**Minutes of the meeting held on 3 October 2017 at 2.00pm in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair) Deputy Vice-Chancellor

Prof R Stillman Deputy Chair

Ms P Peckham (Secretary) Faculty Education Services Manager (FST)

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

Mr D Asaya SU President 2017/18, Students’ Union (SUBU)

Mr A Child Head of Academic Quality (AS)

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

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

Chair of the Student Voice Committee

Ms B Elias SU Vice-President (Activities) 2017/18, Students’ Union (SUBU)

Mr S Farmer Interim Head of Student Engagement (SUBU)

Dr L Farquharson Deputy Dean (Education & Professional Practice) (FM)

Mr A Hancox SU Vice-President (Education) 2017/18, Students’ Union (SUBU)

Ms E Harding SU Vice-President (Community) 2017/18, 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)

Dr F Knight Academic Manager, Doctoral College

Ms J Mack Head of Academic Services (AS)

Dr A Main Learning Impact Leader (CEL)

Dr K McGhee Deputy Dean (Education & Professional Practice) (FST)

Canon Dr B Merrington University Chaplain

Dr M Morgan Associate Dean (Student Experience) (FMC)

Prof S Porter Member of the Professoriate (FHSS)

Prof E Rosser Acting Executive Dean (FHSS)

Dr G Roushan Chair of the Technology Enhanced Learning Strategy Forum

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

Ms C Souter-Phillips SU Vice-President (Welfare) 2017/18, Students’ Union (SUBU)

Dr J Taylor Doctoral College Academic Manager

Dr S White Senate Representative (FHSS)

In attendance:

Ms A Fernandez [Agenda Item 3.3] Director of Marketing and Communication (M&C)

Mr J Goode [Agenda Item 3.2] Head of Alumni Relations

Ms K Noble [Agenda Item 3.2] Fundraising Operations Manager

Mr R Pottle [Agenda Item 3.1] Head of PRIME

Ms A Stevens Student Support Manager (SS) – Representing Ms M Barron

Observer:

Dr C L Osborne Head of Academic Operations (OVC)

Apologies:

Apologies had been received from:

Ms M Barron Head of Student Services (SS)

Prof G Esteban Member of the Professoriate (FST)

Ms A Lacey Student Representative Champion (FHSS)

Mr S Laird Director of Estates

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

Mr J Ward Director of IT Services

1. **Welcome and Introductions**

The Chair welcomed the group to the meeting and introductions were made. Apologies were

noted as above.

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| |  |  | | --- | --- | | **2.** | **Minutes of Previous Meeting held on 3 May 2017** | | 2.1 | Accuracy | |  |  | | 2.1.1 | The minutes were approved as an accurate record of the meeting. | | 2.2 | Matters Arising | | 2.2.1 | Minute 4.1.10 – Attendance Monitoring Debate | |  | *During the debate it was clear there was an interest in finding a solution to monitor attendance and it was agreed that Faculties should work with IT for further discussions to take place on analytics and possible solutions for attendance monitoring.* | |  | **Action Ongoing:** The FHSS had tried many different forms of attendance monitoring and welcomed the consideration of a University-wide attendance monitoring system. Dr Dyer had recently discussed attendance monitoring with Mr Ward. Following the discussion Mr Ward had agreed to write a short paper to share with DDEPPs and to then share the outcomes with the Committee. **Action: JW**  From a V4L/Brightspace perspective, attendance monitoring was a new feature in Brightspace and would be discussed further by the V4L Task Group who would keep Mr Ward up to date with progress. | | 2.2.2 | Minute 2.2.4 – Virtual Mobility  *The Committee suggested it would be useful to have guidance on the types of virtual mobility that improves employability. The mobility team was undertaking work in collaboration with stakeholders internally and externally to agree a definition for virtual mobility and an international experience without travelling abroad.* | |  | **Action Ongoing:**  An update on virtual mobility would be included in the full annual update for the November ESEC meeting. The action was now closed as part of the presentation of the annual report. | | 2.2.3 | Minute 3.2.10 - Placements | |  | *The outstanding timetable action which suggested that students should have longer to decide on their timetable when considering placement attendance. Mr Jones agreed to discuss this with Sarah Green in order to complete the action by January 2018. Following implementation of the automated option choice selection process via SITS, and the confirmation of planned release periods for students’ timetables, opportunities and limitations relating to confirmation or extension of the Placements Decision date would be considered.* | | 2.3  2.3.1  2.3.2  2.3.3  2.3.4 | **Action Completed:** A more detailed response on this matter was included in the Estates Scheduling and Timetabling Update paper which was listed as agenda item 6.2 on 3 October 2017. Having had the benefit of experience of a full scheduling process for 2017/18 with SITS, it was recommended that a Task & Finish Group be established to review opportunities for and impact of setting the optional Placement deadline at least two weeks prior to OLR release, in order to ensure that student record information was updated prior to student timetable release. Mr Jones agreed to co-ordinate the Task & Finish Group meetings which would include the SRS team, Student Services, Academic Services, Faculties and Space Management teams, to ensure that integrated data, systems and processes could implement the recommendation.  ESEC Terms of Reference and Membership  The ESEC Terms of Reference had been revised to incorporate the BU Strategic Plan 2025, the new Doctoral College membership and the correct title for the Head of Academic Quality.  As all of the SUBU Sabbatical Officers were ESEC members, Mr James suggested the removal of the Co-options section on the Terms of Reference.  Dr Main was in attendance at the meeting and the Committee discussed whether Dr Main’s new role as Learning Impact Leader should be a permanent ESEC member. As ESEC meetings were centred on learning impact, members agreed that Dr Main should be included in the membership moving forward. The ESEC Clerk would add Dr Main to the ESEC Terms of Reference and Membership List. **Action: ESEC Clerk**  Dr Osborne confirmed she would be attending ESEC meetings as an Observer moving forward. This amendment would be made to the ESEC Membership List. **Action: ESEC Clerk** | | 2.3.5 | **Approved:** The Committee approved the updated Education & Student Experience Committee Terms of Reference and Membership. | |  | **PART 1: FOR DISCUSSION** | | 3.1  3.1.1  3.1.2  3.1.3  3.1.4  3.1.5  3.1.6  3.1.7  3.1.8  3.1.9  3.1.10  3.1.11  3.1.12  3.1.13 | National Student Survey (NSS) Results 2017  The University’s Overall Satisfaction score had fallen from 82% to 81% with the sector average falling from 86% to 84%, therefore the University was now 3% closer to sector average compared to 4% in the previous year. At programme level, 19 programmes had improved their overall satisfaction score, whilst 24 programmes had declined. There were now 27 (50%) programmes which were at or above the sector average score of 84.18% compared to 22 (47%) programmes being above the sector last year. If the ten programmes which had fallen below sector average had remained stable at NSS 2016 levels, the University’s overall satisfaction level would have been 84%, which was level with sector average.  Organisation and Management fell 6% to 70%, falling further behind the sector which also fell 4% to 75%. There had been two positive question areas; Learning Resources with BU students being more satisfied than the sector in all three questions, and new for 2017, Learning Community, where BU students felt they had the right opportunities to work with other students as part of their course.  Eight out of twenty Departments had improved overall satisfaction this year with eleven Departments now at or above the BU average of 81%; eight of these Departments were also above the sector average of 84%. Last year only four Departments were above the sector average of 86%, so this was an improvement. Overall satisfaction across all Departments for the Faculty of Management (FM) had seen a slight reduction from 81% to 80%, the Faculty of Science & Technology (FST) was the only Faculty to see an improvement rising from 81% to 84%, the Faculty of Health & Social Sciences (FHSS) continued to have the most satisfied students with overall satisfaction at 84%, however one Department had dropped 10% which was a concern. The Faculty of Media & Communication (FMC) saw the largest decline in overall satisfaction falling 4% to 77%.  Prof Rosser was disappointed with Organisation and Management scores in FHSS which was an area that had been repeatedly problematic. The University had gone through considerable change as well as having timetable issues and the introduction of SITS; these issues had mitigated against the student perception. With the recent introduction of Brightspace, potentially there would be similar issues to consider with regard to student perception. Prof Rosser highlighted the importance of regular and good quality communication with students in order to improve student experience bearing in mind the same issues would be encountered when all Faculties move wholly to Brightspace. Members noted a significant benefit with Brightspace which was that academic staff could articulate with Social Media and in turn it had already become evident that Brightspace was providing closer communications with students.  Members agreed that the new Annual Monitoring & Enhancement Review (AMER) process was more focused and would be helpful in forming clear actions. Dr Ryland and Dr Farquharson had carried out an analysis between NSS qualitative comments and SimOn data, and the results had shown a clear match in data which would be used moving forward. Dr Dyer reminded members that Faculties should be making more effective use of MUSE as it was a highly predictive measure of the NSS, however Faculty staff should be mindful of over-surveying students. From a TELSF perspective, Dr Roushan reminded members that Brightspace was much improved on myBU and academic staff should be further developing the pedagogical skills that would help to improve communication between academics and students at unit level.  With regards to the qualitative comments on Assessment and Feedback, Ms Mack advised that students’ marked work was still being returned late and there was still some bunching of work (submission dates) and suggested there should be further work carried out on assessment scheduling as this was where the University still showed that further improvement was required from the NSS results.  The Centre for Excellence in Learning (CEL) would be holding a year of ‘Assessment and Feedback’ events and discussions, as well as working with Academic Quality colleagues to look at current practice in order to make a significant difference to future NSS results moving forward. Prof Holley welcomed colleagues to become involved with the events and discussions in order to help with delivering positive outcomes as this area was critically important in order that the University demonstrated it was a leading institution for fairness and for providing timely, high quality feedback.  Mr Jones advised that his department had been putting together a Frequently Asked Questions sheet which would be responsive and positive and would answer questions that arise. Responses would be provided during the year and would be used to keep students up to date on how their issues are evolving, possibly by using Student Reps as the method of feeding the information forward.  Following discussions at a recent Quality Assurance Standing Group (QASG) meeting, it had been noted that there had been a significant increase in the use of sub-elements at department and programme level. Dr Ryland and Dr Farquharson would be working on this area over the coming year to start to reduce the level of sub-elements within the FM. Dr Main had analysed Independent Marking Plans and it had been noted that many sub-elements introduced had not been formally documented. This area had also recently been discussed at the Access, Excellence & Impact Committee (AEIC) meeting when Dr Main had been allocated an action to look at assignment calendars. This would be discussed further at future AEIC meetings and findings would also feed into the assessment project. Ms Mack agreed to send the findings on to Associate Deans (Student Experience) (ADSEs). **Action: JM**  Mr Asaya reminded members that students need to be made aware of the change in systems. Students do tend to forget all of the good things the University is doing, but tend to remember one issue they encountered. Ms Mack was aware of some actions regarding exam timetables and the need for earlier publication, and asked Mr Asaya to pass on any specific concerns for her to investigate. Ms Mack was currently working on an improvement in the quality of exam papers being sent to the Exams Team, regarding which Ms Mack had recently circulated information to DDEPPs highlighting the issues.  The Committee was reminded that all Faculty staff have an obligation to engage with students and that their first year at university was a formative year which would prepare students for life-long learning. The University also has an obligation to understand students’ issues and their academic development with regard to Assessment and Feedback when they move between levels of study. All staff need to engage in transparent and collegial conversations with students.  Mr James advised that the NSS question around representation had shown that SUBU was strong with an awarding winning Student Representation system in place however the NSS results had shown a decrease from 78% to 66% which had been a disappointment. SUBU has however remained within the top quartile and was excellent at representation.  Overall, there are still some issues for the University address, including some basic academic issues regarding how the University manages the experiences of students. Some core quality assurance processes and regulations were not being fully followed by all Departments and this required rectification. Details on a programme by programme basis would be dealt with via the new AMER process which would help with operational issues as well as helping students to understand the enhancement work that was taking place within their University. It was noted that it was necessary that through all the hard work taking place on Assessment and Feedback, with the assistance of CEL, the Departments make a gain in student satisfaction this year. | |  |  | | 3.2 | Fundraising & Alumni Relations Department Update | | 3.2.1  3.2.2  3.2.3  3.2.4  3.2.5 | Mr Goode, the new Head of Alumni Relations provided an overview of the Alumni Relations Team’s work over the past year. As of August 2017, the Alumni Relations Team had started to record instances of alumni volunteering which would help to enrich student experiences. This work would continue throughout the 2017/18 academic year and the results would assist with measuring alumni engagement with the University. To date there had been 58 instances of volunteering, which equated to 147 hours. Alumni would now be present at all undergraduate and postgraduate Open Days as it would be useful for prospective students to hear of good student experiences from alumni. Examples of the various instances of volunteering included shared case studies to inspire future students; taking part in the #BUProud campaign to showcase the University’s impact on student employability; speaking at Open Days and attending panels to advise on curriculum design.  Mr Goode provided the details of the refreshed Alumni Relations Strategy for 2017-19 which would focus on enriching the student experience with a number of projects. The Alumni Relations Team were now tracking the number of hours of all volunteering and recognising the time being given as there were a lot of alumni who wanted to take part in events at the University.  The Committee were pleased to see all of the work being carried out, however Dr White questioned how the team could best capture past NHS/health programme students who were out in practice as it would be beneficial to the University to capture support for our current students. Mr Goode agreed to follow this up with Dr White. **Action: JG**  Ms Noble, the Fundraising Operations Manager provided an overview of the work of the Fundraising Team over the last year. The team has raised £624,745 over the past year for a variety of projects which included the new Bournemouth Gateway Building and HMS Invincible as well as student/staff mobility. The Santander contract had continued to be successful by delivering a number of initiatives, such as 43 x 10 week internships for undergraduate students, 9 x £5,000 scholarships for students, 15 x £1,000 mobility grants for undergraduate students and 5 x £1,000 for the Widening Participation initiative.  **Noted:** The Committee noted the Fundraising and Alumni Relations paper. | | 3.3 | Professional Services Education & Student Experience Plans (ESEPs) | | 3.3.1  3.3.2  3.3.3  3.3.4  3.3.5  3.3.6  3.3.7  3.3.8  3.3.9  3.3.10  3.3.11  3.3.12  3.3.13  3.3.14  3.3.15  3.3.16  3.3.17  3.3.18  3.3.19  3.3.20  3.3.21  3.3.22  3.3.23  3.3.24  3.3.25  3.3.26  3.3.27  3.3.28  3.3.29  3.3.30  3.3.31  3.3.32  3.3.33 | Marketing & Communications (M&C) ESEP  The main area that M&C had been working on was communications and the improvement of the various communications to students such as current student communications, arrivals communications, placement student communications, continuation student communications, and Postgraduate Research (PGR) communications. This work was in response to comments made by students’ highlighted areas of concern.  In response to negative feedback received around the cost of attending graduation ceremonies, changes had been put into place for the graduations ceremonies from November 2017 onwards, which would include two free guest tickets per student. The cost of any additional tickets remained at £15 per person and a review of the photography commissioned package had ensured better value to those students ordering in advance (reduced to £14.99 in 2017, £24.99 in 2016).  iBU was a very important channel for M&C and it was constantly evolving. By working closely with IT, M&C were able to develop a longer term mobile app strategy across the University. With the increasing use of iBU and also working closely with SUBU, the Student Voice Committee (SVC) and Faculties, M&C have been able to ensure that regular communications and the feedback area on the VLE remained updated. M&C would also continue to work with the Participation Campaign and also helping with communications around particular courses which have challenges to improve.  M&C would continue to work with Academic Services in order to collect data at course level and put in place a new, more robust process for collecting more additional course costs that students should be aware of and are considered when students were making their choices of university. All hidden costs information would be presented in one cohesive and transparent way moving forward. M&C had also been working on providing better information to students to explain how their tuition fee is spent. A meeting had been arranged with the Director of Finance and the Finance Accounting & Compliance Manager to discuss this further.  **Noted:** The Marketing & Communications ESEP was noted.  Academic Services ESEP  Assessment and Feedback would be the main focus for 2017/18 and a number of initiatives were in place in order to start making improvements. Academic Services would be working closely with CEL to look back at the first principles and guidance around the types of assessment and the volume of assessment (summative and formative). There was also an initiative in place with a link to systems integration between Brightspace and SITS.  Another area of priority would be academic support from Library and Learning Support (LLS) staff, which would include language support and would be reviewed as part of a review of Study Skills Support being led by Student Services. The existing LLS Study Skills would be enhanced by introducing new workshops, developing online quizzes and tutorials and contributing to the Residential Life Programme in Student Halls.  With regard to Organisation and Management, SITS/Brightspace integration work would continue during 2017/18. Resources would focus on scheduling exams to allow exam timetables to be released to students as early as possible as NSS feedback suggested that students had previously not been aware of the scheduled exam dates, therefore communications to students would be enhanced to ensure they were aware of defined exam periods for the whole year.  Ms Peckham questioned whether the Academic Regulations, Policies & Procedures (ARPPs) related to assessment would be updated as the documentation was becoming misaligned with current processes in SITS. Ms Mack confirmed that Assessment related ARPPs were part of a wider piece of work underway to look at how ARPPs were presented and to align them and make them more accessible and more user-friendly.  **Noted:** The Academic Services ESEP was noted.  Centre for Excellence in Learning (CEL) ESEP  CEL would be working on seven key strategic themes throughout the year. The first theme would be the Teaching Excellence Framework (TEF). This would be the first year of data collected which would feed into the University achieving a TEF Gold Award in three years’ time. Prof Holley and Ms Jane Forster would continue with policy briefings at both campuses which members were encouraged to attend. A Research Excellence Framework (REF) and Teaching Excellence Framework (TEF) national conference would be taking place at Talbot Campus on 11 October 2017 which members were welcome to attend.  The 2017/18 academic year would be the BU Year of Assessment and Feedback where two Theme Leaders would be working on this area; one Theme Leader would work on Assessment Policies whilst working with Academic Quality; the second Theme Leader would be working with Faculties to identify patterns of assessment.    Prof Holley advised that 74% of academic staff now had a teaching qualification and a double cohort of the PG Cert Education Practice programme was running this academic year with over 60 participants commencing the programme in September 2017. The MA Education Practice programme had been validated and was being marketed for internal and external applicants.  Work would continue with Academic Learning Designers and across Faculties to innovate and embed best practice and to adopt a culture change with academics around the use of myBU and Brightspace.  With regards to the Education REF Group there had historically been some reluctance from academic staff to engage as they had not developed their research sufficiently and there also may be some academic staff who had produced a 1\* or 2\* paper. Prof Porter suggested this was an area that should be promoted further as there were a lot of potential staff who would be able to be returned.  **Noted:** The Centre for Excellence in Learning ESEP was noted.  Doctoral College ESEP  Areas where specific attention was required were around supervisory knowledge and training needs. Supervisory development was vital in order to improve completion rates and to improve quality assurance in research degree provision. The Doctoral College would be working closely with CEL in order to provide the improved training. The Doctoral College had also worked on improving the quality, regularity and effectiveness of the reports provided to Faculties as well as regular reports on PGR progress against academic milestones at Faculty level.  The Doctoral College had provided three Part 1 workshops for new Supervisors, four Part 2 workshops for new Supervisors and three workshops for Established Supervisors which had all been well attended. Other initiatives undertaken included the trial of more interactive sessions, improved information regarding Tier 4 students and the introduction of a new session on PRES to raise Supervisors’ awareness of PGRs’ feedback regarding aspects of supervision.  **Noted:** The Doctoral College ESEP was noted.  Estates ESEP  With the commencement of the next phase of the Estates framework, the transformation of the University up to 2025 would include the building of the Bournemouth and Poole Gateway Buildings. Estates would be working to minimise disruption during the transformation of both campuses. Teaching space was an important area as well as the provision furniture and the quality of the furniture.  There would also be a focus on the provision of services such as buses and catering, and work would continue on the contracts for grounds maintenance. A new member of staff was now in place in the timetabling team and would deputise for Sarah Green; this would create some resilience. Estates would continue to work with students to promote and progress the sustainability agenda.  **Noted:** The Estates ESEP was noted.  Human Resources & Organisational Development ESEP  Members noted the HR & OD ESEP included a section on CEL. Prof Holley advised that this was a historic section included during the introduction of CEL, however CEL now produced its own ESEP and this would not be included in future HR & OD ESEPs. There had been a lot of work taking place around academic leadership and the changes in structure were yet to reap the rewards.  **Noted:** The Human Resources & Organisational Development ESEP was noted.  Student Services  The main areas that Student Services were focusing on were around student wellbeing, student accommodation, employability and inclusivity. Students were continuing to face issues around mental health and wellbeing therefore in 2017/18 an additional £80,000 would be spent on funding the Student Wellbeing Service in order to recruit more Wellbeing Advisors and Counsellors. Canon Dr Merrington suggested that Student Services should monitor the timeline for the recruitment of additional Counsellors to ensure the University was receiving value for money. The contract had been queried in the past and he questioned whether putting additional monies into the project would meet the needs of the students using the service.  Student accommodation remained a high priority however the addition of 454 new bed spaces through a short tem lease agreement for Home Park had resulted in no students being housed in hotels for 2017/18. Mr James reminded the Committee that the cost to students to live in Home Park was £150 per week and with a 42 week licence would result in an annual cost of £6,300 to students. This cost was in addition to tuition fees. The Committee agreed that Mr James was right to note this issue however the BU accommodation rates were quite favourable compared to the sector. Prof McIntyre-Bhatty confirmed he was a strong advocate of keeping accommodation costs as low as possible. The Residential Life programme which was introduced to Residential Services last year has proved to be very successful and has grown and has been enhanced for 2018 with an increased number of Advisors and Student Resident Assistants in Halls of Residence. The careers resource was in the process of being reviewed with the aim of providing a more targeted service possibly on a course by course basis where graduate employability could be enhanced. Work was also ongoing into how to provide the best possible support to students with Additional Learning Needs (ALN) and those from Black, Minority or Ethnic (BME) backgrounds in order to close the attainment gap.  Dr White queried whether the Student Wellbeing Service covered the extended length of FHSS programmes as she believed the service was only provided during term time and this would disadvantage FHSS students. Ms Stevens agreed to check the length of the Student Wellbeing Service. **Action: AS**  Ms Souter-Phillips questioned whether students had requested the incorporation of education activities within the Res-Life programme. Ms Stevens agreed to check whether this had been requested by students and provide an update. **Action: AS**  **Noted:** The Student Services’ ESEP was noted.  IT Services ESEP  Ms Peckham provided members with an overview of the IT Services ESEP in the absence of Mr Ward.  As with previous years it was quite a challenge to obtain real evidence from the NSS and comments on what IT Services could improve upon in order to improve student experience. One main area was students having access to computers and the cost of printing. IT Services would continue to look at innovative ways of increasing access to computers. Additional computers had been installed in the library using smaller all in one devices. Similar computers would be rolled out to Open Access Centres (OACs) in the New Year which would make some desk space available for students using their own laptops. The successful laptop loan pilot would also be expanded moving forward. Following the review of printing costs two years ago, it was identified that the University was one of the cheaper providers across the sector. These costs would need to be balanced against the University’s ecological goals of reducing printing.  The Digitalisation Plan would continue to be developed which would focus on User Experience, Evidence and Efficiency and would improve the users’ experiences of using systems and computers at the University through integration, improved systems, apps and online forms. Evidence would improve Information Management and provide better access to information across the University including staff and student access. Efficiency would look at improving processes and developing apps to remove time consuming activities. These plans were still in development and would be subject to Board approval next year.  **Noted:** The IT Services’ ESEP was noted. | |  |  | | 3.4  3.4.1 | Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)  Due to time constraints in the meeting, and now that PTES was now built into the new AMER process, it was agreed this item would be added to the agenda for the November ESEC meeting. Members had received and read the paper and were now working on their action plans in order to take account of PTES appropriately. | | 3.5  3.5.1  3.5.2 | Interim Appeals & Complaints Report  Further to discussions at the May 2017 ESEC meeting, Mr Child provided a paper in order to provide further information on the analysis of the work undertaken by Academic Quality. The major changes in the Appeals & Complaints report were shown as tracked changes. The second paper provided Appeals and Complaints data between 1 January and 19 September 2017 which gave the Committee early sight of Appeals and Complaints data. A full report would be presented at the ESEC meeting planned for 21 March 2018.  Members were requested to send any comments regarding the paper to Mr Child by email and with a copy also being sent to Prof McIntyre-Bhatty. | | 3.6  3.6.1  3.6.2  3.6.3  3.6.4 | SUBU President’s Report  Mr Asaya welcomed the two new SUBU Sabbatical Officers to the meeting: Mr Alex Hancox – SU VP (Education) and Ms Ebony Harding - SU VP (Community). The 2016/17 academic year had been busy with some good initiatives being worked on such as setting up SUBU debates, developing a free inter-campus bus service for Lansdowne-taught students, supporting the Student Research Assistant Scheme and organising the Black, Minority and Ethnic (BME) Awards.  Ongoing projects for the SUBU President would include the organisation of Black History Month, lobbying the University for a second graduation ceremony during the summer, continuing to develop SUBU debates and working on the development of an International Student Guarantor Scheme. SUBU had also recruited a new staff member who would work on reducing the attainment gap.  Ms Stevens had concerns around the SUBU mental health zone as it was important that students were being referred to the appropriate expert practitioners who deal with mental health issues. Ms Souter-Phillips advised that she had been working on this area with Ms Barron and this work would continue. Ms Souter-Phillips would also continue working on the Peer to Peer Support Group which may not be working as well as anticipated. Members agreed the communications to students relating to student wellbeing should be very clear.  Dr White reminded SUBU representatives that an increased Lansdowne presence was required. This was a recognised point and support for Lansdowne representation was being recruited. Further information regarding a Lansdowne Council would be available in due course. | | **4.**  4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8 | **DEBATE ITEM:**  **Is it possible to have good student satisfaction scores in units with large numbers?**  Dr White opened the discussion by explaining that within FHSS some cohorts had been growing significantly in size and were being taught by the same number of teaching staff. Some years ago research was carried out to establish whether first year students were satisfied with being taught in large groups as well as identifying whether staff were satisfied with teaching larger groups.  Three surveys were carried out to obtain views now that seminar groups had increased from 20 students to around 40 to 45 students. The work was concerned with whether students were able to interact during the seminars as well as contributing well to group work. The surveys resulted in staff and students having very different views. In larger groups, students welcomed the greater diversity of people, hearing lots of perspectives and opinions, gained a variety of feedback and had increased self-confidence. The negative points students highlighted in larger groups were problems hearing the lecturer, classroom control could sometimes be difficult, that it could be daunting to speak out and that some had anxiety regarding absorbing all the information.  The findings from the three surveys carried out were used to inform planning for future cohorts. Staff members had identified a number of negative areas such as room sizes, desk layouts and a concern that some quieter students were not able to speak up as freely. Staff who taught first year students were concerned about weaker students and most staff were mentally exhausted after the seminar but felt a sense of achievement. Also, from a staff perspective, it was clear that staff wellbeing was quite instrumental in how students progressed with their learning.  In order to move forward and to be proactive, FHSS engaged with CEL to identify how staff could manage large groups and to look at the differences between staff and student expectations. The key themes from stakeholders were concerns about colleagues, concerns about student experience and negative lecturer experiences, however overall, staff always do their best for the situation they find themselves in. In answer to the question asked at the start of the discussion – “Is it possible to have good student satisfaction scores in units with large student numbers?” – the findings were in agreement that generally students were happy with their learning environment and were not aware they were being taught in large groups.  The classroom environment had been mentioned during the discussion and it was noted that rooms that can accommodate 40 students tended to have desks laid out in rows and members suggested this was sub-optimal and that it was an area that was being looked at by Estates. Mr Jones confirmed that Estates were working closely with FHSS for the new Bournemouth Gateway Building and furniture layout in rooms was critical.  Dr Curtis was pleased the survey took place and was pleased to hear that students enjoyed being taught in a larger group. The survey did identify some staff who were lacking in confidence when teaching larger groups, and the PREP activity carried out by FHSS now focused on the support provided to staff in order to grow their confidence with teaching large groups and also for staff to utilise creative teaching and various learning strategies. Overall, the study had been very interesting for FHSS staff. Dr Farquharson proposed that members should think beyond one hour seminars or two hour lectures as these sessions were not favoured by students. Small seminar groups were generally now preferred by students and the FM was looking to see whether smaller groups could be accommodated. Members noted that Jonny Branney in FHSS was looking into team based learning and the results were looking promising with the possibility of introducing more interactive student learning approaches.  Mr Child reminded members that if this form of teaching was to become a trend, the new intensity teaching metrics may inadvertently create challenges within TEF data. If the trend was across the entire University, BU would need to have a strong narrative explaining how the University was coping with small/large teaching groups whilst ensuring the University had a good reputation for the quality of teaching. Dr Curtis agreed with Mr Child and noted that the University should consider reviewing programme level staff to student ratios. Overall, for the future the University and its Departments should seek to become more smarter, more evidence-based and more targeted about effective modes of and use of contact time to ensure excellent student learning experiences.  The decision regarding how to continue this conversation within Faculties was to be made within each Faculty and taken forward by Faculty representatives present at the Committee. Any future discussions would need to be managed sensitively and ensure that relationships between staff and students were managed effectively. | | **5.** | **PART 2: FOR APPROVAL AND ENDORSEMENT** | | 5.1  5.1.1  5.1.2 | PREP for Fusion  The papers regarding the iVLE exercise for 2017/18 were taken as read and were noted. Prof Holley advised members of the documentation which had been updated following the feedback received from DDEPPs. Members were requested to send any comments to Prof Holley within the next week.  As the communications had been unclear as to which PREP papers should be provided to the Committee, the correct PREP documentation would be discussed at the November ESEC meeting. | |  |  | | **6.** | **PART 3: FOR NOTE** | | 6.1  6.1.1 | Centre for Excellence in Learning Update  **Noted:** The Centre for Excellence in Learning paper was noted. | |  |  | | 6.2  6.2.1 | Estates Scheduling and Timetabling Update  **Noted:** The Estates Scheduling and Timetabling paper was noted. | | **7.** | **REPORTING COMMITTEES** | | 7.1 | Student Voice Committee Minutes | | 7.1.1 | **Noted:** The Student Voice Committee minutes of 19 April 2017 (confirmed) and 7 June 2017 (unconfirmed) were noted. | | 7.2 | Technology Enhanced Learning Strategy Forum (TELSF) Minutes | | 7.2.1 | **Noted:** The Technology Enhanced Learning Strategy Forum minutes of 26 June 2017 (confirmed) and 12 September 2017 (unconfirmed) were noted. | | 7.3  7.3.1 | Technology Enhanced Learning Strategy Forum (TELSF) Terms of Reference  **Approved:** The Technology Enhanced Learning Strategy Forum Terms of Reference were approved. | | 7.4  7.4.1  7.4.2 | Faculty Education & Student Experience Committee (FESEC) Minutes  **Noted:** The Faculty Education & Student Experience Committee minutes were noted as below:   * FHSS minutes of 14 June 2017 (unconfirmed) * FMC minutes of 10 May 2017 (unconfirmed) * FM minutes of 21 June 2017 (unconfirmed)   The Chair noted the Faculty of Science & Technology Committee minutes were not submitted to the Committee. | | **8.**  8.1  8.1.1  8.1.2 | **ANY OTHER BUSINESS**  New VLE Update  Dr Roushan confirmed that a paper had been written around the new VLE and the culture change around V4L in order to reinforce a different, more innovative mind-set. One of the Academic Learning Designers had developed a Good Practice Guide which included hints and tips to improve student learning experiences. This document has been circulated to DDEPPs for comment and approval. This was an area that was important for the Committee to be aware of and it was also important this information became embedded in Faculties. The Good Practice Guide would continue to be reviewed and would include current resources such as the TEL Toolkit.  The Committee gave its endorsement to the Good Practice Guide, subject to DDEPPs’ approval. | | **9.** | **DATE OF NEXT MEETING** | |  | Wednesday 29 November 2017 at 2.00pm in the Board Room | |  |