**Minutes of the meeting held on 14 November 2012 at 1500 hours in the Boardroom**

Present:

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| Prof T McIntyre-Bhatty (Chair) | Deputy Vice Chancellor |
| Dr S Eccles (Deputy Chair) | Head of Education, Media School (MS) |
| Ms M Barron (Secretary) | Head of Student Services (SAS) |
| Ms M Frampton (Clerk) | Policy and Committees Officer (SAS) |
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| Ms L Bryant | SU President 2012/13, Students' Union (SUBU) |
| Mr J Cooke | Students' Union Head of Representation Services (SUBU) |
| Ms F Cownie | School Student Experience Champion, Media School (MS) |
| Dr B Dyer | School Student Experience Champion, School of Health and Social Care (HSC) |
| Dr R Hill | Associate Dean (Education), School of Applied Sciences (ApSci) |
| Mr A Ireland | Chair of Student Voice Committee (SVC) |
| Mr A James | General Manager of the Students' Union (SU) |
| Ms J Jenkin | Director of Student and Academic Services (SAS) |
| Ms J Mack | Academic Partnerships Manager (SAS) |
| Dr A Main | School Student Experience Champion, School of Design, Engineering and Computing |
| Dr K McGhee | School Student Experience Champion, School of Applied Sciences (ApSci) |
| Canon Dr B Merrington | University Chaplain |
| Prof E Rosser | Deputy Dean (Education), School of Health and Social Care (HSC) |
| Ms P Rouse | Educational Development and Quality Manager (EDQ) |
| Mr M Simpson | Vice President (Education) of the Students' Union (SU) |
| Ms D Sparrowhawk | Academic Administration Manager |
| Ms C Symonds | School Student Experience Champion, School of Tourism (ST) |
| Dr X Velay | Deputy Dean (Education), School of Design, Engineering and Computing (DEC) |

Observer:

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| Ms M Mayer | Observer nominated by the Chair of the Board |

Student Representatives:

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| Mr J Hawkins | Postgraduate Research BU Student |
| Mr S Morgan | Undergraduate BU Student |
| Ms E Rubio-Hall | Postgraduate Taught BU Student |
| Ms K Warriner | Part Time BU Student |
| Mr A Willson | Partner Institution, Bournemouth & Poole College |

In attendance:

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| Ms L Byles | Senior Lecturer, Academic Staff Development (SAS) |
| Ms C Earth | Transitions and Wellbeing Officer (SAS) |
| Ms G Roushan | Associate Dean (Education) (BS) |

Apologies had been received from

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| Prof D Buhalis | Senate Member |
| Ms J Dawson | Observer nominated by the Chair of the Board |
| Prof J Parker | Member of the Professoriate, School of Health and Social Care (HSC) |
| Prof D Patton | Member of the Professoriate, Business School (BS) |
| Ms P Peckham | Academic Administration Manager |
| Ms J Quest | Senate Member |
| Mr M Ridolfo | School Student Experience Champion, Business School (BS) |
| Mr P Ryland | Deputy Dean (Education), School of Tourism (ST) |
| Assoc Prof C Shiel | Director of the Centre for Global Perspectives |
| Dr G Willcocks | Deputy Dean (Education), Business School (BS) |
| Prof T Zhang | Head of the Graduate School (GS) |

**1.       Welcome and Introductions**

1.1      The Chair welcomed the group the first ESEC meeting of the academic year.  The Chair welcomed Ms Bryant and Mr Simpson from SUBU, and Professor Rosser who had replaced Clive Matthews as DDE for the School of Health and Social Care.


**2.       Minutes of Previous Meeting (25 July 2012)**

2.1      <u>Accuracy</u>

         The minutes were approved as an accurate record of the meeting held on 25 July 2012.

2.1.2    <u>Matters Arising</u>

2.1.2.1  *Minute 2.2 – Student Charters – The Committee to annually review Schools' Student Charters.  Schools are to provide their Charters along with a commentary to the meeting of ESEC in July 2013.*

         Resolved:  This item had been added to July 2013 ESEC agenda.  This item was also on the agenda for discussion under Agenda Item 3.8.

2.1.2.2  *Minute 2.2 – Student Charters – The Head of Student Services to liaise with the Student Communications Manager in order to produce and implement a plan with M&C/Schools for communicating the new charters to students.*

         **Resolved**:  The Student Communications Manager had contacted all Schools and compiled a list of activities.  It was confirmed that appropriate arrangements were already in place for implementation of these on a School by School basis using local channels.

2.1.2.3  <u>*Minute 3.1*</u> *– Fusion Seminar and Conference Series – The recommendations in the paper for the 2012/13 conference/seminar series were endorsed and would be implemented and managed by EDQ.*

         Completed.

2.1.2.4  <u>*Minute 3.3*</u> *– ESEPs and BU2018 – The proposed approach in the paper was broadly approved, subject to further rationalisation of the approach and reworking of the timetable by EDQ, in light of members' recommendations.*

         Completed.

2.1.2.5  <u>*Minute 3.3*</u> *– ESEPs and BU2018 – A meeting with DD(E)s to be held to approve the refined approach before ESEPs are implemented by Schools for 2012/13.*

         Completed.

2.1.2.6  <u>*Minute 3.5*</u> *– Student Development Award Report – The changes proposed in the report were agreed.  The Committee's recommendations for further possible enhancements, including the need to dovetail from 2013/14 the UG and the new PG development scheme, to be communicated to the SDA management team.*

         Completed.

2.1.2.7  <u>*Minute 3.6.1*</u> *– Student Experience Survey – The SVC recommendations for 'quick win' actions were approved. The SVC Chair to circulate the details to Schools for consideration, as part of their ESEPs.*

         Completed.

2.1.2.8  <u>*Minute 3.6.1*</u> *– Student Experience Survey – The Chair to progress the recommendation concerning transportation with the Head of Facilities Management, EIS.*

         Completed.

2.1.2.9   *Minute 3.6.1 – Student Experience Survey – The Chair to progress the recommendation concerning transparency of costs with Fees Board.*

Completed.

2.1.2.10 *Minute 3.6.1 – Student Experience Survey – The Chair to progress the recommendation of capitalising on the benefits of collaborative working and effective sharing of best practice with the Head of Service Excellence.*

Ongoing.  This item was still being looked at by the Head of Service Excellence.

2.1.2.11 *Minute 3.6.1 – Student Experience Survey – The recommendations from SVC regarding access to SES data, use of results and future format of the survey were agreed and would be taken forward by SVC.*

Completed.

2.1.24   *Minute 3.6.2 – Mid-Cycle Unit Feedback – The Committee agreed the principles of consistency proposed in the paper for inclusion in the Student Engagement and Feedback procedure, subject to the SVC Chair reviewing the wording of Principle 2 regarding the timing of unit feedback.*

Completed.

2.1.1.25 *Minute 6.3.2 – TEL Project – EIS are to convene a meeting with the remit to understand and articulate Schools' requirements for TEL in order to provide the best educational experience to the student body.  ESEC members to encourage colleagues invited to the meeting to attend and engage.*

**Resolved:**  This item was also on the agenda for discussion under Agenda Item 5.7.


2.2.1   School Quality Assurance and Enhancement Monitoring and Reporting

2.2.2   This paper had been presented in a draft format at the previous ESEC meeting and was now presented for information.  The paper had also been circulated to Schools.

2.2.3   **Noted:**  The Committee noted the contents of the paper.


2.3     Terms of Reference and Membership

2.3.1   The Terms of Reference and Membership List were presented for review, it being the first ESEC meeting of the year.  Minor amendments had made including a change to the Committee Clerk and an update of the number of meetings held per year.

2.3.2   A question was raised about whether responsibility for the delivery of aspects of the BU2018 strategic plan should be added explicitly to the Terms of Reference even though the responsibility for education, the enhancement of education and the student experience and linkage to University and School strategies and plans was already explicit.  The Chair would give this further consideration

**Action: Chair**

2.3.2   Members noted that ESEC was a large committee and questioned whether student representation might be better at a smaller committee such as Student Voice Committee (SVC).  It was noted that student attendance and input was welcomed at ESEC, as a formal deliberative committee, through SVC and through numerous other framework team and School meetings within Schools, as well as through other student feedback mechanisms and informal discussion opportunities.  It was noted that very detailed student engagement on particular issues may be better achieved via membership of task and finish sub groups of SVC but student engagement on issues presented to ESEC was important.

2.3.3   **Noted:**  The Committee noted the ESEC Terms of Reference and the update to be made to the Membership List.

**3        FOR DISCUSSION**

3.1        Education and Student Experience Plans (ESEPs)

The Education and Student Experience Plans were introduced.  Schools were asked to highlight activities that they thought may be of particular interest to the Committee.  A number of issues that affected more than one School were raised during the discussions and these have been collated under 3.1.8 (below).

3.1.2        School of Applied Science

The Associate Dean for Education reported that the School's ambitious 100 Day Plan for 2011-12 had broadly been achieved.  A review of that activity over the summer had informed the creation of their Education and Student Experience Plan.  The Chair questioned whether some of the gains that the School had made in the previous cycle, relating to specific funded initiatives that had received institutional support, had been embedded and internalised within the budget and within the School. The Associate Dean for Education noted that initiatives had been embedded.

The School had trialled an online system for students to choose their dissertation supervisor.  The Associate Dean for Education explained that students would not always be guaranteed to get their first choice supervisor but it had speeded up the process and initial evaluations of the systems to date had been positive.

**Noted:**  The Committee noted the contents of the Education and Student Experience Plan for the School of Applied Sciences.

3.1.3        Business School

The Business School Education and Student Experience Plan had merged activities from the 100 Day Plan, the School's Delivery Plan, the SVC Quick Wins recommendations that had previously been discussed by ESEC, the 2011 School Quality Audit and the most recent School Quality Review.  Their Education and Student Experience Plan had been compiled around August/September and was a living document that was regularly updated.

Members noted that there was no mention of Grow@BU or widening participation.  The Business School representative explained that there was a lot of activity in the School around this area and believed that this was an oversight.  She would feed this back to the Deputy Dean for Education so that this could be included in future versions of the Education and Student Experience Plan.

**Action:  GR**

**Noted:**  The Committee noted the contents of the Business School Education and Student Experience Plan.

3.1.4        School of Design Engineering and Computing

The Deputy Dean for Education explained that the Design, Engineering and Computing Education and Student Experience Plan was a high level plan which noted the key themes the school was focusing upon this year.  Further detail would be added to the document as actions are progressed.  The Deputy Dean for Education noted that Grow@BU and widening participation could be made more explicit and he would review the Education and Student Experience Plan to ensure activity in this area was clear.

**Action:  XV**

**Noted:**  The Committee noted the contents of the Design, Engineering and Computing Education and Student Experience Plan.

3.1.5        School of Health & Social Care

The School of Health & Social Care had used their NSS 100 Day Plan, Student Experience Plan and Blended Learning Plan to create their Education and Student Experience Plan.  As the majority of Health & Social Care students spent 50% of their time in professional placement, the NSS scores reflected their experience in a clinical setting (over which the University had less direct operational control) as well as their university experience.

Members were interested to learn about the Grade 9 Lead for blended learning and e-learning activity within the School.  Health & Social Care had a number of blending learning units in place, some of which were cross-school.  The Deputy Dean for Education noted that some mature students found it more difficult to engage with blended

learning as they were not as familiar with the technology, than their younger counterparts and that this was perhaps counter-intuitive to the notion that blended learning opens access to learning and learning resources to those who are not full-time learners on campus.  It was noted that further discussion of these issues would be necessary as blended learning initiatives across the University develop.

**Noted:**  The Committee noted the contents of the School of Health & Social Care's Education and Student Experience Plan.

3.1.6     Media School

The Head of Education for the Media School noted that their Education and Student Experience Plan was a more detailed document than some others given that the School were using it as a detailed action plan.  It included a list of tactical and measurable activities that could be shared across the School in order to establish ways of doing things differently or better.

The Partner Institution Student Representative commented that there was no top-up year at Bournemouth University for the Performing Arts FdA, but that many students would like the option to continue.  The Partner Institution Student Representative and Head of Education for the Media School would meet to discuss further.

**Action:  SE**

**Noted:**  The Committee noted the contents of the Media School's Education and Student Experience Plan.

3.1.7     School of Tourism

No specific issues were highlighted.

**Noted:**  The Committee noted the contents of the School of Tourism's Education and Student Experience Plan.

3.1.8     General Comments Arising from the Education and Student Experience Plans

Members noted that one School had introduced a two day response time for emails and questioned whether this was common practice across the University.  It was confirmed that all Schools had a three working day turnaround for responses to e-mails, which was the standard that had previously been agreed.

Some Schools had created a small additional fund specifically for student experience activities.  It was agreed although much of the activity of the University was geared directly to provide enhancement and to benefit the development of education and the student experience, that additional explicit development of student experience initiatives was an important message

Enhancing feedback to students on assessed work was a focus for all Schools. The Business School had tasked their Heads of Department with improving feedback on assessed work and a pilot had been run with the MBA where students had been asked to provide feedback on the assessment feedback itself.  In Design, Engineering and Computing, Framework Leaders were considering how assignment feedback could be improved, and they were also working with students to set appropriate expectations about the level of feedback they should expect and the differences that may be experienced between feedback at school and at university.  The Media School had arranged a series of seminars around learning and teaching practices, including feedback on assessment and had involved the Student Representatives in the delivery of these as well as making reference to the issues identified by NSS.  Dr Ireland noted that the Student Voice Committee had discussed feedback on assessment at its meeting in July and had agreed that it was important to ensure that students also had clear assessment briefs and criteria so that they could relate the feedback on assessment to the assessment requirements and assessment criteria.

Some Schools had also focused upon cohort identity, particularly Applied Sciences who had a single undergraduate framework and a single postgraduate framework.  The Media School's Head of Education noted that one of the Media School PhD students was researching cohort identity. The Deputy Dean for Education in the School of Design, Engineering and Computing noted that they were holding social events for their Student Representatives with the aim of developing a greater sense of identity.

It was noted that some Education and Student Experience Plans contained actions that would be difficult to measure and evaluate and it was suggested that it would be helpful to include targets and deadlines where possible.

There was a suggestion that the Education and Student Experience Plans could make more explicit reference to student mobility, particularly with the introduction of a Common Academic Structure in 2013-14.

Members noted that the Design, Engineering and Computing Education and Student Experience Plan included a number of risks and noted that these could affect the delivery of the Plan.  It was agreed that Schools should consider linking their Risk Register with their Education and Student Experience Plan.

**Resolved**:  All Schools to review their Education and Student Experience Plans in light of the discussions and update as appropriate.  Education and Student Experience Plans were due to be submitted again to the Education and Student Experience Meeting scheduled for July 2013.


3.2      Review of Arrivals and Induction

The Transitions and Wellbeing Officer provided an overview of the revised arrivals and induction activity for September 2012.  The main changes from previous years were an increased amount of academic activity in the first week of this period (the traditional Arrivals week), a combined programme of events from SUBU and the University, as opposed to providing activities separately, and the integration of the International Students Orientation Programme rather than clearly separated provision of such.

A survey had been carried out to ascertain what new students had thought of the arrivals programme and the responses were still being analysed.  However, early indications from the available feedback were that new students enjoyed the 'taster' academic lectures, while wanting these to be related more to their course, and appreciated an earlier integration with their fellow classmates.  Although the International Students Orientation Programme activities were still delivered this year, as the induction programme was not specifically badged for international students, there appeared to be a much lower engagement from this group.

It appeared that pre-arrival accommodation information was felt to require development, students were also keen to get early provision of timetables and reading lists.  Timetables were a particular issue for students with dependents and those who needed to find part-time work to support their studies.

The Transitions and Wellbeing Officer was preparing a paper for the University Leadership Team meeting on 4 December and members were invited to feedback any comments for inclusion in the paper by 23 November 2012.

**Action: All**

**Resolved:**  The Committee agreed with the initial Arrivals and Induction Week recommendations made within the report.


3.3      QAA – New Guidance on Enterprise and Entrepreneurship

Due to time constraints, this item would be discussed at the next Education and Student Experience Committee meeting on 16 January 2013 and it was agreed that the paper be circulated electronically to prompt discussion in Schools.


3.4      Quality and Inequality in Undergraduate Courses

Due to time constraints, this item would be discussed at the next Education and Student Experience Committee meeting on 16 January 2013 and it was agreed that the paper be circulated electronically to prompt discussion in Schools.

3.5    Building Student Engagement and Belonging in Higher Education at a Time of Change

Due to time constraints, this item would be discussed at the next Education and Student Experience Committee meeting on 16 January 2013 and it was agreed that the paper be circulated electronically to prompt discussion in Schools.


3.6    Higher Education Academy Professional Standards Framework

The Head of Education of the Media School explained that the UK Professional Standards Framework (UKPSF) has been established by the Higher Education Academy (HEA) to support academics in enhancing their teaching capabilities and to provide certified recognition of CPD activity. The Head of Education of the Media School and the Senior Lecturer, Academic Staff Development had recently attended a Higher Education Academy seminar on the Professional Standards Framework and it was clear that BU was well prepared in taking forward the UKPSF into an internal development scheme and recognition scheme.  Liaison with the HEA would continue in order to ensure that the scheme was recognised and approved by HEA and could be launched within BU in due course and in the near future.


3.7    Peer Reflection on Education Practice (PREP) Report

The Senior Lecturer, Academic Staff Development presented the report on Peer Reflection on Education Practice. This scheme was designed to foster a culture that promotes discussion and dissemination of good practice relating to teaching and learning.  The scheme had operated flexibly through Schools over the last academic year and many examples of good practice had been shared between staff.

Members discussed how this good practice could be shared between Schools and it was proposed that a series of lunchtime master classes could be run by the newly created Centre of Excellence for Learning.

**Resolved:**  The Committee had discussed and evaluated the operation of the Peer Reflection on Education Practice scheme and agreed that the scheme continue to be operated and enhanced through direct dialogue between Academic Staff Development and Schools.


3.8    BU and Student Charter

Following on from the publication of materials from the National Student Charter Working Group, BU had adopted a Student Charter per School, each of which had been developed within Schools but informed by the initial Media School Charter which had been debated by Senate.  Each Charter had been tailored to meet the individual School's academic context and all were now in the process of being embedded.  However, it was recognised that there may be a gap in information relating to central and support services and it was proposed that this be accommodated through a page on the website and student portal which would link to the School Charters.

**Resolved:**  The Committee noted and endorsed the proposal that School Charters be linked to an integrated 'Current Student Essentials' site.


**4      FOR APPROVAL AND ENDORSEMENT**

There were no items for approval or endorsement.


**5      FOR NOTE**

5.1    Seminar and Conference Series

The 'Sharing' Fusion Conference would take place on 18 April 2013.  Further details would follow in due course.

5.2     SUBU President's Report

The arrivals period had been successful this year with the new events calendar having been introduced which had less focus on club nights and more daytime activities than the previous year.  The SUBU roadshows had been well attended and gave students the opportunity to meet others. This was particularly effective for those living in Unilets, rather than halls, as this group can feel more isolated.

There had been an increase in the number of burglaries in the Winton area and SUBU had been working with the Safer Neighbourhood Team to try to encourage students to keep their doors and windows locked.  It was highlighted that November/December and Spring-time were the most common times of year for increased burglaries.  A cabinet meeting of Bournemouth Borough Council was scheduled for 20 November 2012 and would propose a Community Warden for the Winton area, which would be part funded by the University.

The Meyrick Park conservation project had been re-launched with student volunteers clearing overgrown woodland and picking up litter.  Clear up sessions take place on Wednesday afternoons and were making a considerable improvement to the area.  The Raising and Giving (RAG) challenge evening had raised over £7,000 and was continuing to bring in income.  With the addition of the 'Leggit' event, this figure had now increased to over £20,000 and was continuing to rise.

SUBU had been working with the Placement & Careers team to make sure that any unpaid placements that the university advertised were clearly marked as 'unpaid' and that students were aware of any financial implications this may have for them.

5.3     Institutional Review Progress Report

A brief summary was given which advised of the regular Institutional Review Working Group (IRWG) and Institutional Review Steering Group (IRSG) meetings that had taken place.  An external consultant had been contracted to provide support on the Self Evaluation Document (SED) and with the audit preparations.

5.4     Organisational and Staff Development Annual Report

**Noted:**  The Organisational and Staff Development Annual Report was noted.

5.5     Student Services Annual Report

**Noted:**  The Student Services Annual Report was noted.

5.6     Student Counselling Service Annual Report

**Noted:**  The Student Counselling Service Annual Report was noted.

5.7     Technology Enhanced Learning Project

It was confirmed the Technology Enhanced Learning project would be providing recommendations on possible operational business-as-usual enhancements in the New Year, and that in the future project work would need to integrate with the work of the Centre of Excellence for Learning, which includes a Technology Enhanced Learning strand.

**6       REPORTING COMMITTEES**

6.1     Student Voice Committee Minutes of 23rd July 2012 (confirmed)

**Noted:**  The minutes were noted.

6.1.2   Student Voice Committee Minutes of 10<sup>th</sup> September 2012 (unconfirmed)

     **Noted:**  The minutes were noted.

6.2   Student Voice Committee Terms of Reference

     **Noted:**  The Terms of Reference were noted.

**7.     Any Other Business**

No other business was raised.

**8.     Date of Next Meeting**
Wednesday 16 January 2013, 1000-1200, The Board Room