BOURNEMOUTH UNIVERSITY   **Confirmed**
ACADEMIC STANDARDS COMMITTEE

MINUTES OF A MEETING HELD ON 15TH MAY 2014

Present:

Prof Tim McIntyre-Bhatty (TMB) (Chair)	Deputy Vice-Chancellor
Prof Keith Phalp (KP) (Deputy Chair)	Associate Dean, HOAG Computing & Informatics, Faculty of Science & Technology (SciTech)
Dr Sue Eccles (SE)	Head of Education, Media School (MS)
Mr David Foot (DF)	Market Research and Development Manager (M&C)
Mr Alan James (AJ)	General Manager of the Students' Union (SUBU)
Ms Jacky Mack (JM)	Head of Academic Services, Academic Services (AS)
Dr John Oliver, Assoc. Prof (JO)	Deputy President EMMA, Programme Director (MS)
Prof David Osselton (DO)	Head of Forensic & Biological Sciences, Faculty of Science & Technology (SciTech)
Ms Catherine Symonds (CS)	Head of Quality & Academic Partnerships (AS)
Mr Arvid Thorkeldsen (AT)	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Dr Geoff Willcocks (GW)	Director of Quality and Accreditations, Business School (BS)

In Attendance:

Ms Jill Davey (JD)	Framework Leader – Qualifying Social Work (HSC) [ASC-1314-129 and ASC-1314-130]
Ms Maxine Frampton (MF) (Clerk)	Policy and Committees Officer (AS)
Mr Trevor Hearing (TH)	Senior Lecturer (MS) [ASC-1314-133 and ASC-1314-134]
Dr Carrie Hodges (CH)	Senior Lecturer/PG Framework Leader – CMC (MS) [ASC-1314-132]
Dr Fiona Knight (FK)	Graduate School Academic Manager (GS) [ASC-1314-119]
Mr Karen Pichlmann (KP)	Head of Admissions (AS) [ASC-1314-119]
Mr Ricky Rogers (RR)	Quality and Enhancement Officer, EDQ (AS) [ASC-1314-121 and ASC-1314-122]
Dr Richard Scullion (RS)	Course Tutor – MACC (MS) [ASC-1314-131 and ASC-1314-132]
Dr Liam Sheridan (LS)	Academic Business Intelligence Manager (AS) [ASC-1314-120]
Ms Netta Silvennoinen (NS)	Quality and Enhancement Manager, EDQ (AS) [ASC-1314-124, ASC-1314-125, ASC-1314-126, ASC-1314-127]
Dr Richard Southern (RS)	Lecturer in Computer Animation (MS) [ASC-1314-135]
Dr Tasos Theofilou (TT)	Senior Lecturer in Public Relations (MS) [ASC-1314-132]
Mr Chris Williams (CW)	Associate Dean – Computer Animation (MS) [ASC-1314-135]

1   APOLOGIES

Apologies were received from:

Mr John Gusman	Vice President (Education) 2013/14, Students' Union (SUBU)
Mr James Holroyd	Student Journey Process Workstream Manager (Senate Representative)

Dr Sherry Jeary	Senior Lecturer, Faculty of Science & Technology (SciTech)
Prof Elizabeth Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Dr Geli Roushan	Associate Dean (Education) (BS)
Dr Philip Ryland	Deputy Dean for Education (ST)
Mr Murray Simpson	President 2013/14, Students' Union (SUBU)
Prof Tiantian Zhang	Head of the Graduate School (GS)

2 MINUTES OF THE MEETING HELD ON 17 MARCH 2014

2.1 Accuracy

2.1.1 The minutes (ASC-1314-117) were approved as an accurate record.

2.1.2 Ratification of Chair's Action – Change of Title from FdSc Paramedic Science to BSc (Hons) Paramedic Science

2.1.3 The Committee ratified the Chair's Action decision within Section 4.1.9 of the previous minutes of 17 March 2014 that the programme title be amended to BSc (Hons) Paramedic Science.

2.2 Matters Arising (ASC-1314-118)

2.2.1 Minute 3.1.2 – Student Population Statistics – Further information regarding tariff points for those students who fail
Completed. A Student Population Statistics Update was listed on the agenda under Agenda Item 3.2.

2.2.2 Minute 3.1.5 – Student Population Statistics Update – additional support for ALS Students
Completed. A Student Population Statistics Update was listed on the agenda under Agenda Item 3.2.

2.2.3 Minute 3.1.8 – Student Population Statistics – PGR Completion Reporting
Ongoing. Dr Sheridan met with Prof Zhang and Dr Knight from the GS and it was suggested that the Research Council's methodology for reporting completion was followed up. A follow-up meeting to look at individual BU student data would be arranged.

2.2.4 Minute 3.3.2 – 4K Placements: Policy and Procedure
Completed. This item was listed on the agenda for discussion under Agenda Item 3.3.

2.2.5 Minute 3.4.2 – EDQ Annual Report
Completed. To maintain a consistent approach across the University and its Partners, the ARFM submission deadline for the 2013-14 monitoring cycle would be Friday 12 September 2014. This date would allow ongoing actions to be considered and where possible resolved prior to the commencement of the 2014-15 academic year. Schools/Faculty were advised of this information on 10 April 2014. For the purposes of recording whether ARFMs have been submitted on time within the EDQ Annual Report submitted to ASC, this would be based on the number of ARFMs available to the actual School/Faculty Academic Standards Committee responsible for overseeing the ARFM in the Autumn term.

2.2.6 Minute 4.2.2 – School of Applied Sciences - School Quality Audit Action Plan
Completed. Improvements had been made to the provision of research methods and data analysis. The Investigative and Reporting Skills unit and the Practical Skills unit were merged into Reporting, Investigative and Practice Skills 1 and 2. The unit delivery team had also changed. So far, no complaints had been received, and the overall effectiveness of these changes would be measured when the Applied Sciences undergraduate framework was reviewed in the new academic year.

2.2.7 Minute 4.2.3 – School of Applied Sciences School Quality Audit (SQA) Action Plan
Completed. This item was discussed at the SciTech (ApSci) SASC meeting on 2 April 2014 and it was noted that students had raised concerns during the SQA that they were being marked down for referencing, despite using the BU Harvard style. As a result, a staff development session was delivered, and consequently a paper was circulated, to advise staff that the BU Harvard standard should be used, or an alternative formal referencing style specified on the assignment brief. It was agreed that only one or two alternative styles should be used, mostly for Masters students, where they might be asked to reference in a particular journal style relevant to a piece of work. In all other cases, BU Harvard should be used as standard. Since this issue was addressed, no further problems have been reported.

Following discussion regarding referencing styles, it was felt that the statement provided above still lacked clarity for both students and staff. Prof Osselton commented that BU Harvard style was the standard referencing style to be used by students, unless particularly instructed otherwise for a piece of work. Dr Eccles suggested that there should be consistency across all Schools/Faculty, and that details should be included in all Handbooks and Assignment Briefs to the effect that BU Harvard Referencing should be used in all assignments by all students, except where there was a clearly stated exception to and rationale for this – for example, students required to prepare articles for specific academic journals would need to present their references according to the conventions and styles required by the journal, and this should be an explicit instruction in the assignment brief.

Further discussion would take place within SciTech to clarify the styles of referencing to be used by students.

Action: KP

2.2.8 Minute 3.1.2 – Partner Quality Report – Defence School of Communication & Information Systems (DSCIS)
Following discussion at the SciTech (DEC) SASC meeting on 23 April 2014, the following actions were discussed:
- **Completed:** EdExcel (Pearsons) HN Award – The issue of the 75% threshold had been resolved.
- **Ongoing:** BEng/PG Cert TSE Programme – A suitable and workable solution had been suggested by the Link Tutor, and SciTech were currently seeking the agreement from the partner institution.
- **Completed:** Partnership Agreement – The issue has been resolved, and the Partnership Agreement has been signed.

3   **PART ONE: FOR DISCUSSION - INSTITUTIONAL MONITORING**

3.1   **QAA Quality Code for HE: Chapter B2 – Recruitment, Selection and Admission to Higher Education** (ASC-1314-119)
Received: QAA Quality Code for HE: Chapter B2 – Recruitment, selection and admission to higher education

3.1.1   Following the issue of the new Chapter B2 – Recruitment, Selection and Admission to Higher Education in October 2013, a review had been carried out to map the current BU processes to the new QAA Chapter.

3.1.2   It was noted that BU currently only communicates with rejected undergraduate students through UCAS, however from 2014 all rejected undergraduate students will be provided with an explanation stating why they had been unsuccessful/not accepted by BU. This information will be provided within the information available from UCAS and not direct from BU. All approved applications would also be recorded on the UCAS system.

3.1.3   In order to bring BU documentation in line with the Quality Code, changes to some aspects of documentation were recommended.

3.1.4 **Approved:** The Committee **approved** the recommendation to rename the two *3B Admissions (Taught Programmes): Policy and Procedure* to *3B Recruitment, Selection and Admission (Taught Programmes): Policy and Procedure* and *3B Admissions Postgraduate Research Degrees: Policy and Procedure* to *3B Recruitment, Selection and Admission Postgraduate Research Degrees: Policy and Procedure.*

3.1.5 **Approved:** The Committee approved the request to expand the document *3T - Admissions Appeals: Procedure* to include recruitment and selection, and the addition of a new complaints section.

3.2 Student Population Statistics Update (ASC-1314-120)
Received: Student Population Statistics Update

3.2.1 Following discussions at the February ASC meeting, Dr Sheridan presented further information following queries raised from the previous data provided.

3.2.2 At the February ASC meeting, the data had shown a difference in the proportion of Additional Learning Needs (ALN) students awarded a First Class or Upper Second Class degree compared with the non-ALN students. In 2012/13, 66.3% of ALN students received these degree classifications compared to 72.3% of students without an ALN. Further analysis had shown that some, but not all of the difference, may be attributable to tariff points on entry. It was noted that students who enter BU with good tariff points often leave BU with a good standard of degree. On average there was still a 3% gap between ALN and non ALN students that could not be explained by lower tariff points on entry.

3.2.3 The Committee had questioned at the February meeting whether any of this variation could be the result of late declaration of ALN and an associated lack of appropriate support. The further analysis presented to the meeting confirmed that late declaration of ALN did have an impact on their results. The proportion of 1st and 2:1 degrees awarded to ALN students who registered with an ALN within their first year was 70.1%, (this compares with 71.4% for all students; 72.3% for non ALN students) and 61.7% for ALN students who did not register within a year of starting.

3.2.4 The Committee agreed that the information provided clearly supported the Committee's earlier views that students should declare their ALN as soon as they can in order to take full advantage of the support available.

3.2.5 The relationship between UCAS tariff points on entry and honours degree classification for graduating first degree students had been presented to the Committee in February. Further analysis indicates that the average tariff points on entry for students who left without an award were not significantly different to those for students who graduated.

3.2.6 Members agreed the information supporting the importance of early declaration of an ALN was very useful and would be forwarded on to Student Support Services. Ms Mack would advise all relevant parties who would benefit from being in receipt of this information.

Action: JM

3.3 Academic Study Abroad within the Placement Year Update (ASC-1314-121)
Received: Study Abroad within the placement year (4K – Placement: Policy and Procedure)

3.3.1 Following discussions at the February ASC meeting, members had requested that QASG further investigate the option of a Study Abroad placement within the one year placement. EDQ carried out sector research, and it was established that a number of HEIs allow sandwich degree students to combine a period of Study Abroad with a work placement.

3.3.2 Discussions at QASG had supported the proposal of incorporating Study Abroad into the 40 week placement. As the 40 week placement was non-credit bearing, any credit obtained via the Study Abroad during Level P would not be converted into BU credit or used towards the award. QASG had also agreed that the Study Abroad component should be included on the Transcript or the Diploma Supplement in the future.

3.3.3   Recommendation 1
The Committee **approved** the recommendation that Schools/Faculty should maintain a flexible approach to managing the length of the Study Abroad option, but that this should not exceed one semester. Schools/Faculty/Programmes to agree which programmes should be offered this opportunity in line with the learning outcomes of the programme.

3.3.4   Recommendation 2
The Committee **approved** the recommendation that Schools/Faculty should determine what constitutes successful completion of the 40 week placement where a Study Abroad option was included and (in cases of failure) to determine appropriate reassessment. Students are to be made aware that they would be expected to pass the Study Abroad. In addition the full 40 weeks should still be completed if the student should leave the Study Abroad placement early in order to meet the requirements of the sandwich award.

3.3.5   Recommendation 3
The Committee **approved** the recommendation that EDQ develop an appropriate streamlined approach for the inclusion of the Study Abroad option within the relevant programme documentation.

3.3.6   Recommendation 4
The Committee **approved** the recommendation that all student exchanges including those taken as part of a sandwich placement were managed in line with ARPP *7H – Student Exchange: Policy and Procedure*, with the suggestion that cross-referencing be carried out between *4K – Placements: Policy and Procedure* and *7H – Student Exchange: Policy and Procedure*.

3.4   Review of Mitigating Circumstances Policy and Procedure including Short Term Sickness Notification (ASC-1314-122)
Received: Review of 6J – Mitigating Circumstances including extensions: Policy and Procedure

3.4.1   The short term sickness notification process was included in *6J – Mitigating Circumstances including extensions: Policy and Procedure* from November 2013. ASC requested a review of this aspect of *6J Procedure* prior to republication for the 2014/15 academic year. Following discussions at Quality Assurance Standing Group (QASG) on this process and other possible changes, a number of recommendations were proposed to ASC for inclusion in the republished document.

3.4.2   Recommendation 1 which stated that short term sickness notification should continue in its current format for the 2014-15 academic year, unless serious concerns were raised following the summer assessment boards, was **approved** by the Committee.

3.4.3   Members agreed that Recommendation 2 which stated that when a student was diagnosed late with an ALN they may, where appropriate, be allowed the opportunity by the Assessment Board to be assessed as for the first time for the current academic level only, in line with *6J – Mitigating Circumstances including extensions: Policy and Procedure.* The Committee **approved** this and added that normally, retrospective consideration would apply to the period between initial ALS consultation and formal diagnosis where this may have affected students' assessment performance.

3.4.4   The Committee **approved** the amendment of the current ALS guidelines and other relevant documentation to reflect this change.

3.4.5   Recommendation 3 which requested the Committee to approve students with sporting commitments to be allowed to seek consideration under *6J – Mitigating Circumstances including extensions: Policy and Procedure* was **rejected** by the Committee and each School/Faculty was requested to continue to consider these students on an individual basis.

3.4.6   Recommendation 4 which stated that a student's assessment performance may be affected by religious and cultural holidays would be allowed to seek consideration under *6J – Mitigating Circumstances including extensions: Policy and Procedure* was **rejected** by the Committee. Members agreed that students would be required to advise staff in advance if they considered a religious or cultural holiday would impact on their ability to undertake assessment on particular dates. Any decision to amend assessment dates should consider the potential impact on their physical or emotional status of the religious/cultural activity.

3.4.7   The Committee **rejected** the recommendation for BU Chaplaincy to make available a schedule of key religious and cultural holidays throughout the academic year to Schools/Faculty to aid assessment submission and examination dates. This was on the basis that the dates change from year to year and that this was being considered on an individual basis within Schools. It was noted that a Religion and Belief Policy was currently in preparation and this may inform future discussions on this matter.

3.4.8   Recommendation 5 which requested the Committee to approve the current wording in *6J – Mitigating Circumstances including extensions: Policy and Procedure* is clarified further to state: "All extensions approved for coursework hand-ins must have a specific hand-in date which is set to reflect the nature of the mitigating circumstance" was **approved** by the Committee with the recommendation that *ARPP 6J* should make explicit that when an extension goes beyond three weeks, the consequences of other students having received feedback should be considered. For longer extensions it should be considered whether a new/different piece of assessment was more appropriate, or that an assessment during the reassessment period should be offered.

3.4.9   Recommendation 6 requested the Committee to approve the inclusion of 'short-term emergency care of an unexpected and serious nature' be taken into consideration for students who have caring responsibilities in line with *6J – Mitigating Circumstances including extensions: Policy and Procedure* if supported by relevant supporting evidence. This recommendation was **approved** by the Committee.

3.5   **QAA Quality Code for Higher Education**

3.5.1   **Part A – Setting and Maintaining Academic Standards** (ASC-1314-123)
Received: Review of the QAA UK Quality Code for Higher Education Part A: Setting and maintaining academic standards

3.5.2   A review of the *QAA UK Quality Code for HE Part A: Setting and maintaining academic standards* was undertaken by QASG in March 2014 to establish whether BU's current quality assurance and enhancement framework aligned with the expectations and indicators of sound practice in Part A. QASG concluded that overall, BU met the requirements set out in Part A, however BU uses terminology which refers to HE levels of C, I, H, M and D.

3.5.3   It was proposed to align BU with the current numerical levels 4-8 (as per the current sector terminology within *QAA Chapter A1: UK and European reference points for academic standards).*

3.5.4   The Committee **approved** the recommendation to align to sector Levels 4-8. This alignment would take place incrementally alongside the implementation of the new Student Record System.

3.5.5   **Part B – Assuring and Enhancing Academic Quality - Chapter B6: Assessment of Students and the Recognition of Prior Learning** (ASC-1314-124)
Received: Review of the QAA UK Quality Code for Higher Education Chapter B6: Assessment of students and the recognition of prior learning

3.5.6   The revised *Chapter B6: Assessment of students and the recognition of prior learning* was published in October 2013. As a consequence of the mapping undertaken by QASG a number of recommendations were made to ASC.

3.5.7   The revised Chapter now incorporates what the UK Quality Code for Higher Education refers to as the 'recognition of prior learning'. However, the revised Chapter does not cover what is described as 'UK credit transfer'. Currently the University uses different terminology and QASG recommended that BU terminology is aligned with the definitions used in the Quality Code.

3.5.8   The Committee agreed that the change was appropriate and **recommended to Senate** that the current BU term 'Accreditation of Prior Learning' (APL) should be replaced with current sector terminology 'Recognition of Prior Learning' (RPL) and 'UK Credit Transfer' and to reflect this in the Policy section of *ARPP 3P.* The changes would not affect the current academic principles applied to prior learning. However, they presented an opportunity for process efficiencies which would be determined as part of the new student record system implementation.

3.5.9   The Committee gave **in principle approval** for procedural changes to *ARPP 3P* subject to approval by Senate of the policy changes.

3.5.10 The Committee **approved** the recommendation to improve further the student and applicant-facing APL guidance by including information on the admission web pages, the Student Portal and on myBU on the School/Faculty tabs.

3.5.11 In response to Indicator 6 'Staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made', the Committee **approved** the recommendation that Schools/Faculty should ensure appropriate opportunities for staff to actively engage students and build their understanding of assessment processes and judgements on standards in their chosen subject area. The 'Peer Reflection on Education Practice' scheme, PG Cert Education Practice programme, Academic Advisor Research Feedback and Centre for Excellence in Learning were all identified as possible mechanisms to take this forward.

Action: DD(E)s

3.5.12 The Committee **approved** the recommendation to retain current practice whereby examinations would normally be reassessed with a new 'resit' paper, whilst coursework reassessment would be at the discretion of the Assessment Board.

3.5.13 The Committee **approved** the recommendation that students would be entitled to feedback on assessment for the recognition of prior learning.

3.5.14 The Committee **approved** the recommendation to update the ARPP to include further information on the principles applied to the regulation of in-class tests.

3.5.15 Following discussion of the terminology associated with assessment, the Committee **recommended** to Senate that the University aligns with sector terminology to include 'Internal Moderation' and to include a revised definition for 'second marking'. The Committee requested that terminology within the revised policy be clarified.

3.5.16 The Committee gave **in principle approval** to the recommendation that procedural changes to *ARPP 6D* be made subject to approval by Senate of the related policy changes. The current BU Independent Marking Procedure would be revised to reflect the proposed revisions to the current second marking and new internal moderation requirements, and when second markers and internal moderators, should be used. The paper would be considered at the July meeting of QASG and would require ASC Chair's Action in order for the changes to be implemented from September 2014.

Action: QASG

3.5.17 The Committee **approved** the recommendation to revise the requirement for external examiners to review assignment briefs to include an opportunity to review all assessments which contribute towards classification, therefore normally excluding Level C assessments (but including Level C of Foundation degrees and awards which are designed to terminate at Level C). The Committee requested that *ARPP 6B: External Examining: Policy and Procedure* be updated to include a statement that states that all External Examiners must review a sample of assignment briefs where units were assessed by 100% coursework.

3.5.18 **Chapter B1: Programme Design, Development and Approval and Chapter B8: Programme Monitoring and Review** (ASC-1314-125)
Received: Review of the QAA Quality Code for Higher Education Part B: Assuring and enhancing academic quality – Chapter B1: Programme design, development and approval – Chapter B8: Programme monitoring and review

3.5.19 The revised *UK Quality Code Chapters B1: Programme design, development and approval* and *B8: Programme monitoring and review* were both published in October 2013 and the two Chapters were closely interlinked. EDQ undertook a review of both documents in order to determine whether BU's quality assurance and enhancement framework met the expectation and indicators of sound practice within the Chapters. The review confirmed the framework evaluation and monitoring processes met the sector requirements set out in the Chapters.

3.5.20 The Committee **considered and endorsed** the paper, with no recommendations for action.

3.6 Management of Mid-Level Assessment Outcomes for Incoming International Exchange Students (ASC-1314-126)
Received: Management of mid-level assessment outcomes for incoming international exchange students

3.6.1 For incoming exchange students to meet the requirements of the Erasmus charter, QASG considered at the May meeting, the current processes through which BU meets the new 2014-2020 Erasmus requirement to confirm incoming exchange students' assessment outcomes following Semester 1 in the absence of mid-level Boards. Sector research had been carried out to assist with determining how other institutions provide assessment/end of unit marks within a semesterised structure. The research had shown that other institutions which operate similarly with end of year Assessment Boards seek to meet the revised Erasmus requirement through provisional results via an interim or provisional transcript/report. Whilst Schools were providing information a range of slightly different approaches had been adopted and it was agreed that this should be formalised to ensure consistency and equity for students.

3.6.2 The Committee **approved** the recommendation to formalise the production of provisional transcripts for the 2014-15 academic year for all incoming exchange students (Erasmus and non-Erasmus). Academic Partnerships to take this recommendation forward.

Action: Academic Partnerships

3.6.3 The Committee **approved** the recommendation to standardise the processes that support the management of mid-level assessment outcomes, also for the 2014-15 academic year. Academic Partnerships to develop the process.

Action: Academic Partnerships

3.7 Outgoing Exchange Students' Award Classification (ASC-1314-127)
Received: Outgoing exchange students' award classification

3.7.1 Where BU students undertake a study exchange in lieu of credit-bearing BU units, the credits awarded are recognised by BU on a pass/fail basis. Following discussion at the May QASG meeting, it was agreed that at present, the conversion of marks could not be done in a way that would ensure accurate and fair assessment outcomes for exchange students, whilst retaining parity for all students. QASG expressed concern regarding students' perception of the purpose and value of the study exchange and therefore recommended that any credit-based contribution towards BU awards should continue to be based on a threshold judgement.

3.7.2 The Committee **endorsed** QASG's recommendation that any credit-based contribution towards BU awards continue to be based on a threshold judgement.

3.8 **Annual Review of Key Performance Indicators/Performance Indicators** (ASC-1314-128)
Received: Annual Review of Key Performance Indicators/Performance Indicators

3.8.1 Prof McIntyre-Bhatty introduced the KPI paper which summarised performance against the KPIs and PIs which had been set out in BU2018, and had been presented to the University Board on 9 May 2014. Good progress had been made over the past year which had been assisted by improved self-reporting through BRIAN.

3.8.2 Student to staff ratios (SSRs) with and without vacant posts had been updated to reflect the latest staff establishment. The number of students per academic establishment FTE including vacant posts had increased by 0.2 to 18.9, however this still remained better than the 19.8 target for 2013/14. It was noted that as vacancies took some to be filled, these would continue to impact on the figures. It was therefore important that all vacancies were recruited to as quickly as possible moving forward.

3.8.3 **Noted:** The Committee noted the report.

4 **PART TWO – FOR APPROVAL AND ENDORSEMENT**

4.1 **New Programme/Framework Development Proposals**

4.1.1 **HSC Proposal: New Programme – MA Social Care** (ASC-1314-129)
Received: HSC Proposal: New Programme – MA Social Care

4.1.1.1 The proposed new programme would run alongside the current MA Social Work programme and would accommodate the international market who were keen to engage through an internship with practice without needing to gain a UK Social Work qualification. It was not possible to currently fulfil international requests for internships outside of the academic framework due to the existing practice of daily placement fees to partner practice agencies.

4.1.1.2 It was anticipated that a one year 180 credits programme in MA Social Care would be designed. The proposed MA in Social Care would run alongside the current MA Social Work programme and students would share the taught elements of the programme. The two programmes would be dovetailed to maximise existing resources.

4.1.1.3 The Committee required reassurance that the placement units would be true Level M units and that clear criteria should be provided to the design team who should bear this in mind, along with the IELTS criteria. Ms Symonds commented that unusually across BU programmes the dissertation was 40 M Level credits, it was important to ensure that robustness was in place and this should be further discussed at the Design Phase.

4.1.1.4 **Approved:** The new programme proposal was approved for development subject to the comments made above.

4.1.2 **HSC Proposal: New Programme – BSc (Hons) Care of the Older Person** (ASC-1314-130)
Received: HSC Proposal: New Programme – BSc (Hons) Care of the Older Person

4.1.2.1 BU had been approached by Edward Healthcare to provide a programme to top up their nursing qualifications and prepare qualified nurses in China to lead and manage compassionate care in Chinese nursing homes. It was noted that as this was a new venture, the School of Health & Social Care was working with the Legal Department to ensure a sound framework was in place with the identified agency.

4.1.2.2 This programme was proposed as in China, where care for the elderly had always taken place within the domestic environment, due to the 'one child policy' and economic growth, this had resulted in insufficient support being available and the need for care homes.

4.1.2.3 Edward Healthcare would be looking for BU to provide a programme which would offer Chinese diploma qualified nurses the opportunity to study in the UK to degree level and gain work experience in an international setting and to then take up positions of responsibility in

care facilities in China. There was no expectation for the Chinese students to be registered as nurses in the UK by the NMC upon completion.

4.1.2.4 Following discussion, the Committee agreed that this proposal should be discussed at a future International and UK Partnerships Committee (IUPC) meeting in order to understand more information about Edward Healthcare and a decision would be made by Chair's Action upon receipt of satisfactory Due Diligence approval by IUPC.

Action: Clerk

4.1.3   MS Proposal: Change of Title from BA (Hons) Politics and Media to BA (Hons) Politics (ASC-1314-131)
Received: MS Proposal: Change of Title from BA (Hons) Politics and Media to BA (Hons) Politics

4.1.3.1 Due to low recruitment numbers to the BA (Hons) Politics and Media programme, the Marketing Department had indicated that the title of the programme may have been deterring potential applicants from applying as many students only wished to study Politics. It was anticipated the newly titled programme would attract additional applicants whose primary interest was in Politics and may have been put off by the word 'Media' in the title. It was anticipated the newly titled programme would commence in September 2015.

4.2.3.2 **Approved:** The change of title was approved for development.

4.1.4   MS Proposal: Replace MA Public Relations Conversion Programme with MA Corporate Communication Programme (ASC-1314-132)
Received: MS Proposal: Replace MA Public Relations conversion programme with MA Corporate Communication programme

4.1.4.1 Dr Scullion introduced the proposal to replace the existing MA Public Relations conversion programme with a specialist progression MA Corporate Communication programme within the Corporate and Marketing Communication Postgraduate Framework. It was proposed to align this programme closely with the leading industry body, the Chartered Institute of Public Relations (CIPR) as this would increase the attractiveness of the programme to the overseas market. It was noted that the CIPR were supportive of the proposed innovative programme and this collaboration would enable BU to offer students on the MA Corporate Communications programme the added benefit of being taught at an accredited centre.

4.1.4.2 Dr Hodges advised that the existing programme was to be suspended following advice received from EDQ and was due to go through a revalidation event with the new title. It was agreed that the Cover Sheet provided was incorrect and should not have been listed as a change of title.

4.1.4.3 Ms Symonds would check with EDQ what work would need to be carried out with regards to the closure event.

Action: CS

4.1.4.4 **Approved:** Revalidation of the proposed programme was approved for development subject to further information from Ms Symonds/EDQ.

4.1.5   MS Proposal: Change of Title from MA Cinematography for Digital Film & Television to MA Cinematography for Film & Television (ASC-1314-133)
Received: MS Proposal: Change of Title from MA Cinematography for Digital Film & Television to MA Cinematography for Film & Television

4.1.5.1 Following a survey of the market, it had become apparent that the current title was no longer appropriate as the word 'digital' had become redundant as film-making and distribution was now almost entirely undertaken in a digital environment. The revised title more accurately described the content of the course and would have greater appeal.

4.1.5.2 **Approved:** The change of title was approved for development.

4.1.6 **MS Proposal: Change of Title from MA Directing Digital Film & Television to MA Directing Film & Television** (ASC-1314-134)
Received: MS Proposal: Change of Title from MA Directing Digital Film & Television to MA Directing Film & Television

4.1.6.1 Following a survey of the market, it had become apparent that the current title was no longer appropriate as the word 'digital' had become redundant as film-making and distribution was now almost entirely undertaken in a digital environment. The revised title more accurately described the content of the course and would have greater appeal to prospective students.

4.1.6.2 **Approved:** The change of title was approved for development.

4.1.7 **MS Proposal: Change of Title from BSc (Hons) Software Development for Animation, Games and Effects to BSc (Hons) Computer Animation Systems Engineering**
(ASC-1314-135)
Received: MS Proposal: Change of Title from BSc (Hons) Software Development for Animation, Games and Effects to BSc (Hons) Computer Animation Systems Engineering

4.1.7.1 The change of programme title to BSc (Hons) Computer Animation Systems Engineering was proposed due to low recruitment numbers. It was noted that the programme would be re-launched and rebranded during the revalidation of the programme.

4.1.7.2 Dr Southern advised that a similar SciTech programme was recruiting well and the title had been developed in order to avoid internal competition. The word 'Games' had been removed following industry feedback. To coincide with the curriculum review, the title would change however the content would remain unchanged. An explanation was given providing details of how the new title had been created and the logic applied.

4.1.7.3 Industry feedback had been received from six sources and it was noted that the proposed title would work well at industry level and would be appealing to prospective students. It was anticipated the new programme would attract high achieving students with at least 320 tariff points.

4.1.7.4 Dr Eccles suggested that as part of the design phase, discussions would need to take place with the staff in SciTech and agree to provide support with the inclusion of the new programme rather than conflict with another faculty.

4.1.7.5 Following discussion, the Committee agreed that the proposal should be represented to the Committee using an alternative approach and a constructive case should be submitted using the strengths of the programme.

4.2 **Programme/Framework Review Deferral Requests**

4.2.1 **Weymouth College – Partner Review Deferral** (ASC-1314-136)
Received: Weymouth College – Partner Review Deferral

4.2.1.1 The Committee was requested to approve the deferral of the Partner Review until there was further clarity regarding the future of BU programme provision at Weymouth College.

4.2.1.2 **Approved:** The Committee approved the deferral of the Partner Review.

4.3 **Partner Development**

4.3.1 **Kingston Maurward College – Validation** (ASC-1314-137)
Received: Kingston Maurward College – Programme Development Proposal – Validation and Kingston Maurward College – Due Diligence - Validation

4.3.1.1 Following approval by IUPC, the Committee was requested to approve the proposal to develop a Validation Agreement.

4.3.1.2 **Approved:** The Committee approved the proposal to develop a Validation Agreement.

5   PART THREE – FOR NOTE

5.1   Partnership Agreements (ASC-1314-138)
Received: New Partnership Agreements

5.1.1   The report was **noted.**

5.2   Completed Framework/Programme Reviews, Validations and Reviews for Closure
(ASC-1314-139)
Received: Completed Framework/Programme Reviews, Validations and Reviews for Closure

5.2.1   The report was **noted.**

5.3   Bournemouth & Poole College and Yeovil College Partner Review Action Plans
(ASC-1314-140)
Received: Partner Review Action Plans – Bournemouth & Poole College and Yeovil College

5.3.1   The report was **noted.**

5.4   Pending External Examiner Appointments (ASC-1314-141)
Received: Pending External Examiner Appointments

5.4.1   The report was **noted.**

5.5   External Examiner Nominations and Examination Teams for Research Degrees (ASC-
1314-142)
Received: External Examiner Nominations and Examination Teams for Research Degrees

5.5.1   The report was **noted.**

6   REPORTING COMMITTEES

6.1   International and UK Partnerships Committee Minutes (ASC-1314-143)
Received: IUPC Meeting Minutes of 9 April 2014 (unconfirmed)

6.1.1   The minutes were **noted.**

6.2   Quality Assurance Standing Group Minutes (ASC-1314-144)
Received: QASG Minutes of 24 March 2014 (unconfirmed)

6.2.1   The minutes were **noted.**

6.3   School Academic Standards Committee (SASC) Minutes (ASC-1213-145)

6.3.1   The following SASC minutes were **noted.**

           HSC Minutes of meeting held on 2 April 2014 (unconfirmed)
           SciTech (ApSci) Minutes of meeting held on 2 April 2014 (unconfirmed)
           SciTech (DEC) Minutes of meeting held on 23 April 2014 (unconfirmed)

7   Graduate School, School Academic Board Minutes of 25 February 2014 (ASC-1314-146)
Received:

7.1   The minutes were **noted.**

8   **Joint Academic Board Minutes** (ASC-1314-147)
Received: Joint Academic Board Meeting Minutes of 2 April 2014 (unconfirmed)

8.1   The minutes were **noted.**

9   **ANY OTHER BUSINESS**

9.1   There was no other business.

9   **DATE AND TIME OF NEXT MEETING**
Wednesday 8 October 2014 at 9.00am in the Board Room