**Minutes of the meeting held on 29 November 2017 at 2.00pm in the Board Room**

Present:

Prof T McIntyre-Bhatty (Chair) Deputy Vice Chancellor

Prof R Stillman Deputy Chair

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

Mr G Lillis (Clerk) Academic Quality Officer (AQ)

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

Ms M Barron Head of Student Services (SS)

Mr A Child Head of Academic Quality (AS)

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

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

 Chair of the Student Voice Committee

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

Prof D Holley Centre for Excellence in Learning Representative

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

Mr A James General Manager of the Students’ Union (SUBU)

Mr S Jones Head of Facilities Management

Dr F Knight Academic Manager, Doctoral College

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

Ms J Mack Head of Academic Services (AS)

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

Canon Dr B Merrington University Chaplain

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

Dr C L Osborne Head of Academic Operations (OVC)

Prof S Porter Member of the Professoriate (FHSS)

Prof E Rosser Acting Dean and 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) 2017/18, Students’ Union (SUBU)

Dr J Taylor Academic Manager, Doctoral College

In attendance:

Mr K Bissell IT Service Experience Manager

Ms M Frampton Academic Quality Officer (AS)

Ms J Kuncova [Agenda Item 3.1] Global Engagement Mobility Manager

Ms W Drake [Agenda item 6.1] PMO Principal Project Manager

Student Representatives:

Mr J Allen Student Representative (FST)

Ms L Ediale Student Representative (FST)

Ms G Guerrieri Student Representative (FST)

Ms M Kirkby Student Representative (FM)

Mr M Schultz Student Representative (FM)

Apologies:

Apologies had been received from:

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

Prof G Esteban Member of the Professoriate (FST)

Mr S Farmer Head of Student Engagement (SUBU)

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

Prof V Katos Member of the Professoriate (FST)

Mr S Laird Director of Estates

Dr A Main Learning Impact Leader (CEL)

Ms M Morgan Associate Dean Student Experience (FMC)

Mr J Ward Director of IT Services

Dr S White Senate Representative (FHSS)

**1. Welcome and Introductions**

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

**2. Minutes of the previous meeting held on 3 October 2017**

2.1 Accuracy

2.1.1 The minutes were approved as an accurate record of the meeting.

2.2 Matters Arising

2.2.1 Minute 4.1.10 – Attendance Monitoring Debate

*During the debate it was clear there was an interest in finding a solution to monitor attendance and it was agreed that Faculties should work with IT for further discussions to take place on analytics and possibly solutions for attendance monitoring. Mr Ward had agreed to write a short paper to share with DDEPPs which would then be shared with the Committee.*

**Action Ongoing:** Mr Ward has arranged a technical discussion with the IT architects and Russell Pottle, however this meeting would not take place until after 29 November 2017, therefore an update would be provided at the January ESEC meeting. A request was made to include Mandi Barron in this meeting. **Action: JW**

2.2.2 Ms Barron asked what staff would do with the attendance information once it was available. It was agreed that a process would need to be established.

2.2.3 Minute 3.2.3 – Fundraising & Alumni Relations Department Update

*Dr White questioned how the team could best capture past NHS/Health programme students who were out in practice as it would be beneficial to the University to capture support for our current students. Mr Goode agreed to follow this up with Dr White.*

**Action Completed:** Mr Goodehad been in contact with Dr White to arrange a further discussion. It was agreed that this action had been completed and did not need to return to the Committee.

2.2.4 National Student Survey (NSS) Results 2017

2.2.5 Following an analysis of Independent Marking Plans, it had been noted that many sub-elements introduced had not been documented. This had also recently been discussed at an AEIC meeting when Dr Main had been allocated an action to look at assignment calendars. The findings would be forwarded on to Associate Deans (Student Experience) .
**Action Completed:** A paper titled ‘Patterns of Assessment in BU Programmes’ was attached as Appendix A. The paper was taken as read.

2.3 Declarations of Interest

2.3.1 There were no declarations of interest.

 **PART 1: FOR DISCUSSION**

3.1 Global Student Mobility at Bournemouth University Annual Report 2016/17

1. Ms Kuncova highlighted the key points from her report. There had been a steady increase in numbers of students undertaking an international experience from 0.78% in 2013-14 to 7.81% in 2016-17. The Faculty of Management had the highest number at 16.05% against a target of 20%. Some departments had exceeded this target (Appendix A) by adopting a group mobility approach. Another initiative of note was the concept of virtual mobility which is based on student-centred, intercultural collaborative approaches to learning. The initiative was successfully piloted in the form of a virtual three-day “global summit” involving students in the Faculty of Health & Social Sciences (FHSS). The Global Engagement Mobility Team had been working with Faculties to identify opportunities (Appendix B) to develop this initiative.
	* 1. Prof Rosser asked whether there were plans to continue the FHSS global summit. Ms Kuncova responded that discussions were underway with a view to running an event in spring 2018 which would be open to participants from all Faculties, possibly linking with the SOCNET Conference. Dr Minocha confirmed that discussions were underway with Associate Deans Global Engagement and tentative dates put forward.

3.1.3 Prof Rosser also asked about the level of funding available for the current year. Dr Minocha advised that the Global Horizons Fund had decreased slightly but believed the impact would be minimal as prior commitments had already been met. Prof Rosser was keen to ensure that students and the Faculties were clear as to the funding available in order to ensure any mobilities were not charged to the Faculties. Prof McIntyre-Bhatty added that it was essential that the way funding for mobility activities was communicated to staff and students was clear and consistent to ensure expectations were appropriately managed.

3.1.4 Discussion took place regarding the reasons for the variation in numbers of students engaged in mobility activities across departments and Faculties (Appendix A). It appeared that numbers were higher for programmes where an international experience was mandatory or valued as a unique selling point of the programme. Prof McIntyre-Bhatty highlighted that research shows students who engage in a placement are more likely to progress to managerial positions in employment, with short placements having almost as much impact as long placements. He therefore suggested whether consideration should be given by the Faculties to making placements mandatory for all students.

3.1.5 Mr Hancox was keen to ensure equality of experience for students on both sides of the Faculty of Management (Tourism and Business). Dr Ryland advised that work was being undertaken to enhance cohort identity but that there would continue to be nuances and some differences in language reflective of the former School of Tourism and Business School. This was largely due to the ongoing accreditation process for some programmes which began when these programmes were within the two Schools.

3.2 Arrivals and Induction Report

3.2.1 Ms Barron summarised her report, saying that overall the events had gone well and it had been helpful widening the membership of those involved. There had been some teething problems with the new VLE interfacing with other systems but this was not expected to recur. She was pleased to report therefore that the work ahead would be focused on finessing the existing arrangements rather than fixing aspects which had not worked. She advised that the focus had not included PGR students; discussions about this would continue with Dr Knight and Dr Taylor from the Doctoral College.

3.2.2 Ms Mack recommended that the focus groups mentioned in section 2.3 of the report be followed up as a useful source of feedback. Marketing & Communications (M&C) had met with students the previous day to gather feedback about the University’s communication styles with students. It emerged from these discussions that students would prefer more information in hard copy form. Ms Mack also wondered whether more could be done to target the experience of under-represented and Widening Participation (WP) groups. Ms Barron agreed and said that consideration had been given to providing induction days tailored to different student groups, and it was also felt that communication with students from the BU International College could be improved. Ms Mack also noted the comments about Admissions in the report; Ms Barron confirmed that these had been fed back to the Admissions Team.

3.2.3 Ms Barron asked the Committee whether the Terms of Reference for the Central Induction Working Group could be widened to include non-academic activities such as IT, transfers and other aspects of students’ experience of engaging with BU before arrival. Prof McIntyre-Bhatty confirmed that it was acceptable for the Group to continue to consider these wider issues under the existing Terms of Reference.

3.2.4 Prof McIntyre-Bhatty asked for an update on the discussion which had been ongoing for several years about students having a single sign-on rather than multiple log-ins for the various BU systems. Mr Bissell advised that some streamlining had taken place but it was not possible to have a single sign-on as the systems were not mutually compatible. Ms Barron said that there was a roadmap for this issue and it was being actively investigated by the Digital Vision Group. Dr Roushan offered to send the road map to Prof McIntyre-Bhatty and UET colleagues, and would liaise with the chair of the group (Ann Fernandez) for an update. **Action: GR**

3.2.5 Mr Hancox commented that he was pleased to see student retention mentioned in the Terms of Reference and would like to see this reflected in other Faculty groups. Prof Holley said she would like to see wellbeing more clearly articulated and suggested this topic as a future ESEC debate item; it was agreed that Ms Barron would lead the debate in conjunction with Prof Holley in 2018.

3.2.6 Mr James strongly agreed with Recommendation 23 that efforts be made to enhance integration between UK and non-UK students, noting that there was a large gap between the 75% of non-UK students who thought it important to have UK friends whilst studying in the UK and the 48% who found it easy to get to know UK students. He asked whether BU could take a lead from other universities in how to address this. Ms Barron explained that this was a UK-wide issue and not unique to BU. Dr Minocha pointed out that city-based universities tended to fare better in this regard but BU was not behind within the sector generally. The International Student Barometer results had improved and now stood at about 92%, which was within the top quartile.

3.2.7 Dr Minocha enquired whether more could be done to create a community before students arrive. She reminded the Committee that arrivals surveys had been discussed a few years previously and that these should be kept on the radar.

3.2.8 Prof McIntyre-Bhatty asked whether the problems recruiting and retaining staff described in section 1.1 of the report would recur. Ms Barron explained that managing the peaks and troughs in staffing requirements through the year was challenging. Ideally existing university staff would be used to assist during these peak periods, but they were busy with their own work at these times, and student interns were not on campus at the start of term to provide assistance. The Student Services team was exploring ways of managing enquiries more efficiently but had been unable to devise a solution for the busy six-week period between Confirmation and student arrival/induction.

3.2.9 Ms Souter-Phillips said the Calm Zone had been very successful in helping students not to feel overwhelmed.

3.2.10 Mr Allen said some students did not get access to their timetable in time which resulted in them missing some induction events. Ms Barron and Mr Jones said this was a known issue and was being investigated. However, it was felt that it was better to disseminate accurate information later than inaccurate information earlier. Ms Kirkby suggested that it would be helpful to students to have some idea as to when their lectures would take place rather than receiving no information at all. Students would also find it helpful to know why information is not available earlier and to be reassured that this was being worked on. Information to state this on the holding page could be used for this purpose and it was agreed that Mr Jones and Ms Peckham would work with Sarah Green to facilitate this for the next timetable release.

**Action: SJ/PP/SG**

3.3 Peer Reflection on Education Practice (PREP)

3.3.1 The Chair invited comments on the Faculty PREP reports.

3.3.2 Since submitting the report, Dr Farquharson had received a report on PREP activity from the Accounting, Finance and Economics Department within the Faculty of Management (FM). The Chair requested that this be incorporated in the FM report and that the pack be updated and recirculated. **Action: LF**

3.3.3 The Chair stressed that it was important to reiterate within the Faculties that all academic staff should participate in PREP activity going forward. It was clear from the FM report how staff would participate in collegiate pairs to take this forward in 2017-18, and from the Faculty of Media and Communication (FMC) report how they would participate in collegiate triads. He requested that the Faculty of Health and Social Sciences (FHSS) and Faculty of Science and Technology (FST) reports be amended and resubmitted to make it clear how all academic staff would participate in PREP in 2017-18. **Action: ER, KM**

3.3.4 Prof Holley advised that she would be presenting iInnovate to JISC as a model of good practice on the following day. The concept of a four-faculty innovation project would contribute positively toward TEF. The iVLE would also be helpful and enhance practice. The CEL blog would be updated in the New Year; each Faculty had its own link allowing Faculty staff to check on progress. Prof Holley expressed her thanks to Mr Child for ensuring that this work fed into BU’s Quality Assurance processes.

3.4 Student Services Annual Report 2016/17

3.4.1 Ms Barron introduced her report, acknowledging that it contained a lot of detailed information and statistics. The Committee confirmed that it was satisfied with the level of content.

3.4.2 In summary, Ms Barron reported that student support continued to be a very important service which had seen a significant increase in demand. This increase in demand was a national trend. The approach for Student Services had been to try to increase preventative measures as a way to manage the demand. Work had been undertaken and was continuing in collaboration with external bodies such as Mind, where a student resilience programme was in development. Ms Barron was pleased to report that the ResLife programme had proved effective in providing support and identifying struggling students earlier. She also commented that Student Services at BU were more integrated and were better at working with Faculties than at other universities.

3.4.3 Key challenges for the future included making the most effective use of resources, which meant not only doing more, but also doing things differently and working in partnership with other agencies such as the local authority. The enquiries management system, in place over the past year, would be rolled out to the library, providing a snapshot of student progress in one place. Two faculties were already engaged in using the enquiries management system, including FST.

3.4.4 Ms Barron confirmed that processes were aligned to the Access Agreement, and BU’s indicators in relation to BME and disabled students were better than at many other universities. Ms Barron reported that an additional £80k had been secured for counselling and wellbeing services, with the intention that additional counsellors would be in place by January 2018.

3.4.5 Prof Rosser enquired whether there was a pattern in terms of Faculty use of these services. Ms Barron advised that the largest uptake of wellbeing services was from FMC students, followed by FST, with FHSS much lower down. It was suggested that this may be because FHSS staff were better equipped to deal with pastoral issues, and the greater proportion of mature students within FHSS may mean these students were more resilient. Dr Dyer suggested that one factor might be that the Academic Advisor system was well established in FHSS and used appropriately.

3.4.6 In reference to the report on the Chaplaincy (section 5.10), Ms Harding reported that there was still an issue with lack of prayer space for Islamic students. Ms Barron said that no detail was available as to what exactly was needed in terms of numbers to accommodate, size of rooms required, and the frequency of use. Canon Dr Merrington responded that currently 20-30 attended for lunchtime prayers in a room measuring approximately 7m x 6m, separated by gender with a curtain. Female students were not comfortable with this arrangement. Around 60 attended for Friday prayers, when the Student Hall was used. The Chair asked Ms Barron to take this forward by gathering an evidence base of the requirement. **Action: MB**

3.4.7 Ms Souter-Phillips commented that students may have an inaccurate perception of what support would be available at university, and it would be helpful to manage their expectations before their arrival. Ms Barron agreed and said that liaison would take place with Marketing & Communications with a view to disseminating wellbeing information in order to prompt students to consider in advance what the challenges might be when they start university and what they could do to prepare themselves.

3.4.8 In reference to section 5.4.1, Mr Asaya asked what the University was doing in support of students whose Tier 4 visas had been refused, and whether BU provided advice before or after visas were refused. Ms Barron responded that visa refusal is a national issue beyond BU control. The issue had been raised repeatedly with UK Visas and Immigration (UKVI) from the HEI sector. Predominantly the issue was at the point of in-country assessment and this made the issue more challenging as UKVI adopted a different approach in different localities. BU does provide advice as soon as students get in contact.

3.5 Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)

3.5.1 Dr Knight advised that this was the first time the results had been analysed in this way. The key finding was that overall satisfaction had fallen, with BU’s result 10% below the sector average. FHSS had the highest satisfaction score of 80%, and FST was the most improved. The Doctoral College had no links to PGT students and the PTES process would be managed by CEL in the next cycle. Prof Holley said Faculties needed to look at the action plans but was not sure that CEL was the appropriate place to hold these. Ms Mack advised that this would be included in future iterations of the dashboard.

3.5.2 Discussion took place about the low response rates which cast doubt on the validity of the results. This was exacerbated by the lack of qualitative data. Dr Knight pointed out that previously there was a staff member who was very engaged with PGT students and this resulted in higher response rates; unfortunately this staff member was no longer in post. It was therefore necessary to have a key link to drive response rates up. The Chair asked that Prof Holley give consideration as to how response rates could be increased moving forward. **Action: DH**

6.5.3 Dr Dyer expressed disappointment with the 17% PTES response rate compared with a sector average of 32% and asked whether this was because the incentives for completing the survey had been removed. Dr Knight confirmed that the same incentives were in place in the form of Amazon vouchers, and the survey had also been well publicised. By contrast, the greater response rate for PRES of 43% was believed to be the result of higher levels of personal interaction with students. It was acknowledged however that the number of questions and time taken to complete the survey (approximately 25 minutes) may be off-putting to students. The Chair asked that Dr Dyer raise this issue with the Student Voice Committee to promote the survey, and stressed that it was incumbent on Faculties to promote the survey. **Action: BD**

3.5.4 Ms Kirkby enquired why only three of five departments within FST appeared in the report headlines. Dr Knight was not sure as the analysis had been done by PRIME; she would check and report back to Ms Kirkby on the two departments that had been omitted. **Action: FK**

3.5.5 Dr Knight reported that the PRES results were more positive with increased levels of satisfaction in most areas. Work was taking place with the Deputy Deans Research and Professional Practice and a report would be submitted to the Academic Standards Committee as part of the Doctoral College annual report.

3.6 SUBU President’s Report

3.6.1 Mr Asaya presented the highlights from his report. He was pleased to advise that new executive members had been elected and trained, and much hard work was taking place to improve the student experience. Speak Week was very successful and 1,000 feedback responses were generated; University Question Time had been held, along with events for Disability Awareness Month, and plans were in hand for LGBT History Month in February 2018. The BME awards would take place in December 2017. A survey had been launched regarding BU as rent guarantor for international students, and a Mental Health Zone had been introduced. SUBU Debates were proving popular, with around 70 students attending the last event. The lobby for a second graduation ceremony continued. Plans were in place for election of the new full-time officers.

**4.** Debate Item

4.1 Members were reminded to advise the ESEC clerk of any suggestions for future debate items.

**5. PART 2: FOR APPROVAL AND ENDORSEMENT**

5.1 Recommendations to further improve Academic Advising

5.1.1 Dr Osborne outlined the background to her proposal to establish three Academic Adviser Task and Finish Groups. Currently there were no formal mechanisms for monitoring or rewarding the work of Academic Advisers or determining what training and support Academic Advisers required to carry out their role effectively. Prof Rosser suggested that the groups’ remit could include clear articulation of the boundaries between the roles of Academic Adviser and Counsellor.

5.1.3 The Committee welcomed the proposals and unanimously agreed that the proposed Task & Finish Groups be established immediately in order to ensure changes were implemented for the start of the 2018-19 academic year. Dr Osborne agreed to produce a quarterly report for the Committee to provide an outline of progress made by the Task & Finish Groups.

5.1.3 **Approved:** The Committee approved the implementation of an Academic Adviser Impact Task & Finish Group, an Academic Development Task & Finish Group and an Academic Adviser Reward & Recognition Task & Finish Group.

5.2 Changes required in reporting unplaced students

5.2.1 Dr Osborne advised that she had written the paper on behalf of Susan Ponsford. She had noticed that the formulae in Table 1 were incorrect and circulated an updated table. The paper outlined three options for addressing concerns raised by the Student Loan Company that the current BU policy which allowed students to be registered as being on an optional placement year whilst still seeking a placement, could be considered as misreporting. The issue of changes to placement deadlines mainly affected FST students as companies who offer placements within the design and engineering industry release details of their placement opportunities later in the calendar year.

5.2.2 Ms Mack noted from the table that there were still 36% of students in 2016-17 unplaced, and the Chair was concerned that this constituted a significant minority of students who had a poor student experience. Ms Peckham explained that the Faculty of Science and Technology made a lot of effort to communicate with students about placements and the implications if they were unable to secure one. Ms Guerrieri said it was important to communicate this to students at the beginning of their second year as many students, herself included, would be unaware of the consequences.

5.2.3 Mr Asaya enquired about how this would affect Master’s students with optional placements. The Chair suggested that this be pursued outside the meeting.

5.2.4 Discussion took place about the pros and cons of the options proposed in the paper. Ms Barron said there was a desire on the one hand to give students as much opportunity as possible to secure a placement, but extending the deadline was not ideal since it meant placements would run over the summer whereas they should take place within academic delivery time. The situation became more complicated when students were unable to secure a placement at all. There would be visa implications for international students since these students not on placement would be deemed to be not engaging in their programme of study and therefore would need to return home. Mr Child asked whether the deadline could be moved to 1 February. This was deemed not viable as there would be financial implications for students and they would have missed too much of their course to be able to return to their final year in the same academic year. Ms Barron said that the Committee needed to select one option to be applied to all Faculties.

5.2.5 **Agreed**: The Committee agreed that Option 1 would provide the best solution. This option was to enforce a hard 31st August deadline for all students on optional placement year programmes and for those unplaced to be automatically enrolled to complete their final year and move to a non-sandwich degree.

**6. PART 3: FOR NOTE**

6.1 Development Timeline of the Implementation of Brightspace for 2018

6.1.1 Ms Drake gave a presentation showing the timescales for implementation of Brightspace: Phase 1 started in September 2017 to October 2018; Phase 2 would start in January 2018 and Phase 3 in September 2018. At each stage there would be Savvy training and then Sage training for academic staff. By the end of October 2019 everyone should have had an opportunity to take part in training and have confidence in Brightspace. The aim was a culture change in both the mindset and skillset across the University which would result in enhanced blended learning for students and an enhanced model for e-learning. Currently 43% of students were using Brightspace, but 100% of staff and students should be doing so by September 2018. Ms Drake would provide a further update at the January ESEC meeting.

6.1.2 Prof Rosser enquired whether students starting in the February intake would be using myBU or Brightspace. Ms Drake clarified that they would use Brightspace from February 2018 and she would be happy to explain this in more detail outside of the meeting.

6.2 Organisation Development Impact Report

6.2.1 **Noted**: The Organisation Development Impact Report was noted.

6.3 Centre for Excellence in Learning Update

6.3.1 **Noted:**  The Centre for Excellence in Learning Update was noted.

6.3.2 Prof Holley asked those present to note that the next policy briefing would take place on 7 December 2017.

**7. REPORTING COMMITTEES**

7.1 Student Voice Committee Minutes

7.1.1 **Noted:** The Student Voice Committee minutes of 19 October 2017 (unconfirmed) were noted.

7.2 Student Voice Committee Terms of Reference

7.2.1 **Noted:** The Student Voice Committee Terms of Reference were noted.

7.3 Technology Enhanced Learning Strategy Forum (TELSF) Minutes

7.3.1 **Noted:** The Technology Enhanced Learning Strategy Forum minutes of 3 October 2017 (unconfirmed) were noted.

7.4 Faculty Education & Student Experience Committee (FESEC) Minutes

7.4.1 **Noted:** The Faculty Education & Student Experience Committee minutes were noted as below:

* FHSS minutes of 7 November 2017 (unconfirmed)
* FM minutes of 6 September 2017 (confirmed) and 1 November 2017 (unconfirmed)
* FMC minutes of 11 October 2017 (unconfirmed)
* FST minutes of 14 November 2017 (unconfirmed)

7.5 Faculty Education & Student Experience Committee (FESEC) Terms of Reference

7.5.1 **Noted:** The Faculty Education & Student Experience Committee (FESEC) Terms of Reference were noted.

**8. ANY OTHER BUSINESS**

8.1 There was no other business.

**9. DATE OF NEXT MEETING**

9.1 Wednesday 31st January 2018 at 2.00pm in the Board Room