

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 23 October 2017 by video-conference

PRESENT

Professor P Bartholomew (Chair), Dr D Barr, Dr M Black, Dr G Breslin, Ms M Downey, Professor R Fee, Professor D Hazlett, Dr M Keenan, Professor A McKillop, Professor B Murphy, Mrs M Paris, Ms C Reid, Mrs R Wasson

APOLOGIES

Mr J Colgan, Professor H Farley, Ms A Honan

IN ATTENDANCE

Mrs C G Avery, Miss J Clements (for mins 17.81 - 17.82), Mr A G Faulkner

UNRESERVED

17.56 MINUTES

The Committee noted the following corrections and additions to the minutes of the meeting held on 20 June 2017:

Min 17.31 Variations and Departures from the University's Regulatory Framework

Replace phrase '... not to seek approval for any departure from regulations ...' with '... not to depart from regulations...'

Min 17.34 Course Approval Matters

Add as penultimate paragraph: 'The Committee (under delegated authority from Senate) also approved recommendations for the approval of two new courses and the re-approval of provision in four revalidation units together with extensions to the period of approval for five units (14 courses) and noted course revisions as set out in paper ASQEC/17/12'.

Min 17.35 Your Tutor

Add: 'Your Tutor (now Studiosity)' between the inverted commas in paragraph 2.

Min 17.42 Consumer and Marketing Authority (CMA) Guidance: Course Closure and Revision

Replace title in heading with: 'Competition and Markets Authority (CMA)'.

Min 17.53 Collaborative Partnership Forum

Replace paragraph 2 with 'It was recommended to Senate that the status of 'Associate College' be removed and that Ordinance XXVIII be revised accordingly, as the title has never been conferred on a partner in recent years.'

The Committee approved amendments and the confirmed minutes of the meeting were signed by the Chair.

17.57 TERMS OF REFERENCE AND MEMBERSHIP

The Committee received revised Terms of Reference and Membership (Paper No ASQEC/17/32). The terms of reference had been updated to include academic planning matters (term 1g) as the Academic Planning Advisory Group would now report through ASQEC in accordance with the decision of Senate to subsume this business within the remit of the Pro-Vice-Chancellor (Education) instead of direct reporting to the Deputy Vice-Chancellor and Senate. It was noted that Senate had not yet finalised the terms of reference of its committees and that its review was ongoing.

The Committee noted the membership for 2017/18 and a proposal that Ms Avril Honan, Student Engagement Manager, Students' Union, be co-opted to the Committee.

AGREED: that the revised terms of reference be endorsed *pro tem* and that Ms Honan be co-opted as a member (Appendix 1).

MATTERS ARISING

17.58 Extenuating Circumstances (Min 17.12)

At the February 2017 meeting a concern had been raised by Committee members regarding consistency in dealing with EC1 forms and it had been noted that the University's policy had not been reviewed since the major restructuring of Student Support and that an update would be useful.

The Chair reported that Mrs Wasson had circulated for comment the Guidelines on the Treatment of Extenuating Circumstances, which contained policy as set out in Regulations and advice in the form of examples of circumstances which would or would not normally be accepted. No comments were received and the Guidelines were consequently deemed satisfactory.

Professor Fee considered that members' concerns were primarily related to staff's interpretation rather than the content of the Guidelines. It was noted that

Mr Colm Crean, now Director of Faculty Operations, AHSS, had produced the University Guidelines, which had been endorsed and commended to all faculties and the Students' Union as a means of achieving greater consistency. Professor Fee suggested that they might benefit from review and updating with contributions from Student Support, in particular to offer advice on mental health issues.

The Committee also noted that at the time of the previous review the University had decided that while the establishment of Extenuating Circumstances Panels was not precluded, it should not be a requirement provided that faculties were satisfied that their own arrangements ensured fairness and consistency in the treatment of claims. The Chair re-emphasised the importance of equitable treatment.

Members' views on central panels varied with some considering that course directors, as the local point of contact for students, were best placed to deal with extenuating circumstances claims, while others thought that panels might be more appropriate. It was suggested that the benefits of introducing an additional layer of scrutiny were not entirely clear. Ms Downey considered that students might prefer such circumstances to be dealt with by someone known to them and familiar with the assessment requirements of their course.

AGREED that:

- i) Mrs Wasson liaise with Mr Crean and Student Support to review the Guidelines, in particular to ensure that the advice on mental health matters was sufficient to support staff in making decisions;
- ii) the Guidelines be retitled and presented as 'Principles for Implementation', which would be required to be upheld across the University;
- iii) the revised Principles be considered by a future meeting of the Committee.

17.59 Sub-Committees (Min 17.26)

At the June meeting, the Committee had noted that a sub-committee to address the terms of reference of the previous Student Engagement Sub-Committee was to be established for the next academic year. Dr Barr advised that this Sub-Committee had reported to the former Academic Development and Enhancement Committee and that its business included student retention and progression matters and the Associate Charters.

The Committee discussed the need for the establishment of such a sub-committee. It was noted that ASQEC received reports on these matters directly or they were dealt with in other fora. It was also considered that business relating to the promotion of 'student engagement' should be channelled through the Learning and Teaching Committee.

Members agreed that a specific student engagement sub-committee should not be established.

17.60 Competition and Markets Authority (CMA) Guidance: Course Closure and Revision (Min 17.42)

The Committee noted that a meeting was scheduled in November to discuss the Authority's expectations for student information with the Marketing and Communications Department.

17.61 Institutional Re-Approval of Belfast Metropolitan College (Min 17.43)

The Committee at its June meeting had received the institutional re-approval report for Belfast Metropolitan College and had endorsed the recommendation that a Memorandum of Agreement be signed for a period of five years.

The Chair reported that, as Senate had not delegated its authority for such matters, this should be formally recommended to Senate.

RECOMMENDED: that the period of recognition for Belfast Metropolitan College under Ordinance XXVIII be extended by five years, 2017/18 – 2021/22.

17.62 Invigilation of Examinations (Min 17.48)

The Chair reported that a recent meeting of the Executive Group had supported the proposal to employ external invigilators in place of academic staff. The Finance Department was to finalise costings which would set the efficiency savings from releasing academic staff against the employment costs of new staff. It was noted that a pool of suitable people available to undertake invigilation duties would need to be identified and that this could affect the timing of the introduction of the new arrangement in 2017/18. The Vice-Chancellor had agreed that PhD students might be used for this purpose.

Mrs Wasson reported that, following discussion with Student Support, the minimum number of invigilators for special examination rooms for a single student or a small group of students would be reduced from two to one.

17.63 Dates of Semesters 2023 (Min 17.52)

The Committee was informed of a proposed change to the Supplementary Examinations period in 2023 from 23 – 31 August to 16 – 24 August, in line with the standard pattern of holding these 11 weeks after the end of the Spring semester.

Professor Bartholomew reported that the Academic Year Working Group was continuing to meet, which might give rise to other proposals for the Academic Calendar.

The Committee also noted that it had been agreed that Winter graduations be brought forward by one week in the 2018/19 and 2019/20 academic years.

AGREED: that the change to the Supplementary Examinations period in 2023 to 16 – 24 August be approved.

CHAIR'S COMMUNICATIONS

17.64 National Student Survey 2017

The Committee noted that a paper on the results of the NSS had been considered by Senate at its meeting on 4 October and that follow-up action was being taken by faculties. Professor Bartholomew reported that 'special measures' meetings were taking place and that he had been impressed by the level of engagement across the University and the action plans brought forward by Faculties.

COURSE APPROVAL

17.65 Academic Planning Advisory Group

Professor Bartholomew presented the report from the meeting of the Advisory Group held on 27 September 2017 (Paper No ASQEC/17/33a).

17.66 Course Planning (Item 2)

The Committee noted that the Advisory Group had recommended that four new proposals proceed to planning and evaluation.

The Chair drew attention to the fact that the proposed FdSc Graphic and Digital Design at North West Regional College had not been approved by the evaluation panel which met in June 2017 and that the College did not intend to bring forward a revised proposal at this time. He confirmed the expectation that new course proposals from partner institutions be sponsored by an associated faculty to ensure engagement and strategic planning.

With regard to the recommendation to approve a new campus location for the part-time three-semester two-year mode of FdSc Construction Engineering with Surveying offered by South West College, the Committee noted that the proposal did not accord with the new Principles approved by the Collaborative Partnerships Forum in May 2017 and that the Faculty of Computing, Engineering and the Built Environment had at this stage only recommended approval for the September 2017 intake.

The Committee noted that Chair's Action had been taken to endorse a proposed FdSc in Paramedic Practice in relation to a tender submission to support the Northern Ireland Ambulance Service (NIAS) in the development and delivery of a Foundation degree. The Chair reported that the tender has been successful and that the Senior Leadership Team was to consider an

Institutional Strategic Assessment as the NIAS would be a new Partner Institution. APAG expected to consider the outline course proposal at its November meeting, following which a formal recommendation for approval of planning and evaluation would be made.

The Committee noted changes to cohort sizes, programme suspensions and programme withdrawals approved by faculties (Appendix 2).

AGREED that it be recommended to Senate:

- i) that the following new course proposals be approved to proceed to planning and evaluation:

MA Product Design (FT/PT; BT September 2018; BT/DL September 2019)

MSc Art Therapy (FT/PT; BT September 2018)

MSc Fashion and Textile Retail Management (FT/PT; BT September 2018)

MBBS Medicine (FT; ME August 2019)

- ii) that new locations for current provision be approved as follows:

FdSc Interactive Multimedia at Southern Regional College

Temporary relocation from existing Armagh campus to Lisanally Building, Armagh during reconstruction from September 2017 – 2020.

FdSc Construction Engineering with Surveying at South West College

Additional campus: Enniskillen for part-time two-year three-semester mode (September 2017 only).

MSc Applied Finance

New outcentre location: Hong Kong University SPACE for final 120 credits of degree to be taught by Ulster University Business School staff (from March 2018).

17.67 Course Approval 2017/18

The Committee noted that Chair's Action had been taken in relation to the recommendations of one revalidation and five evaluation panels. The Committee considered the recommendation for approval from one evaluation panel (Paper No ASQEC/17/33b).

AGREED: that Chair's Action and the recommendation of the evaluation panel be endorsed (Appendix 3).

17.68 Course Revisions and New Short Course Modules 2017/18

The Committee noted course revisions and new short-course modules approved by Faculties and ADDL (Paper No ASQEC/17/33c) (Appendix 4).

17.69 Submission of Outstanding Final Evaluation/Revalidation Documents 2016/17 and 2014/15

The Committee received a statement on the submission of outstanding final evaluation/revalidation documents from 2016/17 and 2014/15 (Paper No ASQEC/17/33d)).

At its June meeting, the Committee had noted that progress from the course teams for 2014/15 revalidations for units 19A Media Studies (UG) and 19B Media Studies (PG) in achieving final sign-off was significantly behind schedule and had agreed that all outstanding documentation should be submitted by 1 August 2017. If this date were not met, the provision should be required to undergo revalidation in 2018 (min 17.34 a) refers).

The Committee noted that, while the final documentation for unit 19B Media Studies (PG) had now been approved, further revisions were required to the documentation submitted in September 2017 for unit 19A Media Studies (UG). Professor Fee requested, on behalf of her Faculty, that the revalidation of this unit be brought forward from 2019/20 to the current academic year.

AGREED: that the revalidation of unit 19A Media Studies (UG) be re-scheduled for semester 2 of the current academic year.

17.70 Extensions to the Periods of Approval

The Committee noted that Chair's Action had been taken to approve one-year extensions to the periods of approval for the following:

- Postgraduate Diploma in Housing (Sept 2017 intake);
- Postgraduate Certificate in Education (Further Education); Certificate in Teaching (unit 9A) (Sept 2018 intake);
- Postgraduate Certificate in Education for Nurses and Midwives (unit 22E) (Sept 2018 intake);
- BSc Hons Cinematic Arts (unit 7B) (Sept 2018 intake).

17.71 Professional, Statutory and Regulatory Body Accreditation

The Committee noted the schedule of expected PSRB activity for the 2017/18 academic year (Paper No ASQEC/17/33e)).

The Chair advised that the next meeting would receive the annual report on outcomes from previous years and consider any matters referred to the Committee.

AGREED: that Associate Deans (Education) advise Ms Grainne Doohar, QMAU, of any PSRB visits or activity expected in 2017/18 which were not listed in the paper.

17.72 Validated Provision: 2017 Intake

The Committee received Paper No ASQEC/17/33f)), Schedule to Ordinance XXVIII: Recognition of Institutions, the annual statement of courses offered by partner institutions under validation or franchise arrangements, from the 2017 intake (Appendix 5).

Departures and Variations from the University's Regulatory Framework

17.73 Diploma in Foundation Studies (with named pathways)

The Committee received Paper No ASQEC/17/33gi) from Access, Distributed and Digital Learning requesting a lower minimum standard of English language (IELTS 5.0 – with individual band scores of less than 5.0) than that prescribed by Regulations for Diplomas, for admission to the International Foundation Programme. It was noted that the course itself aimed to raise students' English Language proficiency to at least IELTS 6.0.

AGREED: that the proposal be approved.

17.74 LLM Access to Justice

The Committee considered Paper No ASQEC/17/33gii) from the Faculty of Arts, Humanities and Social Sciences requesting a distinct title from the Postgraduate Certificate exit award from that of the parent course because the same four modules were also offered as a stand-alone Postgraduate Certificate in Employment Law and Practice.

AGREED: that the proposal be approved.

17.75 MSc Public Service Leadership and Innovation

The Committee considered Paper No ASQEC/17/33giii) from the Ulster University Business School proposing to retain the current rule not to permit exemptions in the joint degree with Letterkenny Institute of Technology. It was noted that small-group action learning sets were used extensively from the start of the course.

AGREED: that the proposal be approved.

17.76 COLLABORATIVE PARTNERSHIPS FORUM

Mrs Paris presented the report of the meeting of the Forum held on 4 October 2017 (Paper No ASQEC/17/34).

17.77 Terms of Reference and Membership (Item 2)

The Committee received proposals to revise terms of reference to add a new term (Term 5) to reflect the Civic Contribution priority of the Strategic Plan and that all partner institutions be invited to be represented on the Forum.

AGREED: that the revised terms of reference and membership be endorsed.

17.78 Accreditation of Prior Experiential Learning and Admissions Audit of Partner Institutions (Item 3)

The Committee noted that a three-stage audit had been undertaken by Subject Partnership Managers (SPMs). This had involved a review of partner institution APEL policies, an audit of APEL admissions for Year 1 Foundation degree entry in 2016/17 and a full audit of the Level 3 qualifications held by 2016/17 entrants.

Although, in the main, college policies aligned with that of the University and the overarching regional policy, serious concerns had been identified with the application of policy and processes. Mrs Paris reported that generally the information returned did not align with SPMs' experience through their involvement in APEL decisions, nor did it tally with Annual Course Review submissions. In some cases, SPMs had been sent information on large numbers of APEL applicants *after* the candidates had enrolled. In other cases, applicants had been admitted despite earlier rejection by SPMs. In a number of cases, colleges had not involved the SPM in the admissions process. It was noted that Belfast Metropolitan College, North West Regional College and South West College were particularly at fault.

The audit identified many breaches of process, including non-submission of portfolios with the APEL form, inadequately constituted APEL panels, incomplete alignment with entry requirements, inadequate personal statements, and poor evidence of decision making and outcomes. In some cases it was unclear who had oversight of the process. There was inadequate reporting of the extent of APEL at course level and by extension at institutional level.

SPMs had also been concerned that in a few instances there were insufficient grounds to justify awarding APEL on the basis of Level 3 equivalence and some offers were considered to be invalid.

The audit also revealed that some candidates who did not fulfil specific Level 2 (GCSE) entry requirements had not completed an APEL assessment but had signed a waiver. This practice should never have been adopted and was of serious concern.

As a consequence of these Stage 2 findings, the audit had been extended to a full investigation of all admissions decisions for 2016/17. There were concerns over the application of offer standards across the board. Of the 88 courses audited, 100 students had been admitted who did not meet the set entry

standard and/or through unauthorised APEL or following a rejected APEL application.

The Committee noted seven actions agreed by the Forum to address the concerns identified. The Committee considered that, in view of the University's responsibility for the oversight of standards, a clear communication be given to the colleges that such shortcomings would not be tolerated and robust processes must be in operation to ensure policy was upheld. The general view of the Committee was that the relevant colleges, rather than the students who had been incorrectly admitted, should be held to account.

Since the findings of the audit provided evidence of breaches of both the institutional and course level agreements with the University for Recognition under Ordinance XXVIII, the University was within its rights to terminate the agreements and course approval. Other sanctions suggested by members were to limit ongoing approval of courses to one intake (2018), to cap intakes or to bring forward the revalidation of courses, and enhanced scrutiny in the Annual Course Review process.

Professor Bartholomew reported that he and the Vice-Chancellor would be meeting with College Directors in November when the seriousness of this matter would be emphasised and the University's decisions communicated. In the meantime, he, Mrs Paris and the Head of the Quality Management and Audit Unit would meet to discuss the findings of the report in detail, and to agree appropriate sanctions and further actions required.

AGREED that:

- i) the Committee record its grave concern at the findings of the audit report;
- ii) urgent measures identified by the Forum to improve the application of the APEL policy be endorsed;
- iii) the Committee receive a report on sanctions and further actions at its next meeting.

17.79 Student Retention in Partner Institutions (Item 4)

The Committee noted that only CAFRE had met the student retention benchmarks set (10% attrition in HE courses, and 20% in Access courses). HE attrition rates in 2016/17 were markedly worse in all colleges than in the previous year, with only one showing improvement for part-time programmes. This was the same for full-time Access courses but two colleges had shown improvement for their part-time provision.

17.80 Student Success in Partner Institutions (Item 5)

The Committee was concerned to note that the student success rate at the first assessment attempt in 2016/17 was generally poor with some programmes

having more than 50% of students failing some course components. It was noted that this was expected to improve significantly after the summer resits. The Forum had set a 75% benchmark for Year 1 and 80% for Year 2 for Success 1, which excluded early leavers, non-returners and students on leave of absence. The Forum had noted that there was limited analysis of data by colleges and course teams at that time. Actions had been agreed to encourage continual reflection and critical analysis. Data following supplementary assessment would be considered at the next meeting of the Forum.

The Chair proposed that a benchmark should be set for Success 2, which included all students.

AGREED: that the Forum set a benchmark for Success 2.

17.81 POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES) 2017

Miss Clements presented the report on the outcomes of the Postgraduate Taught Experience Survey (Paper No ASQEC/17/35).

The paper set out the University's results compared with the sector and Ulster's benchmark group of HEIs. Results for Motivation and Overall Satisfaction were set out at institution level, and those for the Quality of Teaching and Learning, Engagement, Assessment and Feedback, Dissertation, Organisation and Management, Resources, and Skills Development were also provided by faculty.

The Committee noted that the Survey had been live for a period of six weeks and that 12% of the sample size of 3,150 had completed it. This compared poorly with the national average of 32%. The majority of Ulster's respondents (65%) were part-time students, while nationally the majority were full-time (70%). Although the response rate was low, the Chair considered that the results appeared to reflect sector patterns and the Survey results might be taken as indicative.

The Committee noted that the overall results were generally positive with Ulster exceeding the sector average by 1- 4% in all categories. Results for the Quality of Teaching and Learning were between 2% and 4% above the sector for each of the statements relating to the course. It was noted that full-time students were less satisfied than part-time students for six of the seven statements relating to teaching.

The University outperformed the sector in three of the five statements for Engagement by 4%, but students were less content with the manageability of their course workload, where the satisfaction level was 4% below the sector and 6% below the benchmark group.

For Assessment and Feedback the University outperformed the sector and the benchmark group in three of four statements. Clarity and fairness of assessment and marking criteria were 5% and 7% above the sector

respectively. However, the result for promptness of feedback received a score of 1% below the sector and 2% below the benchmark group. Part-time students and campus-based students were significantly more satisfied than full-time and e-learning students.

The results for Organisation and Management were mainly equal to or above the sector average in all statements, but 4% below the benchmark group in relation to timetabling and involvement in decisions about how the course was run. Students following e-learning courses were more satisfied with how changes to the course or teaching were communicated but were less satisfied with their involvement in decisions (8% below the sector average).

The Committee noted that following a review in 2016, HEFCE and other UK funding bodies had started work on developing a new national postgraduate survey. A formal consultation exercise was expected to commence in January 2018 with a view to piloting the survey in 2018/19 with full roll-out in 2019/20.

The Committee noted that the Survey was considered to be a useful tool for obtaining feedback from postgraduate students and that the University would participate again in 2018.

AGREED: that faculties and schools continue to make use of the Survey results to support ongoing enhancement work.

17.82 MODULE FEEDBACK SURVEY 2016/17

Miss Clements presented the summary results of the Module Feedback Survey (Paper No ASQEC/17/36).

The Survey had been live for nine weeks for Semesters 1 and 2 and four weeks for Semester 3. Results were available online during the Survey for module co-ordinators to monitor response rates. Summary reports at school, faculty and University level were made available one week after each survey closed.

The Committee noted the response rate of 12% in 2016/17 compared to 13% in the previous year. Faculty response rates and those from five schools with the highest responses (ranging from 23 – 47%) had been provided. The 6.6% response rate for the Faculty of Computing and Engineering was considered to be very low.

Overall satisfaction in schools ranged from 47% to 92%. The results were unchanged from the previous year for eight of the 12 statements. The overall summary results for statements relating to tutors' enthusiasm and support, and the quality of module had declined by 1%, while the results for the statement relating to clarity of assessment requirements and criteria had risen by 1%.

To enable comparison with the NSS outcomes, the Module Feedback Survey questions had been mapped to the relevant sections of the NSS although there was a caveat about validity in view of the participation level. Assessment and

Feedback and Academic Support outperformed the NSS by 5% and 4% respectively, but the widest gaps related to Teaching at 3% below, Learning Resources, 9% below and Overall Satisfaction at 5% below.

The Committee noted that various approaches were being used by schools and faculties to improve Module Survey response rates and to make use of the feedback received. It was noted that the results in the report only included online results and did not take into account the feedback received from hard copy returns. It was noted that some students were concerned about the anonymity of the survey.

AGREED that Associate Deans (Education):

- i) set target response rates at school level for the 2017/18 Survey and advise QMAU of these and actions to be taken to achieve them;
- ii) take a risk-based approach and prioritise modules in programmes which were in 'special measures'.

EXAMINATIONS AND ASSESSMENT

17.83 Examinations and Appeals 2015/16

Mrs Wasson presented the Annual Report on examinations and appeals for 2015/16 (Paper No ASQEC/17/37a).

17.84 Examinations

The Committee noted that examinations in 2015/16 had been held without incident and that there were no actions for the Examinations Office to complete. As the 2016/17 examinations cycle ended after the October Boards for Master's programmes, the annual report for 2016/17 would be received later in the year.

Mrs Wasson advised that the former Library, Information and Student Administrative Services Committee at its meeting in April 2016 had endorsed a policy revision to extend the prohibition on mobile phones in examination rooms to 'smart watches and other similar devices', and that this had been included in information for candidates and invigilators (LISASC min 16.04 refers). As a recommendation to change the Examination Regulations had not been made to Senate, the Committee was now asked to recommend the necessary change to ensure that regulations were also explicit in this regard.

Members were assured that information to invigilators and students emphasised the importance of physical distance from these devices and the announcement before the start of examinations asked students to check that they did not have their phone about their person, and if they did to place it out of reach. Mrs Wasson advised that the University's approach was in line with practice in the sector. Consequently, while mobile phones were not formally permitted in examination rooms, in practice students were not penalised for

bringing them, provided that they were switched off and placed out of reach. It was noted that a suggested 'amnesty' to allow declaration of possession would be difficult to manage. Candidates caught in possession of a mobile phone after an examination had begun have had their examination declared void.

AGREED that it be recommended to Senate that the following revision to the first sentence of para 3 of regulation 21 of the Regulations Governing Examinations in Programmes of Study be approved:

'Candidates shall not take mobile phones, **smart watches (or similar devices)** into the examination room.'

17.85 Appeals

The Committee noted the 3% reduction in the number of appeals made in 2015/16 compared to 2014/15 on the grounds of new information, with 87% accepted, and that 21% of the 33 appeals made on the grounds of procedural irregularities had been upheld.

17.86 Plagiarism Offences 2016/17

The Committee considered the Annual Report on plagiarism offences for 2016/17 (Paper No ASQEC/17/37b) which drew data from the Central Plagiarism Register. The paper set out summary information for the last five years and included comparisons with the 2015/16 academic year. It provided detailed commentaries from faculties on the data and their ongoing strategies to address plagiarism.

The Committee noted that the number of offences was lower than in previous years and continued to be less than one percent at 0.89% of the student population. The total number of offences in 2016/17 was 216 with 166 undergraduate (77%) and 50 postgraduate (23%). This was significantly lower (33%) than the 324 offences recorded for 2015/16.

The majority of cases were first offences and there had been a substantial decrease in the number of second offences recorded. Although there had been no reported instances for BSc Hons Nursing Studies at SAAD College of Nursing outcentre, which had recorded the highest number in 2015/16, this was being checked by the Faculty. There were no incidents of plagiarism among research students.

There continued to be more offences at level 6 than at any other levels. The number of incidents at postgraduate level had reduced by 40% compared to 2015/16 but this was still higher than in the previous three years.

The Committee noted the effectiveness of better assessment design, improved student awareness, and increased use of Turnitin for draft submissions. The impact of the application of the University's Electronic Management of Assessment and Feedback Policy would be seen in the 2017/18 report, in the

context of low incidence, as the electronic submission of all written assignments was expected from Semester 2, 2016/17 onwards.

17.87 Contract Cheating

The Committee noted that the QAA had on 9 October 2017 published a report on 'Contracting to Cheat in Higher Education, how to address Contract Cheating, the use of Third-Party Services and Essay Mills' https://www.qaa.ac.uk/docs/qaa/quality-code/contracting-to-cheat-in-higher-education.pdf?sfvrsn=f66af681_10. The report provided useful information and advice to assist staff, students and institutions in educating students in academic practice, and preventing and detecting contract cheating.

It was noted that contract cheating had been explicitly added as an assessment offence under regulation 35 of the University's Regulations Governing Examinations in 2012 (LTC min 12.82 refers). It should be investigated and dealt with under Section 2 of the Student Disciplinary Procedures for offences other than plagiarism in coursework in accordance with clause 2.1, "Where a lecturer, supervisor or other member of staff suspects that a candidate has committed an offence such as engaging another person to undertake the assessment ...", and not under the process for dealing with offences of plagiarism.

The QAA report recommended that statistics be kept in sufficient detail to allow institutions to undertake effective analysis and establish a baseline in order to respond appropriately to developing trends in academic misconduct. Mrs Wasson reported that incidences of cheating were recorded locally in the Examinations Offices but University-level information was not currently compiled or reported to a committee.

AGREED that:

- i) Faculties ensure that the University's Plagiarism Policy and Procedures and Penalties (2012) continue to be observed and rigorously applied across all programmes;
- ii) Faculties consider other faculty reports with a view to taking on board good practice within the University;
- iii) Faculties, Access, Digital and Distributed Learning, and the Doctoral College in respect of MRes candidates ensure that all plagiarism offences in 2017/18 are recorded at the time the offence is established and no later than the cut-off date of 7 September 2018;
- iv) Faculties, Access, Digital and Distributed Learning, and the Doctoral College provide reports in respect of 2017/18 to the Academic Office by 21 September 2018, including a commentary on issues arising and actions proposed;

- v) Faculties take account of the QAA guidance on contract cheating as they review module assessment strategies and the information they provide to students on academic practice and integrity;
- vi) Student Administration include information on incidents of cheating in examinations and coursework other than plagiarism as part of the Annual Report on Examinations.

17.88 External Examiner Nominations 2016/17

The Committee considered the Annual Report (Paper No ASQEC/17/37c) which covered the nomination and appointment process during 2015/16 and 2016/17 for appointments to take effect in 2016/17. A summary for the last three years and a breakdown of nominations by faculty for 2016/17 were included.

The Committee noted that of the 111 nominations made, 14 were for extension to tenure, and 46 (41%) nominations did not accord fully with the Code, one of which was not approved. The main category of departures was lack of previous *external* examining experience (65%). Late nominations accounted for 32% of the total. The documentation for 21% of nominees was incomplete at the time of nomination.

It was noted that there appeared to be some improvement in timeliness of appointments for 2017/18 with 77 submitted to the June 2017 meeting of the Committee and 26 late nominations received at this meeting. The Committee noted that from 2017/18 Student Administration would provide faculties in May 2018 with a list of those externals who had not yet been replaced for the following year; this would act as an additional prompt to the usual November listing of forthcoming vacancies.

The Committee discussed whether nominations of individuals without previous external examiner experience should continue to be recorded as departures from the University's Code of Practice. It was noted that Fellows of the HEA would have relevant curriculum design and assessment experience and that this status was often included in the evidence base supporting nominations.

AGREED that:

- i) the University's Code of Practice and annual reports no longer categorise nominees without previous external experience as 'departures', but the proportion of first-time external examiners continue to be reported;
- ii) that the external examiner nomination form be revised to ask explicitly for information on the nominee's HEA Fellowship status as evidence of relevant experience;

- iii) the Pro-Vice-Chancellor (Education) no longer consider nominations without external experience on behalf of the Committee provided that the supporting evidence gave adequate reassurance;
- iv) Faculties continue to work to improve the timeliness of submission of external examiner nominations for the final meeting of the Committee in the preceding year (deadline of 25 May 2018 for 2018/19 appointments) and to raise staff awareness of the Code of Practice and of the importance of providing all necessary information in advance;
- v) the report on nominations made for appointments to commence in 2017/18 be received in June 2018.

17.89 CONFERMENT OF RECOGNISED TEACHER STATUS 2016/17

The Committee considered the Annual Report on the nomination of individuals, not being academic staff of the University, as Recognised Teachers to teach and assess University students (Paper No ASQEC/17/38).

Of the 162 nominations (99 in 2015/16) 95% were late including 12 retrospective nominations effective from 2015/16. From 2016/17 nominations received during the semester in which the individual was proposed to teach were considered late, whereas in previous years nominations received in any semester of the academic year were so categorised. This distinction had however made little difference to the overall proportion of late nominations.

The process of overview had also been revised so that late nominations were considered by the Director of CHERP who evaluated suitability of qualifications and experience (following an initial check by the Academic Office) before submission to the Pro-Vice-Chancellor (Education).

The Committee was reassured that the level of risk to the quality of delivery was in reality low as nominations were rarely rejected, but noted that the very high proportion of late nominations remained a perceived risk and faculties were asked again to review the adequacy of their arrangements. The main reasons given by faculties for late submission were delays in receipt of documentation from partner institutions or administrative oversights.

It was noted that there was a further risk in that Recognised Teachers who required access to the University's online systems could not be added to the University's RAD system until their status had been confirmed. This matter had been identified at a recent 'special measures' meeting.

AGREED: that Faculties review the effectiveness of their arrangements to ensure timely nominations.

PRIZES AND AWARDS

17.90 Annual Report for 2016/17

The Committee noted the Annual Report on Prizes (Paper No ASQEC/17/39a)). There were currently 500 approved prizes with 34 new prizes introduced and 15 discontinued during the year.

Five of the six University-wide prizes had been awarded and one prize had received no submissions.

17.91 Proposals for New and Amended Prizes

The Committee received Paper No ASQEC/17/39b) which set out proposals for one new prize in the Faculty of Computing, Engineering and the Built Environment. Chair's Action had been taken to approve eight new prizes and to amend titles of two prizes.

New Prize

Graham Construction BIM Excellence Award

New Prizes Approved by Chair's Action

Almac Postgraduate Research Project Award
Almac Postgraduate Stratified Medicine Award
Aveva-8over8 Prize
Belfast City Council Event Planning Prize
Criminal Justice Inspection NI Year 2 Award
Criminal Justice Inspection NI Dissertation Award
Farrans Research Project Prize
Northern Ireland Equality Commission Award

Amendments to Prizes Approved by Chair's Action

Concrete Society (NI) Region Prize
RTPI (NI) Student Project Prize

AGREED: that Chair's Action be endorsed and that the new prize be approved on behalf of Senate and recommended for approval on behalf of Council by the Pro-Vice-Chancellor (Education).

17.92 DATES OF MEETINGS

The Committee noted the following dates of meetings for the remainder of 2017/18:

| | | |
|---|----------|-------------------------------------|
| Monday 4 December 2017 | 2.00 pm | Video-conference (Immersive Suites) |
| Wednesday 14 March 2018 (re-scheduled) | 10.15 am | Video-conference (Immersive Suites) |
| Wednesday 13 June 2018 (rescheduled) | 1.15 pm | Video-conference (Immersive Suites) |

Duration 2 hours 45 minutes

9 November 2017

AGF/CA/lh

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
23 October 2017

TERMS OF REFERENCE AND MEMBERSHIP

- 1 To keep under review, and as appropriate advise and make recommendations to Senate on, the following matters relating to taught programmes of study offered by the University and under collaborative arrangements with other providers in support of the University's Vision and Strategic Plan:
 - a) the standards and regulatory framework for awards;
 - b) the organisation of the academic year;
 - c) policy and processes relating to the evaluation, monitoring and revalidation of, and revision to, taught course provision;
 - d) policy and processes for the conditions for the admission and registration of students;
 - e) policy and processes for the conduct of the examination of students and for dealing with academic misconduct by students;
 - f) policy and processes for the approval, monitoring and re-approval of collaborative partner institutions;
 - g) approval of proposals for the planning of new programmes and revisions to course titles and the introduction of new locations, modes of attendance or study.
- 2 To receive monitoring reports on these matters and to consider institutional-level enhancements.
- 3 To make recommendations to Senate on the approval and re-approval of partner institutions in accordance with Ordinance XXVIII, Recognition of Institutions.
- 4 To discharge the following functions of Senate in accordance with its delegated authority framework:
 - a) to grant approval to new and revalidated programmes of study;
 - b) to consider proposals from Faculties for the designation of persons, not being members of academic staff, as Recognised Teachers of the University, and to make recommendations to Council*;

* Council has delegated its authority to the Pro-Vice-Chancellor responsible.

- c) to consider proposals from Faculties for the appointment of course and subject external examiners, and to make nominations to Council* for the appointment of course, subject and chief external examiners;
 - d) to determine the arrangements for the preparation and presentation of dissertations for Master's degrees;
 - e) to determine the dates of semesters;
 - f) to make recommendations to Council on the establishment of prizes and their amendment*;
 - g) to determine the formalities relating to the granting of, and conferring, degrees (other than honorary degrees) and other awards and the use of academical dress.
- 5 To advise Senate on appropriate action if the conditions of approval of programmes of study are not met.
- 6 To receive reports from, and to communicate with, other University committees or bodies and external bodies in relation to any of the above matters.
- 7 To establish, from within its own membership or otherwise, such sub-committees, working groups and advisory groups as appropriate to advise and report on any of the above matters.

In reaching decisions the Committee will have due regard to their impact on, and implications for, the University's commitment to ensuring equality of opportunity and good relations as outlined in its Equality Scheme, and associated policies, and where possible and practicable the Committee will ensure that its actions are proactive in this respect.

* Council has delegated its authority to the Pro-Vice-Chancellor responsible.

| ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE | |
|--|----------------------------|
| <u>Composition</u> | <u>Membership</u> |
| Pro-Vice-Chancellor (Education) (Chair) | Professor P Bartholomew |
| Associate Deans (Education): | |
| Arts, Humanities and Social Sciences | Professor R Fee |
| Computing, Engineering and the Built Environment | Dr M Keenan |
| Life and Health Sciences | Professor A McKillop |
| Ulster University Business School | Professor H Farley |
| One other member appointed by each Faculty | |
| Arts, Humanities and Social Sciences | Dr D Barr |
| Computing, Engineering and the Built Environment | Dr M Black |
| Life and Health Sciences | Dr G Breslin |
| Ulster University Business School | Ms C Reid |
| Chairs of Sub-Committees (if not already members) | |
| Chair of Collaborative Partnerships Forum | Mrs M Paris |
| Director of Centre for Higher Education Research and Practice | Professor D Hazlett |
| Director of Access, Digital and Distributed Learning | Professor B Murphy |
| Deputy Director of Finance and Information Services (Student Administration) | Ms R Wasson |
| Two students nominated by Senate | Mr J Colgan Ms M Downey |
| Up to two co-opted members | Miss A Honan |
| In attendance for relevant business: | |
| Head of Academic Office | Mr A G Faulkner |
| Head of Quality Management and Audit Unit | Mrs J Alleyne |
| Secretariat | Academic Office |

(a) CHANGES TO COHORT SIZES AT PARTNER INSTITUTIONS**2017/18 intake**Faculty of Computing, Engineering and the Built Environment

FdEng Civil Engineering at Belfast Metropolitan College (Millfield campus) – increase in intake to the full-time mode from 10 to 16 students.

From 2017/18Faculty of Life and Health Sciences

FdSc Health and Social Care at North West Regional College (Strand Road campus) – increase in annual intake to the full-time mode from 32 to 54 students;

FdSc Sport and Exercise at Northern Regional College (Coleraine campus) – increase in annual intake to the full-time mode from 18 to 26 students.

(b) PROGRAMME SUSPENSIONS AT PARTNER INSTITUTIONS**Suspended for 2017/18 intakes:**Faculty of Computing, Engineering and the Built EnvironmentSouth Eastern Regional College

FdSc Architectural Technology at Bangor campus (FT);

FdSc Construction Engineering with Surveying at Bangor campus (FT).

Northern Regional College

FdEng Electrical and Electronic Engineering (two-year three-semester PT) [Higher Level Apprenticeship moving to three-year PT] at Farm Lodge campus, Ballymena;

FdEng Mechanical and Manufacturing Engineering (two-year three-semester PT) [Higher Level Apprenticeship moving to three-year PT] at Farm Lodge campus, Ballymena.

Faculty of Life and Health SciencesSouth Eastern Regional College

FdSc Applied and Medical Sciences at Bangor (PT) and Downpatrick (FT/PT) campuses;

FdSc Applied and Medical Sciences at Newry campus (PT);

FdSc Health and Social Care at Newtownards campus (FT).

Ulster University Business School

Southern Regional College

FdSc International Travel and Tourism at Newry campus (FT/PT).

(c) **PROGRAMME WITHDRAWALS**

Faculty of Life and Health Sciences

Last intake 2016/17

PgCert/PgDip/MSc Nutraceuticals, Functional Foods and Supplements (DL).

Last intake 2017/18

MSc Physical Activity and Public Health (JN).

Ulster University Business School

Last intake 2017/18

Undergraduate Hons Subject: Advertising (Single Hons/Major/Main/Minor) (ME);

Undergraduate Hons Subject: Human Resource Management (Main/Minor) (ME);

BSc Hons Business Administration (ME).

Last intake January 2018

MSc Management (ME).

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

23 October 2017

COURSE APPROVALS

1 a) Chair's action for September 2017 start

The Committee is asked to note that Chair's action has been taken to endorse the following recommendations of evaluation/revalidation panels which did not meet in time to report to the June meeting of the Committee (Min 17.34 refers).

COURSE APPROVAL

| FACULTY | COURSE TITLE | MODE | | INTAKES | LOCATION | INTAKE (Partner Institutions only) | |
|---|--|------|----|-------------|---|---------------------------------------|-----|
| | | FT | PT | | | FT | PT |
| ARTS, HUMANITIES AND SOCIAL SCIENCES | MA International Journalism: Hostile Environment Reporting | ✓ | ✓ | 2018 - 2019 | CE and DL | N/A | N/A |
| COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT | BEng Hons Energy and Building Services Engineering [180 credit points – 60 at Level 5 and 120 at Level 6] | | ✓ | 2017 – 2020 | Hong Kong University, School of Professional and Continuing Education (HKU SPACE) | | 50 |
| | MSc Data Science (with Postgraduate Certificate and Postgraduate Diploma exit awards) | ✓ | ✓ | 2017 – 2021 | JN/ME [PT on both campuses every year. FT offered in alternate years on each campus. 2017 FT intake on JN campus.] | N/A | N/A |

| | | | | | | | |
|--------------------------|---|---|---|-------------|----------------------|--------------------------------|------------------------------------|
| | MSc Professional Software Development | ✓ | ✓ | 2017/18 | QAHE (London campus) | 35 across 2 intakes [Sept/Jan] | 30 across 3 intakes [Sept/Jan/May] |
| LIFE AND HEALTH SCIENCES | Postgraduate Certificate in Quantitative Methods for the Behavioural and Social Sciences <i>Note:</i> change to proposed title. Original proposal received by APAG was for PgCert in Applied Quantitative Research Methods. APAG agreed (20.06.17) that the title be reviewed. | ✓ | ✓ | 2017 - 2021 | CE | N/A | N/A |

COURSE RE-APPROVAL

| FACULTY | REVAL UNIT | COURSE TITLE | MODE | | INTAKES | LOCATION | INTAKE | |
|--------------------------|------------|---|------|----|-------------|---|--------|----|
| | | | FT | PT | | | FT | PT |
| LIFE AND HEALTH SCIENCES | 25B | CertHE Combined Social and Behavioural Sciences | | ✓ | 2017 - 2021 | Belfast Metropolitan College [Millfield campus] | | 20 |

1 b) Recommendation for Approval

The Evaluation Panel for Diploma in Foundation Studies (with Named Pathways) has recommended approval of the course, subject to 12 conditions to be addressed by 3 November 2017.

The Committee under delegated authority from Senate is asked to endorse approval as indicated.

COURSE APPROVAL

| FACULTY | COURSE TITLE | MODE | | INTAKES | LOCATION | APPROVED COHORT SIZE | |
|--|---|------|----|------------------------|-------------|----------------------|-----|
| | | FT | PT | | | FT | PT |
| ACCESS, DIGITAL AND DISTRIBUTED LEARNING | Diploma in Foundation Studies (with Named Pathways) | ✓ | | January 2018 – 2021/22 | BT/JN/ME/CE | N/A | N/A |

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
23 October 2017

COURSE REVISIONS AND NEW SHORT COURSE MODULES 2017/18

Authority for approval of course revisions, except for course titles, locations and modes of attendance, and short-course modules is delegated by Senate to Faculties and Access, Digital and Distributed Learning.

The following revisions have been approved by them since 20 June 2017.

ACCESS, DIGITAL AND DISTRIBUTED LEARNING

Course Revisions

Postgraduate Certificate in Higher Education Practice

To change modules PHE707 and 708 from 'long-thin' to single-semester delivery;

Postgraduate Certificate in Professional Practice

To revise the learning outcomes and assessment strategy in module FCE704; to reduce the number of separate learning outcomes in module FCE701.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add four new 5-credit point Level 4 modules to the framework, PPD294, 'Mentoring Looked After Children', PPD295, 'Advanced Skills for Work', PPD296, 'Web-Based Learning' and PPD297, 'Developing a Professional Identity'; to remove modules PPD082, 104, 105 and 346;

Postgraduate Certificate of Professional Development Framework

To revise module FCE710 including title and assessment strategy.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

Advanced Diploma in Professional Teaching at PSNI (Garnerville)

To introduce an Advanced Certificate exit award;

Undergraduate Hons Subject: Criminology

To swap semesters of modules PUP530 and PUP531; to make PUP305 compulsory for Single Honours; to make PU310 optional (not available in 2017/18); to move PUP320 to semester 1; to replace module PUP502 with new optional module PUP541, 'Global Crime', and to archive permanently; to change assessment in PUP531 to two hours' duration;

Undergraduate Hons Subject: Education

To remove module EDU520 and add a Level 5 module EDU302, 'Early Years Foundation Year';

Undergraduate Hons Subject: English

To remove module EDU520 and to add a Level 5 module EDU302, 'Early Years Foundation Year'; to change semester of modules ENG307, 314, 317, 503 and 531; to revise the assessment strategy in modules ENG512, 515 and 525;

Undergraduate Hons Subject: History

To restore modules HIS129 and 357 and to revise their titles; to revise title of module HIS530; to introduce two new optional modules, HIS367, 'Death, Disease and Medicine in Britain and Ireland, 1800 – 1920', and HIS525, 'Darwin and Social Darwinism, 1859 – 1914'; to change semester of HIS129, 132, 338, 341 and 551; to change HIS360 to a 20-point module and to revise its title; to change module co-ordinator of HIS134; to add six new modules: HIS556, 'The Post-War Western Body: Medicine and Society in Britain and America, c1945 – 1990', HIS557, 'Hollywood Histories', HIS368, 'Colonial Violence and Genocide, 1600 – 1945', HIS561, 'From Prison to Nation: Australia, 1788 – 1900', HIS369, 'Global Britain: The British Empire in Asia and the Pacific, 1757 – 1900', HIS370, 'From Union to Independence: The Irish Experience, c1800 – 1922; to suspend HIS325 and HIS360 in 2017/18; to change semesters of modules HIS132 and HIS135;

Undergraduate Hons Subject: Sociology

To add a compulsory Level 5 module, SOC331, 'Work, Employment and Society'; to revise content and assessment in module SOC313;

Integrated Foundation Year**BDes Hons Animation****BA Hons Ceramics, Jewellery and Silversmithing****BA Hons Fine Art****BDes Hons Graphic Design and Illustration****BDes Hons Interaction Design****BA Hons Photography with Video****BA Hons Textile Art, Design and Fashion****MFA Fine Art****MFA Photography****MFA Design**

To apply the revised curriculum in modules revalidated in 2016/17 in Units 2A, 2B and 2C from September 2017 for continuing students;

BSc Hons Communication, Advertising and Marketing**BSc Hons Communication Management and Public Relations****BSc Hons Language and Linguistics****BSc Hons Therapeutic Communication and Counselling Studies**

To change semester of modules CMM107, 109, 163, 164, 166, 315, 317, 322 and 551; to withdraw and permanently archive modules CMM376, 552, 554, 555, 556, 557 and 561); to replace two 20-point modules, CMM555 and CMM557, CMM556 and CMM552, and CMM554 and 561, with a 40-point dissertation module; to add CMM526 to Communication, Advertising and Marketing;

BSc Hons Language and Linguistics

To revise title and content of CMM163;

BSc Hons Professional Development in Counselling

To move CMM502 to semester 1;

BSc Hons Therapeutic Communication and Counselling Studies

To revise the assessment strategy in modules CMM545 and CMM551;

BSc Hons Social Work

To revise modules SWK327 and 548 and to apply the 2014 practice learning specifications to current students (pre 2014 intake);

PgDip/MSc Communication and Public Relations

To reinstate optional module, MKT703, 'Strategic Marketing';

PgDip/MSc English Language and Linguistics

To add as optional modules CMM805, 'Advanced Discourse: Theory and Practice', and new module CMM756, 'Formal Pragmatics';

LLM Commercial Law

To revise the title and content of module LAW752.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT**Course Revisions****FdSc Building Services and Renewable Energies at Belfast Metropolitan College**

To revise the schedule of delivery of modules in the part-time two-year three-semester mode in 2016/17;

FdEng Civil Engineering at Belfast Metropolitan College

To revise module CIV140;

FdSc Computing at South West College

To revise the assessment strategy in module COM466;

BEng Hons Architectural Engineering**BSc Hons Energy**

To revise the PSRB accreditation statements in respect of the Energy Institute;

BSc Hons Biomedical Engineering**BEng/MEng Hons Mechanical Engineering****BEng/MEng Hons Mechatronic Engineering****BEng/MEng Hons Electronic Engineering****BEng/MEng Hons Energy Management****BSc Hons Technology with Design**

To reduce learning outcomes and assessment load in modules BME101, 104, EEE122, 197, 198, 203, 204, MEC101, 103, 104, 115, 143, 144, 145;

BEng/MEng Hons Civil Engineering
BSc Hons Civil Engineering (Geoinformatics)

To withdraw and permanently archive module CIV333; to revise module ENE301 from 10 credit points to 20; to increase module CIV309 to 30 credit points and revise its assessment strategy;

BEng Hons Computer Engineering

To replace COM136 with EEE130; COM139 with EEE131; EEE186 with MEC105; COM167 with EEE201; COM321 with EEE405 and COM420 with EEE406;

BEng Hons Computer Games Development

To replace COM420 with EEE406;

Undergraduate Hons Subject: Computer Science

BSc Hons Computer Science (Software Systems Development)

BSc Hons Information Technologies

To revise content and assessment in COM178; to replace COM192 with COM167; to revise title and content of COM121 (Computer Science);

Undergraduate Hons Subject: Computer Science (Single Hons strand)

BSc Hons Computer Science (Software Systems Development)

BEng Hons Computer Games Engineering

BEng Hons Computer Engineering

BSc Hons Information Technologies

To revise the course regulations to permit entry to Level 4 of the course in the part-time mode from 2017/18;

BSc Hons Computing Science

BEng Hons Computer Science

BEng Hons Software Engineering

To revise the assessment strategy in modules COM548 and COM583;

BSc Hons Computing Science

BEng Hons Computer Science

BEng Hons Software Engineering

BSc Hons Computing Technologies

To reduce the number of items of assessment in module COM327 to two; to revise the learning outcomes and assessment strategy in modules COM317 and COM550 (Computing Technologies only);

BSc Hons Computing Systems

To revise the assessment strategy in module COM357;

BEng Hons Safety Engineering and Disaster Management

MEng Hons Safety Engineering and Disaster Management

To change the order of two modules in Year 2 (FT) and Year 3 (PT): SAF303 to be delivered in semester 1 and CIV334 to be delivered in semester 2;

BSc Hons Interactive Multimedia Design

To revise the assessment strategy of modules COM145, COM196 and COM202;

PgDip/MSc Fire Safety Engineering

To add the Institution of Fire Engineers as an accrediting body.

LIFE AND HEALTH SCIENCES

Course Revisions

FdSc Applied Industrial Sciences (Chemical Sciences / Life Sciences) at Southern Regional College

To replace the Year 1 40-credit point 'Work Based Learning 1' module with two 20-credit modules, 'Evidence Based Practice' and 'Developing Skills for Industry' in both pathways;

FdSc Health and Social Care at six Regional Colleges

To revise assessment strategies in modules NUR100, PSY100 and CMM100;

FdSc Responding to Drug and Alcohol Misuse at North West Regional College

To replace module NUR170 with a new module, 'The Impact of Substance Use on Health', and to revise NUR171; to move to a standard three-year structure rather than the accelerated 2.5 year model from the 2017 intake;

FdSc Sport, Exercise and Fitness at North West Regional College

To add Essential Skills in Numeracy (Application of Number) as an acceptable alternative to GCSE Mathematics in the entry requirements;

Undergraduate Hons Subjects: Environmental Science, Geography

BSc Hons Marine Science

To revise the assessment strategy in module EGM518;

Undergraduate Hons Subject: Geography

To add a new optional module EGM533, 'Geographies of Transnationalism';

BSc Hons Applied Pharmaceutical Sciences

To replace module PHA517 with new module PHA540, 'Research Project in Pharmaceutical Science';

BSc Hons Biology

To revise the structure and content of the degree by making BIO348 and BMS335 compulsory, replacing BIO526 with BMS508, and moving BIO348 to Semester 2;

BSc Hons Biomedical Engineering

To confirm the semester of delivery of modules BME101 and EEE198;

BSc Hons Biomedical Sciences

BSc Hons Applied Medical Science

BSc Hons Biomedical and Healthcare Science

Graduate Certificate in Biomedical Science

To change the coursework assessment in module BMS120;

BSc Hons Dietetics
BSc Hons Human Nutrition
BSc Hons Food and Nutrition
To revise module PSY112;

BSc Hons Food and Nutrition at HKU SPACE
To revise the content of module BIO300 from 2018/19;

BSc Hons Food Technology at CAFRE
BSc Hons Food Design and Nutrition at CAFRE
To revise the assessment strategy in module BIO307;

Nursing Modules
To withdraw and permanently archive the following modules: NUR484, 487, 489, 525, 561, 693, 695, 714, 786, 865;

BSc Hons Optometry/MOptom (Hons)
To review the assessment strategy in modules OPT503 and OPT508; to revise module OPT309 including the assessment requirements;

BSc Hons Specialist Nursing (with pathways)
PgDip Specialist Nursing (with pathways)
To make NUR853 and NUR666 alternative modules for the District Nursing (Integrated Nurse Prescribing) pathway within the PgDip and to permit exemption from the latter module;

BSc Hons Sport, Physical Activity and Health
To withdraw and permanently archive module NUR391; to increase SLS402 to a 20-credit point module;

Graduate Certificate in Biomedical Science
To revise the duration of the examination in module BMS527 to two hours instead of three incorrectly recorded;

PgCert/PgDip/MSc Nursing
To introduce seven new modules, two specific to each of the three new pathways (Children's Nursing / Emergency Care / Primary Care) and a period of advanced practice learning; to add a semester instance for modules NUR857, 859 and 860; to revise the course regulations to include the Commendation award from the 2015/16 intake;

MSc Biomedical Science
To remove the full-time campus-based mode following completion by the final student;

MPharm (Hons)
To reduce the assessment load and number of learning outcomes in modules PHA105, 106, 107, 108, 314, 315, 317, 321, 524, 527, 529, 530, 532, 705, 706, 711, 712, 733, 735, 736, 739, 740 and 801.

Credit-bearing Short Courses

NUR704 Caring for People Presenting with Minor Injuries

To revise the title and content of the module.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

FdSc Business and Enterprise at North West Regional College

To combine BMG487 and 490 (Work Based Learning) in a 40-point, 'long-thin' module; to revise assessment strategy in BMG231, 234, 235, 485, 486, 488 and 489; to change the teaching staff responsible for BMG230;

BSc Hons Accounting with Finance at QAHE

To make two optional modules ACF516 and 520 available at QAHE from 2016/17;

BSc Hons Accounting

BSc Hons Accounting (pathways)

BSc Hons Accounting and Management

BSc Hons Accounting with Finance

To revise the assessment in module LAW338 from 2016/17;

BSc Hons Accounting with Specialisms

To swap semester of modules BMG612 and ACF558;

BSc Hons Business Information Systems

To replace COM112 with COM136;

BSc Hons Business Studies (JN, QAHE)

To revise the learning outcomes and weighting in group assessments in module BMG403;

BSc Hons Culinary Arts Management

BSc Hons International Hospitality Management

To replace module HTM516 with new module HTM542, 'Performance Metrics Analysis';

BSc Hons Finance and Investment Management

To add the Chartered Institute for Securities and Investment (CISI) as an accrediting body;

MSc Management

To add a 20-point module, BMG851, 'Introduction to International Business' for 2017/18;

MSc Management and Corporate Governance

To add the HKU outcentre locations for modules BMG811, 829 and 830.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework a new 15-credit point module, BMG850, 'Mini MBA'.

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
23 October 2017

SCHEDULE TO ORDINANCE XXVIII: RECOGNITION OF INSTITUTIONS FOR THE
PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO
UNIVERSITY AWARDS (from 2017/18) (as at 2 October 2017)

(Programmes which have been approved for the 2017 intake are in bold)

(Exit awards are not included)

| EDUCATIONAL INSTITUTION (CAMPUS) | APPROVED PROGRAMME OF STUDY |
|--|---|
| <p>BELFAST METROPOLITAN COLLEGE</p> <p>Castlereagh</p> <p>e3</p> <p>Gerald Moag (Millfield)</p> <p>Titanic Quarter</p> | <p>FdSc Computing Infrastructure FdEng Software Engineering</p> <p>FdSc Building Services and Renewable Energies</p> <p>Access Diploma in Computing, Business and Multimedia Certificate in Counselling Studies CertHE Combined Social and Behavioural Sciences FdSc Architectural Technology¹ FdEng Civil Engineering FdSc Construction Engineering with Surveying² FdSc Counselling FdSc Health and Social Care FdSc Planning, Property and Housing FdEng Software Engineering BSc Hons Social Work (Levels 4 and 5)</p> <p>Access Diploma in Computing, Business and Multimedia Advanced Diploma in Health Promotion and Public Health Practice FdSc Accounting FdSc Applied and Medical Sciences FdSc Event Management FdSc iMedia FdSc International Hospitality Management FdSc International Travel and Tourism Management FdSc Marketing</p> |
| <p>COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE</p> <p>Enniskillen</p> | <p>FdSc Equine Management BSc Hons Equine Management</p> |

¹ Formerly Architectural Technology with Sustainable Design.

² Formerly Sustainable Construction.

| EDUCATIONAL INSTITUTION (CAMPUS) | APPROVED PROGRAMME OF STUDY |
|--|---|
| Newtownabbey | FdSc Business with Digital Technology FdSc Health and Social Care Access Diploma in Science Access Diploma in Social Science FdSc Applied and Medical Sciences FdSc Business with Digital Technology FdSc Computing FdSc Health and Social Care FdA Interactive Design FdSc Sport, Exercise and Fitness |
| NORTH WEST REGIONAL COLLEGE Limavady Derry/Londonderry (Strand Road) | Access Diploma in Combined Studies Certificate in Counselling Studies FdSc Counselling Access Diploma in Combined Studies Access Diploma in Science Certificate in Counselling Studies Certificate in Irish Immersion Education: Early Years FdSc Applied and Medical Sciences FdSc Architectural Technology⁵ FdSc Business and Enterprise FdEng Civil Engineering FdSc Construction Engineering with Surveying⁶ FdSc Counselling FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdSc Holistic and Integrative Health Therapies FdSc Information Technologies FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management FdEng Mechanical Engineering FdSc Responding to Alcohol and Drug Misuse FdSc Software Development FdSc Sport, Exercise and Fitness |
| PSNI POLICE COLLEGE | Advanced Diploma in Intelligence Management Advanced Diploma in Intelligence Policing Advanced Diploma in Policing Advanced Diploma in Professional Teaching |

⁵Formerly Architectural Technology with Sustainable Design

⁶ Formerly Sustainable Construction

| EDUCATIONAL INSTITUTION (CAMPUS) | APPROVED PROGRAMME OF STUDY |
|--|---|
| Portadown | <p>FdSc Computing FdSc Counselling FdSc Health and Social Care FdSc Interactive Multimedia FdSc International Culinary Arts FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management FdEng Mechatronic Engineering FdSc Sport, Exercise and Fitness BSc Hons Accounting and Management (Levels 4 and 5)</p> <p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences (Life Sciences) FdSc Architectural Technology⁸ FdSc Computing FdSc Computing Infrastructure FdSc Construction Engineering with Surveying⁹ FdEng Mechatronic Engineering</p> |
| SOUTH EASTERN REGIONAL COLLEGE Bangor Downpatrick Lisburn | <p>FdSc Architectural Technology⁸ FdSc Computing FdSc Construction Engineering with Surveying⁹ FdSc Leadership and Management FdSc Mechanical and Manufacturing Engineering FdSc Sport, Exercise and Fitness (with two pathways – Sports Science, Sports Studies) FdSc Tourism, Hospitality and Events</p> <p>FdSc Applied and Medical Sciences FdSc Computing FdEng Mechatronic Engineering FdSc Tourism, Hospitality and Events</p> <p>Certificate in Counselling Studies FdSc Counselling FdSc Health and Social Care FdSc Leadership and Management FdEng Mechatronic Engineering</p> |

⁸ Formerly Architectural Technology with Sustainable Design.

⁹ Formerly Sustainable Construction.

| EDUCATIONAL INSTITUTION (CAMPUS) | APPROVED PROGRAMME OF STUDY |
|----------------------------------|--|
| Newtownards | FdSc Sport, Exercise and Fitness (with one pathway – Sports Studies) FdSc Tourism, Hospitality and Events BSc Hons Accounting with Finance (Levels 4 and 5) FdSc Health and Social Care |
| SOUTH WEST COLLEGE | |
| Cookstown | Access Diploma in Computing Access Diploma in Creative Media Production |
| Dungannon | Access Diploma in Computing Access Diploma in Creative Media Production Access Diploma in Social Sciences Certificate in Counselling Studies FdEng Architectural Engineering and Energy ¹⁰ FdSc Business Services Management FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying ¹¹ FdA Digital Arts and Technologies FdEng Engineering (with three specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics) FdSc Health and Social Care BSc Hons Social Work (Levels 4 and 5) |
| Enniskillen | Access Diploma in Computing Access Diploma in Creative Media Production Access Diploma in Social Sciences and Humanities Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Business Services Management FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying ¹¹ FdA Design (Product and Graphic) FdA Digital Arts and Technologies FdSc Health and Social Care FdSc Holistic and Integrative Health Therapies FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management |
| Omagh | Access Diploma in Computing Access Diploma in Creative Media Production |

¹⁰ Formerly Building Services and Renewable Energy.

¹¹ Formerly Sustainable Construction.

| EDUCATIONAL INSTITUTION (CAMPUS) | APPROVED PROGRAMME OF STUDY |
|--|---|
| | <p>Access Diploma in Social Sciences¹² Certificate in Counselling Studies FdSc Architectural Technology¹³ FdSc Business Services Management FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying¹⁴ FdSc Counselling FdA Design (Product and Graphic) FdA Digital Arts and Technologies FdEng Engineering (with four specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics, Wind Turbine Technology) FdSc Financial Services Management FdSc Health and Social Care</p> |
| UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION | <p>BEng Hons Energy and Building Services Engineering (Levels 5 and 6) BSc Hons Food and Nutrition Postgraduate Diploma/MSc Dietetics Postgraduate Diploma/MSc Human Nutrition</p> |
| WESTERN HEALTH AND SOCIAL CARE TRUST | <p>Postgraduate Diploma in Health and Social Care Management</p> |

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¹² New location.

¹³ Formerly Architectural Technology with Sustainable Design.

¹⁴ Formerly Sustainable Construction.