78th Meeting of the BOARD OF STUDIES

Minutes from the Meeting held on Wednesday 25 February 2015 in Room AEW/003

PRESENT: Alison Foster-Lil (Chair), Penny Broadley (Deputy Chair), Karl Atkin, Martin Bland, John Blase, Bridget Broughton, Ros Brownlow, Paul Evans, Sally Evans, Kate Flemming, Paul Galdas, David Graham, Celia Grant, Ian Hamilton, Gerri Kaufman, Tracy Lightfoot, Fiona McNnies, Antonina Mikocka-Walus, Sarah O’Reilly, Mike Parker, Jessica Powell, Sarah Redfern, Anita Savage-Grainge, Denise Shingler, Angela Simpson, Debbie Watson, Mick Wolverson, Jerome Wright, Russell Yates. Student Representatives: Rebecca Carr (MNursing), Sorrel Needle (BSc Nursing). In Attendance: Karen Ramsden (Secretary)

BoS/Feb15/01 APOLOGIES FOR ABSENCE RECEIVED: Rob Allison, Louise Armstrong, Katie Batley, Tim Doran, Hilary Graham, Ted Hewitt, Rachelle Lavelle, Amanda Mason-Jones, Anne Mead, Claire Metcalfe, Trudi Neenan, Anne Phillips, Rose Pringle, Cliff Riordan, Helen Roberts, Peter Turner. Student Representatives: Alice Abbey (BA Midwifery), Catherine Eyre (BA Midwifery), Anna Kennedy (BA Midwifery), Hannah Learney (BA Midwifery), Maddy Power (PhD), Katie Ryder (BSc Nursing)

The Head of Department reiterated the requirement for high attendance at the Board of Studies as this is an important forum for discussion.

The Chair Board of Studies welcomed Matt Cornock, Academic Support Office and Peter Quinn, Student Support Services to the meeting.

BoS/Feb15/02 MINUTES FROM THE PREVIOUS MEETING

Minutes from previous meeting held on Wednesday 19 November 2014 were accepted as a true record.

BoS/Feb15/03 MATTERS ARISING

BoS/Sep14/13 Exception to Confidentiality Policy
A meeting will be held to discuss the Exception to Confidentiality Policy further. This will be reported back to the June 2015 Board of Studies.
Action: Deputy Chair Board of Studies

BoS/Feb15/04 BOARD OF STUDIES CHAIR’S REPORT

The Chair reported:

i) Periodic Review
The Department will undergo its Periodic Review in the next academic year 2015/16 and the date will be established during the summer in consultation with the Academic Support Office. A
Periodic Review Steering Group has been convened and will meet early March 2015, the membership of which has been identified however other academic and key administrative staff will be invited to attend on an ad hoc basis. It was noted that there is currently no midwifery representation on the Steering Group and this will be discussed by the Group. The Steering Group will plan for and co-ordinate the visit, will have responsibility for the production of the Self Evaluation Document and the co-ordination of required documentation. Working Groups will be convened to look at specific issues in preparation for the visit and preparatory sessions and a timeline of the event will be made available for Programme Leads. Periodic Review will be a standing item on the Board of Studies agenda.

ii) Peer Support for Teaching (PST)
The Peer Support for Teaching initiative was originally launched across the University in 2011 and a review of Policy was carried out in 2014. Following this review, supporting information has been provided to give clarity on issues raised by Departments. The revised Policy will be re-launched in 2015 and a series of Central workshops are being held for staff responsible for co-ordinating PST activities. The Chair remains confident that PST activities are occurring within the Department, however there is no robust reporting and collating mechanism in place. It was noted that a Departmental Peer Support for Teaching Template was produced in 2012 together with a flowchart demonstrating the process and it was suggested that these could be revisited and brought in line with the new Policy.
Action: Chair Board of Studies

iii) Update on Learning and Teaching
The Chair reported that a memo has been circulated from John Robinson, PVC for Teaching, Learning and Information detailing updates on implementing the new Learning and Teaching Strategy, NSS improvement targets and statements of teaching performance expectations.

BoS/Feb15/05 REPLAY FOR LECTURE CAPTURE

Replay for Lecture Capture is an automated lecture recording service which allows academics to record lectures and presentations and make them available to students through the VLE or email. Students are able to recap key parts of a lecture and can focus on specific sections of a lecture. Replay provides usage statistics that allow lecturers to monitor which parts of the lectures are most commonly viewed and monitor who has viewed recordings. It was emphasised that:
• student feedback shows that Replay has no impact on student attendance and that they still value face to face lecture delivery.
• Replay Capture is a complimentary and supplementary resource, it is not intended to be a replacement to attendance at a lecture.
• recordings are the property of the author and he/she can decide who has access – access can be restricted to specific VLE sites.
• recordings can be edited before publication within a specific timeframe
• lecture capture is not a video recording of the teaching session

The Chair encouraged colleagues to incorporate this into their VLE sites and teaching activities. Guidance on how to use Replay for Lecture Capture is available on https://www.york.ac.uk/staff/teaching/key-areas/digitalrecordingoflectures/
DFELT REPORT

The Board of Studies Governance Group has made a recommendation that the DFELT Group be disbanded and that discussions be taken through the Teaching Governance Structure, (ie Undergraduate Programmes Board and/or Graduate School Board). Specific Task and Finish Groups will then be convened to develop new initiatives or review aspects of the Department’s function. There was a view that the DFELT results did not get embedded into practice and that this change would better identify a more structured approach to the development of new initiatives which could then be prepared in readiness for the next academic year. Board of Studies approved this proposal.

NATIONAL STUDENT SURVEY

One of the main areas of concern raised in the National Student Survey 2014 was the discrepancies in the level and consistency of support students receive throughout the programme. It has been agreed previously that there should be a clear and consistent message around the provision of academic support which students can expect to receive. The Chair Undergraduate Programmes Board presented a diagrammatic representation of academic support which addressed the roles and responsibilities of the various academic roles and provides a steer around the levels of support individuals will provide. He advised that this had been produced from existing Departmental policies. In the ensuing discussion, the following points were made:

- the process presented related to pre-registration nursing and midwifery programmes only. There is a need for clarity and consistency across all programmes including Foundation Degree, SSPRD and Postgraduate. It was acknowledged that these groups may require a bespoke level of support
- some students require a greater level of support and/or need additional support and it is important to ensure that this is done consistently so there is no perceived inequality by students
- proposal was put forward that a different model of support is required for 1st year students to that of 2nd and 3rd year, especially in the event of a failed assignment in order promote further learning and development
- the personal supervisor cannot always provide specific assessment feedback
- there is little guidance on the role of the Seminar Lead and this should be clearly defined. The Seminar Lead may not be familiar with an entire module content to facilitate discussions
- this does not clarify the responsibilities and expectations of the students

The existing Personal Supervision Contract outlines the responsibilities between the supervisor and student. It was suggested that this contract should be revisited with a view to changing the focus to an ‘Academic to Student’ contract which will also include explanation of what is expected from the student. This will be produced working in conjunction with student representatives.

Student representatives in attendance reported confusion within the student body in relation to receiving feedback and reported inconsistencies in guidance given which leaves students feeling unsupported. They agreed that students need to be made aware of their responsibilities and expectations and welcomed the proposal of an ‘Academic to Student’ focussed contract which they considered would be a positive step forward.
The Head of Nursing, Midwifery and Professional Education thanked the Chair Undergraduate Programmes Board for the work undertaken and reiterated that this was carried out as a direct response to the NSS, as required by the University.

Following this full discussion, it was agreed to discuss this further at the Undergraduate Programmes Board, with a view to convening a Task and Finish Group to review academic support across all programmes. These discussions will be undertaken in collaboration with student representatives.

**Action:** Chair Undergraduate Programmes Board

**BoS/Feb15/08 STUDENT ISSUES**

VLE Student Representation and Communication Discussion Board - The BSc nursing representative suggested that this discussion board needs to be promoted more to raise awareness of students as currently only course representatives have posted on this board.

**Action:** Chair Board of Studies

No concerns were raised from the MNursing representative.

**BoS/Feb15/09 NEW WEB RESOURCE FOR SUPERVISORS**

Peter Quinn, Director of Student Support Services, presented the new web-based resource for personal supervisors, which will become a central resource that supervisors can access. The existing resources have been reviewed in order to provide supervisors with clearer guidance on their role and responsibilities. The web resource contains essential information for supervisors; guidance on support options for likely scenarios supervisors encounter and where supervisors can seek assistance from and links to resources students and supervisors can access. Briefing sessions on the web resource will be offered by Student Support Services and the Academic Support Office and all supervisors will be sent a poster with full details of the resource. Student Support Services will be working in collaboration with the Graduate School to develop a similar resource to meet their requirements. Members of the Board were requested to submit any feedback or questions to Peter Quinn. The web resource is available at [https://www.york.ac.uk/staff/teaching/supervisor/](https://www.york.ac.uk/staff/teaching/supervisor/)

**BoS/Feb15/10 DIGITAL LITERACY PROJECT**

David Brown, Academic Liaison Librarian, provided a brief update on the review of students’ digital literacy and advised that comments on the project have been received. A consultation with students will take place and the outcome of this will feed into the development of a series of online tutorials covering digital literacy skills which will be designed for the different stages of the students’ academic career. A further update will be presented at a future Board of Studies.

**BoS/Feb15/11 PUBLIC AND PATIENT INVOLVEMENT FORUM**

A Forum exists within the Department to advise on the development and co-ordination of Patient and Public Involvement in research and teaching activities. The Department currently involves patient and the public in research in a variety of ways and it was suggested that this could be a potential source for embedding user involvement in teaching activities. It was reported that the
Department already incorporates user involvement in the recruitment process and teaching across programmes, however this is currently being reviewed by Undergraduate Programmes Board for UG programmes.

**Action:** Chair Undergraduate Programmes Board

**BoS/Feb15/12 UNIVERSITY OF YORK PEDAGOGY**

The new 2014-20 University Strategy has outlined a commitment to develop a distinctive York Pedagogy. The BSc Nursing programme has been selected as an initial pilot programme and a University Teaching Committee project team is currently undertaking a mapping exercise across the October 12 cohort.

**BoS/Feb15/13 "YOU SAID, WE DID"**

The ‘You Said We Did’ initiative was first implemented within the Department some time ago. The University is now keen to present to students confirmation of actions taken in response to student feedback. A poster has been produced detailing recent activity and has been displayed across the Department. It was agreed that these will be regularly updated and will be published on the student intranet. The Chair Undergraduate Programmes Board will be taking the academic lead for this initiative. Student representatives in attendance welcomed this and agreed that it was a useful way to demonstrate actions taken.

**BoS/Feb15/14 STUDENT AND STAFF HANDBOOKS**

A Working Group has been reinstated to undertake a review of the existing Student Handbooks and take responsibility for the Quality Assurance and production of handbooks. Fiona McInnes will Chair the group and act as academic lead.

A Staff Handbook is currently under development for use as a reference point for staff and it is anticipated that this will be implemented at the start of the next academic year. A Working Group will be convened to review the Department’s position on Disability and a handbook, which will include procedures and how to interpret and respond to recommendations will be developed to form a resource for staff. It was considered that it would be sensible to incorporate the Staff Handbook developments into the Student Handbook Working Group. *Board of Studies approved this proposal.*

Student handbooks will be a standing item on Board of Studies agenda.

**BoS/Feb15/15 E-LEARNING UPDATE AND MODULE EVALUATION**

John Blase presented an overview of the Department E-Learning Group and the VLE student survey results. It was reported that one of the key remits of the Group is to undertake a review of the VLE site template menu and that changes will be implemented at the start of the next academic year. A briefing sheet on setting up and formatting VLE sites will be developed for module leaders. The Board were requested to ensure that module leader guidance text in sites is hidden or deleted and that template format settings are reset to default theme. An E-Learning Strategy for the Department will be developed and there is an on-going consultation within the University into distance learning and the report is due to be published in April 2015. The
University is keen to develop MOOCs (Massive Open Online Courses) in possible partnership with FutureLearn. This is seen as a marketing opportunity (e.g., taster courses, dissemination of research).

Module Evaluation - In response to concerns raised at the previous Board of Studies in relation to the use of Google Docs for module evaluation, the Department has explored the use of Qualtrics as an alternative software. This is a more robust software package to evaluate modules online with a number of benefits over Google docs and it is considered that Qualtrics addresses the issues raised by colleagues. A Task and Finish Group will be convened to discuss and explore further.

It was reported that paper evaluations will be used for postgraduate programmes.

MAIN AGENDA CATEGORY 2

BoS/Feb15/16 MINUTES RECEIVED FROM BOARD’S SUB COMMITTEES

The minutes from the Departmental Library Committee (June 2014) and Graduate School Board (September 2014 and November 2014) are available on the staff intranet. These will be received at the June 2015 Board of Studies. The Chairs’ reports from the Departmental Library Committee and Undergraduate Programmes Board are attached to the minutes as Appendix 1.

BoS/Feb15/17 DATE AND TIME OF NEXT MEETING

Wednesday 10 June 2015 commencing at 1.30pm – 3.30pm in Room AEW104
APPENDIX 1

BoS/Feb15/16  
REPORTS RECEIVED FROM BOARD’S SUB COMMITTEES
Undergraduate Programme Board - Key points of note:

- A charter for teaching and assessment standards was developed to clarify some of the key Departmental and University standards related to academic support that have been raised by students in the NSS as being problematic. The charter has been shared with all pre-reg nursing and midwifery students and teaching staff, and has so far been mostly met with positive feedback, but also some critical commentary.

- A summary of “basic best practice guidance for academic writing” for UG students, developed by Trudi Neenan, was discussed and approved by the board in principle. Trudi is working to collate feedback on the document, to be brought back for further review and final approval at a subsequent meeting.

- Minor modifications have been made to the PGDip Nursing (due to commence March 2015) to reflect higher order thinking commensurate with level 7 study, facilitate the running of the programme, and to ensure that the programme fitted appropriately with the BSc Nursing where shared teaching was utilised. The changes have subsequently been approved by UTC and the NMC.

- The Director of Practice Education reported to the board that work has been undertaken to increase levels of mentor register compliance, with some success observed across the placement circuit. Efforts are being undertaken to improve the timely completion of practice audits. Colleagues attention should be drawn towards the process published on the Practice Education Support webpage (http://www.york.ac.uk/media/healthsciences/documents/practice-education/EducationalAuditsFinalJune2012.docx)

Departmental Library Committee – Key points of note:

- In response to feedback from the department’s staff and students (NSS, PRES, LibQual), the Library produced an Action Plan. Progress on the plan is monitored at Departmental Library Committee and is being implemented in discussion with Alison Foster-Lil and Tracy Lightfoot, amongst others.

- The Digital Literacy Review, conducted by the Library, is ongoing with the intention of informing decisions as to what teaching is needed and how best to deliver it.

- The Library has produced e-learning material to replace some face-to-face sessions. This works very well for students on stand-alone SSPRD modules (as a Library induction would otherwise need to be scheduled within the existing, limited, contact time).

- A comprehensive Subscriptions Review was undertaken over the summer. Requests for new journal subscriptions were funded though the cancelation of:
  - journals not included in any module reading lists;
  - journals with access statistics indicating very low usage;
  - print subscriptions, where the Library also has an online subscription.

However, it was not possible to meet all requests for new subscriptions due to the very high fees charged by some publishers. David Brown has worked with the department to understand the needs for new journal subscriptions over the coming five years, and to make sure that these were reflected in the Library’s 2015 MTP bid for additional journal funds from the university. Unless the Library receives this additional funding, it will be very difficult to fund new subscriptions without cancelling existing ones which are being actively used by students. Where decisions are made to cancel subscriptions on a cost-per-access basis, students seeking resources in small, specialist areas may be disadvantaged.