

Programmes Committee (PC)

Tuesday 30 November 2021

13:00-16:00

Present

Dr Clemens Brechtelsbauer (Chair), Dr Lorraine Craig, Professor Richard Green, Ms Kate Ippolito, Dr Magdalena Jara, Mr Daniel Lo, Dr Felicitas Starr-Egger, Dr Vijay Tymms, Dr Jeffrey Vernon, Ms Judith Webster, Ms Men-Yeut Wong (Secretary), Ms Betty Yue.

Apologies

Dr Jo Horsburgh, Dr Mike Tennant (Deputy Chair) and Mr Scott Tucker,

1 Welcome and Apologies

The Chair welcomed attendees to the meeting and apologies, as above, were noted.

2 PC.2021.11 Minutes of the previous meeting

The minutes of the previous meeting held on 14 September 2021 were approved as an accurate record.

3 Matters Arising

Members of the programmes Committee discussed the management of in-session major and minor modifications to programmes and modules. Members agreed that Departments should adhere to deadlines agreed by College and work towards these dates but acknowledged that there will be exceptional requests throughout the year. It was agreed that template forms to request for modifications would be reviewed so that comments from the Faculty Education Committee could be reviewed by the Programmes Committee and taken into consideration. The forms will also be reflected to request for further justification for in-session modifications to programmes and modules.

Items for consideration

4 New Programme Proposals

4.1 PC.2021.12 BSc Economics, Finance and Data Science

4.1.1 The Programmes Committee considered a new programme proposal from the Imperial College Business School to introduce the above undergraduate programme with effect from October 2023.

4.1.2 The Committee welcomed the programme lead, Associate Professor Pedro rosa Dias, who had been invited to present the new programme proposal.

4.1.3 The Committee noted that the proposal had been a resubmission to the Programmes Committee in response to recommendations made at the last meeting held on 14 September 2021.

4.1.4 The Business School have carefully considered the recommendations made by the Committee and a thorough response had been shared with members demonstrating that they conducted clear investigations and conversations across College, engaging all faculties in seeking best practice to develop their new programme proposal.

4.1.5 As recommended by the Programmes Committee to seek cross Faculty consultation to consider the student experience and character of the proposed programme. The Business School presented their proposal to all faculties, in particular Vice Deans (Education), Head of Departments and Directors of Undergraduate Studies, to gather information, share the proposal and collect best practices. In particular, a meeting with the Faculty of Engineering where feedback from their DUGs and HoDs were shared and

mapped Learning Outcomes of the proposed degree and modules to compare with others offered at College in related areas.

- 4.1.6 The Programmes Committee had emphasised the importance of student well-being and pastoral care, how the Business School would ensure that students receive care in line with what is already being delivered by College. It was reported that the Business Schools Faculty Senior Tutor would be retiring and that the role would be updated to incorporate a centralised pastoral care support structure to support both undergraduate, postgraduate and online students. The Committee agreed that the Business School should ensure that well-being support and pastoral care is clearly signposted in their documentation so that students are aware of who to contact. The Committee also referred to the College's Personal Tutors' Guide where resources are available for personal tutors to understanding the expectations in their role.
- 4.1.7 The Business School thanked the Faculty Senior Tutor (Engineering) for their support in discussions around providing the relevant support for students and it was noted that every student should be assigned a personal tutor from the academic or the teaching and learning family, the School was also advised to meet with the Dyson School of Design Engineering who had most recently completed a full iteration of their first undergraduate programme where lessons had been learnt in introducing a new programme for undergraduate students.
- 4.1.8 The Business School reported that significant conversations had taken place including those around space and how the School would cater for growth in the new programme as well as the Business School in general with both the Associate Provost (Academic Planning) the Estates team, these conversations will be on-going as the programme develops.
- 4.1.9 Discussions were held around the programme tuition fees and the Deputy President (Education), Imperial College Student Union questioned why the fees had been set at a higher rate in comparison to their main competitors, how this would attract overseas students to apply to the programme and how affect Widening Participation. The Business School reported that they had evaluated the price strategy of the College and had conducted market benchmarking and research, the School found that they were in line with their competitors and were not much more expensive, a scholarship strategy is also in place with the aim to diversify the regional reach of their programmes to attract top students from all regions.
- 4.1.10 The Programmes Committee thought that the Business School had responded comprehensively to their recommendations, that an exciting programme had been proposed and looked forward to the programme being launched.
- 4.1.11 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2023.

5 Curriculum Review

5.1 PC.2021.13 Intercalated BSc

iBSc Medical Sciences with Management – Year 3 (A127)

iBSc Medical Sciences with Management – Year 4 (A127)

- 5.1.1 The Programmes Committee considered the redesigned programme above from the Imperial College Business School with effect from October 2022.
- 5.1.2 The Committee agreed upon the following recommendations:

Programme information: correct the CATS credit to 120 CATS;

Programme overview: remove reference made to 'core modules' as all modules are compulsory;

Assessment: Based on the module specifications there is a lot of assessment all based on the same two methods - exams and individual / group coursework, the School should consider if this an over burden of assessments for their students and how this will be monitored.

Programme Structure:

There are four topics listed with no credits that appear to be required as pre-requisites - 2 x primers, study skills and plagiarism - these shouldn't appear in the Programme structure on the programme spec but recommend you outline within an early module, then you have more ability to require (and recognise) engagement.

All module specifications:

- As there are nine compulsory 5 ECTS modules all with the same two assessments this may feel like an unnecessarily heavy assessment load and quite repetitive. This means nine exams and nine individual/group coursework - if there is a high level of group coursework assignments this will require high cognitive load and collaborative effort.
- The Assessment tab in all modules needs to be amended to specify whether the coursework is individual or group - this is currently unclear and appears undecided but entails very different demands for students.
- In the same Assessment tab all word counts (coursework) and duration (exams and presentations) should be indicated.
- On the first tab in Assessment strategy, in some places it states there are no formative assessment but there are in-class activities. It was advised that in-class activities do offer opportunity for formative assessment and feedback.

5.1.3 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair's Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.

5.1.4 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2022.

5.2 PC.2021.14 Joint Honours with Management

Medical Biosciences with Management – Year 4 (B111)

Biology with Management – Year 3 (C1N2)

Biology with Management – Year 4 (C1NG)

Biochemistry with Management – Year 3 (C7N2)

Biochemistry with Management – Year 4 (C7NG)

Chemical Sciences with Management – Year 3 (F1N2)

Chemistry with Management – Year 3 (F1NF)

Biotechnology with Management – Year 4 (J7N2)

5.2.1 The Programmes Committee considered the redesigned programme above from the Imperial College Business School with effect from October 2022.

5.2.2 The Committee agreed upon the following recommendations:

Programme overview: The programme team were advised to make more explicit how you support the transition of students from different disciplines, indeed a different paradigm, to study in the management discipline, with its different ways of thinking and writing and different ideas about what counts as evidence etc.

Learning outcomes: Three outcomes seems appropriate for one year of study. It was suggested that one more could be added to reflect the emphasis on critical appraisal in a number of the modules. E.g Critically appraise management literature and practices - this will also help the programme demonstrate the FHEQ Level 7 standard ([see FHEQ Level descriptors](#)) it needs as it is offered to Year 4 students.

Assessment: Based on the module specifications there is a lot of assessment all based on the same two methods - exams and individual / group coursework, the School should consider if this an over burden of assessments for their students and how this will be monitored.

Programme Structure:

There are four topics listed with no credits that appear to be required as pre-requisites - 2 x primers, study skills and plagiarism - these shouldn't appear in the Programme structure on the programme spec but recommend you outline within an early module, then you have more ability to require (and recognise) engagement.

All module specifications:

- As there are nine 5 ECTS modules all with the same two assessments this may feel like an unnecessarily heavy assessment load and quite repetitive. This means nine exams and nine individual/group coursework - if there are nine group coursework assignments this will require high cognitive load and collaborative effort.
- The Assessment tab in all modules needs to be amended to specify whether the coursework is individual or group - this is currently unclear and appears undecided but entails very different demands for students.
- In the same Assessment tab all word counts (coursework) and duration (exams and presentations) should be indicated.
- On the first tab in Assessment strategy, in some places it states there are no formative assessment but there are in-class activities. It was advised that in-class activities do offer opportunity for formative assessment and feedback.
- In general the learning outcomes are very well expressed and indicate Level 6 and 7 learning.

Specific module specification comments:

- **Global strategy** - you could add "Critically appraise contemporary business strategy" as an LO as it is stated as an aim and helps bring the module to a FHEQ Level 7 standard.
- **Marketing and Innovation Management** - generally great learning outcomes. In both cases, could LO 1 be changed from 'Understand' to express what students will do with this understanding.
- **Innovation Management** - great ongoing formative assessment - could share this as good practice. Will there be clear assessment criteria for class participation to ensure fair and inclusive practice?
- **Organisational behaviour and HRM**
The learning outcomes could be made clearer and more active:
Understand the attributes that are important to lead oneself and others successfully by identifying attributes and explaining how these relate to leadership skills.
Suggested edit: Identify attributes that are important to lead oneself and others successfully and explain how these relate to leadership skills.
Suggest: Identify, diagnose and evaluate key organisational issues;
- **Sustainable Business** - you could add "Critically examine (or evaluate)..." as a learning outcome as it is stated as an aim and helps the module to be pitched at Level 7. Will students get support in choosing supplementary literature?
- **Group project** - the detail reads as though this is aimed at Faculty of Medicine students as it refers to 'modern clinicians'. More detail regarding supervision and group working process in the Learning and Teaching strategy box would be helpful. 25,000 words for a 15 ECTS module seems to be quite high. Are different sections completed by different group members - please detail in Assessment the box.

- 5.2.3 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair's Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.
- 5.2.4 The Programmes Committee considered the redesigned programme above from the Imperial College Business School with effect from October 2022.

5.3 PC.2021.15 Full Time MBA

- 5.3.1 The Programmes Committee considered the redesigned programme above from the Imperial College Business School with effect from September 2022. Committee members noted that the proposal was the Business School's reply to the Programmes Committee's recommendations from the previous 14 September 2021 meeting.
- 5.3.2 The Programmes Committee received a presentation from the programme team addressing key points raised at the previous Committee meeting, in particular, that the Programmes Committee did not support the redesigned programme at a non-standard size of 125 ECTS overall. In response, the Business School presented a recalibrated proposal with a reduced overall weighting of 90 ECTS, which had been achieved by adjusting the eleven compulsory modules from 5 ECTS to 2.5 ECTS.
- 5.3.3 2.5 ECTS is a non-standard module size. The College Regulations for Taught Programmes of Study stipulate that variations to the approved module sizes as set out in the regulations would be considered by the Programmes Committee provided that they are justified through a clear pedagogic rationale. The Business School supported their request for an exception from the College's agreed minimum module sizes of 5 or 7.5 ECTS with the following points:
- Accreditation: Criteria set out by the Business School's Professional, Statutory and Regulatory Bodies may not be met if the eleven compulsory modules were to be condensed and keeping the modules at 5 ECTS would take the programme beyond the standard 90 ECTS overall programme weighting.
 - Pedagogy: If modules were to be combined to merged subjects as suggested by the Programmes Committee, subjects would be artificially linked; different lecturers would teach different parts of a module, and joined overall assessments would be confusing to students and employers. In response to raised concerns around student workload, the proposed model of adjusting the modules to 2.5 ECTS would be broadly in line with the existing version of the MBA, for which student feedback suggests the workload is appropriate.
 - Competition: Reducing the number of compulsory modules would put the Business School at a disadvantage to its major competitors (namely INSEAD, Oxford and Cambridge) who have a similar if not higher number of core modules. In addition, MBA students are keen to personalise their curricula via electives, hence the Business School is offering a sufficiently high number of electives. Keeping the proposed compulsory and elective modules will allow the Business School to compete with their main market competitors on a like-for-like comparison. One of the Business School's main objectives is to progress in the Financial Times ranking from around 40 to a top 20 position. Merging subjects could create the impression of lowering the perceived quality of the Business School's offering.
- 5.3.4 The Programmes Committee thanked the programme team for articulating their justifications to the Committee. The Programmes Committee considered the key points raised by the programme team and respond with the following:

- Accreditation: Members of the Programmes Committee were not convinced that accrediting bodies would require programmes to have specific designated modules for each of their core subject requirements listed in their criteria. Widespread experience across the college indicates that as long as a programme encompasses the key learning outcomes and appropriate verification methods that students achieve them, module design is left entirely to the creativity of the institution. It was noted that there are many programmes across the College which are accredited and also compliant with the academic regulations, and that departments liaise with their accreditors in an ongoing dialogue to ensure that their programmes align to accreditation frameworks during curriculum redesigns. It was further noted that other higher education institutions across the UK offer triple-accredited MBA courses which are based on larger module sizes than 2.5 ECTS (or the equivalent CATS credits).
- Pedagogy: Members of the Programmes Committee considered this with the background of the development of the Single Set of Regulations and the related Undergraduate Curriculum Review process, which had included extensive consultation with all Faculties and the Business School and during which the minimum module size of 5 ECTS had been agreed by all parties. Many Departments from different faculties had intended to present programmes with 2.5 ECTS modules. These proposals were rejected and a huge effort had to be undertaken by the respective Departments to redesign their programmes to align to the College's new standard module sizes. Previously voiced objections and concerns against combining and streamlining modules have proven to be unfounded. This opportunity for a fundamental re-think and a consequential re-design of the MBA programme appears to have been missed by the Business School.
 - During the MBA curriculum review exercise, feedback from employers noted that Imperial College Business School MBA students were not able to "sell themselves hard enough". Students might have more confidence in themselves if they could put learned content into contextual practice. Having synoptic modules would help by creating such harmonised content. This does not necessarily mean having to merge modules but by creating a new topic linking different themes, this would eliminate a siloed programme structure and improve acquisition of skills relevant to professional practice.
 - Concerns around the workload and assessment burden on students were not alleviated by the reduction from 125 ECTS. Eight compulsory modules in the Autumn term alone weighted at 2.5 ECTS each with a total of sixteen assessments indicated a fragmented curriculum and overassessment.
 - The Committee noted that the module outlines presented had been the same as from the previous proposal (where the compulsory modules were set at 5 ECTS) with the same contact hours but now with reduced independent study to halve the overall module weighting to 2.5 ECTS. The Committee did not agree that this is the optimal solution for readjusting the modules. Students should be recognised for their effort and given full credit. It is not clear how they can achieve the same module learning outcomes by taking the same assessments as in the previous proposal but at significantly less independent effort. Committee members felt that either the previous version was a severe overestimation of student effort or the present version is an underestimation. It cannot be right for both cases.
- Competition: The Business School's aim had been to present a proposal which created the best possible MBA programme which the School could deliver whilst maintaining its individual character. Members of the Programmes Committee did not agree that being competitive meant that the Business School should model their programme design after their main competitors. Instead, a unique Imperial College Business School MBA programme should be distinct from the competition and rise through the rankings by celebrating its own uniqueness.

- 5.3.5 The Programmes Committee agreed that the Business School had not presented a sufficient justification to merit approval of their re-designed MBA programme and its non-standard module sizes. Members expressed disappointment that the opportunity for reform had not been sufficiently taken up in the review. Consequently, the Committee will not be recommending the programme for approval and a non-standard module size of 2.5 ECTS will not be supported by the committee. The Business School is advised that their request and the resulting Programmes Committee decision will be referred to the Quality Assurance and Enhancement Committee. Any follow-up action by the Business School other than submission of a regulation compliant programme should be directed to QAEC.

5.4 PC.2021.15a MSc Strategic Marketing

- 5.4.1 The Programmes Committee considered the redesigned programme above from the Imperial College Business School with effect from September 2022.
- 5.4.2 The Programmes Committee received a written response to the recommendations agreed at the last meeting of the Committee (14 September 2021). The Programmes Committee expected the programme team to resubmit an updated proposal to the meeting to address the key points raised at the previous meeting, in particular:

- **Programme learning outcomes:** The Committee recommends that the programme team liaise with the Education Development Unit to develop the Learning Outcomes, the Committee were of the view that the learning outcomes could be further elevated to a level 7 standard.

The School responded that the proposed Programme Level Learning outcomes are the same as the MSc Strategic Marketing Online (which was approved by Programmes Committee/Quality Assurance & Enhancement Committee in November 2019). The MSc Strategic Marketing Online programme learning outcomes sets out additional learning outcomes, under Knowledge and Understanding; Skills and other attributes; and Practical Skills. There could be an opportunity here to review the learning outcomes for both programmes so that they are better aligned.

- **Formative assessments:** Throughout the module outlines the feedback section states that there are no formative assessments designated within the modules. The Programmes Committee would like to seek confirmation from the programme team that this is correct, in particular with the Applied Strategic Marketing Report module, will students will not receive any feedback or supervision throughout the writing of the report. If feedback and support is embedded within the writing of the report, this should be made clear;

The School responded that for the majority of modules, formative assessments have not been set – partly because the modules are only 5 weeks long so setting, marking, and returning feedback is quite challenging in such a limited timeframe. The Programmes Committee raised concerns again regarding the level of feedback available for the Applied Strategic Marketing Report module, that 2 hours of support is available at the beginning of the 10 ECTS module but no support during. The level of support should be made clear in the assessment and feedback strategy of the programme specification including the coaching sessions and the 1-1 writing consultations.

- **Assessments by examination and coursework:** Most of the modules are assessed by examinations and coursework, with only two modules assessing via presentation, whilst the Committee understands that the summative assessments are kept vague to allow for flexibility, the Committee were of the view that for a marketing programme more authentic assessments including presentations should be included in the assessment tab of the module specifications.

The School responded that presentations are used in several modules such as Brand Strategy and Entrepreneurial Strategy, this is not evident in the assessment strategy of the module outlines.

- **Ethical responsibility of marketing:** The ethical responsibility of marketing is not evident within the programme and modules, whilst this may be included in the programme design and planning, this should be present in the programme documentation.

The School responded that ethics is part of the content of several modules, in that it is often discussed alongside other topics without necessarily being formally listed as a topic in that class. It was also suggested that the final Programme Level learning outcome could be amended to make clear that sustainability is included in the programme. The Programmes Committee agreed that the programme learning outcome, programme overview and module specifications should be updated so that it is evident that ethics is a topic which has been embedded into the programme and modules.

- 5.4.3 The Programmes Committee that the Business School had not sufficiently responded to the Committee's recommendations as set out in the 14th September 2021 meeting. The Programmes Committee would like to invite the programme team to respond to the recommendations made above.

6 I-Explore and Horizons

6.1 PC.2021.16 CLCC50033 Dynamics of Imagery in Arts and Design

- 6.1.1 The Programmes Committee considered proposal from the Centre for Languages, Culture and Communication to remove an assessment and reweight the remaining assessments for the module 'Dynamics of Imagery in Arts and Design' with immediate effect.
- 6.1.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7 Major Modifications to Existing Programmes

Faculty of Engineering

7.1 PC.2021.16a Department of Computing

BEng Computing (G400)
 BEng Mathematics and Computer Science (GG14)
 MEng Computing (G401)
 MEng Computing (Artificial Intelligence and Machine Learning) (G700)
 MEng Computing (Computation in Biology and Medicine) (G430)
 MEng Computing (Management and Finance) (G501)
 MEng Computing (Visual Computing and Robotics) (GG47)
 MEng Computing (International Programme) (G402)
 MEng Computing (Software Engineering) (G600)
 MEng Mathematics and Computer Science (GG41)
 MSc Computing (Management and Finance) (G5U11)
 MSc Computing (Artificial Intelligence and Machine Learning) (G5U10)
 MSc Computing (Software Engineering) (G5U16)
 MSc Computing (Security and Reliability) (G5U21)
 MSc Computing (Visual Computing and Robotics) (G5U13)

- 7.1.1 The Programmes Committee considered a proposal from the Department of Computing make an in-session modification to withdraw the elective module 'Pervasive Computing' from the named programmes above with immediate effect.

- 7.1.2 This module will be withdrawn from the programmes listed above. The lecturer for this course, was nominated for the position of Interim Vice Dean (Research) at the Faculty of Engineering which commenced on 1 October 2021. This development was rather late and the Department were unable find a replacement lecturer to teach the module.
- 7.1.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

Faculty of Natural Sciences

7.2 PC.2021.17 Department of Mathematics

BEng Mathematics and Computer Science (GG14)
MEng Mathematics and Computer Science (GG41)

- 7.2.1 The Programmes Committee considered a proposal from the Department of Mathematics to make an in-session modification to make changes to the assessments for 'Multivariable Calculus for JMC' and 'Real Analysis and Topology for JMC' with immediate effect.
- 7.2.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

Imperial College Business School

7.3 PC.2021.18 MRes Business (1Y)

Innovation Management (BUSI70167)
Organisational Behaviour (BUSI70169)
Organisational Theory (BUSI70170)

- 7.3.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to add the electives 'Innovation Management', 'Organisational Behaviour' and 'Organisation Theory' to the MRes Business (1Y) programme with immediate effect.
- 7.3.2 The programme has a more diverse intake this year than in previous years and some students are struggling to find suitable electives. Making these modules available would provide students with a more complete and appropriate curriculum.
- 7.3.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7.4 PC.2021.19 Business for Professionals in Engineering and Science

Business Economics (BUSI96003)

- 7.4.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to change the learning outcomes for the BPES module 'Business Economics' (BUSI96003) with immediate effect.
- 7.4.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7.5 PC.2021.20 MSc Economics and Strategy for Business

- 7.5.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to introduce a new on-campus elective 'Mergers and Acquisitions' and to withdraw the online elective 'Mergers and Acquisitions' from the MSc in Economics and Strategy for Business with immediate effect.

7.5.2 Students can currently select the online MBA elective Mergers and Acquisitions. The School would like to introduce a new on campus Mergers and Acquisitions elective better targeted towards MSc students and remove the online module (BUSI70137) from their elective portfolio. The online module will still be available on the MBA programmes.

7.5.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7.6 PC.2021.21 MBA Electives

Executive MBA

Full Time MBA

Global MBA

Weekend MBA

7.6.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to introduce two new elective modules – ‘Defining Moments’ and ‘Strategy and Leadership in a Digital World’ to the named programmes above with immediate effect.

7.6.2 The School has managed to secure a high-profile visiting lecturer to teach Defining Moments, which would add great value to the elective portfolio. It is highly interactive and aimed at more senior professionals. Strategy and Leadership in a Digital World will be delivered by the Dean of the Business School and therefore is expected to be very popular. The introduction of this module will relieve some sign up from the Digital Transformation: Leading Real-World Change elective, which is often oversubscribed.

7.6.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7.7 PC.2021.22 MSc International Management

7.7.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to introduce a new elective ‘Mergers and Acquisitions’ on the MSc in International Management programme with immediate effect.

7.7.2 This new elective will provide students more options in finance subject areas. The existing elective Management of Mergers and Acquisitions is more strategy and organisational behaviour focussed. This update is a response to student feedback.

7.7.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7.8 PC.2021.23 MSc Management

Brand Experience Design (BUSI70009)

7.8.1 The Programmes Committee considered a proposal from the Business School to make an in-session modification to add the module ‘Brand Experience Design’ on the MSc in Management programme with immediate effect.

7.8.2 This module will be offered to MSc Management students as part of their Marketing specialism. The students are also offered access to the MBA Brand Management elective in the summer, but that elective has now been moved to July and has limited capacity for MSc students. We would like to be able to give MSc Management students an alternative for those MSc Management students who are not able to take the MBA elective for either timing or capacity reasons.

7.8.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

8 Short Courses

8.1 Excellence in Medical Education for Clinical Teaching Fellows

- 8.1.1** The Programmes Committee noted a proposal from the Faculty of Medicine Postgraduate Education Board has approved a non-credit bearing short-course 'Excellence in Medical Education for Clinical Teaching Fellows' with effect from October 2021.
- 8.1.2** The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

9 Dates of Future Meetings

Tuesday 25 January 2022, 10:00-13:00
Tuesday 29 March 2022, 10:00-13:00
Tuesday 21 June 2022, 10:00-13:00