
Minutes of the meeting held on 23 May 2014 at 0900 hours in the Board Room

Present:

Dr S Eccles (Chair)	Head of Education, Media School (MS)
Prof T McIntyre-Bhatty (Deputy Chair)	Deputy Vice Chancellor
Ms D Sparrowhawk (Secretary)	Academic Administration Manager (HSC)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Ms M Barron	Head of Student Support Services (SSS)
Prof D Buhalis	Senate Member
Dr A Diaz	Student Engagement & Co-creation Theme Leader (CEL)
Dr B Dyer	School Student Experience Champion (HSC) & Chair of Student Voice Committee
Associate Prof G Esteban	Member of the Professoriate, Faculty of Science & Technology (SciTech)
Mr J Gusman	Vice President (Education) of the Students' Union (SUBU)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Mr M Ridolfo	School Student Experience Champion, Business School (BS)
Prof E Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Dr G Roushan	Associate Dean (Education) (BS) and Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Deputy Dean (Education), School of Tourism (ST)
Associate Prof C Shiel	Associate Professor in Education (SciTech)
Mr M Simpson	SU President 2013/14, Students' Union (SUBU)
Ms C Symonds	Head of Quality and Academic Partnerships (AS)
Mr J Ward	Director of IT Services
Dr G Willcocks	Deputy Dean (Education), Business School (BS)
Prof T Zhang	Head of the Graduate School (GS)

Student Representatives:

Mr L Durham	BU Postgraduate Taught Student
Ms E Mayo-Ward	BU Undergraduate Student
Ms K Pliskin	Partner Institution Student

In attendance:

Associate Prof M Hutchings	Associate Professor – Education Development (HSC)
Mr J Nugent	Professional & Personal Development Officer (GS)

Apologies:

Apologies had been received from:

Mr J Cooke	Students' Union Head of Representation Services (SUBU)
Dr F Cownie	School Student Experience Champion, Media School (MS)
Prof V Hundley	Member of the Professoriate, School of Health & Social Care (HSC)
Ms A Lacey	Student Rep Champion (HSC)
Mr S Laird	Director of Estates
Ms J Mack	Head of Academic Services (AS)
Dr A Main	School Student Experience Champion, Faculty of Science & Technology (SciTech)
Canon Dr B Merrington	University Chaplain
Prof J Parker	Member of the Professoriate, School of Health & Social Care (HSC)
Ms J Quest	Senate Representative

1. **Welcome and Introductions**

The Chair welcomed the group to the meeting and apologies were noted.

2. **Minutes of Previous Meeting held on 26 March 2014**

2.1 Accuracy

The minutes were approved as an accurate record of the meeting.

2.2 Matters Arising

2.2.1 Minute 3.1 – Student Experience: BU International Mobility of Students Update – Management of mid-level assessment outcomes for incoming international exchange students

The University had previously agreed that formal Assessment Boards would not take place after Semester 1 as BU was trying to reduce the number of Assessment Boards taking place. It was important that any resolution be proportionate to the number of students affected.

Action Completed: Following discussion at ASC on 15 May 2014 it had been agreed that the production of provisional transcripts for the 2014-15 academic year would be formalised for all incoming exchange exchanges (Erasmus and non-Erasmus).

2.2.2 Minute 3.1 – Student Experience: BU International Mobility of Students Update – Outgoing exchange students' award classification

Clarification was requested regarding the implementation of ECTS, particularly around providing a percentage mark instead of 'Pass/Fail'. This issue had been considered several years ago, but would be revisited. Preliminary sector investigation had indicated it was not standard practice to convert marks, and most use pass/fail as is currently BU practice. This is complex and has the potential to have significant implications for standards.

Action Completed: Following discussion at ASC on 15 May 2014, ASC endorsed QASG's recommendation that any credit-based contribution towards BU awards continue to be based on a threshold judgement.

2.2.3 Minute 3.4 – Academic Advisor Research Feedback

The Committee would like to see further evaluation of the information gathered, conclusions and recommendations.

Action Ongoing: Further work had been carried out to identify current practice across the Schools and recommendations regarding the way forward would be provided to the Committee in due course.

2.2.4 Minute 4.1 – Review of Peer Reflection on Education Practice (PREP)

DDEs were requested to advise Dr Ryland at the next Working Group meeting of the most suitable meeting(s) within each School for PREP to be discussed and to share learning. Dr Ryland had circulated the relevant part of the minutes to DDEs on 31 March 2014 for information. A meeting of the Working Group would take place on 27 May 2014.

Action Completed: This item was listed on the agenda for discussion under Agenda Item 3.5.

2.2.5 Minute 4.1 – Review of Peer Reflection on Education Practice (PREP)

Although it was agreed that there was a need for a mechanism for sharing good practice around PREP, there was no consensus on the most appropriate vehicle. It was therefore proposed to arrange a meeting of the Working Group with DDEs to discuss how to monitor good practice within Schools and to agree next steps forward, retaining flexibility for individual Schools. Dr Ryland had circulated the relevant part of the minutes to DDEs and other members of the Working Group on 31 March 2014 for information. A meeting of the Working Group would take place on 27 May 2014.

Action Completed: This item was listed on the agenda for discussion under Agenda Item 3.5.

3 PART 1: FOR DISCUSSION

3.1 Debate Item: Reflection and Future Plans for Education and Student Experience

Dr Eccles reminded members to submit any suggestions for future debate items to the ESEC Clerk.

Action: ALL

The debate at today's meeting would cover:

Agenda Item 3.1.1 – Annual Review: Education and Student Experience Plans (ESEPs)

Agenda Item 3.1.2 – Annual Review: Student Charters

Agenda Item 3.1.3 – Annual Review: Current Student Essentials.

The debate would enable members to share ideas and good practice and have the opportunity to highlight areas that had worked well over the last year, as well as any improvements which could be made.

3.1.1 Annual Review: Education and Student Experience Plans (ESEPs)

The majority of the activity within the ST ESEP had been completed, and moving forward the focus would be on new initiatives to make the document more helpful for all. A staff development session had been planned within the ST where new ideas from across the School/University would be developed.

One common theme was noted regarding comments that the ESEPs covering the 2014/15 academic year would be more concise documents and would focus on new or follow-up activities. Actions which were now embedded as good practice would be removed from ESEPs moving forward.

Members agreed the ESEP had some overlap with the School Quality Report (SQR) Action Plan, although the SQR was more focused on issues of quality and standards. As the intention is to refine and focus the ESEP in future, it is likely that such duplication can be significantly reduced. Ms Symonds agreed to look through the SQR requirements to ensure information was clear regarding the differentiation between the ESEP and SQR Action Plan.

Action: CS

The BS had identified five achievements which had gone well and this included the Mid-Unit Satisfaction Survey. One challenge noted was around the requirement for typed assessment feedback, as a small number of academics still preferred to handwrite feedback, and it was now important for the BS to look into how typed feedback could be embedded across the School.

The BS had made excellent progress in developing and supporting a team of PCs and FLs. However, the lack of agreed role descriptions and recognition or reward for these roles is hindering the Business School's efforts in ensuring that willing and capable individuals undertake these important positions. It was noted that the current 'Embedding Fusion' proposals may provide a steer regarding the recognition of these and similar roles and that academics should be encouraged to get involved in the consultations and provide feedback where appropriate.

Student Support Services had included projects and innovation in the ESEP and Ms Barron and Mr Ward both suggested the ESEP, from a Professional Services perspective, tended to overlap with information in the Delivery Plan and therefore risked duplication.

A discussion took place around whether a more focused and succinct document should be put into place as the current ESEP seemed lengthy, with overlap with other documents reported. During the dialogue it was agreed that the focus and ownership of the ESEP was with each School/Faculty and the ESEP template, which had only been in place for one year, should not be amended at present as stability and the ability to compare year on year was now required.

Moving forward, it was agreed that each School would annually provide a one page summary at the last ESEC meeting of the academic year, which focused on work carried out throughout the year so that good practice could be shared.

Schools/Faculty and Professional Services were encouraged to explore and share any areas of good practice noted in the individual ESEPs with their own colleagues.

3.1.2 Annual Review: Student Charters

Members agreed that Student Charters were of value to staff and students. Charters were presented to students at the start of the academic year. Consultation had been carried out within Schools/Faculty and opinions of their value varied from neutral to quite positive. The Student Charters were generally seen as an 'aspiration of a desirable culture' and it was felt important that the Charters should articulate the expectations of both students and staff and the ways they should/could work together.

It was suggested that for any future development of the Student Charters, the HEA UK Professional Standards Framework (UKPSF) may be useful as a point of reference and to align the expectations of students and staff regarding the broader learning experience.

Following discussion, members agreed that the Student Charters would be taken forward to the next academic year, with any small revisions at local level if required. They should continue to be presented and explained to students at the beginning of each academic year (and semester where appropriate) and their impact and value should be monitored within each School.

3.1.3 Annual Report: New Student Essentials

The New Student Essentials web page (<http://studentportal.bournemouth.ac.uk/help/student-essentials/index.html>) is jointly managed by Marketing & Communications and Student Support Services. It was created in 2012 as a signpost to students to information contained elsewhere on the Student Portal and as such, is a static page containing links to other sections of interest or importance for new (and existing) students. Improvements were made in 2013/14 and further enhancements will be introduced for 2014 entry to make the site as accessible and user-friendly as possible. The committee welcomed the provision of this facility for BU students and noted that consideration was currently being given as to how tailored information to new students at Partner Colleges could also be provided, either through NSE or the Student Portal.

3.2 Annual Review: Postgraduate Taught (PGT) Framework

The PGT Framework was developed and officially launched in October 2013, together with the PG Development Award (PGDA), which provided recognition for those PGTs who engaged fully in their personal and professional development. Over 100 registrations from different Schools and courses had been received and a breakdown of registration numbers was provided to the Committee. Approximately 50% of the students who registered on the PGDA and then completed the PDP are likely to go on and complete the full Award.

A number of sessions had taken place throughout the year to monitor progression and to encourage and support PGTs. These sessions were seen as very important in order that students understood the requirements needed to achieve the PGDA and to facilitate continuous engagement throughout the year. This year, completion targets for the PGDA had been met. The GS would review existing processes and continue to work with Schools/Faculty and Professional Services to enhance the Framework and the PGDA and hopefully increase registrations for 2014/15.

BU ran the 2012/13 PTES Survey from 1 March to 17 June 2013 and received 208 responses which equated to 10.7%, against a target rate of 25%. A benchmarking exercise was undertaken and it was identified that BU's results closely mirrored the rest of the sector. The PTES 2014 would close on 10th June 2014 and it was hoped that a simplified login, awareness raising and incentivisations would increase the response rate.

The GS had organised social events which included two Postgraduate International Days which were open to both PGTs and PGRs for the first time. The events provided a platform to celebrate research activities across Schools/Faculty along with networking opportunities and had received positive feedback.

For the 2013/14 academic year, 7 x £1,000 Santander Mobility awards were offered to PGTs. The GS also administered and awarded 4 x £1,000 to PGTs from the MS, ST, ApSci and BS. The GS was keen to work with Schools/Faculty to make the award more visible and to try to get students to give some thought into the award earlier in the year. In addition, two PGTs successfully obtained funding to support their personal and professional development activities through the Global Horizons Fund.

3.3 Key Performance Indicators/Performance Indicators

Prof McIntyre-Bhatty introduced the KPI paper which summarised current performance against the KPIs and PIs as set out in BU2018, and which had been presented to the University Board on 9 May 2014.

Performance Indicator 14 was highlighted as an example of the importance of academic staff recording their academic and professional activities on BRIAN to ensure they are captured for this and similar monitoring purposes. It was agreed that staff engagement with BRIAN was key and colleagues should be encouraged to fully complete and update their own profiles on a regular basis.

It was questioned whether BU should start to develop student engagement KPIs to support our good practice, as demonstrated by QAA commendation. Evidence will be provided by the Student Engagement Survey around academic engagement as well as the information gathered around the students' holistic experience. It was noted that this topic was due to be developed by the Student Voice Committee (SVC) with the assistance of the Centre for Excellence in Learning (CEL). Dr Dyer agreed to take this information forward and work with SVC with the support of SUBU.

Action: BD

Student to staff ratios (SSRs), with and without vacant posts, had been updated to reflect the latest staff establishment. The number of students per academic FTE including vacant posts had increased by 0.2 to 18.9, however this still remained better than the 19.8 target for 2013/14. It was noted that vacancies took time to be filled, and would continue to impact on the figures. It was therefore important that speedy recruitment to vacancies happened moving forward.

3.4 Technology Enhanced Learning Strategy Forum (TELSF) Update

Dr Roushan advised that the minutes of the last TELSF meeting of 14 May 2014 would be emailed to members to provide a summary of the review of the TELSF, and the minutes would be included within the next set of ESEC meeting papers in September 2014.

Action: Clerk

The TELSF had focused this year on staff engagement and trying to embed a culture of Technology Enhanced Learning (TEL), whilst also trying to ensure that the student voice was heard, particularly in the areas of assessment and feedback. There had been some challenges over the last year regarding staff engagement; whilst some staff were particularly innovative, others needed further support. Two barriers to engagement, which had been noted, were myBU and the VLE. Staff and student feedback noted the systems as 'clunky' and there were concerns on the ownership of issues or problems raised regarding myBU, as well as a perceived lack of clarity regarding the IT infrastructure. Access to resources had been raised as an issue for staff e.g. slow log-ins, lack of support and the time taken to log a job and to receive feedback.

Last year, the main message from the TELSF was to support and promote communities of practice and peer-to-peer collaboration, and this would continue. TELSF will aim to get students more involved in TEL and will work with them as 'change agents' to help build staff confidence and engagement with TEL over the next academic year.

With regards to myBU, TELSF have worked with the Project Management Office to create a proposal to review myBU and to explore the direction BU intends to follow with regards to the VLE in order to support staff and students.

3.5 Review of Peer Reflection on Education Practice (PREP) Update

Following deliberations at the previous ESEC meeting, discussions had taken place with Dr Harding (Organisation and Staff Development) and a meeting had been arranged with the DDEs for 27th May 2014. Progress had been made in terms of agreeing the support for new and established academic staff by embedding PREP activities in, for example, appraisals, mentoring and Teach@BU. In addition, recommendations for an agreed approach to operationalising, monitoring and recording PREP activities within Schools, which ensured that PREP reflected the specific needs of Schools in meeting BU strategic objectives, would be discussed and finalised with the DDEs.

4. **PART 2: FOR APPROVAL AND ENDORSEMENT**

4.1 There were no items for approval and endorsement.

5. **PART 3: FOR NOTE**

5.1 SUBU President's Report

As this was Mr Simpson's last attendance at this Committee, Dr Eccles thanked Mr Simpson and Mr Gusman for their hard work, engagement and ideas over the past year, all of which had been gratefully received by the Committee.

The SUBU President's Report was introduced which included comprehensive information and updates regarding a range of events and activities. It was suggested that, in future, the SUBU President's Report could be positioned earlier on the agenda, to allow more discussion to take place on some of the issues raised.

DDEs were requested to circulate the SUBU President's Report within Schools/Faculty for information.

Action: DDEs

SUBU agreed to add DDEs to the distribution list for future circulation of the SUBU President's Report. In order to more widely share the information, the report would also be added to the BU Staff intranet in future.

Action: SUBU

Ms Mayo-Ward was introduced as the new SUBU Vice President (Education) with effect from June 2014.

5.2 Centre for Excellence in Learning Update

A CEL seminar is due to take place on 18th June 2014 at BG11, Bournemouth House, Lansdowne Campus and was aimed at academic staff.

The report was **noted**.

5.3 Alumni Relations Vision

The report was **noted**.

8 REPORTING COMMITTEES

8.1 Student Voice Committee Minutes of 19 March 2014

The minutes were **noted**.

9 ANY OTHER BUSINESS

- 9.1 A question was raised as to whether the University had considered providing assistance and support for students regarding hand writing examination papers. It was reported that some students had been unable to finish exams as they could not hand write quickly enough and coaching in speed writing, for example, may help some students. It was noted that staff engaged with TEL activities were aware of the need to explore alternatives to hand writing exam scripts but finding an electronic solution was challenging. It was suggested that it would be useful to see how other institutions across the sector were approaching this situation but that the technology available, physical space and security of exams would be important in securing a solution.

The Committee were advised that Dr Willcocks would be retiring on 30 September 2014 after working at the University for 28 years. Dr Willcocks had made a huge contribution to BU and the Business School and thanks were given for his long standing service to the University.

10. DATE OF NEXT MEETING

Tuesday 23 September 2014, 2.00pm to 4.00pm in the Board Room