BOURNEMOUTH UNIVERSITY   **Confirmed**
ACADEMIC STANDARDS COMMITTEE

MINUTES OF A MEETING HELD ON 4TH FEBRUARY 2015

Present:

Prof Tim McIntyre-Bhatty (TMB) (Chair)	Deputy Vice-Chancellor
Mr Alan James	General Manager of the Students' Union (SUBU)
Ms Jacky Mack	Head of Academic Services (AS)
Prof Iain MacRury	Deputy Dean – Research & Professional Practice (FM)
Dr John Oliver, Assoc. Prof	Professoriate Representative (FM&C)
Prof David Osselton	Head of Forensic & Biological Sciences (SciTech)
Prof Keith Phalp	Deputy Dean - Education and Professional Practice (SciTech)
Prof Elizabeth Rosser	Deputy Dean (Education) (HSS)
Dr Gelareh Roushan	Associate Dean (Education) (FM)
Dr Philip Ryland	Deputy Dean for Education (FM)
Ms Catherine Symonds (Secretary)	Head of Quality & Academic Partnerships (AS)
Mr Arvid Thorkeldsen	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Prof Tiantian Zhang	Head of the Graduate School (GS)

In Attendance:

Dr Sarah Bate	Senior Lecturer (SciTech)
Dr Simon Dyall	Senior Lecturer (HSS)
Ms Maxine Frampton	Policy & Committees Officer (AS)
Prof David Garcia	Professor of Digital Arts & Media Activism (FM&C)
Dr Tania Humphries	Associate Dean (HOAG - Design & Engineering) (SciTech)
Mr Paul Kneller	Senior Lecturer in Environmental Science (SciTech)
Dr Jane Murphy	Associate Professor (HSS)
Dr Ben Parris	Senior Lecturer In Psychology (SciTech)
Prof Barry Richards	Professor Of Public Communication (FM&C)
Mr Ricky Rogers	Quality & Enhancement Officer (AS)
Dr Liam Sheridan	Academic Business Intelligence Manager (AS)
Dr Rick Stafford	Associate Dean Quality (SciTech)

1   APOLOGIES

Apologies were received from:

Dr Sue Eccles	Head of Education (FM&C)
Mr David Foot	Market Research Manager (M&C)
Ms Ellie Mayo-Ward	Vice President (Education) 2014/15, Students' Union (SUBU)
Ms Chloe Schendel-Wilson	SU President 2014/15, Students' Union (SUBU)

2   MINUTES OF THE MEETING HELD ON 10TH DECEMBER 2014

2.1   Accuracy

The minutes (ASC-1415-67) were approved as an accurate record with the exception of the fourth line of section 3.1.5 which should read 'submission date' rather than 'submission rate'.

2.2   Matters Arising (ASC-1415-68)

2.2.1   Minute 2.2.1 – School of Applied Sciences School Quality Audit (SQA) Action Plan –
Referencing Styles
Action Completed: Following discussions at the SciTech Faculty Academic Standards
Committee (FASC) meeting on 21 January 2015, it was agreed that SciTech would adopt the
Media School approach with the revised SciTech statement being: "Across the Faculty, the
requirement is to use the BU Harvard Referencing System and it is made clear to staff and
students that the only exception to this is where their assessed work is specifically targeted
towards an <u>external</u> audience (e.g. an academic journal article or conference paper) where
those submission guidelines would need to be followed. It is only in these situations (where
students' assessed work will or may be also submitted to an external publisher and that this is
made explicit in the Assessment Brief) that an exception to the BU Harvard Referencing
system is allowed".

2.2.2   Minute 2.2.2 – QAA Quality Code for Higher Education – Part B – Assuring and Enhancing
Academic Quality – Chapter B6: Assessment of Students and the Recognition of Prior
Learning
Action Completed: This item was listed on the agenda for discussion under item 3.2.

2.2.3   Minute 2.2.6 – Marketing & Communications Annual Report
Action Completed: A schedule has been agreed with the International and UK Partnerships
Team. The audit will take place twice a year with the first audit due to take place in March
when partners have had the opportunity to update course entry requirements and again in
September when course closures, new courses and the year of entry have been confirmed.

2.2.4   Minute 3.2.5 – School/Faculty Quality Reports – AECC
Action Completed: The wording of the invite which is sent to External Examiners is as
follows: "Please note that it is a University requirement that all newly appointed External
Examiners attend a briefing seminar within a year of appointment".

2.2.5   Minute 3.2.7 – School/Faculty Quality Reports - AECC
Action Completed: A plan is in place to address concerns regarding the use of higher marks.
The use of marking criteria is an agenda item for the forthcoming programme evaluation.

2.2.6   Minute 3.2.16 – School/Faculty Quality Report – School of Tourism
Action Completed. Dr Ryland reported that an Education Committee was something that the
School of Services Management (prior to ST) had run successfully for many years but it had
been formally closed following a request from a previous Head of Quality at BU. At which
point, regular Programme Leader's meetings were instated within the School. Programme
Leaders' meetings always have formal outcomes and are minuted when necessary. Their
actions feed into ST SASC.

2.2.7   Minute 3.2.18 – School/Faculty Quality Report – School of Tourism
Action Ongoing: Both action points are now well in progress and will be formally reported
upon at the ST SASC meeting on 18 February 2015. The SQR Action Plan is a standing
agenda item at every meeting of ST SASC and progress is formally updated at each of these
meetings.

2.2.8   Minute 3.3.1 – Partner Quality Reports – Bournemouth & Poole College
Action Completed: This report included comments from the External Examiner who was
comparing results from Bournemouth & Poole College (BPC), Yeovil College and BU. He
expressed confidence that standards were appropriate and believed the performance gap was
the result of the diverse cohort at BPC but was confident that the organisation successfully
manages to cater for differing needs.

2.2.9   Minute 3.3.7 – Partner Quality Reports – Yeovil College
Action Completed: The HE Manager at Yeovil College was made aware of concerns raised
at ASC. Actions to address these concerns are identified in the ESEP. The staff members
who were not following the required process last year are no longer working at the College.

2.3 **Ratification of Chair's Action: HSS Proposal – Change of Title from BA Sociology and Social Policy to BA (Hons) Sociology**

2.3.1 The Committee **ratified** the Chair's Action to approve the change of title from BA Sociology and Social Policy to BA (Hons) Sociology.

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

3.1 **Student Population Statistics** (ASC-1415-70)

3.1.1 The Continue/Qualify rate for BU had decreased from 91.8% in 2011/12 to 89.5% in 2013/14. In addition, Dr Sheridan advised that because the HESA Performance Indicator definition had ignored pre-1st December withdrawals, there was a hidden drop of 0.8% between 2012/13 and 2013/14. If the population was widened to include these students, there would be a decline over the three years from 89.9% in 2011/12 to 88.6% in 2012/13, and 87.8% in 2013/14. Members noted that this trend was not unexpected due to the introduction of full fees from 2012/13 and that students were tending to withdraw from University earlier within their programme of study if they had doubts about performing well.

3.1.2 Within BU a total of 89.5% of students continued or qualified in 2013/14, although there was some variation between Schools. With the exception of the prior School of Applied Sciences programmes within SciTech, Continue/Qualify rates had fallen over the last three academic years. It was noted that the sector average may also have fallen for the same period, possibly influenced by the introduction of full fees in 2012/13.

3.1.3 The Continued/Qualified figure for first degree entrants rose from 81.6% for 2008/09 to 84.1% for 2010/11 entrants. This compared to a 2010/11 HESA sector average of 80.5%. Looking at first degree students, the Continued/Qualified rate for 2010/11 entrants varied from 86.3% in HSC to 76.4% in the prior School of Applied Sciences.

3.1.4 The standard statistics for Additional Learning Needs (ALN) students had been provided and broadly the outcomes were similar to last year; outcomes for students with and without a declared ALN were comparable (within 1.2% in each year). One exception was highlighted; the proportion of ALN students awarded a First Class or Upper Second Class degree was slightly lower than non-ALN students. In 2013/14, 71.0% of ALN students received a First Class or Upper Second Class degree classification compared to 77.4% of students without an ALN. The analysis demonstrated that those students who registered their ALN early in their first year of study resulted in higher degree classifications than those students who registered late. Students should be encouraged to declare their ALN as early as possible in order that assistance is provided as early as possible.

3.1.5 Of those students who completed their Bachelors degree, the proportion of First and Upper Second Class degrees had risen for the third consecutive year from 68.7% in 2011/12 to 71.6% in 2012/13, and 76.5% in 2013/14. The Media School had awarded the highest proportion of First and Upper Second Class degrees (80.2%), with the lowest proportion being awarded by Design, Engineering and Computing (69.0%). Dr Sheridan commented that the UG Award Classification graph shown on page 6 of his papers had shown incorrect years. The year listed 2010/11 should read 2011/12, 2011/12 should read 2012/13 and 2012/13 should read 2013/14. Dr Sheridan would update the graph to show the correct three year trend.

Action: LS

3.1.6 The analysis of the relationship between UCAS tariff points on entry and Honours classification had shown a clear relationship between the degree classifications awarded and tariff points on entry for first degree students. Dr Sheridan had carried out an analysis of those students who did not receive an award and the reasons for students leaving BU in order to ascertain if they were generally for non-academic reasons. Members asked Dr Sheridan to analyse the tariff points of full time UG leavers versus tariff points of qualifiers.

Action: LS

3.1.7 As at the end of January 2015, 41% of 2013/14 full time postgraduate entrants were continuing in 2014/15. For 2012/13 entrants, 85% of postgraduate taught entrants were awarded a Masters degree, 5% received a PG Diploma, 5% were continuing on their programme and 3% left without an award. There was considerable variation in the outcomes by School; the prior School of Applied Sciences (ApSci) had the highest proportion of students graduating with a Masters Degree and the prior School of Design, Engineering and Computing (DEC) had the lowest proportion. DEC also had the highest proportion (10%) who left without an award. This latter figure had changed by a very small percentage on last year. Members requested Dr Sheridan to provide a breakdown by School and Programme in order to investigate this information in more detail at Faculty level.

Action: LS

3.1.8 The proportion of MSc students awarded a Distinction had risen from 18.9% in 2011/12 to 21% in 2013/14, although the proportion of MA students awarded a Distinction had decreased since 2011/12 (- 4.9%). The proportion of Merits awarded for MSc programmes had decreased to 67.8% in 2013/14 and the proportion of Merits awarded for MA programmes had increased to 63.2%. Following discussion, members agreed that a breakdown of PGT completion rates to programme level would be beneficial to Faculties so that further discussion could take place at FASC meetings. It was also agreed that the distribution of this information would now become a formal process.

Action: LS

3.1.9 The mechanism for calculating the completion rate for full time PGR students was almost completely aligned with BU's Performance Indicator (the exception is that withdrawals were counted in the figures presented to ASC). The figures indicated a decline in completion rates since 2007/08. Prof Zhang commented that for 2010/11 entry not all students had completed; two of the three cohorts were yet to complete. It was noted that the figures quoted for the 2009/10 PGR completions were complete. Dr Sheridan was requested to provide a breakdown of the information by Faculty and an analysis of completion with/without Scholarships.

Action: LS

3.1.10 Prof MacRury noted that numbers quoted for 2008/09 were students in their seventh year of study and were near the end of the formal registration period for part-time students. It was therefore likely that a number of students would be due to be examined between February 2015 and January 2016. It was believed that most of the students would be BU staff members. Prof MacRury requested a list of those 2008/09 part-time continuers whose registration period may soon expire.

Action: LS

3.1.11 It was agreed that Faculties needed to be aware of the issues discussed regarding PGR completions and that actions to address the situation should be included in delivery planning. The report provided by Dr Sheridan should also be cascaded to Faculty Research and Enterprise Committees. There was a need to encourage staff to complete their studies in good time. Dr Sheridan agreed to provide a breakdown of PGR completions by School/Faculty and for those students with and without scholarships.

Action: LS

3.1.12 Following discussion, members agreed that all reporting should be listed by Faculty rather than School moving forward. Dr Sheridan confirmed that the statistics reflected the information held in the student record system and that reporting would align with Faculties as soon as possible. It was agreed that the Student Population Statistics report should be discussed at FASC meetings and actions taken as appropriate. This information should also be considered in the production of the annual Faculty Quality Report.

[Post Meeting Note: The Student Population Statistics are listed on the indicative agenda for the Faculty Academic Board meetings, therefore the action to add the Student Population Statistics to the Faculty Academic Standards Committee indicative agenda will not be taken forward].

3.2   Review of the Independent Marking Procedure (ASC-1415-71)

3.2.1   In March 2014, the Quality Assurance Standing Group (QASG) discussed whether internal moderation could be incorporated into the Independent Marking Procedure (IMP) as an alternative to second and double marking, and this was supported by ASC in April 2014.

3.2.2   ASC asked QASG to produce a fully revised IMP for University approval. Senate received a paper regarding the policy changes in June 2014 but requested these be put on hold until a fully revised procedure became available for ASC and Senate scrutiny. Following the QASG meeting held in January 2015, a draft IMP was finalised in-line with sector research. ASC was now being asked to consider the proposed amendments to the procedure and endorse as appropriate for Senate approval.

3.2.3   Section 4.2.1 of the draft *6D – Marking, Independent Marking and Moderation: Policy and Procedure* advised of the proposed definitions for Internal Moderation. Members questioned whether Internal Moderation or Second Marking were mutually exclusive ways to assess. It was noted that the term Independent Marking was used as the umbrella term and that this included internal moderation, second and double marking. Whilst each method could be used in isolation, one method of independent marking may lead on to another method. The Committee was not convinced that internal moderation could be applied without some form of second marking.

3.2.4   Section 6 provided further clarification of the proposed changes; the most significant areas were highlighted to help the Committee's consideration. Section 6 defined Internal Moderation and when it would be used within BU. The updated procedure aimed to ensure that BU was treating all student assessment tasks in a fair and consistent manner.

3.2.5   Generally, Faculties believed that when the definitions and where they would be applied were agreed, the proposed procedure could be readily implemented as there was sufficient flexibility for Faculties to accommodate as required. The procedure would need to be clarified with External Examiners who would need to fully understand the procedure. Ms Symonds explained that the Appendix to the document included some suggested forms which had been simplified along with the advice contained within the document.

3.2.6   Ms Mack questioned Section 6.2.2 which referred to the sample of work moderated. The section appeared to refer to all coursework rather than just a sample and that this could be clarified further.

3.2.7   Prof Rosser stated that consistency had been written into the procedure which was not included in previous versions and significant attempts had been made to address all methods of marking but that this could be developed further. She noted that with the increase in the use of online submission, marking methods needed to be transparent and she was keen that marks allocated in this way could be input straight into the Grade Centre and then transferred to SITS.

3.2.8   QASG had spent some considerable time discussing the procedure but there was still some further work to be carried out. It was noted that the definition used for internal moderation had come from the QAA. Any additional advice from members would be welcomed.

3.2.9   Following a discussion regarding marking methods process, it was agreed that a diagram be included with the procedure. In addition to this being helpful to staff and External Examiners it could also be used to explain the process to students. Clarification of Appendix 1 of the procedure was also requested by members.

3.2.10   Overall, the Committee was not yet comfortable with the methods of Independent Marking and it was suggested the paper be revisited for further discussion by ASC. All agreed that the procedure would need to be robust. The paper would be recirculated to members by the ASC Clerk for additional comment. It was important that all members provided their comments in order that a practical document was put in place.

Action: Clerk

3.3 **Integrated Masters Assessment Regulations and 2A – Awards of the University: Policy (incorporating changes and new titles relating to Integrated Masters awards**
(ASC-1415-72)

3.3.1 In order to align with the BU strategic aim to introduce Integrated Masters awards across the taught provision, a set of standard Assessment Regulations for this purpose had been written based on the principles within *6A – Standard Assessment Regulations* for both UG and PG taught programmes and sector research.

Section 2.1 – Periods of Registration

3.3.2 *Recommendation to ASC:* To recommend to Senate that the Period of Registration be set at 10 years for part-time Integrated Masters awards.

3.3.3 The Committee **recommended to Senate for approval** the maximum length Period of Registration should be set at 7 years rather than 10 years, but allowing for personal circumstances if required at a later date.

Section 2.2 – Progression (Section 8 of the Registrations)

3.3.4 *Recommendation to ASC:* To recommend to Senate that a progression hurdle should be set between Levels H/6 and M/7 with an aggregate pass mark of 50%.

3.3.5 The Committee **recommended to Senate for approval** that the recommendation of a progression hurdle be set between Levels H/6 and M/7 with an aggregate pass mark of 50%.

Section 2.3 – Classification – Aggregate Weightings

3.3.6 *Recommendation to ASC:* To recommend to Senate that a standard classification be set based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units.

3.3.7 The Committee **recommended to Senate for approval** the recommendation that a standard classification be set based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units.

3.3.8 *Recommendation to ASC:* To recommend to Senate that a standard classification be based on 40% Level H/6 units and 60% Level M/7 units for students entering at Level H/6.

3.3.9 The Committee **recommended to Senate for approval** that a standard classification be based on 40% Level H/6 units and 60% Level M/7 units for students entering at Level H/6.

3.3.10 *Recommendation to ASC:* To recommend to Senate that students should not enter an Integrated Masters award after the commencement of Level H/6 (unless Professional requirements specifically permit this).

3.3.11 The Committee **recommend to Senate for approval** that students should not enter an Integrated Masters award after the commencement of Level H/6 (unless Professional requirements specifically permit this).

3.3.12 *Recommendation to ASC:* To give in-principle approval for any associated procedural updates to *3P – Recognition of Prior Learning (RPL) and UK Credit Transfer: Policy and Procedure.*

3.3.13 The Committee **gave in-principle approval** for the associated procedural updates to *3P – Recognition of Prior Learning (RPL) and UK Credit Transfer: Policy and Procedure.*

Section 2.4 – Classification – Aggregate Mark

3.3.14 *Recommendation to ASC:* To recommend to Senate that the University adopts the UG Classification as the standard approach to classify Integrated Masters Awards.

3.3.15   The Committee **recommend to Senate for approval** that the University adopts the UG Classification as the standard approach to classify Integrated Masters Awards.

Section 2.5 – Classification – Board Discretion for the award of Bachelors degree

3.3.16   *Recommendation to ASC:* To recommend to Senate that the Profile Regulation be applied to the Intermediate Bachelors degree award.

3.3.17   The Committee **recommend to Senate for approval** that the Profile Regulation be applied to the Intermediate Bachelors degree award.

3.3.18   *Recommendation to ASC:* To give in-principle approval for any associated procedural updates to *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure,* including reference to the 1% Board discretion applying to the intermediate Bachelors degree.

3.3.19   The Committee **gave in-principle approval** for any associated procedural updates to *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure,* including reference to the 1% Board discretion applying to the intermediate Bachelors degree.

Section 3.1 – 2A – Awards of the University: Policy

3.3.20   *Recommendation to ASC:* To recommend to Senate that the amended wording in *2A – Awards of the University: Policy* be approved and published to the *Academic Regulations Policies and Procedures.*

3.3.21   The Committee **gave in-principle approval** to amend the wording of *2A – Awards of the University: Policy* and published to the *Academic Regulations Policies and Procedures.*

3.3.22   The Committee suggested adding in Master of Business (MBus) to Section 7.4.1 and agreed to the inclusion of the Master of Management (MMan) (Hons) as already listed.

3.4   Annual Review of Standard Assessment Regulations and Associated Procedural Guidance (ASC-1415-73)

3.4.1   Following a request by ASC to review the Standard Assessment Regulations and associated procedural guidance, a review was carried out by QASG in January 2015. Good quality feedback was received prior to the QASG review, with a lot of feedback focusing on how the University deals with late submissions. After much debate, the recommendations centred on reducing the time for resubmission for reassessment, as most late submissions tended to be just a couple of hours or days late, possibly due to issues outside of the students' control.

Section 2.2.1 – Late Submission - Carrying a Capped Mark Forward as the Reassessment Outcome

3.4.2   The Committee **recommend to Senate** that Section 9, 'Submission of Coursework and Attendance at Examinations' of *6A – Standard Assessment Regulations* (all awards) be amended to stipulate that a maximum mark of 40 (UG) and 50 (PG) will be awarded to coursework if submitted within 72 hours after the deadline. To recommend that Section 12, 'Provision for Failed Candidates' be amended to make it explicit that a late submission accepted in this way forms part of the reassessment allowance.

3.4.3   The Committee **gave in-principle approval** for associated procedural updates to *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure.*

3.4.4   The Committee **recommend to Senate** that Section 12, 'Provision for Failed Candidates' of *6A – Standard Assessment Regulations* (all awards) be amended to allow Boards to exceptionally determine a lower assessment limit for students who exceed the level of entitlement for reassessment if this is perceived to be in their academic interest.

3.4.5   The Committee **gave in-principle approval** for associated procedural updates to *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure.*

Section 2.3.1 – Compensation - Credit Limit for Compensation and Failed Pass/Fail Elements

3.4.6   The Committee **recommend to Senate** that Section 7 'Compensation' of *6A – Standard Assessment Regulations* (all awards) be amended to make explicit that failed Pass/Fail elements must be considered in the same way as units with failed numerical elements when compensation decisions are made.

3.4.7   The Committee **gave in-principle approval** for associated procedural updates to *6L – Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure.*

Section 2.3.2 – Classification - Use of the Profile Regulation

3.4.8   The Committee **approved** the principle that the profile regulation may be applied where the award of DipHE is designed as the final award. Any such exceptions to the standard assessment regulations should be approved through the framework evaluation process.

3.4.9   It was agreed that the papers for this agenda item would be circulated by email and any comments would be collated by the ASC Clerk. Further consideration would be given to any further comments received before the papers are presented to Senate.

Action: Clerk

3.5   **Faculty Quality Report – Faculty of Science and Technology** (ASC-1415-74)

3.5.1   The Committee **noted** the Faculty of Science and Technology Faculty Quality Report.

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

4.1   **Proposed HSS title change through evaluation outcomes: Doctor of Professional Practice Health & Social Care** (ASC-1415-75)

4.1.1   A University Evaluation Panel reviewed the *Doctor of Professional Practice* award in the Faculty of Health and Social Sciences (HSS) in December 2014. The Panel exceptionally considered a title change to *Doctor of Professional Practice: Health and Social Care*, which involved adding a colon into the title, which had not been formally approved by ASC. The possibility of using this title *without* a colon or brackets was discussed and the Committee considered this to be appropriate.

4.1.2   Prof Zhang commented that BU currently had four Professional Doctorates and all had brackets in the titles. Members noted that it was common practice to use brackets for pathways, but were unsure whether Professional Doctorate titles should include brackets or a colon. For consistency, Prof Zhang would reconsider the four Professional Doctorate titles in place and look to bringing the titles in line with the newly approved Doctor of Professional Practice Health & Social Care which did not include brackets or a colon.

Action: TZ

4.1.3   **Approved:** The change of title to Doctor of Professional Practice Health & Social Care was approved by the Committee.

4.2   New Programme/Framework Developments Proposals:

4.2.1   SciTech Proposal: New Programme – MSc Forensic and Neuropsychological Perspectives in Face-Processing (ASC-1415-76)

4.2.1.1   At the December ASC meeting the Committee requested additional information in order to consider approving the development of the new programme. In response, the proposed title had been shortened to MSc Forensic and Neuropsychological Perspectives in Face-Processing, and this title retained the keywords used to search for popular Psychology MSc courses.

4.2.1.2   In order to provide further market intelligence to support the demand for the programme, a survey was carried out of current Level H Psychology students. Twelve of those students provided a strong indication they would consider studying this proposed programme. This new programme was seen to be a very niche course and would reflect the current interest in this aspect of psychology in the UK. Students advised that they were attracted to the programme by the combination of forensic psychology and neuropsychology.

4.2.1.3   Substantial investment had been made by various UK organisations in the development of composite systems that are used to reconstruct the faces of perpetrators based on eye-witness testimony. The organisation involved with the Evofit system which was developed by Stirling University, was now located at Winchester and the researchers behind the system had agreed to teach on the proposed programme.

4.2.1.4   It was noted that other UK universities had requested to send their Level H students for a short six week intensive course on this programme. BU would try to accommodate these requests where possible.

4.2.1.5   Large face-processing laboratories currently exist in the USA, Australia, China and Japan, and many graduates from these countries seek relevant research positions in the UK, indicating there would also be a demand for M-level taught study. It was also noted that Dr Bate's textbook had recently been translated into Chinese and it was anticipated this would increase the number of applicants to the programme.

4.2.1.6   Members agreed that further discussion would need to take place at the next stage of development regarding market demand and unit titles. It was also agreed that the programme would run with a minimum of 10 students.

4.2.1.7   As Dr Parris had not been able to obtain a great deal of market research information from Mr Foot, it was agreed that Dr Parris would contact Mr Bird in the International Marketing Office for assistance.

4.2.1.8   **Approved:**   The MSc Forensic and Neuropsychological Perspectives in Face-Processing programme was approved for development.

4.2.2   SciTech Proposal: Change of Title – MEng (Hons) Engineering (FT/SW) to MEng (Hons) Mechanical Engineering (ASC-1415-77)

4.2.2.1   The current MEng (Hons) Engineering programme had been in place since 2012 and recruitment had been steady. The proposed programme title was well known internationally and it was anticipated that recruitment would increase with the proposed new title. It was not proposed to re-title the part time/flexible learning route as it draws largely from the BU franchised foundation degree Engineering programme delivered at Bournemouth & Poole College (BPC) and the more generic title was well established.

4.2.2.2   The proposed change of title would also assist with the issues faced by students who apply for placements and found that employers did not recognise the current title of the programme as they expected to see recognised titles such as mechanical, aeronautical or electrical engineering. Members recommended that the BU website and the BU prospectus should provide sufficient detail so as to ensure clarity between the BU full and part time programmes.

4.2.2.3 **Approved:** The MEng (Hons) Mechanical Engineering programme was approved for development.

4.2.3 FM&C Proposal: New Programme – MA Political Psychology (ASC-1415-78)

4.2.3.1 The proposed programme would link with MA International Political Communication to create a postgraduate framework in the politics area of the Faculty and would improve prospects for growth in recruitment and in research. Psychology was a hugely popular subject and was rapidly growing globally.

4.2.3.2 Currently, there were no other Masters programmes in Britain offering this subject combination and therefore there were very few options available to UK students. It was noted there were nine universities in the USA currently offering specialisations in political psychology. The programme would be tailored for delivery to UK and international students.

4.2.3.3 Members commented that the option units titles in the outline programme did not explicitly communicate a political or psychology content. It was suggested that these areas were reflected in the content of the option units. The Committee questioned whether the proposed programme could be marketed to appeal to applicants interested in a research career. It was agreed the comments would be discussed at the design and evaluation events.

4.2.3.4 **Approved:** The MA Political Psychology programme was approved for development.

4.2.4 SciTech Proposal: New Programme – BSc (Hons) Forensic Biology (ASC-1415-79)

4.2.4.1 The proposed programme would expand the existing science, technology, engineering and mathematics (STEM) based programmes in Forensic Science and Forensic Investigation, and would utilise the academic expertise within SciTech. The programme would not include the development of any new units and the proposed programme would have a strong forensic content which would be attractive to A-Level Biology entrants. It was noted that forensic biology was a developing area of study and BU would continue to develop in this area for years to come.

4.2.4.2 The closest competitor to offer this programme was in London, with the next closest institution being 125 miles from Bournemouth, both are outside of BU's main catchment area for undergraduate recruitment.

4.2.4.3 **Approved:** The BSc (Hons) Forensic Biology programme was approved for development.

4.2.5 SciTech Proposal: Change of Title from BSc Archaeological, Anthropological and Forensic Sciences to BSc (Hons) Archaeological and Forensic Sciences (ASC-1415-80)

4.2.5.1 The original title of the programme had been relatively successful, however as the programme had three distinct cores, the programme offered breadth of knowledge rather than depth. The change of title to BSc (Hons) Archaeological and Forensic Sciences was proposed due to changes in the framework allowing the anthropological aspects of the programme to become optional within a much broader range of science options available at both Level I and Level H. The change of title would also reflect the reduction of emphasis on physical anthropology.

4.2.5.2 Mr Kneller explained that the programme team considered that the new title would be more successful than the original title and the Faculty would be proposing a change of title at the design phase, and therefore needed approval by the Committee. Members were concerned that the change of title was a risk to BU with regards to application numbers and therefore it was agreed that further discussion should take place within the Faculty regarding the change of title.

4.2.5.3 It was agreed the papers for this proposal would be revisited following further discussion within the Faculty. The proposal should be resubmitted to the Committee as a new programme proposal to a future meeting.

4.2.6 SciTech Proposal: Change of Title from MSc Archaeological Practice to MSc Archaeology (ASC-1415-81)

4.2.6.1 The proposed degree title would widen the programme's market appeal and increase student numbers. There was evidence that the previous title had not always attracted the type or numbers of applicants who would benefit from the programme.

4.2.6.2 The new title would be attractive to those students who wished to gain archaeological knowledge and practical experience. A wider range of option units already in approval would be available.

4.2.6.3 **Approved:** The change of title to MSc Archaeology was approved by the Committee for development.

4.2.7 SciTech Proposal: Change of Title from MSc Forensic Osteology to MSc Forensic Anthropology (ASC-1415-82)

4.2.7.1 The change of title was proposed as the term 'Forensic Osteology' was no longer widely used by UK universities and it was proposed the new title of MSc Forensic Anthropology be introduced as this was the terminology in current use. The recently formed British Association for Forensic Anthropology (BAFA) offers accreditation for practitioners undertaking professional casework. When the respective documentation was circulated for consultation, the suggested term 'Forensic Osteology' was rejected by academics at a range of UK universities and hence this proposed division was removed from BAFA's documentation. On this basis it was appropriate to amend the title to ensure the programme was in line with both professional understanding and market orientation.

4.2.7.2 The Committee noted that the units did not refer to Anthropology therefore further minor adjustments may need to be made to the unit titles.

4.2.7.3 **Approved:** The change of title to MSc Forensic Anthropology was approved by the Committee for development.

4.2.8 HSS Proposal: New Programme – MSc Nutrition and Behaviour (ASC-1415-83)

4.2.8.1 The proposed MSc Nutrition and Behaviour would be a one year programme and would cover the interaction between diet, nutrition and behaviour. The programme would appeal to a wide range of potential applicants including those working in healthcare, public health promotion and graduates from a broad range of life sciences, health and psychology-related undergraduate degrees, as well as BU's BSc (Hons) Nutrition graduates.

4.2.8.2 The programme would share the core modules with the new Integrated Masters in Nutrition (MNut) and students would be expected to take three additional 20 credit modules. Members questioned whether the term Psychology should be included in the title. It was noted that this had been given consideration and it had been agreed that the title should be broad and have the ability to encompass the two-way dynamic between nutrition and behaviour, although there would be some psychology content within the units.

4.2.8.3 The planned student intake numbers quoted in the documentation had been a cautious projection, but it was hoped that student numbers would increase as there was an opportunity for blended learning and online learning.

4.2.8.4 Members agreed that the focus on practitioners was appropriate as the programme provided an opportunity for practical work and/or an internship. The programme would also provide graduates with professional body accreditation.

4.2.8.5 When the arrangements for the proposed new programme move on to the design phase and the evaluation event, further in depth evaluation would be required with regards to the Option Units, and which units those students without any nutrition experience should study. The Committee also suggested that the programme should not run with less than ten students.

4.2.8.6 **Approved:** The MSc Nutrition and Behaviour programme was approved for development.

4.2.9 FM&C Proposal: Change of Title from MA Media Arts Practice to MA Creative Media Arts: Data and Innovation (ASC-1415-84)

4.2.9.1 During the evaluation phase, the Panel had made a recommendation to re-examine the title of the programme in light of discussions at the design phase and the subsequent course curriculum developments. The new title would position the provision more clearly in the market in relation to the growing creative economy.

4.2.9.2 The units for the proposed new programme would remain the same as the MA Media Arts Practice programme. The Committee questioned whether any unit titles could include the words 'Creative', 'Data' or 'Innovation'. It was agreed that this suggestion would be given further consideration as the units had not reflected the new title.

4.2.9.3 Following discussion, it was agreed that the units and unit titles would be reviewed and then reconsidered by the Evaluation Panel via email for approval. Upon receipt of updated documentation from Prof Garcia, the ASC Clerk would circulate the updated papers via electronic circulation to ASC members for comment. Chair's Action would then be taken.

4.2.9.4 Ms Symonds agreed to discuss with EDQ how best to manage proposed changes to course titles that occur during the programme evaluation process.

Action: CS

4.2.10 SciTech Proposal: New Programme – BSc Marine Ecology and Conservation (ASC-1415-84)

4.2.10.1 This paper was withdrawn.

4.2.11 SciTech Proposal: New Programme – MSc Marine and Freshwater Management (ASC-1415-85)

4.2.11.1 Dr Stafford advised that the BSc Marine Ecology and Conservation and the MSc Marine and Freshwater Management programmes should be discussed collectively, therefore the papers would be resubmitted to a future meeting for approval.

5   PART THREE – FOR NOTE

5.1   Sector Consultations Update (ASC-1415-87)

5.1.1   The Committee **noted** the report.

5.2   Partnership Agreements (ASC-1415-88)

5.2.1   The Committee **noted** the report.

5.3   Completed Framework/Programme Reviews, Validations and Reviews for Closure (ASC-1415-89)

5.3.1   The Committee **noted** the report.

5.4   Pending External Examiner Appointments (ASC-1415-90)

5.4.1   The Committee **noted** the report.

5.4.2   It was noted there was only one item listed on the report and this was in the process of being dealt with.

5.5   External Examiner Nominations and Examination Teams for Research Degrees (ASC-1415-91)

5.5.1   The Committee **noted** the report.

6   REPORTING COMMITTEES

6.1   International and UK Partnerships Committee Minutes (ASC-1415-92)

6.1.1   The minutes of the IUPC meeting held on 10 December 2014 were **noted.**

6.2   Partnership Board Minutes (ASC-1415-93)

The following Partnership Board minutes were **noted.**

- Bournemouth & Poole College minutes of 28 November 2014 (unconfirmed)
- BRIT School minutes of 24 November 2014 (unconfirmed)
- Defence School of Communication and Information Systems (DSCIS) minutes of 18 December 2014 (unconfirmed)
- Kingston Maurward College minutes of 2 December 2014 (unconfirmed)
- AECC minutes of 8 December 2014 (unconfirmed)
- Yeovil College minutes of 11 December 2014 (unconfirmed)

6.3   Quality Assurance Standing Group Minutes (ASC-1415-94)

6.3.1   The minutes of the Quality Assurance Standing Group meeting of 14 January 2015 were **noted.**

6.4   Quality Assurance Standing Group (QASG) Terms of Reference (ASC-1415-95)

6.4.1   The QASG Terms of Reference were **noted**.

6.5   School/Faculty Academic Standards Committee Minutes (ASC-1415-96)

6.5.1   The following SASC/FASC minutes were **noted.**

- Business School minutes of 26 November 2014 (unconfirmed)
- SciTech minutes of 17 December 2014 (unconfirmed)
- Media School minutes of 22 October 2014 (confirmed) and 29 October 2014 (unconfirmed)
- School of Tourism minutes of 19 November 2014 (unconfirmed)

7   ANY OTHER BUSINESS

7.1   There was no other business.

8   DATE AND TIME OF NEXT MEETING
Wednesday 15 April 2015 - 9.00am to 12.00pm in the Board Room