

**CONFIRMED**

**EDUCATION & STUDENT EXPERIENCE COMMITTEE (ESEC)**

**MINUTES OF THE MEETING HELD ON WEDNESDAY 31 JANUARY 2018**

**Present**

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

Prof R Stillman Deputy Chair

Ms S Everitt (Secretary) Faculty Education Service Manager (FMC)

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 Dyer Deputy Dean (Education & Professional Practice) (FMC) and Chair of the Student Voice Committee

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

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

Ms E Harding SU Vice-President (Community) 2017/18, Students’ Union (SUBU)

Prof D Holley Centre for Excellence in Learning Representative (CEL)

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 Acting Deputy Dean (Education & Professional Practice)(FST)

Canon Dr B Merrington University Chaplain

Dr C L Osborne Head of Academic Operations (OVC)

Prof S Porter Member of the Professoriate (FHSS)

Prof E Rosser Acting Executive Dean and Deputy Dean (Education & Professional Practice) (FHSS)

Dr G Roushan Chair of the Technology Enhanced Learning Strategy Forum

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

Dr S White Senate Representative (FHSS)

**In Attendance**

Dr S Eccles [Agenda Item 4.1] Senior Principal Academic (CEL)

Dr J Palfreman-Kay [Agenda Item 4.2] Equality & Diversity Adviser

Ms H Palmer Culture & Sport Manager (SS)

Dr M Polkinghorne [Agenda Item 4.1] TeachBU Academic Faculty Lead

Dr S Thompson Senior Lecturer in Corporate & Marketing Communications (FMC)

**Student Representatives**

Mr J Allen Postgraduate Taught Student

Ms G Guerrieri Undergraduate Student

Ms F Omotade Postgraduate Research Student

Ms S Roy Undergraduate Student

**Apologies**

Ms M Barron (represented by Ms H Palmer) Head of Student Services (SS)

Ms J De Vekey Head of Insight & Policy (SU)

Prof G Esteban Member of the Professoriate (FST)

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

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

Mr S Laird Director of Estates

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

Ms M Morgan (represented by Dr S Thompson) Associate Dean (Student Experience) (FMC)

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

Dr J Taylor Academic Manager, Doctoral College

Mr J Ward Director of IT Services

1. **APOLOGIES**

Apologies were noted as listed above.

1. DECLARATIONS OF INTEREST

There were no declarations of interest.

1. MINUTES OF THE PREVIOUS MEETING HELD ON 29 NOVEMBER 2017

**Accuracy**

The minutes were approved as an accurate record of the meeting with the exception of Section 5.2.1 on page 7 of the minutes. The second sentence should read ‘She had noticed the formulae in Table 1’.

1. **Matters Arising/Actions Log**

Item 2.2.1 – Attendance Monitoring Debate

*Mr Ward had arranged a technical discussion with the IT architects and Russell Pottle in November 2017. There were some potential opportunities to pilot some activity using existing data and technology. A draft report had been shared with DDEPPs and would be shared with the Committee. Progress had been limited since November due to the focus on BU2025 and a new supporting IT Plan which was being formulated.*

**Action Ongoing:** Mr Ward would provide an update at the March ESEC meeting.

Item 3.2.4 – Arrivals & Induction Report

*With regards to a single sign-on for students rather than multiple logins for various BU systems, some streamlining had taken place but it was not possible to have a single sign-on as the systems were not mutually compatible. The work to implement a single sign-on had moved from the Digital Vision Group to the IT Development Board for oversight given the interdependencies with other systems. IT was considering a more affordable option and an update would be provided in January 2018.*

**Action Ongoing:** Mr Ward was unable to attend the meeting on 31 January 2018 however Dr Roushan had discussed single sign-on with Mr Ward. Mr Ward had prepared a paper which provided an update on the single sign-on and this was circulated to the Committee on 5 February 2018.

Item 3.4.6 – Student Services Annual Report 2016/17

*Section 5.10 of the Student Services Annual Report 2016/17 referred to a lack of prayer space for Islamic students. At the time of writing the report no detail was available as to what exactly was needed in terms of numbers to accommodate, size of rooms required and frequency of use. Canon Dr Merrington advised that 20 to 30 attended the prayer room for lunchtime prayers in a room measuring 7m x 6m, separated by gender with a curtain. Female students were not comfortable with this arrangement. Around 60 students attend the prayer room on Friday when the Student Hall was being used.*

**Action Ongoing:** Mr Jones advised that space had been identified for a prayer room which would be suitably converted. The work would hopefully commence after Easter as contractors would need to be sourced. The work would coincide with other improvements being made to Talbot House.

Item 3.5.2 – Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)

*The Committee had previously discussed PTES low response rates which had cast doubt on the validity of the results. This was exacerbated by the lack of qualitative data. A previous staff member who was very engaged with PGT students had resulted in higher response rates, unfortunately this staff member was no longer in post. Prof Holley had been requested by the Chair to give consideration as to how response rates could be increased moving forward. The Student Voice Committee (SVC) and Marketing & Communications (M&C) were now working with ADSEs who were expected to promote PTES in their Faculties. A Working Group had been formed to ensure each Faculty sets in place a consistent mechanism that increases effectiveness of the drive for students to complete the survey. The first meeting of the Working Group was due to take place on 1 February 2018.*

**Action Ongoing:** Dr Dyer would provide an update at the March ESEC meeting.

Item 3.5.2 - Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)

*The PTES response rate was 17% compared to a sector average of 32%. The PRES response rate was far greater at 43%. This was thought to be due to personal interaction. It was also acknowledged that the number of PTES questions and time taken to complete the survey (25 minutes) may be off-putting to students.*

**Action Ongoing:** Dr Dyer would provide an update at the March ESEC meeting when the first Working Group meeting had taken place.

**FOR DISCUSSION**

1. **TeachBU Update**

Dr Eccles introduced Dr Martyn Polkinghorne to the Committee who was the new TeachBU Academic Faculty Lead. TeachBU was a programme accredited to the Higher Education Academic (HEA) and was a means to academic staff having their teaching practice recognised. The HEA also allowed the University to encourage staff to gain international recognition for teaching and supported learning. To date, approximately 75% of academic staff have a teaching qualification or HEA Fellowship.

Over the past year, in order to enhance provision, Faculty Academic Leads had been embedded into Faculties and these staff members along with Faculty Executives, ensure the message around TeachBU was publicised as it was important to ensure Faculty Executives were aware of the members of academic staff with HEA Fellowship or a teaching qualification. With the assistance of Faculty Executives, support and guidance could be provided to academic staff to encourage them to participate in this and other education initiatives. Workshops had already been delivered and future workshops would now reach out to department level staff. A series of academic programme units were also being provided in order that staff could enrol on 20 credit units and upon successful completion, staff could apply for HEA Fellowship or Senior HEA Fellowship.

Dr Eccles was mindful the University had a KPI of 100% of academic staff to have a teaching qualification or HEA Fellowship by the end of 2018, and it was important that staff submit their applications as soon as possible. The next step would be to ensure that all academic members of staff had a teaching qualification or HEA Fellowship or could demonstrate they were working towards a qualification.

Professor Rosser noted that a number of General Practitioners (GPs) who taught within the Faculty of Health & Social Sciences (FHSS) did not have HEA Fellowship but did have a teaching qualification. Dr Eccles confirmed that each of the GPs should have a specifically Higher Education teaching qualification in place.

Dr Main questioned the accuracy of the data as approximately one year ago he received HEA Fellowship/teaching qualification data for the Faculty of Management (FoM) and at least 15 staff members replied to him confirming they had a teaching qualification which was not recorded. Dr Eccles confirmed the data she received was from Human Resources (HR) and Simon Lincoln works closely with HR to ensure any gaps or discrepancies were addressed. Some staff members had never presented any evidence of their teaching qualifications which means their status could not be updated on CORE, and it was important that all evidence was provided to HR as soon as possible. Dr Eccles confirmed that the age of the qualification would not be an issue.

The Chair asked for clarification as to the 97 staff members who were on the TeachBU mailing list/on PG Cert. Dr Eccles confirmed this was the method used to differentiate staff members who have had been in contact to express an interest in completing this and those working towards the qualification from those staff who have not been in contact at all about the qualification. To be added to the list, the staff may have attended a workshop, engaged with a mentor and had intended to make a submission, and this was a useful way to keep in contact with them. Notifications would be sent if there was a relevant event for them to attend. Canon Dr Merrington suggested that HEA Fellowship should be included in all academic staff appraisals in order that further discussions could take place around goals, achievements and objectives.

**Noted**

1. **Dignity, Diversity & Equality Steering Group Annual Report 2016/17**

The report had been had been structured into themes, e.g. Policy; Students; Community; Reports, Appeals & Complaints, as well as listing a programme of work for 2017/18. Dr Palfreman-Kay thanked Ms Souter-Phillips and other SUBU colleagues for their support and assistance with the progress of work and also with helping to make Mental Health videos.

Dr Palfreman-Kay was pleased to see the work around Mental Health and outreach work had been recognised by the Funding Council as sector leading and innovative. This work was achieved with the support of the Office for Fair Access (OFFA). To mark Black History Month, the Department of Media Production held a one day event which explored the issue of under-representation of British Black Asian Minority Ethnic (BAME) students within media disciplines. The event also included a speaker who spoke about current issues and was supporting the University’s Race Charter work and also had links with the University’s Athena SWAN work.

The University had been successful in receiving monies from the Higher Education Funding Council (HEFCE) Catalyst Fund in order to tackle hate crime and online harassment. The project was in collaboration with SUBU, Dorset Police, Police Crime Commissioner for Dorset, Wessex Crown Prosecution Service, Access Dorset, Dorset Race Equality Council and Intercom Trust. There had been a small number of hate crimes on and off campus and it was important these individuals were supported.

The programme of work for 2017/18 would include a focus on hate crime, host an Athena SWAN workshop facilitated by the Equality Challenge Unit, and continue to support the University’s Athena SWAN work which will involve starting an institutional Athena SWAN submission under the new criteria and making a submission in 2019. Dr Palfreman-Kay would also be progressing the Race Charter work at BU, providing staff development sessions to raise awareness of the Transgender Inclusion policy and procedure, as well as continuing to self-assess against the Disability Confident principles and become a Disability Confident Employer.

Ms Guerrieri questioned why the Black and Minority Ethnic (BME) Awards were not listed within the report. Dr Palfreman-Kay had shared his report with SUBU staff members to add any information or events they believed should be shared with the Committee. Mr Asaya thought the report was interesting however he was also disappointed that some joint SUBU work, Black History Month and the BME Awards were not mentioned. Dr Palfreman-Kay was happy to add any additional items that SUBU Sabbatical Officers would like to be included in the report upon receipt of the proposed text.

The Chair thanked Dr Palfreman-Kay for the report and for the co-ordination of all the Dignity, Diversity and Equality work over the years he has been leading on behalf of the University.

**Noted**

1. **Multi Faith Chaplaincy Annual Report**

The Multi Faith Chaplaincy provides a service to both BU and the Arts University Bournemouth (AUB). This year would see a number of different visitors to the Chaplaincy from across the United Kingdom to enable an understanding of different religions. As the AECC University College had degree awarding powers, the Chaplaincy relationship had ended and all references to AECC had been removed from all Chaplaincy materials, although the service would continue for a further year.

As previously discussed under the actions log, the provision of a larger Islamic prayer room was being explored however looking forward to 2025, there would be a point when the use of Talbot House would be reviewed and it was important for the University to think ahead as it would have an impact on AUB. Further thought should also be given to the joint relationship with AUB and the cost of the service to them. Moving forward towards 2025, further thought should be given to a newly shaped Multi Faith Chaplaincy provision and the staff who would be working at the Chaplaincy ensuring all areas of Equality and Diversity were covered. Canon Dr Merrington was pleased to see the Wellbeing Service was now working sufficiently, which in turn had benefitted the Chaplaincy.

Mr James highlighted the excellent service provided by the Multi Faith Chaplaincy particularly when a student passes away. Mr James was grateful for the service provided as a lot of time is taken to speak to relatives and to clear the student’s accommodation. Dr Knight thanked Canon Dr Merrington for providing the fortnightly lunches for PhD students to encourage inter-Faculty dialogue. The feedback received from students was always excellent. The Chair thanked Canon Dr Merrington for all the hard work and the excellent service provided by the Multi Faith Chaplaincy.

**Noted**

1. **SUBU President’s Report**

All Sabbatical Officers and SUBU Departments had continued to work hard to ensure students were represented. Mr Asaya had organised the second annual BME Awards night, which celebrated the achievements and successes of students from a BME background. SUBU also hosted a visit by Nicola Dandridge, the CEO of the Office for Students (OfS) by providing a tour and also hosting a round table discussion with Nicola Dandridge and students. Ms Souter-Phillips had worked on the Transgender and Non-Binary Campaign to create a day long programme of events for the Trans Day of Remembrance.

The next SUBU Debate was due to take place on 5 February 2018 and as part of Sexual Violence Awareness Week the debate would focus on this issue. The SUBU debates continue to provide a safe and educational space for students to freely and informally discuss societal topics. Ms Elias has worked with SportBU, Ms Souter-Phillips, Victoria Education Centre and AFC Bournemouth to introduce sports leagues for students with disabilities as historically there had not been opportunities for disabled students to play sport. Prior to Christmas, Ms Harding had led the collection of food donations for the Bournemouth Food Bank as well as supporting the Liberation Campaigns within SUBU and being involved in the work that the University was carrying out towards the Race Equality Charter.

For Disability History Month, SUBU created the ‘Not all Disabilities are Visible’ poster campaign, supported students with the Crohns and Colitis Awareness Week, supported the LGBT+ and Transgender and Non-Binary Campaigns with their World Aids Day events. The third annual Bournemouth Student Pride celebration was due to take place on 27 February 2018.

17/009 **DEBATE ITEM: Preparing for Subject-Level TEF**

The Teaching Excellence Framework (TEF) runs on a three year cycle, in terms of awards. Since achieving a TEF Silver Award two years ago, 2018 was the year for the University to commence work on the metrics which would need to be included in three years’ time when the University’s Silver TEF Award would be reconsidered. BU staff are invited twice a semester to a policy workshop for updating on a range of Governmental policies in regard to Higher Education. The new joint Minister for Higher Education, Sam Gyimah was appointed on 9 January 2018 and he had advised that fees would not be reviewed by Parliament immediately (Post-script: a review of fees was later announced by the Government but the review will not report until 2019).

The new name for the TEF would be Teaching Excellence and Student Outcomes Framework which aims to recognise and reward excellence in teaching, learning and outcomes, and to help inform prospective student choice. Some new supplementary data would need to be provided moving forward e.g. the proportion of graduates in sustained employment or further study three years after graduation; the proportion of graduates earning over the median salary for 25-29 year olds; and, links to TEF ‘Student Outcomes and Learning Gain’ criteria. Another new area of supplementary data would be around Grade Inflation which would link to the ‘Rigour and Stretch’ criterion.

The Year 3 TEF components were unchanged from TEF Year 2 and centred on Teaching Quality, Learning Environment, and Student Outcomes and Learning Gain. Teaching Quality would be evidenced via the National Student Survey (NSS) and would be crucial to the University. Any assistance that SUBU could provide in encouraging students to be involved in the NSS would be appreciated by the University. Learning Environment would be evidenced by academic support which would be looked into further and HESA/ILR data. Learning Gain would be evidenced by student employment/highly skilled employment or further study evidence by DLHE and superseded by a new measure to Longitudinal Employment Outcomes (LEO).

Professor Holley and Ms Mack were seeking ESEC support in starting to mirror subject-based TEF through an internal exercise.

Sectorally, the next tranche of work would be on Subject Pilots and these are already underway. Participant institutions can be found in the slides circulated after the ESEC meeting. Subject-level TEF pilots would result in piloting two models which would enable the Department for Education to test whether the lighter touch, risk-based approach taken in Model A was sufficient enough for robust assessment, or whether the fuller assessment in Model B was significantly more robust while still being manageable. Both Models would use the single set of TEF criteria used in TEF Year 2. With regards to Subject-level TEF, the biggest improvement TEF would make to the information on offer to students would be to produce ratings at subject-level. Subject-level TEF aims to better inform students; provide ratings at both subject and provider-level; reflect variation between subjects; and drive up teaching standards across all subjects. The Year 3 pilots would run for two years and would be based on two models and provider level assessment retained in both Model A and Model B. The pilot would also include a teaching intensity measure that includes quantitative data that HEIs would put together.

ESEC are invited to comment on how BU can usefully make use of our existing data, as well as external data, in relation to developing ‘a ‘Shadow Subject TEF’ set of papers for internal review. Timings were significant in that this could, possibly, contribute to the Annual Monitoring and Enhancement Review (AMER) work which is ongoing.

It was suggested that the University merge internal and external data sets, run workshops for Heads of Department, and set up a cross-disciplinary set of ‘mock panels’ thus enabling sharing and evaluating best practice across the University.

A survey was carried out in July 2017 and students were asked whether TEF ratings would have made any difference to their choice of university. 39% stated they would have reconsidered if their institution was a Bronze institution. It was noted that applications to Bronze institutions dropped in 2017, but interestingly applications to Gold institutions also decreased.

In summary:

* BU was not participating in TEF Subject-level pilots;
* BU was aiming for TEF Gold Award;
* Subject-level metrics data had been received on 30 January 2018, but was yet to be analysed;
* How can BU engage in an internal ‘pilot’ activity and what form should it take? Would BU fit into Model A or Model B, or something in between the two?
* As the data was two years old, there would always be a lag before more up to date data became available;
* Further thought should be given to Teaching intensity measures and what this would look like for BU.

A lot of data was now available internally and a new Department Dashboard had been launched by PRIME. Annual Monitoring and Enhancement Reviews and Actions Plans were now in place, and the potential future of Key Performance Indicators (KPIs) would be linked to BU2025.

Dr Curtis was concerned that salaries for some occupations were lower than others, and she questioned whether LEO would be impacted upon. Ms Mack has some further information related to this area and agreed to send the information on to Dr Curtis.

**Action: JM**

**To be completed by: 8 March 2018**

**Format of completed action: Additional information to be sent to Dr Curtis**

Professor Rosser was unclear about health professions e.g. Psychology and Nursing programmes, and was also unsure whether Midwifery would be alone in the subjects and groupings or joined in to another subject/grouping. Professor Rosser was also unsure whether the University would be in a position to sell itself sufficiently well given the categorisation that had been provided. For example, when the Nursing & Midwifery Council (NMC) visits the University they look at programmes and the learning and teaching across the Faculty, not just specific programmes. Moving forward it would be helpful to look at Professional Bodies and see how they address those issues.

Professor Holley believed further work was required with academic staff building good relationships with students to enable preparation of robust narratives around the metrics. The support, infrastructure and production of narratives were needed in order to prepare subject specific areas early, before the formal submission, to ensure BU offered the strongest possible cases. The University would also need to ensure it was in a position of being well practiced in getting all staff together to work on subject-level TEF. It will be important to bring groups together earlier rather than later, which would benefit a dry run two years ahead of time and to ensure the University did not leave too much work until the last minute. Clear lines of management responsibility of who would be managing the production of the narrative would be required. The Chair was keen to prepare a shadow exercise internally and for all staff to engage and to understand their own contribution. Mr Asaya advised the Committee that the Students’ Union Executive Committee had recently agreed to support the University with the NSS.

The Chair reminded the Committee that it was important that everyone understands that they own quality within the University; quality is owned at point of delivery, and not a role or group.

17/010 **FOR APPROVAL AND ENDORSEMENT**

There were no items for approval and endorsement.

**FOR NOTE**

17/011 **Centre for Excellence in Learning Update**

Professor Holley was delighted that the Learning Technologists had joined the Centre for Excellence in Learning (CEL) and they would each be attending Faculty Executive meetings to promote their work.

**Noted**

**REPORTING COMMITTEES**

17/012 **Student Voice Committee Minutes**

The Student Voice Committee minutes of 10 January 2018 were noted.

**Noted**

17/013 **Technology Enhanced Learning Strategy Forum (TELSF) Minutes**

The Technology Enhanced Learning Strategy Forum minutes of 5 December 2017 were noted.

**Noted**

17/013 **Faculty Education & Student Experience Committee Minutes**

The Faculty Education & Student Experience Committee (FESEC) minutes for the Faculty of Science and Technology of 9 January 2018 were noted.

**Noted**

17/014 **Any Other Business**

Dr Roushan advised there were a number of V4L updates being processed through CEL around Learning Designers working with Faculties. The V4L Steering Group was moving into Phase 2 of Brightspace implementation as well as ensuring the implementation and training for the new VLE was completed. Dr Roushan was mindful of the culture shift of learning whilst trying to embed this large piece of work. Dr Roushan would like Faculties to promote the VLE and other technical enhancement through a culture of sharing at department and programme level.

Professor Stillman was pleased to see that there was work being done to improve the link between Brightspace and Turnitin, as the integration with Turnitin had been an issue previously. Dr Roushan would keep working on this issue moving forward.

The Faculty of Health & Social Sciences (FHSS) had moved over completely to Brightspace, however some issues had arisen whereby students were receiving their results piecemeal and bearing in mind future NSS results, Professor Rosser was concerned that Brightspace was making the Faculty appear to be disorganised. All FHSS staff were working very hard to ensure students marks were completed and uploaded. Professor Rosser was concerned what students thought of the current position with Brightspace, therefore she asked SUBU Sabbatical Officers to reinforce the message that the issues were being worked on.

Dr Roushan confirmed that the budget allocated for ‘read only’ Blackboard data to be available was likely to be for seven years. IT Services were looking at alternative means beyond 2018/19. Dr Roushan would communicate the latest information to members as soon as it becomes available.

The ESEC Clerk would circulate a ‘Single Sign-on’ update paper to the Committee for members to cascade further with colleagues in Faculties and Professional Services.

**Action: ESEC Clerk**

**To be completed by: 7 February 2018**

**Format of completed action: Single Sign-On paper to be emailed to ESEC members**

17/015 **DATE AND TIME OF THE NEXT MEETING**

Wednesday 21 March 2018 – 2.00pm to 4.00pm in the Board Room