



BISHOP  
GROSSETESTE  
UNIVERSITY

**MINUTES OF THE MEETING OF SENATE**

**WEDNESDAY 3 JUNE 2015  
2PM IN THE JOHN TOMLINSON TEACHING ROOM**

**Present:**

Rev Canon Professor Peter Neil (Chair) Vice Chancellor

Professor Chris Atkin	Head of Centre of Education Development and Research
Dr Jo Barkham	Interim Head of the School of TD
Dr Pat Beckley	Academic Coordinator for Primary PGCE (3-7)
Dr Anne Craven	Registrar and Secretary
Steve Deville	Director of Resources
Ruth Hewitt	Head of Development: Quality and Student Experience (TD)
Dr Yvonne Hill	Academic Coordinator for MA in Education
Andrew Lane	Academic Coordinator for Primary Education with QTS
Jean MacIntyre	Head of Innovation
Sacha Mason	Academic Coordinator for Applied Studies
Graham Meeson	Head of Department for Education Studies
Professor Jayne Mitchell	Deputy Vice Chancellor
Chris Robertson	Students' Union President
Dr Olivia Sagan	Academic Coordinator for Psychology
Dr Ruth Sayers	Executive Dean: Learning Teaching and International
Professor John Sharp	Head of Doctoral Studies
Andrew Tofts	Regulatory Compliance Manager

**In attendance:**

Aaron Smith	Minuting Secretary
Yvonne Des-Forges	Academic Quality Manager (Observer)

**1. Apologies**

1.1 Apologies were received from the following members:

Graham Basten	Head of School of Social Sciences
Jamie Caress	Students' Union Vice President Voice
Saffron Clark	Level 6 Education Studies and SENI Student
Nick Gee	Head of School of Teacher Development

**Action**

Dr Andrew Jackson  
 Luke South

Head of School of Humanities  
 Level 5 English Literature Student

1.2 The Chair welcomed the Academic Quality Manager, who was observing the meeting of Senate.

1.3 The Chair reiterated the importance of Senate being quorate on 29 July 2015, given the volume of documentation that would need to be approved in Preparation for the QAA HER.

**2. Minutes of the previous meeting held 4 March 2015**

2.1 The Minuting Secretary would correct the title of Item 13.ii Code of Practice – Work Based Learning because of a typing error.

**ACTION: The Minuting Secretary to correct the title of Item 13.ii Code of Practice – Work Based Learning in the previous minutes.**

MIN SEC

2.2 The Minuting Secretary would liaise with the Executive Dean: Learning, Teaching and International to reword minute 13.ii.2.

**ACTION: The Minuting Secretary to liaise with the Executive Dean: Learning, Teaching and International to reword minute 13.ii.2.**

MIN SEC/  
 RS

**3. Matters arising**

Action points

3.1 The Chair and Deputy Vice Chancellor confirmed that there would be no call this academic year to appoint new readers and professors (Minute 4.6, 4 March 2015). The Executive Dean: Research and Knowledge Exchange, who would take up this post in October 2015, would be responsible for reviewing the criteria and specifying the procedure for appointing readers and professors.

Other Matters

3.2 The Executive Dean: Learning, Teaching and International reported as a matter arising from minute 4.4, 4 March 2015 that a meeting had been arranged to discuss the formal relationship of the Portfolio Implementation Team and the Recruitment and Retention Oversight Group. This would be in regard to the responsibility for the decisions on closing or resting programmes. The Registrar and Secretary indicated that a Minuting Secretary’s note could be added if required to the previous set of Senate minutes to inform of any changes that occur following the meeting.

**4. Membership and Terms of Reference**

4.1 The Registrar and Secretary reported that some colleagues were reaching the end of their terms of service on Senate. The Minuting Secretary was working

with the Heads of Schools on instigating the election process to elect new members from the three Schools.

**ACTION: Minuting Secretary to liaise with Heads of Schools to confirm Senate membership for the three Schools for 29 July 2015 meeting.**

MIN SEC/  
GB/NG/AJ

4.2 The Registrar and Secretary indicated that the amendments to the Terms of Reference suggested in the previous meeting of Senate had been implemented, which included referring to Senate as the highest approval organ in the University's academic matters and some changes to verbs reinforcing Senate's responsibility to discuss the variety of items which are brought to the meeting.

4.3 It was reported by the Registrar and Secretary that the references to the School of Culture, Education and Innovation would be removed from the Terms of Reference that are presented to Senate for approval on 7 October 2015, reflecting the creation of the two new Schools and the discontinuation of SCEI as a School, as well as the results of the elections within the three Schools.

4.4 Senate approved the amended Terms of Reference and Membership and noted that they would receive these again on 7 October 2015.

## 5. University Institutional Returns

5.1 The Registrar and Secretary reported that Institutional Returns remained ongoing business, with the significant HESA and HEFCE returns yet to be due for submission at this point in the calendar year. DLHE had been submitted and the Institutional Profile, HESA Student Record and KIS return were well underway, and the Registrar and Secretary expressed her thanks to the three Schools and other colleagues for their support and cooperation with the Student Data team in the data checking process.

5.2 The Registrar and Secretary reiterated that the Student Data team remained on track for all returns, with a comprehensive set of plans in place to support the submissions of these returns.

5.3 The Registrar and Secretary added that a series of enrolment training sessions were currently being held. This would ensure that BGU has a set of very highly trained colleagues for the postgraduate and undergraduate enrolment days in September which would be vital for securing good data to inform BGU's initial returns in 2015/16.

## 6. QAA Higher Education Review

### Writing of the SED

6.1 The Regulatory Compliance Manager reported that he and Claire Thomson, Head of Quality Enhancement and Student Experience, would be working on the Self Evaluation Document (SED) through June with the aim of having a draft ready for Academic Enhancement Committee on 8 July and Senate on 29 July.

Following this, amendments would be made ready for the 23 September Academic Enhancement Committee and 7 October Senate. The deadline for uploading the SED for the HER would be 26 October. The SED was however a joint effort, with several colleagues writing chapters for it, including the Registrar and Secretary, DVC, Executive Dean: Learning, Teaching and International, and several CLT members and their senior colleagues. The draft would then be edited by the Registrar and Secretary.

- 6.2 The main focus of work for the Regulatory Compliance Manager was currently on Section 4, which covered all eleven Chapters of Part B of the UK Quality Code. Work had been completed on three of the eleven sub-sections for Section 4 of the SED.
- 6.3 The Regulatory Compliance Manager made colleagues aware that he would be looking to source evidence for the statements included in the SED, and would be contacting section coordinators to run through their section and track their progress. The Registrar and Secretary added that this was a collaborative effort which supported all colleagues being involved in the drafting of the document or collating evidence.
- 6.4 The Regulator Compliance Manager confirmed to the Academic Coordinator for MA in Education that AMRs would be frequently referenced as evidence in the SED.
- 6.5 The Regulatory Compliance Manager reported that another University submitted approximately 450 pieces of evidence for their review. He anticipated that this might be a similar number to what BGU may upload. However, other universities had submitted 800, or even 1200–1500 pieces of evidence: the number would depend on what the text of the SED required and indeed the breadth of activities at the University.
- 6.6 The Regulatory Compliance Manager added that as Chapter C of the UK Quality Code on public information, the members of the HER: Operational Group had started to check the website for anything that appeared incorrect or illogical, in terms of structure and content. He asked that if any Senate colleagues noticed anything on the website that they would contact Eleanor Booth, Marketing Officer. The Marketing Officer was highly commended by the Academic Coordinator for Psychology, the Academic Coordinator for Primary PGCE (3-7) and the Academic Coordinator for MA in Education for her work, attitude and positive effect on the BGU website.

#### Enhancement

- 6.7 The Registrar and Secretary explained that the definition of enhancement is about how the University strategically as an institution is promoting good practice institution wide; in individual strategies and development plans that all adhere to institutional level strategy and plans. She reiterated that if any Senate colleagues know of any examples of good practice that they please add these to the BGU Staff Information folder on the QAA HER 2016 area of SharePoint. The Regulatory Compliance Manager would be assessing each

suggestion.

- 6.8 The Registrar and Secretary thanked the members of the two HER groups and both the Regulatory Compliance Manager and the Head of Quality Enhancement and Student Experience for their work on preparing BGU for the QAA HER.

## **7. Update on Recruitment of Students**

- 7.1 Senate noted that applications were overall up by 6.3% and that the challenge of recruiting to School of Teacher Development programmes was in line with the national trend. The Interim Head of School of Teacher Development reported that there had been some progress in terms of an increase in applications to PGCE programmes recently.
- 7.2 The Registrar and Secretary indicated that a great deal of work by the Student Recruitment and Admissions team had contributed to a 37% conversion rate; BGU's results were above those of its UCAS competitors. She reiterated that BGU must continue to utilise all opportunities presented to recruit and convert students up until September.
- 7.3 The Chair commented that it had been challenging for the new programmes that had been introduced for 2015/16 and thanked all colleagues who had supported the development of these new subject areas.

## **8. Ofsted Preparations**

- 8.1 The Interim Head of School of Teacher Development indicated that she expected the Ofsted call to come on 4 June 2015. If the call was not received on this date then there would only be two additional weeks following this so that the call could be received before the end of the Academic Year.
- 8.2 The Interim Head of School of Teacher Development reported that an area had been set-up on Blackboard, where the School was hosting its documentation, which was being constantly updated. Position papers were yet to be uploaded. The evidence provided in the documentation was very data-driven, showing that outcomes were good, the quality of training was good and that BGU produced outstanding NQTs. She added that Ofsted could undertake compliance checks on safeguarding but that the Disqualification by Association process was an example of what BGU had in place.
- 8.3 The Interim Head of School of Teacher Development reiterated that BGU had a strong SED for Ofsted so it could present a positive case and a plan for the identified areas of improvement, with priorities clearly indicated. It was added that the NQT Strategy had been commended by the external consultant as a sector leading initiative.
- 8.4 The Interim Head of School of Teacher Developed explained that the School of Teacher Development had produced a counter argument against the NQT Survey for BGU, as the survey contained historic data and changes had since

been made at BGU.

- 8.5 The Chair thanked colleagues who had assisted with Ofsted preparations for their work.

**9. Research**

- 9.1 The Head of Centre of Education Development and Research reported that the Research Strategy Implementation Group was working well and meeting regularly.
- 9.2 BGU had received confirmation of its QR funding following the outcome of the REF, which was an increase on previous funding.
- 9.3 Structural changes had been implemented, with five proposed new research clusters being established, though some of these clusters were more developed than others. These clusters were; Children and Young People; Identity and Culture in Education; Public Policy and Professional Practice in Education; Transition in Higher Education; and Wellbeing and Resilience. The Head of Education Development and Research indicated that he believed all five clusters offered a home for all academic staff and external partners to identify with. The Research pages on the website were being revised to match the new clusters, linking to staff projects, providing information for PGT and PGR students and information on current events.
- 9.4 The Research Strategy Implementation Group was moving forward with their planned investment in studentships within the research clusters, and recruitment of research focussed staff.
- 9.4 The Head of Education Development and Research reported that he was currently working with the Head of Library Services on setting up a repository for articles for submission to REF 2020.
- 9.5 The Deputy Vice Chancellor confirmed that the Research Committee stood in the committee structure as a sub-committee of the Academic Enhancement Committee. Its membership would be confirmed by Senate. Reports from Research Committee are received by the Academic Enhancement Committee., of which Senate receives the minutes. The Deputy Vice Chancellor added that she, the Registrar and Secretary and the Executive Dean: Learning, Teaching & International were currently looking at the committee structure, responsibilities and reporting lines.
- 9.6 Research would be added as a standing item on Senate so that Senate would receive key items for information moving forward.

**ACTION: Research to be added to future Senate agendas as a standing item by the Minuting Secretary.**

MIN SEC

- 9.7 The Head of Education Development and Research indicated that academic colleagues wishing to join a research cluster could possibly fit into more than

one; but that a process of assessing where colleagues' research could be best accommodated was being developed.

9.8 The Chair commended the work being undertaken within Research.

## 10. Key Issues from University Council

10.1 The Head of Department for Education Studies would check his notes from the previous University Council meetings and would report at the next meeting of Senate.

**ACTION: The Head of Department for Education Studies to provide a verbal report at the next meeting of Senate on all University Council meetings that have taken place since 4 March 2015.**

GM

## 11. Learning, Teaching and Assessment Strategy

11.1 A tracked changes version of the Learning, Teaching and Assessment Strategy was tabled by the Executive Dean: Learning, Teaching and International. She explained that the strategy had been brought back through the Academic Enhancement Committee and then to Senate for approval because of amendments to the Implementation section on pages 3 and 4.

11.2 The Executive Dean: Learning, Teaching and International explained that the strategy had not been written prescriptively because of the issues around measuring progress in areas such as student engagement. Instead there would be a requirement for every programme team to report on how they were addressing each one of the aims within their enhancement plans. The enhancement plan template within AMRs now contained a column for programme teams to respond to progress against the aims of the strategy.

11.3 Senate approved the Learning, Teaching and Assessment Strategy subject to the addition of the word 'critically' in the first bullet point of the Vision section. The amendment would be approved by Chair's Action.

**ACTION: The Executive Dean: Learning, Teaching and International to amend the Learning, Teaching and Assessment Strategy to include the term 'critically' in the vision section and have the amendment approved via Chair's Action.**

RS

## 12. Internationalisation Strategy

12.1 The Executive Dean: Learning, Teaching & International presented the tabled Internationalisation Strategy. The strategy had been written by the Internationalisation Strategy Group and was approved by the Academic Enhancement Committee. She indicated that the strategy was seeking Senate's approval. Approval would see BGU using the types of international marketing that are set out within the strategy, including the use of agents, which would require resource beyond what had been used for International recruitment previously. Senate noted that the Internationalisation Strategy Group had been writing the document since September 2014, but that the International

Manager had only been in post 6 months and there was a pressure to have the Strategy approved for 2015/16. The Strategy had been shared outside of the Internationalisation Strategy Group for comments.

- 12.2 The Academic Coordinator for Psychology indicated that the strategy only mentioned benefits to BGU and that she would have wished to see a slightly different take on internationalisation which was more aligned with BGU's ethos and values, with more within the strategy about sharing and redistributing knowledge and how BGU can learn from International partnerships. She added that she felt a number of points made within the strategy could have been expanded further, such as embedding internationalisation in the curriculum, and that BGU and what it stands for had not been sold enough in the strategy. The Head of Innovation pointed out that some of these points, including the sharing of knowledge and practice had been included in the action document, but that this potentially needed sign posting earlier on in the main strategy document.
- 12.3 The Registrar and Secretary indicated that she thought it would be of benefit to include a target for Transnational Education and further develop this section as this was something she had raised at the Academic Enhancement Committee.
- 12.4 The Deputy Vice Chancellor indicated that the Strategy was still in its draft stage and there would be an implementation plan with specific actions and targets, and that the International Team would need to explore in more depth what TNE really meant for BGU. The Internationalisation Strategy Group had formulated a bid for funding to develop a toolkit looking at internationalisation of the curriculum and work had already been undertaken in this area; this would be something that would sit behind the strategy in the action plan. The Strategy Group were being conscious that if too much of what was planned or currently being undertaken is included in the strategy itself, the document would become dated before it is even approved. She added that the strategy could be amended again but that the strategy would need to be in place for 2015/16.
- 12.5 The Executive Dean: Learning, Teaching & international added in response to concerns of financial implications of some of the elements of the strategy, such as the planned English Language Centre, that the document would have to cover potential International activity up until 2019. Costs for individual elements would only be worked out if something appeared necessary and genuinely viable.
- 12.6 There would be ongoing discussions between the Heads of Schools and the International Manager about programmes which could be brought forward for development.
- 12.7 The Academic Coordinator for Psychology added that it was the Benevolent Projects section that she particularly wanted to be rephrased and expanded upon.
- 12.8 The Chair suggested that something could be included around developing a

Teaching English to Speakers of Other Languages (TESOL) programme.

- 12.9 The Chair asked that any further comments would be passed to the Executive Dean: Learning, Teaching & International.
- 12.10 Senate approved the International Strategy, subject to the suggested amendments, which would be approved by Chair’s Action. The Executive Dean: Learning, Teaching & International would work with the International Manager on amending the strategy.

**ACTION: The Executive Dean: Learning, Teaching & International to work with the International Manager on amending the strategy based on the comments made in the minutes under Item 12.**

RS

**13. Minutes of the 20 May 2015 Academic Enhancement Committee**

- 13.1 Senate received and noted the Academic Enhancement Committee minutes from 20 May 2015.
- 13.2 It was agreed that the Academic Enhancement Committee minutes would be placed towards the start of future Senate agendas.

**ACTION: The Minuting Secretary to ensure Academic Enhancement Committee Minutes are placed in an appropriate position towards the start of the Senate agenda.**

MIN SEC

- 13.3 The Regulatory Compliance Manager stated that the undergraduate student representatives had highlighted issues with joint honours programme assignment hand-ins clashing and that students were feeling pressure when they had two assignments due within the same week. The student representatives had also reported that appointments with the Learning Development team were now much better and more accessible.
- 13.4 In terms of Turnitin, the Regulatory Compliance Manager reported that work was now ongoing to implement some of the recommended changes to documentation. This would be going back to AEC for 8 July 2015 and then to Senate on 29 July 2015.
- 13.5 The Student Advice & Learning Development Enhanced Period Review event had been carried out well and was conducted very professionally. The panel had made a number of commendations and recommendations to the Student Advice and Learning Development team. Student Advice & Learning Development had been asked by the Academic Enhancement Committee to produce an action plan to address the recommendations in the report and build on their good practice.
- 13.6 Senate noted that at the request of the Higher Education Academy, BGU had agreed to delay the re-accreditation of BGU’s PAT Framework by one year. The Postgraduate Certificate in Higher Education would now come forward for validation in September 2015 and the re-accreditation of the PAT Framework

by August 2016.

**14. BA (Hons) Education Studies – Record of Decision**

- 14.1 The Regulatory Compliance Manager reported that the Programme Validation event took place on 11 February 2015 and that all recommendations and conditions had been met.
- 14.2 The Regulatory Compliance Manager would ensure that the Record of Decision would be signed off by the Head of Student Recruitment and Admissions and the Marketing Manager, which would also mean that the ‘subject to validation’ disclaimer would be removed from the relevant marketing material.

**ACTION: The Regulatory Compliance Manager to ensure that the Record of Decision is signed off by the Head of Student Recruitment and Admissions and the Marketing Manager.**

AT

- 14.3 The Chair congratulated the programme team on the outcome.

**15. BA (Hons) Psychology Programme Approval**

- 15.1 The Regulatory Compliance Manager reported that the Programme Validation event took place on 29 January 2015 and that all recommendations and conditions had been met.
- 15.2 The Regulatory Compliance Manager would ensure that the Record of Decision would be signed off by the Head of Student Recruitment and Admissions and the Marketing Manager, which would also mean that the ‘subject to validation’ disclaimer would be removed from the relevant marketing material.

**ACTION: The Regulatory Compliance Manager to ensure that the Record of Decision is signed off by the Head of Student Recruitment and Admissions and the Marketing Manager.**

AT

- 15.3 The Chair congratulated the programme team on the outcome.

- 15.4 The Academic Coordinator for Psychology reported that the BPS would be visiting in the first months of 2016 to assess the single honours programme for BPS accreditation. She indicated that she was waiting on a number of other actions and decisions before she would start to draft the evaluative document.

**16. Workload Allocation Model 2015/16**

- 16.1 The Executive Dean: Learning, Teaching and International reported that the workload allocation model had been available to colleagues from 21 January 2015, with additional meetings held to discuss the document further with colleagues from each School and from Research.
- 16.2 The Deputy Vice Chancellor explained to the Academic Coordinator for the MA in Education that the model was a matter of application and implementation;

to try and achieve consistency and standardisation across the Schools and Research. She added that none of the fundamentals of the previous model had changed and there was no change from the system of the 15 units that the Schools had used previously.

- 16.3 The Minuting Secretary would circulate an updated version of the Workload Allocation Model 2015/16 which included a minor reordering of bullet points on page 3, and the removal of references to the former School of Culture, Education And Innovation.

**ACTION: The Minuting Secretary would circulate an updated version of the Workload Allocation Model 2015/16.** MIN SEC

**17. SCEI AMR Enhancement Plan**

- 17.1 Senate received and noted the amended SCEI AMR Enhancement Plan.

**18. AMR Timeline**

- 18.1 The Regulatory Compliance Manager explained that the dates presented in the paper were the set to the normal timescales used by BGU. The Registrar and Secretary added that BGU had good timescales in comparison to some in the sector.

- 18.2 The Deputy Vice Chancellor added that though AMRs were currently going through the writing and approval process, the subsequent action tables and enhancement plans were designed to run over a two year period to cover the period the AMR was written for and the time leading up to the approval of the following year's AMR.

- 18.3 Senate noted that the Statistics Handbook was a live document and would be available earlier in the academic year for colleagues to use to start writing their AMRs.

- 18.4 Senate received and noted the AMR Timeline.

**19. External Examiners**

- 19.1 The Academic Quality Manager indicated that she was hoping to set up an External Examiners sub-committee in the future.

- 19.2 The Academic Quality Manager had coded the current data held for external examiners for programmes at BGU. The blue cells indicated where a new external examiner would be starting in their post, with the red cells showing where external examiners were finishing their term with BGU. She added that if any colleagues had any suggestions for improving the database then they should contact her.

- 19.3 It was noted that the fee paid to an external examiner was based on the number of students on the programme.

- 19.4 The Academic Quality Manager reported that she had received back all responses for the database on BGU staff external examining at other HEIs.
- 19.5 The Regulatory Compliance Manager asked the Chair what Senate wished to get out of maintaining this database. The Chair indicated that he saw a number of advantages, being that it provided Senate with an overview of the colleagues who were actively external examining, who might be visiting other HEIs and were able to share good practice at BGU and encourage other colleagues to engage in external examining activity.
- 19.6 It was noted that 26% of the 81 permanent academic staff at BGU engaged in external examining activity. As BGU has 114 visiting tutors, if these were included, the total percentage of academic colleagues engaging in external examining activity would only be 11%. Senate discussed how it was becoming harder for academic colleagues to network and become an external examiner. The Head of Education Development and Research added that for RDAP, external examining contributed to the assessment matrix.
- 19.7 The Chair asked that if colleagues were offered external examining opportunities but were unable to undertake these then they should pass them on to another suitable BGU colleague.

## 20. Periodic Review Schedule

- 20.1 The Regulatory Compliance Manager explained that the Periodic Review Schedule for 2013 – 2019 had previously been approved; however AEC had wished to make some revisions to the schedule. He had revised the schedule so that it would run until the 2019/20 academic year, which would be by when all subject areas and student facing services could be reviewed again.
- 20.2 The Regulatory Compliance Manager recommended that BG Futures would be reviewed in the next academic year because of employability's being a thematic element of the QAA HER. He indicated that he had already spoken with the Director of BG Enterprise and the Head of Careers, Employability and Enterprise about this.
- 20.3 The Regulatory Compliance Manager would liaise with the Executive Dean: Learning, Teaching & International about the subject areas under which the two MAs would be best placed for review.

**ACTION: The Regulatory Compliance Manager to liaise with the Executive Dean: Learning, Teaching & International about the subject areas under which the two MAs would be best placed for periodic review.**

AT/RS

## 21. Transition to the Three Schools

- 21.1 The Deputy Vice Chancellor confirmed that the celebration event for the School of Culture, Education and Innovation had been held on 15 May 2015, when the two new Schools had been launched officially.

21.2 The Deputy Vice Chancellor reported that a task and finish group had been meeting from which a number of final actions had been identified. These actions were for the Heads of Schools to look at the infrastructure within the schools in regard to senior staffing and committee membership. The Deputy Vice Chancellor indicated that the two new Schools would be fully operational for the start of the 2015/16 academic year.

21.3 The Chair commended the group for work completed which helped to ensure a smooth transition to the three School structure.

**22. Diversity and Equality Committee Minutes of 13 May 2015**

22.1 Senate received and noted the minutes for the Diversity & Equality Committee.

22.2 The Registrar and Secretary reported that the Equality Objective Action Plan had been refreshed, with a full review of actions and objectives to be taken forward from the November meeting.

22.3 The Registrar and Secretary added that a sub-group had been formed which was looking at Diversity and Equality within the Curriculum, with a potential session to be held at this or a subsequent Learning and Teaching Conference. The group would also be looking at how Equality data could be used more effectively within AMRs.

**23. School Board minutes for the Joint School Board of the School of Humanities and the School of Social Sciences on 29 April 2015**

23.1 Senate received and noted the School Board minutes for the Joint School Board of the School of Humanities and the School of Social Sciences.

**24. School Board minutes for the School of Teacher Development on 29 April 2015**

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

**25. Code of Practice for Collaborative Provision**

25.1 The Regulatory Compliance Manager confirmed that the Code of Practice for Collaborative Provision had been previously approved by the Academic Enhancement Committee and was now being received by Senate for approval following suggestions made by the Registrar and Secretary via tracked changes.

25.2 Senate approved the Code of Practice for Collaborative Provision. The Regulatory Compliance Manager would make sure the tracked changes made in the Code of Practice for Collaborative Provision would be included in the final, published and disseminated version of the Code of Practice.

**ACTION: The Regulatory Compliance Manager to make sure the tracked changes**

AT

made in the Code of Practice for Collaborative Provision would be included in the final, published and disseminated version of the Code of Practice.

**26. Future Items for Discussion**

26.1 No items were raised to be added to future agendas.

**27. Dates of meetings for the remainder of the year and for 2015/16**

27.1 The Dates of meetings for the remainder of the year and for 2015/16 would be as follows:

Wednesday 29 July 2015, 2pm – 5pm, John Tomlinson Teaching Room

Wednesday 7 October 2015, 2pm – 5pm, TBC

Wednesday 16 December 2015, 2pm – 5pm, TBC

Wednesday 2 March 2016, 2pm – 5pm, TBC

Wednesday 1 June 2016, 2pm – 5pm, TBC

Wednesday 28 July 2016, 2pm – 5pm, TBC

27.2 The Chair thanked the Academic Coordinator for the MA in Education and the Head of Innovation for their service as they had reached the end of their terms of service on Senate.

27.3 The Chair thanked the Students' Union officers for their service as they would be reaching the end of their terms in office in July and, as such, the end of their terms of service on Senate also.

27.4 The Chair thanked the Interim Head of the School of Teacher Development, the Academic Coordinator for Primary Education with QTS and the Head of Development: Quality and Student Experience for TD, who would be leaving BGU before the next meeting of Senate.

Signed ..... *Mr S. Hill* ..... Date ..... *11/10/15* .....