<div align="center">

Faculty of Humanities
Programme Approvals Subcommittee
Confirmed Minutes of the meeting held on
Wednesday 25ᵗʰ May 2016, 2-4pm in Whitworth Council Chamber

</div>

Present:	Fiona Smyth - FS (Chair), Mark Baker – MB (SEED), Ken Clark – KC (SoSS), Anna Goatman (AMBS UG), Carol Rowlinson – CR (Head of TLSS), Emma Sanders – ES (TLO – Acting Secretary for this meeting), Anna Verges Bausili – AVB (eLearning Manager), Lisa McAleese – LMc (TLO)
By Invitation:	Mark Elliott (re: MSc Data Science NPP1); Dave Hall, Michael Wigelsworth (re: NPP1 BSc Psychology for Education).

1. Apologies for absence

Received:	Nicola Lord (TLO), Ally Routledge (UG Student Rep), Rachel Walton (TLO), Bruce Wardhaugh (SoL PGT).

2. Minutes of the last Meeting

Action:	Some amendments were requested to the minutes:

- ES requested some additions to the items concerning Validated programme amendments, e.g. listing the names of all of the approved pathways on Nazarene Theological College's MA Theology (Item 5.2)

- correction to Item 5.6) Global MBA - Accelerated and Finance Accelerated: the programme was NOT "AGREED subject to paperwork amendments" as the questions about the proposal were about more than corrections to the documents. LM and NL are currently working with the School to make sure that the proposals are workable and that the paperwork is clear including revisions to the Programme Specification. NL will then submit the revised proposal to the Associate Dean for approval by Chair's Action, taking into account PASC's feedback.

3. Matters Arising from the Minutes

Reported:	Item 4.1 - MSc Accounting was subsequently approved.

Items 5.1, 5.2, 5.3 – BA (Hons Theology/CertHE Theology (Pioneer Ministry), MA Theology, BA (Hons) Theology – all actions completed.

Item 5.4 – MA International Politics – confirmed that the ESRC check ESRC issues and state in the minutes – "From the NWDTC perspective, this shouldn't be a problem. If the new ESRC NWSSDTP is approved, I envisage we will be undertaking a review of all the eligible masters programmes then. Lists of eligible masters programmes were not included in the bid".

Item 5.5 – MA Philosophy was subsequently approved, actions completed

Item 5.6 – Global MBA – not approved - see above.

4. NPP1 Programme Approvals "in principle"

4.1) MSc Data Science (cross-Faculty, based in SoSS)

Reported:	Data Science is a pathway in the University's latest Doctoral Training Centre bid.

Mark Elliot explained that the proposed programme is ambitiously cross-disciplinary. Competitor programmes tend to be based in Computer Science departments and pitched at undergraduate level, whilst this programme would act as a Masters-level conversion course for graduates from other disciplines.

The NPP1 evidences national demand in this area.

UoM has enormous, untapped capacity here, but there are structural challenges: Academics from six schools* have been working on this for the past two years, focussing primarily on what the academic content should be. (*MHS are interested – as the sixth school - in a health sciences pathway, but are not in a position to sign up at present due to the merger of FLS and MHS).

The parties involved have agreed to interdisciplinary input at all stages of development and delivery, including team-teaching across Schools on each course unit.

It is proposed to have a programme management group (primarily administrative/operational) and a programme committee.

Discussed:	Pathways: "Each school will provide one pathway in the initial offer", (NPP1, p3). It was confirmed that the specialist pathway titles should be advertised and admitted to separately, and the appropriate specialism named in the award a student receives. It was confirmed PG Dips and PG Certs would also be available as Exit Awards, in compliance with University Regulations, although this is not clear from the NPP1.

Agreed:	Pathways and Exit Awards need to be clearly listed under Programme title and award on the NPP1 form, as follows, to ensure correct set-up:
	
	"1. MSc Data Science
	    2. MSc Data Science (Social Analytics)
	    3. MSc Data Science (Applied Urban Analytics)
	    4. MSc Data Science (Business and Management)
	    5. MSc Data Science (Mathematics)
	    6. MSc Data Science (Computer Science Data Informatics)
	
	Exit awards of PG Diploma and PG Certificate are available on all the above pathways, in accordance with University of Manchester PGT programme regulations."

Discussed:	Approval process: PASC was being asked to approve the programme and all its associated pathways, as SoSS will "own" the programme administratively. However, it will also require approval by EPS due to the involvement from Maths and Computer Science – Nicola Lord has sent the NPP1 paperwork to Susan Ryles, TLO in EPS, who suggested that we send her PASC's feedback on the proposal, which she will then pass to their Associate Vice-Deans to review and approve. MHS' Associate Dean for PGT, Phil Padfield, is going to review the MSc Data Science NPP1, but they have confirmed via Sue Knight that they do not need to officially approve it.

Discussed: Entry requirements:
The Marketing Form implies we will take a graduate with a 2:1 or above in any discipline, while the draft Operations Manual provided in the Appendices states that 'relevant subjects' are required – which is correct and what are 'relevant subjects'?

"The programme director will be allowed to admit delegates… who can demonstrate relevant experience" (Marketing Form) - what is 'relevant experience'? Admissions must be judged in accordance with written criteria that the programme team will need to create, in compliance with the University's Student Admissions Policy.

For example, the Student Admissions Policy states,

"Applicants for taught postgraduate courses must <u>normally</u> possess or expect a relevant undergraduate degree at a minimum level of 2.2 (Lower second class) Honours, or equivalent alternative qualifications or experience".

"Application will be assessed against academic and non-academic selection criteria <u>specific to the course of study</u> for which an application has been made."

The IELTS section needs re-wording - "Applicants must be able to demonstrate English language proficiency in line with current admission requirements for the full-time MSc programmes (which we suggest is at the IELTS level 7.0 (Writing and Speaking, 6.5); Listening and Reading (6.0)".   The IELTS <u>overall average</u> should be 7.0, with 6.0 and 6.5 being clearly expressed as minima for those particular areas.

Agreed: Entry requirements require clarification.

Discussed: Placement:
The Case Study is intended to be a practical exercise, developed to suit the various pathways as required. The details will be worked out as part of NPP2 should the NPP1 be approved.

Mark was advised to adopt Planning's longstanding "client-based project course" as a model. In addition, Rachel Kenyon, Business Engagement Officer, may be able to provide clients who have projects for students to undertake.

Agreed: The Case Study needs to be developed enough to be able to market the offer correctly.

Discussed: Potential internal Competition/Conflict of Interest:
Does the proposal compete against MHS' MSc Health Data Science?

As noted earlier, Health want to be involved in the MSc Data Sciences. The existing MSc Health Data Science is specifically aimed at NHS staff.   The intention is to rebadge this as health informatics, once work on the restructure of the Faculty of MHS and incorporation of FLS is complete. As noted above, MHS' Associate Dean for PGT, Phil Padfield, is going to review the MSc Data Science NPP1.

Confirmed: Proposed Structure:
Appendix A indicates that there will be a shared core of 90 credits across all pathways, with a further 2 x 15 credit units (existing units) chosen from each pathway.

Discussed: Resources:
Regarding the AMBS Resources Form, Elinor O'Connor, AMBS' PGT Director had told PASC she was happy for the proposal to go ahead.

The average pathway is anticipated to have 5 students. The programme will be reviewed by

PAG, so needed to be viable. The Chair was assured that course units will meet the minimum which means won't have 10 students per unit. All of the units are either available across the whole programme OR are being reused from other existing programmes.

No meeting with the Learning Technologists had taken place yet, but the immediate plan was simply for standard BB tools in the first instance.

Potential for a Distance Learning mode had been identified, but this would be explored later on, once the Campus-based programme had started, and would allow a longer lead time to enable the eLearning team to plan resourcing and development etc.

Agreed: The IS/eLearning Resources Form mentioned, "Most students will need to be trained in core programming skills at the start of the programme". This needed to be clarified.

It was confirmed that open source statistical software was available that would not create any licensing issues.

Discussed: Financial Case and Fees:
- o Nicola Lord has sent the NPP1 to Ian Rodd for comment on the financial model (19.05.2016).

- o The NPP1 states the intention to charge "Premium Fees" , but £9,500 is marginally premium, at only £500 over the standard PGT fee for 2017. Mark explained that £9,500 will locate us in the top quartile of the existing market, based on the Market Research – see Competitor Analysis Appendix on p20. The overseas fee seems HUGE at £21,500, but, again, this had been arrived at based on competitors.

Agreed: Agreement on how the pre-sessional material will be delivered is required before the programme can be costed and marketed. Integrated Induction is an alternative followed by short-fat units. The current MSc Social Statistics runs a free pre-sessional , i.e. included in the fee.

Discussed: Marketing:
Much of the information in the Marketing Form is not appropriate for the intended audience, i.e. applicants looking at our online course listings.

Agreed: Mark needs support from the Faculty Marketing Officer for SoSS in making the marketing text suitable for applicants. Lisa McAleese had also returned some comments which need to be incorporated in a revised marketing form.

Confirm who will be responsible for the 'coordinated' aspect of the marketing.

Noted: Tuition Fee Form:
Nicola Lord will complete the Tuition Fee form and send to Fees Office post-approval. (NL will also find out what the GL coding is).

Agreed: Several amendments are required to the documentation:

- - Amend Entry Requirements to make them consistent with those stated in the Operations Manual, create non-academic criteria in liaison with Admissions, and reword NPP1 and Marketing Form to clarify IELTS requirements.
- - Add in PGDip and PGCert Exit Awards and named pathway titles to both NPP1 and Marketing Form.
- - Clarify arrangements for placements / client-based projects (optional or compulsory?) and how the pre-sessional material will be delivered (including costs) bearing in mind

the need for clarity and accuracy (with reference to the [Competition and Markets Authority Report](#)) and the University's Policy on Additional Costs.
- Get Faculty finance sign-off (including load transfer and a/c code confirmation)

Who will be responsible for the 'coordinated' aspect of the marketing?
- Substantially revise the Marketing Form to make suitable for applicants
- Include completed Tuition Fee proforma

NL will then submit revised documentation to the AD (TL&S) for Chair's Action.

4.2) BSc (Hons) Psychology for Education

Reported: Emma Carter-Brown's report indicates the School's strategy to share efficiencies and effect more integration across MIE's UG portfolio.

MIE explained that the programme was designed to capture contemporary interest in Education - the area is fast-developing. Cognitive and biological psychology careers are being replaced by careers centred around educational psychology.

MIE is are the leading research group and Doctoral Training Centre in this area. The proposal is strong in terms of employability, not just at primary/secondary level but also in HE. Potential careers include dyslexia support workers, SEN teachers, educational psychologists, Local authority SEN officers, play therapists, drama therapists etc.

We have strength in this area to enable us to compete. Within MIE we have two UG programmes – one mainstream, one not. SEED wants to expand this, to contribute to a high quality educational workforce of teachers, leaders and educational psychologists.

Discussed: Evidence of Market Demand:
There are only 6 PGT programmes nationally, and they cater for graduates who have decided to specialise. Are 18 year olds as clear about what they want to specialise in?

At UG level most of the competitors are offering joint or combined honours, which begged the question whether Joint hons is where the demand is for this type of subject?

MIE argue that it offers the move into pastoral elements in Education – current psychology students complain that a Psychology degree is too generic. A BSc Psychology for Education would combine two popular degree choices – straight Education and straight psychology, as demonstrated in the NPP1 analysis of HESA data.

MIS also argued that as we have research expertise, PhD and Masters provision in this area, we would be more attractive destination than our competitors.

In addition, offering a true integration of psychology and education would be better than a Joint programme.

The Chair noted that Lancaster had recently closed their programme.

Discussed: Business Case:
The anticipated intake of 50 students for 2017 includes intakes to the existing BA English Language for Education (which currently has 25 students, down from a norm of 30). So MIE are basing their calculations on attracting the same number to psychology for education.

SEED's HoS and T&L Director see the proposal as a way to stabilise UG provision in MIE and providing a sounder foundation on which new pathways / programmes can be built.

Chart in Appendix 2 from Marketing: of the 4 competitors presented, discounting Edge Hill, Southampton Solent, University of Northampton, and just looking at the University of York as a Russell Group competitor, only 11 students in 5 years have 400 tariff points or above. This is a concern given the imperative to push up intake quality.

Student numbers – there is a discrepancy between what is proposed on the NPP1 and what is in the financial model. What numbers are expected for PfE? For the last 3 years ELE has recruited 40, 45, 24 (it had to up its tariff in 2015 accounting for the drop).

The paperwork suggests that for the accrediting body you have to have a certain number of staff. MIE clarified that the BPS has a required SSR, so if numbers were to go up we would have to appoint more staff to meet the SSR. MIE already have enough accredited staff to support the programme. The Masters is already accredited. If student numbers increase beyond modest predictions we would need to appoint more staff, but the HoS has approved this. It was added that the old Doctorate in Educational Psychology is being taught out this year, so will free up a member of staff.

Discussed: Entry Requirements:
The proposed offer is ABB, which pitching us below Durham and Southampton. The only acceptable Tariff Score from a Faculty perspective is York's. 438 is Humanities average and the BSc PfE would be going in below that.

Furthermore, if you start at ABB you cannot dip below BBB, so there is not much room for manoeuvre. PASC were not convinced that there are enough high quality students to meet the intake threshold.

MIE argued that the comparator programmes are not like for like, so the comparison is not very apt. This is a new offer, but MIE need to demonstrate growth in area of learning disability jobs market. It was suggested that they contact Paul Gratrick for evidence from the Careers Service.

Discussed: Marketing:
No Marketing Form has been provided.

The difference between our offer and others' is not clear from the paperwork. In 3 years' time it could have a damaging effect on a very strong area of Education if PAG has to recommend Withdrawal of the programme due to a lack of demand. A Joint Hons programme would be a safer way of offering education and psychology, but MIE do not believe this is the right approach.

Could anything be done to give the programme content a more international focus?

MIE confirmed that English Language for Education (ELE) and Psychology for Education (PfE) students would not end up taking the same units – there would be different requirements for each, radiating out from the common core.

Discussed: Programme Title and Structure:
PASC were not convinced that the proposed content or structure could function as a pathway within an umbrella programme:

a) English Language for Education is a BA, Psychology for Education would be a BSc
b) 'Education for All' is not an attractive programme title or award
c) The proposed content showed only the following in common across the curricula: 1 x first year unit – Key Issues in Education (20cr), 1 x Case Study/Placement, 1 x Dissertation
d) No revision to the BA English Language for Education had been proposed – "the

proposed "Research Methods in Education 1" is not currently a part of the BA English Language for Education programme

    e) there would need to be paperwork for the umbrella overall 'English Language for Education' programme, showing how the two pathways fitted within it

Rather it seemed from the proposed programme structure that ELE and PfE would be two separate awards which share units, i.e. a suite of programmes – *"a suite of related programmes with separate titles that share the same pool of course units and that are managed by the same programme committee".* See HumNet: http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/quality-assurance/amendments/pathways/

PASC would not approve a programme that only anticipates having 25 students on it, as it would be on the threshold for viability. However, course unit viability would be the ultimate test. It was felt that a BSc Psychology for Education programme in its own right would be better in marketing terms.

Consider: how many options do you need, and how many students will you have at unit level?

Build in more information about the strength of preparation to gain entrance to the Doctoral programme, which is highly competitive (12 places at UoM, c. 144 nationally). You have to have done the Doctoral training programme to become an Educational Psychologist.

Agreed: The proposal could not be approved at this point.

- MIE to clarify strategy on whether this is a programme or a pathway. As currently presented, there would need to be a change to ELE as well.
- NPP1 (Section 14.3 – Demonstrating Demand) needs to provide stronger evidence about the size of the market and that 18 year olds know what psychology for education is, before this can be reconsidered.
- Contact Paul Gratrick in Careers and ask for data on these jobs/areas/qualifications required.
- Clarify and detail the impacts on the ELE curriculum, and submit an associated BA ELE Programme Amendment if necessary.

- Bring back both sets of paperwork plus Marketing Form to the 19th October PASC meeting (deadline Friday 7th October 2016).

5. Programme Amendments

5.1) AMBS – proposed changes to first year undergraduate programmes:

    i. **BSc (Hons) Management/Management (specialism) with/without Industrial/Professional Experience**
        BSc International Management
        BSc International Management with American Business Studies
    ii. **BSc (Hons) International Business, Finance and Economics (IBFE) with/without Industrial/Professional Experience**
    iii. **BA (Hons) Information Technology Management for Business (ITMB)**
        BA (Hons) Information Technology Management for Business (ITMB) (specialism) with/without Industrial/Professional Experience

Reported: Some rationalisation and reduction in assessment load.

Discussed: Overall Programme Structure had not been changed, but assessment weightings within course units

have been changed and assessments reworked to mean fewer exams.

Some summative assessments have been changed to formative, or assessments have been split to effect a better spread of the workload and ensure that feedback can still be built on.

There are still not many 20cr courses as opposed to 10cr. It was argued that this is the nature of management programmes and the need to cover a lot of different subjects. The Head of School, Fiona Devine, has queried and accepted the rationale that 20cr units cannot be instituted across the board.

The only new course is "Big Data" but it was confirmed that that does not change programme ILOs. Other units have been merged from existing content – ILOs were not changed.

Noted: ITMB has uneven credits in each semester – 50cr in Semester 1 +60cr long-thin, 30cr in Semester 2 + 50cr long thin units. It was understood that the course workload was weighted more towards Semester 2 to reflect the credit balance.

Noted: Good integration of Academic Advising into the study skills course unit.

Agreed: The programme team(s) should continue to monitor assessment loads.

Action: APPROVED.

6. Programme Suspensions

Reported: None

7.   Programme Withdrawals

Reported: None

8.   Collaborative Proposals

Reported: None

9.   *Approvals by Panel since the last meeting

Reported: None

10. *Chair's Action taken since the last meeting

Received: MSc Accounting (first entry 2017) approved by Chairs Action since last PASC on 27 April 2016.

11. *Current Portfolio

Received: A full list of all Programme Approvals, Amendments, Suspensions, Withdrawals and Collaborations

12. *Approval of External Examiners since the last meeting

Received: A list of external examiner appointments made since 27 April 2016.

13. Any other business

Agreed: T&L Directors are happy for T&L managers to receive e-copes of PASC papers as well as the Agenda

in future.

Action:

Rachel Walton.

14. Date of next meeting

Wednesday 15th Jun e 2016, 2-4pm, Whitworth Council Chamber

Dates for 2016-2017
Wednesday 19th October 2016, 2-4pm
Wednesday 23rd November 2016, 2-4pm
Wednesday 14th December 2016, 2-4pm
Wednesday 22nd February 2-17, 2-4pm
Wednesday 29th March 2017, 2-4pm
Wednesday 24th May 2017, 2-3.45pm
Wednesday 28th June 2017, -2-4pm

Agenda Item	Action	By Whom
4.1) MSc Data Science	Revise NPP1 paperwork to address inconsistencies e.g. about entry requirements and ensure that the proposal is firm enough to be marketed externally and the admissions process to commence: list all intended named pathways and exit awards within NPP1; confirm arrangements for Placement/Client-based project; agree how pre-sessional/induction material will be delivered and associated costs; reword Marketing Form so that it is suitable for promoting the programme on the Online Course Listings (refer to Competition and Markets Authority Report on HE, and University Policy on Additional Costs); get response on the business case and load transfer model from Head of Faculty Finance; include Tuition Fee Proforma. Submit revised NPP1 documentation for consideration by Chair's Action.	Mark Elliot
	Seek approval from EPS for their involvement.	Nicola Lord
4.2) BSc (Hons) Psychology for Education	Revise NPP1, e.g. Section 14.3 – Demonstrating Demand needs to provide stronger evidence about the size and quality of the market. Clarify strategy on whether this is a programme or a pathway; clarify and detail the impacts on the ELE curriculum, and submit an associated BA ELE Programme Amendment along with the NPP1 if necessary; provide Marketing Form that can be used to promote the programme on the Online Course Listings. Submit revised NPP1 documentation to PASC on Wednesday 19th October 2016. (Deadline for papers, approved internally by SEED = Friday 7th October).	Michael Wigelsworth