

# Academic Standards and Education Committee (ASEC)

Wed 13 October 2021, 14:00 - 17:00

MS Teams

## Attendees

### Board members

Prof. Tim McIntyre-Bhatty (Chair and Deputy Vice-Chancellor), Jules Forrest (Secretary and Head of Academic Quality), Andrew Bird (Head of International Marketing and Student Recruitment), Chiko Bwalya (Vice-President (Education), Students' Union (SUBU)), Dr Carol Clark (Member of Senate), Prof. Christos Gatzidis (Acting Deputy Dean - Education and Professional Practice (FST)), Samantha Leahy-Harland (Chief Executive, Students' Union (SUBU)), Jacky Mack (Academic Registrar), Paige Norton-Edwards (Student Representative, Faculty of Science and Technology), Helen Palmer (Head of Sport and Culture, Student Services), 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

Mandi Barron (Director of Student Services)

### Observers

Judy Lou Smith (Academic Quality Team Leader and Clerk)

## Meeting minutes

### 1. Apologies

Apologies were noted as above.

Information

Clerk

### 2. Declarations of Interest

No declarations of interest were recorded.

Information

Chair

### 3. Minutes of Previous Meetings

#### 3.1. Accuracy: ASEC 19 May 2021

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

 ASEC Minutes 19.05.2021 - Unconfirmed.pdf

Decision

Chair

#### 3.2. Summary: e-ASEC 8 – 18 June 2021

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

 e-ASEC Summary 8 - 18 June 2021.pdf

Decision

Chair

#### 3.3. Summary: e-ASEC 21 – 30 July 2021

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

 e-ASEC Summary 21-30 July 2021.pdf

Decision

Chair

#### 3.4. Summary: e-ASEC 27 August – 8 September 2021

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

 e-ASEC Summary 27 August 2021.pdf

Decision

Chair

### 3.5. Matters Arising/Actions Log

5.4 - ARPP 6J Update: Exceptional Circumstances: This has been discussed and the guidance for students needs to be updated.

6.3 - Foundation Year Intermediate Award Titles: It was confirmed that Foundation students were not eligible for a scholarship if they took a year off. This would be made clear to the Implementation Group. Jonathan Goods was ensuring that the definition of alumni was clear and this would be updated on the website. The action was closed.

 ASEC Actions Log 2020-21.pdf

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### 4. ASEC Terms of Reference and Membership

Jules Forrest

There were no changes to the Terms of Reference.

 ASEC Terms of Reference 2021.pdf

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### 5. FASEC Terms of Reference and Membership

Jules Forrest

There were updates to terminology around titles. It was agreed to remove Department committees from under Sub-committees.

The FASEC Terms of Reference were **approved**.

 FASEC Terms of Reference 2021 - Track Changes.pdf

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### 6. For Discussion

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## 7. NSS Results 2021

The NSS results showed that satisfaction had decreased across all the question areas. The biggest decline was in learning resources, learning community and student voice. This decline was observed across the sector, however the decrease was more pronounced for BU. There were nine questions, including overall satisfaction, which were significantly behind the sector average. In particular question 15 – “the course is well organised and running smoothly” is now 11.6% behind the sector; compared to 4.5% in 2020, a fall of 7.1 percentage points. Other significant data shifts were Question 4 – “my course has challenged me to achieve my best work” had fallen by 14%, compared to 4% across the sector. For question 10 – “feedback on my work has been timely” there was an 18.5% drop compared to 6.5% across the sector.

At Faculty level, FHSS had the smallest decrease in overall satisfaction by 3% compared to the other Faculties. It was noted that the responses to Covid questions appeared to correlate closely to overall satisfaction, which may be linked to the nature of the programmes in FHSS and the fact that many of the student groups had been co-opted into practice placement under Covid conditions in NHS Trusts and other public services and had continued with their practice/placements despite the pandemic; their experience was therefore markedly different and handled differently by FHSS. In FHSS there were some positive signs of satisfaction at the programme level where nine programmes had improved their overall satisfaction scores and fifteen programmes were above the sector average.

The Chair noted that action to address NSS feedback was clearly reflected as a priority in the Annual Monitoring and Enhancement Review (AMER) reports later in the agenda, and these were focused on how to improve on the issues raised in the NSS feedback.

The FST DDE noted that the Faculty was taking action to address the significant drop in student voice scores. Student voice meetings had illustrated how important it was to stay in touch with students' views, especially considering student perceptions regarding the previous academic year and the Faculty was taking action to address this.

The FHSS DDE noted that staff had worked incredibly hard providing information and support to students during the pandemic. However, it was noted that this needed to be balanced going forward as staff could not maintain the same level of communication and support for students as had taken place during the pandemic. It was noted that the NSS also identified concerns which were outside the Faculties' control which needed to be addressed at an institutional level. There were wider concerns such as student voice, learning resourcing and timetabling which were significant concerns reflected in the survey responses.

The BUBS DDE noted that there were clear themes identified in the NSS results for the Business School and the Faculty was developing a co-ordinated response to these, including focusing on the setting and managing of student expectations. Clear communications to students were important. Key concerns were identified regarding the student community and the learning community. The Business School was considering what were programme level issues that could effectively be actioned at that level, compared to the wider university concerns, what was within the sphere of the Business School's control and what needed to be escalated as requiring a university-level response.

The FMC DDE noted that FMC's issues were similar to those identified by BUBS. Various specialist resources and facilities were unavailable during the pandemic which had caused problems for students. Student voice and maintaining an effective dialogue with students have been identified as of primary importance. The Faculty was focussing on having timely dialogue with students and identifying issues early on in order to de-escalate them. There were issues which had been raised by students, which were beyond the Faculty's control, such as the timetabling or access to software.

The FST student representative reported that there had been issues regarding accessing university systems, technology and especially the multi-factor authentication required in order to log-in. The Chair noted the impact these types of security systems may have on individual students and advised this would be raised at the appropriate forum.

The Academic Registrar reported that the Library service was disappointed with the scores regarding learning resources. The Library's focus would be on creating an online as well as a physical presence and how to promote the online offering to students.

A discussion was held regarding the various channels that students could use to provide feedback. The Chair reported that mechanisms for students to provide independent, anonymised feedback were being considered at institutional level alongside the discussions being held with SUBU regarding the use of SIMON. The SUBU VP Education noted that Brightspace could be used for anonymous feedback, rather than creating new systems.

 NSS Results.pdf

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## 8. For Approval/Endorsement

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## 9. Apprenticeship Governance Update

Academic Quality and the Department of Nursing had been working together to understand and prepare for the Ofsted new provider monitoring visit. The paper highlighted processes for monitoring and enhancement which needed to be adapted to meet the expectations of Ofsted as outlined in the Education Inspection Framework. A working group, the Apprenticeship Governance and Oversight Group (AGOG) had been established to have oversight of the data required to monitor and report on apprenticeship provision and to progress the quality assurance requirements of the Ofsted and ESFA regulatory bodies. This group was made up of representatives from Academic Quality, the FHSS DDE and relevant staff in the Department of Nursing. It was noted that the DDE's role needed to be added to the Terms of Reference.

Action: Secretary

The documents required to support, monitor and enhance apprenticeship provision include the Self-assessment report (SAR) which includes criteria relating to leadership and governance and quality of provision and safeguarding, and evidence to underpin any statement made within the SAR. Ofsted's Quality Improvement Plan is the equivalent of BU's AMER plan, which identifies actions at programme level, and has now been expanded to include data required for monitoring such as employer engagement, tripartite meetings, student record and monitoring data to align to Ofsted and ESFA expectations. The SAR will identify actions to feed into AMER and will become a central source of planning and management for apprenticeship provision. The proposal is to align the SAR fully with the AMER process to be considered regularly at the Department Committee, FASEC, and at ASEC once a year for approval and oversight. A flowchart has been developed to illustrate the process. The AMER guidance will be updated to include a specific section on the data and process required to support monitoring and enhancement of apprenticeship provision.

The Committee was advised that apprenticeships were complex and resource intensive and required additional resource to effectively meet all regulatory expectations. It was noted that discussions had been held regarding apprenticeship provision at University Leadership Team and actions from that would be followed up to understand what this meant for resourcing apprenticeship provision at all levels of the institution.

The paper was **approved**.

 Apprenticeship Governance Update.pdf

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## 10. Assessment Regulations Review Update

This paper followed the paper which had been presented at the May meeting regarding proposed changes to Assessment Regulations. Analysis had been done regarding the Mark Profile Rule which indicated that removing this rule would reduce the number of Firsts and increase Upper Seconds. According to the modelling completed, the impact of removing this rule would have a negative effect on BAME attainment, LPN and mature students. This is likely due to where the average mark lies for these student groups. As such, the recommendation to ASEC is to retain the rule within 3% of the borderline. Any reduction or removal of that rule would disadvantage those under-represented groups and would widen the attainment gap, rather than narrowing it.

There had been limited support to increase reassessment limits at Levels 5 and 6, when discussed with Faculties representatives over the summer. As it was understood that the most benefit would be at Level 4 students it was agreed to retain reassessment limits unchanged for the current academic year. The data from 2020/21 would be reviewed to see if there was any further evidence to support a change to reassessment limits.

It had previously been agreed that reassessment limits would be removed from the late submissions policy from this year. Changes have been made in the student record system and this would be communicated to students as part of the assessment regulations update planned for students this year.

'In Year Retrieval (IYR)' was being implemented for level 4 students in 2021/22; the list of policy principles was contained in the paper. There would be some exemptions for Level 4, Semester 1 only units, which were mainly due to the practical nature of the assessments or exam. Academic Quality was developing guidance and flowcharts for staff and FAQs for students, collating a central list of exemptions.

There was a query over whether IYR could be offered to students who submit late. The Secretary would revisit this and clarify the time period within which a late submission could still be eligible for an IYR opportunity.

**Addendum (01 December 2021):** it was agreed that students who submit their work 72 hours after the deadline would not be eligible for the IYR opportunity.

The paper was **approved**.

 Assessment Regulations Review Update - October 2021.pdf

## 11. Quality and Standards Annual Report 2020/21

The Head of Academic Quality presented key headlines from the paper including AMER, Student Outcomes, Assessment regulations and Assessment Boards, Academic offences and Exceptional Circumstances data.

For Annual Monitoring, the institutional theme was BAME attainment. Analysis had been completed of responses to the theme and good practice was evident as well as engagement with the theme. One of the actions identified within the report was sharing good practice across Faculties. It was noted that there are three departments with a significant number of BAME students and that targeted action here could address the overall attainment gap for the institution. Common actions regarding BAME attainment were often linked to the Inclusivity Health Check. ASEC noted the increased attainment gap for BAME students in 2019-20 and sought clarification to understand in more detail the reason behind the increase. It was noted that there was an action for AEIC to do more investigation into the reasons for the widening of the attainment gap in 2019/20 outcomes data to consider further data analysis, including a disaggregation of the data by ethnicity, to better understand the reasons for the increase in the BAME attainment gap and to make recommendations as the action required to address the gap for BAME students at BU.

ASEC sought further clarification regarding the completion rates for the Inclusivity Health Check (IHC) completed as part of the programme-level annual monitoring for 2021. For this cycle of AMER the IHC was an optional exercise for programme teams completing annual monitoring. AEIC will receive a more detailed analysis of the IHC completion data to identify areas that have not engaged and take action to work with Faculties to address gaps, where required. The Chair noted that if there were programmes that had not completed an Inclusivity Health Check as part of annual monitoring in the previous two years, this should be reported to the Chair of FASEC for action.

Action: Secretary

NSS results showed learning community as a key theme across Faculties and there was a strong focus on student voice. Academic support and organisation and management were also themes at the Faculty level. There was an action for Academic Quality to work with the Faculties and FLIE on formal communication channels regarding sharing good practice identified through the AMER process.

All actions identified in the Degree Outcome Statement 2020 have been completed. The Assessment regulations regarding the discretionary rules had been reviewed and removed. The strengthening of unit monitoring and changes to Assessment Boards had taken place along with embedding the use of data benchmarking. The focus for assessment would remain on BAME attainment and understanding where outcomes showed continuation rates had improved, and what had caused these improvements.

The volume of Exceptional Circumstances and extension requests had increased significantly in 2020/21. This was due to temporary policy changes designed to support students during the pandemic, and it was anticipated that the pattern would return to pre-pandemic levels in 2021/22. An in-depth analysis of under-represented groups in the Exceptional Circumstances data indicated that certain student groups accessed support more frequently as they submitted more extensions and exceptional circumstances requests.

Academic offences had also increased significantly since the previous year's report. The overall trend indicated plagiarism continued to be the most common offence. The data had been shared with FASECs in September to understand the causes for this increase in more detail and to consider what action was needed to address it. Using the Academic Integrity working group, the data would be considered in detail to support a better understanding of the causes, and to reduce and deter the number of academic offences going forward. An analysis of under-represented student groups showed that a higher proportion of BAME and LPN students were more likely to have committed an academic offence.

ASEC queried the responses from External Examiners, especially in those cases where it was flagged that examiners had felt that they had not received an appropriate response to issues raised in their last report. Clarification was provided that there was no evidence of a recurring issue this year with regards to satisfactory responses being provided. An action was identified in the report for the Chair of the relevant FASEC to be required to confirm that satisfactory responses have been provided by the next FASEC.

The Quality and Standards report action plan was discussed and noted. The Chair of ASEC requested two actions to be explicitly identified in relation to IHC completion rates and the role of Faculty Executives and their oversight of AMER actions with regards to significant data findings. The Chair also requested additional clarification in relation to the FMC trend for Good Honours outcomes and for more detail to be included in the Postgraduate Research section in relation to completion rates.

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

 Quality and Standards Annual Report 2020-21.pdf

## 12. Doctoral College Annual Report

### Decision

Dr Julia Taylor/Dr Fiona Knight

The report provided an overview of statistics and performance of PGR students. It was noted that despite the challenges of the 2020/21 academic year, viva voce exams had continued undisrupted with 90 research awards conferred in 2020/21 and there was evidence of good engagement by staff in the UK Council for Graduate Education supervisor scheme. However, there has been a decrease in the 4 year completion rate and the Doctoral College was working on actions to address this with Faculties.

The Chair noted that the headlines contained within the report were positive. Regarding the 4 year completion rate, it was requested that the actions identified with Faculties were clearly identified and included in the report.

Action A: Doctoral College Manager

The PRES response rate for in 2021 had been good at 77.5% (within 1.6% of the sector average). The overall satisfaction score had fallen by 0.8% since 2019. There had been improvement in some areas, and in four out of the nine questions, the University was at or above sector average. Research culture was low-scoring, however the gap between BU and the rest of the sector had narrowed and BU was now 5.1% below the sector average, which is 52.5%, indicating signs of improvement. The Resources score was 2.5% below the sector and supervision was only 1.1% below the sector average. An action plan had been identified in Appendix 1 and Faculties had captured actions in their reports, which were discussed at the Research Degree Committee meetings.

Regarding the qualitative comments in PRES, there had been some negative comments which were a reflection on the circumstances created by the pandemic situation. There had also been positive comments regarding supervisors, the Doctoral College staff, library staff and other professional services staff.

The updated report would be recirculated to the committee.

Action B: Doctoral College Manager

The report was **approved** for onward consideration at URPPC.

 Doctoral College Annual Report 2020-21.pdf

## 13. Fusion Learning Innovation and Excellence (FLIE) Annual Report

### Decision

Dr Gelareh Roushan

It was confirmed by the Head of FLIE that the institutional PREP theme this year was Inclusivity. It was noted that the planned review and updates to the PREP ARPP were included in the report and would link to actions related to the NSS results. Peer Observation had been launched with an online form and reporting now on Brightspace. Instructions had been shared with HoDs.

The paper was **noted**.

 FLIE Annual Report 2020-21.pdf

## 14. Postgraduate Taught Experience Survey (PTES)

### Decision

Dr Liam Sheridan

The overall satisfaction rate in PTES had fallen to 76.5% which was 4.7% down from the 2019 survey, which compared to a 3.5% fall in the sector from 81.9% to 78.4%. BU was now 1.9% behind the sector compared to 0.7% in 2019. BU was above sector average in four areas out of eight, excluding overall satisfaction. It was noted that scores for the resources question had fallen by more than the sector average. However, compared to the NSS results, there was not such a pronounced decrease in the PTES results across all survey sections.

At the Faculty level, FST had improved their PTES score from 82.2% to 83.6%. At the Department level, the Media Production department was an outlier with an overall satisfaction rate of 33.3% and the largest drop in satisfaction since 2019. This has been attributed to lack of access to facilities during periods of national lockdown and students' expectations of access to specialist kit for those courses. Excluding Media Production, the range of results in 2019 was comparable to this year from 63.3% for Communication and Journalism to 94.7% for Life and Environmental Sciences.

The subjects which were statistically significant were Psychology with 93% compared to 73% in the sector. Design, Creative and Performing Arts (which reflects Media Production) was down 50% against the sector and Geography in Life and Environmental Sciences received 100% satisfaction score compared to 22% across the sector.

The FST DDE noted the discrepancy between the NSS scores and the PTES scores, particularly for departments like Psychology. The Faculty was separating undergraduate and postgraduate Student Voice committee meetings to see what experiences from PTES could be deployed and used to improve the undergraduate experience.

The FMC DDE commented that the Faculty owned the lowest performing department for NSS scores which was due to the programmes being heavily reliant on equipment and resources, which had been difficult to access during periods of lockdown. Other sources of student dissatisfaction include the limiting of students' ability to work together, as required in the Media Production, due to the circumstances created by the pandemic and the group complaints that have emerged in this department, which reflect access to specialist equipment.

The paper was **approved**.

 Postgraduate Taught Experience Survey 2021.pdf

## 15. Annual Report on CMA Compliance and Accuracy of Public Information 2020/21

**Decision**  
Andrew Bird

It was noted that the University and partners were compliant. There were some issues regarding potential CMA compliance. Delivery patterns for 2021/22 had been identified as an issue and were being mitigated against but were reported upon separately to the 2020/21 Annual Report and would be considered by ULT and ARG. This was noted in the report. The actions identified in the report were noted by the committee.

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

 Annual Report Accuracy of Public Information (CMA Compliance).pdf

## 16. Faculty Annual Monitoring and Enhancement Review (AMER)

The Chair noted that the AMER reports should reflect expected dates for completion of outcomes and that these should be monitored throughout the year by FASEC.

### 16.1. Business School

**Decision**  
Dr Shelley Thompson

The key areas which the Business School will focus on are academic support, assessment and feedback and developing a sense of learning community. There will be an emphasis on academic advising to have more inclusive engagement across the staff base to create consistency across all students. There will also be more emphasis on dissertation and project supervision. The completion date of these actions is mid-point in the academic year to ensure action planned is implemented in a timely manner.

Regarding creating a learning community, the focus will be on Edfest, which will take place twice this academic year and will focus on what the learning community within the Business School means. Each of those events will use the BUBS Barometer to manage and assess these actions. Student experience and professional development activities will take place during these events as well as experiential learning opportunities.

For the development of assessment and feedback strategies and practices, the Business School is engaging with an Advance HE project which will look at and reflect on pedagogy and matters which are discipline appropriate.

It was noted that the completion dates needed to be amended from 2023 to 2022.

Action: BUBS DDE

The Business School AMER was **approved**.

 Faculty AMER - BUBS.pdf

### 16.2. Faculty of Health and Social Sciences

**Decision**  
Dr Sara White

No dates had been included in the action plan, but outcomes would be updated bi-weekly and at FASEC, with expected completion by July 2022. It was noted that the Faculty had a small number of BAME students, who had raised concerns regarding students' treatment in practice. The Faculty was working with practice providers regarding these complaints. Practice providers were working with their staff to encourage them to be more inclusive.

Inclusive teaching and hybrid working was now taking place in the new BU Gateway Building and the Committee was encouraged to take a tour of the facilities.

Student Voice was a key focus area and the Faculty was working with SUBU to enhance their presence in Lansdowne and to help students to feel comfortable expressing themselves. Learning communities and academic communities were being established to support this action. It was reported that the ADSE was working with SUBU to create opportunities for interactions with students.

The FHSS AMER was **approved**.

 Faculty AMER - FHSS.pdf

### 16.3. Faculty of Media and Communication

**Decision**  
Dr Christa Van Raalte

A key area of focus was BAME attainment, and it was noted that staff were committed but would benefit from more targeted development opportunities to understand how to address the underlying issues for underrepresented student groups. Regarding Student Voice, a number of initiatives were taking place, including student voice meetings which appeared to be working well. Students were being given opportunities to discuss issues at an earlier stage before they became serious concerns. The principle was to encourage dialogue rather than complaints. The monitoring of low-level complaints and concerns had been launched and weekly meetings were taking place to consider any concerns raised via these channels.

In order to enhance *Organisation and Management* programme teams were required to meet weekly to focus on concerns raised by students and to identify students who were struggling. It was noted that communication must be targeted and effective; if there was too much information sometimes students did not engage with the important messages. The focus was to ensure communications remain relevant. Some departments were good at building in mentoring, but there were areas where Programme Leaders had identified that more support was needed. Academic advising was in place, and a task and finish group had been established to determine what was working well in terms of academic support. A new, more proactive and collaborative approach was being piloted in Communication and Journalism to track students at risk of failing or withdrawing. The Department has initiated a 'reach and ask' pilot so that 'at risk' students are proactively contacted by PLs, AAs and LTs by email or phone to understand their student experience. This has led to a deeper and richer picture of the student experience on programmes across the Department.

It was noted that a new action had been added to the AMER which related to continuation rates and in-year retrieval.

The FMC AMER was **approved**.

 Faculty AMER - FMC.pdf

### 16.4. Faculty of Science and Technology

**Decision**  
Professor Christos Gatzidis

FST had focussed on NSS results and the institutional theme of BAME attainment. An audit would be conducted on delivery, specifically the face-to-face and online split for the second semester. The Faculty wanted to ensure that, at undergraduate level, there was almost 100% face-to-face teaching. This was considered important for the type of programmes offered to students as it was felt that teaching scores had suffered due to delivery being online, rather than face-to-face.

For learning opportunities, this was more of a mid- to long term action. Three out of the six departments would be undergoing full undergraduate reviews, with the focus on course design issues. Exceptional modifications, started in May 2021, were to remove unnecessary exams across several departments. It is anticipated that this would assist significantly in terms of satisfaction scores.

In terms of assessment and feedback, there had been collaborative efforts with FLIE. Design and Engineering had run a bespoke workshop on assessment design. In terms of academic support, the dissatisfaction expressed in the NSS results was more general than academic advising, for example, students emailing Unit Leaders and Programme Leaders to request support and feedback. A thematic analysis of the qualitative comments had been done and the DDE and ADSE were meeting to consider comments made regarding academic support.

For organisation and management, communications would be streamlined by replacing the use of mailing lists with Brightspace when something important was announced. For learning resources, in Poole Gateway Building, additional computer labs were being introduced on the second floor which would be open 24/7. The Psychology department would be receiving additional facilities due to adjustments to timetabling to allow for changed facilities usage. This would be promoted to students.

For learning community, the first research week initiative would take place this semester within departments. For the second semester, it would be open to students from all departments. The regularity of student voice meetings would be increased, and any student could attend, not only the student representatives. Focus groups would be held with previous students to discuss the NSS results.

Actions to address BAME attainment include looking at academic advisors and final year project supervision to try and match BAME students with more suitable supervisors; initial research showed that students would relate better to specific supervisors and this would be run as a pilot for this year.

The FST AMER was **approved**.

 Faculty AMER - FST.pdf

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## 17. Partner Annual Monitoring and Enhancement Review (AMER)

### 17.1. AECC University College

**Decision**  
Jules Forrest

The AMER was **approved**.

 Partner AMER - AECC.pdf

## 17.2. Bournemouth and Poole College

The AMER was **approved**.

 Partner AMER - BPC.pdf

**Decision**  
Jules Forrest

## 17.3. Kingston Maurward College

The AMER was **approved**.

 Partner AMER - KMC.pdf

**Decision**  
Jules Forrest

## 17.4. Wiltshire College and University Centre

The AMER was **approved**.

 Partner AMER - WCS.pdf

**Decision**  
Jules Forrest

# 18. Approval Requests

## 18.1. MSc Corporate Governance at GTA - Modification

The Business School requested the approval for modifications to the MSc Corporate Governance which was delivered by BU at the Guernsey Training Agency (GTA) via an off-campus delivery model. The programme was accredited by the Chartered Governance Institute (CGI). Following revisions to the CGI's accreditation requirements, changes to the MSc Corporate Governance curriculum had been necessary. These changes had exceeded the maximum volume of credit permitted for a programme modification as per ARPP 4B – Programme and Unit Modifications: Policy and Procedure. The changes also involved moving the programme to a primarily online mode of delivery. The modification had been approved by both Faculty Executive and the Faculty Academic Standards and Education Committee in May 2021.

The BUBS DDE thanked colleagues in Academic Quality for their support and assistance. The Programme Leader informed the committee that there had been interest in the programme from other students in the UK so after a one year trial, BUBS may request approval to extend the programme to recruit more widely than the GTA partnership.

The modifications were **approved**.

 Modification - MSc Corporate Governance at GTA.pdf

**Decision**  
Dr Shelley Thompson/Dr Tony  
Abdoush

## 18.2. Programme Development Proposal - MSc Diagnostic Radiography

The MSc in Diagnostic Radiography is well-aligned with the BU2025 strategic plan and the University's Fusion agenda. Specifically, it will address local and national needs in the NHS and industry, as well as the current global medical imaging workforce demands. The aim of the programme is to provide a route for highly qualified postgraduate candidates to enter the Diagnostic Radiography profession. It will equip motivated, adaptable, and resourceful graduates for advanced medical imaging practice, research and leadership.

The proposal was **approved**.

 Programme Development Proposal - MSc Diagnostic Radiography.pdf

**Decision**  
Dr Sara White

## 18.3. FMC Programme Review Deferral Requests

The following programmes had requested deferral of their periodic review:

- BA (Hons) English to 2022/23
- BA (Hons) Communication and Media to 2022/23
- BA (Hons) Film to 2022/23
- MA Creative Writing and Publishing to 2023/24
- Doctor of Education Creative and Media to 2024/25

The Academic Quality team had conducted health checks on these programmes. The deferral requests had been approved by FASEC on 29 September 2021.

The deferral request was **approved**.

 FMC Programme Review Deferrals Request.pdf

**Decision**  
Dr Christa Van Raalte

#### 18.4. Name Change: BSc (Hons) Biomedical Sciences in FST

The name change from Biomedical Sciences to Biomedical Science was requested by the accrediting body, the Institute of Biomedical Science (IBMS). It was also requested that a modification to add a part-time route to the programme be approved.

The name change and part-time route were **approved**.

 Name Change BSc (Hons) Biomedical Sciences in FST.pdf

**Decision**

Professor Christos Gatzidis

#### 19. External Examiner Nominations and Examination Teams for Research Degrees

The paper was **approved**.

 EE Nominations and Examination Teams for Research Degrees.pdf

**Decision**

Jules Forrest

#### 20. Quality Assurance and Enhancement Group Nominations

The QAEG nominations for Dr Jane Healy in FHSS and Dr Svetla Stoyanova-Bozhkova in BUBS were **approved**.

 Quality Assurance and Enhancement Group Nominations.pdf

**Decision**

Jules Forrest

#### 21. For Note

#### 22. Completed programme reviews, approvals and reviews for closure and Outcomes

The paper was **noted**.

 Outcomes of Programme Approval and Review Events.pdf

**Information**

Jules Forrest

#### 23. Pending External Examiner Appointments

The paper was **noted**.

 Pending External Examiner Appointments.pdf

**Information**

Jules Forrest

#### 24. Partner Review: Action Plan Annual Monitoring Report

The paper was **noted**.

 Partner Review Action Plan Annual Monitoring Report.pdf

**Information**

Jules Forrest

#### 25. Signed Partner Agreements

The paper was **noted**.

 Partnership Activity Report May 2021.pdf

**Information**

Jules Forrest

#### 26. International Mobility and Experience at BU

The paper was **noted**.

 International Mobility and Experience at BU.pdf

**Information**

Jana Kuncova

#### 27. BUBS FASEC Minutes: 05.05.2021 - Confirmed

The Minutes were **noted**.

 BUBS FASEC Minutes 05.05.2021 - Confirmed.pdf

**Information**

Dr Shelley Thompson

#### 28. FHSS FASEC Minutes: 05.05.2021 – Confirmed

The Minutes were **noted**.

 FHSS FASEC Minutes 05.05.2021 – Confirmed.pdf

**Information**

Dr Sara White

## 29. FMC FASEC Minutes: 04.05.2021 – Confirmed

The Minutes were **noted**.

 FMC FASEC Minutes 04.05.2021 – Confirmed.pdf

**Information**  
Dr Christa Van Raalte

## 30. FST FASEC Minutes: 07.07.2021 – Confirmed and 05.05.2021 – Confirmed

The Minutes were **noted**.

 FST FASEC Minutes 07.07.2021 and 05.05.2021 - Confirmed.pdf

**Information**  
Professor Christos Gatzidis

## 31. AECC POG Minutes: 17.12.2020 – Confirmed and 10.05.2021 - Unconfirmed

The Minutes were **noted**.

 AECC POG Minutes 17122020 - Conf and 10052021 - Unconf.pdf

**Information**  
Jules Forrest

## 32. Any Other Business

The FST student representative raised concerns regarding accessibility issues in certain FST laboratories and scheduling of lectures into the evening which created problems for students with a physical disabilities and/or students who were on a medication cycle. The FST DDE would take these matters forward.

Action: FST DDE

## 33. Date and Time of Next Meeting

**33.1. Wednesday, 26 January 2022, 14:00 - 17:00, Location: MS Teams**

