**Minutes of the meeting held on 22 November 2016 at 3.00pm in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair) Deputy Vice Chancellor

Prof R Stillman (Deputy Chair) Head of Department of Life and Environmental Sciences (FST)

Ms P Peckham (Secretary) Education Service Manager (FST)

Ms M Frampton (Clerk) Academic Quality Officer (AS)

Ms M Barron Head of Student Services (SS)

Dr B DyerDeputy Dean (Education & Professional Practice) (FMC) and

Chair of the Student Voice Committee

Ms B Elias SU Vice-President (Activities) 2016/17, Students’ Union (SUBU)

Prof D Holley Centre for Excellence in Learning Representative

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

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

Mr S Jones Head of Facilities Management

Prof V Katos Member of the Professoriate (FST)

Ms A Lacey Student Representative Champion (FHSS)

Ms G Larkins SU Vice-President (Community) 2016/17, Students’ Union (SUBU)

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

Canon Dr B Merrington University Chaplain

Dr C L Osborne Head of Academic Operations

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

Prof S Porter Member of the Professoriate (FHSS)

Dr G Roushan Chair of the Technology Enhanced Learning Strategy Forum

Ms C Souter-Phillips SU Vice-President (Welfare) 2016/17, Students’ Union (SUBU)

Mr J Ward Director of IT Services

Dr S White Senate Representative (FHSS)

In Attendance:

Ms M Pearson Academic Quality Officer (AS)

Ms S Ponsford Head of Student Administration (AS)

Observers:

Mr P Mathews Head of Education (FMC)

Dr S Prakoonwit Head of Education (FST)

Apologies:

Apologies had been received from:

Mr D Asaya SU President 2016/17, Students’ Union (SUBU)

Mr J Cooke Head of Student Engagement (SUBU)

Dr K Curtis Co-opted Member of the Professoriate (FHSS)

Prof G Esteban Member of the Professoriate (FST)

Mr S Laird Director of Estates

Ms J Mack Head of Academic Services (AS)

Dr S Minocha Pro Vice-Chancellor (Global Engagement) (OVC)

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

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

Mr J Swanson SU Vice-President (Education) 2016/17, Students’ Union (SUBU)

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 26 September 2016**

2.1 Accuracy

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

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| |  |  | | --- | --- | | 2.2 | Matters Arising | | 2.2.1 | Minute 2.2.6 – Debate Item: Solving Problems with Placements | |  | *Dr Osborne had liaised with Sarah Green, multiple stakeholders in Faculties and relevant Professional Services to create an action plan for implementation. This was circulated to the Executive Deans and relevant Heads of Professional Services in mid-May 2016.* | |  | **Action Completed:** This item would now be removed from the Actions Log and Dr Osborne would now provide the Committee with a quarterly update until implementation. | | 2.2.2 | Minute 2.2.9 – Updated ESEPs – Student Support ESEP | |  | *The University does not have the capacity currently to hold accommodation for incoming exchange students, as the number of incoming students had increased significantly. Despite not having anything specifically allocated for exchange students, BU had housed 18 incoming exchange students in Semester 1 2015/16 and a further 25 in Semester 2. The biggest challenge was the overlap of incoming and outgoing students which meant that the dates were not streamlined. Student Services, Faculties and the Study Abroad Team have been reviewing the overlap and some proposals were currently in draft form.* | |  | **Action Ongoing:** Ms Barron advised that a meeting was due to take place shortly to discuss the issues with providing accommodation to incoming exchange students. A further update would be provided at the next meeting in January 2017. | | 2.2.3 | Minute 2.2.12 - SUBU President’s Report | |  | *Many Lansdowne students had stated that they would like to take part in various activities on Talbot Campus, however the cost of transport was an issue and discussions were still ongoing with regards to transport for Lansdowne students. The Go Out And Talk (GOAT) Team would be carrying out research to establish exactly what activities Lansdowne students wished to take part in. Mr Asaya would provide an analysis of the data at the November ESEC meeting.* | |  | **Action Ongoing:** Mr Asaya provided members with the analysis of the data as Appendix 1 to the ESEC Actions Log. The majority of the students who had stated their main reasons for using a free inter-campus bus service was to access Talbot Campus facilities e.g. the library and larger lecture theatres due to a lack of space at Lansdowne Campus. SUBU were trying to utilise the Engine Room more and providing more sports facilities and activities at Lansdowne. | |  | Following a discussion, members agreed that if it was not possible currently to provide a free inter-campus bus service, students should be advised accordingly as the issue had been ongoing for two years. It was suggested that the University should give some thought into preparing a statement which could be provided to students. The Committee was reminded that if the University was to consider free inter-campus travel for Lansdowne based students, it would also need to consider free travel for other groups of students e.g. students who live at Lansdowne. Moving forward, further thought would need to be given to the activities, clubs and societies which could be based at Lansdowne when the new Bournemouth Gateway building was completed. | | 2.2.4 | Minute 3.1.7 – Annual Report: Appeals and Complaints | |  | *Ms Mayo-Ward was unsure whether mitigating circumstances training was included in the Student Rep training. Mr Swanson followed this up and confirmed that mitigating circumstances training was not included in the Student Rep training. Mr Swanson had discussed the issue with Charlotte Thackeray who confirmed that informal training was provided but not as the primary communication method, therefore it was agreed that Academic Advisers should communicate mitigating circumstances to all students moving forward. DDEPPs agreed to advise Academic Advisers of the decision made.* | |  | **Action Completed:** DDEPPs confirmed that all Academic Advisers were aware of their responsibility to support students with regards to mitigating circumstances. | | 2.2.5 | Minute 3.2.13 – Education & Student Experience Plans (ESEPs) – Faculty of Media and Communication | |  | *Dr Holley asked members to remind all academic staff who had not completed the digital skills survey to complete it by the end of October 2016 in order that CEL could work on providing various levels of assistance.* | |  | **Action Completed:** DDEPPs confirmed they had reminded departmental staff to complete the digital skills survey. | | 2.2.6 | Minute 3.2.26 – ESEP Feedback | |  | *Prof McIntyre-Bhatty asked members to email any comments regarding the ESEPs to him and all comments would be fed back to the Committee in due course.* | |  | **Action Completed:** Feedback was provided to relevant ESEP authors/owners with a revised submission date of 24 October 2016. | | 2.2.7 | Minute 3.3.4 – Annual Review of Peer Reflection on Education Practice (PREP) | |  | *Moving forward there would be a heavy focus on Assessment and Feedback as well as driving forward i-Innovate. Workshop dates had been arranged for the first semester and the ESEC Clerk would circulate the dates to members.* | |  | **Action Completed:** The ESEC Clerk circulated the workshop dates to ESEC members on 29 September 2016. | | 2.2.8 | Minute 3.3.5 – Annual Review of Peer Reflection on Education Practice (PREP) | |  | *Dr Holley would be pleased to work with teams and programmes and to provide any support needed with Assessment and Feedback. Any Faculties who required assistance should contact Dr Holley.* | |  | **Action Completed:** DDEPPs confirmed that each Faculty had taken steps to start working with the Centre for Excellence in Learning (CEL) or had already started to work with CEL. | | 2.2.9 | Minute 3.4.3 – Postgraduate Taught Experience Survey (PTES) | |  | *Mr James commented there was an absence of questions relating to SUBU in the PTES survey and moving forward this area should be included. Mr Nugent agreed to look into the request.* | |  | **Action Ongoing:** As Mr Nugent had left the University, the action had been passed to Julia Taylor in the Graduate School and the suggestion was now being looked into. An update would be provided at the January ESEC meeting. | | 2.2.10 | Minute 3.4.5 – Postgraduate Taught Experience Survey (PTES) | |  | *As the results of the PTES Survey had only recently been circulated to Faculties, it had not been possible for DDEPPs to digest the results and build appropriate activities into ESEPs. These activities would be included in the next set of ESEPs following discussions at FESEC meetings.* | |  | **Action Completed:** The results of the PTES Survey had now been scrutinised and discussed within Faculties and would be included in Faculty ESEPs moving forward. | | 2.2.11 | Minute 5.2.3 – Update on Student Induction 2016/17 | |  | *The organisation of the induction system had not worked well this year. Mr Swanson agreed to send Dr Holley some feedback for the Induction Working Group and advise what had worked well and what had not worked well to ensure errors did not occur next year.* | |  | **Action Ongoing:** The Induction Working Group would receive the Arrivals Survey results and information regarding SUBU induction talks at the meeting scheduled for 30 November 2016. An update would be provided at the January ESEC meeting. | |  |

**2.3 Updated ESEC Terms of Reference**

2.3.1 Following the Committee’s approval of the ESEC Terms of Reference on 26 September 2016 and discussion by Senate on 2 November 2016, Senators suggested the wording of ‘non-academic’ should be amended to read ‘professional support staff’.

2.3.2 **Approved:** The Committee approved the additional amendment to the ESEC Terms of Reference.

**3. PART 1: FOR DISCUSSION**

**3.1 Student Services Annual Report 2015/16**

3.1.1 Student Services have continued to deliver an effective service to students over the past twelve months. The University has seen a rise in the number of students with significant and complex mental health issues and additional learning needs, as well as an increase in students who may not have a robust support network.

3.1.2 The Student Wellbeing Service has been in place since January 2015 and the service was delivering a valuable service to students. Members questioned whether the University was meeting its Service Level Agreements (SLAs) with regards to waiting times for students who wanted access to counselling. The service was provided by Dorset Healthcare University NHS Foundation Trust and although the Trust had exceeded the number of contracted support sessions, there had been a failure to meet the agreed SLAs for waiting times. This was due to increased demand from the student population compared to when the contract was agreed two years ago.

3.1.3 SUBU were in the process of recording a video for students which highlighted the Student Wellbeing Service and would also signpost those students with a wellbeing issue in the right direction. Members agreed that a number of new students have some anxiety in the short term upon joining University and with being in contact with the Student Wellbeing Services and Academic Advisers, students could be encouraged to become more resilient.

3.1.4 A number of students had failed to attend wellbeing appointments, and the ‘no-show’ rate so far this year was 20% which was seen to be a typical figure for NHS services ‘no-shows’. The service was looking into implementing a text system or a similar method through SID to send reminders to students who had made appointments, as this had shown to be successful through the NHS.

3.1.5 A discussion took place with regards to mitigating circumstances and the amount of time that was spent on the administration of mitigating circumstances and the great lengths students were going to in order to obtain official medical documentation in relation to their circumstance. Both the Faculty of Science & Technology and the Faculty of Health & Social Sciences were noted as allowing students to self-certify their illnesses and members suggested that both the Faculty of Management and Faculty of Media & Communication should also allow students to self-certify their illnesses in order to reduce the level of administration currently being carried out.

3.1.6 This year had seen a decrease in terms of applications for bursaries and scholarships. The reason for this reduction was currently unknown. There had also been a reduction in the number of emergency loans being provided to students which may be as a result of students receiving their Student Loans earlier than in previous years. It was noted that CEL had carried out a piece of work some time ago regarding bursaries, scholarships and student loans. The Committee suggested that CEL should revisit the work previously carried out now that bursaries were means tested. **Action: DH**

3.1.7 The University does not support unpaid placements, however the University was unable to stop students applying for or agreeing to work on an unpaid basis. It was noted that particular industries only provide unpaid placements and for those students who were employed on an unpaid basis, these students may be eligible for assistance from the Placement Opportunity Fund. It was noted that the University recommends all students to obtain paid placements only, and only paid placements were advertised within the University.

3.1.8 The Committee was pleased to see the list of BU/AUB music performances over the past year but could not see any references to performing arts, musicals, plays, etc. It was noted that SUBU have a Performing Arts Club in addition to a large number of other clubs and societies. Members agreed that SUBU were doing an excellent job providing a large number of clubs and societies.

3.1.9 **Noted:** The Committee noted the Student Services Annual Report for 2015/16.

**3.2 SUBU President’s Report**

3.2.1 The recent SUBU debate titled ‘When is Fancy Dress Offensive’ had been well attended with everyone fully engaging, and it was noted that the debate had been particularly well chaired by Mr Asaya. This topic had been chosen as Fancy Dress features regularly in social events throughout the year. This had been the first in a series of SUBU debates and future debates would discuss controversial topics where there were generally no other opportunities for a discussion to take place. Throughout the 2016/17 academic year there would be three or four debates taking place.

3.2.2 SUBU recently attended a national demonstration in London regarding the cuts to NHS bursaries as the cuts would significantly affect future students. A number of Students’ Unions from across the UK had also attended the demonstration and it was clear that some Students’ Unions were taking an individual stance and some were disregarding their relationship with their University. SUBU Officers in attendance reported that they would not disregard BU and would continue to work together as SUBU were very aware of the impact this would have on universities. Prof Rosser confirmed that on 15th November 2016 applications to BU health programmes were lower by 41.6% overall (not including PG Dip programmes) in comparison to 15th November 2015. Applications to Adult Nursing, Operating Department Practice and Midwifery programmes were lower by 50% or more, and applications to the Occupational Therapy programme was lower by 60% on the same time last year. Overall, the national picture had suggested a drop of 20% on this time last year.

3.2.3 It was important that the National Union of Students (NUS) recognise this, and challenge the government rather than challenging universities. Dr White advised that there was a lot of incorrect information in circulation and a lot of misunderstanding. Dr White had a supply of leaflets which she could circulate to members which puts all Student Loan information into easy to read and understandable terms. Ms Barron advised that during discussions at a recent Open Day it was evident that students view Student Loans as bank loans and universities should now be working harder to explain how Student Loans operate.

3.2.4 Dr Dyer commended SUBU for putting the Engine Room at Lansdowne to greater use for free classes such as Pilates and Yoga. The classes were open to staff and students and two evening classes were for staff only. Dr Dyer also thanked the Students’ Union for the SimOn data which was now being shared more widely, which in turn was encouraging good conversations within the University. Canon Dr Merrington shared with members the good contributions made by SUBU at the recent Graduation Ceremonies.

3.2.5 **Noted:** The Committee noted the SUBU President’s Report.

**4. Debate Item: V4L Implementation Plan**

4.1 Dr Roushan and Prof Holley had suggested the V4L Implementation Plan as a debate item as the project to put in place a new VLE was at a crucial stage following two years of work. The V4L Steering Group had been looking at innovative ways in which the University would use the new VLE. Most recently the project had gone through a procurement process and the tender process was now coming to an end. The V4L Team expected to award the contract to one provider by the end of the year, which would be followed by full implementation of the VLE by September 2018. The whole process had been a great opportunity to give some thought into how staff and students engage with the VLE at a pedagogical level and it was important that the University had the correct mechanisms and support in place to further to engage students in learning activities.

4.2 The University would use the metrics of the TEF policy documents to look at teaching quality, student outcomes and learning gains and therefore consider what analytics the University would need. The new VLE may be able to provide some analytic capability and/or integrate with future bespoke analytic capability and this would be considered going forwards vis-à-vis likely TEF informational requirements. SUBU reminded the Committee that technology was important to students and whatever approach the University takes in engaging students in learning activities, there would be opportunities for staff and students to share good practice.

4.3 During the whole process of putting together a new VLE, the Steering Group had worked closely with academics who were key in helping students to engage in excellence in their learning and to ensure the VLE was a culture of excellence. To take the University to the next phase of learning and implementation of the new VLE, a Task Force had been put together to develop an operational plan for the implementation of the new VLE that met the requirements of academics and students. The Task Force would include staff members from across the University and would identify the actions, milestones, resources and matrices required for a successful implementation. The Task Force would then report their findings to the V4L Steering Group.

4.4 Whilst discussing the new VLE with Executive Deans, there had been an emphasis on academic staff being able to review and prepare their pedagogies as early as possible. The University had invested in a blended learning module that had been developed by Epigeum and some academic colleagues had taken part in a video which supported innovation and attempted to ensure that staff did not feel overwhelmed. IT Services, CEL and TELSF had already been working together and now hoped that members of staff from Student Services, Library and Learning Support, SUBU and other departments across the University would join the discussion. Members were requested to advise Dr Roushan or Dr Holley of any staff members who wished to be part of the ongoing discussions to ensure the University has a robust implementation plan in place. **Action: ALL**

4.5 The Committee’s main concern was with regards to integration and that all systems would work alongside each other and connect appropriately. Integration would be a major challenge to work through and would not be easy, however the V4L Steering Group would ensure it worked effectively as it had always been intended to be an integrated system. There would be some specifics to work through when the contract had been awarded. Members agreed that when the contract was in place, the University would need to manage the system provider very closely and ensure they provided exactly what was required and to ensure the tools available were to the benefit of students and the academic community.

4.6 Various discussions had taken place with regards to the University’s requirements and the outcomes of the discussions had formed the basis of the tender discussions and selection. The Task Force would continue to look at pedagogical engagement and the best use of the VLE and discussions would be ongoing after implementation to ensure the University had continuous improvement and engagement.

4.7 Members were interested in how interactive the new VLE would be as the current system seemed to be more of a repository. Dr Roushan explained the new VLE would be interactive, would host webinars and discussion boards and would have significantly more capability than the current VLE.

4.8 Moving forward, it was important that the University had an implementation plan in place as it would be a challenge to ensure the University achieves cultural engagement and also ensured that pedagogy and learning was enhanced. Members were encouraged to engage in discussions and to be involved in the development of pedagogy. It was suggested that PREP could be a suitable method for staff to become involved in the project as it would be a supportive method to encourage academic staff to be involved. Mr Ward encouraged members to give some thought to supporting and developing the project immediately rather than later in the process.

4.9 The Committee was reassured that the old and new VLE would run in parallel for ten months and the new VLE would not be primarily in use until the core of the new system was ready and available for learning. The old VLE would not be terminated until September 2018 when confidence could be placed in the new VLE and it was capable of integration and further supporting and engendering cultural change and best practice in pedagogy. A further update would be provided at the next ESEC meeting in January 2017.

**Action: GR/DH**

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

5.1 **Updated Education & Student Experience Plans (ESEPs)**

5.1.1 The revised ESEPs had been resubmitted to the Committee as a result of feedback from others and from Prof McIntyre-Bhatty. The updated ESEPs were presented for approval by the Committee.

5.1.2 The highlights from the updated ESEPs were noted:

* There was a strong focus on evidence-based activities targeted to improve the NSS results next year, particularly from the Faculties;
* A focus on initiatives that will impact positively on the student experience such as wellbeing (Student Services) and Unified Calendar (Estates);
* Initiatives to further embed roles such as the Heads of Education and Professional Practice and recognition that these roles would require ongoing support from colleagues in Student Services and Organisational Development;
* Clear mechanisms further to support Academic Advisers and Programme Leaders continue to be implemented in Faculties;
* Consistency of information and student experience regarding placements (Student Services) and communications to those on placements to keep them in the loop (Marketing & Communications).

Some areas which still required further consideration were:

* Clear, documented activities with regard to the future achievement of PI10 (Student/staff co-authored publications per academic FTE per year) and how the Faculties can achieve the performance indicator by working collaboratively with students;
* Learning from good practice across the University with regard to the achievement of staff that are HEA Fellows in PI6 (Academic staff with teaching qualification and/or who are HEA Fellows) and comparing NSS/MUSE/PTES performance with HEA Fellowship and staff development activities and investment;
* Greater support and leadership for initiatives to be provided by Professional Services within Faculties (Organisational Development & HR, Graduate School);
* Utilising existing benchmark information to internally promote BU to students (Marketing & Communications, IT);
* Each ESEP owner was encouraged to think SMART (Specific, Measurable, Achievable, Realistic and Timely) as each action listed on the ESEP should be SMART in order that the University knows when each action was expected to be achieved;
* All ESEP owners should work harder on the Postgraduate Taught Experience Survey (PTES) which is carried out annually, and the Postgraduate Research Experience Survey (PRES) which is carried out every other year;
* All business as usual activities no longer needed to be reported upon, however enhancements and innovations to business as usual activities should be included in ESEPs.

The Chair thanked members for the continued hard work that takes place day to day.

5.1.3 **Approved:** The updated ESEPs from Faculties and Professional Services were approved.

**6. PART 3: FOR NOTE**

6.1 **Centre for Excellence in Learning Update**

6.1.1 Dr Holley had been putting together an in depth package to support academic and professional services staff by providing opportunities to enhance and reflect on areas of strategic importance. In semester two, three pilot Masters units would be introduced:

* Creative Assessment and Feedback
* Workplace Learning
* Technology Enhanced Learning

These units would be half day sessions for staff to attend. The full day ‘Reflections on Leadership’ sessions were due to take place in December 2016 and April 2017 and all of the units would form the PG Dip level of the new MA Education Practice programme.

6.1.2 A timetable of the CPD events during Semester 2 would be circulated to members by the ESEC Clerk. Any staff member who wished to attend any of the units should look on the Organisational Development website to reserve a place, and the CEL blog for further information. **Action: ESEC Clerk**

**7. REPORTING COMMITTEES**

7.1 **Student Voice Committee Terms of Reference**

7.1.1 **Noted:** The Committee noted the Student Voice Committee Terms of Reference.

7.2 **Student Voice Committee Minutes**

7.2.1 The Chair noted the work being carried out with regards to a survey repository and the structure it should take moving forward. Dr Dyer would provide further information regarding the progress made at the January ESEC meeting. **Action: BD**

7.2.2 **Noted:** The Committee noted the Student Voice Committee minutes of 19 October 2016.

7.3 **Technology Enhanced Learning Strategy Forum Terms of Reference**

7.3.1 Members noted that ‘Academic Administration Manager’ should be amended to read ‘Education Service Manager’.

7.3.2 **Noted:** The Committee noted the Technology Enhanced Learning Strategy Forum Terms of Reference.

7.4 **Technology Enhanced Learning Strategy Forum Minutes**

7.4.1 **Noted:** The Committee noted the Technology Enhanced Learning Strategy Forum minutes of 23 September 2016 and 1 November 2016.

7.4.2 Dr Roushan highlighted Appendix 1 of the minutes of 1 November 2016 which was promoting the TEL Toolkit across Faculties and Professional Services. In time there would be a wide range of tools for staff to refer to. TELSF had discussed any special tools or software that academic staff use which should be included in the TEL Toolkit as it was important that TELSF considered the new tools/software in order it was fully supported, and any issues could be resolved e.g. licences. Members were requested to advise Dr Roushan of any tools/software that should be considered by TELSF.

**Action: ALL**

7.5 **Faculty Education and Student Experience Committee (FESEC) Minutes**

7.5.1 The FESEC minutes from the Faculty of Media & Communication and the Faculty of Management were not available to be presented at this meeting. Members were reminded that a complete set of FESEC minutes would be required to be submitted to each applicable ESEC meeting.

7.5.2 **Noted:** The Committee noted the Faculty of Health & Social Sciences FESEC minutes of 26 October 2016.

7.5.3 **Noted:** The Committee noted the Faculty of Science & Technology FESEC minutes of 26 October 2016.

**8. ANY OTHER BUSINESS**

8.1 Prof Phalp reported that SNOW requests submitted to IT by students whilst staff members were unaware of the issues that students were experiencing/reporting (e.g. no access to myBU). Neither were being made aware of whether the issues were being resolved. Mr Ward reminded members of the facility on SNOW to register for alerts. Moving forward the new VLE was suggested as being an ideal tool for improving large scale communications within the University.

**9. DATE AND TIME OF NEXT MEETING:** Tuesday 17th January 2017 at 2.30pm in the Board Room