**Minutes of the meeting held on 11 February 2016 at 3.00pm in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair) Deputy Vice Chancellor

Ms P Peckham (Secretary) Faculty Academic Administration Manager (FST)

Ms M Frampton (Clerk) Policy & Committees Officer (AS)

Dr B DyerDeputy Dean (Education & Professional Practice (FMC) & Chair of the Student Voice Committee

Dr R Gunstone Senate Representative (FST)

Dr D Holley Centre for Excellence in Learning Representative

Mr A James General Manager of the Students’ Union (SUBU)

Mr S Jones Head of Facilities Management

Mr J Leung Vice President (Activities) of the Students’ Union (SUBU)

Ms J Mack Head of Academic Services (AS)

Dr A Main Deputy Dean (Education & Professional Practice) (FM)

Ms E Mayo-Ward Vice President (Education) of the Students’ Union (SUBU)

Canon Dr B Merrington University Chaplain

Dr S Minocha Pro Vice-Chancellor (Global Engagement)

Prof K Phalp Deputy Dean (Education & Professional Practice) (SciTech)

Mr R Pope Vice President (Welfare), Students’ Union (SUBU)

Dr G Roushan Chair of the Technology Enhanced Learning Strategy Forum

Dr P Ryland Associate Dean (Student Experience) (FM)

Ms C Schendel-Wilson SU President 2014/15, Students’ Union (SUBU)

Prof C Shiel Professor (SciTech)

Ms C Symonds Head of Quality and Academic Partnerships (AS)

Dr S White Senate Representative (HSS)

Student Representatives:

Mr J Swanson Undergraduate Student

In attendance:

Mr M Brocklehurst [Agenda Item 3.1] Faculty Director of Operations (FMC)

Dr S Eccles [Agenda Item 3.4] Senior Principal Academic (FMC)

Ms A Fernandez [Agenda Item 3.2] Director of Marketing & Communications (M&C)

Ms L Ladle Careers & Employability Manager (SS)

Mr P Mathews [Agenda Item 3.1] Head of Education (FMC)

Dr A Morrison [Agenda Item 3.3] Partnership & International Development Manager (AS)

Dr C L Osborne Head of Academic Operations (OVC)

Ms C Taylor [Agenda Item 3.3] Global Engagement Mobility Officer (AS)

Apologies:

Apologies had been received from:

Ms M Barron Head of Student Services (SS)

Mr J Cooke Head of Student Engagement (SUBU)

Assoc Prof Genoveva Esteban Member of the Professoriate (FST)

Dr C Hunt Associate Dean (Student Experience) (FST)

Ms A Lacey Student Representative Champion (HSS)

Mr S Laird Director of Estates

Prof E Rosser Deputy Dean (Education & Professional Practice) (HSS)

Ms D Sparrowhawk Faculty Director of Operations (HSS)

Mr J Ward Director of IT Services

Prof T Zhang Head of the Graduate School (GS)

1. **Welcome and Introductions**

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

**2. Minutes of Previous Meeting held on 11 November 2015**

2.1 Accuracy

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

2.2 Matters Arising

2.2.1 Minute 2.1 – Student Charters

 *Dr Osborne had written a paper which had brought together all of the previous Student Charters and had subsequently been discussed by SUBU and reviewed by Legal Services and Marketing & Communications. ESEC members were advised to contact Mr Cooke if they wished to be involved in the Working Group.*

 **Action Completed:** The Working Group met on 2 December 2015 and members agreed to the concept of a single document and finalised the Student Charter. The paper and the Student Charter proposal was listed on the agenda for discussion and approval at the February ESEC meeting.

2.2.2 Minute 2.1. – Student Charters

 *The Committee agreed that the SUBU Vice-President (Welfare) and a member of the Lad Culture Working Group (LCWG) should be involved in future discussions. An update would be provided at the February meeting of ESEC.*

 **Action Completed:** Both the SUBU VP (Welfare) and James Palfreman-Kay from the LCWG were included in the discussions drawing up the proposed single new Student Charter as was being presented to the Committee on 11 February 2016. SUBU agreed with the LCWG representatives that it would be important to ensure that the new Charter became an active document for students through induction to ensure that expectations of appropriate behaviour were fully discussed and understood by all.

2.2.3 Minute 2.2.1.13 – Review of Education & Student Experience Plans (ESEPs) 2014/15

 *The current University timetabling system and processes had been reviewed. The current class group level timetabling did not support the addition of smaller student groups to allocate in individual staff offices. The provision of individual student timetables would be a focus of the Student Journey Unified Calendar phase and should allow the addition of ad hoc meetings in offices or other small spaces to be shown alongside timetabled teaching. In the interim for 2015/16, a generic “room” entitled Staff Office has been set up, to enable drop-in or surgery sessions to be held in staff offices. Students can go to the staff office of the lecturer attached to the events. Further development of this function would be considered as part of future enhancements to the online timetable.*

 **Action Ongoing:** Completion would be most likely to be in the 2017/18 academic year. Due to IT resources being allocated to directly support the SITS Project and with the Unified Calendar activity being dependent on the SITS solution being implemented, the Unified Calendar recommendation was de- scoped from the SJP. It is now being assessed as a standalone project (under the co-ordination of OVC) involving IT, Estates and PRIME. It is likely that the primary focus of the reshaped project will be to provide management information with the secondary benefit to student experience. The timeline for the project is dependent on progress with SITS, so further enhancements to this aspect of the timetabling function will not be possible until 17/18 AY at the earliest.

2.2.4 Minute 2.2.9 – NSS Results

 *It was suggested that there were often many out of date text books in the library and it would be a worthwhile exercise for Faculty Librarians to remove all but one copy of out of date books. It was noted that the academic value of older editions varied depending on the subject area. Faculty Librarians regularly review book stock against reading lists, and consider academics’ recommendations in-line with BU’s* [*Library Collection and Access Development Plan*](https://intranetsp.bournemouth.ac.uk/policy/library-collection-access-development-plan.pdf)*. Academics should contact their Faculty Librarian to address any specific issues arising from student feedback.*

 *Academic engagement with online (Aspire) reading lists helps Faculty Librarians to make informed decisions about the collection, and MUSE data has provided evidence that this has a positive effect on student satisfaction scores for library resources. It is recommended that academics update online (Aspire) reading lists to identify current reading material required for their units. Prof McIntyre-Bhatty requested a further update from Christine Fowler as soon as possible. DDEPPs agreed to disseminate this information within their Faculties.*

 **Action Completed:** Christine Fowler had provided Prof McIntyre-Bhatty with an update on 22 December 2015 and a link to the paper was included in the Action Plan. DDEPPs confirmed that the information had been disseminated within Faculties.

2.2.5 Minute 2.2.8 – NSS Results – Early Publication of Timetables

 *Estates held meetings in November 2015 with relevant faculty representatives to reflect on their respective experiences of the scheduling process, to clarify roles and responsibilities and to reiterate the need for managers to enforce agreed scheduling process deadlines. Once the issues have been fully assessed, appropriate changes to any central and faculty activities will be proposed. This action will require collaborative effort through the scheduling process 2016/17.*

 **Action Ongoing:** It was proposed to the Committee that the issue of timetables should become business as usual. Meetings had been held with faculties and a paper summarising reflections on the timetabling process and possible improvements were listed on the ESEC agenda for 11 February 2016. The task now was to continue to work across BU to implement the scheduling process and address any opportunities to improve both the quality and timing of the timetabling outputs. Follow up meetings between Estates and Faculties took place in January 2016 and it was likely to be an annual activity to build on the incremental improvements and to ensure joined-up activity.

2.2.6 Minute 2.2.9 – Annual Review of PREP

 *Following discussion, it was agreed that Faculties and the staff members responsible for leading Faculty level PREP activity would benefit from CEL assistance. The DDEPP for FM and HSS were requested to contact Dr Holley for support.*

 **Action Completed:** Prof Rosser confirmed she started working with Dr Holley in September 2015 and had continued to work Dr Holley to shape the faculty PREP activity and evaluation of the Academic Adviser role. Dr Main had also met with Dr Holley, and agreed a forward approach for the FM, especially with regards to semester 2. Heads of Education (HoEs) and Programme Leaders (PLs) were taking PREP forward within each Department, and would involve CEL appropriately.

2.2.7 Minute 2.2.10 – BU Student Development Award

 *Ms Ladle had emailed a number of staff members on 29 October 2015 and provided advice for Academic Advisers as she was keen to encourage registration to the SDA. It was noted that the email previously sent by Ms Ladle had not reached all Academic Advisers, therefore Dr Dyer would set up an Academic Advisers email group. DDEPPs agreed to email a list of Academic Adviser names to Dr Dyer.*

**Action Completed:** Following the November ESEC meeting, Dr Dyer had looked into the issue of setting up one Academic Adviser Outlook distribution list. Upon further investigation it was apparent that each Faculty should set up their own Outlook distribution lists to ensure that emails aimed at Faculty Academic Advisers reached the correct staff members, and also for ease of amendment by the owners of each distribution list. Distribution lists had been set up for FMC and FM and were already in place for FST and FHSS.

2.2.8 Minute 2.2.10 – BU Student Development Award

 *Ms Barron agreed to ask Ms Ladle to recirculate the email previously sent on 29 October 2015.*

 **Action Completed:** Ms Barron requested Ms Ladle to resend her previous email on 30 November 2015. It was confirmed this email was resent on 30 November 2015.

2.2.9 Minute 2.2.11 – Audit of Mid-to-Large Surveys Distributed to BU Students

 *Dr Dyer advised that the Student Voice Committee (SVC) would discuss the size of surveys and the volume of information/number of questions asked in mid to large surveys. Dr Dyer would advise the Committee upon clarification by SVC.*

 **Action Completed:** SVC agreed the criteria meeting held on 16 December 2015. (Please see the SVC minutes of 16th December 2015).

2.2.10 Minute 3.1.12 – Debate Item – Sustainable Development – the responsibility of our colleagues in Estates, or an educative agenda?

 *The Chair hoped that the sustainable message could be driven forward effectively across the University community, and members were requested to disseminate this essence of the discussion across the University.*

 **Action Completed:** Dr Holley confirmed that CEL planned to include Sustainable Development as part of the PGCert (the teaching qualification all new staff undertake as part of their probation) during the next academic year. Prof Rosser advised that a summary of the debate issues was circulated to all colleagues in FHSS through the Faculty Blog.

 As an urgent request, DDEPPs were requested to encourage staff members to submit case studies to Prof Shiel which demonstrate good practice and excellence, and shows how sustainable development was being embedded into the curriculum and preparing learners to live and work sustainably. DDEPPs were requested to encourage discussion in FASC meetings around Sustainable Development.

**Action: DDEPPs**

 Prof Shiel agreed to circulate best practice shortly to members.

**Action: CS**

2.2.11 Minute 3.2.2 – Review of Education & Student Experience Plans (ESEPs)

 *Dr Main advised that the information provided by the FM departments required further strengthening as there was insufficient evidence to confirm that actions were being carried out and that completion would occur. There was also inadequate numerical analysis of both the NSS and MUSE data included in the FM ESEP. This would be corrected moving forward.*

 **Action Completed:** The FM policy has extended ESEP content to include numerical data where appropriate. The January 2016 Faculty of Management FESEC meeting had addressed the matter.

2.2.12 Minute 3.2.6 – Review of Education & Student Experience Plans (ESEPs)

 *Faculties were reminded to include Anonymous Marking in ESEPs moving forward.*

 **Action Completed:** DDEPPs confirmed that Anonymous Marking was now included within ESEPs.

2.2.13 Minute 3.2.9 - Review of Education & Student Experience Plans (ESEPs)

 *The Committee re-affirmed the principle that was formally established at the ESEC meeting of February 2015 that following the analysis of MUSE results, staff would provide feedback to students on the data and resultant enhancements for the remainder of the semester (study cycle for those not operating in semesters). It was noted that MUSE data and feedback should be posted on myBU and that this would be audited.*

 **Action Completed:** The practice of adding a response to MUSE data onto myBU and discussing in one or more contact session with students has been adopted by all Faculties.

2.2.14 Minute 3.2.12 - Review of Education & Student Experience Plans (ESEPs)

 *Some academic staff did not always receive the MUSE results, although the reports were emailed to all DDEPPs, ADSEs and Unit Leaders. Members were reminded to share MUSE information with Student Reps and all academic staff.*

 **Action Completed:** MUSE results would now be shared with all academic staff and Student Reps within Faculties.

2.2.15 Minute 3.2.13 - Review of Education & Student Experience Plans (ESEPs)

 *Dr Dyer advised that within the FMC ESEP, the BA (Hons) Multimedia Journalism programme had not achieved high MUSE/NSS results therefore work would be carried out to investigate the result further.*

 **Action Completed:** Following the analysis/discussion of MUSE/NSS data with the HoD, appropriate actions for the Programme have been incorporated into programme and departmental level ESEPs.

2.2.16 Minute 3.2.16 - Review of Education & Student Experience Plans (ESEPs)

 *The Chair had noted that ESEPs had been submitted in various forms and questioned why the ESEP templates had not been utilised. In addition, there was insufficient detail provided by a number of Professional Services to provide re-assurance on enhancement of the student experience and the Chair would discuss the ESEPs of the Professional Services, executively, outside of the Committee.*

 **Action Completed:** ESEPs were discussed with the appropriate staff members.

2.2.17 Minute 3.2.17 - Review of Education & Student Experience Plans (ESEPs)

 *Members were reminded that all ESEPs should be submitted to ESEC using the correct template moving forward and all ESEPs should include critical self-reflection.*

 **Action Completed:** ESEP owners confirmed that all ESEPs had now been completed using the correct template. IT, M&C, HR & OD and SSS ESEPs were listed on the agenda for the February ESEC meeting.

2.2.18 Minute 3.4.4 – Annual Report: Student Services 2014/15

 *Historically, it was mature, female and UK students who were the majority users of student counselling. Comparative data shows that this trend is continuing although to date we have not monitored by age. Ms Barron agreed to start to record this information for the 2015/16 Student Services Annual Report.*

 **Action Completed:** Ms Barron confirmed that age data had been collated with effect from October 2015, and would be included in the 2015/16 Student Services Annual Report.

**3 PART 1: FOR DISCUSSION**

3.1 Debate Item: Solving Problems with Placements

3.1.1 Dr Main opened the discussion by providing an overview of current practice for placements and the effect it can have on overall student experience. Placements were not currently listed on degree certificates but were part of the diploma supplement, however the text used on diploma supplements was not clear and could be seen as poor recognition of the Unique Selling Point (USP). The Committee was reminded that currently students who, for example, attend two 6 weeks placements did not receive recognition of the placements.

3.1.2 The first solution proposed was the introduction of two classifications: one classification for ‘placements’ and another classification for ‘work experience’, as well as the introduction of a new University crested certificate. The new style certificate would set out the number of weeks attended and the names of the companies (if more than one company was attended). The second solution proposed was for students who had been unable to secure a placement. It was proposed that the BU deadline to secure a placement should be 31st August each year, enabling students who have not secured a placement at this point to start Level 6 in that September. This proposal would avoid the implications of current practice in some faculties of allowing students until December to secure a placement, and subsequently those students who do not manage this having to suspend for a year.

3.1.3 Mr Jones commented that potential employers required good quality references for assurance that students were competent. From the students’ perspective, the reference and placement certificate would promote each student’s achievement whilst on placement.

3.1.4 Dr Main commented that within FST the placement was either recorded as Pass or Fail and moving forward the University should consider how placements/work experiences were recorded. Prof Phalp reminded the Committee of the requirement for the University to maintain its ‘Gold Standard’ for placements whilst allowing for work experience to take place. Dr Ryland advised that if a student’s placement ended through no fault of their own, e.g. redundancy, and was subsequently unable to secure an alternative placement, this should not be classed as a Fail and the University should put interventions in place to ensure the student can proceed with their studies.

3.1.5 For students who were unable to secure a placement, members agreed that they should not be left with having to look for alternative employment for one year which was unrelated to their degree. Feedback received by SUBU had shown that students did not currently receive sufficient guidance and suggested that the Academic Adviser role could provide support, guidance and advice. It was also noted that SUBU had some monies available which students were able to bid for and would assist those students who were attending an unpaid placement.

3.1.6 Ms Mack agreed that certification of placements/work experience would be a positive step forward, however mechanisms would need to be determined as to how relevant experience would be verified in order to be placed on a certificate. Ms Mack advised that the introduction of Higher Education Achievement Records (HEAR) were due to be considered further starting in 2017/18.

3.1.7 At present, students who had secured a placement were expected to inform the University by December. Following discussion, members agreed that the University should bring forward the deadline by which to secure a placement on sandwich degrees from mid-December to the end of August.

3.1.8 Mr Brocklehurst also referenced the 40 week placement being the ‘Gold Standard’, however he believed this could be promoted much more since Level 6 students who had been on placement returned to University as very different individuals compared to those students who had not been on placement, as they had been successful in the work place and had increased their knowledge and confidence. Prof Shiel reminded the Committee that the 40 week placement duration was a legacy from the Council for National Academic Awards, which was disbanded in April 1993 and was possibly rather outdated for today’s students.

3.1.9 Mr Jones highlighted the first bullet point in Section 3.2 of the paper which read: “Timetabling: Moving the deadline would have significant implications for timetabling, particularly for seminar groups in 2016/17 as the numbers of unplaced students moving straight to Level 6 would not be known. In following years, estimates could be made based on previous year’s figures and would therefore be more manageable”. Mr Jones advised that this area would be a practical point to be addressed before the proposal moved forward, although it was recognised that the University needed to give students a practical option by September if they did not secure a placement. Mr Jones advised Dr Osborne that she would need to liaise with Ms Sarah Green to discuss the consequences of the bullet point listed within the paper as there could be negative consequences for the timetable, which ESEC has otherwise been determined to address.

**Action: CLO**

3.1.10 Ms Mayo-Ward informed the Committee that some students returning to Level 6 had commented that there was a lack of information available to them whilst they were on placement. Students had commented on the number of changes which had taken place at the University and regarding their programmes whilst they were away from the University. Students had suggested that the University should give consideration to improving the level of communication to students on placement. Ms Mayo-Ward advised that SUBU were not satisfied that the Welcome Back sessions were achieving what they were originally intended to do.

3.1.11 Dr Dyer had recently attended a Student Experience Forum and had noted there had been a lack of engagement from some students seeking information. She suggested that students do need to take some responsibility for receiving updated University information, and should avoid only trying to obtain updated information very late in the day before returning to their studies. Following discussion, members agreed that a lot more work should be done to encourage students to reconnect with the University community and it was suggested that contact with students should possibly be more incremental. It was noted that those students on placement do currently receive some support via telephone calls and a visit to their work place.

3.1.12 Mr Pope advised that when he attended his placement, his Placement Development Adviser (PDA) was excellent and was a valued connection with the University and agreed with the earlier comment that students do feel the University could provide more communication during the placement year. Dr Holley agreed to work with Faculties and assist with carrying out some pilot initiatives. It was noted that FHSS send text messages to students on placement and this continued to work well.

**Action: DH**

3.1.13 Prof McIntyre-Bhatty provided an overview of the discussion and confirmed the Committee was in agreement with Dr Main’s proposal/hypotheses.

* The University needed to better recognise and certificate both placements and work experience.
* The deadline for students to advise the University of their secured placement would be amended to the end of August.
* Changes to the support mechanism should be put in place in order to allow earlier facilitation to secure placements.
* Those students who secure work experience should have this certificated and be able to move onto Level H.
* The University needed to put in place improved communications with those students on placement.
* Faculties should consider the length of sandwich placements and whether the current 40 week requirement was necessary, noting that some placements in FHSS do have shorter requirements.

3.2 Updated Education & Student Experience Plans (ESEPs)

 IT Services ESEP

3.2.1 The new Software Deployment System which was a more flexible desktop environment and would be more supportive of required/requested changes would be deployed on more PCs. Members agreed that the system should be thoroughly tested before it was deployed in December 2016. IT had also been working with M&C to rollout the ‘single sign-on’ to multiple systems over a phased period. A completion date was not yet available, therefore Ms Fernandez would contact Mr Ward for a suggested completion date. Members agreed that single sign-on would provide a better, and more integrated student experience. A better understanding of what student-centred improvements were actually being made in IT and an increased level of urgency was requested.

**Action: AF**

3.2.2 Members suggested that the ESEP would be more helpful if it was in alignment with and referenced known NSS feedback, and was in alignment with the development of educational practice, as reference to pedagogic development was not currently included in the ESEP. It was also noted by some members of the Committee that IT issues which were logged did not always appear to receive responses or updates and the delays created frustration within Faculties.

3.2.3 Overall, the Committee agreed it would be useful to have a better understanding of how quickly projects in support of the student experience were moving forward in terms of sector benchmarks and best practice in service provision.

 Marketing & Communications ESEP

3.2.4 Ms Fernandez advised that developmental progress with iBU had been very good news in terms of potentially enhancing students’ digital experience and that enhancements may be implemented within the next few months, which was a positive step forward.

3.2.5 Dr Main suggested that iBU may be getting too large/complex and asked whether the University should consider smaller and more focused apps and gave the BBC as an example e.g. BBC News, BBC Weather, BBC Sport. Mr Pope agreed with the suggestion as feedback received from students had indicated they were often unable to locate or access the information required from iBU. Ms Fernandez agreed to consider the suggestions made moving forward.

3.2.6 Dr Gunstone congratulated M&C on the work they had carried out and the work they planned to do, as he believed that BU was much further advanced than other Universities.

 HR, OD & Service Excellence ESEP

3.2.7 **Noted:** The Committee noted the HR, OD & Service Excellence ESEP.

 Student Support Services ESEP

3.2.8 Accommodation for incoming exchange students was still problematic. Ms Ladle confirmed that the level of accommodation available was still tight and was still being worked on. The main issues were the length of accommodation contracts and the increase in numbers of incoming exchange students. Dr Morrison advised that incoming students from North America always expected to be provided with accommodation. Residential Services and Academic Partnerships had been liaising and a list of all incoming students had been provided to Residential Services. Residential Services had contacted each incoming student directly to discuss their accommodation requirements.

3.2.9 Members questioned whether BU still held accommodation for incoming exchange students. Ms Ladle confirmed that the University does not have the capacity currently to hold accommodation as the numbers of incoming students had increased significantly. It was noted that a number of people were currently working hard to resolve this issue. The Committee agreed that a decision would need to be made imminently as to whether the University could hold a small void, irrespective of the number of beds within the University. Dr Minocha advised that Ms Barron was due to provide an update to ULT shortly following a decision by the Accommodation Strategy Group. Ms Barron would provide an update to the Committee at the next meeting.

**Action: MB**

3.2.10 Dr Dyer had been advised that the Student Support initiative had been an excellent initiative. Ms Ladle confirmed that the initiative had worked well and agreed to provide the Committee with a breakdown by Faculty at the end of the academic year.

**Action: LL**

3.2.11 With regards to the Recruitment and Employment Agency, Ms Ladle confirmed that Student Support Services was working with SUBU Officers to look at various models regarding the wider advertisement of careers information and job vacancies to students. Dr Ryland thanked Student Support Services who had been very helpful when the University was putting in place the new Academic Adviser roles by giving new staff and students’ valuable information. Moving forward, the information would need to be regularly updated to ensure that staff know who to contact for further support.

3.3 International Mobility of Students 2014/15

3.3.1 Dr Morrison introduced the report which provided an overview of the data and activity of student mobility during the 2014/15 academic year. The number of outgoing BU students on study exchange had increased from 19 students in 2013/14 to 43 students in 2014/15. Of those 43 outgoing students, 26 students went to international partners (non-Erasmus+) and 17 went to Erasmus+ partners. The number of outgoing students in 2015/16 was expected to be 68 which was positive and reflected the level of hard work carried out by colleagues in Faculties to assist with the development of partnerships.

3.3.2 There was a slight imbalance between the number of outgoing exchange students and incoming exchange students, with 104 inbound students expected at BU for 2015/16. For placements under the Erasmus+ scheme there was a slight dip in number to 26 in 2014/15 which may have been due to the introduction of the new Erasmus+ programme and with the grant coming through late. So far for 2015/16, 85 students had signed up for work placements and the number was expected to increase. Overall, the performance from 2013/14 to 2014/15 was roughly the same but with an increase in student exchange.

3.3.3 In recognition of the Global Engagement Plan, an investment was made in three new posts being created to support mobility which would strengthen the team to build on the success already achieved through student exchange. The new team would increase its visibility on both campuses and would be located in a high-profile location over the coming months.

3.3.4 Extra funding had been secured from the Fair Access Fund in 2015 to provide an extra grant of £500 for students from Widening Participation backgrounds who were going on study exchanges to partner institutions outside Europe. This mirrored the extra funding available through the Erasmus+ programme to students and would contribute to bringing down the financial barrier to mobility. BU also secured an additional grant of €9,840 to fund student mobility both to and from our study exchange partners in the USA, starting in the 2016/17 academic year. This funding reflects the success of our two US study exchange partnerships with Montclair State University and the University of Central Florida.

3.3.5 Ms Ladle advised the Committee of the Placement Opportunity Fund of £55,000 which could be used to widen opportunities to students who had been unsuccessful with other forms of funding. The monies were available to contribute to travel costs, living expenses, interview clothing and they could help with commuting fees. Ms Ladle recommended that all students who were eligible for Erasmus+ funding should apply for funding from the Placement Opportunity Fund first.

3.3.6 Prof McIntyre-Bhatty advised the Committee that UET had been discussing the operation of the Global Horizons Fund monies in its current form. Dr Minocha would be conducting a pilot of cohort-based mobility through the Global Horizons Fund as cost and culture were barriers to mobility. Following the pilot scheme this year, the Global Horizons Fund would be restructured accordingly.

3.3.7 **Noted**: The Committee noted the International Mobility of Students Report 2014/15.

3.4 Teach@BU Update

3.4.1 Bournemouth University was accredited in 2013 by the Higher Education Academy (HEA) and was able to offer its own provision for supporting and recognising staff in achieving HEA recognition for their education practice. The University was due to go through re-accreditation in May 2016 in line with other HEA institutions.

3.4.2 At the start of the 2015/16 academic year, 486 staff members held a teaching qualification and/or were recognised as HEA Fellows. In order to achieve the University KPI, members were reminded to encourage academic colleagues to gain HEA recognition and to promote Teach@BU through the appraisal process, in particular senior members of Faculties as it would send out a positive message to all teaching staff. At the start of each academic year, a soft re-launch would be carried out, in addition to January each year.

3.4.3 Dr Roushan advised that as part of the TEL Toolkit, Dr Holley would assist with encouraging academic staff to engage with the HEA, as it would help teaching staff to understand the way students learn and highlight the way students are taught. It would also allow academic staff to reflect on their own teaching styles and their own personal development and could be linked to pay progression and promotion.

3.4.4 Dr Holley suggested that Teach@BU and the HEA should be promoted to the Programme Leaders’ Support Network. Dr Eccles agreed to send information to Dr Holley. Dr Eccles also wished to thank the Staff Development Team who had been of great assistance with the promotion of Teach@BU and the HEA.

**Action: SE**

3.4.5 The Teach@BU team would welcome any feedback and suggestions from the Committee with regards to further embedding the UKPSF as a nationally agreed and recognised framework for education practice and how it could be strengthened across the University.

3.4.6 Members were reminded to contact Dr Eccles for any assistance required.

3.5 Timetable Policy and Scheduling Update

3.5.1 Mr Jones provided a paper which showed the progress made on Estates’ timetabling and actions from ULT and ESEC.

3.5.2 Estates staff had met with Executive members of the relevant Faculties to discuss the current scheduling process and to identify ways to improve release dates and where constraints currently exist which restrict earlier release. The meetings were very positive and each Faculty agreed to meet again with the Estates representatives in order to build on the opportunities identified and to move forward.

3.5.3 Prof McIntyre-Bhatty thanked Mr Jones and Ms Green for meeting with Faculties in an attempt to move forward with the aim to set timetables earlier in the year.

3.6 SUBU President’s Report

3.6.1 Students had organised their own fundraising Students Kick Cancer Winter Ball at The Old Firestation in December 2015 which was supported by 400 students. The Engine Room had hosted several social events for HSS students before Christmas, and The Old Firestation was now providing HSS students with a much improved social space.

3.6.2 The cost of transport between the two campuses has continued to be an issue for Lansdowne students as they feel there were more events taking place at Talbot Campus. The Student Council Meetings and the Senior Rep Forum have now started to consider various options available as students find the cost of travel between the two campuses to be a barrier. These students have asked SUBU to consider cheaper or free travel to be available between campuses. SUBU believed these suggestions should be seriously considered by the University as with the improved estates at Lansdowne, more students would be travelling more frequently between campuses.

3.6.3 SUBU had met with Susan Ponsford, the Head of Student Administration, regarding the issue with some Postgraduate students having to leave their Halls about two weeks before their dissertation was due to be handed in. This was a stressful period of time for these students and it had been suggested that the Halls contracts should be extended to 52 weeks, for those on 52 week courses. Ms Ponsford has been looking into standardising the whole process for Postgraduate students. Standardising the Postgraduate dissertation hand in dates was also something that was being looked into which would give students the option of handing in their dissertation early or providing short-term extensions. It was noted that HSS students tended to submit their dissertations early.

3.6.4 SUBU has been working with Legal Services around the Prevent agenda, a strategy that Universities were legally obliged to follow in order to attempt to tackle extremism. There was still a lot of work to be done in order that all student groups were treated equally.

3.6.5 As the Government had officially stopped maintenance grants for low income students and the NHS bursary, SUBU were keen to learn what steps the University was considering implementing in order to minimise the impact this would have. Prof McIntyre-Bhatty advised that the University had already re-profiled its spend from scholarships and bursaries, and at an extraordinary meeting of the Fees Board on 15 September 2015, it was decided that for students entering BU from 2017 onwards, the University would be spending less on scholarships and more on bursaries as a response to that Policy.

3.6.6 Mr Jones commented that discussions had been finalised with transport providers for the University and if further discussions were required they would need to take place imminently in order that further renegotiation could take place to accommodate any concessions for Lansdowne based students. Mr Jones advised that he would need to know the scale of the issue and feed this back to the Panel. Ms Schendel-Wilson agreed to carry out further research and provide this information at the March ESEC meeting.

**Action: CS-W**

3.6.7 **Noted:** The Committee noted the report.

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

4.1 Proposal for a Single Student Charter

4.1.1 In order to comply with the Competition & Markets Authority (CMA), the University decided to implement a single Student Charter. The paper proposed the concept and wording for a single BU Student Charter, which was based on the wording from the existing Student Charters. The new single Student Charter had been approved by the Student Charter Working Group, with the assistance of Marketing & Communications and Legal Services. The Committee was requested to approve the introduction and wording of the new single Student Charter.

4.1.2 Ms Peckham suggested that the Charter should list the same number of commitments for both students and staff. Dr Osborne agreed to look at the number of commitments as discussed.

**Action: CLO**

4.1.3 **Approved:** The Committee approved the introduction of the new single Student Charter.

**5. PART 3: FOR NOTE**

5.1 Centre for Excellence in Learning Update

5.1.1 **Noted:** The paper was noted.

5.2 Annual Report: Multi Faith Chaplaincy

5.2.1 Canon Dr Merrington provided an update from the recent Staff Survey and advised that only 5% of staff members had used the Employee Assistance Programme (EAP), and questioned whether this was a similar issue with students, as recently the numbers of students contacting the Chaplaincy had increased by 10%. Canon Dr Merrington noted that the services offered by the Student Wellbeing Service were continually being improved.

5.2.2 Following a discussion, it was agreed that the University did provide good services to students, although it was not clear whether the EAP was providing a suitable service for staff members. Ms Barron was requested to look into this issue further.

**Action: MB**

5.2.3 Canon Dr Merrington advised that the Chaplaincy was in the process of writing a Behaviour Policy and this would be submitted to the Committee in due course for approval.

5.2.4 The Chair thanked Canon Dr Merrington on behalf of the University for providing an excellent, valuable and supportive service to the University community.

5.2.5 Dr White commented that staff members had been interviewed and appointed from various departments across the University and were due to receive DDE training in order to provide confidential DDE support to students. Canon Dr Merrington agreed to look into this training and provide an update at the next meeting.

 **Action: BM**

5.2.6 **Noted:** The Multi Faith Chaplaincy paper was noted.

5.3 Annual Report: Dignity, Diversity and Equality Steering Group

5.3.1 The Committee noted the good work carried out by the Dignity, Diversity and Equality Steering Group and thanked Dr Palfreman-Kay for the work to promote the University’s commitment to dignity, diversity and equality during 2014/15.

5.3.2 **Noted:** The Dignity, Diversity and Equality Steering Group Annual Report was noted.

**6 REPORTING COMMITTEES**

6.1 Student Voice Committee Minutes of 25 November 2015, 16 December 2015 and 13 January 2016

 **Noted:** The minutes were **noted.**

6.2 Technology Enhanced Learning Strategy Forum (TELSF) Minutes of 9 November 2015 and

 7 December 2015

 **Noted:** The minutes were **noted.**

6.3 Faculty Education and Student Experience Committee (FESEC) Minutes

6.3.1 The minutes of the first FESEC meetings were presented to the Committee.

6.3.2 It was noted that some staff members were concerned that a small minority of the qualitative MUSE comments from students may be offensive. It was noted that the proportion of such comments was very small and that the proportion had declined compared to the previous year. Members queried how to address such comments received from students. Various processes were in place within Faculties regarding the offensive comments made e.g. comments were redacted, administrative staff checked forms or disregarded the entire form. It was noted that some comments had been very upsetting for staff and were not appropriate or acceptable. Overall, decisions with regards to dealing with these comments would continue to be taken on a case by case basis.

6.3.3 The Chair encouraged members to read the FESEC minutes as they contained a good level of interest and dialogue on relevant enhancement issues within the Faculties.

6.3.1 **Noted:** The Faculty of Health & Social Sciences FESEC minutes of 26 November 2015 and 15 December 2015 were noted.

6.3.2 **Noted:** The Faculty of Media & Communication FESEC minutes of 29 October 2015 and 9 December 2015 were noted.

6.3.3 **Noted:** The Faculty of Management FESEC minutes of 25 November 2015 were noted.

6.3.4 **Noted:** The Faculty of Science & Technology FESEC minutes of 8 January 2016 were noted.

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| **7 ANY OTHER BUSINESS**7.1 Dr Roushan advised that she worked with Dr Holley and Ms Mayo-Ward to develop a TEL workshop lead by Ms Mayo-Ward at the Rep-Fest event. Two key issues were noted, the first issue being that students look to the University for innovative use of technology that would help prepare students for the workplace, and secondly technical facilities to help the University exemplify resources to students. It was noted that some of the current systems and the use of social media further reinforced how the University should be thinking and improving student experiences. Prof McIntyre-Bhatty agreed that enhancement of learning technology and the embedding of blended pedagogy was a priority for academic development across the Faculties and needed to be driven forward expediently.  |  |
| **8. DATE OF NEXT MEETING** Tuesday 5th April 2016, 2.00pm to 4.00pm in the Board Room |  |