



**2012 2013 2014**  
**2015 2016 2017**  
**2018 REVIEW**



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**Create. Share. Inspire.**

# Welcome

to our review 2012-2018

A celebration of Bournemouth University's journey since the start of our BU2018 Strategic Plan



During this time, our vision to create, share and inspire through our unique Fusion approach has taken shape and developed into a way of life at BU. Here we share some of the many achievements of our staff and students as we look forward to our new plan, BU2025.

We introduced our Fusion approach in 2012, putting it at the heart of our BU2018 vision and plan. In Fusion, we bring together research, education and practice to create something that is greater than the sum of its parts. Since 2012, our vision to create, share and inspire through our unique Fusion approach has taken shape and developed into a way of life at BU and here we share some of the many achievements of our staff and students as we look forward to our new plan, BU2025.

Our journey since 2012 has seen BU develop into a strong and vibrant academic community of staff and students, global in outlook and with ambition to ensure our learning and all that we do is focused on making a difference, enriching and improving the lives of our staff, students and society, making a positive impact and enriching the world.

As we reach the conclusion of the BU2018 Strategic Plan, we are developing our new vision and strategic plan for 2025, building on Fusion and our success so far. At the heart of this is a sense of confidence: confidence to build on our strengths, to tackle challenges, and to compete in an increasingly competitive and global environment.

We are proud of our achievements over the last six years, and we are confident that we will continue to inspire, advance learning and enrich the world through Fusion for the benefit of students, staff and society as a whole.

**Professor Richard Conder, Chair of the Board**

**Professor John Vinney, Vice-Chancellor**

# Our achievements

We have achieved much since we launched our Fusion strategy in 2012; here are just some examples.



**A TEF silver award**  
for the quality of our undergraduate teaching, recognising that BU delivers 'high-quality teaching, learning and outcomes for its students'.



**In the top 150**  
young universities in the world according to the Times Higher Education Young University rankings 2017



**96%**  
of our research is internationally recognised or higher, with 72% deemed to have an outstanding or very considerable impact on society  
(Research Excellence Framework 2014)



**Athena SWAN bronze award**  
In 2015, we were awarded an Athena SWAN bronze award in recognition of our commitment to tackling gender inequality in higher education



**£250 million investment**  
in our buildings, IT and facilities from 2012 to 2020



**6,500**  
global visitors to our Festival of Learning in 2017. As well as holding the Festival of Learning at BU for the fifth year running, we have also held events with international partners in China, India, Malaysia and Indonesia



**£1 million a day**  
The university, staff and students were found to contribute more than £1 million a day to the South West in our 2013 Economic Impact Study



**An EcoCampus platinum award**  
was awarded to us in 2016, building on the Gold award we have held since 2011



**1st class honours**  
for the sixth year running in the People and Planet University League 2017 for our environmental and ethical performance



**Learning opportunities 'commended' by QAA**  
In 2012, we became the first university to be commended by the Quality Assurance Agency for the quality of the learning opportunities we provide

**92.3%**

**92.3% of our graduates are in employment**  
or study six months after graduation  
(Destination of Leavers from Higher Education survey, 2016)



**Matrix accreditation**  
was awarded for our student support services and library facilities in 2016



**Higher Education partner of AFC Bournemouth**  
Since 2013, we have been the official Higher Education partner of AFC Bournemouth

# Building excellence through Fusion: 2012 to 2018

Launched in 2012, the BU2018 strategic plan was based on the powerful fusion of research, education and professional practice, creating a unique staff and student experience where the sum is greater than the component parts. Our achievements during the years from 2012 to 2018 are testament to our continuous journey towards excellence through Fusion.

Through Fusion, we support our staff to think differently and find solutions – whether it is a way of improving the degrees we offer, developing an exciting new direction for research or engaging with the local community to develop their passion and knowledge for a particular subject. STEM Ambassador Professor Geneveva Esteban is just one example of how our academics embrace the Fusion approach through groundbreaking research, school outreach work, conference presentations and doctoral supervision. Geneveva was recognised for her work in 2015 with a Vice-Chancellor's Special Award and you can read more about her work, and other examples of Fusion in practice, in this publication.

Since 2012, we have invested substantially and consistently in our staff, our students, our infrastructure and our campus. We work closely with our Students' Union, SUBU, consulting and involving them in all areas of BU's work, from strategy development to day-to-day operations.

Investment in attracting, retaining and developing the best academic staff in our disciplines has seen the calibre and achievement of our academic staff climb: In 2012, just 25% of staff had teaching qualifications or Higher Education Academy fellowships, while today that figure stands at over 70% against a sector average of 44% in 2014.

One result of this investment in staff is a much stronger reputation for high-quality research and in the latest Research Excellence Framework assessment, 72% of our research was deemed to have an outstanding or very considerable impact on society.

Strong links to the professions have always been a core part of the BU experience and today all BU students have the opportunity to undertake a work placement as part of their

studies, with 80% of our students on a course which carries Professional Body accreditation.

Both of these elements are central to what makes BU different and contribute to our strong and sustained record for graduate employment.

Achieving excellence in education has always been a priority for us and our success was recognised in 2013 by the Quality Assurance Agency, when we were the first university in England to be given a 'commended' judgement for the quality of our student learning opportunities. This achievement has been further recognised in 2017, with our award of a Silver rating in the Teaching Excellence Framework or TEF.

Since 2012, we have grown our student community from just over 16,500 to over 20,000 in 2017, of which 2,500 are international students from over 130 countries. Our international outlook and attitude is increasingly reflected in all our activities to ensure that our graduates go out into the world equipped with a global skillset, mindset and attitude, able to make a difference locally or across the world.

As a vibrant and active community in our region, we make a difference too, contributing more than £1 million a day to the South West, (Economic Impact Study, 2013); building close links with regional and local partners to drive development and opening our doors for all to learn from our diverse, creative and leading research at our annual Festival of Learning and our Fusion public lectures.

Our Fusion approach underpins what we do – but more importantly, it also defines who we are.

“

When I'm asked about the university's impact on Bournemouth and the region, I have an easy answer. I always say it's priceless.

Conor Burns, Bournemouth West MP

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SHIVA had an impact across the whole school. Teachers and therapists were inspired to use the technology together and a wider variety of students of all ages and abilities benefited from the results.

Sarah Gilling, Victoria Education Centre

## Computer animation providing a creative outlet for disabled children

The work of our National Centre for Computer Animation (NCCA) brings together teaching, research and professional practice and its excellence in education was recognised in the award of a prestigious Queen's Anniversary Prize for Higher Education in 2012.

Demonstrating the impact that research in this field is having on people's lives is the SHIVA project. SHIVA, standing for Sculpture for Healthcare Interaction and Virtual Art in 3D, enables people to create and 3D print complex objects using touch screen or eye-tracking technology. The original project was set up in 2010, running at the Victoria Education Centre in Poole, Dorset. By using simple artistic commands and controls, the software allowed the children to create shapes including teddy bears, buildings and Christmas decorations.

“Used by teachers and therapists in learning and art-based activities, as well as improving manual dexterity and cognitive development, this project has really made a difference to those children involved,” said Alexander Pasko, Professor of Computer Animation.

Michelle Wu, one of two student research assistants who worked on the project, added: “Each child had to have their own interface – some of them could only touch the screen, some could only use their eyes – my role was to configure the technology based on the needs of each person. The project gave me the opportunity to work closely with academics and experts in the field, develop my research skills and respond to a real-life brief. Much of what I've learnt will inform my postgraduate research in motion capture.”

As an excellent example of how our academics have combined professional practice, research and the input of students, this work won an Outstanding Digital Innovation in Teaching or Research Award in the *Times Higher Education Awards* 2015.



**Professor Alexander Pasko**  
Professor of Computer Animation

# Raising awareness of financial scamming in the UK

In 2017, academics from our National Centre for Post-Qualifying Social Work and Professional Practice were awarded a 'National Hero' award by the Chartered Trading Standards Institute in recognition of their work into financial scamming and the impact this has had on policy.

Since 2014, the team has been working with the National Trading Standards Scams Team, the Chartered Trading Standards Institute, Age UK, Royal Mail, *Which?* and the Burdett Trust for Nursing to develop a better understanding of financial abuse from scams, raise awareness and inform social policy.

Their findings were shared at two House of Commons events held in September 2016 and 2017, attended by a wide range of agencies and organisations such as the Chair of the National Trading Standards Board, Lord Toby Harris of Haringey; Founder of Think Jessica, Marilyn Baldwin OBE; and Head of Research at Age UK, Professor James Goodwin.

A new text book, entitled *Adult Safeguarding, Financial Scamming and Mental Capacity* and written by the team, was also launched at this year's Chartered Trading Standards Institute conference. It has now been given to every trading standards team in the UK.

Professor Keith Brown, Director of the National Centre for Post-Qualifying Social Work, said: "Financial scamming and its impact is a growing problem. We felt that there was a lack of clear research and evidence into the scale of the problem it causes and the impact on the public.

"But this is not just about research. This is about working with a range of different organisations on an ongoing campaign to get financial authorities and charities to take this more seriously.

"This work improves the quality of social care practice and training we provide to health and social care professionals.

Through our work in partnership with multiple agencies and organisations, we make a vital contribution to society in general and vulnerable people in particular. Indeed, by working closely with many local authorities in England in recent years, we have trained over 15,000 post-qualifying social workers – a great indication of how our courses are sought after by employers and professionals alike."



**Professor Keith Brown**  
Director of the National Centre for Post-Qualifying Social Work

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What the Trading Standards teams, working with the university, have been able to do is bring together all this evidence to show how widespread this is and what can be done to protect vulnerable people. This is the work of government departments coupled with academic research that shows we need to take this matter seriously.

Lord Harris of Haringey, Chair of the National Trading Standards Board.

# Assisting hip replacement patients in their recovery

Our Orthopaedic Research Institute (ORI) was launched in October 2015 to bring together local hospitals, industry partners, academia and students to improve patient care and develop clinical practice in the UK.

In 2016, while studying for her BSc (Hons) Sports Psychology & Coaching Science degree, Louise Burgess joined ORI as a Student Research Assistant to undertake a study on rehabilitation following hip replacement surgery with the aim of improving current practices and patient care.

Working alongside Tom Wainwright, Associate Professor in Orthopaedics, and Dr James Gavin, Lecturer in Exercise Physiology, both experts in their field, Louise examined the difference between isometric bed exercises, currently used in many hospitals, with functional sit-to-stand exercises performed in the hours after hip replacement surgery.

Louise said: "Exercises are performed in the hours after hip replacement surgery to facilitate recovery. We found that muscle activity during sit-stand exercises was markedly increased in comparison to that of bed exercises. This indicates that practice should change from the current routine of static exercises to functional exercises such as sit-to-stand."

The findings are being shared with the NHS to support patients to improve their activity levels and mobility after surgery. This is just one of the Institute's projects using a fusion of research, professional

practice and teaching to influence changes to policy, standards, treatment guidelines and patient expectations while inspiring the next generation of health professionals.

Louise is hoping to build on the research she carried out on her placement, having joined ORI as a full-time Research Assistant in April 2017.



**Louise Burgess**  
Research Assistant, ORI

“

I am sure it was very beneficial in the speed of my recovery. By just focusing on the ability of putting one foot in front of the other, you were aware this might be helping other people at some other time, in some other environment.

John Garland, patient

# Reducing the risk of cyber threats

Our Cyber Security Unit was set up in 2012 to provide cyber security, information, advice and assurance through the fusion of education, multi-disciplinary research, professional practice, community engagement and school outreach.

With the risk of cyber attacks increasing, the unit provides expert awareness advice, training and security consultancy to a range of organisations including the police, government agencies, charities and businesses. The team also has three laboratories, open to students as well as schools and organisations, to aid education, research and professional practice, and teach about the issues surrounding cyber security, cybercrime, digital forensics, situation awareness and system analysis.

Dr Christopher Richardson, who heads up the unit, said: "Our work focuses on five main areas – to provide multi-disciplinary solutions, undertake research, develop and undertake global security education and professional development, engage with the community and undertake professional practice across multiple industry sectors – all with the aim of improving and developing effective cyber security."

"We are also working to address the cyber security skills shortages within government agencies, law enforcement and industry through our degree programmes, aiming to improve job retention, while enhancing our own students' experience."

Academics from the unit also work as part of BU's own Computer Emergency Response Team which involves our IT Services, Department of Computing and Department of Psychology.

With over 20,000 users, BU has an extremely complex mix of different devices, systems and people with a substantial range of needs. These three teams work together to use their varied

expertise and knowledge to evaluate and prioritise threat information, and communicate the findings to staff and students. In addition, they conduct research into incident response, malware analysis, threat intelligence, risk perception and behaviour change: another example of Fusion in practice.



**Dr Christopher Richardson**  
Senior Lecturer, Faculty of  
Science & Technology



Professor Brian Cox, Dr Sally Reynolds and Professor Matthew Bennett, Royal Society, 2017

# Helping fight crime through groundbreaking software

Police scientists and forensic services from across the UK are using freeware developed by academics from our Faculty of Science & Technology after a decade of research on fossil footprints.

Funded by a Natural Environment Research Council (NERC) Innovation Award given in 2015, and supported by the Home Office and the National Crime Agency, DigTrace is a groundbreaking, bespoke solution to the analysis of footwear evidence. It helps analyse and capture 3D tracks, whether left by a dinosaur, one of our ancestors or by a suspect at a crime scene.

Professor Marcin Budka, Principal Academic in Data Science, said: "Our team of academics is one of the first to develop integrated freeware that allows crime scene officers to capture 3D images of footwear impressions with nothing more than a digital camera and visualises, analyses and compares these traces digitally.

"Footwear impressions provide an important source of evidence from crime scenes. They can help to determine the sequence of events and – if distinctive – can even link a suspect to multiple crime scenes."

The work was showcased at the Royal Society Summer Exhibition in 2017, one of the most prestigious public engagement events in the country, and featured on BBC's Breakfast News and Tomorrow's World.

Bringing together the knowledge and expertise of the team, with the support of students, the team continue to work with the Home Office and Bluestar, the keepers of the UK National

Footwear Database (NFD), to integrate this software into standard forensic practice in the UK. They are also developing bespoke machine learning algorithms for use with the NFD and have recently met with the FBI in a bid to get the software used in the USA.



**Professor Marcin Budka**  
Principal Academic in Data Science



# Live reporting of the 2015 election

In 2015, students from our Faculty of Media & Communication provided live coverage of the results of the UK General Election as it happened. Demonstrating collaborative working as it should be, students from different disciplines worked together with academics in a live situation, developing their own professional practice experience.

On 7 May, as polls closed, students ran live coverage of the results online, on television, radio and social media. This followed weeks of preparation which included a briefing from Kevin Marsh, Editor at the BBC College of Journalism, about Ofcom requirements and legislation during an election.

Students set up a website to use as a platform for live, round-the-clock television coverage and to provide stories and comment pieces while a number of students were out on location across Dorset to provide outside broadcast coverage of vote counts and result declarations as they happened.

Karen Fowler-Watt, Head of the School of Journalism, English & Communications, said: "This project is an incredible statement of what this faculty and this university is about. We had over 300 students right across the faculty from all disciplines involved in this extra-curriculum project. For example, PR students helped us set up the live events and computer animation students developed a short animation we used on the website."

Journalism student Joe Nersessian acted as Editor-in-Chief for the coverage and has since started a graduate internship at the Press Association. He said: "For me a big highlight of the night was when we broke Scottish Labour Leader Jim Murphy losing his seat live on air. It was seamless, and we had a panel on hand ready to react to the breaking news."

A similar project took place last year where students covered the US Presidential Election – with three students based at the University of Maryland to give live coverage on the night.



**Karen Fowler-Watt**  
Head of the School of Journalism,  
English and Communications

# Working with ex-service volunteers to conserve HMS Invincible

In 2016, our Faculty of Science & Technology, the Maritime Archaeology Sea Trust (MAST) and the National Museum of the Royal Navy (NMRN) were awarded a £2 million government grant to undertake one of the country's most significant historical excavations.

Dave Parham, Associate Professor in Maritime Archaeology, and his team are working with ex-service men and women to excavate, recover, conserve and eventually exhibit important artefacts from the wreck of the first HMS Invincible (1744). The ship was built by the French in 1744 and captured by the British in 1747. In 1758 the boat hit a sandbank and has been sitting on the bed of the Solent ever since.

"What Invincible has is a revolutionary hull and significant contents of an 18th century warship, from armaments to personal possessions," said Dave. "We are excited to start excavating and studying these rare artefacts and to put them on display for the public to engage in a period of maritime history that we currently don't know too much about."

Dave and his team of staff and students have previously worked with MAST on the Swash Channel Wreck in Poole Harbour. BU's involvement in the project began in 2006 when maritime archaeology students were invited to monitor the site of the wreck as part of their course.

Excavation of the ship began in 2010 and over 1,000 rare artefacts were found. Some featured on the BBC's *The One Show* in 2011 and are now displayed at the Poole Museum.



**Dave Parham**  
Associate Professor in  
Maritime Archaeology

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The wreck of HMS Invincible is an invaluable part of the UK's proud maritime history. This hugely worthwhile project will support military veterans, serving personnel and disadvantaged teenagers to learn new skills and put artefacts from the wreck on public display for the first time.

Former Chancellor George Osborne

# Conserving wildlife and tropical habitats in Indonesia

Researchers from our Department of Life & Environmental Sciences have been working in the remote forests of North Sumatra since 2014 to find out what deforestation, human activities and climate change are doing to the eco-systems and wildlife.

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This will greatly benefit our research into the Sumatran orangutan. It supports our international and especially our local conservation efforts by analysing habitat use in relation to forest structure for a complete primate community. It will also identify the long-term impacts of selective logging on the forest.

Matthew Nowark, Director of Biodiversity Monitoring, PanEco-SOCP YEL

Professor Amanda Korstjens and Professor Ross Hill are carrying out research to understand changes in the forest and how this affects species such as orangutans, siamangs, gibbons, Thomas' langur monkeys and elephants.

PhD and Master's research students have assisted academics by carrying out fieldwork and 11 undergraduate students have visited the region.

“By using a Fusion approach we can give our students the opportunity to experience living and working in the tropics, working with a range of organisations,” said Professor Korstjens. “Our PhD students work on a variety of projects, using cutting edge technology including micro-climate data recordings, as well as photography from drones to assess forest structure.”

The data gathered is being fed back to local conservation organisations, such as the Sumatran Orangutan Conservation Programme (SOCP) of the YEL-PanEco consortium and the Leuser Conservation Forum (FKL), to be used to change the way that conservation takes place in the area.

Chris Marsh, a PhD student working with Matt Nowak from SOCP, has found that orangutans are actively adapting their behaviour to avoid overheating as temperatures can vary according to how

high the animal is and how open the canopy is. By demonstrating the link between forest management and temperatures, the team hopes that local organisations will be able to make a difference to conservation and logging practices.



**Professor Amanda Korstjens**  
Professor of Behavioural Ecology

# Exploring the threat of hybrid war across the world

In the past year, Dr Sascha-Dominik Bachmann has been working with the Swedish Defence University, Faculty of Military Science of Stellenbosch University, the Qatari Joint Command and Staff College, and military experts from NATO and the US/UK military to explore the concept of hybrid war in its specific context of information operations and lawfare.

The notion of hybrid war and threats has emerged in military literature since the end of the Cold War and refers to the idea that conflicts are multi-faceted and include strategies that blend conventional warfare, cyber-warfare activities, military intimidation (falling short of an attack) and information or propaganda campaigns.

“Hybrid war is a new concept and one that is evolving quickly. It’s something that governments and policy makers need to know how to respond to, as conventional military strategies don’t work,” said Dr Bachmann, Associate Professor in International Law in our Faculty of Media & Communication.

“We need a different legal framework to tackle hybrid war, because it uses the cybersphere for the purpose of disinformation and propaganda as fear-based tactics to achieve its aims. It’s a completely different way of waging war and is something that we are only going to see increase.”

This knowledge and expertise is being shared with our undergraduate and postgraduate Law students, who are some of the first to learn more about this emerging subject. Our postgraduate research students are also discovering the implications of hybrid war on the defence and security in the

United Kingdom thanks to their work with visiting professor and former head of the UK Armed Forces Prosecuting Authority Brigadier (Rtd) Anthony Paphiti.



**Dr Sascha-Dominik Bachmann**  
Associate Professor in  
International Law

# Humanising healthcare education and training on dementia

In 2017, Health Education England (HEE) commissioned academics from our Ageing & Dementia Research Centre to design and deliver a national 'Train the Trainer' education programme for healthcare professionals.

Dementia Education and Learning Through Simulation 2 applied simulated learning such as videos, case studies and role-play for health and social care staff, closing the gap in their knowledge and skills and their overall delivery of care.

The training also introduced trainers to the Humanising Values Framework, a theory developed by BU academics that identifies potentially humanising and dehumanising elements of caring systems and interactions. Over 195 trainers from acute hospitals across the UK attended and the programme has now been rolled out across England.

Dr Michelle Heward, Post-Doctoral Research Fellow, who delivered the training sessions said: "Government policy advocates that by 2020 all staff employed by the NHS should receive dementia training appropriate to their role. However, audits of dementia care in hospitals have identified a gap in knowledge, skills and attitude.

"This programme was devised thanks to our research, previous professional practice and student work, providing a toolkit to ensure a consistent approach that combines core skills, knowledge and simulation. Simulation is key to enabling healthcare staff to experience what it is like to have dementia or care for someone with dementia."

A Psychology graduate, Laurie Emerson, joined the team as a Student Research Assistant to help deliver one of the 'Train the

Trainer' workshops, analyse data and present the preliminary findings at the university's Humanising Caring, Health and Wellbeing conference. She said: "It was a pleasure to work alongside academics who are so clearly passionate about improving dementia care. My involvement has certainly increased my desire to work in this field."



**Dr Michelle Heward**  
Post-Doctoral Research Fellow

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This package is an important addition to HEE's toolkit of resources and ensures organisations across the health and care system now have easy access to high quality dementia education and training.

Professor John Clark, Director and Dean of Education and Quality and Senior Responsible Officer for the Project at HEE.

# Ambitious people

The people who work at BU play an essential role in delivering our vision. It is only with the dedication, determination and innovative thinking of our staff that we make the university a great place to work and study.

We are committed to developing staff to their full potential, rewarding excellence and recognising the value that diversity and equality offer in producing a vibrant, inclusive and innovative learning community.

## Professor Genoveva Esteban

Professor of Microbial Ecology  
Faculty of Science & Technology

### When did you start at Bournemouth University and how has it changed since you arrived?

I started in September 2011 when I joined the former School of Applied Sciences, now part of the Faculty of Science & Technology. This move from schools to larger faculties opened interdisciplinary opportunities for research, outreach and professional practice that would also benefit students. Since then I have witnessed a significant increase in Fusion investment, which has allowed me to diversify and expand my portfolio and bidding activity for research, education, outreach and public-engagement activities as well as organisation of events for the wider community.

### What have been your biggest achievements this year?

I became a partner on a European funded 'Interreg' project, supporting a number of programmes across Europe. We lead the Education Work Package, which will fund 100 student placements over five years.

I also led a Natural Environment Research Council (NERC) Advanced Training Course in collaboration with the Freshwater Biological Association to train NERC, PhD and early-career researchers.

### What will you be working on in 2018?

The Interreg project will be fully operational in 2018, which will keep me busy selecting and interviewing students for the placements that we offer. The project is 'Fusion in action', whereby placement students are involved in field work collecting and processing biological and environmental data.

I will also be working on Wessex Portal and the Dorset Coast Digital Archive – two internet resources that increase our visibility and both are populated and maintained by students. These online assets are aimed at the local community, staff and students and allow information sharing on environmental projects, problems and solutions. In 2017 the Wessex Portal went global, starting with work with school children in Kenya. My research on microbial ecology will expand its collaboration with UK, EU and US partners.

I will also continue my role, organising and delivering outreach and public engagement events, including working with school children aged 5 to 18 years old.

## Sarah Carter

Policy and Public Affairs Officer

### Can you describe your role?

I analyse higher education policy and data, horizon scan trends, and monitor political developments. Keeping abreast of these factors helps to inform our strategy and planning, and contributes to our public affairs campaigns where we lobby to influence legislation and government decision making.

### What has been your biggest achievement this year?

I organised a Parliamentary reception at the House of Commons in September alongside colleagues from our National Centre for Post-Qualifying Social Work and Professional Practice. The event was about financial scamming and its impact on vulnerable people. We invited key sector and policy makers with the aim of cementing future working, positioning the university as a leader in the field, and attracting further funding.

### What's next in 2018?

Our new strategy is a major focus as we move into 2018 and I will be supporting key areas for policy impact. We are also planning a series of Fusion events to engage policymakers.



Professor  
Genoveva Esteban



Sarah Carter



### Professor Jian Jun Zhang

Head of National Research Centre for Computer Animation  
Faculty of Media & Communication

#### When did you start at Bournemouth University and how has it changed since you arrived?

I joined as a Senior Lecturer in 1996. There have been many changes since then. The most striking is that BU has moved from being a vocational university to an academically driven university, which matches well with our ambitions. The improvement of the infrastructure across the campus is also very impressive.

#### What has been your biggest achievement this year?

I was awarded 'Senior Fellowship of Higher Education Academy', an internationally recognised badge of success which demonstrates commitment to teaching and supporting learning within Higher Education. As an academic, my belief is I should always endeavour to do my best in education and research as well as other professional practices.

#### What's next in 2018?

In 2018, my emphasis will be to undertake the multi-million pound research projects granted by Research Councils UK (RCUK) and the European Commission, which include new novel technologies and theoretical findings in the area of computer animation and graphics.

I will also continue my work as Co-Director at the Centre for Digital Entertainment, an £11 million Engineering and Physical Sciences Research Council (EPSRC) funded centre that provides doctoral training to researchers in games, visual effects and animation.



### Luke Nwibo Eda

Doctoral Researcher

#### What are you researching?

My research explores missing migrants, a key societal challenge in light of the recent European migrants crisis.

It specifically examines legal obligations that states must follow under international law to identify the dead and respect the rights of the families of missing migrants. It also aims to further understand to what extent state migration policies comply with international legal requirements and what effect they may have on migrants when deciding to embark on their often dangerous journeys.

#### What has been your biggest achievement since you started at BU?

As an international student, I would say that it was my award of a British Government Commonwealth Shared Scholarship for my Master's.

At the end of my Master's, I was also awarded the fiercely and highly competitive BU PhD studentship for my winning research proposal on missing migrants.

#### What has been the best thing about your BU experience?

Studying at the university under the instruction of distinguished academics who challenged me to explore and learn new things, improve my abilities to understand and solve problems, increase my confidence and make myself a better communicator.

I am incredibly lucky to undertake a cutting-edge research degree in a lively, diverse and well-established scholarly community at one of the world's youngest international-leading research institutions.



### Christine Fowler

Head of Library Services

#### When did you start at Bournemouth University and how has it changed since you arrived?

I started in September 2014, right at the start of term. At that point, the Student Centre was being completed and the Fusion Building work had just started. Our Talbot Campus was poised for a tremendous development of amazing learning and social spaces and this was definitely the 'right place and right time' to be at BU.

The Sir Michael Cobham Library is in the heart of Talbot Campus and no longer sits in a closed courtyard. At Lansdowne, we have been working with our Estates team to help design the new flagship library in the Bournemouth Gateway building.

#### What have been your biggest achievements this year?

My team has been involved in a range of different projects this year. We successfully launched Brightspace, our new virtual learning environment, our excellent Peer Assisted Learning support was specifically mentioned in the TEF results, and the academic liaison team continued to deliver an outstanding portfolio of study skills.

Our strategy of developing and strengthening our e-resources is making us stand out in terms of student use. I work with an incredible user-focused library and learning support team who are committed to improving our physical and virtual spaces.

#### What will you be working on in 2018?

BU2025; I will be looking at the relationship between what we do and the impact on student employability, supporting the university's digital literacy agenda by improving accessibility and inclusivity of our e-resources, planning the relocation of our Bournemouth House library into Bournemouth Gateway, and improving the physical spaces in The Sir Michael Cobham Library.

# Facts and figures

Our journey from 2012 to 2018 has been inspiring and significant in its dimensions and impact. The projects are a showcase for the difference we are making in the world; here are some of the facts and figures which show just how far we have come in six years.



**20,056 students**  
an increase of over 3,300 students from 2012  
(2012 figure: 16,683)

**28,400 students have graduated**  
with a BU degree since 2012 – 5,400 students graduated in 2017



**16,120 undergraduates**  
an increase of over 1,400 students from 2012  
(2012 figure: 14,682)

**3,936 postgraduates**  
an increase of over 1,900 students from 2012  
(2012 figure: 2,001)



**11,000 international students since 2012**  
We've welcomed over 11,000 international students since 2012 and in 2017 we have over 2,500 international students representing 130 different nationalities



**80,000 graduates still in touch**  
We continue to keep in touch with over 80,000 former students from over 136 countries through our alumni activities



**Our libraries have 290,000 e-books,** 160,000 printed books and 58,000 e-journals, and in 2016/17 we had 533,399 downloads of our research publications

**264 students involved in Student Project Bank**  
The Student Project Bank allows companies to provide live briefs for BU students to work on. To date, 264 students have taken part in the scheme



**7,979 jobs and placements**  
In 2016 we advertised 7,979 jobs and placements to students, compared with 3,505 in 2012

**1,660 students**  
In 2016 our career advisors met with 1,660 students, compared to 892 in 2012

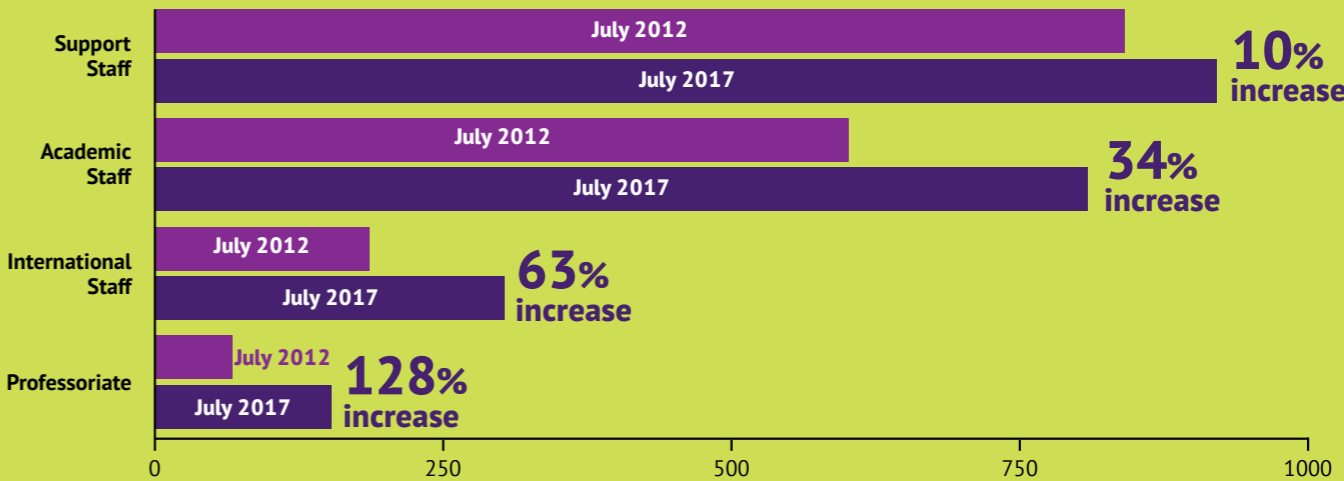


**36 different sports**  
Our students and staff can now take part in 36 different sports

**19,137**  
In 2016/17, over 4,800 of our students and staff participated in sports activities, recording 19,137 separate attendances

## Staff numbers

Our staff base has grown by 20% since 2012, when there were 1443 members of staff. In 2017, BU's staff base numbers 1730.



## 43 different nationalities

Our staff population is made up of 43 different nationalities in 2017 and now comprise 17% of our total staff, up from 12% in 2012

## Over 70% of staff have teaching qualifications or Higher Education Academy fellowships

In 2012, just 25% of staff had teaching qualifications or Higher Education Academy fellowships, while today that figures stands at over 70%, against a sector average of 44% in 2014

## Our professoriate

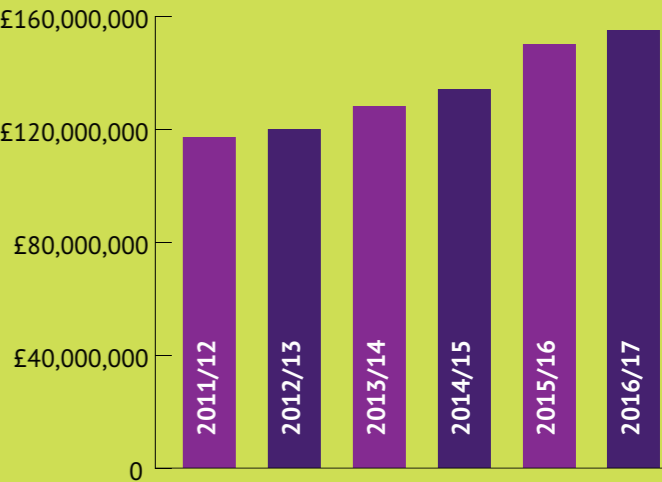
The proportion of female professors at BU has increased from 19% in 2012 to 35% in 2017

## £250 million

We're investing £250 million in our buildings, IT and facilities from 2012 to 2020



## Income





# Looking ahead

We have made great progress in meeting the strategic objectives we set out in our BU2018 Strategic Plan. Building on our vision of Fusion, the powerful combination of education, research and professional practice, we are now looking ahead to BU's journey over the next seven years.

At the heart of our exciting new BU2025 Strategic Plan is impact – how Fusion enriches the lives of those across the world. This could be through our contribution to economic and business development, benefit to society or the environment, or influence on policymakers and public bodies.

The key to this will be to empower our students and staff to engage further with cutting-edge research and discovery, knowledge generation and knowledge exchange to drive change locally and worldwide. We will continue to focus on collaboration with staff and students, industry and practice, and colleagues around the world to support this.

Innovative learning spaces are an important part of our learning environment, and following the success of our Fusion Building we will continue to create areas where students, staff and the local community can debate, challenge and explore. Work on our two Gateway buildings has already begun, creating further social collaborative learning spaces.

Our Fusion approach, conceived and developed over the last six years, has helped us address and seek solutions for some of the big challenges faced by society. We are now looking forward to our journey to 2025, further embedding the Fusion ethos at BU and strengthening our reputation and vision to become known across the world for inspiring education, advancing knowledge and enriching society.

# Get in touch

Contact us to find out more about our ambitions, to organise a visit or discuss ways we can work together.

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