

Academic Standards and Education Committee (ASEC)

14 October 2020, 14:00 to 17:00

MS Teams

Attendees

Board members

Prof. Tim McIntyre-Bhatty (Chair and Deputy Vice-Chancellor), Jules Forrest (Secretary and Head of Academic Quality), Chiko Bwalya (Vice-President (Education), Students' Union (SUBU)), Justin Cole (Director of Marketing and Communications), Dr Carol Clark (Member of Senate), Jacky Mack (Academic Registrar), Prof. Kevin McGhee (Deputy Dean (FST)), Dr Gelareh Roushan (Head of Fusion Learning Innovation and Excellence (FLIE)), Dr Shelley Thompson (Deputy Dean - Education and Professional Practice (FM/BUBS)), Prof. Julie Turner-Cobb (Member of the Professoriate), Dr Sara White (Deputy Dean - Education and Professional Practice (FHSS))

Apologies

Mandi Barron (Director of Student Services), Samantha Leahy-Harland (Chief Executive, Students' Union (SUBU)), Dr Christa van Raalte (Deputy Dean - Education and Professional Practice (FMC))

Observers

Judy Smith (Clerk and Academic Quality Officer), Stephen Rigotti (Technical Support and Academic Quality Officer)

Meeting minutes

1. Apologies

Apologies were noted as above.

Information

Clerk

2. Declarations of Interest

The attention of all committee members and attendees is drawn to the University's Conflicts of Interest Policy and Procedures which state that "Members ... must declare any interest they have in the business to be conducted at any meeting which they attend".

No declarations of interest were recorded.

Information

Chair

3. Update from the Chair

The Chair reported that following the announcement by the Secretary of State for Education, Gavin Williamson, apprenticeships will be regulated by Ofsted. This would bring BU under Ofsted's remit for the first time for degree apprenticeships at BU where BU is the lead provider. There remains some uncertainty regarding the extent of Ofsted's remit regarding level 7 provision, and how they will discharge their role as regulator for this type of provision.

The QAA will imminently be releasing guidance and seeking commitment across the sector on 'academic integrity'. BU would be asked to sign up to commitment principles in the Academic Integrity Charter and a voluntary monitoring statement. The University would look to engage with and empower students to ensure that they fully embed the principles of academic integrity into their work.

Information

Chair

4. Minutes of Previous Meetings

4.1. Accuracy: ASEC 20 May 2020

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

 ASEC Minutes 20.05.2020 - Unconfirmed.pdf

Decision

Chair

4.2. Accuracy: e-ASEC 9 – 15 July 2020

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

Decision

Chair

4.3. Accuracy: e-ASEC 24 – 31 July 2020

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

 e-ASEC Minutes 24 - 31.07.2020 - Unconfirmed.pdf

Decision
Chair

4.4. Matters Arising/Actions Log

5.1.C - Student Population Statistics - Actions to be taken to support BTEC students: An AEIC meeting was scheduled for the following week and the committee would be considering a summary of inclusive curriculum work and including BTEC students into that institutional set of actions. This action was now closed.

All other Actions were closed and could be viewed on the Actions Log.

 ASEC Actions Log 2019-20.pdf

Discussion

5. ASEC Terms of Reference and Membership

There were no changes to the Terms of Reference.

 ASEC Terms of Reference - Sept 19.pdf

Information
Chair

6. FASEC Terms of Reference and Membership

A proposal to add a Library representative to the FASEC membership had been requested as concern had been expressed that the library team was not being included in resource discussions. However, it had been determined that resources were not discussed at FASEC meetings and therefore this was not the appropriate forum to include them. There would therefore be no change to the Terms of Reference.

The DDE BUBS reported that the Accreditations Manager had been invited to attend FASEC meetings, who was present at meetings in an unofficial capacity, and recorded as 'in attendance'.

 FASEC approved ToR 16Oct19.pdf

Information
Chair

7. For Approval/Endorsement

8. NSS Results 2020

BU's overall satisfaction score had improved by 1.88%, from 78.31% to 80.19% with the sector average declining by 1%, from 83.65% to 82.65%; BU was now 2.46% below the sector average compared to 5.34% in the previous year. In addition, BUs benchmark for overall satisfaction has decreased by 1% from 82.54% to 81.56%. As a result, BU is no longer statistically different to the benchmark.

Six out of ten questions have had improved scores compared to the previous year. Areas that have improved include: *The teaching on my course*, *Learning opportunities* and *Student voice*. *Assessment and feedback* had improved but not as significantly as *Organisation and management*. Two questions had performed less well in comparison to the previous year including *Timetabling* and *Communicating changes*.

The University has made significant changes in response to student feedback and had worked hard to ensure an excellent student experience. In comparison to other institutions, BU had improved the University's position and were continuing to see positive student responses to the work undertaken by staff. Staff would need to continue to work with students to build on the improvements made in the last year.

The Office for Students (OfS) plan to retain the National Student Survey (NSS), however it is under review to ensure that it continues to be fit for purpose. The committee noted that the NSS was a useful source of student feedback and forms a significant element of the Student Voice at BU, and across the sector. It was noted that it remains important for BU to continue to engage with the NSS and for BU to take every opportunity to consider what students said about their experience and consider how that could be enhanced at programme, department or institutional level. BU's aspiration to become an internationally recognised institution for Fusion Learning is built on providing an excellent student experience.

A query was raised regarding whether the pilot Programme Leader incentive scheme for programmes which had achieved over 90% on the NSS was still valid. The incentive scheme would be reviewed, and it was noted that it was important to celebrate colleagues who had done well under challenging circumstances. One suggestion made was that formal recognition from the Vice Chancellor would be one way to recognise staff achievements in this area.

 ASEC Cover Sheet NSS.pdf

 NSS 2020 Analysis FINAL ASEC.pdf

Decision
Russell Pottle

9. Degree Outcomes Statement

A draft version of the Degree Outcomes Statement had been presented to the committee in March 2020 and had also been presented to Senate. It had not changed significantly since previous consideration by the committee. The main points were to differentiate the timeline as advised by the UK Standing Committee on Quality Assurance (UKSCQA) which had extended the deadline to publish until the end of the calendar year, rather than the academic year. There were updates to Section 6.2 where there were actions added regarding internal mechanisms around bench-marking data, a review of assessment regulations and to include those systems and processes that underpin internal moderation.

The Director of Marketing and Communications queried whether publication of this document might constrain BU in exploring opportunities for students to repeat certain subjects to improve their marks, and their overall degree outcome. The Secretary responded that this document was looking to demonstrate that BU awards were aligned to student performance and that the student outcomes held their value at the point of qualification and over time, in line with condition B4 of the OfS' ongoing condition of registration. This was underpinned by the robustness of BU's regulatory framework and the quality assurance procedures that underpin assessment practice at BU. The Secretary and Director of Marketing and Communications would have a separate discussion regarding options for students to repeat assessments in order to improve their overall grade.

The Chair commented that this document should contain the detail and evidence needed to be included in the publication. There was also the need to consider whether the actions were sufficiently closing the gaps.

The SUBU VP (Education) raised concerns that the title 'BAME' needed accurate reporting as it did not adequately reflect individual groups and that groups could be hidden by being grouped together. BU did have that data through the Access and Participation plan. It was noted that the sample numbers were very small but that the analysis had been done on the detail. Informed priorities and targets were not dis-aggregated by presenting them at more of a summary level. Work is being undertaken across a number of areas to ensure all groups are fully represented and considered as part of the University's Access and Participation Plan, and other initiatives such as the Race Equality Charter.

Work was also taking place to look at the impact of changes to assessment in semester two of 2019-20 on different student groups and whether this has had any effect, by exploring BAME outcomes compared to assessment type. This work would be presented at ULT and AEIC.

The three actions included in the Statement were also aligned to actions emerging elsewhere, from the implementation of 6R and the Annual Academic Quality Report. It was noted that this paper would go to the Audit and Risk Governance Committee, Senate and the University Board before being made public.

The paper was **approved**, subject to the edits which the Chair would send to the Secretary.

Action: Chair to send comments to the Secretary.

 ASEC Cover Sheet - DoS Oct 20.pdf

 Degree Outcomes Statement October 2020 CLEAN.pdf

10. Emergency Assessment Regulations – ARPP 6R

This paper was a review and reflection of the implementation of 6R – Emergency Assessment Regulations as part of the response to the pandemic. It had been an interesting experience for the University to implement new assessment regulations on a temporary basis. This activity enabled a valuable insight into the blend of standard assessment regulations and 6R. Assessment Boards had been managed to ensure that the risk associated with new assessment regulations was contained. It was noted that 6R had been effective in terms of maintaining student's trajectory and had been fairly and consistently applied.

The regulations had been in force since 15 March 2020 and applied at assessment boards held over the summer and Reassessment Boards that were taking place now. 6R would no longer apply at Assessment Boards going forward as it was only relevant for 2019/20 students. There was an increasingly small number of students that this was affecting. It was noted that there were February undergraduate cohorts in FHSS who would still be applying 6R as well as the PG CPD cohorts.

A query was raised as to whether 6R could be implemented again at some point as Covid-19 would continue for some time to come. It was noted that changes had been made to other regulations during this time, continuing some of these issues, so there was flexibility and there would not be a hard cut-off date. The committee noted that communications to students should include what flexibility remained regarding updates to policies. A short update would be sent to DDEs by the Secretary to highlight what was continuing during 2020-21.

Action: Secretary

It was noted that communication around Exceptional Circumstances was needed as that should be managed carefully. Also, flexibility around the Placements Policy to allow for mass exceptions would need to be discussed with Academic Quality.

Action: Secretary/DDE BUBS

BU was reflecting on experience gained during the implementation of 6R including the use of bench-marking data against previous years' performance. It was noted that good practice had emerged which should be continued.

Some moderation had taken place at cohort level in response to how 6R had impacted degree outcomes for certain cohorts. Staff development sessions had been held for when colleagues needed to raise issues regarding data for transitional arrangements, placements, exceptional circumstances, exceptional modifications and existing procedures and processes. There was also a section on partnerships with details on how communications were managed with partners, specifically how changes to regulations impacted partner provision.

The paper was **noted**.

 6R Emergency Assessment Regs.pdf

11. Annual Academic Quality Report 2019/20

Decision
Jules Forrest

This report would also be presented at the Audit Risk and Governance committee meeting and the Board. Its primary function was to ensure that the University had satisfied ongoing conditions of registration in regards to quality and academic standards.

Annual monitoring is the core theme that underpins all processes. There was evidence from the action plans and documentation that staff were looking at actions and using data to inform actions and enhancements.

Not all Programme Action Plans had commented on the institutional theme 'transition to online/blended learning'. It was noted that this should be completed before the next round of FASECs.

Action: DDEs

Assessment outcomes and student population statistics would be presented to ASEC in January 2021. The Degree Outcomes Statement and actions identified there, including the use of bench-marking data and the proportion of 1sts and 2:1s which had been awarded, have been fed into the actions emerging from the annual report. The data regarding External Examiner reports and Assessment Boards had been reviewed. There were no issues identified, which indicated that a robust approach to assessment had been implemented, in alignment with the quality and standards framework.

Appeals data was included in the report as an early indicator, although Appeals and Complaints data is covered in a separate report with more detail received later in the academic year. At present, the number of appeals is lower than normally expected at this time in the academic year. It was reported in one Faculty that advice given to students by Unison was to lodge complaints rather than appeals. The proportion of Exceptional Circumstances that had been submitted for Board consideration appears to have reduced in 2019-20, which indicates the benefits of 6R had been effectively communicated to students. The Academic Quality team were thanked for the work involved in creating this report. The report demonstrated that robust processes and procedures were in place and there was assurance around quality and standards. Early data indicators, such as the appeals data, have inferred that communication with students was effective and appears to have resulted in fewer appeals, which was positive.

A query was raised regarding plagiarism cases in PG taught programmes and whether this was the same programme as last year. This would be investigated and actioned in the report, if appropriate.

Action: Secretary

The Committee requested further clarification on the nature and content of responses from External Examiners, especially where it was indicated that examiners felt that they had not received an appropriate and/or full response to the issues raised in their report.

Action: Secretary

There was a query over the proportion of Covid-19 and non-Covid-19 cases presented in the Exceptional Circumstances data. The Academic Registrar would discuss this with the DDE FMC separately.

Action: AR/DDE FMC

The report was **approved** for onward circulation.

-  ASEC Coversheet AQAR Oct20.pdf
-  ANNEX 5.1. Annual Academic Quality Report 2019-20 ASEC.pdf
-  ANNEX 5.2 . 2019-20 AQAR action plan.pdf
-  ANNEX 5.3 2018-19 action plan with updates.pdf

12. Doctoral College Annual Report

Decision
Dr Fiona Knight And Dr Julia
Taylor

This past year had been particularly challenging for PGRs who, in certain subject areas, have had limited to ability to conduct research due to the situation caused by the pandemic. The Doctoral College team has prioritised a high level of support for all PGR students. It was noted that completion rates had decreased in comparison to the previous year but that Research and Development engagement had improved. There had been no formal complaints in the period under consideration. It was noted that the move to online vivas had been effective.

The Chair had a few queries and amendments and would highlight the sections to be updated. Subject to these amendments, the report was **approved**.

-  ASEC Cover Sheet DC Annual Report.pdf
-  Doctoral College Annual Report for 2019-20 v9.pdf

13. Annual Report: Peer Reflection on Education Practice (PREP)

Decision
DDEs

It was requested that the DDE FMC update the Faculty PREP report to reflect on activities in the previous academic year of 2019-20.

Action: DDE FMC

The reports were **noted**.

-  ASEC PREP report - FHSS Oct 2020.pdf

-  ASEC PREP report - BUBS Oct 2020.pdf
-  ASEC PREP report - FMC Oct 2020.pdf
-  ASEC PREP report - FST Oct 2020.pdf

14. Fusion Learning Innovation and Excellence (FLIE) Annual Report

Decision
Dr Gelareh Roushan

The report was **noted**.

-  FLIE Report for ASEC 2019-20.pdf

15. Marketing and Communications Annual Report

Decision
Justin Cole

The report demonstrates that BU continues to comply with the Competition & Markets Authority (CMA) guidance to Higher Education Institutions regarding the provision of information to students and applicants. It was noted that BU's approach was underpinned by the BU Communications Policy.

The Chair of ASEC sought clarification on the two isolated complaints referred to in the report and assurance that processes had been tightened to prevent recurrence.

The report was **noted**.

-  Cover Sheet - CMA Compliance.pdf
-  Annual Report on CMA 201920.pdf

16. Focussed Enhancement Review: Update 2020/21

Decision
Jules Forrest

At the May meeting, an update was taken regarding the outstanding FERs that were due to take place in 2019/20. The were two thematic priority areas for 2019/20: i) identifying good practice in relation to TEF criteria and ii) BAME progression and success. It was also noted that the FER for Accounting, Finance and Economics (AFE) due to take place in 2018/19 had been postponed to allow involvement from the incoming Head of Department but was due to take place in the early part of 2020. A review of the AFE data indicates that action taken by the programme team is being effective in addressing issues identified. As a result, the FER for this area was no longer deemed a requirement.

It was noted that FER was a replacement for the School Quality Audit and an important internal monitoring function. A review of the effectiveness of the FER process would be undertaken, and linked to AMER in consultation with DDEs.

The paper was **noted**.

-  FER Update 2020-21.pdf

17. Annual Monitoring and Enhancement Review (AMER)

17.1. Faculty of Health and Social Sciences

Decision
Dr Sara White

The DDE FHSS commented that staff and students had been subjected to an enormous amount of work as part of the response to the pandemic and that the challenges continued. It was noted that a balance had to be maintained between work priorities, enhancement activities and staff well-being. Some HSS programmes have had excellent NSS results and significant work is being undertaken to improve the experience in other areas. Negative scores were being considered with a view to improvements. There remain uncertainties regarding the health care practice element in terms of planning for this academic year, and the Faculty are having to work with the current NHS capacity for practice placements.

The report was succinct and highlighted some of the issues specific to the Faculty.

The FHSS AMER was **approved**.

-  ASEC Cover Sheet - AMER FHSS.pdf
-  amer-201920-faculty-review-fhss.pdf
-  amer-201920-faculty-action-plan-fhss.pdf

17.2. Faculty of Management/Business School

Decision
Dr Shelley Thompson

The DDE FM/BUBS noted that there had been data improvements since 2018/19 in key areas. However, the key themes would not disappear as there was still more work to do to drive improvements. The document consolidated work into larger projects such as the Academic Advisers working group which would focus on academic support across the Faculty. Organisation and Management were key themes to focus on using existing structures within the Faculty effectively and efficiently. Consistent messaging and practice was important for both staff and students. Programme Leader forums and meetings with Deputy Heads of Department ((DHoDs) would proactively address issues more quickly, especially forecasting. FHSS thanked FM/BUBS for the forecasting work they had been conducting collaboratively.

There was a clear focus in the report on attainment gaps and supporting students academically.

The BUBS AMER was **approved**.

-  ASEC Cover Sheet - AMER FM.pdf
-  amer-201920-faculty-review-fm.pdf
-  amer-201920-faculty-action-plan-fm.pdf

17.3. Faculty of Media and Communication

The Faculty review had a good overview of Faculty themes and action taken, but there was a query over section 4 of the report regarding BAME achievement. It was noted that BU had a system for monitoring 'adding value' through the University's KPIs.

The FMC AMER was **approved**, however the DDE FMC was to consider the comments made above.

Action: DDE FMC

-  ASEC Cover Sheet - AMER FMC.pdf
-  amer-201920-faculty-review-fmc.pdf
-  amer-201920-faculty-action-plan-fmc.pdf

17.4. Faculty of Science and Technology

The Deputy Dean reported that Heads of Department had worked hard and looked at the data in depth. Three departments had focussed on assessment and feedback and the precise use of criteria in response to NSS feedback.

The continuation rate was improving, but there was still work to do. It would be interesting to compare the 4 week assessment turn around with last year to see the difference between the 3 and 4 weeks. Regarding BAME data, it was difficult to find specific data for departments due to the low numbers. The Faculty would have a conversation with PRIME regarding all students who might be from WP or disadvantaged backgrounds.

As an item for escalation it was noted that Psychology had taken on more students through clearing and campus resources might become a problem, although there was plenty of space at the moment. Placements had been taken up though it was noted that more flexibility might be required for future cohorts. A discussion regarding second marking practice would be held with the Secretary.

It was noted that in the Action Plan there was shading over some of the issues and that the 2018/19 reflection had not been completed. The Deputy Dean confirmed that the reflection had been done and that he would review the shaded areas.

Action: FST DD

The FST AMER was **approved**.

-  ASEC Cover Sheet - AMER FST.pdf
-  amer-201920-faculty-review-fst.pdf
-  amer-201920-faculty-action-plan-fst.pdf

18. Partner Annual Monitoring and Enhancement Review (AMER)

18.1. AECC University College

The AMER document was **noted**.

-  ASEC Cover Sheet - AMER AECC.pdf
-  amer-201920-partner-review-aecc.pdf
-  amer-201920-partner-action-plan-aecc.pdf

18.2. Bournemouth and Poole College

The AMER document was **noted**.

-  ASEC Cover Sheet - AMER BPC.pdf
-  amer-201920-partner-review-bpc.pdf
-  amer-201920-partner-action-plan-bpc.pdf

18.3. Kingston Maurward College

The AMER document was **noted**.

-  ASEC Cover Sheet - AMER KMC.pdf
-  amer-201920-partner-review-kmc.pdf
-  amer-201920-partner-action-plan-kmc.pdf

Decision
Dr Christa Van Raalte

Decision
Prof. Kevin McGhee

Decision
Jules Forrest

Decision
Jules Forrest

Decision
Jules Forrest

18.4. Wiltshire College and University Centre

The SUBU VP (Education) commented that it was good to see that paid student representatives have been appointed at Wiltshire and that SUBU looked forward to working more closely with them.

The AMER document was **noted**.

-  ASEC Cover Sheet - AMER WCS.pdf
-  amer-201920-partner-review-wcs.pdf
-  amer-201920-partner-action-plan-wcs.pdf

Decision
Jules Forrest

18.5. Yeovil College

The AMER document was **noted**.

-  ASEC Cover Sheet - AMER YC.pdf
-  amr-action-plan-201920-yc-fdsc-computing.pdf

Decision
Jules Forrest

19. Approval Requests

19.1. Deferral of Archaeology, Anthropology and Forensic Science in FST

The full suite of undergraduate programmes in the Archaeology & Anthropology Department were due for review in 2019-20. Although the paperwork had been completed and formally submitted by the Department within the stipulated timescale, the decision was taken, in conjunction with the Faculty, to disallow the review to proceed, for reasons as outlined in the paper. A deferral until 2020-21 was being requested.

The deferral request was **approved**.

-  AA PAR Deferral request.pdf

Decision
Prof. Kevin McGhee

19.2. Programme Development Proposal - BSc (Hons) Sport and Exercise Therapy in FHSS

This proposal was part of the early revalidation process for the current BSc (Hons) Sports Therapy programme, with the current programme due for revalidation in September 2022. The programme team wanted to bring this revalidation process forward to enable the programme to be redesigned and improved from its original iteration. As part of this process, the name change from "Sports Therapy" to "Sport and Exercise Therapy" was proposed, with the new name being in line with the evolving demands of the profession.

The committee agreed that this was a change of title, not content, and the proposal was **approved**.

-  ASEC Cover Sheet PDP - Sports.pdf
-  4a-programme-development-proposal-form ST 02072020.pdf
-  Faculty Exec sign-off and actions - BSc Sports Therapy.pdf
-  BSc Sports Therapy - FINAL Marketing Report.pdf

Decision
Dr Carol Clark/Dr Sara White

19.3. Programme Development Proposal - PG Cert Primary Care in FHSS

There has been a significant and growing demand around primary care integration and movement of delivery in the primary care sector. There were two feeding routes which were delivered three times per year. There was a move to primary care with same day assessment, so it made sense to develop an award for these students which would recognise their skills. Health Education England was funding the programmes and had lodged an amount of money with BU. BU was also working with Queens Nursing Institute. This was a national model for general practice nursing.

As the existing set of units was already in approval and would be used to create the new exit award, the Committee noted the procedural difference in using FASEC to take the role of the external panel, with the use of external academic advisors. This was in line with a proportionate and risk-based approach to programme approval.

The proposal was **approved**.

-  ASEC Cover Sheet PDP - PG Cert.pdf
-  PG Cert Primary Care 4a-programme-development-proposal-form.pdf

Decision
Claire Nadaf

19.4. Programme Development Proposal - Masters in Production Management in FMC

Decision
Dr Phil Mathews

It had been identified that there was a shortfall in skilled or qualified production managers. Production Management was an essential part of the Media Production postgraduate framework at BU, however this role was not formally identified in the programmes. This was having an impact on the programme's ability to develop graduates with the knowledge and skills expected to take on this role. There were concerns regarding the current shortfall in this part of the portfolio and there was a need to develop a stand-alone programme which would enhance provision and address the skills gap. Production Management was an emerging subject and only four institutions were offering Production Management courses at present.

The committee noted that bespoke content was evident and the proposal was **approved**.

-  ASEC Cover Sheet - PDP MA Prod Management.pdf
-  Masters in Production Management - Amended 13.10.20 - PDP.pdf
-  MA Production Management - FINAL.pdf

19.5. Change of Programme Title: MA Sound Design for Film and Television to MA Sound Design for Screen in FMC

Decision
Dr Phil Mathews

The reason for this name change was to allow more flexibility within the specialist area of sound design in order to incorporate other areas of the media production industry involving moving image and screen-based technology. Sound Design was a popular course title for postgraduate courses in this area and the title Sound Design for Screen was an accurate reflection of the course content and would allow BU to position the programme appropriately according to demand.

The committee noted that this was a genuine change of title and the proposal was **approved**.

-  ASEC Cover Sheet Change of Title.pdf
-  Change of Title - MA Sound Design for Screen 1 - Signed.pdf

20. External Examiner Nominations and Examination Teams for Research Degrees

Decision
Jules Forrest

It was noted that approximately 70% of External Examiners who were eligible for an extension had had their appointments extended for a year. Those whose appointments had not been extended were for reasons such as new External Examiners had already been appointed or due to personal reasons such as retirement.

The paper was **approved**.

-  ASEC Cover Sheet EEs and PGR.pdf
-  ASEC External Examiner Appointments 01.10.20.pdf
-  ASEC PGR External Examiner Approvals 01.10.2020.pdf

21. Quality Assurance and Enhancement Group Nominations

Decision
Jules Forrest

The QAEG nominations of Dr Tony Abdoush and Dr Parisa Gilani in BUBS were **approved**.

It was requested that more details be added to the QAEG nomination forms for Dr Les Gelling and Dr Dawn Morley in FHSS before approval. These forms would then be re-circulated for committee consideration. These nominations were **not approved**.

Action: DDE FHSS

-  ASEC Cover Sheet - QAEG nominations.pdf
-  Dawn Morley QAEG nomination.pdf
-  Les Gelling QAEG nomination.pdf
-  Parisa Gilani - QAEG Nomination.pdf
-  Tony Abdoush QAEG nomination.pdf

22. For Note

23. Completed programme reviews, approvals and reviews for closure and Outcomes

Information
Jules Forrest

The report was **noted**.

-  PAR report for ASEC.pdf

24. Pending External Examiner Appointments

Information

Jules Forrest

There were a small number of External Examiner vacancies for this academic year including two in HSS, one in BUBS, one in FMC and three in FST.

In all cases Faculties were actively pursuing nominees and were aware that these appointments were urgently required.

The report was **noted**.

 ASEC Cover Sheet - Pending EEs.pdf

 ASEC EE Vacancies 06.10.2020.pdf

25. Partner Review: Action Plan Annual Monitoring Report

Information

Jules Forrest

The report was **noted**.

 ASEC Partner Reviews coversheet.pdf

 BPC Partner Review actions only .pdf

 Partner Review schedule Sep 20.pdf

26. FHSS FASEC Minutes: 11.03.2020 - Confirmed

Information

Dr Sara White

The Minutes were **noted**.

 ASEC Cover Sheet - FHSS FASEC Mins.pdf

 FHSS FASEC minutes from previous meeting 11 March 2020.pdf

27. FHSS FASEC Minutes: 27.05.2020 - Unconfirmed

Information

Dr Sara White

The Minutes were **noted**.

 Minutes_FHSS FASEC 27 May 2020_270520.pdf

28. FHSS e-FASEC Summary: 27.07.2020 - Unconfirmed

Information

Dr Sara White

The Minutes were **noted**.

 FHSS e-FASEC Summary 27-31.07.20.pdf

29. FM FASEC Minutes: 04.03.2020 - Confirmed

Information

Dr Shelley Thompson

The Minutes were **noted**.

 ASEC Cover Sheet - FM FASEC Mins.pdf

 FM FASEC Minutes 04.03.2020 - Confirmed.pdf

30. FM FASEC Minutes: 04.05.2020 - Confirmed

Information

Dr Shelley Thompson

The Minutes were **noted**.

 FM FASEC Minutes 04.05.2020 - Confirmed.pdf

31. FMC FASEC Minutes: 26.02.2020 - Confirmed

Information

Dr Christa Van Raalte

It was noted that this meeting was not quorate, however approvals were made to points 4.2, 7.1 and 7.2. It has subsequently been confirmed by the Clerk that these items were ratified by email circulation to FASEC committee members.

The Minutes were **noted**.

 ASEC Cover Sheet - FMC FASEC Mins.pdf

 FMC FASEC Minutes - 26 Feb 2020 - Confirmed.pdf

32. FMC e-FASEC Minutes: 06.05.2020 - Confirmed

Information

Dr Christa Van Raalte

The Minutes were **noted**.

 FMC e-FASEC Mtg Mins - 6 to13 May 2020 - Confirmed.pdf

33. FMC FASEC Minutes: 17.06.2020 - Confirmed

The Minutes were **noted**.

 FASEC Minutes - 17 June 2020 - confirmed.pdf

Information
Dr Christa Van Raalte

34. FMC e-FASEC Minutes: 24.06.2020 - Confirmed

The Minutes were **noted**.

 FMC e-FASEC Mtg Mins - 24 June to 8 July 2020 - confirmed.pdf

Information
Dr Christa Van Raalte

35. FST FASEC Minutes: 22.01.2020 - Confirmed

The Minutes were **noted**.

 ASEC Cover Sheet - FST FASEC Mins.pdf
 FST FASEC Minutes 22.01.20 Confirmed .pdf

Information
Prof. Kevin McGhee

36. FST FASEC Minutes: 04.03.2020 - Confirmed

The Minutes were **noted**.

 FST FASEC Minutes - 4th March 2020.pdf

Information
Prof. Kevin McGhee

37. FST e-FASEC Minutes: 15.05.2020 - Confirmed

The Minutes were **noted**.

 FST e-FASEC Minutes - 15th to 29th May 2020.pdf

Information
Prof. Kevin McGhee

38. FST e-FASEC Minutes: 11.08.2020 - Confirmed

The Minutes were **noted**.

 FST e-FASEC Minutes - 11th to 19th August 2020.pdf

Information
Prof. Kevin McGhee

39. AECC POG Minutes: 11.12.2019 - Confirmed

The Minutes were **noted**.

 ASEC Cover Sheet - AECC POG Mins.pdf
 confirmed BU AECC POG Minutes 11.12.2019.pdf

Information
Jules Forrest

40. AECC POG Minutes: 21.05.2020 - Unconfirmed

The Minutes were **noted**.

 Unconfirmed BU AECC POG minutes 21.05.2020.pdf

Information
Jules Forrest

41. Any Other Business

1. It was reported that the Nursing Midwifery Council (NMC) had issued new standards and the title of 'Mentors' had been changed to 'Academic Advisers in Practice' and 'Academic Advisers in Assessment'. FHSS was required to use these titles. In order to prevent students from becoming confused, the DDE FHSS requested that the BU title for Academic Advisers be renamed Personal Academic Advisers to differentiate between the two titles. The decision was required to be made immediately as the Midwifery review was taking place soon and this information needed to be included in the review documentation.

It was noted that there was no ideal solution and that this might need to be an institutional discussion. However, this was an acceptable compromise and would be reviewed after the first year in use.

2. The Chair noted his thanks to all the teams who had been involved in producing the papers and reports contained within the committee's paper pack, and thanked everyone for their contributions and hard work.

42. Date and Time of Next Meeting

42.1. Wednesday, 27 January 2021, 14:00 - 17:00, The Board Room

