

Academic Standards and Education Committee (ASEC)

Wed 27 January 2021, 14:00 - Wed 27 January 2021, 17:00

MS Teams

Attendees

Board members

Prof. Tim McIntyre-Bhatty (Chair and Deputy Vice-Chancellor), Jules Forrest (Secretary and Head of Academic Quality), Mandi Barron (Director of Student Services), Andrew Bird (Head of International Marketing and Student Recruitment), Chiko Bwalya (Vice-President (Education), Students' Union (SUBU)), Dr Carol Clark (Member of Senate), Lauren Francis (FMC Officer), Samantha Leahy-Harland (Chief Executive, Students' Union (SUBU)), Jacky Mack (Academic Registrar), Prof. Kevin McGhee (Deputy Dean (FST)), Callum Ovey (Business School Officer), Dr Gelareh Roushan (Head of Fusion Learning Innovation and Excellence (FLIE)), Dr Shelley Thompson (Deputy Dean - Education and Professional Practice (BUBS)), 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

Michelle Clark (FHSS Officer), Justin Cole (Director of Marketing and Communications)

Observers

Dr Michele Board (Deputy Head of Department - Nursing Science (FHSS)), Joao Oliveira (Technical Support and Academic Quality Officer), Judy Smith (Clerk 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".

For Item 14 - Academic Integrity Charter - The Chair declared that he was on the national working group. No other declarations of interest were recorded.

Information

Chair

3. Minutes of Previous Meetings

3.1. Accuracy: ASEC 14 October 2020

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

 ASEC Minutes 14.10.2020 - Confirmed.pdf

Decision

Chair

3.2. Summary: e-ASEC 14 - 18 December 2020

The Summary of the e-meeting was **approved** as an accurate record.

 e-ASEC Summary - December 2020.pdf

Decision

Chair

3.3. Matters Arising/Actions Log

11.A - Annual Academic Quality Report 2019/20 - Not all Programme Action Plans had commented on the institutional theme 'transition to online/blended learning'. All Faculties confirmed that this had been amended. The action was closed.

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

 ASEC Actions Log 2020-21.pdf

Discussion

4. For Ratification

4.1. Chair's Action - Blended Online Learning

Decision

Chair

Chair's Action was requested to confirm the approach to delivering high quality online/blended provision for 2020/21 as part of the temporary changes required to enable delivery of BU programmes during the pandemic.

The programmes listed in Annex 1 were being delivered online only as a response to the pandemic, with oversight at FASECs. This was being managed as a temporary situation.

It was noted that MSc/PG Dip Adult Nursing and MSc Mental Health Nursing did not follow the standard PGT programme structure and cannot be delivered purely online.

Action: Secretary to update Annex 1 and recirculate via Admincontrol.

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

 Chair's Action - Blended Online Learning.pdf

5. For Discussion

5.1. Annual Report: Equality and Diversity AY 2019-20

Discussion
Dr James Palfreman-Kay

The report provides an overview of progress, including key achievements in line with BU's core values and strategic objectives which are to embed inclusivity in all aspects of university activity. The content of the report reflects the activity over the last academic year, which was challenging due to circumstances created by the pandemic. In the process of recognising those challenges, it was noted where the University needs to work in partnership within and outside the university to support our inclusivity values. Support from the Dorset HealthCare University NHS Foundation Trust was acknowledged, as well as AFC Bournemouth, Chrysalis and colleagues within academic departments and Faculties and the Student's Union.

BU has continued working with Bournemouth and Poole Citizens Advice Hate Crime project within social work and social policy; Dr Sara White, Deputy Dean in the Faculty for Health and Social Sciences was thanked for her support. A legacy has been created with students taking part in citizen advice projects, home office work and publishing and sharing dissertations at international conferences. In comparison to previous years, there has been a decline in the number of reported incidents on campus.

Reflecting on activities that directly impact students' learning, work has been undertaken with the Annual Monitoring and Enhancement Review (AMER) process, through consideration of the quality, inclusivity and diversity checklist, and work has been ongoing via colleagues in the Access, Excellence and Impact Committee (AEIC) to reflect on inclusive practice and to tackle the issues. Where possible, the programme of events has continued. Guest speakers have shared their experiences to normalise issues around equality and diversity. Work with Athena Swan has progressed. It was worth noting that the department of Archaeology and Anthropology, particularly Professor Kate Welham and Professor Mark Gillings, had adopted a different approach and involved students and created opportunities to engage in conversations around broader gender equality issues. The outcome of their submission will be known at the end of April 2021.

BU's demographic data reflects the sector in relation to the age and profile of the student population. There has been an increase in the representation of BAME students on postgraduate taught programmes compared to previous years and BU is above the sector average regarding the proportion of disabled students on postgraduate and undergraduate programmes.

The Head of FLIE noted that demographic data was being captured in the REC action plan as well, as per REC-SAT discussions. The draft action plan had been shared with REC-SAT and E-ULT in December. Curriculum aspects were being identified with Faculties, for example, BUBS had already shared strong examples of REC in all areas of Fusion and cohort identity building.

It was suggested that a discussion be held with the Head of Research Development and Support as her PhD studies were exploring related issues. It was noted that more internal support and resources needed to be provided to signpost staff to this information, as well as subject specific support/resources. It was also suggested that the Associate Dean Global Engagement in FHSS was asked to contribute as FHSS had been focusing on internationalising the curriculum.

Action A: To update Figure 1 on page 6 of the report to reflect the split for men/women across grades as well as the longitudinal pattern.

It was queried as to whether all staff internal promotion processes and external vacancies were being considered and whether BU is failing with regards to senior positions with BAME representation.

It was noted that the University needed to consider what could be done practically to make BU the destination of choice for staff by reflecting on gender equality and the next step was to discuss race equality.

Looking forward to the programme for the coming academic year, it was reported that BU is aiming to bring to light the BU2025 commitment for departments progressing Athena Swan submissions; progressing our commitment to race equality through submitting an institutional Race Equality Charter submission and work is planned for a submission to the Stonewall Equality Index, focusing on staff, but there will also be benefits for students. As there has been an increase in the number of student carers, it has been proposed that a support group for student carers be created to support students who have been disproportionately affected due to Covid.

Action B: To update point 1.1 on page 4 of the report so that it changes the meaning of the second point.

 Equality & Diversity Annual Report 2019-20.pdf

6. For Approval/Endorsement

7. Annual Report: Peer Reflection on Education Practice (PREP) - FMC Updated Report

Decision
Dr Christa Van Raalte

The updated report was **approved**.

 FMC PREP 2021 - Updated.pdf

8. Approval of Academic Regulations, Policies and Procedures relating to Assessment Boards and Unit Monitoring

The pandemic had focused thinking around this area of work, but there were influences impacting this activity pre-pandemic. In Academic Quality, preparatory and assessment boards and their usage were being looked at in 2019 and questions were being asked regarding the benefits and the value of having preparatory boards that were optional. In March 2020, the previous Head of Academic Quality had submitted a paper to ASEC that strengthened unit monitoring as the first phase of annual monitoring. This fed into the work that had been ongoing around the Degree Outcomes statement and the potential for grade inflation and how moderation is implemented at the assessment boards. A number of operational changes were required to be made over the summer in order to support virtual boards.

It was noted that this is a revision to the way assessment boards currently operate under the optional preparatory board model. As there is no requirement to have a preparatory board there are a number of duplications and inefficiencies, including around the use of staff time under the current board model. The membership needs to be the same for both boards as they both need to cover all issues.

There is a continued need to strengthen unit monitoring as there are inconsistencies in completion across Faculties and there needs to be a more emphasised and focused approach. This proposal also includes an update to the Annual Monitoring and Enhancement Review Policy and the expectations of unit monitoring within this policy. There is a clear distinction between those two boards and their remits and more clarity around the roles of staff within the boards; and a greater transparency for the process unit monitoring. Sector research was conducted and the revised assessment board structure is more closely aligned to common practice across the sector.

The FHSS DDE noted that, due to PSRB requirements and the ongoing situation created by the pandemic there would be challenges for the Faculty adopting the new assessment board model but that they would do their best to abide by this policy. The Chair noted that it was difficult to manage with the complexities within the Faculty, but that FHSS would be supported.

The Head of FLIE reported that, in conjunction with PRIME, an interim measure was being put in place on Brightspace for each department to help unit and programme leaders to have the data for Semester 1 available to inform unit monitoring and that it would be going out to Faculties imminently.

It was noted that due to the number of extension and exceptional circumstances requests, it may be that all Faculties would be going to the assessment boards with some marks missing. It was noted that there would be less focus on unit leaders' narratives in unit monitoring and more on how the results compare to historical data as a benchmark.

This was a good development in terms of the distinction between the unit board and programme board. It was queried why point 1.7 – The External Examiners would be expected to be in attendance at the unit board, but not at the programme board. It was noted that this had been left flexible due to challenges in setting the assessment board schedule this year and the External Examiner's availability, even virtually. At a minimum, the External Examiners should attend one board. If the External Examiner attended the programme board, all information from the unit board would be made available to them and they would be able to comment. The committee noted that External Examiner role was best fulfilled if they are involved in the programme level outcomes and decision-making, but with oversight of unit outcomes and results so that a holistic view of standards across the programme(s) can be formed and reported on.

Regarding the membership, the Secretary would review the Terms of Reference to review the Executive Dean (or nominee) as Chair and HoD (or nominee) as Chair in order to clarify what would constitute quoracy.

Action: Secretary

The paper was **approved**.

-  1 6K Assessment Board Update.pdf
-  2 draft new 6k-assessment-boards-policy-and-procedure.pdf
-  3 draft new 6K-appendix-1-terms-of-reference-for-a-unit-board.pdf
-  4 draft new 6k-appendix-2-terms-of-reference-for-a-programme-board.pdf
-  5 draft new Assessment-Board-Process-flowchart.pdf
-  6 draft new 5c-annual-monitoring-and-enhancement-review-policy-and-procedure.pdf

9. External Examiner Nominations and Examination Teams for Research Degrees

Regarding equality and diversity, it would be good for us to consider examination and supervisory teams for postgraduate research degrees to balance gender and racial diversity through the Chairs. The Chair requested that this information be checked for the last academic year to see if any actions needed to be taken.

Action A: Secretary

The Head of FLIE stated that this had been done with TeachBU mentors and assessors and that this information would be very valuable to the REC narrative.

Action B: The Doctoral College to monitor race and gender breakdown for supervisory teams and examiners.

The paper was **approved**.

-  ASEC Cover Sheet EEs and PGR.docx

10. Programme Development Proposals

10.1. MSc Cognitive Neuroscience in FST

Decision
Prof. Kevin McGhee

The Committee noted that this programme had been designed by a new Professor in neuroscience, who joined BU in June last year. The proposal reflects the different direction the Faculty are pursuing in aligning Psychology with Medical Science. This will also utilise the MRI scanner in FHSS and it was noted there were costs associated to this. The Faculty agreed with the M&C advice regarding the title, Cognitive Neuroscience, which is more attractive within the market. The Faculty is confident that this will bring in new students, despite the recent experiences for postgraduate Psychology courses not recruiting well and closing early.

It was noted that there was a query which needs to be resolved regarding the fees, especially as the MRI scanner will be utilised and the cost implications of that, which will be discussed with the Fees Board.

The FHSS DDE suggested that a discussion be held with colleagues in FHSS as their remit is neuroimaging and there should be some cross-Faculty collaboration to avoid duplication. It should also be noted that the MRI scanner is not fully functional yet. The FST DD confirmed that these discussions had been initiated.

It was noted that the entry requirements needed approval from the Admissions Group (TAG).

It was confirmed that there would be a January start to maximise the number of students. FHSS are still teaching on campus and therefore, despite the pandemic, students would be able to be on campus, as this would be run by a clinician in a Covid-safe environment.

The proposal was **approved**.

 PDP - MSc Cognitive Neuroscience.pdf

10.2. MSc Psychology in FST

Decision
Prof. Kevin McGhee

This is a postgraduate conversion course for those students who have an undergraduate degree in another subject area and wish to be British Psychological Society (BPS) accredited. There was a demand for Psychology during clearing and the Faculty is confident that they can recruit high numbers of students.

It was noted that:

- There would need to be a discussion at the Fees Group as to whether fees for the PSRB, BPS, should be paid by BU or the student. The aim should be to minimise costs for students.
- Visa implications - the allocated contact hours needed to be appropriate.
- The mode of delivery needed to be amended to PT/FT but not Day/Evening.
- The programme team needed to ensure that there was sufficient distinction between new and existing units for the approval event.
- The word "conversion" to be removed from the title/s.
- January starts will need to be factored into the programme's structure.

The proposal was **approved**.

 PDP - MSc Psychology.pdf

10.3. Foundation Year in FMC

This is a proposal for Foundation year courses (BU level 0) in FMC following on from the model other Faculties implemented last year. There are fifteen progression options across three departments, one from FHSS. There are pedagogical benefits because the programmes are designed to build confidence in students who might struggle or leave BU at Level 4. The potentially weaker students can be developed into well-integrated students and that improves the student experience and also frees up capacity for Level 4 tutors. The inventory of skills that students need to progress to an undergraduate programme are covered in the Foundation year. This will support widening participation and also provides new revenue streams.

The Foundation year will collaborate across three departments and across Faculties. There will be one core unit covering core skills, which is not subject specific, then collaborative problem solving and working together on a common communications project. There will be two pathways, one for each of the two departments. There will be basic anchoring content in case studies and current debates which will help students to build confidence and gather basic skills.

It was suggested that it would be worth noting lessons from the recent experience of developing new Foundation programmes in BUBS and FST and how students progress from these programmes. With regards to cross-Faculty collaboration, it was important to ensure that students have a Faculty identity and knew who to contact in terms of administrative support.

Feedback from the Admissions Group from the current Foundation cohorts showed that Foundation students needed more support and it was important not to underestimate the additional levels of support that Foundation Programme students required, not only academic, but also wellbeing and pastoral support and this should be factored into the planning.

It was noted that:

- A 40 credit unit would require a CAS exception. It was explained that here would need to be two assessment points throughout the year as an indicator of how students were performing. The principle was to have 20 credit units.
- The course should be offered PT/FT but not on a unit to unit/CPD basis.

The proposal was **approved**.

 PDP - FMC Foundation Year.pdf

10.4. Undergraduate Tourism & Hospitality Degrees in BUBS

The undergraduate Tourism and Hospitality degrees were due for periodic review in 2021/22 and the plan was to 'future proof' the programmes and to ensure that they were attractive to students. Market intelligence which was conducted before Christmas showed that nationally the demand for Tourism and Hospitality was strong, but the highest recruitment was when Tourism and Hospitality were offered as part of a joint degree.

The proposal is to close the single Honours International Hospitality Management degree because recruitment is falling and to replace it with a joint '50/50' degree - International Hospitality and Business Management. This would comprise 50% Hospitality and 50% Business Management. The second is to introduce a similar degree in International Tourism and Business Management. BUBS intends to offer both of those degrees with an optional Foundation year in Business and Management and the students would be able to transfer to International Hospitality and Business Management or International Tourism and Business Management at a later stage. For the existing Level 6 'Top Up' degree International Hospitality and Tourism Management, the proposal is to change its name to International Tourism and Hospitality Management so that the titles are consistent. BUBS would continue to offer the current joint degree International Tourism and Hospitality Management which has the strongest recruitment as well as the degree Tourism Management, as recruitment has stabilised and it is still popular with international students.

It was noted that the BUBS' Tourism degrees have recently been recognised by the Saudi Arabian government as an International Centre of Excellence for undergraduate degrees.

It was noted that no additional staff resources would be required at this point.

It was noted that:

- The split for joint degrees should be 50/50 and there should be distinct content for each title.
- The validation event needs to take place before August 2022 for recruitment for 2023/24.

The proposal was **approved**.

 PDP - UG Tourism and Hospitality.pdf

11. Deferral of Programme Review Requests

Decision
Jules Forrest

The following programmes had identified the need to defer their periodic review until the 2021/22 academic year due to pressures on academic teams as a result of the current circumstances:

1. MA/PG Dip Advanced Mental Health Practice, FHSS
2. BSc (Hons)/PG Dip Public Health with registration as a Specialist Community Public Health Nurse (Health Visiting and School Nursing pathways), FHSS
3. MSc Public Health, FHSS
1. BA (Hons) Communication and Media, FMC
2. BA (Hons) English, FMC
3. MA International Political Communication, FMC
4. MA Cinematography for Film and Television, FMC
5. MA Directing Film and Television, FMC
6. MA Post Production Editing, FMC
7. MA Producing Film and Television, FMC
8. MA Radio Production, FMC
9. MA Scriptwriting, FMC
10. MA Sound Design for Film and Television, FMC
1. BSc (Hons) Biological Sciences, FST
2. BSc (Hons) Ecology and Wildlife Conservation, FST
3. BSc (Hons) Environmental Science, FST
4. BSc (Hons) Forensic Science, FST
5. BSc (Hons) Forensic Biology, FST
6. BSc (Hons) Forensic Investigation, FST
7. BSc (Hons) Geography, FST
8. BSc (Hons) Marine Ecology and Conservation (Top-Up)[1], FST
9. MSc Biodiversity Conservation, FST
10. MSc Green Economy, FST

Academic Quality had conducted health checks on the programmes and there were a few issues which had been identified, which the DDEs would have oversight of through FASEC.

The deferral requests were **approved**.

 Deferral of Programme Review Requests.pdf

11.1. Partner Review Update

Decision
Jules Forrest

It was noted that the review events were taking longer than expected to complete, but that there were no issues or risks identified in the work completed to date. The Secretary proposed an adjustment to the timeline for the KMC and WC Partner Reviews, the discontinuation of the GTA Partner Review, and the proposal to extend franchise, validation and shared delivery agreements due to expire at the end of 2020/21 to enable a review of the underpinning financial models. This approach had been agreed with the Legal Services department.

The paper was **approved**.

 Partner Review Update Jan 2021.pdf

12. Quality Assurance and Enhancement Group Nominations

Decision
Jules Forrest

The QAEG nominations of Dr Martin Hind in FHSS and Rebecca Hindley in BUBS were **approved**.

 QAEG Nominations.pdf

13. For Note

14. Academic Integrity Charter

Information
Jules Forrest

The Academic Integrity Charter had been published by QAA in the Autumn 2020 semester and BU had committed to its principles. A small working group will be set up with key representatives across the university to ensure that BU was fully aligned to the Charter's principles and to identify areas for enhancement. An update would be brought to the Committee at the next meeting.

It was reported that aggressive marketing had been infiltrating student groups in Level 4 Accounting and Economics. It was noted that action was required to be more proactive about communicating to students to ensure they understood the risks of engaging with these sites. This would be added to the Agenda for the next meeting.

Action: Secretary/Academic Registrar

15. Pearson Institutional Review Report 2019/20

Information
Jules Forrest

The report was **noted**.

 Pearson Institutional Review Report.pdf

16. Arrivals and Induction Report

Information
Mandi Barron

It was reported that students were not as satisfied with the induction in comparison to last year, which we believe is mainly due to the impact that Covid had on the ability to plan and communicate our courses, arrivals and induction activities. Although there had been a drop from 93% to 88% in overall satisfaction with arrivals and induction activities this was less of a drop than we had anticipated. Government Covid requirements had necessitated last minute changes which meant the induction/arrival information had to be rewritten. One of the biggest challenges was the lack of a consistent BU technology platform at that time so on-line delivery of the arrivals and induction programme was challenging. The advantage was that the information was online so it could be delivered more flexibly. Students, especially international students, wanted more information in advance, but it had been difficult to provide that due to late changes on programme delivery and travel advice because of Covid. The online induction had been delivered differently across Faculties.

The report was **noted**.

 Arrivals and Induction Report.docx.pdf

17. Pending External Examiner Appointments

Information
Jules Forrest

In order to alleviate pressure on programme teams, it was proposed that all External Examiners whose tenure was due to expire this academic year could have an additional year's extension, ie. from four to five years. This would exclude External Examiners whose term had already been extended in the last year. This would reduce the work load for the Programme Teams and Academic Quality.

The proposal was **approved** and the paper was **noted**.

 ASEC Cover Sheet - Pending EEs.pdf

 ASEC EE Vacancies - Jan 2021.pdf

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

Information
Jules Forrest

The report was **noted**.

 Outcomes of PAR events.pdf

19. Updated FST Faculty AMER

Information
Prof. Kevin McGhee

The shaded areas, which had been affected by a formatting issue, had been rectified.

The updated AMER was **noted**.

 AMER FST Cover Sheet.pdf

 amer-201920-faculty-action-plan-fst.pdf

20. Fusion Learning Innovation and Excellence - Review of Academic Year 2020/21

Information
Dr Gelareh Roushan

The Head of FLIE reported having to reprioritise strands of the Fusion Learning project, but that they were progressing with anonymous marking, BrightSpace learning analytics and supporting the team looking at students as researchers. It was noted that some students had not been informed that anonymous marking was being instigated and were therefore not fully informed. The Head of FLIE agreed to discuss this with M&C to ensure that it was in place for Semester 2 and why it had not been in place for Semester 1. It was requested that DDEs have sight of the communications before they were sent out as there were exceptions in FMC and this could confuse students.

Action: Head of FLIE

The paper was **noted**.

 FLIE Report AY 2020-21.pdf

21. FHSS FASEC Minutes

30 September 2020 - Confirmed
18 November 2020 - Unconfirmed

The Minutes were **noted**.

 FHSS FASEC Minutes.pdf

Information

Dr Sara White

22. BUBS FASEC Minutes

30 September 2020 - Confirmed
4 November 2020 - Confirmed

The Minutes were **noted**.

 BUBS FASEC Minutes.pdf

Information

Dr Shelley Thompson

23. FMC FASEC Minutes

24 September to 1 October 2020 – Confirmed

30 September 2020 – Confirmed

18 November 2020 – Unconfirmed

The Minutes were **noted**.

 FMC FASEC Minutes.pdf

Information

Dr Christa Van Raalte

24. FST FASEC Minutes

30 September 2020 – Confirmed

18 November 2020 – Confirmed

The Minutes were **noted**.

 FST FASEC Minutes.pdf

Information

Prof. Kevin McGhee

25. JAB Minutes

20 - 24 July 2020 - Unconfirmed

The Minutes were **noted**.

 JAB Minutes.pdf

Information

Jules Forrest

26. Any Other Business

The Secretary informed the Committee that an e-ASEC meeting would be taking place following this meeting in order to note:

1. An update to the Academic Offences procedure. and to approve:
2. The changes to ILOs in Product Design in FST.
3. The reduction in duration of long placements from 30 weeks to 15 weeks for 2021/22.

Students had requested early access to Reading lists. These lists should be made available in the spirit of open learning and in principle, could be public open lists. This would be discussed by FLIE and Student Services.

Action: Head of FLIE/Director of Student Services

27. Date and Time of Next Meeting

27.1. Wednesday, 17 March 2021, 14:00 - 17:00, The Board Room

