEI approach to the new schools.
- 8.5 The Registrar and Secretary reiterated that when academics were actively engaged in the recruitment process then that genuinely had a positive effect on conversion.

9. Key Issues from University Council

- 9.1 There had not been a University Council meeting since the previous meeting of Senate on 10 December 2014 and therefore no update was required.

10. Ofsted Preparations

- 10.1 The Interim Head of School of Teacher Development reported that BGU was expecting a full Ofsted inspection to take place this year. The inspection would take place in two stages. The first stage was expected to take place at any point between mid-April through to the end of June and would be centred on documentation and action taken since the latest visit from Ofsted. The second stage would involve Ofsted's looking at BGU's NQTs, assessing BGU's training by output. 600 current students could be inspected by Ofsted at this stage, including those studying at New College Stamford and at Lincoln College. The focus was expected to be on pupil progress, but could also include the monitoring of Phonics and Behaviour. An outcome would not be given until the end of Stage Two; however, BGU would be able to act on feedback given at the end of Stage One in advance of Stage Two.

- 10.2 Preparatory work had meant that the necessary working streams have already been enabled, including access for NQTs to guidance from BGU. The School of Teacher Development had been working with Bea Noble Rogers, an experienced consultant who had provided clear advice, guidance and challenge in Ofsted preparations. The process had involved a great deal of reviewing of documentation. The Interim Head of School of Teacher Development added that the required standard which would have been expected for an Outstanding Ofsted outcome would no longer necessarily be so graded.
- 10.3 The School of Teacher Development had compelling data which could show that BGU was a good provider with a good percentage of good/outstanding student outcomes, with every graduate above the required base level of competence. The School of Teacher Development's employment rates continued to be great. As regards Phonics, the school would be able to demonstrate significant improvement.
- 10.4 At the end of the preparatory visit, and in advance of the likely inspection, Carol Baker would be visiting campus to conduct a mock inspection with School of Teacher Development colleagues.
- 10.5 Senate acknowledged the hard work of the School of Teacher Development team, but reiterated that it was crucially important for everyone to maintain the effort levels through to the inspection and beyond. The School expressed its gratitude to the Head of Department for Education & Learning and the Regulatory Compliance Manager for their support in preparations.
- 10.6 The Interim Head of School of Teacher Development informed Senate colleagues that a likely key focus for Ofsted would be around pupil progression. Ofsted had taken a pragmatic view on placement issues given that placement provision was a nationwide problem.
- 10.7 The Regulatory Compliance Manager added that the timing of the Ofsted inspection would fall immediately before the QAA HER desk-based analysis.
- 11. Report from the 20 January 2015 Academic Enhancement Sub-Committee**
 - 11.i Minutes of 20 January 2015 Academic Enhancement Committee
 - 11.i.1 Senate received and noted the Academic Enhancement Sub-Committee minutes from 20 January 2015.
 - 11.ii To receive and note proposals to validation
 - 11.ii.1 Senate noted that the Level 6 PGCE Primary and Secondary had been approved through to validation on 28 April 2015.
 - 11.ii.2 Senate noted that the BA (Hons) Counselling had been approved through to validation on 8 June 2015.

11.ii.3 Senate noted that the FdA Health & Social Care Supervision had been approved through to validation on 8 May 2015.

11.ii.4 Senate noted that the BA (Hons) Business (Team Entrepreneurship) had been approved through to validation on 5 June 2015.

12. Report from the 17 February 2015 Academic Enhancement Sub-Committee

12.i Minutes of 20 January 2015 Academic Enhancement Committee

12.i.1 Senate received and noted the Academic Enhancement Sub-Committee minutes from 17 February 2015.

12.ii To receive and note proposals to validation

12.ii.1 Senate noted that the EdD had been approved through to revalidation but no date had been set yet as this would have to be agreed with the University of Leicester. The revalidation event would be held at BGU.

12.ii.2 Senate noted that the MA in Theology had been approved through to validation on 6 May 2015.

12.ii.3 Senate noted that the MA in History had been approved through to validation on 6 May 2015.

13. Report from the 18 February 2015 Academic Enhancement Committee

13.i Minutes of 18 February 2015 Academic Enhancement Committee

13.i.1 Senate received and noted the Academic Enhancement Committee minutes from 18 February 2015.

13.ii Code of Practice – Work Based Learning

13.ii.1 The Regulatory Compliance Manager reported that the Code of Practice for Work Based Learning had been taken to the Academic Enhancement Committee in order fully to review its compliance with the revised UK Quality Code.

13.ii.2 The Regulatory Compliance Manager reported that at the Academic Enhancement Committee, the Head of Student Advice & Learning Development had asked for clarification in the documentation for the definition of 'work-related learning'. This had been implemented in the Code of Practice and approved by Chair's action.

13.ii.3 The Academic Coordinator for the MA in Education commented that the MA in Education was currently described as work-based, but indicated that she could look at rewording documentation around the programme.

13.ii.4 The Academic Coordinator for Applied Studies queried whether the planned

new guidance from the QAA on work-based learning for FdA programmes would present any implications. The Regulatory Compliance Manager indicated that if amendments were required to the Code of Practice, then it could be taken through for approval again.

13.ii.5 Senate approved the Code of Practice for Work Based Learning.

13.iii To receive and note proposals to validation

13.iii.1 Senate noted that the FdA Children & Young People Social Care Practitioner had been approved through to validation on 8 May 2015.

13.iii.2 Senate noted that the BA (Hons) Health & Social Care had been approved through to validation on 8 May 2015.

13.iii.3 Senate noted that the FdA Health & Social Care Supervision had been approved through to validation on 8 May 2015.

13.iii.4 Senate noted that the MA Health & Social Care Leadership had been approved through to validation on 8 May 2015.

14. Institution Re-approval of North Lindsey College

14.1 The Regulatory Compliance Manager reported that the Institution Re-approval of North Lindsey College had gone very well. There had been one condition relating to the inclusion of BGU's logo on the College's website in programme advertising. The Regulatory Compliance Manager would ensure that the Memorandum of Cooperation was signed following the decision of Senate.

AT

ACTION: Regulatory Compliance Manager to ensure that the Memorandum of Cooperation would be signed off to complete the process.

14.2 The Regulatory Compliance Manager highlighted that there had been queries from North Lindsey College and from other partner institutions concerning the Joint Board of Studies. Work was underway to look at offering more individual consultation with partners.

14.3 Senate approved of the Re-approval of North Lindsey College.

15. BA (Hons) Archaeology and History Programme Approval

15.1 The Regulatory Compliance Manager reported that all recommendations and conditions had been met by the programme team.

15.2 Senate approved of the full validation of the BA (Hons) Archaeology and History Programme.

15.3 The Regulatory Compliance Manager would ensure the validation sign-off form would be signed by the Marketing Manager and Head of Student Recruitment & Admissions. The 'Subject to Validation' disclaimers could then be removed

AT

from all advertising for the programme.

ACTION: Regulatory Compliance Manager to ensure that the Validation form would be signed by the Marketing Manager and Head of Student Recruitment & Admissions.

16. External Examiners

16.i External Examiner's Report Form

16.i.1 The Regulatory Compliance Manager reported that he had compiled a table of all External Examiners reports but had found it difficult clearly to highlight strengths and on the other hand suggestions of areas for development. The current Report Form was not clear in terms of having two separate areas for strengths and suggestions of areas for development.

16.i.2 The Regulatory Compliance Manager had amended Section 4 of the form so that positive comments and suggestions of areas for development now had separate commentary boxes.

16.i.3 Senate approved the recommended revisions to the External Examiner's Report Form.

16.ii Response to External Examiner's Report Form

16.ii.1 The Regulatory Compliance Manager indicated that a separate Response Form to the External Examiner's Report was not used currently, but instead responses to the External Examiner's comments were included within AMRs. The AMRs were sent to External Examiners, but the responses to comments were not always clearly highlighted. A separate response form would speed up the process and as this would still link into AMRs and plans, it would not be perfunctory.

16.ii.2 Senate approved the recommendation to implement a new 'Response to External Examiner's Report' Form.

16.iii Staff as External Examiners at other HEIs

16.iii.1 The Regulatory Compliance Manager reported that the newly appointed Academic Quality Manager would be taking up her post at BGU on 9 March 2015. One of her first tasks would be to update the details of BGU staff examining externally at other institutions.

16.iii.2 It was noted that the Chair and the Registrar and Secretary did not appear on the list of BGU staff as External Examiners at other HEIs. Additions to the list would be made as required.

16.iv Current Data and Vacancies

16.iv.1 The Regulatory Compliance Manager reported that adverts had been sent out

to recruit External Examiners for Applied Studies, Community Archaeology, the EdD and History. Responses had been received for History and the EdD. There were also candidates for the previously advertised Primary Education and Special Education Needs and Inclusion. A panel would be meeting to look at the candidates for the Education Studies and for English programmes.

16.iv.2 The Regulatory Compliance Manager was liaising with the Academic Coordinator for Music to see if the External Examiner for the Music Practitioner FdA would be able to take up the external examining role for Music.

16.iv.3 The Regulatory Compliance Manager indicated that the newly appointed Academic Quality Manager would be ensuring that the list was updated, and that programmes on the list that had been closed for some time were removed from the list.

17. Enhanced Periodic Review of Professional Services

17.1 The Regulatory Compliance Manager reported that the review of Student Advice & Learning Development would take place on 5 March 2015.

17.2 The review of IT Services would take place on 16 April 2015.

18. Outcome of the REF 2014

18.1 Senate recorded an acknowledgement of the work of Research colleagues in the bid and that Senate was very pleased with the outcome.

18.2 The Chair added that the quality of BGU's Research was better than that of many competitors, being described in the report as World Leading and having achieved a 4* rating for each of the three areas that BGU's Research was judged within.

19. Diversity and Equality Committee Minutes of 11 February 2015

19.1 Senate received and noted the minutes of the Diversity & Equality Committee.

19.2 The Executive Dean: Learning, Teaching & International advised that until the transition to three schools was completed, committees should continue to refer to school representatives as representing the School of Culture, Education & Innovation or the School of Teacher Development.

19.3 The Registrar and Secretary highlighted to Senate that the Diversity & Equality Committee had agreed on updates to its Equality Objective Action Plan, agreed to review Equality Impact Assessments with a proposal to go to CLT, discussed how the Committee could become more relevant by highlighting its discussions to Senate, discussed bringing its work to AEC to contribute to enhancement and to the development of programmes, and had started to explore the offer of 'safe spaces' for students.

20. Diversity and Equality Annual Report 2013/14

- 20.1 Senate received and noted the Diversity and Equality Annual Report 2013/14.
- 20.2 The Registrar and Secretary detailed some of the headlines from the report, including that there was a small percentage of BME staff at BGU; a large percentage of academic staff were over 50 years old and therefore succession planning would be important moving forward; and there continued to be a higher percentage of female students and more female students attaining first class honours. The issues detailed in the report were being addressed by the Equality Objective Action Plan.
- 20.3 The Academic Coordinator for the MA in Education asked if the Registrar and Secretary could liaise with the Head of Human Resources, who chairs the Diversity & Equality Committee, about providing data at the Diversity & Equality Committee for the gender balance of management positions.

AKC

ACTION: Registrar and Secretary to liaise with the Head of Human Resources about providing data to the Diversity & Equality Committee for the gender balance of management positions.

21. School Board minutes for the School of Culture, Education and Innovation on 28 January 2015

- 21.1 Senate received and noted the School Board minutes for the School of Culture, Education and Innovation.

22. School Board minutes for the School of Teacher Development on 28 January 2015

- 22.1 Senate received and noted the School Board minutes for the School of Teacher Development.

23. Future Items for Discussion

- 23.1 The Chair reported the news that so far, there had been a 74% completion rate for the National Student Survey (NSS). Academics should use the planned sessions to facilitate completion of the survey. Students would not be influenced. He added that BGU should have a target completion rate of over 89%. He encouraged colleagues to continue to promote the completion of the NSS to students.
- 23.2 It would be considered by the Chair and the Registrar and Secretary whether to bring forward the 29 July 2015 meeting of Senate. A number of documents would need to go through the meeting, but there would be potential for a lack of student representation, given the meeting was planned to take place outside of term time.

PN/AKC

ACTION: Chair and Registrar and Secretary to consider the timing of the July meeting of Senate.

- 23.3 Senate recognised that at the next meeting it would see the move towards the three school structure, and would receive minutes from the Joint School of Humanities and School of Social Sciences Board. An update on the transition to the three school structure would be provided at the next meeting.

PN/AKC

ACTION: Minuting Secretary to add an item to the next Senate agenda on the Transition to the three Schools.

AS

24. Dates of meetings for the remainder of the academic year

Wednesday 3 June 2015, 2pm – 5pm, John Tomlinson Teaching Room

Wednesday 29 July 2015 (TBC), 2pm – 5pm, location TBC

Signed Av S. Smith

Date 23/6/15