
Minutes of the meeting held on 26 March 2014 at 1400 hours in the Board Room

Present:

Dr S Eccles (Chair)	Head of Education, Media School (MS)
Prof T McIntyre-Bhatty (Deputy Chair)	Deputy Vice Chancellor
Ms D Sparrowhawk (Secretary)	Academic Administration Manager (HSC)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Mr J Cooke	Students' Union Head of Representation Services (SUBU)
Ms F Cownie	School Student Experience Champion, Media School (MS)
Dr A Diaz	Student Engagement & Co-creation Theme Leader (CEL)
Dr B Dyer	School Student Experience Champion (HSC) & Chair of Student Voice Committee
Mr J Gusman	Vice President (Education) of the Students' Union (SUBU)
Prof V Hundley	Member of the Professoriate, School of Health & Social Care (HSC)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Ms J Mack	Head of Academic Services (AS)
Dr A Main	School Student Experience Champion, Faculty of Science & Technology (SciTech)
Ms J Quest	Senate Representative
Mr M Ridolfo	School Student Experience Champion, Business School (BS)
Prof E Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Dr G Roushan	Associate Dean (Education) (BS) and Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Deputy Dean (Education), School of Tourism (ST)
Associate Prof C Shiel	Associate Professor in Education (SciTech)
Mr M Simpson	SU President 2013/14, Students' Union (SUBU)
Ms C Symonds	Head of Quality and Academic Partnerships (AS)
Mr J Ward	Director of IT Services

Student Representatives:

Ms Rebecca Philips	BU Undergraduate Student
Ms Katie Pliskin	Partner Institution Student
Mr Kyle Williamson	BU Postgraduate Taught Student

In attendance:

Ms K Pichlmann	Head of Admissions (AS)
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Apologies:

Apologies had been received from:

Ms M Barron	Head of Student Support Services (SSS)
Prof D Buhalis	Senate Member
Associate Prof G Esteban (SciTech)	Member of the Professoriate, Faculty of Science & Technology
Ms A Lacey	Student Rep Champion (HSC)
Mr S Laird	Director of Estates
Canon Dr B Merrington	University Chaplain
Prof J Parker (HSC)	Member of the Professoriate, School of Health and Social Care
Dr X Velay (SciTech)	Deputy Dean (Education), Faculty of Science & Technology
Dr G Willcocks	Deputy Dean (Education), Business School (BS)
Prof T Zhang	Head of the Graduate School (GS)

1. Welcome and Introductions

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

2. Minutes of Previous Meeting held on 21 January 2014

2.1 Accuracy

The minutes were approved as an accurate record of the meeting, with the exception of the end of the first paragraph of Section 3.3.2 which should read 'Principal Fellow of the HEA'.

Action: MF

2.2 Matters Arising

2.2.1 Minute 2.1 – Minutes of 25 September 2013 – Education & Student Experience Plans

The comments received from Ms Barron would be forwarded to Dr Diaz for information.

Action completed: Ms Sparrowhawk had forwarded Ms Barron's comments to Dr Diaz for her information.

2.2.2 Minute 3.1 – Student Experience: BU International Mobility of Students Update

The University had previously agreed that formal Assessment Boards would not take place after Semester 1 as BU was trying to reduce the number of Assessment Boards taking place. It was agreed that it would be important that any resolution be proportionate to the number of students affected. Ms Symonds would take this issue to the Quality Assurance Standing Group (QASG) for discussion and report its findings back to the Committee.

Action Ongoing: This issue has been added to the May QASG agenda. Schools would be asked to provide details of the numbers of international students affected following the Semester 1 assessments to inform the discussion. The Committee will be updated at the next ESEC meeting on 23 May 2014.

2.2.3 Minute 3.1 – Student Experience: BU International Mobility of Students Update

Clarification was requested regarding the implementation of ECTS, particularly around providing a percentage mark instead of 'Pass/Fail'. Ms Mack advised that the issue had been considered several years ago, but would be revisited and fed back to the Committee.

Action Ongoing: Preliminary sector investigation had indicated it was not standard practice to convert marks, and most use 'Pass/Fail' as was current BU practice. This was complex and had the potential to have significant implications for standards. A discussion paper is under preparation for discussion at the May QASG meeting. The Committee will be updated at the next ESEC meeting on 23 May 2014.

2.2.4 Minute 3.3.1 – HEA Annual Institutional Report 2012/13

Prof Zhang would circulate the Postgraduate Research Experience Survey (PRES) and the Postgraduate Taught Experience Survey (PTES) reports to ESEC members.

Action Completed: Prof Zhang had circulated the PRES and PTES Reports to ESEC members. Links were to the documents were also included in the Actions Log.

2.2.5 Minute 3.3.1- HEA Annual Institutional Report 2012/13

Members agreed that further work and increased communication was required in order to promote PTES and PRES to students.

Action Completed: PTES – The Communication Plan had been developed. PRES is bi-annual and the Communication Plan would be developed for next year's survey. The link to the PTES Implementation and Communications Plan 2014 was included in the Actions Log.

2.2.6 Minute 3.3.2 – HEA UKPSF Accreditation

Dr Eccles would circulate a paper published by the HEA titled 'Promoting Teaching: Making Evidence Count' which contained useful ideas and suggestions regarding evidencing effective and excellent education practice.

Action Completed: The ESEC Clerk emailed the HEA document titled 'Promoting Teaching: Making Evidence Count' to ESEC members on 22 January 2014.

2.2.7 Minute 3.4 – Academic Advisor Research Feedback

The Committee would like to see further evaluation of the information gathered, conclusions and recommendations once this paper had been discussed at SVC. Mr Ridolfo would report this to the next ESEC meeting.

Action Ongoing: Prof McIntyre-Bhatty would provide an update on how to progress this action at the next ESEC meeting on 23 May 2014.

2.2.8 Agenda Item 3.5 – University Level Student Experience Issues

The Committee agreed that an Estates representative should be made available at key Student Voice Committee (SVC) meetings when university level student feedback was due to be discussed (December, March and June meetings). The paper which listed the issues raised by students should be forwarded to the Estates representative following the meeting and to request representation at SVC moving forward.

Action Completed: The paper which listed the issues raised by students was forwarded to the Mr Laird on 23 January 2014, and Tracey Digby would now attend SVC meetings as the Estates Representative.

2.2.9 Mr Jones updated the Committee with regards to the issues raised at the January ESEC meeting.

- Further staff training for Estates Helpdesk staff was ongoing with a view to improve feedback loops to ensure queries are answered promptly.
- Monthly inspections of both campuses would now take place along with periodic audits of lecture theatres.
- Regular meetings were now taking place between Estates and SUBU to discuss any issues with regards to buses.
- Dr Dyer, as Chair of SVC, would now be provided with regular updates from Estates for further discussion at SVC meetings.

Mr Jones reminded members that all Estates issues should be raised formally through the correct channels and a 'job number' obtained. This would ensure that a satisfactory response could be provided by the Estates Team and all issues could be handled effectively. Members were requested to remind all staff of this procedure. Mr Jones was available to attend any meetings within Schools regarding student related Estates issues as required.

Members commented that often updates/feedback were not received from the Estates Team, e.g. the expected length of time for the query to be concluded. Mr Jones suggested that if members had not received sufficient feedback regarding an issue, the Estates Helpdesk should be contacted with the relevant 'job number' in order to receive an update.

It was agreed that with the future involvement of SVC regarding Estates issues raised by students, an update of all issues would be discussed and timely responses would now be provided to Schools and students.

2.2.10 Mid Cycle Feedback

Following on from the January ESEC meeting, Prof Rosser requested clarification regarding the processes for mid-cycle feedback and end of unit feedback. It was confirmed that students should receive mid-cycle feedback as this would allow academics to amend aspects of the delivery approach/content to support students in the remainder to the unit delivery. SE agreed to check ARPPs for clarification regarding end of unit evaluation.

Action: SE

3 PART 1: FOR DISCUSSION

3.1 Widening Participation Annual Report 2012/13

Ms Pichlmann introduced the Widening Participation Annual Report and updated the Committee with an overview of the work undertaken in the areas of Widening Participation (WP) and Fair Access (FA) during 2012/13.

The combined Office of Fair Access (OFFA) and Higher Education Funding Council for England (HEFCE) Monitoring Return for the 2012/13 Academic Year had been submitted in February 2014. The Monitoring Return and the Annual Report covered BU's commitments under the Fair Access Agreement (FAA) and the WP Allocation Fund from HEFCE. In summary, BU had met its commitments to the FAA.

During the completion of the Monitoring Return, BU received advice regarding how BU reports its spend to HEFCE. It had been confirmed that HEFCE now required WP activity to match their funding allocation. As a result, the actual expected spend for WP activity had increased considerably from 18% to 40%. This was very positive for the sector and would show BU's commitment to WP students.

It was agreed that members could circulate the Widening Participation Annual Report 2012/13 within Schools.

3.2 Technology Enhanced Learning Strategy Forum Update

Blackboard Update - A planned meeting to discuss the services and support provided by Blackboard, had not taken place as the main BU contact had left Blackboard. A new meeting would be arranged to try and determine from the Service Level Agreements, what issues Blackboard could assist BU with in terms of supporting staff for Technology Enhanced Learning (TEL). It was noted that there was some consultancy available from Blackboard for blended and e-learning. The current Agreement with Blackboard was due to expire in approximately 14 months.

TELStars – TELStars sessions had been attended by academics who were encouraged to engage in a monthly lunchtime discussion regarding an area of practice using technology. These sessions were proving to be very encouraging with a lot of dialogue taking place regarding learning technology and new and innovative practices.

Technology Enabled Assessment (TEA) – The first meeting of TEA had been very positive with staff from Schools, IT and Learning Technologists attending. Initial discussions centred on areas of innovation and reinvention across BU. TEA would also be working with the Programme Management Office (PMO) to look at the Institution Evaluation Project which would build on work already completed in 2012.

Leadership Foundation – The first consultancy event had been held in November 2013, which students were also involved with. The second event had taken place on 25 March 2014 and a number of issues had been identified to be followed up. Thanks were given to staff members, SUBU and students who were involved.

BU had recently been nominated to host a two day visit from Linkoping University (Sweden) in order for them to understand how BU had gained staff commitment to developing pedagogy innovation using digital devices.

iTunes U – Work was still ongoing to try to determine which services within BU would help to enable iTunes U and to gain institutional agreement as there had been considerable interest in making courses available in an open source environment and also looking at alternative technologies for staff to engage in open shared access.

4. **DEBATE ITEM**

4.1 Are Lectures are Still Relevant/Necessary?

Dr Dyer opened the debate with some background information regarding traditional lectures which appeared to have not changed for 30 years. She posed the question as to whether or not lectures were still relevant in 21st century HE learning environments. She further challenged the 'added value' that lectures provide over and above the provision of e-materials, suggesting that traditional lectures could be seen as teacher-centred and were possibly ineffective in encouraging interactive approaches to learning.

Dr Roushan advised that the practice of 'flipping' lectures was growing in the UK and in the USA. This approach requires students to prepare prior to a lecture slot through the use of various resources e.g. pre-recorded lectures, notes, reading and research. Upon arrival at a lecture, each student should then be prepared to take part in discussions or activities that placed the focus on the students and their learning rather than the lecturer and their 'teaching'.

The floor was then opened to members for discussion.

Discussion took place on the type, format and style of a lecture, the differences of the traditional lecture and the role of the tutor as a 'facilitator of learning'.

The 'flipping' of lectures was felt to be a format that may empower students to take control of their learning and give them responsibility of preparing in advance of a lecture. Through conducting research prior to the lecture, students would formulate arguments and the lecture would provide the arena to work through their ideas. The tutor would then become the facilitator of the learning process by coaching and guiding students to work through problems individually or in groups. Although it was agreed that the expertise, style and engagement of the lecturer was extremely important in the success of engaging students whatever format of lecture used, it was always possible to learn from others' techniques.

Members agreed that this style of lecture could bring together complex ideas and would allow students to share ideas and information, but that learning would be totally dependent upon all students engaging in pre-lecture research and reading.

It was also noted that for those future students who were born since 2000, learning would be very different again as technology was used from primary school age in the form of iPads, Twitter, etc. Therefore, HEIs would need to provide methods of teaching/learning and interaction with the students that encompass the technology of today and the future.

It was agreed that there was no one solution and should BU transfer its learning to total e-learning, students could lose important social interaction and student/teacher engagement. Student feedback had recently shown that students praised lecturers who had used creative artefacts as learning material and those who were high quality interactive lecturers. This feedback provides valuable information from students for use in planning the future 'look' of lectures.

It was agreed that the debate had been lively and offered a good opportunity for the members to consider the current practice of learning and how that might change with technology and student requirements

It was noted that The National Survey of Engagement, to be deployed soon, which aims to provide intelligence on how students prepare for lectures and their level of engagement in their own learning. This could be useful in terms of informing future discussions around teaching and learning.

CEL will help to broaden the commitment to learning and take some ideas back for ongoing discussion within the group.

Dr Roushan agreed to circulate the HEA document titled "Flexible Pedagogies: technology-enhanced learning" to members.

Action: GR

Dr Eccles requested members to advise the academic community within each School of the discussion that had taken place and to discuss how to take the suggestion of interactive lectures, or 'flipping', forward within each School.

5. PART 1: FOR DISCUSSION (PART 2)

5.1 Review of Peer Reflection on Education Practice (PREP)

Following on from a PREP Review Working Group meeting in January 2014 to review and discuss PREP, the paper provided an outline of the outputs of the group. Dr Ryland drew attention to the three recommendations listed within the paper:

Recommendation 1 - Continue to operate the PREP scheme with a developmental focus, which reflects the specific needs of schools in meeting BU strategic objectives.

Recommendation 2 - Maintain annual reporting of PREP activities by DDEs to ESEC. Emphasis should be placed on highlighting outcomes and benefits arising from engagement with PREP.

Recommendation 3 - Providing on-going review and dissemination of the scheme and its outcomes through existing school activities/meetings. DDEs were requested to advise Dr Ryland at the next Working Group meeting of the most suitable meeting(s) within each School for PREP to be discussed and to share learning.

Action: DDEs

Dr Ryland introduced the three questions for discussion and consideration by the Committee.

1. How can PREP activities be linked more effectively to the appraisal process and probation?
2. In what ways can PREP be utilised to ensure engagement with other development and enhancement activities? Notably CEL, Teach@BU, mentoring, role modelling and support of colleagues?
3. What is the relationship of PREP to the teaching observations identified in the 'NSS: Lucky 7 (Next Seven Steps) strategy?

There was some discussion about the value of Peer Observation as a PREP activity and it was felt that this could be useful for a new member of teaching staff to gain experience by observing colleagues' performance, with possible targeted Peer Observation for developmental/performance issues. Although it was agreed that there was a need for a mechanism for sharing good practice around PREP there was no consensus on the most appropriate vehicle. It was therefore proposed to arrange a further meeting of the Working Group with DDEs to discuss how to monitor good practice within Schools and to agree next steps forward, retaining flexibility for individual Schools.

Action: PR

It was suggested that PREP could be invaluable as part of the preparation of case studies for an HEA Fellowship application. These case studies are reflective accounts of education practice in relation to the UK Professional Standards Framework and, as such, support the principles of PREP.

Dr Ryland thanked members for their comments which would be fed back to the PREP Review Working Group.

6 PART 2: FOR APPROVAL AND ENDORSEMENT

- 6.1 There were no items for approval or endorsement.

7 PART 3: FOR NOTE

7.1 SUBU President's Report

An overview of the SUBU President's Report was provided:

- The second quorate Annual General Meeting had recently taken place whereby all the accounts were approved, auditors were appointed and officers were approved.
- Following suggestions made by male and female students, "lads' mags" would no longer be sold within the Student Shop.
- SUBU are members of the NUS Green Impact Awards scheme and recently won a 'Gold' award.
- The Student Centre was rapidly growing and SUBU were now involved in choosing furniture for the next Academic Year.
- BU has been entered into the MTV Summer Ball competition to win £50,000 towards the Summer Ball.
- SUBU had been very busy overall with lots of events on campus e.g. Bike User Group, Drinks Aware campaign and the Misrepresentation event which had been very popular with both men and women.
- January and February were busy months for SUBU Advice with case numbers up by 168% from 2012/13. It was believed this could be due to exams during semesterisation. This issue would be included in the SUBU Strategy.
- The SUBU Full Time Officer elections had recently taken place and the new SUBU President and Vice Presidents for 2014/15 were:
 - President: Chloe Schendel-Wilson
 - Vice President Education: Ellie Mayo-Ward
 - Vice President Welfare: Reece Pope
 - Vice President Lansdowne: Peter Briant

The new Full Time Officers will be introduced to members in June 2014 during the handover.

7.2 Centre for Excellence in Learning Update

The Centre for Excellence in Learning paper was **noted**.

Dr Diaz reminded members of the Centre for Excellence in Learning launch event which is due to take place between 12.00pm and 2.00pm on Friday 4 April 2014 in Kimmeridge House (K103).

8 REPORTING COMMITTEES

8.1 Student Voice Committee Minutes of 29 January 2014

The minutes were **noted**.

8.2 Technology Enhanced Learning Strategy Forum (TELSF) Minutes of 5 March 2014

The minutes were **noted**.

9 ANY OTHER BUSINESS

9.1 Members were requested to send any suggestions for future debate items to the ESEC Clerk.

10. DATE OF NEXT MEETING

Friday 23 May 2014, 9.00am to 11.00am in the Board Room