# BOURNEMOUTH UNIVERSITY Unconfirmed

**ACADEMIC STANDARDS COMMITTEE**

**MINUTES OF THE MEETING HELD ON 31 May 2017**

|  |  |
| --- | --- |
| **Present:**Prof Tim McIntyre-Bhatty (Chair)Prof Vanora Hundley (Deputy Chair)Mandi BarronAnn FernadezAlan JamesJacky Mack (Secretary)Dr Andrew MainAssoc Prof Kevin McGheeDr Corrina Lailla OsborneProf Elizabeth RosserJamie SwansonDr Julia TaylorChris Williams | Deputy Vice-ChancellorDeputy Dean - Research And Professional Practice (FHSS)Senate Representative – Head of Student Services (SS)Director of Marketing and Communications (M&C)General Manager of the Students’ Union (SUBU)Head of Academic Services (AS)Deputy Dean – Education & Professional Practice (FM)Deputy Dean – Education & Professional Practice (FST)Head of Academic Operations (OVC)Deputy Dean – Education & Professional Practice (FHSS)SU VP (Education) 2016/17, Students’ Union (SUBU)Academic Manager, Doctoral College, representing Head of the Graduate SchoolHead of Department – Computer Animation, representing Deputy Dean – Education & Professional Practice (FMC) |

|  |  |
| --- | --- |
| **In Attendance:**Wing ChowJules Forrest (Clerk)Andy GutteridgeHelen MiddletonDr Christos Gatzidis and Dr Panos Amelidis [Agenda Item 5.4.4]Dr Ben Parris [Agenda Item 5.4.5] | Academic Quality Manager (AS)Academic Quality Manager (AS)Acadenic Quality Team Leader (AS)Academic Quality Administrator (AS)Head of Department – Creative Technology and Head of Department, Tourism and Hospitality (FM)Principle Academic in Psychology (FST) |

1. **APOLOGIES**

Apologies were received from:

|  |  |
| --- | --- |
| Dr Milena Bobeva Dr Barbara Dyer Professor Allison McConnellArvid Thorkeldson | Senate Representative – Principal Academic (FM) Deputy Dean – Education & Professional Practice (FMC)Professoriate Representative (FHSS)Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC) |

**2. MINUTES OF THE MEETING HELD ON 05TH APRIL 2017**

**2.1 Accuracy**

2.1.1 The Chair welcomed members to the meeting and apologies were noted as above.

2.1.2 The minutes of the meeting held on 05th April 2017 were approved as an accurate record.

**2.2 Matters Arising**

2.2.1 Ratification of Chair’s Action to approve the Programme Development Proposal for BA (Hons) International Tourism & Hospitality Management

 **Ratified:** the Committee ratified the action of the Chair in approving the Programme Development Proposal for BA (Hons) International Tourism & Hospitality Management.

2.2.2 Revised Graduate School Annual Report 2015/16

 **Action completed:** The revised Graduate School Annual Report was presented to the Committee and revisions were approved.

2.2.3 Minute 3.1.7 (3 Oct 2016) - Marketing & Communications Annual Report

*Each Faculty account management team had been adding in academic profiles to course entries under the ‘Your lecturers slice’. Approximately 95% now have profiles for (at least) programme leaders and the activity continues as the information is received from Faculties. Ms Fernandez and Dr Bobeva would continue to discuss offline.*

*Ms Mack liaised with Ms Fernandez to query whether academic profiles would be created for the whole programme team, and clarified when this action was anticipated to be completed.*

*100% of courses now include at least a short biography of the Programme Leader, plus a link through to their BRIAN profile.  The next stage was to expand the details to include core members of the teaching team working in liaison with the HoDs and Programme Leaders. This additional content would be added by 31May 2017. During this process we would also take note of further guidance from the new CMA report on what exactly should be added with regards to staff expertise*.

**Action completed:** the Director of Marketing and Communications reported that this action was completed and that all required information about teaching staff is currently published on the website, but work would be ongoing as all information available about academic staff would need to be continuously enhanced. It was also reported that the meeting with Legal Services would take place shortly to discuss CMA, but that work had been ongoing with Faculties and would continue.

2.2.4 Minute 3.1.3 (7 Dec 2016) - Graduate School Annual Report 2015/16

*The Committee requested an increased level of detail in the report moving forward which was taken from FQR activities in order members could see the improvements being made within the Graduate School. The Committee would also like to see summaries from each of the Faculty Quality Reports in future reports as well as further information regarding Progression Monitoring and Supervisory Development Training.*

*Based on amendments agreed to point 3.1.3 from the meeting held on 7 December 2016,**Prof Zhang would be required to add an increased level of detail to the Graduate School Annual Report before the next meeting. This would be taken from Faculty Quality Report (FQR) activities in order for members to see what improvements were being made within the Graduate School.*

*The revised report was to be presented at May’s meeting of ASC. A Graduate School Academic Manager will be in attendance to present this report*.

**Action completed:** The revised Graduate School Annual Report was presented to the Committee and revisions were approved.

2.2.5 Minute 3.1.5 (7 Dec 2016) - Graduate School Annual Report 2015/16

*The report referred to issues flagged in the Postgraduate Research Experience Survey (PRES) and some communication issues with Faculty and other departments. The Committee suggested that future reports should include some detail regarding how issues would be monitored moving forward.*

*Based on amendments agreed to point 3.1.3 from the meeting held on 7 December 2016, Prof Zhang would be required to include some detail to the Graduate School Annual Report about how PRES issues would be monitored before the next meeting.*

*The revised report was to be presented at May’s meeting of ASC. A Graduate School Manager will be in attendance to present this report.*

**Action completed:** The revised Graduate School Annual Report was presented to the Committee and revisions were approved.

2.2.6 Minute 4.1.3 (5 April 2017) Student Population Statistics

*To provide a further analysis of the performance data against Widening Participation Flags and BME categories.*

**Action completed:** Some updates to the data had been circulated by the Academic Business Intelligence Manager, and the full analysis will be circulated to Committee members by end June 2017.

2.2.7 Minute 4.1.5, (5 April 2017) Student Population Statistics

*To expand the postgraduate classification data to include January starts and to amalgamate data from the different award types*.

**Action completed:** Some updates to the data had been circulated by the Academic Business Intelligence Manager, and the full analysis will be circulated to Committee members by end June 2017.

2.2.8 Minute 4.1.6 (5 April 2017) Student Population Statistics

*Deputy Deans Education and Professional Practice (DDEPP) to discuss the report within their Faculty*.

**Action ongoing:** The Faculty of Management (FM) reported that the data had been circulated and considered at the most recent FASC on 10 May 2017. The Faculty for Health and Social Science (FHSS), the Faculty for Science and Technology (FST) and the Faculty of Media and Communications (FMC) reported that the data had been circulated and would be discussed at the next FASC. The Faculties were asked to report back to the Committee in the new academic year.

 **Action: Deputy Deans for Education and Professional Practice**

It was noted by the Committee that the data should also be considered through the annual monitoring process.

2.2.9 Minute 4.2.1 (5 April 2017) Academic Quality Annual Report

*There had been a 76% decrease in concerns raised by External Examiners in relation to academic standards compared to data recorded for 2014/15. The percentage suggested that a large number of concerns had been raised by External Examiners for 2014/15, whereas numbers were actually small with concerns decreasing from 38 to 9. It was requested that the decrease in concerns was more clearly expressed within the report.*

**Action completed:** Minute 4.2.1 revised.

2.2.10 Minute 4.2.4 (5 April 2017) Academic Quality Annual Report

*In order to provide added assurance, the Committee approved the report’s recommendations and requested that an update was provided at Academic Standards Committee (ASC) on 31 May 2017*.

**Action ongoing:** this work was ongoing and a revised report would be circulated by the end June 2017.

2.2.11 Minute 4.3.6 (5 April 2017) Annual Monitoring and Enhancement Review 2016/17

*It was requested that further consideration was given to whether PGT should be based on the same timeline as UG provision, or whether this should be modified to allow key data, such as outcomes, to be reviewed in a more timely way.*

**Action completed:** Agenda ASC-1617-100

2.2.12 Minute 4.3.7 (5 April 2017) Annual Monitoring and Enhancement Review 2016/17

*Ms Mack reported that she would have further discussions with the DDEPPs to help progress the revised monitoring model to ensure that the model was in place for the 2016/17 cycle. It was requested that a more detailed proposal was submitted at ASC on 31 May 2017.*

**Action completed:** Agenda ASC-1617-100

2.2.13 Minute 4.3.7 (5 April 2017) Carrying Credit

*Revisit the statements regarding students’ attendance for ‘Repeating’ and ‘Carrying Credit' to make clear that students had the option to attend lectures or seminars, depending on timetable commitments for those students who were ‘Carrying Credit’.*

**Action completed:** the revisions regarding attendance had been completed and the regulations and policies were referred to Senate for approval.

2.2.14 Minute 5.4.3 (5 April 2017) Pending External Examiner Appointments

*AQ required an External Examiner nomination from the Faculty of Health and Social Sciences (FHSS) for BSc (Hons) Adult Nursing.*

**Action completed:** this nomination had now been completed.

**2.3 Declarations of Interest**

The Committee received one declaration in relation to agenda item 5.1 Quality Assurance and Enhancement Group (QAEG) Nominations from Academic Quality (ASC-1617-103) from Ms J Forrest.

**3. PART 1: FOR DEBATE AND DISCUSSION**

**3.1 Debate item: PhD by prospective publication – too risky to introduce?** (ASC-1617-98)

3.1.1 The Debate item was deferred to the next meeting in October 2017.

**4. Institutional Monitoring**

**4.1 Faculty of Management Faculty Quality Audit 12 month follow up Report/Action Plan** (ASC-1617-99)

4.1.1 The Committee received the Faculty of Management 12 month follow-up to the Action Plan from the May 2016 Faculty Quality Audit. It was noted that FAB and FESEC were supporting the integration of the enhancement strategy across the Faculty and ensuring that all Departments remain focussed on these objectives and goals.

4.1.2 The Committee noted that greater support for placements and employability enhancements had been put in place across the Faculty during 2016/17. These included a standardisation of the approach to, and experience of, placements (whether compulsory or optional), improved pre-placement support incorporating a specifically designed induction and a greater emphasis on the value of the placement as a learning opportunity for students highlighted by the introduction of a prizes and a Faculty ceremony to celebrate placement success.

4.1.3 The Chair queried what kind of interdisciplinary activities had been developed to further develop the employability agenda across departments within the Faculty. The Deputy Dean Education & Professional Practice reported that although there had been activity, data from Programme Leaders would need to be collated to provide details. It was agreed this data would be shared with the Committee at the next meeting.

 **Action: AM**

**4.2 Annual Monitoring and Enhancement Review 2016/17** (ASC-1617-100)

4.2.1 The Head of Academic Services presented the proposed new policy and procedure for annual monitoring with the intention of applying the new process this academic year (2016/17). The broad principles were approved at the April 2017 meeting of ASC[[1]](#footnote-1). The paper provided further information on the new Annual Monitoring and Enhancement Review (AMER) which would replace the previous policy and procedure known as Annual Review and Continuous Monitoring (ARCM): *5C – Continuous Monitoring of Taught Academic Provision: Policy and Procedure*. AMER presented a major change to the existing policy and would therefore require approval from Senate.

4.2.2 The Faculty of Health and Social Sciences (FHSS) raised some concerns about the timings of the new process as the AMER requires earlier reporting and review of some data, and for consideration to take place at Department as well as Faculty level before reports are received at ASC in October. FHSS assessment boards tend to take place in September, at a later point in the academic year compared to other Faculties, and there was some concern that this would not give enough time to complete unit monitoring reports which forms an important part of the annual monitoring process.

4.2.3 The Committee were reminded that the reasons for introducing a new model for annual monitoring were partly because of changing external quality assurance and enhancement reporting requirements in relation to the new Hefce operating model. The earlier reporting timelines would align with annual assurances to be given at Board level prior to December. Overall, the new AMER process had marginally tighter timings than previously. However, the Committee noted that the work reviewing data will still take place over broadly the same period as previously (in August, September and October) to enable academic staff to reflect on the previous year’s challenges and successes. One of the objectives and potential benefits of a tighter timescale was that issues could be identified and actioned in a shorter timeframe ensuing that students had the opportunity to experience improvements more immediately than may have happened previously.

4.2.4 The Committee also recognised that AMER provided a more streamlined and efficient model for annual monitoring and removed the potential for duplication of work by combining quality assurance and enhancement of student experience initiatives in one process. It was noted that the benefits of a more streamlined and data-focussed system would be felt by academic staff, thus alleviating some of the pressures of the previous process.

4.2.5 It was acknowledged that there could be different operational timings for Faculties where there were specific reasons e.g. FHSS have later assessment boards. However, the majority of the data analysis and reflection would still need to take place over the summer as with the current process, as that is when the bulk of data will be made available to academic staff. Although there was concern that academic staff are given adequate time to review the AMER data, as it is valuable exercise that requires consideration in a timely manner, it was also felt that where issues are identified from the preceding year, changes must be made that will positively impact next year’s cohorts. It was recognised that whilst the timescales may be tighter, the process is less administratively burdensome for staff, with an increased emphasis on metrics and performance against targets, which will make it more efficient than the previous ARCM process.

4.2.6 The AMER process as proposed provides a standard model that will be used for undergraduate and postgraduate programmes in the first year of operation. It was noted that there may need to be modifications to the postgraduate data as timescales were different to undergraduate programmes, but the same timeline would be in place for the first cycle.

4.2.7 There was positive feedback from the Faculty of Management and Faculty of Media and Communication. Both Faculties reported that they were confident they could make the timings required for AMER work with academic staff, as the benefits of the streamlined process would be apparent to all involved in annual monitoring. It was noted that the different duties and responsibilities of the specific roles involved, Programme Leader, Head of Department, Deputy Dean Education, would need to work closely together to make the AMER process work effectively. It was also suggested that there may be a particular role for the Head of Education to work with Heads of Department to support AMER in Faculty. The role of the Head of Education would be given further consideration in relation to the AMER process.

  **Action: JM**

4.2.8 It was reiterated that the new AMER would replace the need for a separate ESEP. Further consideration was required in relation to how Professional Services should capture student enhancement initiatives. A possible alternative could be to integrate this within existing Delivery Plans. Further consideration would be given to how to identify and action relevant Professional Services objectives in relation to the student experience and the new AMER process.

 **Action: JM**

4.2.9 **Approved:** The principles, policy and procedure of the new AMER process were approved and recommended to Senate.

**4.3 ARPP Update: 6C – Assessment Design, Handling and Submission: Policy and Procedure and 6D – Marking, Independent Marking and Moderation: Policy and Procedure** (ASC-1617-101)

4.3.1 The Committee received a report that there had recently been a case of inconsistent assessment practices across Faculties in relation to certain marking practices, in particular, linking non-attendance to a deduction in marks for an assessment item. The annual updates to the University’s *Academic Regulations, Policies and Procedures* provided an opportunity to clarify the University’s position in relation to assessment criteria and the deduction of marks for non-attendance.

4.3.2 The Committee noted that it had been confirmed to students that it is not Bournemouth University’s policy to reduce student grades as a result of non-attendance at lectures or seminars or other scheduled learning sessions. Students had been informed that they are expected to be engaged participants in their learning and for a small number of programmes, the level of student participation may be monitored to inform the assessment process or there may be Professional, Statutory or Regulatory Body (PSRB) requirements relating to attendance. In these instances, it would be clearly stated in the learning outcomes and assessment criteria that attendance for the purposes of engagement (e.g. as a part of group work, or to presentations etc.) would be considered as a part of the marking process.

4.3.3 Clarification on this matter had been provided by updating the relevant Regulations and Policies to ensure consistency and transparency in the area of assessment design and marking practices. A statement had been added to *6C – Assessment Design, Handling and Submission: Policy and Procedure:*

“*Student attainment should not include a measurement of attendance, ie. marks cannot be deducted for non-attendance unless there are specific Professional, Statutory or Regulatory Body (PSRB) requirements. In such instances this should be reflected in the learning outcomes*.”[[2]](#footnote-2)

4.3.4 In addition to the statement above, minor amendments were required to *6C – Assessment Design, Handling and Submission: Policy and Procedure* and *6D – Marking, Independent Marking and Moderation: Policy and Procedure* to underline the expectation around marking practices. In *6C – Assessment Design, Handling and Submission: Policy and Procedure* the reference to ‘attendance’ had been removed from appendix 1 and replaced with ‘engagement’ to reflect the evaluation of a student’s engagement with a group task[[3]](#footnote-3). In *6D – Marking, Independent Marking and Moderation: Policy and Procedure* a footnote had been updated to clarify that marks cannot be deducted for non-attendance[[4]](#footnote-4).

4.3.5 **Approved:** the Committee approved all updates to *6C – Assessment Design, Handling and Submission: Policy and Procedure* and *6D – Marking, Independent Marking and Moderation: Policy and Procedure.*

**4.4 Annual Review of Key Performance Indicators/Performance Indicators (**ASC-1617-102)

4.4.1 The Committee received the annual report summarising performance against KPIs and PIs as set out in BU 2018. It was noted that overall progress had been good against targets and that Academic Strength had seen a significant increase by 4% in the last quarter reaching a total of 82%, and a total increase of 11% over the past 12 months. Reasons for the improvement included higher numbers of staff with FHEA and/or a recognised teaching qualification, more staff taking part in international conferences, more staff with professional affiliations and more staff active in industry.

4.4.2 The Chair noted that although the staff: student ratio (SSR) had improved prior to 2016/17 and that it had met the target of 18:1, the University would end up with no further gain for that KPI this academic year. This was due to the increased number of academic posts created in 2016/17, which meant that although vacancies are being filled there are a higher number of new academic staff posts than previously resulting in a growth from 50 to 70 academic vacancies. It was noted that the staff base is still growing though less quickly, and that staff and student numbers are expected to stabilise over the next few years. Staff turnover was recognised to be at 5-6% of the academic staff population.

4.4.3 There was some concern that the University held on to vacant posts for too long and that there could be improvements made to the recruitment process that would enable a faster turnaround in recruitment activities. One suggestion was that that panel arrangements for academic staff posts might be simpler allowing Faculties to respond more quickly to vacant posts. The Committee were informed that recruitment processes had been identified as a possible area for review at a recent University Leadership Team (ULT) day and that there had been ULT members allocated to lead on exploring potential improvements in this area.

4.4.4 There was a suggestion that FHEA status (PI6) might be being under reported as staff are not always clear on where to record their qualifications. It was clarified that staff are required to update this information on BRIAN. It was also queried whether 100% staff with FHEA status was realistic, given the time staff spent on probation and the existing baseline turnover of 5-6%. The Committee were reminded that the KPI reflected the expectation of staff who are engaged with student learning and teaching activities, and that these are the staff who will be directly engaged with student learning on a daily basis.

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

**5.1 Quality Assurance and Enhancement Group (QAEG): Nominations from Academic Quality** (ASC-1617-103)

5.1.1 **Approved:** The Committee approved the following nomination for QAEG membership:

* Jules Forrest (Academic Quality, Academic Services)

**5.2 Pending External Examiner Appointments** (ASC-1617-104)

5.2.1 The Committee noted that all programmes with external examiners whose appointment ended in September 2016 now had examiners appointed to them with the exception of the LLB (Hons) Law programme. In this case, another existing external examiner was covering the units required whilst a replacement was being sought by the Faculty.

5.2.2 The Doctor of Professional Practice in Digital Media and Doctor of Engineering in Digital Media were currently both also indicated as requiring external examiners to be appointed within this academic year. However, as these were research degrees Academic Quality had queried with the Faculty as to whether the appointment of taught external examiners was required for this programme.

5.2.3 The Committee noted the list of external examiners with September 2017 end dates, and it was reported that Academic Quality would work with Faculties to support the timely appointment of new posts to these upcoming vacancies.

5.2.4 There was some inconsistency in appointment end dates – some ended on 01 September and others ended on 30 September. A consistent end date of 30 September would ensure that resit assessment boards were covered by an external examiner’s appointment term. It was agreed this could be standardised across appointments.

 **Action: JF**

**5.3 External Examiner Nominations and Examination Teams for Research Degrees** (ASC-1617-105)

5.3.1 **Ratified:** the Committee ratified the recently appointed External Examiners and Examination Teams for Research Degrees.

**5.4 New Programme/Framework Developments Proposals**

5.4.1 **Faculty of Health and Social Sciences: (Level 7 – 40 credits course) Change of Title: Supplementary and Independent Prescribing for Physiotherapists, Podiatrists/Chiropodists to Supplementary and Independent Prescribing for Physiotherapists, Podiatrists/Chiropodists and Radiographers** (ASC-1617-106)

5.4.1.1 The new change of title had been proposed due to new Health Care and Professional Council (HCPC) regulations enabling radiographers to act as prescribers. Consequently, radiographers have been added as a new professional group to the title of the programme to reflect the changes made by the professional body.

5.4.1.2 **Approved:** the Committee approved the change of title in principle, but formal approval would be subject to final approval by the HCPC which was still underway.

5.4.2 **Faculty of Health and Social Sciences: Programme Development Proposal: Addition of new apprenticeship pathway to BSc (Hons) /PG Dip Adult Nursing; BSc (Hons) PG Dip Mental Health Nursing; BSc (Hons) Children and Young People’s Nursing**  (ASC-1617-107)

5.4.2.1 The Committee considered a new proposal to develop degree apprenticeship routes for three existing Nursing programmes in Adult Nursing, Mental Health Nursing and Children and Young People’s Nursing. The introduction of degree apprenticeships has meant that in order for the Trusts to access the funding available from their apprenticeship levy to deliver these awards, an additional apprenticeship pathway will be developed to run in parallel to the existing programmes. The development of the new degree apprenticeships’ routes will also facilitate the Faculty’s partnership working with the NHS as well as maximising the recruitment of student nurses.

5.4.2.2 The Committee noted that the apprenticeship model would be subject to the Health Education Wessex Trust’s approval and that the anticipated start date would be February 2018. The degree apprenticeship pathway was a new model for the sector and whilst the standards for nursing degree apprenticeships had been published there remained a certain amount of detail to be resolved including the requirements of the ‘End Point Assessment’. It was not yet clear how much of an apprentice’s time can be used to study and how much for work, although it was suggested the current proposed model was to follow the 3.5 year pathway (the current part time practice route).

5.4.2.3 The Committee queried whether a new internal approval process was required to develop degree apprenticeship pathways, and whether the new pathway constituted an entirely new award. The Head of Academic Services reported that work is being undertaken to consider the programme approval process in the light of the introduction of degree apprenticeships and how existing BU approval process might need to be adapted to support the development of degree apprenticeships. It was recognised that the internal approval process would need to take into account changes to programme documentation, Faculty input and the role of PSRBs, in this case, the Nursing and Midwifery Council (NMC).

5.4.2.4 It was agreed that given the novelty of the degree apprenticeship model to the University, and the sector as a whole, and that there were still some significant aspects to be decided including how assessments are managed and how the University approves this new type of provision.

 **Action: JM**

5.4.2.5 **Approved:** the Committee gave approval in principle to the new apprenticeship pathways for Nursing programmes, but required a more developed proposal for full approval.

 **Action: ER**

5.4.3 **Faculty of Management: Change of title – BA (Hons) Retail Management to BA (Hons) Retail Marketing Management (**ASC-1617-108)

5.4.3.1 The Faculty clarified that the intention was to develop the programme proposal based on recent market research in order to add a marketing dimension to the BA (Hons) in Retail Management to make the programme more competitive and attractive to a wider audience. The expectation was that following approval of the title change there would be work undertaken to expand the curriculum to reflect the new marketing perspective. It was noted that there was no outline of indicative content or unit titles in the programme proposal paperwork without which it was difficult for the Committee to make a judgement as to the appropriateness of the title change.

5.4.3.2 The Committee noted that the intention had been to market the new programme to 2018 entrants, but that this was outside the University’s programme approval timescales and would require Chair’s action to be taken outside the Committee. It was agreed that a 2019 start date was more realistic, and would enable the approval process to take place in a timely manner.

5.4.3.3 It was agreed that more work was required on this proposal before approval could be given by the Committee.

 **Action: AM**

5.4.4 **Faculty of Science and Technology: New Programme Proposal: BA (Hons) Music and Sound Production** (ASC-1617-109)

5.4.4.1 The Faculty presented a revised proposal for a new programme with the title BA (Hons) Music and Sound Production. This programme proposal was the result of a review of the programme’s performance in terms of recruitment, engagement with the needs of industry and employers and a comparison with similar programmes across the sector. The Programme Team had identified the need for an increased technical focus on production to attract more students and intended to take advantage of the new facilities that will be available in planned University developments.

5.4.4.2 The Faculty explained that the intention was to introduce the new programme from September 2019, and to run out the existing programme and then formally close it once all students had completed. It was noted that this was an opportunity to boost recruitment and provide a solid and attractive offering to a programme that already performed well on student satisfaction and outcomes.

5.4.4.3 **Approved:** The Committee approved the proposed BA (Hons) Music and Sound Production.

5.4.5 **Faculty of Science and Technology: New Programme Proposal: PG Cert &PG Dip Hypnosis in Research, Medicine and Clinical Practice (**ASC-1617-110)

5.4.5.1 The Committee were presented with a proposal to offer PG Cert and PG Dip awards to the existing MSc in Hypnosis in Research, Medicine and Clinical Practice. It was explained that offering PG Cert/PG Dip as distinct awards opened up the programme to a wider market who may not want, or be able, to commit to a full Masters programme. The recent validation of the programme had also recommended the programme team consider the benefits of offering intermediate awards. The Faculty advised that there was no PSRB or accreditation limitation from the Royal Society of Medicine to achieving an intermediate award as all the accredited material and learning is contained in the first 60 credits, i.e. the PG Cert.

5.4.5.2 The Committee noted that in order to reach certain markets it was important to have a flexible offering that enabled potential students to access a programme in ‘bite-size’ chunks, or would allow students who were daunted by the prospect of taking on a full Masters to still engage with a postgraduate qualification, but one that requires less commitment from an individual.

5.4.5.3 There was a query to the Faculty about how the programme team engaged with local and regional professionals and NHS Trusts to take advantage of the potential market, and to support the appeal of the programme to employers.

5.4.5.4 **Approved:** the Committee approved the new PG Cert &PG Dip Hypnosis in Research, Medicine and Clinical Practice.

5.5 **Programme/Framework Review Deferral Requests**

5.5.1 **Faculty of Management Deferral: Business and Management UG Framework; BA (Hons) Business and Management (Top Up); BA (Hons) International Management (Top Up); MBA/PG Dip/PG Cert (**ASC-1617-111)

5.5.1.1 The Faculty requested deferral of the periodic reviews for the Business and Management UG Framework, the BA (Hons) Business and Management (Top Up), the BA (Hons) International Management (Top Up) and the MBA/PG Dip/PG Cert until 2018/19 due to the upcoming accreditation by the Association for the Advancement of the Collegiate Schools of Business (AACSB). Whilst undergoing the accreditation process by AACSB there is a limit on the amount of modifications that can be made to these programmes. If that limit was breached, the accreditation process would need to be restarted.

5.5.1.2 It was proposed that the periodic reviews take place after AACSB accreditation in 2018/19. The AACSB visit is due to take place in April 2018 and, if successful, the programmes will receive accreditation over the summer of 2018. By holding the periodic review after accreditation is granted it avoids the programme team from being constrained in relation to making changes in advance the accreditation visit, and also ensures there is an opportunity for the programme team to respond to any proposed changes that might be necessary after AACSB have visited.

5.5.1.3 The Committee noted that there had been no significant concerns or issues raised through the annual monitoring process.

5.5.1.4 **Approved:** the Committee approved the request to defer the periodic review for the Business and Management UG Framework, the BA (Hons) Business and Management (Top Up), the BA (Hons) International Management (Top Up) and the MBA/PG Dip/PG Cert until 2018/19.

**6. PART 3: FOR NOTE**

**6.1 Sector News Update** (ASC-1617-112)

6.1.1 **Noted:** the Committee noted the updates from the sector.

**6.2 New Partnership Agreements** (ASC-1617-113)

6.2.1 **Noted:** the Committee noted the new partnership agreements.

**6.3 Completed Framework/Programme Reviews, Validations and Reviews for Closure (**ASC-1617-114)

6.3.1 **Noted:** the Committee noted the report.

**6.4 Anglo-European College of Chiropractic Status Update (**ASC-1617-115)

6.4.1 The Committee received a report regarding the change of status of the Anglo-European College of Chiropractic (AECC) from Associate College of Bournemouth University to a model based on the standard partner franchise model. The change has been introduced following AECC’s success in achieving Taught Degree Awarding Powers (TDAP). As a result the current partnership arrangement based on BU being the awarding body for AECC programmes will end and a ‘teach-out’ period will commence from September 2017 until the final BU-registered student completes their degree programme.

6.4.2 The change of status will mean that academic standards and quality will be managed through direct oversight from ASC, and the Academic Quality team will provide the contact and advice normally provided by a Faculty in the teach out period.

6.4.3 **Noted:** the Committee noted the report.

**7. Reporting Committees**

**7.1 Partnership Board Minutes (**ASC-1617-116)

7.1.1 **Noted:** the Committee noted the Yeovil College minutes (unconfirmed) from 02 March 2017.

**7.2 Quality Assurance Standing Group Minutes of 02 May 2017 (unconfirmed) (**ASC-1617-1170)

7.2.1 **Noted:** the Committee noted the Quality Assurance Standing Group minutes (unconfirmed) from 02 May 2017.

**7.3 Faculty Academic Standards Committee Minutes (**ASC-1617-118)

7.3.1 **Noted:** the Committee noted the following Faculty Academic Standards Committee Minutes:

* FM FASC Minutes 10 May 2017 (unconfirmed)
* FMC FASC Minutes 09 May 2017 (unconfirmed)
* FST FASC Minutes 26 April 2017 (unconfirmed)

**8. ANY OTHER BUSINESS**

8.1 The Committee discussed the importance of offering flexible routes into study as highlighted by the request to offer PG Cert and PG Dip for the MSc Hypnosis in Research, Medicine and Clinical Practice (ASC-1617-110). It was noted that whilst there had been an historical decision to avoid separately marketing intermediate awards, the sector had now moved on and Faculties should now consider the opportunities intermediate awards could offer for more flexible routes into learning at the initial approval event. This was reflected in the BU2025 strategic approach to appeal to a wider market, who may not be interested in full-time study.

 **Action: Faculties**

8.2 There was a query over the ability of SITS to provide the monitoring report this year detailing those units with a 20% and above failure rate. The Committee was assured that a solution has been put in place for this year and that a further update would be provided to Deputy Deans Education and Professional Practice.

 **Action: JM**

8.3 The Chair thanked the Faculty of Management Deputy Dean Education and Professional Practice for their excellent service to the Faculty and ASC during their time in that role and offered best wishes for their future on behalf of the Committee.

**9. TIME AND DATE OF NEXT MEETING**

9.1 **Noted:** the next meeting will take place in the new academic year on Wednesday 04 October 2017 at 1:00pm in the Board Room.

1. ASC April 2017 (ASC-1617-71) [↑](#footnote-ref-1)
2. *6C – Assessment Design, Handling and Submission: Policy and Procedure* clause 5.2 p.3 [↑](#footnote-ref-2)
3. *6C – Assessment Design, Handling and Submission: Policy and Procedure* appendix 1 p.14 [↑](#footnote-ref-3)
4. *6D – Marking, Independent Marking and Moderation: Policy and Procedure* clause 9.1, footnote 10 p.13 [↑](#footnote-ref-4)