# BOURNEMOUTH UNIVERSITY Confirmed

**ACADEMIC STANDARDS COMMITTEE**

**MINUTES OF A MEETING HELD ON 10TH FEBRUARY 2016**

**Present:**

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| Prof Tim McIntyre-Bhatty (Chair)  Dr Milena Bobeva  Dr Barbara Dyer  Mr David Foot | Deputy Vice-Chancellor  Senate Representative (FM)  Deputy Dean – Education & Professional Practice (FMC)  Market Research Manager (M&C) |
| Mr Alan James  Ms Jacky Mack  Dr Andrew Main  Dr John Oliver, Assoc Prof | General Manager of the Students’ Union (SUBU)  Head of Academic Services (AS)  Deputy Dean – Education & Professional Practice (FM)  Professoriate Representative (FMC) |
| Prof Keith Phalp  Ms Chloe Schendel-Wilson | Deputy Dean – Education & Professional Practice (FST)  President 2015/16, Students’ Union (SUBU) |
| Ms Catherine Symonds (Secretary)  Mr Arvid Thorkeldsen | Head of Quality & Academic Partnerships (AS)  Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC) |

**In Attendance:**

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| Dr Phyllis Alexander [Agenda Item 4.2.3]  Dr Terri Cole [Agenda Item 4.2.2]  Dr Karen Fowler-Watt [Agenda Item 4.2.1]  Ms Maxine Frampton (Clerk)  Mr Ricky Rogers [Agenda Item 3.1]  Dr Liam Sheridan [Agenda Item 3.1 & 3.2]  Dr Sara White | Principal Academic (FM)  Senior Lecturer in Forensic Psychology (FST)  Head of School of Journalism, English & Communication (FMC)  Policy & Committees Officer (AS)  Educational Development & Quality Officer (AS)  Academic Business Intelligence Manager (AS)  Associate Dean, Student Experience (FHSS) |  |  |

1. **APOLOGIES**

Apologies were received from:

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| Ms Ellie Mayo-Ward  Prof Elizabeth Rosser  Prof Tiantian Zhang | | Vice President (Education) 2015/16, Students’ Union (SUBU)  Deputy Dean – Education & Professional Practice (FHSS)  Head of the Graduate School (GS) | |
| **2** | **MINUTES OF THE MEETING HELD ON 1ST DECEMBER 2015** | |
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| **2.1** | **Accuracy** | |
| 2.1.1  2.1.2 | The minutes (ASC-1516-58) were approved as an accurate record.  *[Post Meeting Note: Amendment to Section 4.2.1.30 – The last sentence of the section should read “The programmes continued to have a strong employability ethos and links to relevant professional bodies, which had included a recent IED visit where the FST is the first UK University to have been awarded Chartered Technological Product Designer (CTPD) accreditation of the MDes course”].* | | | |
| **2.2** | **Matters Arising** (ASC-1516-59) | |
| 2.2.1 | Minute 2.2.4 - Marketing & Communications Annual Report – Overseas Partner Institution Website Audits  *From the next audit (Spring 2016) onwards, overseas Partner Institution websites that are non-English language would be translated using available online translation tools (e.g. Google translate) and for any area of concern, translated by a staff native speaker or specialist agency. Further consideration would be given to the matter of auditing printed non-English language material with further update to ASC in February 2016.*  **Action Ongoing:** Ms Fernandez had advised in the Action Log that the Marketing & Communications Department (M&C) had been investigating the options for the translation of the non-English material on overseas Partner Institution websites. Various options had been considered, however all had a budget/resource implication. The preferred solution had now been identified and would be phased into the audit schedule, following further discussion with the Academic Partnerships team. Ms Fernandez was requested to provide an update to Prof McIntyre-Bhatty before the next meeting in April.  **Action: AF** | | | |
| 2.2.2 | Minute 2.2.5 – Marketing & Communications Annual Report  *The bullet points listed on page 8 of the report listed the items audited in the summer/audit. Ms Fernandez has diarized this action for completion in February 2016.*  **Action Completed:** Ms Fernandez had advised in the Actions Log that entry requirements were audited in Spring each year.  M&C reviewed this in January 2016 and clarified Spring UK audit items as entry requirements and the use of the BU logo. The Spring audit for overseas partners would include the use of the BU logo and name. It was unclear whether the action had been fully completed, therefore Ms Symonds would discuss the action further with Ms Fernandez.  **Action: CS** | | | |
| 2.2.3 | Minute 2.2.14 – FASC Meeting Attendance  *The Committee was reminded of the importance of all FASC members attending meetings and therefore achieving quoracy of meetings. The number of apologies recorded in the FASC minutes was often quite significant. Attendance at future FASC meetings should be continually monitored by FASC Chairs and EDQ. It was agreed that this action would be ongoing throughout the remainder of the 2015/16 academic year.*  **Action Ongoing:** DDEPPs had advised Faculty staff of the importance of attending FASC meetings. Attendance at FASC meetings would be closely monitored moving forward. | | | |
| 2.2.4 | Minute 4.1.2 – Updated Faculty Quality Audit Action Plan  *FMC staff had been using email to communicate with students rather than myBU and this practice should cease as it created difficulties with audits. Members agreed that all Heads of Department should be aware of what was required and discussion should be taking place at department meetings.*  **Action Completed:** This issue was discussed at FMC Faculty Exec and Heads of Departments (HoDs) were requested to highlight the importance to academics of uploading MUSE feedback reports for students on myBU at departmental meetings. | | | |
| 2.2.5 | Minute 4.1.8 – Updated Faculty Quality Audit Action Plan  *All responses to MUSE quantitative and qualitative data should be uploaded to myBU rather than through the use of email. It was important that myBU was used in order to ensure a consistent approach and to demonstrate to students that the University was listening and acting appropriately. Further to the discussion with FMC DDEPPS were requested to ensure discussion regarding this issue takes place within all Faculties with Heads of Department and Faculty Executives.*  **Action Completed:** DDEPPs had discussed the issue with HoDs and Faculty Executives. | | | |
| 2.2.6 | Minute 4.2.1.4 – Faculty Quality Reports – Anglo-European College of Chiropractic (AECC)  *Members questioned whether the lower than usual progression rate for the BSc Chiropractic programme at Level I may have been attributed to the relaxation of Year 1 entrance requirements for the September 2014 intake. Mr Thorkeldsen was unsure whether there had been a relaxation of the acceptance of lower tariff points in 2014, therefore further clarification of the statement would be provided.*  **Action Completed:** Clarification had been added to Section B, No. 5 regarding the relaxation of entrance requirements. The updated AECC Faculty Quality Report was listed as agenda item 3.3 for discussion. | | | |
| 2.2.7 | Minute 4.2.1.6 – Faculty Quality Reports – Anglo-European College of Chiropractic (AECC)  *Following a discussion regarding the addition of assessment of written theory to the BSc Clinical Exercise Science programme rather than students having just a practical exam, Mr Thorkeldsen was requested to encapsulate the issue and the planned action in a short report which could be appended to the FQR so the Committee could understand how the issue had been discussed at the Assessment Board and the action which had arisen from the discussion.*  **Action Completed:** A short summary had been added to the end of the report as Appendix 1 under Section B, 2b (last row, end column). | | | |
| 2.2.8 | Minute 4.2.1.7 - Faculty Quality Reports – Anglo-European College of Chiropractic (AECC)  *The action regarding Organisation and Management was listed in the 2014/15 Action Plan as complete, but was also listed on the New Actions List for 2015/16. It was suggested that the action on the 2014/15 Action Plan should be listed as ongoing and then removed as a new addition from the 2015/16 Actions List.*  **Action Completed:** Section C had been amended accordingly. | | | |
| 2.2.9 | Minute 4.2.1.20 – Faculty Quality Report – Faculty of Management (FM)  *With regards to 3WAT, there was still further work to be carried out to help colleagues meet the requirements and improve on 83% in turning around work to students. This applied to all Faculties with the exception of FHSS. The FM IMP would be amended to adopt an approach of contingency planning and will identify stand-by staff for occasions when staff were not available, e.g. staff illness.*  **Action Completed:** This issue had been discussed at FASC meetings and Faculty Executive meetings to ensure the figure of 83% could be improved upon moving forward. DDEPPs confirmed that 3WAT was being monitored closely within Faculties although it was a challenge. | | | |
| 2.2.10  2.2.11  2.2.12  2.2.13  2.2.14 | Minute 4.5.1 – FM Deferral: Review of FdA Business & Management, Yeovil College  *Members agreed that the suspension/closure of the programme should be considered by the FM Executive before further consideration is given by the Committee.*  **Action Completed:** The FM Executive had reviewed the position of the FdA and decided that the programme should be closed.  Recruitment had fallen too far for BU to have confidence that student experience could be assured as being satisfactory. Yeovil College had been informed and now await the formal closure process steps. The FM would continue to provide support.  Minute 5.4.2 – Pending External Examiners  *Ms Symonds highlighted the FMC programmes where the Faculty had advised there were External Examiner nominations, however no paperwork had been received by EDQ. Dr Dyer agreed to contact the FMC Academic Administration Manager to help speed up the process.*  **Action Completed:** Dr Dyer confirmed this had been completed through the FMC Academic Administration Manager.  Minute 5.4.3 – Pending External Examiners  *Prof Phalp agreed to contact Prof David Osselton regarding the information for the FST External Examiner for the ApSci MSc programmes and provide Gill Sommerseth with an update.*  **Action Completed:** Prof Phalp had provided Gill Sommerseth with updates.  Minute 5.4.5 – Pending External Examiners  *A replacement External Examiner for the FdSc Communications Systems Engineering programme and the FdSc Communications Systems Management programme was being sought by Mike Jones of FST. Prof Phalp would advise Gill Sommerseth whether the current External Examiner would extend his responsibilities or whether a new External Examiner was to be appointed. The details of a new External Examiner should be passed to Gill Sommerseth in order for a contract to be put in place.*  **Action Completed:** Prof Phalp confirmed that the current External Examiner would extend his responsibilities.  Minute 5.6.2 – QAA Action Plan – two years on update  *Prof Rosser suggested that the action regarding the CEL should include some text advising that CEL was now a self-contained unit with one Director and a Deputy Head. Ms Symonds agreed to include this text in the QAA Action Plan before it was uploaded to the BU website.*  **Action Completed:** The text in the QAA Action Plan was amended and the final version was uploaded to the BU website on 11 December 2015. | | | |
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| **3** | **PART ONE: FOR DISCUSSION - INSTITUTIONAL MONITORING** | | | |
| **3.1** | **Debate Item: Student Achievement and Progression: The implications of trailing fails**  (ASC-1516-60) | | | |
| 3.1.1 | Following a discussion at the October University Leadership Team (ULT) meeting regarding student progression following failure, it was agreed that a review of the University Academic Regulations relating to trailing unit(s), condoning (marginal) failed unit(s) and degree classification algorithms (preponderance principles) would be undertaken which would inform a debate at the February 2016 Senate meeting. The paper was written by Educational Development & Quality (EDQ) following sector research which had looked at other Higher Education Institutions (HEI) regulations. | | | |
| 3.1.2 | The sector research demonstrated that a number of Universities do allow the trailing of failed units, however their Assessment Regulations did not transparently show how the process was managed and the extent to which all/some units could be trailed; the process appeared to be managed by an exceptional Board decision in some other Universities. Where documented, the consensus appeared to be that a small number of credits should be carried forward (no more than 20 or 30 credits), with 20 credits being the preference and no more than two units should be carried forward. It was noted that of the 15 anonymous responses included in the sector research, 4 Universities did not allow students to trail fails (including BU), and one other University did not allow fails to be trailed from the first year of study to the final year of study. For those Universities which did allow the trailing of fails, 7 of the 11 Universities confirmed they applied restrictions. One University advised that although they allowed students to trail fails, they actively discouraged it. | | | |
| 3.1.3 | It was noted that any changes to the Assessment Regulations would result in further detailed work as it is likely that there would need to be changes to Programme Specifications, Assessment Board policies and processes as well as the Regulations themselves. | | | |
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| 3.1.4 | Prof Phalp was aware that other Universities use compensation and had lower thresholds (such as 25) than Bournemouth University. Ms Symonds advised that the Assessment Regulations for other Universities all used very different language, especially around compensation and condoning and also referred to core units and non-core units with variations on whether or not compensation could apply. Consideration would need to be given to ensure students had the relevant underpinning for their next level of study. | | | |
| 3.1.5 | Dr Dyer suggested the possibility of introducing a ‘fast-track’ repeat option whereby students who had a marginal fail could enrol on their next level of study ‘at risk’ and in order to repeat a unit over a short period of time. Members agreed that the University would be required to clarify the term ‘repeat’ if it were being used to mean a different pattern of engagement for groups to students. It would also be necessary to clarify where the ‘repeat’ would sit within the academic year, as this could have a huge impact on staff workload. Ms Symonds reminded members that students with mitigating circumstances already have access to the practice when the ‘first sit’ takes place during the resit period and the ‘resit’ in the early part of the next academic year. Students in this situation would then commence the next level of study ‘at risk’. Mr Rogers advised that sector research had not identified when students do their assessments. Some difficulties with this approach were noted for FHSS programmes where professional bodies preclude the use of the compensation regulation. In addition within FHSS, there would also be an issue with students who were doing practice who would struggle with fitting in their academic studies at the same time as doing practice. | | | |
| 3.1.6 | Dr Bobeva referred to Appendix 2 which included details of the numbers of students who left BU with 100 credits in 2015 by Faculty and advised that some programmes do perform better than others. An investigation of these programmes might be useful in order to identify if there was a specific reason why they had not re-enrolled. Consideration would need to be given to the effect on student mobility. Dr Bobeva also noted that the information within Appendix 2 did not clarify whether any resits were from semester 1 or 2 and a further insight was required in the breakdown of the data in order that a resit session could perhaps be planned for the Easter period whilst information was still fresh in students’ minds. | | | |
| 3.1.7 | Dr Bobeva commented on the relationship between the growth of a particular programme and the impact of Clearing. Dr Bobeva questioned whether the students who were failing units were the students accepted by BU through Clearing. Dr Sheridan advised that he had looked into this issue and it was established that students had left the University for other reasons. In general, there was not a relationship between students failing units and entering the University through Clearing. Following this discussion the Committee requested Dr Sheridan to revisit the information and provide the Committee with:   * A 5 year trend of Level C progression for those failing one unit; * A breakdown by semester 1 and 2; * A breakdown of the 169 students who re-enrolled after gaining only 100 2014/15 Level C credits; * A longitudinal analysis of 2013/14 Level C through to 2015/16 to get the progression post-repeat/retake of the failed unit (the equivalent of characterising the 169 re-enrolments).   **Action: LS**  It was hoped this information would assist decisions on the most appropriate way forward that did not unnecessarily disadvantage students but maintained academic rigour. | | | |
| 3.1.8 | Ms Schendel-Wilson believed that if a unit was a crucial unit to pass in order to move on to the next level of study, it would be beneficial to give those students who were capable, the option to repeat a unit within a couple of months. | | | |
| 3.1.9 | Members shared their experiences as external examiners at other Universities and it was agreed that Bournemouth University’s compensation regulations were more demanding in terms of the percentage level at which it was applied. It was acknowledged that whilst the University had regulations in place where compensation could be applied, the narrow window (2%) meant that only a small number of students were currently compensated. Dr Main suggested that the University could amend its compensation regulations by reducing the minimum figure, which would need to be agreed in due course. Ms Symonds believed that reducing the figure to 36% (10% of the pass mark) may assist with the issue; this figure was similar to that in use elsewhere in the sector. If the figures were to be reduced any further, this could create significant concerns for students meeting their learning outcomes, although there was some potential to look at this issue in further detail. | | | |
| 3.1.10 | Some of the Universities who had responded to the sector research, noted that those students who consistently failed each year were the students who may not succeed in the long term. Some Universities only allowed students to fail one unit per academic year in order to repeat the failed unit in a short period of time. Prof Phalp advised that we would need to understand the nature of why and how the student(s) had failed in order to understand the most appropriate way forward. | | | |
| 3.1.11 | Mr Rogers reminded members that the University currently allowed compensation of 40 credits per level. There was a suggestion in the paper to consider a reduction in the compensation limit as it is more generous than elsewhere in the sector and it was queried whether a reduction of the compensation limit may potentially disadvantage some students. This would need to be balanced against any decision to allow trailing fails. Ms Mack reminded members that the assessment marks on the assessment board spreadsheet and Unit-E enable sub-elements to be aggregated; there is an ‘invisible layer’ in the assessment system by using 2 or 3 marks for one aggregated mark. Hence there would be a layer where marks could be below the threshold but would not be visible. The programme of assessment for individual units were designed to ensure that students have the opportunity to successfully complete sufficient assessment to achieve the learning outcomes for the unit. | | | |
| 3.1.12 | Mr James believed the University should be focused on helping the student to remain in their cohort either with or without attendance and to ensure the University did not challenge students financially, and the implications of this should be looked into further. Dr Main and Dr White both agreed that compensation should only be permitted at Level 4 so as to prevent students entering a final year of a programme with outstanding Level 4 units. It was noted that Level 4 unit marks do not contribute to a final outcome. | | | |
| 3.1.13 | The Committee agreed that the current percentage level associated with the University’s compensation regulations may be harsh, and in addition the concept of ‘fast-track’, as an alternative assessment as an exceptional opportunity was worthy of further consideration. This would need to take into account whether the unit was taken with or without attendance and the extent to which this impacted on attendance on other units. This ‘fast track’ approach was considered less acceptable as students’ progress through their studies. | | | |
| 3.1.14 | Prof McIntyre-Bhatty thanked members for their contributions to the discussion and the essence of the dialogue would help inform the debate at Senate on 24 February 2016. | | | |
| **3.2** | **Student Population Statistics** (ASC-1516-61) | | | |
| 3.2.1 | The Continue/Qualify rate for BU for 2012/13 year of entry was 89.9% and the Higher Education Statistics Agency’s (HESA) published Continue/Quality rate for BU for 2012/13 entry was 90.5% (0.6% difference). The University was broadly in line with the sector and the figure had been stable for a long period of time. The HESA Performance Indicators for 2013/14 non-continuation would be published later this year, and it was expected that the published figure for Continue/Qualify would show a decrease of c. 0.4% from the 2012/13 figure. | | | |
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| 3.2.2 | The School of Combined and Joint Honours and the Faculty of Media & Communication (FMC) had continuation rates of 95.8% and 92.7% respectively, while the Faculty of Management (FM) had a continuation rate of 87.8%. Continue/Qualify rates had now levelled out after a fall following the introduction of full fees, and sector data for 2012/13 had revealed that the first full year under full fees had shown a fall of 0.5% from 91.4% in 2011/12, to 90.9% in 2012/13. | | | |
| 3.2.3 | The Continue/Qualified figure rose from 82.8% for 2009/10 first degree entrants to 83.7% for 2010/11 entrants, before falling again to 83.0% for 2011/12 entrants. This compared to a 2011/12 HESA sector average of 81.5%. HESA’s modelling of BU’s 2011/12 first degree qualifying rates was 83.9%, which was slightly higher than the observed figure; however the BU figures were based on actual qualifiers rather than a projection. HESA projected a figure of 81.2% for BU’s 2012/13 entrants which would be a c. 2% fall in the qualifying rate. Dr Sheridan advised that he was in the process of setting up a planning database to look at the nature of HESA’s information. It was noted that since the introduction of Faculties at BU, the outcomes for Faculties were much closer together than School figures had been historically. | | | |
| 3.2.4 | A consideration of ALS students found that the final outcome figures had been comparable for ALS and non-ALS students for many years (within 1.2% in each year). For 2011/12 entrants, the continue/qualify rate after four years was just under 79.7% for ALS students and 83.6% for non-ALS students. The proportion of ALS students awarded a First Class or Upper Second Class degree had been slightly lower than for non-ALS students. In 2014/15, 72.9% of ALS students received these degree classifications compared to 78.5% of non-ALS students. Dr Sheridan agreed to carry out a further analysis of non-continuation rates, broken down by ALS categories and the date students left the University.  **Action: LS** | | | |
| 3.2.5 | Members noted that FHSS have many students who do not recognise that they may have additional learning requirements; it was important that the University identifies these students as early as possible so that as much assistance as possible to be given. Dr Bobeva suggested that the data for ALS students be presented at a stacked bar chart moving forward so that the proportion of first year ALS students to second year ALS students, and non-ALS students could be seen clearly. | | | |
| 3.2.6 | The proportion of First and Upper Second Class degrees had risen from 71.6% in 2012/13 to 77.6% in 2014/15, which was in line with the sector. The proportion of First Class degrees rose by 1.3% from 15.0% in 2013/14 to 16.3% in 2014/15. Upper Second Class degrees had remained static (61.5% in 2013/14 and 61.3% in 2014/15), while Lower Second Class degrees fell from 21.4% in 2013/14 to 20.4% in 2014/15. | | | |
| 3.2.7 | Following an analysis of the **Universities and Colleges Admissions Service** (UCAS) tariff points on entry and the honours classification for graduating first degree students with a tariff score, this had shown an apparent relationship between the degree classification awarded and tariff points on entry for those students. In 2014/15, mean tariff points per award classification rose across all degree classifications. The rise in tariff points was much larger for lower degree classifications, so that the average tariff score for a graduate with a 2:2 rose by 18 points between 2013/14 and 2014/15, whilst the average tariff score of a student graduating with a First rose only by 2 points. This showed that the apparent relationship between tariff points on entry and honours classification was much less marked than in previous years and had in fact broken-down in 2014/15. Dr Sheridan agreed to carry out an analysis of tariff points for withdrawals vs continuing/qualifying students.  **Action: LS** | | | |
| 3.2.8 | In 2013/14, 86% of Masters level entrants were awarded a Masters Degree, 3% received a Postgraduate Diploma, 5% were continuing on their programme and 4.5% left without an award. There was some variation in the outcomes by Faculty, with the FMC having the highest percentage of students graduating with a Masters degree (90.9%). The lowest proportion was awarded in FHSS (83.3%), however FHSS also had the highest proportion of 2013/14 students still continuing (8.3%), the majority of which were likely to eventually complete a Masters Degree. Prof McIntyre-Bhatty asked DDEPPs to highlight this information at forthcoming FASC meetings as well as the proportions of First Class and Upper Second Class Degrees by Faculty as detailed on page 35 of the meeting papers, in particular since the apparent relationship between tariff on entry and undergraduate higher degree classifications was downwardly biased in the Faculty of Media & Communication and this had historically been the pattern. This was worthy of reflection on the part of the Faculty.  **Action: DDEPPs** | | | |
| 3.2.9 | The proportion of students awarded a Distinction on an MSc programme rose from 17.8% in 2012/13 to 24.3% in 2014/15. The proportion of students gaining a Merit or Distinction increased from 69% in 2012/13 to 79.9% in 2014/15. The proportion of students awarded a Merit or Distinction on an MA programme increased from 77.5% in 2012/13 to 80.6% in 2014/15. Within this total, the proportion awarded a Distinction rose from 16.7% in 2012/13 to 21.7% in 2014/15. It was noted that there was no clear trend of award pattern over the three years for MBA Awards and LLM Awards, although the majority of graduates achieved a Merit across the three years. | | | |
| 3.2.10 | The overall Postgraduate Research (PGR) completion rate from 2006/07 year of entry was 75%, with the same or higher rates likely in subsequent years from those students who had either already completed or were still continuing. The proportion of Postgraduate Research students finishing within four years rose from 43% for 2006/07 entry to 59% in 2007/08 entry. However, this number decreased to 20% in 2010/11. Part time doctoral completions rose from 23% within 7 years for 2006/07 starters to 42% for 2007/08 starters. The Committee noted the Graduate School review was underway with regards to reviewing and address PGR completion rates within the University. | | | |
| 3.2.11 | **Noted:** The Student Population Statistics paper was noted. | | | |
| **3.3** | **Updated AECC Faculty Quality Report** (ASC-1516-62) | | | |
| 3.3.1 | **Approved:** The updated Anglo-European College of Chiropractic (AECC) Faculty Quality Report was approved. | | | |
| **3.4** | **Amendment to the definition of Higher Doctorates, *8C – Higher Doctorate Awards at Bournemouth University: Procedure*** (ASC-1516-63) | | | |
| 3.4.1 | Ms Symonds presented the paper on behalf of Prof Zhang who was unable to attend the meeting. | | | |
| 3.4.2 | In October 2015, the Committee approved a new academic procedure, *8C – Higher Doctorate Awards at Bournemouth University: Procedure*. The paper presented to the October 2015 meeting incorporated an amendment to the requirements for being considered for the title/award Higher Doctorate which was defined in the University’s *2A – Awards of Bournemouth University: Policy.*  As this amendment was not made explicit in the proposal, the amended definition was being resubmitted to the Committee.  The original wording of “*Such an applicant shall be a holder of at least seven years’ standing of a first degree or a holder of at least four years’ standing of a higher degree*” was reworded to “*Such an applicant shall be a holder of at least four years’ standing of a higher degree (normally Doctorate)*”. | | | |
| 3.4.3 | **Approved:** The Committee gave **in principle approval** to the amended wording of *2A – Awards of Bournemouth University: Policy* and recommended the paper to Senate for approval. | | | |
| **4.** | **PART TWO – FOR APPROVAL AND ENDORSEMENT** | | | |
| **4.1**  4.1.1 | **Quality Assurance and Enhancement Group (QAEG) – New Nominations Received**  (ASC-1516-64)  The nominations listed below were **approved** for QAEG membership:   * Dr Alan Kirkpatrick (FM) * Dr Dermot McCarthy (FM) * Dr Suranjita Mukherjee (FM) * Melanie Coles (FST) | | | |
| **4.2** | **New Programme/Framework Developments Proposals** | | | |
| **4.2.1** | **Faculty of Media & Communication: New Programme Proposal – MA Creative Writing and Publishing** (ASC-1516-65) | | | |
| 4.2.1.1 | In response to market demand and the expertise within the School of Journalism, English and Communication, the proposed programme would open up areas of digital publishing where students could be empowered by being both content providers and publishers of their own creative output. There were currently only three institutions in the UK offering a combined MA in creative writing and publishing programme; none of these were available on the south coast of the UK. The programme would offer elements of both creative writing and publishing in preparation for the new publishing model, which involves less reliance on traditional publishing gatekeepers and more independent publishing. | | | |
| 4.2.1.2  4.2.1.3 | First stage research indicated approximately 50 Creative Writing courses, of these only three institutions offered a combined ‘MA Creative Writing and Publishing’ course. Second stage research amongst BU students and alumni (306 respondents) who may progress onto this course indicated that the title of MA Creative Writing and Publishing was by far the most appealing title with 47% indicating this was their preferred title of 5 options. This implied a potential niche area rather than a product that has no market appeal.  It is important to note that BU students/ graduates are one of the key markets BU would target, 40% of UK PG students, based on PG Freshers’ survey previously studied a BU course.    **Approved:** The Committee approved the proposed MA Creative Writing and Publishing programme for development. | | | |
| **4.2.2** | **Faculty of Science & Technology: Change of Title – MSc Forensic and Investigative Forensic Psychology to MSc Investigative Forensic Psychology** (ASC-1516-66) | | |
| 4.2.2.1 | As the result of a programme approval, a recommendation had been made to change the programme title from ‘MSc Forensic and Investigative Psychology’ to ‘MSc Investigative Forensic Psychology’ due to the programme having more of an investigative psychology focus, and only briefly considering other areas of forensic psychology. The original title approved by the Academic Standards Committee on 7 October 2015 may mislead potential recruits. The Committee approved the amended title and confirmed the change would be with immediate effect as the programme had already been through validation. | | |
| 4.2.2.2 | **Approved:** The Committee approved the change of title to MSc Investigative Forensic Psychology. | | |
| **4.2.3**  4.2.3.1 | **Faculty of Management: New Programme Proposal – BA (Hons) Taxation and Leadership** (ASC-1516-67)  Redacted. | | |
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| **4.2.4** | **Faculty of Management: Disambiguating the Title of MSc Crisis, Disaster and Cyber Security and clarification of the Lead Faculty** (ASC-1516-68) | | |
| 4.2.4.1 | Following ASC approval of the programme in October 2015, the Faculty had established that a number of variations of the programme title were being used within the Faculty of Management and within the documentation. Dr Main wished to clarify the programme title for completeness before the programme evaluation in March 2016. It was noted that the Lead Faculty for the programme would be the Faculty of Management. | | |
| 4.2.4.2 | Following discussion within the Faculty of Management, it was agreed that the title should include the word ‘Crisis’ rather than ‘Crises’ to assist with internet searches by prospective students, and the FM believed that including the word ‘Management’ in the title would make the title too long. The Committee agreed with including the word ‘Crisis’ in the title, but upon discussion agreed the word ‘Management’ should be included in the programme title and agreed upon the title of ‘MSc Crisis, Disaster Management and Cyber Security’, as internet searches are likely to use the terms ‘Crisis Management’ and ‘Disaster Management’. | | |
| 4.2.4.3 | **Approved:** The Committee approved the amended programme title of MSc Crisis, Disaster Management and Cyber Security. | | |
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| **5** | **PART THREE – FOR NOTE** | | |
| **5.1**  5.1.1 | **BU Response to HE Green Paper (**ASC-1516-69)  **Noted:** The Committee noted the report. | | |
| **5.2** | **Review of Feedback on Standard Assessment Regulations for Taught Programmes**  (ASC-1516-70) | | | |
| 5.2.1 | **Noted:** The Committee noted the report. | | | |
| **5.3** | **Partnership Agreements** (ASC-1516-71) | | | |
| 5.3.1 | **Noted:** The Committee noted the report. | | | |
| **5.4** | **Completed Framework/Programme Reviews, Validations and Reviews for Closure**  (ASC-1516-72) | | | |
| 5.4.1 | **Noted:** The Committee noted the report. | | | |
| **5.5** | **Pending External Examiner Appointments** (ASC-1516-73) | | | |
| 5.5.1 | Ms Symonds provided an update on the list of External Examiners paper. A nomination form for the BA (Hons) Business and Management External Examiner had been received in EDQ. | | | |
| 5.5.2 | A nomination form for the External Examiner for the FHSS programmes had been received and was now approved. | | | |
| 5.5.3 | The External Examiner for the MSc Archaeological Practice programme had agreed to extend his term and the Extension Form had now been completed. A nomination form had also been received for the External Examiner for the remaining FST programmes and was currently out for review. | | | |
|  |  | | | |
| 5.5.4 | **Noted:** The Committee noted the report. | | | |
| **5.6**  5.6.1 | **External Examiner Nominations and Examination Teams for Research Degrees**  (ASC-1516-74)  **Noted:** The Committee noted the report. | | | |
| **5.7**  5.7.1 | **BU Institutional Review Report for Pearson 2014/15 (previously Edexcel) (**ASC-1516-75)  **Noted:** The Committee noted the report. | | | |
| **6** | **REPORTING COMMITTEES** | | | |
| 6.1  6.1.1 | **Partnership Board Minutes** (ASC-1516-76)  **Noted:** The Partnership Board minutes listed below were noted.   * Sony Computer Entertainment Europe (SCEE) minutes of 17 November 2015 (unconfirmed) * Bournemouth & Poole College minutes of 25 November 2015 (unconfirmed) * Wiltshire College minutes of 25 November 2015 (unconfirmed) * AECC minutes of 2 December 2015 (unconfirmed) * Guernsey Training Agency (GTA) minutes of 9 December 2015 (unconfirmed) | | | |
| **6.2**  6.2.1 | **Quality Assurance Standing Group (QASG) Minutes** (ASC-1516-77)  **Noted**: The QASG minutes of 21 January 2016 were noted. | | | |
| **6.3** | **Faculty Academic Standards Committee Minutes** (ASC-1516-78) | | | |
| 6.3.1 | **Noted:** The Faculty Academic Standards Committee minutes listed below were noted. | | | |
|  |  | | | |
|  | * Faculty of Health & Social Sciences minutes of 18 November 2015 (unconfirmed) * Faculty of Management minutes of 2 December 2015 (10.00am meeting and 11.00am meeting) (unconfirmed) * Faculty of Media & Communication minutes of 4 November 2015 (confirmed) and 18 November 2015 (unconfirmed) * Faculty of Science & Technology minutes of 18 November 2015 (confirmed) and 21 January 2016 (unconfirmed) | | | |
| **7.**  7.1 | **Joint Academic Board Minutes** (ASC-1516-79)  **Noted:** The Joint Academic Board minutes of 17 December 2015 (unconfirmed) were noted. | | | |
| **8.** | **Any Other Business** | | | |
| 8.1 | There was no other business. | | | |
| **9.** | **Date and Time of Next Meeting** | | | |
|  | Monday 11th April 2016 – 11.00am to 2.00pm in the Board Room | | | |