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## Minutes of the meeting held on 11 November 2015 at 2.00pm in the Board Room

### Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Ms P Peckham (Secretary)	Faculty Academic Administration Manager (FST)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Ms M Barron	Head of Student Services (SS)
Mr J Cooke	Head of Student Engagement (SUBU)
Dr B Dyer	Deputy Dean (Education & Professional Practice (FMC) & Chair of the Student Voice Committee
Associate Prof G Esteban	Member of the Professoriate (FST)
Dr D Holley	Centre for Excellence in Learning Representative
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Ms A Lacey	Student Representative Champion (HSS)
Dr A Main	Deputy Dean (Education & Professional Practice) (FM)
Ms E Mayo-Ward	Vice President (Education) of the Students' Union (SUBU)
Dr G Roushan	Chair of the Technology Enhanced Learning Strategy Forum
Prof C Shiel	Professor (SciTech)
Ms C Symonds	Head of Quality and Academic Partnerships (AS)
Dr S White	Senate Representative (HSS)

### Student Representatives:

Ms D Awusi	International Postgraduate Taught Student
Ms A Bruijnzeels	International Postgraduate Taught Student
Ms I Marks	International Undergraduate Student
Ms K Moore	Undergraduate Student

### In attendance:

Mr A Guttridge	Quality Assurance & Enhancement Administrator (EDQ)
Mr N Smith	Sustainability Manager

### Apologies:

Apologies had been received from:

Dr C Hunt	Associate Dean (Student Experience) (FST)
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)
Prof K Phalp	Deputy Dean (Education & Professional Practice) (SciTech)
Mr R Pope	Vice President (Welfare), Students' Union (SUBU)
Prof E Rosser	Deputy Dean (Education & Professional Practice) (HSS)
Dr P Ryland	Associate Dean (Student Experience) (FM)
Ms C Schendel-Wilson	SU President 2014/15, Students' Union (SUBU)
Ms D Sparrowhawk (Secretary)	Faculty Director of Operations (HSS)
Mr J Ward	Director of IT Services
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 23 September 2015

### 2.1 Accuracy

The minutes were approved as an accurate record of the meeting with the exception of the end of the second sentence in the Action Completed section of minute 2.2.16, which should read 'working in industry'.

### 2.2 Matters Arising

#### 2.2.1 Minute 2.1 – Student Charters

*Mr Cooke provided a paper which gave an update on the review of Student Charters. The paper included information of all the work carried out over the past year, which had been very complex. Further would be carried out on the wording of the BU Commitment. Mr Cooke was also continuing to work with SUBU Officers to ensure their views and thoughts were captured in the proposed way forward. Corrina Osborne would meet with Mark Covell at the beginning of November to discuss a more publicly promoted Student Charter/Commitment.*

**Action Ongoing:** Corrina Osborne had written a paper which had brought together all of the previous Student Charters and had subsequently been discussed by SUBU. The paper had also been reviewed by Legal Services and Marketing & Communications. An email would be sent out on 11 November 2015 to recruit members to the Student Charter Working Group. ESEC members were advised to contact Mr Cooke if they wished to be involved in the Working Group. Ms Barron and Dr Holley both wished to be involved with future Working Group meetings.

**Action: All**

It was agreed that the SUBU Vice-President (Welfare) and a member of the Lad Culture Working Group should be involved in future discussions. Mr Cooke agreed to provide an update at the next meeting of ESEC.

**Action: JC**

#### 2.2.2 Minute 2.2.13 – Review of Education & Student Experience Plans (ESEPs) 2014/15

*The Committee had requested the Estates Department to look into the possibility of introducing a facility to reserve smaller rooms/staff offices through the timetabling system. The current timetabling system and processes had therefore been reviewed to see if the request could be supported. The provision of individual student timetables would be a focus of the Student Journey Unified Calendar phase and should allow the addition of ad hoc meetings in offices or other small spaces to be shown alongside timetabled teaching. In the interim for 2015/16, a generic "room" entitled Staff Office has been set up to enable drop-in or surgery sessions to be held in staff offices. The interim solution was in place and being used, and to date, there had been no comments received on this additional functionality.*

**Action Ongoing:** Mr Jones advised that a meeting was due to take place between Corrina Osborne, IT, Estates and PRIME regarding the re-scoping of the online timetable, although the issue had been resolved as far as possible at present. Mr Jones would provide a further update at the next ESEC meeting on 20 January 2016.

#### 2.2.3 Minute 2.3 – ESEC Terms of Reference and Membership

*The Committee suggested that Item 11 on the Terms of Reference should read Faculty Associate Dean (Student Experience). Items 17 and 18 in the Membership Section of the Terms of Reference would be overwritten to read Director of Estates only, and Mr Jones assured the Chair that a senior member of the Estates Department or Facilities Management would always be present at each meeting. The ESEC Clerk would remove Dr Martin Broad from the Membership List.*

**Action Completed:** The ESEC Clerk updated the ESEC Terms of Reference and Membership List accordingly.

#### 2.2.4 Minute 2.4 – Ratification of Faculty Education & Student Experience Committee (FESEC) Terms of Reference

*The Graduate School had been omitted from the Membership Section on the FESEC Terms of Reference and Item 6 of the Main Responsibilities section was suggested as possibly being tautologous.*

**Action Completed:** The FESEC Terms of Reference had been updated to include a Graduate School representative. The wording of Item 6 of both the ESEC and FESEC Terms of Reference had exactly the same wording, therefore no amendment was made to the FESEC Terms of Reference.

2.2.5 Minute 3.1 – Debate Item Suggestions

*Members were requested to submit any suggestions for future debate items to the ESEC Clerk or ESEC Secretary.*

**Action Completed:** On 2 November 2015, the ESEC Clerk reminded members to submit debate item suggestions to the ESEC Clerk or ESEC Secretary.

2.2.6 Agenda Item 3.2.4 – Alumni Relations and Fundraising Programmes

*The report had advised of the good opportunities being provided for students through this route, although processes were still bedding in. Moving forward, the Chair would like to see more commentary on the impact of the initiative(s) being included in the report.*

**Action Completed:** Mr Saddington confirmed that future Alumni Relations and Fundraising Programmes reports would include more commentary on the impact of the initiative(s).

2.2.7 Agenda Item 3.3.9 – NSS Results

*During the discussion, it was suggested that there were often many out of date text books in the library and it would be a worthwhile exercise for Faculty Librarians to move all but one copy of out of date books, with one copy being retained for historic purposes. The Mr Ford, LLS Academic Liaison Development Manager advised that the academic value of older editions varied depending on the subject area. Faculty Librarians regularly review book stock against reading lists, and consider academics' recommendations in-line with BU's Library Collection and Access Development Plan. Academics should contact their Faculty Librarian to address any specific issues arising from student feedback. Academic engagement with online (Aspire) reading lists helps Faculty Librarians to make informed decision about the collection, and MUSE data has provided evidence that this has a positive effect on student satisfaction scores for library resources. Academic staff are recommended to update online (Aspire) reading lists to identify current reading material required for their units.*

**Action Ongoing:** Prof McIntyre-Bhatty requested a further update from Christine Fowler, Head of Library Services, as soon as possible. Dr Main advised the initiative should start with teams, therefore he would visit Programme Team meetings and ask for academic staff to contact the Faculty Librarians to establish which books should be discarded or numbers increased. DDEPPs agreed to disseminate this information within their Faculties.

**Action: DDEPPs**

2.2.8 Agenda Item 3.3.10 – NSS Results

*The Faculty of Management, Faculty of Science & Technology and the Faculty of Media & Communications would need to carry out further work to identify how they would aim to publish their timetables as early as the Faculty of Health & Social Sciences. Mr Jones agreed to follow this up with Faculty Executive Teams.*

**Action Ongoing:** The Estates Department have set up meetings for November with relevant faculty representatives to reflect on their respective experiences of the scheduling process, to clarify roles and responsibilities and to reiterate the need for managers to enforce agreed scheduling process deadlines. Once the issues have been fully assessed, appropriate changes to any central and faculty activities would be proposed.

2.2.9 Agenda Item 3.3.16 – Annual Review of PREP

*Following discussion, it was agreed that those in Faculties responsible for leading and co-ordinating PREP activity should undertake more work centred around last year's MUSE data and outcomes, rather than generic activity. The Faculty of Management had benefitted from CEL's input into PREP activity which had brought a different dimension to the process which staff had valued.*

**Action Ongoing:** It was agreed that Faculties and the staff members responsible for leading Faculty level PREP activity would benefit from CEL assistance. Dr Holley confirmed that FST and FMC had received assistance. The DDEPPs for FM and HSS were requested to contact Dr Holley for support.

**Action: AM/ER**

2.2.10 Agenda Item 3.5 – BU Student Development Award

(1) Ms Ladle agreed to provide DDEPPs with a list of students who were involved in the SDA in order that Academic Advisers could discuss the SDA with students. (2) Ms Ladle would also provide members with information regarding the SDA workshops planned for the 2015/16 academic year.

**Action Completed:** (1) Upon further investigation, it appeared that there was a very high percentage of Academic Advisers and the process of providing student lists would be administratively cumbersome and unnecessary. Instead, Ms Ladle would continue to work with DDEPPs with specific wording to pass on to Academic Advisers asking about how individual students were progressing with the SDA or alternatively if they were not registered, with instructions on how to join, and outlining the benefits. As the SDA was set up as a standalone programme on the student record system, Faculties were also able to run off a class list if they would like to identify who in their Faculty/specific courses was participating. This information was circulated to DDEPPs on 29 October 2015. (2) Typically classroom based induction workshops run fortnightly at Talbot Campus and monthly at Lansdowne campus (September to March). There is also a video induction tutorial option available as an alternative. Dates and details were available on MyCareerHub which all students have access to.

Ms Barron advised that there were currently approximately 400 students enrolled on the Award, although a complete list of names was not currently available. Ms Ladle had emailed a number of staff members on 29 October 2015 which offered advice for Academic Advisers as she was keen to encourage registration to the SDA. Members were advised to contact Ms Ladle for any further information or assistance. It was noted that the email previously sent by Ms Ladle has not reached all Academic Advisers, therefore Dr Dyer would set up an Academic Advisers email group. DDEPPs agreed to email a list of Academic Adviser names to Dr Dyer.

**Action: DDEPPs/BD**

Ms Barron agreed to ask Ms Ladle to recirculate the email previously sent on 29 October 2015.

**Action: MB**

2.2.11 Agenda Item 3.7.3 – Audit of Mid-to-Large Surveys Distributed to BU Students

SVC hoped to be able to help SUBU and the University to streamline the number of surveys deployed and the number of questions asked. It was agreed that both SUBU and BU would now share information and a central repository of survey data would be created.

**Action Completed:** The Chair of SVC (Barbara Dyer) and Jane De Vekey of SUBU have formed a sub-group of SVC members to further develop a repository of survey data.

Dr Dyer advised that the Student Voice Committee (SVC) would discuss the size of surveys and the volume of information/number of questions asked in mid to large surveys. Dr Dyer would advise the Committee upon clarification by SVC.

**Action: BD**

2.2.12 Agenda Item 3.7.5 – Audit of Mid-to-Large Surveys Distributed to BU Students

The Committee agreed that SVC should be the approval gateway moving forward, and this had already been included in the SVC Terms of Reference. Members were requested to cascade this decision to all relevant parties within the institution.

**Action Completed:** Members were reminded to cascade the decision that SVC would be the approval gateway for all mid-to-large surveys distributed to BU students. All survey requests should be forwarded to Gillian Bunting, the Secretary of SVC, in the first instance, who would collate requests and pass them on to Dr Dyer, the Chair of SVC.

2.2.13 Agenda Item 3.9.3 – New Student Induction

The Chair asked Prof Thomas to continue monitoring the new student induction arrangements and provide an update at the next meeting of ESEC on 11 November 2015.

**Action Completed:** Prof Thomas had continued to monitor the new student induction arrangements and Prof Thomas had provided an update paper and was listed on the agenda under item number 3.3.

2.2.14 Agenda Item 7.2 – Any Other Business

*Prof Thomas reminded members that CEL was available to assist with development sessions for Departments, and that CEL would also be setting up a seminar series shortly. Prof Thomas expected all Departments to engage with CEL in support of their enhancements to student learning thereby delivering better NSS results.*

**Action Completed:** Faculty academic staff had contacted CEL to organise development sessions and workshops.

2.3 Ratification of Chair's Action – 11H – Fitness to Practise: Procedure

2.3.1 The updated 11H – *Fitness to Practise: Procedure* was noted and it was agreed the procedure was now much clearer.

2.3.2 **Ratified:** The Committee ratified the updated 11H – *Fitness to Practise: Procedure*.

**3 PART 1: FOR DISCUSSION**

3.1 Debate Item: Sustainable Development – the responsibility of our colleagues in Estates, or an educative agenda?

3.1.1 Prof Shiel and Dr Smith had been working together to raise the profile of Sustainable Development (SD) within the University and had started to put in place changes to encourage staff and students to think about Sustainable Development.

3.1.2 The key findings from a 2014 student survey confirmed 80% of students believed that SD should be actively incorporated and promoted by universities, and this figure increased as respondents progressed through their studies. Two thirds of respondents believed that SD should be incorporated into all university courses.

3.1.3 Prof Shiel asked the Committee what the University could do to increase staff and students' knowledge of SD and how the University could promote and quantify the measures already put into place. Prof Shiel reminded the Committee that the University had already had some successes and had received awards for the work undertaken by the Sustainability Group in Estates e.g. Eco Campus Gold Award 2011 and also the University had been ranked 7<sup>th</sup> as the Greenest University in the UK. Members agreed that the University's literature should be adapted to capture the good work being carried out within the University, but also to show how the University plans to transcend its organisational boundaries.

3.1.4 Whatever route the University decides upon, all graduates need the skills and knowledge of sustainability issues. The University needs to graduate influential citizens who value the world and appreciate that they have a responsibility to help to sustain it. In order to create these influential citizens, the University would need to enhance the curriculum, pay attention affective outcomes, have an increased level of citizenship and to create pedagogy to inspire future thinking.

3.1.5 Associate Professor Esteban advised that over the past three or four years, she had tried to provide sustainable projects e.g. a pollination friendly scheme which students would benefit from. As this had been unsuccessful in the past, it was agreed that Associate Professor Esteban would contact Dr Smith for assistance. It was noted that Dr Ian Green and Dr Damian Evans were both keen to link their students to the sustainable work taking place around the University, in order that their students could also learn and contribute to Sustainable Development.

3.1.6 Dr Roushan believed that the education of academic staff was the starting point to start to embed sustainability into the curriculum, which would in turn encourage academic staff to give further thought about physical space and using space. With the education of academic staff, this would be passed on to students as the University needs to start to embed skills and values into the academic community and work together with students for quantifiable outputs.

- 3.1.7 Ms Symonds advised that sustainability was a subject that all programme teams look into as well as how sustainability could be integrated into the curriculum. There were many programmes where sustainability was clearly an integral part of a programme, but not always as explicit as it should be. Ms Symonds agreed that there was further work to be carried out within the University regarding this subject.
- 3.1.8 Dr Holley advised that there was availability on the PG Cert programme to run a three hour bespoke sustainability session, however Dr Holley would need another person to co-deliver the session. If the session were opened up to all staff, it was proposed the session(s) could be provided over the lunchtime period. Ms Mayo-Ward suggested that staff and students should be included in these sessions as she believed the changes required in the University were significant and needed to start as soon as possible. The University needs to put something in place that is powerful, engages students and teaches sustainability. An increased amount of information should also be made available which could be provided by the SUBU Green Task Force, who could also run campaigns and provide workshops for passing information on to students. Members agreed that raising awareness of sustainability was imperative as many students are not aware of sustainability.
- 3.1.9 Mr Cooke advised the Committee that there was a huge amount of good work already being carried out within the University, however the achievements should be promoted more. Mr Cooke suggested that the University should build sustainability and inclusivity together and to promote a clear message to students, staff and the global community.
- 3.1.10 Ms Mayo-Ward commented on step change vs big change and how sustainability needs to have a more powerful impact and be embedded in the curriculum. Ms Mayo-Ward referred to her visit to a University in the USA where she noticed that American universities were more sustainable than UK universities and more forward thinking. Sustainability was promoted a great deal and could not be avoided. An example of sustainability was the introduction of a plastic bottle free campus, which directly affected each student, and raised a significant amount of awareness. Mr James agreed with the example given, but was concerned about the level of repercussions for staff. Student Reps should be more informed about what sustainability is, perhaps through workshops.
- 3.1.11 Prof Shiel informed the Committee of the 'Parade for the Planet' which was due to take place on Saturday 28 November 2015. This event would be a positive and fun event with some knowledgeable speakers due to attend. Prof Shiel also advised members of the forthcoming Green Week which was due to take place starting on Monday 23 November 2015.
- 3.1.12 The key headlines from the discussion had been that members should give further thought to:
- the provision of sustainability staff development through the PG Cert module and/or provide lunchtime training sessions in order to introduce the change in staff culture which would be passed on to students;
  - the Green Task Force providing workshops for staff and students to attend which in turn would have a good impact within the University;
  - strengthening guidance for programme development;
  - raising awareness of sustainability and how to promote the legacy messages on the hoardings which currently border the new Fusion Building 1;
  - consideration of brave and bold statements and initiatives for sustainability e.g. a possible bottle free campus.

The Chair hoped that the sustainability message could be driven forward effectively across the University community, and members were requested to disseminate this essence of the discussion across the University.

**Action: All**

3.2 Review of Education & Student Experience Plans (ESEPs)

- 3.2.1 The Chair thanked Faculties and Professional Services for their ESEPs, some of which had contained a great deal of information with some excellent ideas listed. Members were requested to share good practices and visions.
- 3.2.2 Dr Main thanked Dr Ryland for writing the Faculty of Management (FM) ESEP. Dr Main advised that the information provided by the FM departments needed further strengthening as there was insufficient evidence to confirm that actions were being carried out and that completion would occur. There was also inadequate numerical analysis of both the National Student Survey (NSS) and Mid Unit Student Evaluation (MUSE) data included in the FM ESEP. This would be corrected moving forward.

**Action: AM**

- 3.2.3 Dr Holley had recently worked with FST and FMC to assist with MUSE data, and suggested that it would be worthwhile for each team in Faculties to look at key MUSE oversights which would inform ESEPs moving forward. Dr Holley had also worked with SUBU regarding the Student Opinion Survey (SOS) analysis before meeting with Faculty staff, which had been an excellent exercise as it had helped Faculties significantly. It was noted that SUBU had written an excellent report in August 2015 with included international benchmarking statements which would also be helpful to Faculties moving forward.
- 3.2.4 The Chair endorsed Dr Holley's suggestion regarding the benchmarking statements and quantification of enhancement activity as well as targeting qualitative enhancements. It was important for all staff to understand when the University would know that it was being successful or to know when something was going to be successful since it is students' perceptions, outcomes, achievements and attainment that are paramount in understanding and enhancing their learning experiences.
- 3.2.5 From a Faculty perspective, the information contained within the ESEPs regarding Peer Reflection on Education Practice (PREP) was either inconsistent or there was no mention of PREP. Members were asked how they would know when they would be successful, as many ESEPs had not provided assurance that any different practices had been put into place that were different from the previous year. It was also important to note that an increased level of assurance was required in ESEPs for assessment and feedback. A focus on clear and targeted enhancement of assessment and feedback was often lacking.
- 3.2.6 The Chair advised that Anonymous Marking had not been mentioned in ESEPs, and Faculties were reminded to include Anonymous Marking in ESEPs moving forward.

**Action: DDEPPs**

- 3.2.7 Dr Dyer commented that the Faculty of Media & Communication (FMC) had adopted a top down and bottom up approach in producing ESEPs. At Executive Team meetings, it had been agreed that common templates at programme and department level would be introduced in order that programme issues and actions could feed into the departmental level ESEPs. The actions would be derived from the NSS and MUSE survey data. The departmental ESEPs were to be peer reviewed at the Faculty Executive meeting on 24 November 2015.
- 3.2.8 Mr Cooke advised that SUBU were putting a lot of emphasis on Student Rep training this year to look at responses from last year's MUSE data and NSS headlines from this year. Following the increased level of training, it was expected that Student Reps would be MUSE and NSS experts by the end of 2015 and the level of assistance given to Faculties would be greatly improved upon. It was noted that one Faculty ESEP had emphasised the correlation between student satisfaction and whether students felt their feedback had been listened to. Members agreed that this would be part of the solution to improve MUSE and NSS results and this would be focused upon for the forthcoming year. The Committee also agreed on the importance of all Student Reps advising Faculties of all student feedback received.

- 3.2.9 Following a discussion, the Committee re-affirmed the principle that was formally established at the Committee meeting of February 2015 that following the analysis of MUSE results, staff would provide feedback to students on that data and resultant enhancements for the remainder of the semester (study cycle for those not operating in semesters). It was noted that MUSE data and feedback should be posted on myBU and that this would be audited.  
**Action: DDEPPs**
- 3.2.10 The Committee was reminded that Dr Main had written an excellent paper for the FM which outlined to staff the meaning of each question in the NSS, the rationale behind the question and how to simplify each question. It was important for all staff to be aware of what each NSS question actually means and to also understand and support students interpret the questions. This would be a specific focus in support of the NSS this academic year.
- 3.2.11 Ms Symonds reminded members of the importance of all academic staff engaging with Talis Aspire reading lists as learning resources were linked to the NSS and an increased level of engagement by academic staff would have a positive impact on the NSS results moving forward.
- 3.2.12 It was reported that some academic staff did not always receive the MUSE results, although the reports were emailed to all Deputy Deans – Education & Professional Practice, Associate Deans Student Experience and Unit Leaders. Members were reminded to also share the MUSE information with Student Reps and all academic staff.  
**Action: DDEPPs**
- 3.2.13 Dr Dyer advised that within the FMC ESEP, the BA (Hons) Multimedia Journalism programme had not achieved high MUSE/NSS results, therefore work would be carried out to investigate the result further.  
**Action: BD**
- 3.2.14 The Chair commented that the Psychology department section of the FST ESEP was a well written report and was very detailed and reflective. The Chair would be pleased to know that FST could achieve the actions listed within the report. It was noted that an increased level of critical reflection and reassurance was required in the FST ESEP for the Creative Technology, Life and Environmental Sciences and Design & Technology departments moving forward.
- 3.2.15 Academic Services and the Estates Department were acknowledged by the Chair for their focused ESEP's, and the prioritisation of actions within.
- 3.2.16 The Chair had noted that ESEPs had been submitted in various forms and questioned why the ESEP templates had not been utilised. In addition, there was insufficient detail provided by a number of Professional Services to provide re-assurance on enhancement of the student experience and the Chair would discuss the ESEPs of the Professional Services, executively, outside of the Committee.  
**Action: TMB**
- 3.2.17 Members were reminded that all ESEPs should be submitted to ESEC using the correct template moving forward and all ESEPs should include critical self-reflection.  
**Action: ESEC Owners**
- 3.3 New Student Induction Update
- 3.3.1 Prof Thomas and the cross-University Working Group had met in October 2015 to review how the new approach to inductions had been implemented within Faculties, the impact the new approach had on services, and any learning gained. It had been established that new students had varied experiences of induction.



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- 3.3.2 Dr Holley would be working with postgraduate students in order to prepare for Spring and September 2016 inductions and ensure that the University had taken the necessary learning from the September induction exercise. A lot of planning was currently taking place and a Communication Plan was being worked on with the assistance of Chris Keenan.
- 3.3.3 The Chair was unsure whether the Action Plan had picked up on all the bullet points listed from 1 to 9 of things that had not worked as well as had been envisaged, e.g. pre-arrival activities. It was important that all of the issues were listed in the Action Plan and actioned appropriately. Ms Peckham advised that the Working Group was currently expanding its membership as the group required an increased level of academic input in order that a robust Communication Plan could be put into place.
- 3.3.4 Mr James advised that there had been some confusion around the differences between an inspirational lecture and a Dean's Talk, and it was noted that SUBU sessions were not always allocated the expected 20 minutes. Mr James advised there had been insufficient numbers of Welcome Crew available to carry out tours, therefore, following discussion, members agreed that future tours should be carried out by Faculty staff due to the expanse of knowledge of staff members and the unfair burden this placed on SUBU and the Welcome Crew. This suggestion would be explored further by the Working Group.
- 3.3.5 Mr Jones reported that an aspiration to consolidate enrolment into a single day (for 2016) had been raised at the Induction Working Group Wash-Up Meeting. Estates would want to be consulted on the implications of this proposal in order to ensure all related operational consequences could be considered and planned for. As the Chair was not aware of this proposal he closed the discussion and stated that he would take it off line.
- 3.3.6 The Chair thanked the Committee for the comments and suggestions made and asked that any other comments be emailed to Prof Thomas and Dr Holley.

#### 3.4 Annual Report: Student Services 2014/15

- 3.4.1 Ms Barron introduced the Student Services Annual Report which had demonstrated the breadth of activity that Student Services were involved in and reflected upon the activities across the service.
- 3.4.2 The Student Wellbeing Service was launched in January 2015, which provides a more holistic and pro-active approach toward student support. Ms Barron confirmed that the new service was working well.
- 3.4.3 The Additional Learning Support (ALS) Team structure has been reviewed to meet the changing internal and external environment. The revised service was now better placed to enable students to be independent and take ownership of their own learning in their respective degree programmes.
- 3.4.4 Historically, the student population who used the counselling service, tended to be mature female students. Comparative data for students who used the new Student Wellbeing Services e.g. sex, age, faculty, was not currently available as the new service was still in its infancy, however, Ms Barron agreed to start to record this information for the 2015/16 Student Services Annual Report.

**Action: MB**

#### 3.5 SUBU President's Report

- 3.5.1 Ms Mayo-Ward gave an overview of the key issues being worked on by SUBU for the 2015/16 academic year.
- 3.5.2 Due to an increase in the number of lectures taking place on Wednesday afternoons, SUBU would continue to work with Estates and each Faculty to remind staff of the importance of keeping Wednesday afternoons free for students' personal development which in turn may assist with the improvement of next NSS year's results.

- 3.5.3 The Engine Room at Lansdowne was now open and was popular as a social space for HSS students. An issue which had recently arisen was the cost of travel between Lansdowne Campus and Talbot Campus for activities. It had been suggested that shuttle buses for HSS students could be introduced, or a free U1 service on Wednesday afternoons. This issue was to be discussed further.
- 3.5.4 This year SUBU were working with Move'm, a property rating website to prevent students rushing into renting houses which were not of an appropriate standard. It was noted that it was difficult for students to balance the need to rent property quite quickly but not be located in far less than satisfactory standards of housing. Students were always encouraged to arrange their housing through the University letting service as the housing available was of better quality.
- 3.5.5 The Committee was advised of Mr Pope's work being carried out on an International Guarantor Scheme with the Pro Vice-Chancellor (Global Engagement). The work would provide assistance to international students who wished to rent local housing but were unable to provide a guarantor.
- 3.5.6 Some PGT students have had an issue with having to move out of their accommodation two weeks before their dissertation is handed in, and having to wait 18 months after finishing their course before they were able to graduate. Discussions between SUBU, Ms Barron and Mr Walsh, the Residential Services Operations Manager had determined that by extending Halls of Residence contracts by one week and providing PGT students with an optional early dissertation hand in date, this new arrangement would allow PGT students to graduate in the same year. Further discussions regarding this issue would take place with Susan Ponsford, Head of Student Administration, in order to offer solutions to the issue.
- 3.5.7 Work was still ongoing with both the NUS and the Graduate School around improving the academic experience of PGR and MRes students.
- 3.5.8 The Democracy and Equality Manager and his team have been holding drop-in sessions for student carers to establish how SUBU and the University can best support them.
- 3.6 Update on the work carried out by TELSF on the Strategic Roadmap
- 3.6.1 At the summer meeting of the Technology Enhanced Learning Strategy Forum (TELSF), which included a number of stakeholders, it was agreed that a number of Technology Enhanced Learning (TEL) initiatives should take place, which included excellence initiatives as well as synergy across the University. It had been useful for the TELSF meetings to include stakeholders in discussions in order they had a view of how TEL has been developing and moving forward.
- 3.6.2 Following the summer TELSF meeting, a document was written to list the key initiatives which academic staff could relate to in order to move TEL forward. Colleagues in CEL and the Project Management Office had all been involved in ensuring that TELSF achieves the manifesto.
- 3.6.3 Dr Roushan introduced the diagram included in the report. The diagram gave a good indication to colleagues across the University of the starting point of TELSF's work and the work carried out so far. CEL had been at the heart of the work carried out so far in putting together a vision of the anticipated achievements of TELSF.
- 3.6.4 The Pedagogical Innovation principle of the TEL Manifesto would be the core of the University's TEL strategic direction to enable embedding Fusion in the curriculum. The manifesto would empower staff to transform and modernise their learning approaches. The Fusion Curriculum would be a vehicle to further embed pedagogical innovation in all the curricula.

- 3.6.5 Vision 4 Learning and driving learning excellence had been discussed at the recent TELSf meeting. The Theme Leader for TEL in CEL, David Biggins, has been working on driving the Excellence Strategy, with a particular focus on assessment on learning in semester 2 and good practice in feedback. The feedback received from SUBU had confirmed that students were very interested in technological innovation skills.
- 3.6.6 TELSf had been working with CEL to encourage staff engagement in technological innovation and to enable resources in the physical and virtual spaces around the University. It was noted that TELSf had worked hard during the Induction period to ensure there was sufficient IT assistance around the campus.
- 3.6.7 Dr Roushan advised that the TELSf minutes of 15 September 2015 which were included in the set of ESEC meeting papers advised of further information.
- 3.6.8 **Approved:** The Committee approved TEL Roadmap and Manifesto.

#### 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 **Noted:** The paper was noted.

5.2 Organisational Development Impact Report 2014/15

- 5.2.1 **Noted:** The paper was noted.

#### 6 REPORTING COMMITTEES

6.1 Student Voice Committee Minutes of 14 October 2015

**Noted:** The minutes were **noted**.

6.2 Student Voice Committee Terms of Reference

**Approved:** The Terms of Reference were **approved**.

6.3 Technology Enhanced Learning Strategy Forum (TELSf) Minutes of 15 September 2015

**Noted:** The minutes were **noted**.

6.4 Technology Enhanced Learning Strategy Forum (TELSf) Terms of Reference

**Approved:** The Terms of Reference were **approved**.

6.5 Faculty Education and Student Experience Committee (FESEC) Minutes

- 6.5.1 **Noted:** The Faculty of Health & Social Sciences FESEC minutes of 16 September 2015 and 22 October 2015 were noted.

- 6.5.2 **Noted:** The Faculty of Science & Technology FESEC minutes of 22 October 2015 were noted.

**7 ANY OTHER BUSINESS**

- 7.1 Dr Hills advised the Committee of some students using an anonymous social media app called Yik Yak, where defamatory anonymous comments regarding lecturers and fellow students have been posted. The use of Yik Yak has been discussed previously within the University and it was agreed that the policing of social media was difficult, which students were aware of. A small number of cases had been referred to Legal Services. The advice given was that any inappropriate behaviour by a student would be taken very seriously. It was noted that a Social Media Policy was in place and should be quoted to all students. Members agreed that students should be reminded of this unprofessional practice and to remind students of the reason they are attending University.
- 7.2 The Chair advised the Committee of the next ESEC debate item which would be around placements and the length of placements within the University. The discussion would include the management of placements and whether members believed that students may miss effective progression opportunities if they are deemed capable of moving onto their final year of their degree but do not do so. The Committee will discuss changing the pattern of placements and how the University supports students to make the transition into and out of undertaking a placement (it was noted that HSS had very complex practice placements that required different arrangements).
- 7.3 Ms Peckham offered to assist the Chair with any analysis or evidence required to help the discussion.

**8. DATE OF NEXT MEETING**

Wednesday 20 January 2016, 2.00pm to 4.00pm in the Board Room