**Minutes of the meeting held on 26 September 2016 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) Education Service Manager (FST)

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

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

Ms M Barron Head of Student Services (SS)

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

Chair of the Student Voice Committee

Prof Genoveva Esteban Member of the Professoriate (FST)

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

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

Dr C L Osborne Head of Academic Operations (OVC)

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

Prof S Porter Member of the Professoriate (FHSS)

Prof E Rosser Deputy Dean (Education & Professional Practice) (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) 2016/17, Students’ Union (SUBU)

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

Mr J Ward Director of IT Services

Dr S White Senate Representative (FHSS)

In attendance:

Ms D Hornsby Senior PRIME Analyst (PRIME)

Ms R Hurst Finance & Resources Administrator (RKEO)

Mr J Nugent Professional & Personal Development Officer (GS)

Observers:

Melanie Coles Head of Education (FST)

Dr Hywel Dix Head of Education (FMC)

Dr Peter Hills Head of Education (FST)

Apologies:

Apologies had been received from:

Mr J Cooke Head of Student Engagement (SUBU)

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

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

Ms A Lacey Student Representative Champion (FHSS)

Mr S Laird Director of Estates

Ms J Mack Head of Academic Services (AS)

Canon Dr B Merrington University Chaplain

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

Prof T Zhang Head of the Graduate School (GS)

1. **Welcome and Introductions**

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

**2. Minutes of Previous Meeting held on 18 May 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 2.2.1 – Review of Education & Student Experience Plans (ESEPs) 2014/15 | |  | *The current University timetabling system and processes had been reviewed with completion being most likely in the 2017/18 academic year. Due to IT resources being allocated to directly support the SITS Project and with the Unified Calendar activity being dependent on the SITS solution being implemented, the Unified Calendar recommendation was de-scoped from the SJP. The timeline for the project was dependent on progress with SITS, so further enhancements to this aspect of the timetabling function will not be possible until 2017/18 at the earliest.* | |  | **Action Completed:** Mr Jones advised that the main focus now was to take the project forward with the guidance of Prof Wilmore and stakeholders. Mr Jones agreed to provide the committee with periodic updates as progress was made. | | 2.2.2 | Minute 2.2.2 – NSS Results – Early Publication of Timetables | |  | *The task now was to continue to work across BU to implement the scheduling process and address any opportunities to improve both the quality and timing of the timetabling outputs. Faculties had identified a number of constraints which limited an earlier release than September e.g. class group allocation, new entrant, repeat student numbers and option choices, staff recruitment/staffing changes, Week One planning and course structure changes. The newly proposed date of placement decisions by 31 August compounds the current class group allocation and publication issue, by further increasing uncertainty around student numbers per course. A number of opportunities to enhance the outcome mid-process were also identified, which if adopted by Faculties should improve the overall process and outcomes for 2016/17, allowing the planned release dates above.* | |  | **Action Completed:** Mr Jones highlighted his paper (Appendix 1) which had provided the Committee with an update regarding the early publication of timetables. Work had continued with the Faculties and the central team in order to bring forward the release dates of timetables for students. This year, timetables had been released on time however there had been issues with students gaining access to their timetable. A lot of work had been carried out by a number of staff members in order the issues were resolved. Further work would be carried out to review progress made to date and to ensure timetables were released as early as possible. Mr Jones agreed to provide an update paper to the Committee annually in September each year.  Dr White suggested that an update also be provided before the end of each academic year in addition to September in order that all Faculties were aware of any issues in advance of the start of each academic year. For example, if there was an issue with SITS, Faculties would need to be advised quickly as the issues may interfere with other systems. It was agreed that Mr Jones would also provide a verbal update in April 2017. | | 2.2.3 | 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. Dr Osborne had circulated the Action Plan to Executive Deans and Heads of Professional Services in May 2016.* | |  | **Action Ongoing:** Dr Osborne provided a paper (Appendix 2) which gave an update on the activity on placement implementation.Dr Osborne agreed to provide a further update at the November ESEC meeting. | | 2.2.4 | Minute 2.2.7 – Debate Item: Solving Problems with Placements | |  | *Dr Holley had been successful in adding Blackboard ‘ConnecTXT’ to the myBU package and IT Services and Blackboard were now working with Dr Holley to get the system embedded and operationalised. ConnectTXT was now installed on the servers and being tested and was due to go ‘Live’ by the end of May.* | |  | **Action Completed:** ConnecTxT was being piloted as part of the PGCert ‘Scholarship and Professional Practice’ Unit. As a response to student feedback that they found it difficult to keep track of the key themes with the unit running as occasional days. The unit had been redesigned to run alongside the other PG Cert Units on Thursday mornings, with the sending of a weekly SMS text as a prompt to aid their reflective practice. Any ESEC members who wished to take part in the pilot, or wanted more information about mobile technologies supported at BU, were requested to Debbie Holley. | | 2.2.5 | Minute 2.2.8 – Updated ESEPs – IT Services ESEP | |  | *A Single Sign-On Feasibility paper was presented to the Digital Vision Steering Group in February 2016. Different technical solutions for the Identity Provider were currently being explored and ADFS (Option 3 in the paper) was now being considered. The roadmap and timescales were due to be discussed at the July meeting of the Digital Vision Steering Group.* | |  | **Action Completed:** A roadmap document for the delivery of a Single Sign On was presented to the Digital Vision Steering Group (DVSG) on 28 July 2016, including the list of all BU applications which support SSO technologies; [SSO Delivery Roadmap](file://./bournemouth.ac.uk/data/staff/IntraStore/M&C/Collaborative/Digital%20Vision/DigitalVision%20Steering%20Group/2016%20Digital%20Vision%20Steering%20Group%20Meetings/28th%20July%202016/Item%204.SSO%20Delivery%20Roadmap%20v0%205.pdf). The DVSG confirmed the prioritisation list as set out in the roadmap with the addition that SITS and ESD should be looked at simultaneously. Nine applications would be prioritised with a completion date of 31 December 2016. The next tranche of applications would be reviewed at the November DVSG. ACommunications and Engagement Plan would be developed to support roll out of SSO. | | 2.2.6 | 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. By 2018 BU would have more housing stock and this would allow more movement between semesters, both incoming and outgoing, provided we can address the overlap issue.* | |  | **Action Ongoing:** Student Services, Faculties and the Study Abroad Team have been reviewing the overlap and some proposals were currently in draft form. Ms Barron agreed to provide an update at the November ESEC meeting. | | 2.2.7 | Minute 2.2.10 – Updates ESEPs – Student Support ESEP | |  | *Members agreed that the Student Wellbeing initiative had been an excellent initiative. Ms Barron would provide the Committee with a breakdown by Faculty at the end of the academic year.* | |  | **Action Completed:** Ms Barron provided an interim breakdown for Session 1 and Session 2 (Sept 2015 to March 2016): FMC – 208, FST – 166, FM – 122, FHSS – 57, Joint Honours – 8 and GS – 2. Full statistics would be included in the Student Services Annual Report which was due to be presented to the November meeting of ESEC. | | 2.2.8 | Minute 2.2.12 - SUBU President’s Report | |  | *Many Lansdowne students had stated that they would like to take part in various activities in 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 in October 2016 when the team would try to establish exactly what activities Lansdowne students wished to take part in.* | |  | **Action Ongoing:** Mr Asaya confirmed that an analysis of the data was being carried out at present and an update would be provided at the November ESEC meeting. | | 2.2.9 | Minute 3.1.7 – Annual Report: Appeals and Complaints | |  | *The SU VP (Education) was unsure whether mitigating circumstances training was included in the Student Rep training. It was thought that mitigating circumstances training sat better with PAL, therefore the SU VP (Education) would contact Charlotte Thackeray, Peer Learning Officer, with regards to providing Student Reps with mitigating circumstances training.* | |  | **Action Ongoing:** Mr Swanson 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 training was given informally but not as the primary communication method, therefore it was agreed that Academic Advisers should communicate mitigating circumstances to all students moving forward. DDEPPs should advise Academic Advisers of the decision made.  **Action: DDEPPs** | | 2.2.10 | Minute 3.1.5 – Debate Item: Suite of Innovation | |  | *Dr Ryland suggested that a summary checklist be provided that lists all of the tools available and could assist with coherent experiences for students. Members agreed that Programme Teams should be encouraged to feed back their plans through each FESEC. DDEPPs w*ere *requested to collate information from Programme Teams and Heads of Department.* | |  | **Action Completed:** DDEPPs confirmed that meetings had taken place within Faculties for staff members to disseminate and discuss within their departments and at FESEC meetings. | | 2.2.11 | Minute 3.1.10 – Debate Item: Suite of Innovation | |  | *The Committee agreed that it would be useful if Faculties could be provided with a toolkit of information e.g. a small set of slides to direct DDEPPs, ADSEs, HoDs, Programme Leaders and Faculty Teams to show the start point of each conversation.* | |  | **Action Completed:** The ESEC Clerk circulated the set of slides which included toolkit information to DDEPPs on 17 June 2016. | | 2.2.12 | Minute 3.1.11 – Debate Item: Suite of Innovation | |  | *Members agreed that it would be useful for Faculties to see the 12 entries from the ‘How do you use yours?’ campaign in one location to view.* | |  | **Action Completed:** The ESEC Clerk circulated the information regarding ‘How do you use yours?’ to DDEPPs on 17 June 2016. | | 2.2.13 | Minute 3.2.8 – Widening Participation Annual Report | |  | *Members agreed that Widening Participation and Fair Access information should be widely communicated throughout the University. Prof McIntyre-Bhatty agreed to circulate a précis of conceptual changes to the Fair Access Agreement 2017/18 to all members for dissemination through Faculties and Professional Services.* | |  | **Action Completed:** Prof McIntyre-Bhatty circulated a confidential précis of the core concepts and key changes to the University’s Fair Access Agreement on 6 June 2016.  [I:\Academic Services\Public\Committees & Mtgs\Education and Student Experience Committee (ESEC)\ESEC Papers\2015-16\5 - 18 May 2016\Individual Papers\FAA 2017 ESEC Summary .docx](file://bournemouth.ac.uk/data/staff/home/mframpton/Maxine's%20Information/ESEC/2015-16/5%20-%2018%20May%202016/Individual%20Papers/FAA%202017%20ESEC%20Summary%20.docx) | | 2.2.14 | Minute 3.4.9 – Anonymous Marking Update | |  | *Over the summer, work would continue to look at the capabilities of the VLE and Turnitin in order that detailed recommendations could be suggested. This would include an investigation into how other HEIs manage the process of Anonymous Marking within their IT infrastructures. Further discussions would also take place with regards to future staffing resource, roles and responsibilities to support the activity. Ms Symonds agreed to provide Prof McIntyre-Bhatty with an update on the work which was expected to be carried out within the next four weeks and the next three months.* | |  | **Action Ongoing:** Ms Symonds provided an update to Prof Tim McIntyre-Bhatty on 17 June 2016. The update included details of the survey carried out with HEIs who use Turnitin for submission and Blackboard. Ms Symonds provided ESEC members with a further report with recommendations in August 2016.  Ms Mack emailed DDEPPs on 26 September 2016 to ask whether the new VLE and Anonymous Marking could be included in the tender process. In the meantime, Faculties would continue with the pilot for the current academic year. Members agreed that those who had engaged in Anonymous Marking had found it a useful exercise. | | 2.2.15 | Minute 3.6.7 – Review of Education & Student Experience Plans (ESEPs) – FM ESEP | |  | *It was not obvious that PTES had been considered and incorporated into the Faculty of Management ESEP and Prof Zhang encouraged further discussion to take place within the Faculty. Dr Main agreed to add more PTES information into the FM ESEP moving forward.* | |  | **Action Completed:** The Faculty took a number of steps on PTES in 2015-16, under the ADSE, relating to such things as employability, assessment arrangements, and assessment and feedback. The Faculty ESEP for 2016/17 includes areas to strengthen and consolidate.  Several improvements were achieved in 2015/16 AY, some quite noteworthy, and we wish to ensure that we keep the gains and build on them. | | 2.2.16 | Minute 3.6.10 – Review of Education & Student Experience Plans (ESEPs) – Professional Services | |  | *A number of ESEPs had not highlighted how Professional Services intended to contribute to enhancing the student experience or had not made reference to the NSS evidence and extensive analysis that had been provided; it was agreed that this would need to be included in ESEPs moving forward. Professional Services members advised that work would continue on the prioritisation of resources in order that students receive the best return.* | |  | **Action Completed:** All Professional Services’ ESEPs now make reference to student experience and NSS. | | 2.3 | ESEC Terms of Reference and Membership | | 2.3.1 | The Terms of Reference and Membership List were **approved** by the Committee. | |  |  | | 2.4 | Ratification of Chair’s Action – Recommended Changes to the BU Academic Adviser Policy 2016/17 | | 2.4.1 | The Committee was advised that *ARPP 5D - Academic Adviser: Policy* had been updated following discussion and negotiation with Faculties. | | 2.4.2 | The Committee **ratified** the updated *ARPP 5D – Academic Adviser: Policy.* | | **3.** | **PART 1: FOR DISCUSSION** | |  |  | | 3.1 | NSS Results | | 3.1.1 | The University has achieved its highest ever satisfaction score of 82% (up by 3%) after four years of relatively static performance at around 80%. Further improvements would be made in order to close the 4% gap to sector average. The University was now on or above sector average for Learning Resources and Personal Development, but still lower than sector average in Assessment & Feedback and Organisation & Management, however the gap was continuing to reduce. | | 3.1.2 | Of the 12 programmes which scored below 80%, 6 programmes ranged from 50% to 68%. The effect of these 6 programmes was significant and removing these 6 programmes from the list would improve the University’s overall satisfaction to a sector average of 86%. Improvements were being put into place in order to help the NSS scores for these 6 programmes in future and it was hoped these improvements would filter through to the overall satisfaction score. | | 3.1.3 | With regards to the four questions which were relevant to Professional Services, all of the scores for these questions had shown improvement, with the exception of timetabling. | | 3.1.4 | The NSS Survey also contained further questions which could be answered by students on an optional basis following the main survey. These questions would grow in importance as the Higher Education Funding Council for England (HEFCE) would be incorporating some of these questions in the main set of questions moving forward. The University generally scores well for the optional questions and approximately 65% of students who take the main NSS Survey continue to answer the optional questions. It was noted that although all questions had increased in score, the last question ‘Overall my student experience has been academically challenging’ had fallen 1% to 90% but still remained above sector average of 81%. | | 3.1.5 | The University’s franchised results also saw improvements in every area this year including a 5% rise in ‘Overall Satisfaction’ to 85%. Those students who were satisfied with the Students’ Union saw the biggest improvement, rising 8% to 66%, which was 5% higher that the sector for franchised courses. The ‘Teaching on my course’ remained the highest scoring area following a rise of 7% to 92%. | | 3.1.6 | Mr Nugent suggested that SimOn data could reveal much more information, as last year the data collected had shown a very different picture to the information that was expected, although a lot of the data remained consistent with the NSS Survey. | | 3.1.7 | Prof Rosser reminded members that good results come from staff building good relationships with students. The Academic Adviser role would be key to the improvement of future NSS scores. Dr Roushan agreed with Prof Rosser and following discussion at a recent Technology Enhanced Learning Strategy Forum (TELSF), it was noted there was an increased balance in Fusion now, and with the way staff were recognised for their hard work and efforts. This had not always been recognised by students. | | 3.1.8 | Mr Jones advised the Committee that following an analysis of qualitative data of Question 13 – ‘The timetable works efficiently as far as my activities are concerned’, there had been 105 negative comments with regards to timetabling, and it appeared that 20% of these 105 comments were related to inefficient timetabling e.g. poor communication and disorganisation. Cross-referencing SimOn and NSS data would give more accurate data and would show the key areas to work on. It was important moving forward that everyone takes a collective responsibility to work with Faculties in order to address and resolve timetabling issues. | | 3.1.9 | Overall the results of the NSS Survey had improved on the previous year, however the University was still not in the position expected, although moving in the right direction in many areas. The Committee was encouraged to see some highly performing programmes, however there still appeared to be an issue with Assessment & Feedback. Moving forward, it was important that students begin to see evidence of fair marking. | | 3.1.10 | The Committee noted the need to celebrate and recognise where there was good practice and excellent performance, but that a small number programmes, although improved, were not excellent. | |  |  | | 3.2 | Education and Student Experience Plans (ESEPs) | |  | Faculty of Science and Technology ESEP | | 3.2.1 | The Faculty of Science and Technology ESEP was noted. | | 3.2.2 | Prof Phalp highlighted Assessment & Feedback within the ESEP as four out of the five NSS Assessment & Feedback questions had shown the greatest improvement. The Faculty’s focus over the past few years had been around Assessment & Feedback and this also included teaching committees in order to ensure Assignment Briefs were improved. Work would continue to ensure the Faculty reached sector average. The Faculty had addressed Assignment Briefs as it had received a lot of qualitative data and feedback from Mid Unit Student Evaluation (MUSE) last year, which had shown that Assignment Briefs were not up to the required standard. | | 3.2.3 | The Faculty would continue updating ESEPs on a department by department approach with some Faculty-wide work being carried out with Heads of Education and the Education Service Manager and her team in order to create some consistency. Feedback received from the Faculty Quality Audit had shown pockets of good practice and this had been shared throughout the Faculty, and it was hoped this work would link in with Assessment & Feedback. | |  | Faculty of Management ESEP | | 3.2.4 | The Faculty of Management ESEP was noted. | | 3.2.5 | Dr Main advised that the Faculty of Management was making improvements to Assignment Briefs as comments made through MUSE had indicated that Assignment Briefs and feedback required improvement. An accurate analysis had shown that there were some staff members who were not clear on how to give meaningful feedback to students which Dr Main confirmed would be followed up. | |  | Faculty of Health and Social Sciences ESEP | | 3.2.6 | The Faculty of Health and Social Sciences ESEP was noted. | | 3.2.7 | Prof Rosser advised that many staff had obtained a teaching qualification with the Higher Education Academy (HEA). The Faculty was committed in continuing to promote this across the professoriate as well as new teaching staff as it was important for the Faculty to demonstrate the performance indicator for the University. Prof Rosser acknowledged the Faculty could perform better and all staff were committed to ensure the Faculty moved forward and all students received an improved student experience. The Faculty now has a plan to ensure the Generic Assessment Criteria becomes embedded in all programmes and with every single academic member of staff. As students value contact and value their relationships with academic staff, the Faculty would focus on providing students with a more personal relationship with academic staff. | |  | Faculty of Media and Communication ESEP | | 3.2.8 | The Faculty of Media and Communication ESEP was noted. | | 3.2.9 | The overall NSS satisfaction score for the Faculty increased from 79% to 81% which was encouraging, however there were some lower scores received for ‘The teaching on my course’, ‘Assessment & Feedback’ and ‘Academic Support’. The PTES information included in the ESEP had been based on 2015 information and it was noted there had been some generic areas of concern e.g. Assessment & Feedback and Organisation & Management. The Faculty would continue with each department owning an ESEP at programme level which would be updated after each FESEC meeting. | | 3.2.10 | Prof McIntyre-Bhatty asked DDEPPs how confident they were that all Programme Leaders were fully aware of what information was included in the Department or Faculty ESEP and how engaged in the plans each Programme Leader was. DDEPPs confirmed that ESEPs were emailed to all Programme Leaders before submission and ESEPs were regularly discussed at FESEC meetings. DDEPPs were reminded of the importance of ensuring that all academic staff were engaging with ESEPs in order that all changes were integrated and implemented. | | 3.2.11 | Prof McIntyre-Bhatty was concerned that throughout the discussion there had not been any reference of Faculties working with the Centre for Excellence in Learning (CEL). Dr Holley advised that Prof Thomas had recently emailed and spoken to all Executive Deans about the NSS scores and the expectation that Faculties should contact CEL if any assistance was required. CEL have been carrying out a lot of work on Assessment & Feedback and a number of workshops were being provided. Anne Quinney had also developed a workshop for partner colleges to attend. | | 3.2.12 | Dr Holley advised the Committee that Dr Sue Eccles was now working under the umbrella of CEL and there would now be a more integrated approach to those staff who wanted to achieve a teaching qualification. Also, dates would soon be available for workshops aimed at Associate Professors who wished to fast-track to a teaching qualification. | | 3.2.13 | Dr Roushan advised that the Technology Enhanced Learning Strategy Forum had recently held its first meeting of the 2016/17 academic year and it had been agreed that Assessment & Feedback would be the priority for this year and a lot of work would take place ensuring that academic staff were supported. As the theme develops, it was proposed that a week long activity would take place (Digifest) with CEL leading the activity. Moving forward, the main focus would be on digital learning tools which would enhance Assessment & Feedback. During the recent testing of the new Virtual Learning Environment (VLE), it was clear that a number of academic staff members were not confident with using the technology, which had led to further thought being given to the support provided to academic staff. | | 3.2.14 | Dr Holley asked the Committee to remind all academic staff members who had not completed the survey on digital skills to complete it as soon as possible in order that CEL could work on providing various levels of assistance. Approximately 250 surveys had been completed so far and 100% completion was the target. DDEPPS were requested to remind academic staff to complete the survey by the end of October 2016. The survey would take approximately 10 to 15 minutes to complete.  **Action: DDEPPs** | | 3.2.15 | The Faculty of Management had looked further into a course that had received a 100% NSS score. It was noted that the Programme Leader for the course had met with final year students who had returned from their placement year and the students were asked to look back over the last three years and to give some thought about how far they personally developed and what they hoped to achieve during their final year at University. A recent Away Day had welcomed students into their community and they took the same approach and asked the students how they achieved the most from their time at University and how they had been encouraged to build relationships with academic staff. Prof Rosser believed that an excellent initiative for each level should be that Faculties ensure that every student was taught at least one unit by a Professor and should be visible to students. Dr Holley agreed and advised that this initiative had been introduced at the University of East Anglia and the students appreciated it and really enjoyed hearing about the research carried out by Professors. The Committee agreed to take this initiative forward at Faculty level if not already in place. | | 3.2.16 | Prof McIntyre-Bhatty reminded members that there was evidence to show that the University had learnt by sharing best practice and Faculties were encouraged to contact CEL for assistance and for DDEPPs to work together with other Faculties and share information. | |  | Professional Services ESEPs | |  | Graduate School ESEP | | 3.2.17 | Last year the Graduate School had endeavoured to centralise the process of the PGR journey with admissions. The process was consistent and compliant and work would continue to look at the process of PGR admissions and enhancements to induction. Another key item which the Graduate School was focusing on was looking at completion rates as there had been several issues that could affect completion rates. Also the transfer process needed to be upgraded in order the University provided a clear, transparent and modern PhD. The Working Group discussions with DDRPPs and students had gone well, with the assistance of Prof Matt Bentley which was appreciated. The Graduate School was also working on building relationships, community building and enhancing communication channels, as well as PGR rep training which had seen regular society meetings, all of which had received excellent feedback. The University had received record levels of student engagement this year and students were continuing to be heard. Approximately 70 PGR students had enrolled at the University in September 2016. This number did not include staff members. | | 3.2.18 | Dr Holley advised that the Graduate School was working with CEL at present to offer a mandatory three day course for PGR students who have aspirations to teach. A one day boot-camp was also available for any PGR students who wished to teach. The course and the boot-camp would allow PGR students to create a portfolio and to obtain Associate Fellowship of the HEA which would be an excellent enhancement for their academic journey. The three day courses had been planned to take place in October and February/March 2017. | |  | Estates ESEP | | 3.2.19 | The Estates ESEP had focused on four key areas which link in with the Estates Delivery Plan. The key areas were: maintaining a high quality environment, provision of fit for purpose facilities and services, supporting systems and processes to enable excellent support to students and sustainability. With regards to the first item – maintaining a high quality environment, the Fusion Building had become operational in June 2016, there was a rolling programme of upgrades to furniture and décor as well as the upgrade of Student Village properties. A review would take place in due course to look at progress, achievements and lessons learned for incorporation into the two new Gateway Buildings. It was noted that the seating area in the café on the ground floor of the Fusion Building would be receiving extra furniture shortly. | |  | IT Services ESEP | | 3.2.20 | This year IT Services and the Department of Computing held a successful Away Day which had allowed IT to discuss ideas around improving the service to staff and students. These ideas would feed into the IT Services work plans. IT Services had also tried to identify courses which had lower IT related NSS scores. Many of these courses may use equipment which IT does not directly support, however IT would work with Faculties to see whether any additional support could be provided. Moving forward it was important for IT Services to be readily available on both campuses and especially during busy times. | | 3.2.21 | Following comments received through the NSS, discussions had taken place with Faculties and Professional Services with regards to providing more computers and more learning spaces so students could use their own equipment. IT Services were also looking at increasing the density of PCs in the library and hopefully would also be able to provide all in one PCs. In the Student Centre, a pilot student laptop loan facility would commence shortly and may be taken forward within other areas of the University in due course. With regards to sustainability, printing costs were due to be reviewed and it was hoped that some adjustments in cost could be put in place. IT Services would also be looking at putting in place an ‘applications anywhere’ facility, where a suite of software would follow a user rather than software being installed on a PC. | | 3.2.22 | Dr Roushan commented that from a TELSF and Vision4Learning perspective, IT had helped considerably recently which was greatly appreciated. | |  |  | |  | Academic Services ESEP | | 3.2.23 | The Academic Services ESEP was noted. | |  |  | |  | HR & OD ESEP | | 3.2.24 | The HR & OD ESEP was noted. | |  |  | |  | Marketing & Communications ESEP | | 3.2.25 | The Marketing & Communications ESEP was noted. | |  |  | |  | Student Services ESEP | | 3.2.26 | The Student Services ESEP was noted. | |  |  | | 3.2.27 | Prof McIntyre-Bhatty asked members to forward any other comments regarding the ESEPs to him and comments would be fed back to the Committee in due course.  **Action: ALL** | |  |  | | 3.3 | Annual Review of Peer Reflection on Education Practice (PREP) | | 3.3.1 | The Committee noted the Annual Review of PREP papers presented by each Faculty. | | 3.3.2 | Dr Roushan and Dr Holley reminded members of the previous discussions at ESEC meetings when Faculties were advised of initiatives that academic staff had put forward this year. During 2016/17, CEL would like to celebrate these initiatives and promote and raise the awareness of the technologies that staff have available to use, particularly with regards to Assessment & Feedback. | | 3.3.3 | Prof Phalp advised that the Faculty of Science and Technology focus this academic year would be to ensure work focused on Peer Observation and Assessment & Feedback. The Faculty of Science & Technology had seen a Panopto demonstration from Dave Fevyer at a recent staff meeting and had agreed to adopt and keep working on these areas. Dr Dyer has arranged to meet with Dr Holley with regards to iInnovate and peer review on teaching. There was still work to be carried out in this area and Dr Dyer believed that the PREP exercise would encourage staff to progress. Dr Main commented that there would be a focus on iInnovate within PREP and the Faculty of Management did not want to lose sight on peer observation. It was important that those who were new to teaching or new to BU have confidence and were able to carry out their role and be excellent lecturers. Prof Rosser was still to meet with Dr Holley and would look at Iinnovate and Teaching & Learning, as well as Assessment % Feedback. Dr Holley advised DDEPPs that she had prepared an email for all DDEPPs to customise to request academic staff to use an online survey, which could be customised in order to collate feedback. | | 3.3.4 | Moving forward there would still be a heavy focus on Assessment & Feedback as well as driving forward Iinnovate. Workshop dates had been arranged for the first semester and the ESEC Clerk would circulate the dates to members.  **Action: ESEC Clerk** | | 3.3.5 | A number of the workshops would also be held at Lansdowne Campus. The dates would be advertised shortly. Dr Holley would be pleased to work with teams and programmes and to provide any support needed with Assessment & Feedback and any Faculties who required assistance should contact Dr Holley.  **Action: DDEPPs** | | 3.3.6 | Overall, it was good to see a focus on Academic Advisers and continuing with our efforts. Given the results for Assessment & Feedback, this was an area that all of these activities should continue to be focused on. | | 3.4 | Postgraduate Taught Experience Survey (PTES) | | 3.4.1 | The 2016 Postgraduate Taught Experience Survey had received its highest response rate to date, with the response rate being 50% of 82,699 responses in total across the sector. The University’s overall satisfaction had risen from a percentage agree score of 75.1% in 2015 to 79.3% in 2016, while sector satisfaction was at 82.6% for 2016. | | 3.4.2 | The score for all questions on Assessment & Feedback had risen since 2015. The average score for this section in 2016 was 73.6% which was 4.9% higher than the University’s score in 2015 and 0.5% higher than the 2016 sector average of 73.1%. The score for Resources & Services continued to be high and scores for Skills Development continued to be very important to Postgraduate Taught students. | | 3.4.3 | The areas for improvement centred on Dissertation Support and Organisation & Management, which was a sector wide problem with this mode of study. 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 this request.  **Action: JN** | | 3.4.4 | It is believed the PGR transfer process needed to be upgraded and a pilot was being undertaken in FST – with thanks to Prof Matt Bentley for his support with this. Enhanced supervisory training was underway, which would encourage better communication channels with PGR students. | | 3.4.5 | As the results of the PTES Survey had only recently been circulated to Faculties, it had not yet 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: DDEPPs** | | 3.4.6 | **Noted:** The Committee noted the Postgraduate Taught Experience Survey paper. | | 3.5 | BU Student Development Award | | 3.5.1 | Ms Barron introduced the paper for the BU Student Development Award for 2015/16. | | 3.5.2 | Ms Barron confirmed that the 2015/16 academic year would be last year of the BU Student Development Award in its current form. Moving forward, a new Graduate Talent Programme would be introduced which would be more structured and would combine undergraduate and postgraduate awards. | | 3.5.3 | The Committee **noted** the BU Student Development Award paper. | | 3.6 | SUBU President’s Report | | 3.6.1 | A lot of SUBU’s work had been recognised over the summer, firstly by winning the NUS Education Award 2016. This award was presented to the Students’ Union who had shown innovation and impact in education development. SUBU won this award through its work with SimOn and since winning the award, 14 other universities’ Students’ Unions were now considering taking SimOn as a system into their institutions. | | 3.6.2 | SUBU was also a finalist in the NUS Higher Education Student’s Union of the Year award, and runner up in the National Societies Awards, Best Student-led event for the BU PARTS’ production of the Wedding Singer. Emma Smith, the SUBU Activities Development Manager, won the Students’ Union staff member of the year. Emma had been nominated by BU students, but also by many of the charities that BU students work with. | | 3.6.3 | Through SimOn students are asked ‘What works well, doesn’t work well and any ideas for improvement’. The results clearly showed the topics which were most important to students, and these comments should help the University prioritise its work moving forward. During the first year of SimOn, it was used 976 times over the year by 43% of the Student Reps, capturing 17,941 student comments. It was noted the slight negative points were Assessment & Feedback and Organisation & Management. SUBU has compiled a report for Faculties and Professional Services and would be available during week commencing 10 October 2016. | | **4.** | **PART 2: FOR APPROVAL AND ENDORSEMENT** | | 4.1 | There were no items for approval and endorsement. | | **5.** | **PART 3: FOR NOTE** | | 5.1 | Centre for Excellence in Learning Update | | 5.1.1 | The Committee **noted** the Centre for Excellence in Learning Update paper. | | 5.2 | Update on Student Induction 2016/17 | | 5.2.1 | Dr Holley introduced the paper regarding 2016/17 student induction. The experience this year had been inconsistent across Faculties; some had full timetables and some appeared to be quite empty. Some academic groups had adopted the new suggestions in addition to already existing approaches, whereas others only implemented the new ideas. Now that Heads of Education and Heads of Department were in place, next year would see an improvement. | | 5.2.2 | Generally, there had been a sense that things appeared less well organised than in the past when the programme was centrally organised. The main aims moving forward would be to improve coordination, organisation, ownership by Faculties and communication with services. | | 5.2.3 | Mr Swanson advised that induction was a very important time of year for SUBU, however 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 happen next year.  **Action: JS** | | 5.3 | Alumni Relations & Fundraising Programmes | | 5.3.1 | The Committee **noted** the Alumni Relations and Fundraising Programmes paper. | | **6.** | **REPORTING COMMITTEES** | | 6.1 | Student Voice Committee Minutes | | 6.1.1 | The Committee **noted** Student Voice Committee minutes of 8 June 2016. | | 6.2 | Technology Enhanced Learning Strategy Forum Minutes | | 6.2.1 | The Committee **noted** the Technology Enhanced Learning Strategy Forum minutes of 21 June 2016. | | 6.3 | Faculty Education & Student Experience Committee (FESEC) Minutes | | 6.3.1 | The Committee **noted** the Faculty Education and Student Experience Committee minutes as listed below: | |  | * FHSS minutes of 29 June 2016 * FM minutes of 4 May 2016 and 15 June 2016 * FST minutes of 22 June 2016 | | **7.** | **ANY OTHER BUSINESS** | | 7.1 | There was no other business. | | **8.** | **DATE OF NEXT MEETING** | |  | Tuesday 22nd November 2016 at 3.00pm in the Board Room | |  |