BOARD OF STUDIES AND STUDENT EXPERIENCE

Agenda template and guidance

Role and reporting structure

1. Every taught programme offered by the University is overseen by a Board of Studies and Student Experience (BoSSE). Cognate programmes can be grouped under the same BoSSE.

Purpose

2. BoSSE are responsible for managing, assuring, and enhancing the quality of teaching and learning and the student experience at module and programme level and maintaining the standards of the award(s) within their purview. The core responsibilities of BoSSE are set out in the Terms of Reference1.

3. Each BoSSE will reflect upon the emerging programme-level themes and issues (identified from student feedback and other sources of evidence) and identify good practice and enhancement priorities. BoSSE will also monitor progress against the module and programme-level priorities set out in the School Teaching Enhancement Action Plan. A template for the minutes of the BoSSE meetings will facilitate the recording of reflections and progress on the School’s Action Plan and will be used for onward reporting.

Student voice & partnership

4. Student members play an active role in quality assurance and enhancement and decision making at programme level. Working in partnership, staff and students ensure good practice is shared, and necessary actions co-created, instigated and monitored. Course Reps attend the BoSSE relevant to their programme and Senior Reps have a standing invitation to all BoSSE within the School, as part of their strategic role in representing students across the School.

5. Student voice at programme level is also ensured via Student-Staff Partnership (SSP) Groups which report to the relevant BoSSE. The primary role of Student Reps on SSP Groups is to represent the views of their peers at a programme level. They relay student feedback (what works well, what could be improved and any ideas for change) and report on any actions taken as a result of this feedback to the student body.

University’s monitoring & enhancement process

6. BoSSE play an important role in the University’s monitoring and enhancement process. BoSSE are required to reflect critically on the delivery of their programmes on a termly basis, using student feedback, metrics and other relevant sources of evidence to identify and reflect upon areas of good practice and any issues arising at the module and programme level.

7. The BoSSE will be expected to monitor progress against the Schools Teaching Enhancement Action Plan, for all priorities which are pertinent to the Board.

Reporting structure

8. BoSSE will report to SMB and UBTLSE and its sub-committees on matters arising as appropriate, through the SDTL.

1 LINK to new QME – once available
9. BoSSE will report on progress against programme priorities and activities highlighted in the School’s Action Plan, to the School Management Board (SMB) on a termly basis. SMB is required to address any matters which have not been resolved by the BoSSE.

10. BoSSE secretaries should use the templates provided to capture the minutes of the meeting for onward reporting to the SMB and UBTLESE2. Reporting templates are designed to be action oriented.

**Frequency of meetings**

11. BoSSE should meet at least once per term. Schools/Departments can decide when to schedule meetings bearing in mind the need to receive reports from termly SSP Groups, and availability of relevant sources of evidence to inform purposeful reflection. Schools should liaise with Support Centres to schedule key meetings for the session.

**Membership**

Membership for Boards of Studies and Student Experience is normally as follows:

- School/Department Director of Teaching and Learning (or his/her designate) (*Chair*)
- Programme Directors
- School Director of Academic Tutoring
- School Exams Officer
- School Director of Recruitment and Admissions
- A representative Programme Administrator
- At least two Student Course Representatives
- UoRM Programme Lead (where relevant)
- A Secretary

*Standing invitations:*

- The Head of School/Department
- Student Senior Representative
- School Diversity Champions
- Relevant Programme Manager
- Representative from the Library/ Librarian Liaison Officer
- Representative from Study Advice
- Representative from Careers
- Representative from CQSD
- Representative from DTS
- Representatives from Marketing, Communications and Engagement
- Additional Programme Administrators
- Programme Director for any Combined Honours programmes and subject liaison for Partner School (where relevant)
- Nominated person from Partner Schools, with modules which contribute to the Programmes

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2 http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?lID=146633&sID=87193
Individuals with standing invitations should receive invites to meetings and all papers associated with meetings (including approved minutes). Individuals with standing invitations are not required to attend every meeting of the Board and a discussion should be had, in advance, with the Chair, Secretary and invitee to determine if the specific Agenda items being discussed would benefit from their attendance.

Delegation
The BoSSE can delegate tasks, where appropriate, to standing sub-groups or sub-committees, for example:

- Specific consideration of underrepresented groups through an evidence-based review of student access, success (continuation and attainment) and progression to employment or further study may warrant additional scrutiny with input from School Diversity Champions.
- Reflection on module evaluations may be delegated to Programme Directors and the programme team, in partnership with students, to feed into the BoSSE.

Preparation
In advance of the BoSSE, the Secretary should forward any discussion papers and links to relevant sources of evidence to all members, 1 week before the meeting.

Circulation List:
The Secretary should forward papers to all BoSSE members, including those with Standing Invitations.

Secretaries should pre-populate the Minutes Template with the Action Plan priorities to be considered by the Board.
All meetings of BoSSE should include the following as standard agenda items:

1. Introductions
2. Apologies
3. Minutes of the previous meeting and progress on actions arising from the previous meeting
4. Matters arising not covered elsewhere on Agenda
5. Student feedback to include Report(s) from SSP Groups
6. Reflect on and review the organisation, quality assurance and enhancement of teaching and learning and the student experience at programme level, including any reports from key stakeholders
7. Reflect upon, review progress and evaluate the impact of programme level activities in the School Teaching Enhancement Action Plan. Are there any emerging new priorities for the School Action Plan?
8. New programme or module developments and approvals
9. Any Other Business
10. Date of Next Meeting

This standard agenda should be adapted to enable the Board to carry out its duties as set out in the ToR over the course of the academic year. Meetings should support meaningful dialogue and enable purposeful reflection on sources of evidence relevant to the programmes(s).

Appendix 1 outlines the core sources of evidence that will be available to the BoS at each meeting. The BoS may also consider other sources of evidence that it thinks appropriate.

It may also be helpful to refer to the Teaching & Learning Operational Timeline when setting the agenda to ensure a timely response to key University deadlines.

The minutes should be recorded on the template provided, to help facilitate the recording of the programme reflection for onward reporting to the School Management Board, via the School Director for Teaching and Learning, and to the University Board for Teaching, Learning and Student Experience (UBTLSE).

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3 Available here: [http://www.reading.ac.uk/internal/staffportal/sasstaff/](http://www.reading.ac.uk/internal/staffportal/sasstaff/)
## Appendix 1: Proposed consideration of sources of evidence by the BoSSE

<table>
<thead>
<tr>
<th>Source</th>
<th>Autumn Availability</th>
<th>Spring Source</th>
<th>Spring Availability</th>
<th>Summer Source</th>
<th>Summer Availability</th>
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</thead>
<tbody>
<tr>
<td>NSS*</td>
<td>July</td>
<td>Progression to further study*</td>
<td>December</td>
<td>EE Meetings</td>
<td>June</td>
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<tr>
<td>UKES*</td>
<td>August</td>
<td>Graduate Outcomes*</td>
<td>February</td>
<td>Outcomes from UG PEMS</td>
<td>June</td>
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<tr>
<td>PTES*</td>
<td>August</td>
<td></td>
<td></td>
<td>UG module marks</td>
<td>June</td>
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<tr>
<td>EE Reports</td>
<td>July/August</td>
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<td>PG Taught module marks</td>
<td>June</td>
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<tr>
<td>UG Part Success*</td>
<td>October</td>
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<tr>
<td>Attainment (UG and PG)*</td>
<td>November</td>
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**Student Evaluation** – discussion of any specific issues/themes arising from SSP Groups, Module and Programme Evaluation, feedback from the Rep Online Student Impact Evaluation (ROSIE) tool

**Reports/Outcomes** from Professional Statutory Regulatory Bodies (PSRBs) and any other external examiner comments

Any emerging priorities from Periodic Review, Peer Review, or reports from UBTLSE and its sub-committees

Reports/information from key stakeholders (as appropriate):

- School Director for Teaching and Learning
- Departmental Director for Teaching and Learning
- School Director for Academic Tutoring
- School Director of Admissions
- Heads of Function (Careers, DTS, Library, Study Advice, CQSD)
- Programme Leads at branch campuses and for partnership programmes
- Teaching and Learning Deans

The individuals listed above should bring their expertise to the meaningful discussions at the Board, as required. Where written reports are submitted these should be purposeful and reflective, highlighting and addressing any issues arising.

Schools should pay particular attention to split data for the above metrics to consider targets for Access and Participation, attainment gaps and under-represented groups.

*Documents marked with a * are available from the Planning and Strategy Office (PSO).

External Examiner Reports and results (UG & PG marks and outcomes of Examiners meetings) are usually available from the SDTL or School Exams Officer.

Module and Programme Evaluation reports should be provided by Programme Directors, and other reports (PSRB, Periodic Review, UBTLSE) will usually be provided by the SDTL.