

Academic Standards and Education Committee (ASEC)

20 May 2020, 14:00 to 17:00

MS Teams

Attendees

Board members

Prof. T McIntyre-Bhatty (Chair and Deputy Vice-Chancellor),

Prof. Michael Silk (Deputy Chair and Deputy Dean - Research and Professional Practice (FM)),

Jules Forrest (Secretary and Head of Academic Quality), Mandi Barron (Director of Student Services), Dr Carol Clark (Member of Senate),

Justin Cole (Director of Marketing and Communications), Lenrick Greaves (Vice-President (Education), Students' Union (SUBU)),

Prof. Christopher Hartwell (Member of the Professoriate), Samantha Leahy-Harland (Chief Executive, Students' Union (SUBU)),

Jacky Mack (Academic Registrar), Prof. Kevin McGhee (Deputy Dean (FST)),

Dr John Oliver (Interim Deputy Dean - Education and Professional Practice (FM)),

Diana Pelino (Faculty Representative, Faculty of Media and Communication),

Dr Gelareh Roushan (Head of Fusion Learning Innovation and Excellence (FLIE)), Prof. Julie Turner-Cobb (Member of the Professoriate),

Dr Christa van Raalte (Deputy Dean - Education and Professional Practice (FMC)),

Dr Sara White (Deputy Dean - Education and Professional Practice (FHSS))

Apologies

Georgia Hill (Faculty Representative, Faculty of Management), Kelly Lovelock (Faculty Representative, Faculty of Health and Social Sciences)

Observers

Judy Smith (Clerk and Academic Quality Officer), Joao Oliveira (Technical Support and Academic Quality Officer)

Meeting minutes

1. Apologies

Apologies were noted as above.

Information

Clerk

2. Declarations of Interest

No declarations of interest were recorded.

Information

Prof. T McIntyre-Bhatty

3. Minutes of Previous Meetings

3.1. Accuracy ASEC 16 - 20 March 2020

The Minutes of the previous meeting were **approved** as an accurate record.

Decision

Prof. T McIntyre-Bhatty

 3.1 e-ASEC Minutes 16-20.03.2020 - Unconfirmed.pdf

3.2. Matters Arising/Actions Log

18/068 - ARPP Republication - The work regarding changes to the republication process will be implemented during the next academic year. The action was closed.

4.2 ARPP 6H – Academic Offences Policy and Procedure for Taught Awards - ARPP 6H had been presented at the last ASEC meeting. Changes to ARPPs that impact students will be communicated to students using the normal channels, for sign up an enrolment/re-enrolment. The action was closed.

5.1.C - Student Population Statistics - Actions to be taken to support BTEC students. Progress on this had been delayed due to Covid-19. Actions against targets had been identified. An AEIC meeting would be held early in June and this would be discussed with the Faculties then. This was still a proposed AMER theme.

5.2 Update: Degree Outcomes Statement - The paper had been delayed due to the Covid-19 situation and would be published by the end of the academic year or at the latest, by the end of the calendar year.

5.3 Annual Report: Dignity, Diversity and Equality Steering Group - Mental health of Black male students- This action was closed as all involved were working on ways of dealing with these concerns.

8. Any Other Business - Faculty student representatives to be invited to attend FASEC meetings - The DD FST confirmed that student representatives had been invited, but that they had not attended any meetings. The action was closed.

All other Actions could be viewed on the Actions Log.

 3.2 ASEC Actions Log 2019-20.pdf

4. For Discussion

4.1. Assessment Major Incident Group Update

It was reported that the current priority was planning for the Assessment Board period. A final draft of the Assessment Board schedule had almost been completed. The calculation work underpinning Assessment Board reports would follow shortly. Further information on the Independent Marking Plan (IMP) regarding units with sub-elements was being finalised to obtain a complete record. SITS had begun compiling modelling in terms of different scenarios for assessments, particularly those completed after 15 March 2020. The importance of interpreting and applying the new ARPP 6R regulations consistently across all Assessment Boards was noted.

The Academic Registrar thanked all Faculty colleagues who had been involved with this work and the Chair added his thanks to everyone for the huge effort in getting this finalised. Certain arrangements still needed to be put in place, but good progress had been made so far.

It was confirmed that SUBU was satisfied with the approach to assessment and new regulations. The SUBU Chief Executive and her colleagues were thanked for their invaluable assistance and for the feedback provided on the regulations.

Early feedback from students indicated there may be some concern regarding the new regulations. The Chair commented that there would be more opportunity to inform and reassure students. Further reassurances could be shared once the calculation and systems work is completed.

 4.1 Assessment MIG Update.pdf

4.2. Fusion Learning Innovation and Excellence Update

FLIE had experienced a surge in requests for support over the past few weeks due to the transition to online teaching. The goal had been to support colleagues and to ensure that they had the right equipment. Faculties had commented that the transition had gone well. The focus was now on preparing for the next phase which is planning for the 2020/21 academic year. The Academic Excellence plan focussed on consistency and quality of delivery across all provision. Brightspace was the main platform being used. FLIE's focus was bringing Faculties together and forming a framework with basic principles for Faculties and departments. The senior team were considering ways of making the transition as seamless as possible for students.

It was requested that colleagues set aside time to factor in planning for developing units in Brightspace as soon as possible. It was suggested blocking out periods of time when FLIE could support teams in making good use of the resources available. This could take place after Assessment Boards end or early in September. Support from FLIE would be available to academic staff and enable the move to online delivery and planning to allow colleagues time to think about what their units might look like next year. The Head of FLIE would contact the DDEs to discuss further.

Learner analytics is an area in Brightspace where the FLIE team have been trying to engage staff and to activate these tools and to make use of them. The response so far has been limited because staff have been distracted with other priorities. Presentations were being used as a pilot for in Faculty of Management to engage staff in the opportunities for using learner analytics data.

It was requested that access to Brightspace be made available before September in order to update units. The Head of FLIE confirmed that Learning Technicians were happy for colleagues to start working on units now in the sandbox, if rollout had not yet happened.

It was suggested that staff and student surveys would be helpful in identifying what was useful, what was useable and what was working well. Feedback had been sent to the Head of FLIE and the Academic Registrar regarding online learning experiences. Webinars were being recorded. It was suggested that webinars be presented live but also recorded. Colleagues were expected to collaborate at a programme level to plan for 2020/21 delivery. For example how would a two-hour lecture be delivered on campus, in comparison to the online version. It would be necessary to find a balance between physical face-to-face and online when exploring a blended-delivery approach.

It was requested that FLIE be consulted in establishing an overarching plan on how learning and teaching now operates and what this means for delivery under a blended model. Basic definitions and types of delivery should be identified. The Head of FLIE would also engage directly with Heads of Departments.

5. For Approval/Endorsement

5.1. Update to 2B Programme Structure and Curriculum Design Characteristics: Policy

Decision
Jules Forrest

The paper was unavailable at the time of the meeting as there were details which still needed to be resolved.

It was proposed that the paper be circulated after the meeting and that members would be given a week to comment on the paper before it was approved, subject to further suggestions.

Action: Secretary

5.2. Update to 3E Admissions Policy for Applicants with a Criminal Record (previously Criminal Convictions: Policy)

Decision
Jo Freeman

The review of Admissions ARPPs as a whole had been postponed to next year. However, in conjunction with Legal Services, some changes had been made for 2020/21. The data protection legislation set a specific legal requirement to have a written policy (or policies) in place in relation to the processing of criminal records information.

One concern which needed to be addressed was an issue with policy implementation whereby individuals were proceeding to enrol on, and commence participation in, regulated professional courses where they had not yet initiated the required DBS checks. Additional explanatory text had been added regarding the procedure for applicants undergoing DBS certification, which was not always possible to have completed before the start of the semester.

It was requested that in Section 4.4, the penultimate paragraph, which reads: "We retain any information collected or generated under this Policy for the duration of the current academic year plus one year" be clarified to state which academic year this referred to – the year of application or the year of intended registration.

Action: Head of Student Administration

The paper was **approved** subject to the clarification of the academic year as detailed above.

 5.2 Update to ARPP 3E.pdf

5.3. Update to 3B Admissions Policy (Taught Programmes)

A working group consisting of Academic Services, Legal Services, the Director of Student Services and Faculty representatives had recently reviewed how BU collected information about students' disabilities, medical conditions or other support needs and assessed support or adjustments required to enable them to access their programme. The group agreed that BU should aim to collect this information more consistently at an earlier stage (once an offer is accepted). It also identified the need for more structure to provide a clear decision-making process for the exceptional cases where there was concern that the student may not be able to access their programme even with all reasonable adjustments in place.

It was necessary to make changes to Section 8, which included operational or procedural details which were having to be updated every time the procedure changed. The changes removed these details.

Section 12 had been changed regarding applicants with disabilities or ALS which was not changing the policy position, but rather adding additional information. Students' disabilities would now be captured before their arrival. More guidance and established processes were being put in place, which were already in place for regulated programmes.

The Director of Student Services noted that these changes had been prompted by an increase in students coming through the system with increasing health and personal needs. It was proving difficult for the team to satisfy the health and safety concerns and that risk assessments needed to be put in place for these students.

The paper was **approved**.

 5.3 Update to ARPP 3B.pdf

5.4. Exceptions to 6R - Assessment Regulations for the Management of Assessment in Emergency Scenario(s)

To support student progression and completion during the coronavirus pandemic, BU had developed and approved ARPP 6R for programmes that require exceptions to new assessment regulations. These are necessary due to PSRB requirements.

The following programmes were included:

Faculty of Science and Technology:

1. BA/BSc/MDes (Hons) Product Design/BA (Hons) Product Design Futures
2. BA (Hons) Industrial Design
3. BSc (Hons) Design Engineering
4. MEng/BEng (Hons) Mechanical Engineering
5. MEng/BEng (Hons) Engineering
6. MSc Mechanical Engineering Design
7. MSc Engineering Project Management

Faculty of Health and Social Sciences:

1. BSc and PG Dip Nursing, all branches
 2. BSc Midwifery
 3. BSc Occupational Health
 4. BSc Paramedic Science
 5. BSc Physiotherapy
 6. DipHE Operating Department Practice
 7. BA and MA Social Work, PG Dip Social Work (Children and Families)
 8. BSc Nutrition
 9. MSc Nutrition and Behaviour
 10. BSc Sports Therapy
1. MSc Physician Associate Studies

The Chair noted that it would be worth adding footnotes, for example, in FST all Intended Learning Outcomes must have been demonstrably achieved.

Action: Secretary

The paper was **approved** subject to the inclusion of footnotes, as noted above.

 5.4 Exceptions to ARPP 6R.pdf

5.5. Annual Monitoring and Enhancement Review 2019-20

Decision
Jules Forrest

Faculties, via FASEC, usually receive an update regarding the AMER process and themes for the new academic year. It was noted that there were no process updates for this cycle of monitoring. Explicit enhancements such as unit monitoring, had been approved in ASEC in March 2020. It was noted that the NSS results and dashboard release will feed into the AMER process as part of the data inputs annual monitoring. The Academic Quality team will be providing more guidance and timelines with dates for specified activities.

The themes are based on previous years' themes and include target areas identified at the AEIC committee. This year also requires programme teams to reflect on the current situation and take action to plan for the transition to online learning.

The priorities are:

1. Continuation rates;
2. BAME attainment;
3. Supporting transition to online delivery and assessment (learning).

It was suggested that the third priority was to be revised to include an emphasis regarding the assurance of 'high quality' in the delivery of online learning and assessment.

Action: Secretary

The paper was **approved** subject to the change as noted above.

 5.5 AMER Review 2019-20.pdf

5.6. Degree Outcomes Statement

Decision
Jules Forrest/Jacky Mack

The paper had been delayed due to the Covid-19 situation and would be published by the end of the academic year or, at the latest, by the end of the calendar year. It was not ready to be circulated as a final draft. The Chair would consider the paper under advisement.

5.7. Programme Development Proposals

5.7.1. BA (Hons) Commercial Photography (Wiltshire College)

Decision
Dr Christa Van Raalte

The revised programme would be more industry-facing than the current BA (Hons) Photography degree. The change of name to 'Commercial Photography' had arisen due to an update to subject content and the need to distinguish this partner provision from provision at BU. The programme would be significantly different in focus thereby avoiding direct competition with the new BA (Hons) Photography degree (delivered at BU).

Market research had been conducted regarding the name of the programme and ASEC members were satisfied with the word "Commercial" rather than "Professional" being used in the title.

The programme would continue to complement Wiltshire College's other FMC programme, BA (Hons) Film Production and Cinematography, which also had a strong industry focus.

It was noted that Wiltshire College programmes generated a small revenue stream and there was no guarantee that students who did not apply for this course at Wiltshire College would come to BU instead, if the course was not offered at the College. The Faculty preferred that income come to BU rather than go to another degree-awarding body or validating partner. The Faculty was hoping to recruit 20 students and recruitment to the programme would be carefully monitored.

A query was raised as to why Wiltshire College had a presence during BU Open Days. It was noted that one of the options for a Foundation Year programme was to consider delivery by FE College partners, but market demand was less strong for FE-delivered Foundation Programmes.

The Programme Development Proposal was **approved**.

 5.7.1 PDP - BA Commercial Photography.pdf

5.7.2. MSc/PgDip/PgCert - Medical Imaging with Management

The committee noted that the proposed programme aligned well with the FHSS strategy plans for the development of a new department of Medical Science and Institute of Medical Imaging and Visualisation. The programme was also in line with the future development and sector demands for a medical imaging workforce with advanced skills in radiography. Market research conducted by M&C highlighted the unique selling points of the proposed programme.

It was explained that radiography comprises the broad spectrum of diagnostic imaging and radiotherapy. The proposed programme would introduce students to advanced imaging techniques and the much-needed managerial and leadership skills for work in the NHS and industry. It was confirmed that the Faculty had sufficient resources to support this programme. It was noted that the programme could be delayed due to other external factors, but the MRI scanner and other equipment which had been purchased needed to be used for research and education/training.

This was a niche field, particularly linked to management programmes. It was not anticipated that there would be a large number of students applying to the programme. Members were fully supportive of the programme.

The Programme Development Proposal was **approved**.

 5.7.2 PDP - MSc Medical Imaging.pdf

5.8. Programme Review Deferral Requests

There were an unusually large number of Programme Review deferral requests. The peak season for this activity was in March/April /May which meant that these events had been significantly impacted by the Covid-19 lockdown. The Academic Quality team had conducted 'health checks' on the relevant programmes and were satisfied that there was no risk to student experience. PSRB considerations had also been taken into account with regards to some planned online events.

The Chair noted that the timing was not ideal, but that in order to support students and staff, there were some activities which could not proceed.

- BSc (Hons) Biological Sciences, FST
- BSc (Hons) Ecology and Wildlife Conservation, FST
- BSc (Hons) Environmental Science, FST
- BSc (Hons) Forensic Science, FST
- BSc (Hons) Forensic Biology, FST
- BSc (Hons) Forensic Investigation, FST
- BSc (Hons) Geography, FST
- BSc (Hons) Marine Ecology and Conservation (Top-Up)[1], FST
- MSc Biodiversity Conservation, FST
- MSc Green Economy, FST
- BA (Hons) Communication and Media, FMC
- BA (Hons) English, FMC
- MLit (Hons) English, FMC
- BSc (Hons) Midwifery, FHSS

The Programme Review deferral requests, as listed above, were **approved**.

 5.8 Programme Deferral Requests.pdf

5.9. Partner Review Deferral Requests

The Secretary noted that this time period was also the peak season for a number of partner reviews, which would normally be desk-based activities. Risk assessments had been conducted. These reviews would be progressed in 2020/21 academic year by the Academic Quality team. The deferral requests were requested for:

- Guernsey Training Agency (GTA)
- Kingston Maurward College (KMC)
- Wiltshire College University Centre (WCUC)

The Partner Review Deferral Requests, as listed above, were **approved**.

 5.9 Partner Review Deferral Requests.pdf

5.10. Focussed Enhancement Review Update

Decision
Jules Forrest

Three Focussed Enhancement Reviews were due to take place this academic year. The thematic areas - identifying good practice in relation to TEF criteria and BAME progression and success - had been approved at ASEC in January as well as a subject area: Accounting, Finance and Economics (AFE). The AFE FER had experienced particular delays due to several reasons and had been outstanding for 18 months. Analysis of data around key metrics, which had prompted the FER, had seen improvement in some areas. The suggestion for the AFE FER was to let the AMER process take its course over the summer and to decide if a FER still needed to take place.

It was reported that the AFE department was hoping to demonstrate a strong performance with NSS and AMER and, as certain recent data sets had not been positive, and gains were needed to achieve improvements. The Head of FLIE noted that FLIE had been engaging positively with the new HoD and DHoDs of AFE. The Faculty TEF champion was also assisting with gathering evidence and impacts to show that students were being supported.

Broader TEF plans had been paused but it was noted that measuring impact and reflection on success remained a useful exercise to undertake at subject level. However, this was not as critical as BAME progression and success.

The Committee confirmed the Accounting Finance and Economics FER would be considered following an update to the AMER data sets. BAME progression and success and Identifying good practice in relation to TEF criteria remained as FER themes for 2020/21.

The priority areas were **approved**.

 5.10 FER Update 2019-20.pdf

5.11. External Examiner Nominations and Examination Teams for Research Degrees

Decision
Jules Forrest

The External Examiner Nominations and Examination Teams for Research were **approved**.

 5.11 External Examiner Nominations.pdf

5.12. Exceptional Extension to External Examiner Terms and Pending Appointments

Decision
Jules Forrest

The exceptional request for a one year extension to the terms of all External Examiners whose tenure is due to expire in September 2020 as well as the Pending Appointments was **approved**.

 5.12 Extension to EE Terms and Pending Appointments.pdf

5.13. Request to Terminate External Examiner Appointment

Decision
Dr Christa Van Raalte

The request to terminate a PGR External Examiner appointment is due to the External Examiner not being in agreement with sector expectations regarding creative PhDs. During the viva the External Examiner stated that "she does not accept artwork to be a validated equivalent to research", which is contrary to the REF definition.

The student has appealed the outcome of the viva and will be re-examined on the basis of the appeal outcome.

It was noted that a review the induction process for PGR External Examiners may be timely to ensure that the process, and sector references points such as the REF, are made clear to External Examiners on appointment. However, it was noted that was the first instance of this happening; the only other terminations in recent years were two External Examiners for taught programmes whose appointments had been ended prematurely due to a lack of engagement on their behalf and failure to submit a report.

The request for termination of the External Examiner's appointment was **approved**.

 5.13 PGR External Examiner Termination Request.pdf

6. For Ratification

6.1. Chair's Action - Change of Programme Title: Return to Practice in FHSS

Ratification
Prof. T McIntyre-Bhatty

A Chair's Action was requested to approve a proposal to change the title of the Nursing and Midwifery Council (NMC) approved 'Return to Practice (Nursing)' programme/unit to 'Return to Nursing Practice'.

This was requested to allow sufficient time for the NMC to finalise approval for a new intake in September 2020.

The Chair's Action was **ratified**.

 6.1 Chair's Action - Return to Practice, FHSS.pdf

6.2. Chair's Action - Placement Duration Change

Ratification
Prof. T McIntyre-Bhatty

The Chair's Action request outlined agreed actions for students on placement and a proposed reduction to the minimum duration of long placements for students currently seeking a placement.

The Chair's Action was **ratified**.

 6.2 Chair's Action - Placement Duration Change.pdf

6.3. Chair's Action - BA/BSc (Hons) Product Design

A Chair's Action was requested to enable students to complete Level 6 of BA/BSc/MDes (Hons) Product Design, in light of challenges posed in completing assessment for the 'Design Prototypes 3' unit, caused by the sudden closure of the University buildings, including access to specialist laboratories, during the Covid-19 pandemic. The request was to exceptionally modify a programme intended learning outcome for BA/BSc/MDes (Hons) Product Design.

The Chair's Action was **ratified**.

 6.3 Chair's Action - Product Design, FST.pdf

Ratification

Prof. T McIntyre-Bhatty

6.4. Chair's Action - 6A Assessment Regulations for Student Exchange

A Chair's Action was requested to approve an exception to *6A Standard Assessment Regulations Undergraduate* (section 11.5 'Classification') to enable the 'no detriment' approach to be applied for BU students who undertook outgoing exchange in Semester 1 of 2019/20. This was required to enable student communications to be expedited. This impacted twelve students in the Faculty of Management and the Faculty of Media and Communication.

The Chair's Action was **ratified**.

 6.4 Chair's Action - 6A Assessment Regulations.pdf

Ratification

Prof. T McIntyre-Bhatty

7. For Note

7.1. Outcomes from recent Evaluation Events and List of Completed Evaluation Events

The report was **noted**.

 7.1 PAR Outcomes.pdf

Information

Jules Forrest

7.2. Review of All BU Pre-Arrival Surveys

SUBU wished it to be recorded that under 2.1 - "We are Freshers Survey" - the results of the survey are fed back to students. The amendment was to be made and copied to the Chair.

The report was **noted**.

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 7.2 Pre-Arrival Questionnaires.pdf

Information

Chair

7.3. Annual Review of Key Performance Indicators (KPIs)

The report was **noted**.

 7.3 Annual Review of KPIs.pdf

Information

8. Any Other Business

The Chair thanked the Deputy-Chair for his engagement and contribution to quality assurance and standards, and the student experience over the past two years. The Committee added their thanks and appreciation.

9. Date and Time of Next Meeting

Wednesday, 14 October 2020 at 14:00 in the Board Room

