



MINUTES OF THE MEETING OF SENATE

**THURSDAY 27 July 2017
2PM IN ROOM 13, SKINNER BUILDING**

Present:

Rev Canon Professor Peter Neil	Vice Chancellor (Chair)
Professor Jayne Mitchell	Deputy Vice Chancellor
Mr Steve Deville	Director of Resources
Dr Ruth Sayers	Executive Dean: Learning, Teaching & International
Professor David Rae	Executive Dean: Research & Knowledge Exchange
Dr Andrew Jackson	Head of School of Humanities
Mr Graham Meeson	Academic Staff University Council Member elected by teaching staff
Professor Kate Adams	Head of Research
Professor Chris Atkin	Professor of Higher Education
Ms Kelly Fisher	Head of Quality and Regulatory Compliance
Ms Rachel Harvey	Head of Planning and Data

School of Humanities

Dr Craig Spence	School of Humanities - Academic member of staff not an HoD
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Student members

Mr Joshua Blanchard	Students' Union Vice President
Miss Harley Ellerby	SU Postgraduate Representative
Mr Adam Shah	SU Undergraduate Representative

Officer and Minuting Secretary	Ms Michele Upcott, Student Administration Manager
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Observing	Ms Stephanie Gilluly, Interim Registrar Ms Nadine Chapman, Quality and Standards Officer
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The Chair welcomed the Head of Quality and Regulatory Compliance and the Head of Planning and Data to their first meeting of Senate.

It was noted that the Head of Planning and Data should be included in the membership of Senate from October 2017

October meeting

1. Apologies

- 1.1 Apologies were received from the following members:
- Dr Graham Basten, Head of School of Social Sciences
 - Dr Nick Gee, Head of School of Teacher Development
 - Mr Shaun Thompson, School of Teacher Development – Academic member of staff not an HoD
 - Miss Aimee Quickfall, School of Teacher Development – Academic member of staff not an HoD
 - Ms Viv Kerridge, School of Humanities – Academic member of staff not an HoD
 - Mrs Elizabeth Hopkins, School of Social Sciences – Academic member of staff not an HoD
 - Dr Emma Pearson, School of Social Sciences – Academic member of staff not an HoD
 - Dr Anne Jackson, Registrar and Secretary
 - Mr Kieran Parrish, Students' Union President

2. Minutes of the previous meeting held on:

2.1 Senate held on 7 June 2017

The minutes of the previous meeting of Senate held on 7 June 2017 were agreed as a true and accurate record.

3. Matters arising

3.1 Action Points

3.1.1 Contention Report 2015–16 (minute 3.1.5 refers)

The Deputy Vice Chancellor informed members that the revised Contention Report for 2015–16 would be presented to the Academic Enhancement Committee in July 2017 and to the next meeting of Senate on 18 October 2017.

KF

3.2 Other matters

3.2.1 No other matters were raised.

4. Minutes of the Academic Enhancement Committee held on 12 July 2017

Members **RECEIVED AND NOTED** the unconfirmed minutes of Academic Enhancement Committee (AEC) meeting held on 12 July 2017, noting the following:

- AEC Members had signed off the QAA HER Action Plan (External) as completed
- AEC Members had signed off the QAA HER Action Plan (Internal) with the exception of QR8 and QR11. The actions would be carried forward to the 2017–18 academic year

4.1 The Deputy Vice Chancellor informed members that the UK College of Business & Computing (UKCBC) subsequently did not wish to pursue a relationship with BGU in relation to Business but had expressed interest in English Language programmes.

BGU would pursue the institutional level approval event. The Interim Registrar agreed to seek clarification from UKCBC on their intent as it was unclear from their response whether they were withdrawing from the institutional approval event.

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4.2 The Deputy Vice Chancellor asked Senate to note the concerns raised in minute 12.12 regarding the language used within the Codes of Practice and about referencing other BGU policies. It was noted that a review of the scope and operation of the Quality Assurance Committee (QAC) would take place to ensure the above concerns were addressed.

The Interim Registrar reported that subsequent discussions had been held to ensure close liaison between the QAC and AEC.

Senate noted the concerns raised and noted that these would be addressed in the review of the QAC.

5. Policies and procedures

5.1 Regulations for the Awards of Honours Degrees and Foundation Degrees including supplement to the regulations – Psychology Annexe

The Interim Registrar informed members that the regulations had been amended so that students studying 15 credit modules were not disadvantaged. The current regulations only allowed a student to carry one module up to 30 credits into the next academic year; therefore, the amendment would allow students to carry up to 30 credits to ensure parity across all programmes without disadvantaging students.

The Psychology Annexe had been added to the regulations to comply with the requirements of British Psychological Society (BPS).

6. Teaching Excellence Framework: Subject-level pilot specification

6.1 The Deputy Vice Chancellor gave members an overview of the Teaching Excellence Framework: Subject-Level pilot specification. The ministerial announcement on 20 July 2017 covered the following:

- Introduction of a maintenance support package for part-time students; masters loans now in place; doctoral loans under development
- Cost of accelerated degrees would not exceed same qualification over a longer timeframe
- Office for Students to be established in January 2018 as market regulator
- Consultation on the new regulatory framework in autumn 2017
- Fees for 2018–19 entry would be announced in September 2017
- Vice Chancellors' pay – the Office for Students would be given a directive to look at and advise on pay levels
- Introduction of system-wide student contracts to help strengthen what was currently known as Student Charters
- Teaching Excellence Framework Year 3 and Subject-level pilots

Members noted that the Teaching Excellence Framework (TEF) Y2 outcomes were published in June 2017. HEFCE had completed a 'lessons learned' exercise, the results of which would be published in September 2017. This exercise would be used to amend, change protocols, methods, assessments for TEF Y3.

Members noted that the Y3 Subject-level TEF pilots specification had been published on 20 July 2017. The pilots would take place between Autumn 2017 and Spring 2018. They would be looking for between 30–40 higher education providers to participate; expressions of interest were to be submitted during the first week of September 2017 with an application submitted by 25 September 2017.

The Y3 Subject-level TEF pilot would include Longitudinal Educational Outcomes (LEO) data along with a new metric to determine 'teaching intensity'. Participation in the pilot was voluntary.

The Deputy Vice Chancellor asked members of Senate to consider the following decisions:

- Participation in Y3 institutional level TEF
- Submit an application to participate in Y3 Subject-level pilot

6.2 TEF Y3

The Deputy Vice Chancellor informed members that the University had received an outcome from the TEF Y2 of "Gold" rating which was valid for 3 years; next submission would take place in 2019–20 or earlier.

It was noted that the specification for Y3 TEF would be published in autumn 2017.

6.3 Teaching Excellence Framework: Subject-Level pilot

The Deputy Vice Chancellor informed members that pilots would take place over two years (2017–18 and 2018–19) to be fully implemented in 2019–20. The University was eligible to enter both years of the pilot, which was voluntary and a selection exercise.

The pilot would consist of a holistic judgement by a panel, of benchmark metrics with a written submission at both provider and subject level. The same evidence would be used at both levels. The criteria used in TEF3 would apply to the institutional and subject level. BGU would need to understand how the institutional and subject worked together.

The Subject-Level pilot would include all subjects and use Common Aggregation Hierarchy (CAH) to classify 35 subjects and 7 groups. The CAH would eventually replace the JACs codes.

The pilot would measure 'teaching intensity' at subject level. For joint programmes each component would be assessed on a pro rata basis within the single subject.

The pilot would consist of two models:

- Module A (by exception)
- Module B (bottom-up)

6.5 Module A pilot – based on provider metrics and a 15-page written submission. Subjects would be awarded the same rating as the provider where the metrics performance was similar. A more in-depth assessment would be for those subjects whose performance differed from the provider level that would include the metrics and five-page written submission for each subject.

Module B pilot – an in-depth assessment of each subject to give subject ratings. Subjects would be grouped in one of seven categories of CAH. A provider would have the opportunity to move only one subject in/out of each group.

The subject-level ratings would feed into the provider-level assessment and rating. The provider level would be based on provider-level metrics and a 10-page written submission. Group submission would be between 5–13 pages in length.

By entering the pilot, HEFCE would cross-match our current JACs codes to the new CAH system. HEFCE's intention was that the institution and subject ratings be combined but they may put the individual rating against subject and provider. There would be subjects that were excelling beyond the provider rating and some weaker areas. It was an enhancement model – sharing of good practice and subjects would be able to demonstrate their excellence.

Members noted that the assessment would be same metric benchmark and peer judgement. It was noted that the panel members for this pilot would not be the same as the TEF2. HEFCE were recruiting all new assessors and panel members. The Deputy Vice Chancellor explained that this was a great opportunity for academics, professional support staff and students to be involved as part of the assessment panels.

6.6 Teaching Intensity

HEFCE were piloting two measures of teaching intensity:

- A provider declaration of the contact hours provided, by year, weighted by staff-student ratios
- A student survey on number of contact hours, self-directed study and whether they consider the contract hours were sufficient to fulfil their learning needs

The pilot would initially be for five subject groups only:

- Nursing; Physics and Astronomy; Creative Arts and Design; History and Archaeology; Law

For BGU the only subject group to which this would be relevant was History and Archaeology.

It was felt that the University should consider teaching intensity through its AMRs and Portfolio reviews. The outcomes would be published but would not affect TEF2 and TEF3 outcomes. BGU would need to ensure the data requirements, engagement from staff and students was sufficient. It was noted that the new AMR proforma included subject-level metrics against the 10 criteria to link to the performance of the institution.

The Head of School of Humanities explained that the University should be involved in the pilot and identify what resources were needed, highlighting any indirect and direct issues.

The Director of Resources supported entering the pilot but the resourcing elements needed to be identified to ensure it was managed appropriately, whether through current arrangements or through extra resources. The University needed to recognise what was important to ensure the pilot was correctly resourced.

Members noted that the pilot would be running at the same time as the University was looking at resourcing in preparation for REF2020.

Members considered the risks and benefits and noted the following:

Risk

- Diversion of resources
- Reputational damage if the University failed to fully deliver/comply with pilot activity requirements

Benefits

- Staff continuing professional development
- Intelligence and insight of developing methodology shared with BGU
- Contribution of a small HEI's perspective to a national initiative
- Alignment with BGU data capability programme and quality enhancement activities
- Enhancement of teaching, learning and student engagement practice at BGU through evidence-based decision-making
- Better preparation for full implementation in TEF Y5

Resource implications

- Resources not allocated, planned, distributed or budgeted for in 2017–18 business plans

6.7 The Chair and members concluded the following:

- Senate **AGREED** that BGU would **not** participate in the Y3 institutional level TEF
- Senate **AGREED** that BGU would submit an expression of interest to participate in Y3 Subject-level TEF in the first of September with a full application submission by **25 September 2017**

7. University Institutional Returns

Members noted the following:

- The Data Team were involved in the DLHE Audit by UNIAC
- The Data Team had submitted the first Unistats data (previously known as the KIS return)
- The Data Team were currently working on the HESA Student Return with a final submission in September 2017

8. Final QAA HER Action Plan (internal and external)

The Deputy Vice Chancellor informed members that all actions relating to the external action plan had been completed and signed off.

The Deputy Vice Chancellor informed members that the internal action plan had been signed off with the exception of QR8 and QR11 as these were still outstanding and would be carried forward in to the next academic year 2017–18.

Further reporting on the Internal Action Plan would come back to a future Senate meeting.

Members **RECEIVED AND APPROVED** the QAA HER External Action Plan. The Action Plan to be uploaded to the University website.

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9. TEF Statement of Findings and the GuildHE Analysis of Outcomes

Members **RECEIVED AND NOTED** the TEF Statement of Findings for University and the GuildHE Analysis of Outcomes report. It was noted that the GuildHE report contained some inaccuracies but was the first draft following the TEF Rating announcements.

The Chair reported that BGU had been awarded Gold rating in the Teaching Excellence Framework assessment exercise. He thanked the Deputy Vice Chancellor and the TEF Working Group for all their work on the TEF submission and acknowledged the volume of work undertaken to achieve this result.

10. **Review of the Validation Arrangement for Research Degree Programmes (University of Leicester)**

Members **RECEIVED AND NOTED** the final report from the University of Leicester of the review of collaborative partnership agreement between Bishop Grosseteste University and the University of Leicester for their validation and award of research degrees.

Members noted that the review was extremely positive and had been overseen by the Head of Research and the Deputy Vice Chancellor.

The University was commended on its renewed committed and detailed re-shaping of its research infrastructure since the previous review in 2014, including financial investment and additional staffing in order to meet its strategic aims.

The Chair and members of Senate congratulated the Executive Dean: Research & Knowledge Exchange, Head of Research and Deputy Vice Chancellor the successful outcome and positive report.

The next review point would take place 2021–22 which would be after the University's next REF submission in 2020.

11. **Record of Decisions**

BGU:

11.1 Members **RECEIVED AND APPROVED** the ROD - BA (Hons) Primary Education with QTS and BA (Hons) Primary Teaching Studies with QTS

11.2 Members **RECEIVED AND APPROVED** the ROD – BA (Hon) English Literature and Joints

11.3 Members **RECEIVED AND APPROVED** the ROD – PGCE Primary

Boston College:

11.4 Members **RECEIVED AND APPROVED** the ROD – Institutional Validation

11.5 Members **RECEIVED AND APPROVED** the ROD – FdA Professional Studies (Education) & (Early Childhood)

11.6 Members **RECEIVED AND APPROVED** the ROD – FdA Professional Practice in SEND

Grantham College:

11.7 Members **RECEIVED AND APPROVED** the ROD – Institutional Validation

11.8 Members **RECEIVED AND APPROVED** the ROD – FdA Professional Studies in (Education) & (Early Childhood)

11.9 Members **RECEIVED AND APPROVED** the ROD – FdA Professional Practice in SEND

11.10 Members **RECEIVED AND APPROVED** the ROD – FdA Health & Social Care Practitioner

New College Stamford:

11.11 Members **RECEIVED AND APPROVED** the ROD – FdA Professional Studies (Education) & (Early Childhood)

Academies Enterprise Trust (AET):

11.12 Members **RECEIVED AND APPROVED** the ROD – AET – Institutional and Programme

12. **Minutes of meetings of sub-committees of Senate**

Stakeholder Engagement Committee – 20 June 2017

Members **RECEIVED AND NOTED** the minutes from the meeting held on 20 June 2017.

Members noted that Allison Webb, Head of Careers, Employability and Enterprise would take over as Chair of the Stakeholder Engagement Committee with Emily Hughes, Partnership Development Manager as Deputy.

13. Any other Business

13.1 Honorary Graduates Sub-Group

The Chair informed members the Senate required a new Chair for the Honorary Graduates Sub-Group following the departure Dr Ruth Sayers, Executive Dean: Learning, Teaching & International.

It was agreed that Mr Graham Meeson, Academic Staff University Council Member elected by teaching staff, would take over as Chair of the Group and review the membership.

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13.2 Professorial and Readership appointments at Bishop Grosseteste University, Lincoln

The Executive Dean, Research & Knowledge Exchange informed members as a result of the call for promotions to research appointments under the new criteria for Professorships and Readerships, the University is delighted to announce the following appointments:

Professor:	Dr Kate Adams	Research & innovation Centre
Readers:	Dr Jack Cunningham	School of Humanities
	Dr Sibylle Erle	School of Humanities
	Dr Caroline Horton	School of Social Sciences
	Dr Emma Pearson	School of Social Sciences

These appointments recognised the exceptional leadership and excellence in research being demonstrated by these members of staff. The promotions were an important part of the University's preparations for its entry to the next Research Excellence Framework (REF) assessment in 2021. They would take effect from 1 August 2017.

14. Dates of next meeting(s) in 2017–18

- Wednesday 18 October 2017 at 2pm in Hardy Seminar 1
- Wednesday 10 December 2017 at 2pm in Hardy Seminar 1
- Wednesday 28 February 2018 at 2pm in Hardy Seminar 1
- Wednesday 20 June 2018 at 2pm in Hardy Seminar 1
- Friday 27 July 2018 at 2pm in Hardy Seminar 1

Signed by the Chair: _____

Rev Cannon Professor Peter Neil

Date: _____