# BOURNEMOUTH UNIVERSITY Confirmed

**ACADEMIC STANDARDS COMMITTEE**

**MINUTES OF THE MEETING HELD ON 4th DECEMBER 2017**

**Present:**

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| Prof Tim McIntyre-Bhatty (Chair) | Deputy Vice-Chancellor |
| Prof Vanora Hundley (Deputy Chair) | Deputy Dean - Research And Professional Practice (FHSS) |
| Mandi Barron | Senate Representative – Head of Student Services (SS) |
| Dr Milena Bobeva | Senate Representative – Principal Academic (FM) |
| Adam Child (Secretary) | Head of Academic Quality (AS) |
| Dr Barbara Dyer | Deputy Dean – Education & Professional Practice (FMC) |
| Ann Fernandez | Director of Marketing & Communications |
| David Foot | Market Research Manager |
| Alex Hancox | Vice-President (Education), Students’ Union (SUBU) |
| Alan James | General Manager of the Students’ Union (SUBU) |
| Jacky Mack  | Head of Academic Services (AS) |
| Professor Alison McConnell | Professoriate Representative (FHSS) |
| Dr Kevin McGhee | Deputy Dean – Education & Professional Practice (FST) |
| Dr Corrina Lailla Osborne | Head of Academic Operations (OVC) |
| Professor Elizabeth Rosser | Executive Dean (FHSS) |
| Dr Philip Ryland | Associate Dean Student Experience (FM) |

**In Attendance:**

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| Jack Guymer | Academic Quality Officer (AS) |
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| Dr Emily Arden-Close [Item 5.1.4] | Senior Lecturer (FST) |
| Dr Sue Eccles [Item 5.1.1] | Senior Principal Academic (CEL) |
| Dr Jane Elsley [Items 5.1.3, 5.1.4 & 5.1.5] | Head of Education, Department of Psychology (HoE) |
| Dr Paul Hartley [Item 5.1.6] | Senior Lecturer (FST) |
| Professor Debbie Holley [Item 4.2.1] | Head of Centre for Excellence in Learning (CEL) |
| Dr Fiona Knight [Items 3.1 & 4.1.1] | Doctoral College Academic Manager |
| Dr Tauheed Ramjaun [Item 5.1.2] | Lecturer in Corporate Communications (FMC) |
| Dr Carly Stewart [Item 5.2.1] | Senior Lecturer (FM) |
| Dr Jacqui Taylor [Item 5.1.3] | Associate Professor (FST) |
| Dr Julia Taylor [Items 3.1 & 4.1.1] | Doctoral College Academic Manager |
| Professor Edwin van Teijlingen [Item 3.1] | Professor of Reproductive Health (FHSS) |

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| **1** | **APOLOGIES** |
| Apologies were received from: |
| Dr Lois Farquharson  | Deputy Dean – Education & Professional Practice (FM) |

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| **2** | **MINUTES OF THE MEETING HELD ON 31ST OCTOBER 2017** |
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| **2.1** | **Accuracy** (ASC-1718-35) |
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| 2.1.1 | The Chair welcomed members to the meeting. Apologies were noted as above.  |
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| 2.1.2 | The minutes of the meeting held on 31st October 2017 were approved as an accurate record. |
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| **2.2** | **Matters Arising** (ASC-1718-36) |
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| 2.2.1 | All matters arising from the previous meeting were deemed to be complete, with the exception of those listed below. Please refer to the actions log for details of completed actions. |
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| 2.2.2 | Minute 4.1.6 (5th April 2017) Student Population Statistics*Deputy Deans Education and Professional Practice (DDEPP) to discuss the report within their Faculty*.***FHSS:*** *The Committee noted that the action remained outstanding for the Faculty. It was requested that an update on relevant discussions was sent to the Chair before the next meeting on 4th December 2017.* ***FST:*** *The**Deputy Dean – Education & Professional Practice (FST) needed to clarify which meeting of Faculty Academic Standards Committee (FASC) the summary had been discussed at. It was requested that an update was sent to the Chair before the next meeting on 4th December 2017 in order to close the action.***Action completed:****FHSS:** It was noted that the summary of the report was reviewed at the FASC meeting held 15th November 2017 and conversations were ongoing within the Faculty. **FST:** The summary of the report was reviewed at the FASC meeting held 21st June 2017. An overview of the report had been disseminated to the Faculty’s Heads of Department.  |
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| 2.2.3 | Minute 5.4.2.4 (31st May 2017) 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*Consideration was to be given to the approval process for new degree apprenticeships routes.**Work was ongoing to establish the various working groups and partnerships for the development of new degree apprenticeships. Whilst noting the Committee’s concerns with regards to the speed of which degree apprenticeships needed to be approved, the Secretary reported that a meeting had been arranged with the Department of Design & Engineering to discuss the requirements for converting existing provision for delivery as a degree apprenticeship. It was hoped that the outcome of the meeting would help establish the most appropriate route that would need to be taken with regards to developing new degree apprenticeships and a further update will be provided at the next meeting on 4th December 2017.***Action ongoing:** Academic Quality had discussed options for the academic approval of a Degree Apprenticeship in Engineering in line with current approval procedures, through the ‘conversion’ of the existing Integrated Masters delivered in partnership with Bournemouth and Poole College (BPC).Very early discussions had also taken place with the College around partnership working for the delivery of Degree Apprenticeships. It was expected that further updates would be provided in due course depending on the outcomes from these conversations.**Action: AC** |
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| 2.2.4 | Minute 4.1.3 (31st October 2017) Marketing & Communications Annual Report*Circulate guidance to staff as a reminder of the obligations on the University in supplying accessible information for prospective students.***Action completed:** It was reported that the HEFCE Good Practice Guide had been circulated to Programme Leaders and other relevant Faculty colleagues by the Faculty Marketing Account Managers. |
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| 2.2.5 | Minute 4.2.2 (31st October 2017) Academic Quality Annual Report*Follow-up outstanding programme-level action plans with relevant Programme Leaders.***Action ongoing:** The Secretary noted that the programme-level action plans for postgraduate provision within the Department of Archaeology, Anthropology and Forensic Science were still outstanding. It was reported that the issue had been raised at the meeting of FASC on 8th November 2017 and submission of the action plans was expected shortly. The Chair requested that relevant colleagues provided direct correspondence to him outlining reasons for the delay, noting annual monitoring should have been completed before the October meeting.**Action: KM** |
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| **2.3** | **Declarations of Interest** (ASC-1718-37) |
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| 2.3.1 | No declarations of interest were received. |
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| **3.** | **DEBATE** |
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| **3.1** | **Debate Item: PhD by prospective publication – too risky to introduce?** (ASC-1718-38) |
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| 3.1.1 | The Committee received presentations summarising reasons in favour of introducing a Doctor of Philosophy (PhD) by Prospective Publication as well as outlining some of the drawbacks of this option. More common in Europe, the PhD by Prospective Publication route offered an alternative path to the traditional PhD and involved writing a series of shorter papers, rather than one thesis, which were considered to contribute towards achieving the PhD once accepted for peer-reviewed journals. |
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| 3.1.2 | Considerations when introducing a PhD by Prospective Publication included:* The potential for time delays when a paper was being reviewed, or if a paper was rejected by a peer-reviewed journal with resulting impact on completion rates. It was considered that the time period between starting research and publishing a paper could be lengthy and might result in students withdrawing from their studies or reverting to the option to produce a single thesis;
* That there was variation in the number and expected standing of publications required to achieve the PhD at other institutions. There were also variations in publishing patterns between subject areas that might influence the criteria defined by the University;
* That the quality of research outputs might be compromised if students were able to submit papers to journals perceived as low impact in order to meet the minimum requirements of the PhD by Prospective Publication.
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| 3.1.3 | Reasons for favouring the introduction of PhD by Prospective Publication included: * The provision of additional choice for those seeking to achieve a Doctorate, including potentially BU’s own staff, thereby contributing to achievement of the University’s Key Performance Indicator (KPI) relating to the number of academic staff with Doctorates;
* That achieving a PhD through publications was appropriate preparation for an academic career and incentivised activity that supported the University’s objectives for the Research Excellence Framework (REF);
* As the papers used for PhD by Prospective Publication were peer-reviewed, there was assurance that the contributing outputs were academically rigorous, potentially reducing the number of amendments required during later assessment processes;
* A view across the sector was that the route helped students to develop their writing skills as they were required to write short, succinct papers for submission to journals, thus improving employability within a competitive market;
* It was noted that the standards of the route were equivalent to traditional methods of achieving a Doctorate, and the same quality assurance processes would generally apply to these degrees as did the current guidance from QAA, the Doctoral Degree Characteristics Statement (2015).
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| 3.1.4 | Members were largely in support of introducing the PhD by Prospective Publication route to the existing portfolio of postgraduate research qualifications that the University offered, though possibly as an option limited to existing staff members and alumni. The Chair noted that more work would be required to help inform thinking should the University wish to start delivering research degrees via this route. The Doctoral College indicated that it would consider how the University might introduce this form of provision.**Action: FK/JT** |
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| **4.** | **PART 1: FOR DISCUSSION** |
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| **4.1** | **Institutional Monitoring** |
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| **4.1.1** | **Doctoral College Annual Report** (ASC-1718-39) |
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| 4.1.1.1 | The Doctoral College Academic Managers introduced the Doctoral College Annual Report noting that this had previously been considered at the BU Research Degrees Committee. The report provided an overview of trends in PGR provision including growth in the PGR population; increases in completion rates and the number of awards. |
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| 4.1.1.2 | The results from the Postgraduate Research Experience Survey (PRES) highlighted that 26% of respondents reported not receiving formal training before undertaking teaching or demonstrating. The Centre for Excellence in Learning (CEL) was delivering a practice-based programme designed to prepare Postgraduate Research (PGR) students to undertake teaching responsibilities. It was suggested that Faculties should ensure PGR students have appropriate training before undertaking teaching duties. It was noted that there was an aspiration for more PGR students to gain recognition from the Higher Education Academy (HEA) following completion of the practice-based programme.  |
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| 4.1.1.3 | The Committee queried how the two areas of concern relating to the supervision of PGR students, as identified in the 2017 Action Plan, would be targeted. The Doctoral College Academic Manager reported that work was ongoing to develop bespoke supervisory training sessions and that a pilot training session was due to be delivered in the Faculty of Health and Social Sciences (FHSS), which would then be implemented across the other Faculties if deemed successful. In addition, the implementation of the Early Resolution Policy would improve channels for raising issues between supervisors and PGRs.  |
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| 4.1.1.4 | With regards to the future growth of PGR student numbers, it was noted that the University sought a significant increase as part of the BU2025. It was reported that the Doctoral College was in the process of producing a recruitment strategy to help reach this target, including working closely with the Deputy Deans Research & Professional Practice (DDRPP) to identify areas of potential growth. |
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| 4.1.1.5 | It was noted that the Doctoral College had started to produce completion rates by department for the Faculty of Science & Technology (FST) to identify areas of strong performance and areas which needed improvement. It was suggested that it would be useful to monitor this data for all departments to help provide a better representation of completion rates across the University. **Action: FK/JT (with PRIME)** |
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| 4.1.1.6 | It was also suggested that future versions of the report provide an overview of progress against milestones at the Faculty and department levels including final completion rates, as well as details of the level of engagement with supervisor development programmes.  |
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| 4.1.1.7 | **Approved:** The Committee approved the Doctoral College Annual Report.  |
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| **4.1.2** | **AMER outcomes mapping** (ASC-1718-40) |
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| 4.1.2.1 | The paper provided a brief overview of activity which had been planned to address themes emerging from the annual monitoring documents as noted in the 2016/17 Academic Quality Annual Report, which was presented at the previous meeting held 31st October 2017.  |
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| 4.1.2.2 | Whilst noting that the Quality Assurance Standing Group (QASG) was a valuable forum for discussion, the Committee discussed how this group could be more effective at offering input and advice on issues relevant to its remit, including appropriate representation from the Faculties. The Secretary reported that there were plans to review QASG to ensure lines of communications to the Faculty were optimal and that members were aware of their general responsibilities as Faculty representatives.  |
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| 4.1.2.3 | Members were interested in the proposed action to debate the theme relating to development of ‘academic community’ at a future meeting of the Education and Student Experience Committee (ESEC). It was noted that this would be particularly relevant as supporting the communication of continuously developing departmental visions and missions, as departments shifted to become increasingly self-regulated, was a longstanding issue most recently debated as part of the Faculty consultation in 2014. It was suggested that the themes relating to opening communication channels between staff and students, and increased academic support for students should also be integrated in to the debate as they were equally relevant. The Secretary was asked to identify a suitable individual who was able to lead the debate at ESEC.**Action: AC** |
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| **4.1.3** | **Partner Quality Reports** (ASC-1718-41) |
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| 4.1.3.1 | Bournemouth and Poole College |
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| 4.1.3.1.1 | There was some concern raised with the quality of BPC’s Partner Quality Report. It was considered the report lacked the detail and critical reflection of previous reports from the College. It was noted that the actions identified for the upcoming year mirrored those agreed in the previous report, and the College had not outlined a response to a significant decrease across a range of scores in the National Student Survey (NSS).  |
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| 4.1.3.1.2 | The Chair requested that necessary revisions were made to the report before it was represented at the next meeting on 7th February 2018.**Action: AC**  |
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| 4.1.3.2 | Defence School of Communication Systems |
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| 4.1.3.2.1 | Members expressed dissatisfaction with the quality of the Defence School of Communication Systems’ (DSCIS) Partner Quality Report. The Chair noted that the frequent failure for DSCIS to report appropriately to the University about the quality assurance arrangements of the partnership was one the factors behind the University’s decision to withdraw from the partnership.  |
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| 4.1.3.2.2 | The Secretary reported that the Review for Closure process was an opportunity to consolidate DSCIS’ report with the outcomes from the partner review to ensure any remaining issues were resolved.  |
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| **4.2** | **Revised Regulations** |
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| **4.2.1** | **Revised Assessment Design Principles** (ASC-1718-42) |
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| 4.2.1.1 | The Head of CEL provided an update on the progress of work relating to the revision of policy and guidance on assessment strategy. In particular, it was reported that Academic Quality had met with colleagues from CEL to map out timescales and responsibilities, and a working group had been established to take actions forward. A draft version of *6C – Assessment Design, Handling and Submission: Policy* was presented, although it was noted that the revised document would require further work in consultation with colleagues across the University. |
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| 4.2.1.2 | Some concern was raised about the constitution of the working group which was represented by colleagues from Academic Quality, Faculties and the Students’ Union (SU). It was suggested that membership was broadened to ensure that the working group was appropriately representative to take account of broad views as discussed by the Committee, particularly as there was significant expertise across the University with regards to assessment strategy.  |
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| 4.2.1.3 | The Head of CEL noted that further consideration was to be given to the timings for implementation, noting an early opportunity to embed new assessment principles within FHSS for 2019 as part of the period review of its provision. Whilst welcoming implementation of the revised assessment strategy initially in FHSS, the Executive Dean noted that the principles of assessment would need to be agreed as a matter of priority in order to provide direction for their review to minimise the risk of needing to make further amendments after the review process was completed.  |
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| 4.2.1.4 | Referring to the key principles of assessment as outlined in the paper, members offered support for the these with the following requirements:* To incorporate reference to sub-elements of assessment in the principle relating to the reduction of assessment burden;
* To ensure that reducing word count equivalency across assessment was made explicit;
* To revise the principle relating to the development of authentic assessment as consideration needed to be given to developing a programme-level approach to assessing Intended Learning Outcomes (ILOs) rather than reducing the number of ILOs.

**Action: DH** |
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| 4.2.1.5 | The Chair requested that the constitution of the working group was reviewed and further consideration was given to the timings for implementation to ensure appropriate processes were in place to take work forward effectively. **Action: DH** |
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| 4.2.1.6 | **Endorsed:** The Committee endorsed the proposed key principles of assessment, subject to the aforementioned requirements.  |
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| **4.2.2** | **Revised Partnership Approvals Process** (ASC-1718-43) |
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| 4.2.2.1 | The Secretary introduced proposed changes to the University’s partnership approvals process. The revisions aimed to streamline existing practices and re-align risk assessment in order to develop a more flexible framework through which partnership approvals could be processed. It was noted that the International and UK Partnerships Committee (IUPC) had endorsed the proposal at the meeting held on 10th October 2017.  |
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| 4.2.2.2 | With regards to *7A – Partnership Models and Definitions: Policy*, the General Manager of the SU suggested that the definitions for each partnership model should clearly indicate whether a student was enrolled with the University or a Partner provider, particularly as it would help the SU identify which BU students at Partners were eligible to enrol as ‘full’ members of SUBU.**Action: AC**  |
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| 4.2.2.3 | **Approved:** The Committee approved updates to Regulations and Policies that were impacted by the revised partnership approvals process, including: * *7A – Partnership Models and Definitions: Policy*
* *7B – Partnership Approval: Policy and Procedure*
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| **4.3** | **Consultation on the review of the UK Quality Code** (ASC-1718-44) |
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| 4.3.1 | The paper provided an update on the consultation for a new approach to the UK Quality Code for Higher Education. It was noted that the proposal for the new Quality Code marked a major shift, through the creation of a much shorter set of expectations and core principles. Members were invited to send any further comments on the consultation to the Secretary for incorporation as part of the University’s response. **Action: All members** |
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| 4.3.2 | **Noted:** The Committee noted the update on the consultation on the review of the UK Quality Code.  |
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| **5.** | **PART 2: FOR APPROVAL AND ENDORSEMENT** |
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| **5.1** | **New Programme Developments Proposals:** |
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| **5.1.1** | **Faculty of Media and Communication: New Programme Proposal: BU-wide EdD** (ASC-1718-45) |
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| 5.1.1.1 | The Senior Lecturer (CEL) reported that following discussion at the October meeting of ASC the proposal had been revised to reflect practice of the existing Doctor of Education (EdD) Creative and Media programme by offering non-credit bearing units in the taught phase, thereby removing the requirement to develop a regulatory framework for awarding credit-bearing units at Level 8.  |
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| 5.1.1.2 | There was some discussion about the proposed programme titles. In particular, it was considered that a generic EdD programme would be more attractive to applicants rather than outlining a range of discipline-based programme titles. The Senior Lecturer (CEL) explained that subject branding had been expanded across the Faculties to allow students to specialise in their own disciplinary areas. After some discussion, it was recommended that a generic EdD programme was developed instead of the proposed discipline-based programmes. It was suggested that the programme should be marketed in a way that that made applicants aware that the programme sat within the Faculties and therefore facilitated subject specialisation.  |
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| 5.1.1.3 | Some concern was raised that Faculties might not always have the capacity to supervise doctoral students in terms of expertise in education research. The Senior Lecturer (CEL) reported that applicants would be required to submit a draft research proposal prior to entry, so Faculties could establish if they had sufficient supervisory expertise and capacity to support an applicant. It was also anticipated that Faculties would be engaged with the programme from an early stage to support students developing their research proposals.  |
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| 5.1.1.4 | **Approved:** The Committee approved the proposed BU-wide EdD for development, subject to the condition to amend the proposal for disciplinary specific programme titles.  |
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| **5.1.2** | **Faculty of Media and Communication: New Programme Proposal: MA Marketing Communications** (ASC-1718-46)  |
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| 5.1.2.1 | The Deputy Dean – Education & Professional Practice (FMC) noted that the proposal was well supported by the Faculty, and was in response to findings from the Faculty of Media and Communication postgraduate taught portfolio review which indicated that the development of a conversion programme would help improve student recruitment. |
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| 5.1.2.2 | Members queried how the proposed programme would differentiate from competitor programmes, particularly as the market research indicated that there was an already saturated market for conversion programmes. The Lecturer in Corporate Communications (FMC) reported that there would be an element of innovation in the way the programme was designed and delivered. Significantly, it was noted that students would have an opportunity to undertake a 30-week non-credit bearing work placement. It was added that the Department had a longstanding relationship with professional bodies and there was aspirations to seek accreditation with the Chartered Institute of Public Relations (CIPR).  |
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| 5.1.2.3 | During the discussion, it was noted that the programme team were planning to explore the option of allowing students to specialise in streams specific to marking communications, with these specialisms being reflected in the programme title. Although further consideration was still to be given, the Secretary advised that any variants in programme title would need to be approved by the Committee.  |
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| 5.1.2.4 | **Approved:** The Committee approved the proposed MA Marketing Communications programme for development.  |
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| **5.1.3** | **Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Cyberpsychology** (ASC-1718-47) |
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| 5.1.3.1 | The Associate Dean Student Experience (FM) asked how students would be guided to select the most appropriate options at Level 6, given that they would only be required to choose two options from a possible 15. The Associate Professor (FST) reported that students would receive consultation from teaching staff before making these choices to help ensure options aligned with their own career aspirations.  |
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| 5.1.3.2 | Since the market research indicated that similar competitor programmes had recruited fewer than five students in any given year between 2011/12 and 2015/16, the Market Research Manager suggested that the proposed programme might be better offered as a unit option rather than an additional psychology title. The Associate Professor (FST) noted that there was a growing interest in the area and it was considered that the programme had the potential for future success. In terms of growth, it was reported that psychology applications had increased by 15% in the last five years, with specialisms being the driver behind growth.  |
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| 5.1.3.3 | There was some discussion about how the proposed programme differed from the existing BSc (Hons) Psychology programme. In particular, it was noted that at least one third of the credits for the award needed to be different from other awards within a group of cognate programmes. The Associate Professor (FST) reported that 80 credits worth of bespoke core Cyberpsychology units would be developed for the programme, with students undertaking the remaining 40 credits through the completion of a project specific to Cyberpsychology.  |
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| 5.1.3.4 | There was some concern that the proposal for a similar first year with BSc (Hons) Psychology would be less appealing for applicants and might result in a lack of cohort identity. The Associate Professor (FST) reported that students would learn the foundations of psychology in the first year as Cyberpsychology was based on traditional psychology principles. It was added that there would be a dedicated programme team to help develop cohort identity. The Chair noted that it was not uncommon for programmes to be structured in such a way that enabled a common first and second year with specialisms undertaken in the final year.  |
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| 5.1.3.5 | With regards to the common first year, the Market Research Manager suggested that consideration should be given to allow students to transfer between programmes as this might be more appealing for applicants who were unsure of which specialism, if any, they wished to pursue.  |
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| 5.1.3.6 | **Approved:** The Committee approved the proposed BSc (Hons) Cyberpsychology programme for development.  |
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| **5.1.4** | **Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Psychology with Counselling** (ASC-1718-48) |
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| 5.1.4.1 | Members queried how the proposed programme would differentiate from the existing BSc (Hons) Psychology programme, given that a significant amount of content was shared between both programmes. The Senior Lecturer (FST) reported that bespoke units relating to counselling would be developed to replace existing core units. In addition, it was noted that students would be required to complete a project that was specific to counselling.  |
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| 5.1.4.2 | During the discussion, it was advised that the University’s regulations stated that the use of the term ‘with’ in a programme title to link two subject areas required that the latter subject constituted not normally less than 30% of the total curriculum. With regards to the proposal, it was noted that the total credit value of the counselling specific units, including the project, fell short of the 30% requirement as stated in the University’s regulations.  |
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| 5.1.4.3 | **Not approved:** Based on the proposed programme not meeting the University’s regulations in relation to the use of ‘with’ in the programme title, it was agreed that the programme would not be approved for development. The Senior Lecturer (FST) was invited to revise the proposal before it was reconsidered by the Committee.  |
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| **5.1.5** | **Faculty of Science and Technology: New Programme Proposal: BSc (Hons) Psychology with Forensic Investigation** (ASC-1718-49) |
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| 5.1.5.1 | Members noted that the total credit value of the units specific to Forensic Investigation met the requirements to use the term ‘with’ in the programme title as set out in the University’s regulations.  |
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| 5.1.5.2 | With regards to the market research, the Market Research Manager highlighted that Forensic Psychology was the second largest specialism within Psychology and recruitment had grown by 33% across the sector. It was considered that the programme would be a good feeder programme for the existing MSc Forensic Investigation programme.  |
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| 5.1.5.3 | **Approved:** The Committee approved the proposed BSc (Hons) Psychology with Forensic Investigation programme for development. |
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| **5.1.6** | **Faculty of Science and Technology: New Programme Proposals: BSc (Hons) Biomedical Sciences & BSc (Hons) Medical Science** (ASC-1718-50) |
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| 5.1.6.1 | The Senior Lecturer (FST) reported that both programme proposals fell within the scope of a strategic area for development as identified by BU2025. It was considered that the University was well placed to deliver teaching across both programmes, although it was considered that there would need to be further staff recruitment, investment in labs and establishment of an appropriate 30-week student placement to ensure a competitive range of programmes. |
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| 5.1.6.2 | The Committee queried if there had been any in-depth consultations with FHSS, given that there was substantial expertise in the Faculty with regards to health related programmes. The Senior Lecturer (FST) confirmed that initial discussions had taken place with colleagues within FHSS and it was envisaged that these would continue as the programmes developed.  |
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| 5.1.6.3 | **Approved:** The Committee approved the proposed BS (Hons) Biomedical Sciences and BSc (Hons) Medical Science programmes for development. |
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| **5.2** | **Programme Review Deferral Requests** |
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| **5.2.1** | **Faculty of Management: Deferral of Review: Sport and Physical Activity Programme Reviews** (ASC-1718-51) |
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| 5.2.1.1 | The Committee received the request to defer periodic review of programmes within the Department of Sport and Physical Activity until 2019/20. The rationale was on the basis that additional time was required to make significant and sustainable changes to the provision, including the development of two new programmes: BSc (Hons) Sport and Exercise Science and BSc (Hons) Sports Coaching. It was noted that the existing programmes were not at risk as immediate change was not required.  |
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| 5.2.1.2 | **Approved:** The Committee approved the request to defer periodic review for programmes within the Department of Sport and Physical Activity.  |
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| **5.3** | **Quality Assurance & Enhancement Group – New Nominations Received** (ASC-1718-52) |
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| 5.3.1 | **Approved:** The Committee approved the following nomination forQuality Assurance & Enhancement Group (QAEG) membership:* Wing-Tsz Chow (Academic Services)
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| **5.4** | **Pending External Examiner Appointments** (ASC-1718-53) |
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| 5.4.1 | The Committee noted the list of pending External Examiner appointments. Although progress was being made, it was noted that 21 appointments were outstanding for 2017/18. The Chair advised members that External Examiner nominations needed to be sought by the end of January 2018 to ensure that all programmes had External Examiners appropriately in place for the 2017/18 academic cycle. **Action: DDEPPs** |
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| **5.5** | **External Examiner Nominations and Examination Teams for Research Degrees** (ASC-1718-54) |
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| 5.5.1 | **Ratified:** The Committee ratified the recently appointed External Examiners and Examination Teams for Research Degrees. |
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| **6.** | **PART 3: FOR NOTE** |
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| **6.1** | **Completed Programme Reviews, Validations and Reviews for Closure** (ASC-1718-55) |
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| 6.1.1 | **Noted:** The Committee the report.  |
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| **6.2** | **Partner Review Action Plans Annual Submission** (ASC-1718-56) |
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| 6.2.1 | **Noted:** The Committee the report.  |
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| **7.** | **REPORTING COMMITTEES** |
|  |  |
| 7.1 | **Faculty Academic Standards Committee Minutes** (ASC-1718-57): |
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| 7.1.1 | **Noted:** The Committee noted the Faculty Academic Standards Committee Minutes:* FHSS minutes of 15th November 2017 (unconfirmed)
* FMC minutes of 1st November 2017 (unconfirmed)
* FST minutes of 8th and 16th November 2017 (unconfirmed)
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|  |  |
| **8.** | **ANY OTHER BUSINESS** |
|  |  |
| 8.1 | None.  |
|  |  |
| **9.** | **DATE AND TIME OF NEXT MEETING** |
|  |  |
| 9.1 | Wednesday 7th February 2018 at 1.00 pm in the Board Room |