



Senate Minutes

Open Minutes of the meeting held on 7 December 2022 in G5.05 on the High Wycombe campus and on Microsoft Teams.

Present:

- Professor Rachel Cragg (Senior Pro Vice-Chancellor (Education and Digital) [Acting Chair]);
- Professor Paul Morgan (Pro Vice-Chancellor (Student Experience))
- Ellie Smith (University Secretary and Clerk to Council);
- Professor Florin Ioras (Director of Enterprise and Research);
- Karen Buckwell-Nutt (Associate Pro Vice-Chancellor (Health and Social Care) / Director of Institute of Health and Social Care);
- Miriam Moir (Academic Registrar);
- Charlotte Leighton-Woods (Students' Union President);
- Emily Crawshaw (Students' Union Vice-President Education and Welfare (Uxbridge and Aylesbury))
- Kirsteen Coupar (Interim Director of Student Success);
- Professor Musa Mihsein (Interim Head of School: Aviation and Security);
- Dr Ciaran O'Keeffe (Head of School: Human and Social Sciences);
- David Warnock-Smith (Research and Enterprise Committee Representative);
- Dr Kevin Campbell-Karn (Teaching Representative, School of Human and Social Sciences);
- Dr Russel Stone (Head of School: Creative and Digital Industries);
- Professor Ric Khine (Head of School: Health and Social Care Professions);
- Sarah Williams (Head of School: Business and Law)
- Dr Marcus Wood (Education Committee Representative);
- Ian Chisholm-Bunting (Teaching Representative: School of Nursing and Midwifery);
- Hilary Mullen (Teaching Representative: School of Creative and Digital Industries);
- Dr Sainey Faye (University Partnership Board Representative);

In attendance:

- Dr Emma Tomsett (Secretary);
- Matt Hiely-Rayner (Director of Strategic Planning and Change – item on Thrive28 only);
- Dr Ben Brabon (Head of Learning and Teaching Enhancement – item on Curriculum 23 only);
- Steve Edge (Head of Sustainability – item on Sustainability Strategy only);
- Charlotte Stewart (Disability and Inclusion Services Manager – item on Reasonable Adjustments Policy only);
- Deborah Byatt (Curriculum Quality Lead – item on Curriculum 23 only);

- Karla Inniss (Human Resources Business Partner - EDI – item on Islamophobia item only)
- Ashley Church (Director of Academic Portfolio Development)

Welcome / Apologies for Absence

22.280 The Senior Pro Vice-Chancellor (Senior Education and Digital), who was Acting Chair for this meeting only in lieu of the Vice-Chancellor, welcomed members to the meeting and noted the following apologies:

- Professor Nick Braisby (Vice-Chancellor)
- Professor Sri-Kartini Leet (Head of School: Art, Design and Performance)
- Emma Binnie (Dean of Students)
- Dr Paul Maloret (Head of School: Nursing and Midwifery)
- Brigitte Stockton (Teaching Representative: School of Art, Design and Performance)
- Brandon Tester (Students' Union Vice-President Education and Welfare (High Wycombe))
- Brenda Brown (Teaching Representative, School of Health and Social Care Professions);
- Dr Ben Clayton (Professoriate Representative).

Minutes of the previous meeting

22.281 The minutes of the previous meeting on 21 September 2022 were approved as an accurate record of the meeting without amendment.

Matters Arising / Status of actions

22.282 Senate noted the status of the actions as outlined on the action sheet.

Chair's Report

22.283 Senate received a verbal report from the Acting Chair (the Senior-Pro Vice-Chancellor (Education and Digital)) on developments in the University and the sector since Senate's last meeting. Senate's attention was drawn to the following points:

- while there had been much recent activity in government, there had been no major announcements for the sector. The skills reform agenda remained a government priority, with the Lifelong Learning Entitlement (LLE) being introduced from 2025, and work was ongoing to raise the skills of school leavers. This aligns with the priorities of Curriculum23 and the work to develop L4 and L5 awards (see later agenda item);
- all BNU staff were working hard to focus on student progression and retention;
- compliance with attendance monitoring was improving, as was the availability of data on Tableau. While BNU had seen improved patterns of attendance at the start of the term, it was now seeing a 1-2% decline across all Schools. As average attendance was around 50% in some areas, this was

extremely concerning. It was critical to maintain focus. The new Retention Panels appeared to be helping student engagement and retention, but it was everyone's responsibility to maintain focus, particularly around student return after the Christmas break;

- February 2023 recruitment remained critical to the University and was being monitored by a cross-institutional group;
- BNU and the Students' Union (SU) had taken significant action to support staff and students with the cost of living. WonkHE had recognised this work and had recorded BNU as one of the providers that offered the most support to its community. The Vice-Chancellor was also promoting this work via GuildHE. The Acting Chair thanked all those who helped to ensure BNU students knew how to access help and support;
- good progress had been made on completing the United Kingdom Visas and Immigration (UKVI) action plan. The Acting Chair thanked all those involved and noted that BNU expected a further visit from UKVI. The University Secretary and Clerk to Council echoed the Acting Chair's thanks and confirmed BNU was in a much-improved position: all actions in the action plan had been addressed apart from one. Legal firm Penningtons would shortly run a mock UKVI visit with the Compliance Team which might result in some additional points to action, but the University Secretary was confident BNU would be in a good position by Christmas. The Acting Chair commented that considerable work had been done in a critical area, and lessons could be learned about record-keeping and following processes in their entirety. All compliance matters were now being closely monitored;
- Council had met recently, and Senate would have noted the recent update from the Pro Chancellor on BEN. Council had noted the healthy state of BNU's finances; the progress being made on the High Wycombe Estate Development; BNU's response to the cost-of-living crisis and its work on the forthcoming Teaching Excellence Framework (TEF) submission; recorded how BNU had performed in recruiting for September 2022; supported and noted the quality of the SU's report; and approved the Modern Slavery Statement and annual Prevent Report. The Acting Chair noted that Council had supported the staff bonus of £1,000 in recognition of the hard work and achievements of the past year;
- a small number of BNU colleagues had taken a minimal amount of action during the recent strike action held by members of the Universities and Colleges Union; BNU was not aware of any significant impact on the student experience or the business;
- BNU had raised objections to Newman University's request to change its name to Birmingham Newman University on the grounds of likely confusion with other providers;
- recruitment for a new Deputy Vice-Chancellor was in progress;
- BNU had agreed the catering tender for the new atrium space and awarded the contract to Gather & Gather;
- there had been some significant new appointments since Senate last met: a new Directorate of the Vice-Chancellor, Communications and Civic Engagement led by Louise Harvey as Director had been established; Ashley Church was the new Director of Academic Portfolio Development, with ownership on new business opportunities and Paul Maloret had been appointed as Head of School: Nursing and Midwifery. The Acting Chair extended congratulations to all the appointees.

22.284 The Director of Academic Portfolio Development advised Senate that his role was to develop new and compelling areas, courses and curriculum provision.

22.285 The Pro Vice-Chancellor (Student Experience) advised Senate that the Office for Students (OfS) had announced a series of subject areas it planned to review, including Computing, Psychology, Sport and Exercise Science, Law and Social Policy/Social Science. Members were advised it was worth being aware of these announcements. The Acting Chair commented that it would rapidly be expanded to all subject areas and echoed that colleagues needed to be aware of this. Colleagues who saw opportunities to join OfS panels were encouraged to consider this development opportunity.

Matters for Approval / Discussion

Students' Union Report

22.286 Senate received a report from the Students' Union (SU). The SU Vice-President Education and Welfare (Uxbridge and Aylesbury) highlighted the following key points to Senate:

- students had raised concerns about support for international students and the absence of an International Students Office;
- student representative coverage was currently at 78% (a 16% drop on 2021-22 levels). The SU would welcome any support BNU could provide to increase coverage across the institution to ensure the SU was securing student feedback about the student experience. The SU had given in-person talks across all cohorts and reminded academics repeatedly about promoting the representative programme to encourage recruitment;
- the SU believed BNU should implement refresher inductions ('reintroductions') at the start of each academic year to ensure all students were aware of the support services available and to raise awareness of the extensions/mitigating circumstances process;
- the SU Vice-Presidents Education and Welfare believed many of the academic integrity cases they had been involved with in the year to date could have been avoided with a more comprehensive process of ongoing induction to services, support and regulations, instead of one standalone introduction at the beginning of a student's studies;
- as students faced a cost-of-living crisis alongside the ongoing impact of the Covid-19 pandemic, the SU believed it was vital to introduce additional measures to support students;
- the SU had student well-being concerns, particularly around the five-week wait students currently faced for counselling appointments, which could be the difference between a student leaving or being retained. They shared the experience at the University of West London compared to that of BNU.

22.287 The SU requested the following actions from the University:

- to note the comments made by students in feedback received at the seventh annual RepCon;

- to action a review and change working group on the current induction processes and implement ongoing induction and re-introduction for the next academic year;
- to consider reintroducing a 'No Detriment Policy' to support students through a continued period of uncertainty;
- to review the issues faced by the Counselling team and investigate solutions for the benefit of both the team and the student body.

22.288 Senate held a robust discussion of the report and proposals from which the following key points emerged:

- the Director of Student Success had been asked to review capacity in the Counselling Service. There had been a discussion through the Capital Planning Group (CPG) about the counselling system and funds had been allocated to purchase a new system, but CPG was awaiting details of the best system to be purchased;
- it was agreed that more insight was needed into why students did not want to become representatives; the Acting Chair noted that students might be unaware that PCMs should not be about just difficulties, but also what was working well and the future;
- the Student Representative Policy dated from 2014-15 so might need reviewing. The Pro Vice-Chancellor (Student Experience) advised Senate that the policy had been reconsidered over the past year, but needed extensive updating involving sector comparisons to establish best practice;
- it was agreed that the Student Representative Policy needed to consider the role and the time it required as almost 30% lack of coverage was not satisfactory;
- the Vice-President Education and Welfare (Uxbridge and Aylesbury) acknowledged that perception of how much time it took to be a representative might be hindering recruitment, but this needed further consideration.
- the Pro Vice-Chancellor (Student Experience) commented that some student representatives felt little changed despite their efforts, so BNU needed to continue to improve its response to, and engagement with, student feedback, which in turn would reinforce student engagement;
- the Student Futures Manifesto indicated the sector was moving towards co-production rather than structured meetings at set points in the year to gather student feedback.

22.289 The Acting Chair noted that the Student Futures Manifesto recommended a 'reinduction/reintroduction' to returning learners. Senate noted that a review and change group had reviewed the September 22 BNU Welcome and queried if this could be continued.

22.290 The Teaching Representative: School of Human and Social Sciences agreed in his capacity as Chair of the Academic Integrity Panel that a 'long' induction, or refresher reintroduction, covering the policies and processes students needed to be aware of, along with further reminders from module leaders as students approached assessment points, would help address academic integrity issues.

22.291 The Director of Student Success advised Senate that planning for the September 2023 BNU Welcome would start earlier compared to this year and focus on developing a 'long thin' induction for new and returning students that would be spread across several months.

22.292 The Director of Student Success also commented that the Directorate had begun to utilise placement counsellors to join in January 2023, which would increase the Service's capacity. The Directorate was exploring an interim solution for the Counselling database while procurement for a full customer management system (CMS) was completed.

No Detriment Policy: support for cost-of-living impact on studies

22.293 The Academic Registrar advised Senate that the University Executive Team (UET) had asked Academic Registry to review support for students to address the cost-of-living crisis across the sector. The Registrar drew Senate's attention to the following points:

- the previous No Detriment Policy (NDP) had been enacted because teaching had been severely disrupted by the pandemic, but BNU was not currently in the same situation;
- existing mitigations already introduced in 2022-23 included the pilot project of expanding the In-Year Retrieval Attempt Scheme to non-submissions by Foundation Year students and the revised degree algorithm whereby low marks at Levels 5 and 6 would no longer be included in the degree calculation;
- the proposed measures were in line with the sector and could be implemented by amendments to other policies rather than reinstating the NDP;
- students who trailed modules could struggle to pass these modules alongside the modules they were required to take during their next Level, and it might not be possible to allow module trailing for certain PSRB-regulated programmes.

22.294 The Academic Registrar confirmed that Academic Registry was not recommending the full reimplementation of the NDP, but was recommending an amendment to the Mitigating Circumstances Policy and to make trailing up to 30 credits following reassessment a common Board of Examiners decision as it was already in the Academic Assessment Regulations.

22.295 The Education Committee representative noted that BNU should be cautious about reinstating an NDP because the OfS had criticised providers that had invoked an NDP for a second year as the OfS expected providers to be returning to 'business as usual'.

22.296 Senate held a thorough discussion of the proposals with key points emerging as follows:

- there was concern about the impact on students of trailing modules, meaning they would have 150 credits to complete in the following academic year, which entailed an extra 300 hours of study, although some members noted it was unwise to assume that every student who trailed a module would struggle;

- it was agreed that if students were allowed to trail modules it was essential that course teams supported those students through the additional workload;
- the SU believed that the NDP measure to allow students to submit work 10 days late without requesting an extension had resulted in better student progression and what was being proposed now did not address that;
- there was concern relating to compliance with the General Data Protection Regulation about what evidence students would be asked to provide if giving financial reasons for requesting mitigating circumstances;
- Senate members queried whether there was a particular profile being considered for trailing modules e.g. attaining minimum marks in other modules or certain levels of attendance;
- there was concern about high levels of non-submission and what could realistically be done to help students submit work on time or to make use of an extra 10 days for a capped mark. All staff wanted to help students as much as possible, but BNU also needed to maintain quality and standards;
- the Acting Chair commented this would necessarily be an ongoing discussion, but recognised the concerns about reinstating more of the NDP: students who needed help needed to be brought into the University's support system as early as possible, and giving a blanket extension of 10 days would further delay students getting help.

22.297 In response, the Academic Registrar clarified that

- the NDP provided Senate with options on what actions it could take: BNU did not need to reinstate every NDP measure if the NDP was reinstated;
- the Academic Assessment Regulations already allowed students to submit late for a capped mark or seek an extension for an uncapped mark;
- students could self-certify for mitigating circumstances or ask for a letter of support from an independent person who knew their circumstances and would not be asked for any personal financial information;
- trailing up to 30 credits after reassessment would have to be a universal measure as Boards of Examiners did not have attendance and engagement data available to them.
- the University did not require a minimum mark for any other type of progression, but Academic Registry was open to suggestion on this.

22.298 Regarding non-submissions, the Education Committee representative noted that BNU was addressing this through Curriculum 23's project on assessment work loading as it had become clear that the University may in some instances be over assessing students. The Education Committee representative also noted that there could be scope for a raising awareness campaign about extensions and other existing processes so BNU did not have to put students in a difficult position by trailing modules.

22.299 Senate agreed to not fully reinstate the NDP. Senate agreed there should be a campaign to promote awareness of existing measures to support students.

- 22.300 Senate approved the inclusion of financial circumstances as a reason for requests for extensions for assessments and for mitigating circumstances claims.
- 22.301 Senate did not approve the proposal to allow undergraduate students who did not meet the progression criteria after reassessment to trail up to 30 credits into the next Level, but agreed to keep it as a proposal for further consideration at a later date if necessary. Awareness of the current regulation and how to use it should be heightened.

Thrive28 Strategy and KPIs

- 22.302 Senate received the final text of the new University strategy, Thrive28, and the associated Key Performance Indicators (KPIs). The Director of Strategic Planning and Change advised Senate that the purpose of the KPIs was to express and capture the strategic direction of Thrive 28 operationalise the strategy by motivating effort in the correct strategic direction as the KPIs could be devolved to all parts of the University, allowing all staff could contribute to their achievement, and there was a Goal Map that showed how Directorates could contribute to achievement of the KPIs; and demonstrate progress towards the objectives of Thrive 28.
- 22.303 The Director outlined the KPIs that covered each pillar of Thrive 28:
- a. Support Students to Succeed: four KPIs focused on enhanced student experience and improved student outcomes;
 - b. Delivery knowledge and skills: three KPIs focused on improving impact and knowledge exchange, growing student numbers, and developing research;
 - c. Become a fit and agile organisation: five KPIs focused on operating effectively, growing and nurturing the BNU workforce and transforming BNU's environment;
 - d. Support our places and our partners: two KPIs focused on BNU becoming a civic university and instilling public confidence.
- 22.304 The Acting Chair confirmed that the KPIs were being presented to increase Senate's understanding of the KPIs rather than for approval. Senate held a broad discussion of the KPIs from which the following points emerged:
- there was some definitional overlap between increasing enterprise and research income and the requirement to increase third stream activity income. The Director of Strategic Planning and Change acknowledged overlap would usually raise concern, but on this occasion it would enable BNU to move towards achieving two targets through one activity. BNU would generate knowledge and income, which would also contribute to BNU's surplus;
 - the Education Committee representative commented that the KPIs for student achievement and student success were helpful, but in relation to continuation queried why the rate was set at 84.3% when the OfS B3 baseline for first-degree student continuation was 85%, and why there was no

benchmark for Postgraduate (PG) students. The Director of Strategic Planning and Change agreed BNU should not have a target that was below the OfS metric, although it was important to remember this was for first-time degrees and transfers had been removed from the metric, and would check this figure again. For PG students, most sector metrics focused on what was comparable which was usually Young Students on a three-year Undergraduate programme, but when reviewing continuation BNU would highlight any deficiencies in any areas;

Action: Director of Strategic Planning and Change

- The SU Vice-President Education and Welfare (Uxbridge and Aylesbury) queried how BNU would develop its accommodation to support growth in student numbers and if this would be spread across all campuses. The Director of Strategic Planning and Change noted that BNU's ambition needs to be agreed first, but to achieve this BNU would look at what is needed to achieve the targets – this will include, for example, the portfolio, teaching space and student accommodation;
- Senate asked how the strategy would be rolled out across BNU. The Director of Strategic Planning and Change believed there would be a formal launch by the Communications Team in the new year, but it would also be rolled out through future strategic planning rounds. It was noted that the University Management Group would also need to distribute it through Schools and Directorates.

Draft Sustainability Strategy

22.305 Senate considered a draft of the University's Sustainability Strategy. The Head of Sustainability informed Senate that the strategy was a summary of how BNU defined sustainability, what was important to BNU, its goals and targets, and the methods BNU intended to use to achieve them. It offered a summary of BNU's existing commitments and proposed 10 strategic areas that BNU could use to link its success to the UN Sustainable Development Goals.

22.306 Senate discussed the strategy, from which emerged the following points:

- the Deputy Head: School of Human and Social Sciences would send some detailed feedback on energy directly to the Head of Sustainability;
- the strategy needed better articulation of how sustainability would be embedded in BNU's Education offering;
- there was an opportunity to embed sustainability in Opportunity Modules but perhaps it also needed to be embedded in the wider curriculum framework;
- it was agreed that the strategy needed to be communicated effectively once it had been approved, and progress promoted;
- it was notable that Scope 3 was not included in the Thrive 28 KPIs. The Head of Sustainability advised that Scope 3 was the biggest challenge for BNU so discussions were ongoing about how to include this, but was also the area where BNU could make the largest impact on its emissions;
- there could be scope to align the strategy to the language of Thrive 28, which used 'We will...';
- the Quality Assurance Agency guidance on education for sustainable development suggested how sustainability could align with educational offers;

- the Head of Sustainability and Head of Learning and Teaching Enhancement were planning training for academics on the importance of teaching sustainability and how it could be built into programmes, with the first session provisionally scheduled on 2 February 2023. The University aspired to map all programmes to sustainable development goals.

22.307 The Acting Chair thanked the Head of Sustainability for the draft strategy and Senate agreed good progress had been made. Members were encouraged to provide individual feedback directly to Mr Edge.

TEF Update

22.308 Senate noted the update on the University's upcoming TEF submission. The Senior Pro Vice-Chancellor (Education and Digital) informed Senate that

- the submission deadline was now 24 January 2023 and BNU had received guidance from the OfS on what was required;
- the paper provided an update on progress to develop BNU's TEF submission: it was a demonstration of the emerging points BNU potentially wanted to make in its submission. Further development was required to include a review of the available data and evidence sources;
- as the key narrative was continuing to be formulated particular attention was being paid to the new section on Educational Gain; it was imperative that the University was able to both articulate and demonstrate how its definition of gain was being achieved. Further development was ongoing, to ensure that there was sufficient triangulated quantitative and qualitative evidence to satisfactorily support claims of excellence and to ensure that any areas of concern had been appropriately mitigated.

22.309 Senate considered the update. The following points emerged from its discussion:

- there was concern about paragraphs 76 and 77 where it stated BNU was only committed to partner activity that led to good educational outcomes as not all BNU partnerships might allow this to be stated;
- paragraph 83 required clarification as BNU's Apprenticeship provision was not currently assessed as Good as the 2017 Ofsted visit had not involved inspection of apprenticeships.

22.310 The Senior Pro Vice-Chancellor clarified that the paper outlined what BNU might want to include, but BNU would check if a statement could be evidenced and if it wanted to include or emphasise a particular area or not. Senate members were asked to bring forward any comments on any particular sections or points, but there was support to include apprenticeship provision.

Curriculum23: Presentation of the new curriculum / portfolio

22.311 Senate received a presentation on the progress of the Curriculum23 (C23) change programme. The Curriculum Quality Lead informed Senate that:

- as a result of bringing courses together, BNU would now deliver 183 titles using 135 programmes so the C23 programme had achieved some efficiencies for the University and improved the student experience as students would be studying in larger groups;
- validation numbers were changing constantly, but 100 programmes had either already met all their conditions or had been validated but still had some conditions to meet. There were 12 programmes that were not yet validated. Thirty-three programmes that had specific PSRB requirements were scheduled for validation in January 2023.
- the programme was now moving from programme design to programme operationalisation.

22.312 Senate welcomed that C23 had reached this stage, but agreed it would be helpful to reflect upon what BNU had learned from this process that could be implemented or impact BNU's existing provision. The Head of Learning and Teaching Enhancement commented that reviewing assessment workload could become an ongoing activity; how staff taught and considering active learning could filter through to all Levels; and considering what plans would look like in practice would benefit all students.

22.313 It was clarified that proposed changes to existing programmes could be brought to the Course Amendment Panel until May 2023. Staff must consult with students on any proposed changes, and should bring them forward as early as possible.

22.314 The Curriculum Quality Lead assured Senate that the no Apprenticeship activity listed for the School of Creative and Digital Industries was an error.

22.315 the overall reduction in the number of modules with only a few enrolled students was significant, with a 30% reduction in modules across the University.

22.316 The Acting Chair observed that student number planning for September 2023 was in progress and would attach student numbers to each programme, but it was important to note that C23 was not intended to reduce the number of students. BNU must recruit the same number of students as it had before.

22.317 The Acting Chair thanked everyone for their work on C23 to date.

Level 4 and Level 5 Strategy

22.318 Senate considered a proposed Level 4 and 5 strategy, which had also been considered by the Academic Planning Committee, developed in response to the Higher Education Policy Landscape and Reform Consultation (Department for Education [DfE], February 2022) which had indicated a

clear focus on Level 4 (L4) and Level 5 (L5) provision. The Associate Pro Vice-Chancellor (Health and Social Care) drew Senate's attention to the following key points:

- HTQs and the Lifelong Learning Entitlement (LLE) would be introduced into the sector in due course. BNU would need to break down its provision into smaller elements to support the LLE;
- the government wanted to support providers to take forward the HTQ strategy, which followed on from the Technical Qualifications available in the Further Education sector;
- providers could be an awarding body or a provider only for HTQs, or be both an awarding body and a provider;
- the University had begun considering these opportunities in September 2021, when it had applied for funding from the DfE growth fund for HTQs. The initial funding received had been used to purchase specialist equipment for Sports Coaching Science and Nursing Associate HTQs, which would be BNU's first HTQ offer (at L4). Future funding would be available from the DfE's Skills Injection Fund;
- the team led by the Director for Academic Portfolio Development would lead work to deliver the strategy;
- BNU also wanted to ensure the strategy did not undermine its existing provision and was not yet registered as an awarding body for HTQs. BNU had begun the process to become an awarding body, by applying for Institute for Apprenticeships and Technical Higher Education (IFATE) approval;
- this L4 and L5 provision would compensate for any future removal of Foundation Year funding;
- the government wanted to enable students to take individual modules and credits, but BNU would be looking at 120-credit provision initially;
- future opportunities included digital, construction, education, finances and accounting offerings.
- BNU would not launch any new HTQs until September 2024.

22.319 The Acting Chair noted that BNU must be well placed to deliver HTQ and other L4 and L5 awards.

22.320 Senate noted it would be helpful to have approximate figures for how much BNU would earn from one of these modules or a student taking a course of modules over a year. The Acting Chair advised this was not yet available because BNU needed to ascertain the cost of developing the awards. The strategy was partly about confirming BNU intent to be active in this area. There had been no indication of fee-capping for HTQs yet.

22.321 The Acting Chair noted BNU could not launch HTQs quickly given the required IFATE approval. Schools must start considering developing HTQs now.

Institute for Health and Social Care (IHSC): Board Terms of Reference

22.322 The Director of the IHSC informed Senate that the Institute wanted to increase the activities of its Board. The IHSC had been reporting to UET, but it had been suggested that moving forward the leadership group needed to be formalised and report into Senate.

- 22.323 Key Board members would include the Heads of the Schools of Nursing and Midwifery, Health and Social Care Professions and Human and Social Sciences, but if other Schools launched health and well-being activity they would be included. The Institute was also receiving support from David Sines (Provost for Strategic Nursing, Allied Health, Health Care and Social Work). It also wanted to support BNU's Impact Centres and the Lead for the Centre for Improvement of Health and Wellbeing would be a Board member.
- 22.324 The Board would have some key oversight of School activity, in addition to the monitoring already done by Education Committee.
- 22.325 The Head of School: Human and Social Sciences noted the Terms of Reference had been scrutinised by the three health and social care Heads of School.
- 22.326 Senate approved the Terms of Reference (ToR) for the Institute of Health and Social Care (IHSC) Board, which would be reporting to Senate, subject to the following amendments: that the ToR made clear which roles were 'from the Institute' rather than 'from the University'.

Action: Secretary to the Board of the IHSC

Support to Study Policy

- 22.327 Senate considered the Support to Study Policy, which had been added to the meeting papers late. The Head of Students and Wellbeing drew Senate's attention to the following points:
- the Policy was an update / replacement to the previous Fitness to Study policy: the amended process was quicker as any staff member could flag a concern about a student and a case conference would be convened within a few days to discuss the student and identify support for them;
 - the policy was not designed to take a punitive approach;
 - there had been a thorough consultation process, including Academic Registry, Schools, the SU, the Directorate for Student Success and the Resolutions Team.
- 22.328 The Head of School: Human and Social Sciences noted that point 22h referred to an 'emergency suspension' and advised readers to refer to Appendix 2, but Appendix 2 referred to 'temporary exclusion'. The terminology required clarification as in the past there had been confusion about what an exclusion was.
- 22.329 The Education Committee representative requested that paragraph 19 was cautiously expanded to allow other professional services colleagues to be included in case conferences, such as Finance and Academic Registry, and that the wording throughout was amended to ensure it reflected other processes e.g. BNU referred to 'interruption of studies' rather than 'suspension'. Dr Wood also queried if Education Committee should receive an annual report on support to study as part of its Annual Monitoring process. This was agreed as good practice.

22.330 Senate members were asked to review the policy and send feedback, including support for the policy, to the Secretary by Friday 9 December 2022. The intention was to then approve it by chair's action for immediate use.

Action: Senate / Secretary

Partner Periodic Review

22.331 Senate approved the new partner periodic review policy for immediate use.

Reasonable Adjustment Policy and Implementation plan

22.332 Senate approved the revised Reasonable Adjustment Policy for immediate use. The policy had been rewritten to reflect current best practise and provided a clearer process for the assessment and implementation of reasonable adjustments for learners.

22.333 The Director for Student Success suggested that there should be some formal annual monitoring on reasonable adjustments by a BNU committee. It was agreed that further consideration would be undertaken to determine where the annual report would be considered.

Action: Director for Student Success

22.334 The Teaching Representative: School of Human and Social Sciences noted that it would be the responsibility of School Leadership Teams responsibility to ensure 100% completion of training and queried how Personal Tutors could keep accurate records of meetings with tutees without a customer management system. The Acting Chair advised Senate the CMS was only lower in the plan because clarity about which CMS was required was needed: the CPG needed to know what the best system was before it was purchased. The Acting Chair also noted that personal tutors might need to keep written records of meetings.

22.335 The University Secretary and Clerk to Council noted that BNU was trying to introduce shorter policies accompanied by operational procedures. The policy would be reviewed by the Policy Oversight Group in this respect.

Action: Policy Oversight Group

22.336 Senate also approved the associated implementation plan. The Disability and Inclusion Services Manager advised Senate that, since the paper had been submitted, feedback had been received that suggested some crib sheets should be produced for staff, which would now be incorporated into the plan.

22.337 The Acting Chair thanked the Disability and Inclusion Services Manager for her work on the policy.

Islamophobia Definition

- 22.338 Senate considered a proposed University definition of Islamophobia. The Human Resources (HR) Business Partner - EDI advised Senate that the University had created a definition of Islamophobia, and it was believed that BNU was the first provider to do this. It had been recognised that it was complex to define Islamophobia and HR had worked with the BNU community and consulted with experts to understand how best to define and challenge it, including looking at existing leading definitions and examples. BNU had consulted students, staff and alumni and felt confident in coining its own definition, and centre education within it. The Equality, Diversity and Inclusion Committee had endorsed the definition.
- 22.339 Senate discussed whether including the phrase “hatred of Muslims or non-Muslim individuals” might expand the definition too far away from Islamophobia towards hatred of any religion. The Human Resources – EDI Business Partner advised that the within the rejection statement from FOSIS there had been a backlash against the phrase ‘Muslim or Muslimness’. “Hatred of Muslims or non-Muslim individuals” was deliberate phrasing.
- 22.340 Senate endorsed the University's definition of Islamophobia for immediate use: “A fear, prejudice, hostility or hatred of Muslims or non-Muslim individuals that transcends into religious or racial discrimination or intolerance, by excluding or impairing the recognition, enjoyment or exercise, of equal human rights and fundamental freedoms in the political, economic, social, cultural, educational or any other areas of public life, both in the online and offline world”.
- 22.341 The Acting Chair thanked all those involved in developing the definition.

Reports to receive

- 22.342 Senate received the following reports without comment: these items had been deemed starred items which would only be discussed if the Secretary received comments before the meeting. No comments had been received.
- Council (Open Minutes of the strategic meeting held on 11 October 2022);
 - Academic Planning Committee (Reserved Minutes of the meetings held on 9 September and 20 October 2022);
 - Education Committee (Open Minutes of the meeting held on 5 October 2022);
 - Equality, Diversity and Inclusion Committee (Open Minutes of the meeting held on 6 October 2022);
 - Sustainability Committee (Open Minutes of the meeting held on 14 November 2022).

Matters for endorsement

External Examiner Approval Panel (EEAP) Report (November 2022)

- 22.343 The Academic Registrar advised Senate that this was the standard report of all EEAP activity since Senate's last meeting. Senate endorsed the report.

Validation Report

- 22.344 The Academic Registrar advised Senate that this report had not been provided as the Curriculum 23 change programme had not concluded and there been no validations since the last report to Senate.

Date of next meeting

- 22.345 The date of the next meeting was confirmed as 22 March 2023.
- 22.346 The acting chair thanked all members for a productive meeting and all their work in 2022. The Acting Chair wished all members a happy holiday season.