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# BOURNEMOUTH UNIVERSITY Confirmed

**ACADEMIC STANDARDS COMMITTEE**

**MINUTES OF A MEETING HELD ON 7TH DECEMBER 2016**

**Present:**

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| Prof Tim McIntyre-Bhatty (Chair)  Prof Vanora Hundley (Deputy Chair)  Ms Mandi Barron  Dr Milena Bobeva  Dr Barbara Dyer  David Foot  Alan James | Deputy Vice-Chancellor  Deputy Dean - Research And Professional Practice (FHSS)  Senate Representative – Head of Student Services (SS)  Senate Representative – Principal Academic (FM)  Deputy Dean – Education & Professional Practice (FMC)  Market Research Manager (M&C)  General Manager of the Students’ Union (SUBU) |
| Jacky Mack (Secretary)  Dr Andrew Main  Assoc Prof Kevin McGhee  Dr Corrina Lailla Osborne | Head of Academic Services (AS)  Deputy Dean – Education & Professional Practice (FM)  Professoriate Representative (FST)  Head of Academic Operations (OVC) |
| Prof Keith Phalp  Prof Elizabeth Rosser  Jamie Swanson | Deputy Dean – Education & Professional Practice (FST)  Deputy Dean – Education & Professional Practice (FHSS)  SU VP (Education) 2016/17, Students’ Union (SUBU) |
| Arvid Thorkeldsen  Prof Tiantian Zhang | Director of Undergraduate Programmes, Anglo European  College of Chiropractic (AECC)  Head of the Graduate School (GS) |
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**In Attendance:**

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| Maxine Frampton (Clerk)  Dr Christos Gatzidis [Agenda Item 4.5.3]  Dr Ben Parris [Agenda Item 4.5.1]  Dr Richard Southern (Agenda Item 4.5.4]  Chris Williams [Agenda Item 4.5.4]  **Observers:**  Jack Guymer  Michael Wood | Academic Quality Officer (AS)  Principal Academic, Acting Head of Department (Creative Technology) (FST)  Head of Research & Principal Lecturer in Psychology (FST)  Head of Education & Professional Practice – Computer Animation (FMC)  Head of Department - Computer Animation (FMC)  Academic Quality Officer (AS)  Good Governance Institute (GGI) |

1. **APOLOGIES**

Apologies were received from:

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| Daniel Asaya  Prof Alison McConnell | | President 2016/17, Students’ Union (SUBU)  Professoriate Representative (FHSS) | |
| **2** | **MINUTES OF THE MEETING HELD ON 3RD OCTOBER 2016** (ASC-1617-27) | | | |
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| **2.1** | **Accuracy** | | | |
| 2.1.1  2.2.2  2.2.3 | The Chair welcomed the group to the meeting and introductions were made. Apologies were noted as above.  There were no Declarations of Interest to report.    The minutes of 3 October 2016 were approved as an accurate record with the exception of the department listed for Dr Eccles within the ‘In Attendance’ section. ‘OVC’ would be amended to read ‘CEL’. | | | |
| **2.2** | **Matters Arising** (ASC-1617-28) | | | |
| 2.2.1 | Minute 2.2.4 – Degree Apprenticeships  *The information session and general awareness session provided by Bournemouth & Poole College (BPC) did not take place due to the dates coinciding with the Graduation Ceremonies in November 2016.*  **Action Ongoing:** Ms Mack asked members to send her the names of those who wished to attend a session. **Action: ALL**  Ms Mack would advise members of the session date in due course. **Action: JM**  Ms Mack confirmed that the University still planned to introduce Degree Apprenticeships and further detail would be available shortly. Prof Rosser advised that there was a lot of interest in Degree Apprenticeships in the Faculty of Health & Social Sciences (FHSS). There was a lot of CPD provision at postgraduate level within the Faculty and it would be an excellent opportunity for employers to use their levy. Members were advised to contact Ms Barron with questions/information/ideas from an employment perspective and to contact Ms Mack with questions/information/ideas from an academic perspective.  The University was keen to engage in this area and there was clear evidence there was market demand from employers. The University would work with BPC as they were familiar with delivering and monitoring apprenticeships and they could help with employer links. | | | |
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| 2.2.2 | Minute 3.1.4 – Marketing & Communications Annual Report  *Another Partner Institutional Audit would be carried out in due course as the Kingston Maurward College website had not displayed IELTS requirements. Ms Fernandez agreed to liaise with Ella Say with regards to this issue.*  **Action Completed:** The KMC webpage had been updated to show the IELTS entry requirements. <http://www.kmc.ac.uk/view-courses/fda-in-tourism-park-management/> | | | |
| 2.2.3 | Minute 3.1.7 – Marketing & Communications Annual Report  *Dr Bobeva suggested the inclusion of information which could be updated personally by academic staff with regards to current roles, job titles and the membership of societies as this would be useful for prospective students to see the calibre of staff members and their expertise which would hopefully encourage students to study at BU. Ms Fernandez agreed to look further at this suggestion and would provide an update at the next meeting in December.*  **Action Ongoing:** Each Faculty Account Management Team had been adding in academic profiles to course entries under ‘Your lectures slice’. Approximately 80% now had these profiles for (at least) Programme Leaders and the activity continued as the information was received from the Faculties. The course pages now show a link labelled ‘Our Lecturers’ that raises the expectation of seeing the profiles of a few academic members of staff and a brief summary was provided on one person only, the Programme Leader. Further work was needed expediently in order to complete this action. | | | |
| 2.2.4  2.2.5 | Minute 3.1.9 – Marketing & Communications Annual Report  *Prof McIntyre-Bhatty highlighted Section 4.13 with regards to partner websites where 15 sites included incorrect information regarding accommodation details, mobility co-ordinator details and incorrect links. At the time of the re-audit, three of the sites had been corrected, which therefore meant that 12 websites had not been corrected. Ms Fernandez agreed to provide an update for the December meeting of the Committee which would include the most up to date and accurate information as possible, prior to the meeting taking place.*  **Action Ongoing:** (Update provided by Alastair Morrison) – Progress Update: The BU Institutional Moveonnet profile had been updated with the new logo and correct institutional information, which has corrected the majority of concerns reflected in the report. Hogskolan Dalarna has agreed to update the name of an old BU School to the new Faculty. The institutional fact sheet on the Hong Kong Baptist University’s website was provided by the mobility team at BU and contained correct information as agreed with International Admissions and Residential Services. All partners were sent updated institutional fact sheets in January 2016 for the 2016/17 academic year.  Remaining Issues: One partner (Skovde) has not responded regarding updating the subject areas on offer for exchange. One partner still had a broken link (Universita degli Studi di Roma Tor Vergata). Universiti Malaysia Sarawak does now have information on BU on its list of student exchange partners. This information needed updating again due to recent staff changes in the mobility team. The mobility team would continue to follow up to ensure the final issues were addressed.  Minute 3.2.11 – Faculty Quality Audit Report and Action Plan – Faculty of Management  *Dr Main confirmed that the good work had continued to progress and it had been useful to focus on the positive aspects of the audit. Dr Main agreed to amend the Faculty Quality Audit Report Action Plan as appropriate and would send it to the ASC Clerk to circulate to members for information.*  **Action Completed:** The updated FM Faculty Quality Audit Report Action Plan was circulated by the ASC Clerk on 30 November 2016. | | | |
| 2.2.6 | Minute 3.3.15 – Annual Report on Programme Approval, Review and Closure  *Ms Finnes agreed to send Prof McIntyre-Bhatty further detail regarding each retrospective modification and whether they had all been completely unforeseen.*  **Action Completed:** Ms Finnes sent Prof McIntyre-Bhatty further detail regarding each retrospective modification on 7 October 2016. The information provided did not show any patterns or clusters of recurrent issues or anything that was of significant concern. | | | |
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| **2.3** | **Faculty Academic Standards Committee Terms of Reference** (ASC-1617-29) | | | |
| 2.3.1  2.3.2  2.3.3 | The amendments to the Faculty Academic Standards Committee (FASC) Terms of Reference were mainly amendments to terminology and job title changes within Faculties and the Academic Quality team.  The Terms of Reference previously included a representative from EDQ as part of the quorum. As the Secretary of each FASC meeting would now be an Academic Quality Team Leader (Academic Quality previously known as EDQ), the Team Leader would always be in attendance and therefore there was no longer a requirement for an EDQ member to be specified in the quorum. Ms Mack clarified that all FASC meetings would have a Secretary and Clerk from the Academic Quality team in attendance.  **Approved:** The Committee approved the amendments to the Faculty Academic Standards Committee Terms of Reference. | | | |
| **2.4** | **Ratification of Chair’s Action – Change of Title to MSc Advanced Clinical Practice (Mental Health Advanced Nurse Practitioner)** (ASC-1617-30) | | | |
| 2.4.1  2.4.2 | The Chair was requested to approve a slight amendment to the originally approved title of PG Dip/MSc Advanced Clinical Practice (Advanced Mental Health Nurse Practitioner) to PG Dip/MSc Advanced Clinical Practice (Mental Health Advanced Nurse Practitioner). A clear and concise rationale had been provided to the Chair in order a decision could be made.  **Ratified:** The Committee ratified the change of title of PG Dip/MSc Advanced Clinical Practice (Advanced Mental Health Nurse Practitioner) to PG Dip/MSc Advanced Clinical Practice (Mental Health Advanced Nurse Practitioner). | | | |
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| **2.5**  2.5.1  2.5.2  2.5.3 | **Ratification of Chair’s Action – Change of Title – MSc Internet of Things** (ASC-1617-31)  Following Committee approval of the development of the MSc Internet of Things and Data Analytics and MSc Internet of Things and Cyber Security on 3 October 2016, the Committee requested that further discussion should take place within the Faculty with regards to the programme titles. At the Internal Faculty Consideration, the Faculty amended the programme titles to better reflect the component parts of the programmes. The revised titles were proposed as MSc Internet of Things with Data Analytics and MSc Internet of Things with Cyber Security.  The Faculty provided the Chair with a rationale for the title change and believed the new titles linked more subject areas and indicated that the ‘with’ subject constituted less than 50% of the curriculum, but not normally less than 30% of the total curriculum. With the suite of three Internet of Things programmes it was anticipated there would be approximately 30 additional new student entrants.  **Ratified:** The Committee ratified the change of titles of:   * MSc Internet of Things and Data Analytics to MSc Internet of Things with Data Analytics * MSc Internet of Things and Cyber Security to MSc Internet of Things with Cyber Security. | | | |
| **3.** | **PART ONE: FOR DISCUSSION - INSTITUTIONAL MONITORING** | | | |
| **3.1** | **Graduate School Annual Report 2015/16** (ASC-1617-32) | | | |
| 3.1.1 | The format of the Graduate School Annual Report had changed slightly for 2015/16 and the information was now much clearer. The first half of the report presented a synopsis of progress against the University’s Performance Indicators which reflected PGR activity as it stood at the end of the 2015/16 academic year. The second half of the report summarised Graduate School activities over the year in three areas: i) enhancing the quality delivery of research degrees; ii) growing PGR numbers; and iii) enhancing the postgraduate student experience. | | | |
| 3.1.2 | The Committee noted that Section 3.1.2 – Progression Monitoring and Section 3.2.2 - Supervisory Development Training was lighter on data compared to the first part of the report which referred, for example, to completion rates. Prof Zhang advised that all PGR activity data was contained within the first half of the report, although there had been specific areas where Prof Zhang was unsure of the level of detail to include in the report for all headings as a lot of the detail would have been included in the Faculty Quality Reports (FQRs). | | | |
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| 3.1.3 | Members agreed they would like to see an increased level of detail in the report this academic year taken from FQR activities in order for the Committee to 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.  **Action: TZ** | | | |
| 3.1.4 | Within Section 3.1.3 of the report, and with reference to the UKVI audit in July 2016, the report advised that the paperwork required for PGR Admissions was 100% complete and accurate. Ms Barron suggested the sentence should be amended to read ‘PGR Admissions were found to be 100% complete and accurate for those admissions dealt with by the Graduate School’.  **Action: TZ** | | | |
| 3.1.5 | The report referred to issues flagged in the Postgraduate Research Experience Survey (PRES) and some communication issues with Faculties and other departments. The Committee asked that the report was revisited to include some detail regarding how issues would be monitored moving forward.  **Action: TZ** | | | |
| 3.1.6 | **Approved:** The Committee approved the Graduate School Annual Report 2015/16 subject to the actions listed above under 3.1.3 and 3.1.4. | | | |
| **3.2** | **FASC Review of Programme Structure in light of PG Loan Eligibility** (ASC-1617-33) | | | |
| 3.2.1 | In May 2016 the Fees Board was presented with data on the number of Postgraduate Taught programmes which would not meet the PG loan eligibility criteria in 2016/17. Each Faculty was requested to examine and discuss their PGT programmes at Faculty Academic Standards Committee (FASC) in order that a report could be compiled for the Committee to discuss. | | | |
| 3.2.2 | As the data presented to the Fees Board had been inaccurate, a comparison between the position in May 2016 and the present time could be drawn. The University had 28 Taught Masters degrees meeting the structure required for PG loans and 25 which did not meet the criteria. Of those 25 programmes which did not meet the criteria, 5 could be potentially restructured to meet the criteria for 2017/18 delivery. 14 of the 25 programmes which did not meet the criteria were consultancy/CPD and therefore the format of the programmes had been designed to suit working professionals. Redesigning the delivery pattern would not be beneficial to the target market. | | | |
| 3.2.3 | The Fees Board data had been created using the BU Price Guide and the structure set out in Unit-e and SITS. The Committee was concerned that the data obtained from the various sources did not match, although it was confirmed that all sources had now been corrected and all data had been cleansed and the issue would not recur. It was noted that the data provided to the Fees Board should have been from Unit-e. Dr Osborne would double-check that all data was entirely accurate and cleansed. **Action: CLO** | | | |
| 3.2.4 | With regards to placements in Masters programmes, it was agreed that all documentation should be very clear for marketing purposes and if a placement was included in the programme, there should be a statement advising if the placement was not undertaken, the programme was eligible for a postgraduate loan. Dr Osborne and Dr Main agreed to meet to discuss the rules of the loan when a placement was involved, and to clarify whether a placement could be excluded from the course duration in order that candidates would be eligible for a postgraduate loan.  **Action: CLO/AM** | | | |
| 3.2.5 | A discussion took place regarding whether a professional person who was in employment would want to complete their programme in more or less than two years. Some students preferred a longer period of study e.g. 4 years, due to employer restrictions on study leave. Members questioned whether a student could obtain a postgraduate loan for two years of part time fees whilst their employer paid the remaining duration to reduce the overall cost to the employer. This area would need to be examined further in due course and further dialogue would need to take place with regards to supporting employers and whether a two year qualification could be supported. | | | |
| 3.2.6 | Prof Rosser commented that the majority of FHSS programmes were employee led and students often did not complete the whole programme. The employees were often in senior positions and were not able to be absented. These students were often required to have a practice portfolio and were required to complete competencies. | | | |
| 3.2.7 | Prof McIntyre-Bhatty asked DDEPPs to revisit their postgraduate programmes and to understand the reasoning behind the structure of each of the programmes and to establish whether the duration of the programmes could be reduced. DDEPPs were also requested to be very clear as to whether candidates could be eligible for postgraduate loans. All revisited information should be sent to Dr Osborne in order that updated information could be circulated to members in mid-January 2017 before the next ASC meeting. **Action: DDEPPs/CLO** | | | |
| **3.3** | **Faculty Quality Reports** (ASC-1617-34) | | | |
| 3.3.1 | Anglo-European College of Chiropractic (AECC) | | | |
| 3.3.1.1 | The External Examiner reports received by AECC had been very good, in particular regarding the MSc Ultrasound and Medical Ultrasound programmes which had been outstanding. There had also been good news regarding the NSS score across all programmes and for all categories. However, Assessment and Feedback and Organisation and Management were still below sector and this would continue to be worked on. Meetings had recently taken place with students to discuss any issues and to put actions in place however the feedback received from students was generally positive. | | | |
| 3.3.1.2 | There had been some assessment board issues this year whereby incorrect unit marks were recorded for two units at Level 6 on the BSc Human Sciences programme. The error was identified by staff after the assessment board. The correct marks had been entered into Unit-e and then reported as Chair’s action at the reassessment board. Following an investigation into the issue, an action plan was developed and this would continue to be monitored by the AECC Academic Development and Quality Committee. The issue would also be included on the Faculty Quality Report (FQR) action plan for 2016/17. **Action: AT** | | | |
| 3.3.1.3 | The External Examiner for the MSc Advanced Professional Practice programme had noted that both External Examiners lacked UK HE experience. An additional External Examiner with appropriate UK HE experience would be appointed for this coming year. This would also be included in the FQR action plan for 2016/17. **Action: AT** | | | |
| 3.3.1.4 | The Programme Leader for the BSc (Hons) Clinical Exercise Science programme was now in place and the programme was now functioning well. The Programme Leader was now meeting regularly with student representatives to keep them informed. The NSS results had shown there were still issues with regard to Organisation and Management and Assessment and Feedback where the scores had fallen 20% and 5% respectively. This may be related to the long term absence of the previous Programme Leader. | | | |
| 3.3.1.5 | Following receipt of a complaint from a final year BSc (Hons) Clinical Exercise Science student, a hearing had taken place in September 2016. The complaint was partially upheld and a number of recommendations to the programme team had been made as a result. The recommendations would be addressed by the Programme Team throughout the coming year. | | | |
| 3.3.1.6 | This was the first year running the MChiro programme. Four levels of the MChiro programme ran in parallel with the BSc Human Sciences programme. No previous statistics existed for the MChiro programme, therefore only the BSc Human Sciences programme had been considered in the Faculty Quality Report. The Unit Leaders had been requested to put together some actions in order to reduce failure rates. A guide for students had been produced to advise what students were required to do with regards to assessments and the types of questions that would be included in assessments. Ms Mack suggested that all units with high failure rates should be identified, regardless of whether there was previous year data available or not. **Action: AT** | | | |
| 3.3.1.7 | It was noted that the Human Structure unit failure rates were very high at 49.45% and therefore the Programme Team would be working on reducing failure rates on this unit for the MChiro programme and the Human Structure unit as they were required to conform to PSRB requirements. Previous years had not shown failure rates to be high level historically, and it appeared to be more of an anomaly rather than a trend. | | | |
| 3.3.1.8 | The issues outlined in Section 11 of the FQR related to incorrect unit marks recorded for two units on the BSc Human Sciences programme. Mr Thorkeldsen explained the issue was with regards to the standard setting used for multiple choice exams. The standard setting created a pass mark for each assessment set. After the assessment board the Unit Lead was feeding marks back to students when it became clear the Assessment Officer had used the wrong pass mark. In order to correct the error, the marks were recalculated and input into Unit-e and addressed via Chair’s Action at the re-sit board. The method used was complicated and moving forward a simpler approach would be used which would ensure the error did not re-occur. | | | |
| 3.3.1.9 | Members noted that the issues experienced were not the same issues as experienced at the AECC in 2013. Mr Thorkeldsen was reminded that it was each Unit Leader’s responsibility to provide correct marks that had been thoroughly checked and signed off. Mr Thorkeldsen was requested to disseminate this information to AECC Unit Leaders. **Action: AT** | | | |
| 3.3.1.10 | This was noted as an action in the FQR and a separate action plan had been reported to the AECC Academic Development and Quality Committee (ADQC). This would ensure that Unit Leaders took full responsibility for the marks and would continue to work with those submitting the marks to ensure the marks were accurate at assessment boards prior to ratification and approval.  **Action: AT** | | | |
| 3.3.1.11 | **Approved:** The Committee approved the Anglo-European College of Chiropractic (AECC) Faculty Quality Report. | | | |
| 3.3.2  3.3.2.1 | Faculty of Health & Social Sciences (FHSS)  For FHSS the majority of programmes were commissioned under the NHS and monitored monthly. From September 2017 only the Paramedic Science programme would be commissioned by the NHS and would continue to have fees and bursaries paid by the NHS. 60% of FHSS students were over 21 years of age, which caused concern as mature students were more risk averse than younger students with regards to taking out student loans, therefore an action plan had been put together to try and boost the Faculty’s Undergraduate admission numbers. | | | |
| 3.3.2.2 | During 2016 the Nursing and Midwifery Council (NMC) undertook a monitoring review of the University’s provision with a particular focus on Adult Nursing and Mentorship preparation. The monitoring review was highly successful with the University being commended for the role of the University Practice Learning Advisors in supporting the learning of students undertaking placements. There had been very little partnership delivery during the year however the Faculty was actively looking for new partnership developments e.g. Poole Hospital, several local NHS Trusts and BUINTCOL. | | | |

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| 3.3.2.3 | High failure rates were regularly being discussed at each Academic Board and FASC meeting with Heads of Education in attendance. Discussions had focused on areas of support for the programme teams and this had helped considerably. | |
| 3.3.2.4 | Prof Rosser reiterated the earlier discussion around the student complaint received regarding the BSc (Hons) Clinical Exercise Science programme. One of the recommendations from the outcome of the hearing had been to undertake an early review of the programme and work would start on this review in January 2017. Meetings had been taking place regularly with the Programme Leader and Mr Thorkeldsen as well as senior Faculty staff in order to ensure provision was seamless as half the programme was taught at AECC and half was taught at the University. It was noted that the previous Programme Leader had a serious illness and the handover to the new Programme Leader was not as good as it could have been. | |
| 3.3.2.5 | Prof Rosser explained that British Association of Sports and Exercise Sciences (BASES) endorsement were sought and approved at the original validation, but changes to BASES focus (more biomechanical rather than exercise) meant that this no longer fitted the BSc (Hons) Clinical Exercise Science programme, however students were still eligible to become student or graduate members for a fee. The Register of Exercise Professionals (REPs) qualifications were gained in conjunction with Skills Active. At the time of validation, relevant documentation was sent to Skills Active and a subscription paid so that students could then take the relevant assessments to achieve REPs Level 2 and Level 3 qualification. Although Skills Active could no longer provide REPs endorsement due to an unwitting lapse in subscription payments, students were still able to seek recognition for REPs assessments in the BSc (Hons) Clinical Exercise Science programme.  This lapse in payment was as a result of the incomplete handover between the outgoing and incoming Programme Lead. | |
| 3.3.2.6 | As the focus for BASES has changed since validation, the programme team decided to seek accreditation by the British Association of Sports Rehabilitators and Trainers (BASRaT) and documentation was submitted at the end of November 2016. | |
| 3.3.2.7 | Some of the issues raised through the student complaint had included REPs assessment and lack of recognition of their completed REPs assessments, reduced placement hours from those advertised and lack of BASES accreditation which had not been included in the AECC FQR. The programme had been registered with Skills Active through the previous Programme Leader for recognition of the REPs assessments and whilst the subscription had originally been paid for by the University, the registration had lapsed and AECC was unaware of the lapse. Prof Rosser clarified that the University had decided not to continue with BASES, however REPs endorsement was currently in the process of being re-applied for and would not be an issue moving forward. Members were advised that REPs registration was for the benefit of each student and was good for employability as employers like to see students with REPs Levels 2 and 3. These levels run alongside the programme. | |
| 3.3.2.8 | Members commented on the BA (Hons) Social Work programme which had previously scored highly in the National Student Survey (NSS) but had then dropped to 67% and questioned what action was required in order to improve the NSS score for the programme. Prof Rosser was confident the actions proposed within the FHSS FQR would improve the NSS score. The Programme Leader had harnessed the whole team together and had scrutinised students’ qualitative comments and an ESEP would be completed to ensure the NSS score improved moving forward. | |
| 3.3.2.9 | The Faculty’s continued focus on excellence had resulted in high NSS scores being achieved and it was unfortunate that two programmes had brought down the whole Faculty. Staff resilience in some teams still required attention. At the next FHSS FESEC meeting, Programme Leaders would attend to share their good work and practices. Moving forward, each member of the professoriate would be encouraged to lead on at least one unit within the Faculty. | |
| 3.3.2.10 | **Approved:** The Committee approved the Faculty of Health & Social Science (FHSS) Faculty Quality Report. | |
| 3.3.3 | Faculty of Management (FM) | |
| 3.3.3.1 | The Faculty has now settled and had become more integrated over the last year since the amalgamation of the two Schools. There was now also more integration between the FQR, Faculty Education and Student Experience Plan and the Faculty Quality Audit actions. The NSS score had risen by 2% which was rewarding to see and further improvements to the NSS score would be pursued through the year. Only four units had failure rates above 20% this year, which was down from 22 units last year, which was a huge improvement. There was also a strong focus in the report on considering the classifications profile/range of assessment marks provided to students that was welcomed. | |
| 3.3.3.2 | Dr Main advised that the Faculty had developed plans for this academic year to help Level 5 and Level 6 students to appreciate their programmes as development vehicles. Further plans were in the process of being developed to provide the same assistance to Level 4 students in order to expand the approach to be more programme-wide in order to enhance all student experiences. | |
| 3.3.3.3 | Dr Main explained the critical comments made by the External Examiner for the FdA Business & Management programme at Bournemouth & Poole College. The issue had arisen as the Faculty had a team of External Examiners in place for Business Studies programmes who were subject specific and they would also cover partner colleges. An External Examiner went to an event with only 14 students on the programme and this particular External Examiner was asked to remain on the BPC programme, which he felt was not a good decision. Dr Main had explained the logic to the request however the External Examiner still disagreed with the request. The External Examiner had also commented on the generosity of marking which was seen as a serious issue and this was now being discussed at FASC meetings and the necessary action was being taken with a new paper board process being put into place where team based quality assurance would resolve the issue. | |
| 3.3.3.4 | Ms Mack commented that it was encouraging to see that units with high failure rates were being made more explicit, however the information was being provided in very different ways. Moving forward, the high failure rate information and the approach of setting failure thresholds for review at each academic level was a potential approach that should be taken across all Faculties. | |
| 3.3.3.5 | **Approved:** The Committee approved the Faculty of Management (FM) Faculty Quality Report. | |
| 3.3.4  3.3.4.1 | Faculty of Media & Communication (FMC)  The External Examiner reports for the Faculty had been positive and had correlated with the NSS score. There had been some very positive comments around the value of placements, design of feedback, using the full range of marks, evidence of comprehensive and constructive feedback across units on larger programmes and the quality of teaching and learning excellence. Some weaknesses identified were the inconsistency of the volume of feedback as well as some isolated incidences of illegible handwritten feedback. There had also been a comment that there should be a greater use of Turnitin for unit assessments that were text based. | |
| 3.3.4.2 | The Postgraduate Taught Experience Survey (PTES) 2016 results had been positive with nine programmes having 100% satisfaction overall. There were two areas that could be improved upon which were ‘The workload on my course had been manageable’ and ‘The course is well organised and is running smoothly’. These two areas would be worked on further. | |
| 3.3.4.3 | The last few years had seen the majority of the FMC partnerships close however the Faculty was committed to ensuring that a quality provision remained in place for students engaged in courses under review for closure. | |
| 3.3.4.4 | Discussion regarding 20% failure rates had taken place at FASC meetings throughout the year and discussions had led to an agreement that Unit Leaders would write a report for units with 20%+ failure rates during the 2016/17 academic year. These reports would be presented to the main assessment boards for discussion and comment and the information contained with the reports would be included in the Unit Monitoring Reports. The three week turnaround of assessments had remained a challenge and the DDEPP would continue to work with the Education Service Manager, Heads of Education & Professional Practice and Heads of Departments to help improve the timeliness of completing the Independent Marking Plans and not making subsequent changes. | |
| 3.3.4.5 | The issue with regards to students complaining about the bunching of assignments had correlated with MUSE feedback and drop-out rates therefore this issue was being discussed and monitored at FMC FASC meetings as was utilising the full range of assessment marks given the classifications profile of the Faculty compared to tariff points one entry. | |
| 3.3.4.6 | The Faculty had more work to do with regards to unit failure rates which was being discussed at each FASC meeting. The Faculty had accepted some students with lower tariff points on entry and some staff in the Faculty felt that this may be linked to higher failure rates and low attendance levels. However, further analysis had shown there were issues with some students who had been accepted onto programmes and who had not come through Clearing. There had been a suggestion that BTEC students were not of the same academic standard as other students and there may be different expectations from BTEC students as they were used to different pedagogy. Members agreed that it was the University’s responsibility to adjust its pedagogy to meet the needs of these students. Ms Barron explained to the Committee that many students who enrol on Media and Arts programmes often had a higher level of mental health and personal issues and often did not wish to disclose personal information to the University. It was agreed that it was difficult to generalise here. | |
| 3.3.4.7 | **Approved:** The Committee approved the Faculty of Media & Communication (FMC) Faculty Quality Report. | |
| 3.3.5  3.3.5.1 | Faculty of Science & Technology (FST)  The Faculty’s use of MUSE had been commended by the British Computer Society (BCS). The adoption of Technology Enhanced Learning and the increased use of Panopto for video and verbal feedback on marking had been noted as positive, particularly in Computing and Creative Technology. The NSS had shown a substantial improvement across the Faculty and it was interesting to note the most improved area was Assessment and Feedback, but this was still the lowest performing area and Assessment and Feedback would continue to be a focus for the Faculty over the next year. Wastage rates had continued to be an issue in some areas of the Faculty. FASC had discussed unit failure rates, however even where units were under 20% failure rate, the cumulative impact of these failures could lead to high course failure rates. This area would remain within the action plan. | |
| 3.3.5.2 | Ms Mack noted that the Partner Quality Report for the Defence School of Communication & Information Systems (DSCIS) had not been submitted to the Committee. One of the conditions from the Programme Review in the Summer 2016 was for an early Partner Review to take place given the level of concerns the panel had about the engagement of DSCIS with the process and the general quality of the documentation submitted. A number of issues had been ongoing for approximately three years and the University should now decide whether to continue with the partnership if DSCIS did not work appropriately within the University’s framework for quality assurance and enhancement. It was noted that the arrangements in place currently at DSCIS were very different from those five or six years ago. Since the partnership was established the government had frozen recruitment and those staff members who had left had not been replaced as funding had been significantly reduced. Other programmes were due for periodic review in the 2016/17 year, and this work would need to progress. The Faculty would need to consider the future continuation of the partnership. | |
| 3.3.5.3 | Prof McIntyre-Bhatty questioned whether Item 8 – ‘Marking in Psychology considered overly harsh’ in the New Item section of the 2015/16 action plan should not have been marked as ‘Closed’. Following a discussion, it was agreed the item would be ‘Ongoing’. It was suggested that Item 9 – ‘Games Projects – level of attainment’ should also be ‘Ongoing’. Prof Phalp agreed to amend the two items to read ‘Ongoing’. **Action: KP** | |
| 3.3.5.4 | **Approved:** The Committee approved the Faculty of Science & Technology Faculty Quality Report. | |
|  | Summary | |
| 3.3.5.5 | Although anonymous marking was being undertaken across the University, it was not specifically commented on in the Faculty of Management and Faculty of Science and Technology FQRs. Dr Main and Prof Phalp agreed to include anonymous marking in their FQR. It was important that anonymous marking be included in the reports alongside the generic assessment criteria and how it was to be driven. **Action: AM/KP** | |
| 3.3.5.6 | As the tender process for the new Virtual Learning Environment (VLE) was coming to an end, members should be mindful of how a VLE could facilitate anonymous marking. | |
| 3.3.5.7 | Ms Mack suggested that with regards to high failure rates it would be beneficial to ensure that all Faculties present their information in the same ways. | |
| 3.3.5.8 | Prof Rosser advised members that the University’s academic year did not reflect the financial year for the NHS and therefore the information provided for three years of failure rates of units was not a true picture. Ms Mack agreed to revisit the PQR template. **Action: JM** | |
| 3.3.5.9 | Prof Rosser also suggested that the Committee should further discuss and clarify the difference between a failure and a non-submission as some students decide not to submit assessment. Prof Rosser was working with stakeholders on this issue as it was not always clear whether students had achieved required competencies and learning. If employers were paying for CPD units for their employees they need to be assured that the student has carried out learning and that some knowledge has been taken on board. Students who do not submit their work were currently contributing to a high level of failure rate which was not necessarily a true reflection. | |
| 3.3.5.10 | Overall, the Faculty Quality Reports had provided clarity and focus and were honest with regard to where problems were, aspects which would be worked on further and how issues would be resolved. The focus on three week turnaround and wastage was reassuring and it was encouraging to see Faculties making use of available data to focus on Faculty team integration. More consistency was required around anonymous marking and use of generic assessment criteria and also how Faculties were dealing with unit fail rates. The Chair thanked DDEPPs for presenting an informative and clear set of Faculty Quality Reports. | |
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| **3.4** | **Partner Quality Reports** (ASC-1617-35) | |
| 3.4.1 | Bournemouth & Poole College (BPC) | |
| 3.4.1.1 | The Committee noted the Bournemouth & Poole College (BPC) Partner Quality Report. | |
| 3.4.1.2 | Members agreed it would be helpful to know which programmes had been included in the NSS. The College would be requested to update the Report with this information. **Action: JM** | |
| 3.4.1.3 | A small number of programmes had high overall wastage rates for Level 4, e.g. FdA Business & Management and FdSc Business Computing. Both programmes were undergoing review in the current academic year. | |
| 3.4.1.4 | Ms Mack would send the queries on to BPC for further clarification. **Action: JM** | |
| 3.4.2 | Kingston Maurward College (KMC) | |
| 3.4.2.1 | The Committee noted the Kingston Maurward College (KMC) Partner Quality Report. | |
| 3.4.2.2  3.4.3 | The Partner Quality Report for Kingston Maurward College (KMC) was very positive. One key issue was the poor recruitment for the FdSc Marine Ecology & Conservation programme which was impacting on the number of students progressing onto the top up programme.  Yeovil College | |
| 3.4.3.1 | The Partner Quality Report for Yeovil College had not been submitted to the University to date. Upon receipt of the report any queries would be sent to Yeovil College for a response on behalf of the Committee. The report would be presented to the Committee at the next meeting on 1 February 2017. | |
| **4** | **PART TWO – FOR APPROVAL AND ENDORSEMENT** | |
| **4.1**  4.1.1  4.1.2  4.1.3 | **Updated ARPP 2A – Awards of Bournemouth University: Policy** (ASC-1617-36)  The Honorary Awards Committee met on 24 November 2016 and considered the criteria, process and documentation used for honorary awards and agreed to recommend to the Board that a new award ‘Honorary Fellow of Bournemouth University’ should be added to the University’s list of honorary awards.  The amendments as recommended by the Honorary Awards Committee were approved by the University Board on 25 November 2016. The Committee was asked to endorse the policy amendments to Senate. Senate approval would be managed via Chair’s action in order the call for nominations could be launched in early December 2016.  **Endorsed:** The Committee gave **in principle approval** of the amended wording of *ARPP 2A – Awards of Bournemouth University: Policy* and recommended the paper to Senate for approval. | |
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| **4.2** | **Quality Assurance and Enhancement Group (QAEG) – New Nomination Received**  (ASC-1617-37) | |
| 4.2.1 | **Approved:** The nomination for Dr Evangelia Marinako was approved for QAEG membership. | |
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| **4.3** | **Pending External Examiner Appointments** (ASC-1617-38) | |
| 4.3.1 | The Chair advised the Committee that the Pending External Examiner Appointments agenda item historically had been listed within the ‘For Note’ section of the agenda. However, as the item was always a discussion point, the item would now be included in the ‘For Discussion’ section of the agenda. | |
| 4.3.2 | The External Examiner listed at the top of the report for the FdA Business and Management programme for BPC and Yeovil College with an end date of 2019 had been included as the External Examiner had resigned early and a replacement needed to be sought. A nomination had been received to replace the current External Examiner however the nomination did not meet the University’s criteria. The Faculty of Management were seeking a replacement. | |
| 4.3.3 | The nomination form for the MA Multimedia Journalism programme had been returned to the Faculty as it had not been fully completed. The nomination form would be processed by the Academic Quality team upon receipt of the completed form. | |
| 4.3.4 | The replacement External Examiner for the MA/PG Dip Digital Effects programme, MA/PG Dip/PG Cert 3D Computer Animation programme and the MSc/PG Dip Computer Animation and Visual Effects programme had now been received and the nomination form was with the Dean of the FMC for signature. | |
| 4.3.5 | The nomination form for the replacement External Examiner for the MA Corporate Communication programme was in progress. A response was awaited from one QAEG reviewer. | |
| 4.3.6 | A suitable nominee had been received for the MA Advertising programme and the nomination form would be sent to the Academic Quality team shortly. | |
| 4.3.7 | DDEPPs were reminded that all outstanding and overdue External Examiner appointments should be completed before the end of 2016. **Action: DDEPPs** | |
| 4.3.8 | **Noted:** The Committee noted the pending External Examiner appointments. | |
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| **4.4**  4.4.1 | **External Examiner Nominations and Examination Teams for Research Degrees**  (ASC-1617-39)  **Ratified:** The Committee ratified the External Examiner Nominations and Examination Teams for Research Degrees reports. | |
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| **4.5** | **New Programme/Framework Developments Proposals** | |
| **4.5.1** | **Faculty of Science & Technology: New Programme Proposal – MSc Hypnosis in Research, Medicine and Clinical Practice** (ASC-1617-40) | |
| 4.5.1.1 | The report was taken as read. | |
| 4.5.1.2 | The Committee were unsure whether the proposed programme would recruit a sufficient number of students, however Dr Parris had been speaking to current students and 10 students had confirmed their interest in studying the programme. Dr Parris expected to initially commence the programme with 8 or 10 students and then increase to 15 students (post-script: 15 is the required minimum new student entrant number for new PG programmes). The University’s partnership with the Royal Society of Medicine (RSM) would help with increasing student numbers. The programme would have increasing importance both academically and with data coming from neurological studies. The proposed programme would be a full time course. The programme would be accredited by the RSM. | |
| 4.5.1.3 | The programme would be delivered entirely at the University, with the exception of attendance at an annual conference which would be hosted by the RSM in order to promote the aims of the programme. The conference would take place over one weekend and students would be expected to attend the conference and attend satellite workshops, the cost of which would be included in the students’ fees so there would be no additional expenditure to students. | |
| 4.5.1.4 | All students would be trained in hypnosis with the consent of the patient. Each hypnosis session would be video recorded for training purposes and each student would be supervised during and after each session. After 12 hours of training, students would then have access to online supervision as well as assistance by telephone and Skype. | |
| 4.5.1.5 | Dr Parris confirmed that he did not currently have any links with any NHS Trusts, but he did share a PhD student with Dr Carol Clark in FHSS and Dr Parris believed there was a market for this programme. Prof Hundley advised Dr Parris to engage with Heads of Midwifery and Heads of Nursing within NHS Trusts. | |
| 4.5.1.6 | The Committee suggested the proposed programme should be an inter-Faculty programme between FST and FHSS as it would then be a stronger offering. Dr Parris agreed to contact FHSS as he had previously suggested the programme for the Fusion Curriculum some time ago. | |
| 4.5.1.7 | **Approved:** The Committee approved the proposed MSc Hypnosis in Research, Medicine and Clinical Practice programme for development. | |
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| **4.5.2** | **Faculty of Health & Social Sciences: New Programme Proposal – MSc Clinical Research** (ASC-1617-41) |
| 4.5.2.1 | The report was taken as read. |
| 4.5.2.2 | The proposed programme would bridge the gap between qualified clinicians and Masters’ level research and would provide a programme to support healthcare practitioners with an interest in a career involving research which would also prepare them for a future education in the health professional arena. The intention was to develop a programme that would be eligible for funding by the National Institute for Health Research (NIHR). If BU was chosen as an approved institute then the NIHR would provide 10 places per year. Recent engagements with educational institutions overseas had reinforced the argument that there was also a need for a short recognisable and practice relevant research degree which may help the programme meet the required minimum new student entrant number of 15. |
| 4.5.2.3 | The programme would be delivered in a blended learning format with the majority of the programme being delivered through an online platform to facilitate engagement of an international and home student body. The programme would include two compulsory four day campus based sessions as well as online sessions. |
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| 4.5.2.4 | Currently applicant to the MRes and PhD Programmes require some level of research methods before they can start the programme. The MSc Clinical Research bridges the gap between undergraduate and PGR degrees and would take students onto the next step and allow them to carry out independent research and possibly bring them into an MRes. The University would be in a strong position to apply to be an NHIR funded institution. |
| 4.5.2.5 | **Approved:** The Committee approved the proposed MSc Clinical Research programme for development |
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| **4.5.3** | **Faculty of Science & Technology: New Programme Proposals – BSc (Hons) Games Design, BSc (Hons) Games Software Engineering and BA (Hons) Digital Creative Industries** (ASC-1617-42) |
| 4.5.3.1 | The report was taken as read. |
| 4.5.3.2 | The market research carried out had shown the proposed programmes were popular at present and the Games Design programmes were clearly distinct from Games Technology and Games Software Engineering programmes. The programmes had been developed in response to student feedback. The undergraduate Games market was extremely healthy and had experienced significant growth since 2010/11 and was continuing to grow. Students would have the opportunity to have an optional placement year; although, placements were not always guaranteed to students who requested one. |
| 4.5.3.3 | Members suggested that Games Software Engineering implied less programming and more focus on the production of high quality software and working on production methods of software, systematic testing and design for resilience. Members were unsure whether the proposed title would be as popular as Games Programming. Members were cautious of the Digital Creative Industries programme title as it may be a more technical course. The programme would be a joint collaboration between the FST and FMC (**National Centre for Computer Animation). Further** Information and the appropriate staff members would be available at Open Days to clarify the content of the programmes and to guide candidates to the most suitable programme. |
| 4.5.3.4 | Following a discussion, members agreed that further work should continue on including optionality in units to aid employability in particular for the BSc (Hons) Games Design programme; this would provide additional flexibility/specialism for students as they progressed. Members suggested that further work should also be carried out on the BSc (Hons) Digital Creative Industries programme between evidencing the title and the congruence of the title as the programme moves on to the next stage of development. |
| 4.5.3.5 | **Approved:** The Committee gave in-principle approval to develop the BSc (Hons) Games Design programme, BSc (Hons) Games Software Engineering programme and the BSc (Hons) Digital Creative Industries programme with further work to be carried out on the programmes as suggested by the Committee. |
| **4.5.4** | **Faculty of Media & Communication: New Programme Proposals – BA (Hons) Computer Animation Technical Arts, BA (Hons) Computer Animation Art & Design, BA (Hons) Visual Effects and BSc (Hons) Computer Animation & Visual Effects** (ASC-1617-43) |
| 4.5.4.1 | The report was taken as read. |
| 4.5.4.2 | Since the papers were submitted to the Committee further work had been carried out and there would now be more sharing across the three programmes with common units, and there would now be a common structure across the entire framework. The Committee were pleased to see that there were opportunities for shared units across the three programmes and there would be a common structure across the entire framework. |
| 4.5.4.3 | The University’s Computer Animation programme was a flagship course which had a huge reputation. Mr Foot questioned whether the proposed titles would stand out in a market in which the University already excelled. Mr Williams explained that the team had given the course titles very serious thought and deliberation and they believed the new titles reflected course content and, importantly, would also be recognised within the industry. |
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| 4.5.4.4 | The BA (Hons) Computer Animation Technical Arts programme would examine the technical and artistic disciplines which would equip students with the skills to design and produce work which would enable them to take on roles such as Technical Director or Technical Artist in the computer animation, visual effects and computer games industries. The BA (Hons) Computer Animation Art and Design programme would appeal to students who wanted to go into the visual effects, computer animation and computer games industries and they would have the skills to fulfil the role of computer graphics and animation Artistic Directors and Animators. The BA (Hons) Visual Effects programme would cover all aspects of visual effects which were not directly related to character animation or design and would have a number of optional components which would allow students to tailor their pathway to a more technical or artistic flavour. The BSc (Hons) Computer Animation and Visual Effects programme would be a highly technical course that developed students in the understanding of both theory and practice of software engineering in the areas of computer animation, computer graphics and computer games. |
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| 4.5.4.5 | Mr Williams was confident he would recruit a sufficient number of students to the programmes and students would have optionality throughout all programmes. The course titles had been amended to ensure differentiation between the FMC and FST programmes to ensure there would be no confusion and the programmes would each recruit the correct demographic of students. |
| 4.5.4.6 | The Committee had therefore discussed whether the titles were attractive to the right applicants and to industry however members suggested that further work should continue to be undertaken in order to ensure optimal realignment of these programmes. This would continue to be delegated to the development team as their thoughts progress. |
| 4.5.4.7 | **Approved:** The Committee gave in-principle approval to develop the BA (Hons) Computer Animation Technical Arts, BA (Hons) Computer Animation Art & Design, BA (Hons) Visual Effects and BSc (Hons) Computer Animation & Visual Effects programmes, with ongoing consideration to be given to the realignment of the programmes. |
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| **5** | **PART THREE – FOR NOTE** |
| **5.1**  5.1.1 | **QAA Action Plan Update – three years on update (**ASC-1617-44)  All actions on the updated QAA Action Plan were complete and the Action Plan could now be closed following the QAA review in 2013. |
| 5.1.2 | **Noted:** The Committee noted the updated QAA Action Plan. |

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| **5.2** | **New Partnership Agreements** (ASC-1617-45) |
| 5.2.1 | **Noted:** The Committee noted the report. |
| **5.3** | **Completed Framework/Programme Reviews, Validations and Reviews for Closure**  (ASC-1617-46) |
| 5.3.1 | **Noted:** The Committee noted the report. |
| **5.4**  5.4.1 | **Pearson Institutional Review Report 2015/16** (ASC-1617-47)  **Noted:** The Committee noted the report. |
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| **6** | **REPORTING COMMITTEES** |
| **6.1** | **Faculty Academic Standards Committee Minutes** (ASC-1617-48) |
| 6.1.1 | **Noted:** The Faculty Academic Standards Committee minutes listed below were noted. |
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| 6.1.2 | * Faculty of Health & Social Sciences ARCM minutes of 24 October 2016 (confirmed) * Faculty of Management ARCM minutes of 14 November 2016 (confirmed) and 16 November 2016 (unconfirmed) * Faculty of Media & Communication ARCM minutes of 29 October 2016 (confirmed) and 2 November 2016 (unconfirmed) * Faculty of Science & Technology ARCM minutes of 19 October 2016 (confirmed) and 2 November 2016 (unconfirmed)   Prof Phalp advised members that the issues with the Defence School of Communication and Information Systems (DSCIS) were noted in the FST FASC minutes of 19 October 2016. There had been concerns with the DSCIS ARCMs, aspects of their exam boards and the submission of poor quality documentation to programme reviews. |
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| **7.** | **Graduate School Academic Board Minutes** (ASC-1516-49) |
| 7.1 | **Noted:** The minutes of 24 October 2016 (unconfirmed) were noted. |
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| **8.** | **Date and Time of Next Meeting** |
|  | Wednesday 1st February 2017 – 1.00pm in the Board Room |