University of **Reading**

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 Reference[1].

3. Each BoSSE will reflect upon the emerging programme-level themes and issues (identified from student feedback and other sources of evidence – see appendix 1) 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.

4. BoSSE discussions should reflect the requirements and priorities of the Board and the programmes they oversee. Each BoSSE Chair should use the Agenda to focus on those areas of delivery and student experience which are relevant to their group of programmes.

5. A template for the minutes of the BoSSE meetings will facilitate the recording of reflections and progress on the School's Teaching Enhancement Action Plan and will be used for onward reporting.

Student voice & partnership

6. 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.

7. 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

8. 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.

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

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[1] www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/cqsd-old-site-documents/eqa-qualityoverview.pdf

Reporting structure

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

11. 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.

12. BoSSE secretaries should use the templates provided to capture the minutes of the meeting for onward reporting to the SMB and UBTLSE[2]. Minutes relating to Section 6 of the standard agenda (i.e. Reflection on the organisation, quality assurance and enhancement of T&L and the student Experience...) should be submitted to the Secretary of DELT on a regular basis, and, if providing an aggregated version, no later than 1 November each year. Minutes should capture key points and be action oriented.

Frequency of meetings

13. 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 the 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

STEAP Priority Leads

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

Representative from the International Study and Language Institute (Academic Language and Literacy Liaison)

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[2] www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/cqsd-old-site-documents/board-of-studies-and-student-experience-minutes-template.docx

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

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 (see appendix 1) to all members, 1 week before the meeting.

The Circulation List includes all BoSSE members, including those with Standing Invitations.

VERSION CONTROL

Version	Date approved	Approved by	Effective From	Next Review	Keeper (Responsible for Policy Maintenance and review)
1	03/11/2020	UBTLSE	Date of approval	By Nov 2021	CQSD
2	08/06/2021	UBTLSE	Date of approval	Summer 2022	
3		UBTLSE	Date of approval	Summer 2025	

University of Reading

BOARD OF STUDIES AND STUDENT EXPERIENCE

Agenda

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 (See Appendix 1)

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 Teaching Enhancement 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 (see appendix 1) 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).

Appendix 1: Proposed consideration of sources of evidence by the BoSSE

Autumn		Spring		Summer	
Source	Availability	Source	Availability	Source	Availability
NSS*	August	Progression to further study*	December	EE Meetings	June
				Outcomes from UG PEMS	June
PTES*	August			UG module marks	June
EE Reports	July/August			PG Taught module marks	June
UG Part Success*	October			Graduate Outcomes	June/July
Attainment (UG and PG)*	November				
Portfolio Management Process dashboard	December				

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 Programme Evaluation and Enhancement Review, Portfolio Management Process, Peer Review, or reports from UBTLSE and its sub-committees

The UBTLSE Report should be circulated alongside the Papers for the BoSSE but should be clearly labelled as 'For Information'. Colleagues in the School are encouraged to raise any topics in the UBTLSE report at the BoSSE, as necessary.

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.

> Reports which include information for Schools, rather than discussion points for the Board, should be clearly noted as 'For Information only' and may be circulated with the papers as an Annex or circulated separately to colleagues.

> 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 dashboards.

The Graduate Outcomes Survey information is available from the Careers Office.

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.

Admissions data is available from the Admissions Team and on the Admissions webpages[3]

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[3] www.reading.ac.uk/admissions/closed/application-statistics/