



PROGRAMME APPROVAL, MANAGEMENT AND REVIEW HANDBOOK

September 2021

UNIVERSITY OF ULSTER

PROGRAMME APPROVAL, MANAGEMENT AND REVIEW

FOREWORD

This Handbook is designed to assist staff of the University involved in the approval, management and review of courses and undergraduate Honours subjects. It describes the processes and quality assurance arrangements which apply and covers the various stages of these arrangements from the submission of an outline proposal to formal approval, together with ongoing monitoring and review.

The Handbook derives its authority from the University's Charter, Statutes, Ordinances and Regulations as well as the operational procedures which have been approved by the relevant University committees. Further information and advice are available from the staff identified on page 152.

The term 'course' is used in this edition to refer to an integrated programme of study leading to a named award. An undergraduate Honours 'subject' may be offered as an integrated Single Honours degree or as Major, Main or Minor strands which, in combination with strands from other subjects, lead to Honours degree awards. There is no expectation of integration between subjects. The term 'programme' encompasses courses and subjects and is used in a generic sense. Programmes (courses and Honours subjects) are grouped into 'units' for the purpose of revalidation and annual monitoring.

The arrangements for the approval, management and review of award-bearing courses and undergraduate Honours subjects are set out in Sections B to K. Section L relates to short courses.

The Handbook described arrangements in normal times when face-to-face meetings take place for evaluation and revalidation events. Variations may be made during the period of the pandemic in light of the restrictions which apply.

This edition replaces all earlier versions.

G KENDALL
Acting Head of Academic Office

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A PRINCIPLES OF STANDARDS ASSURANCE AND QUALITY MANAGEMENT

1 The University aims to operate an integrated system of standards assurance and quality management and enhancement which makes an effective contribution to the achievement of the University's objectives and underpins the academic planning process. The system must be sufficiently robust to maintain the defined standards of the University's awards, to satisfy internal quality management and enhancement objectives, to comply with the mandatory requirements of the *UK Quality Code for Higher Education*, and to satisfy the expectations of other external statutory or regulatory bodies.

2 These Principles have been approved by the former Teaching and Learning Committee and Research Degrees Committee.

3 In relation to standards the system seeks to ensure that:

- the academic standards of the programmes of study offered by the University are appropriate to their related awards;
- the University's programme structures accord with the requirements of the national Framework for Higher Education Qualifications (FHEQ) and all awards conform to the approved structure;
- the standards of awards are kept under review to ensure the continued validity of the award and that student achievement is commensurate with these;
- standards are externally benchmarked and validated through, inter alia, the input of external examiners and professional, statutory and regulatory bodies and by reference to relevant national subject benchmarks;
- the learning resources provided are sufficient to support students in achieving the award for which they are registered.

4 In relation to quality the system seeks to ensure that:

- the processes in place for programme approval, monitoring and review are working effectively;
- the views of students, staff, academic subject peers, employers and professional and statutory bodies are fully integrated into the process of programme planning, development and change;
- appropriate quality management arrangements are in place to ensure that all aspects of learning resources are working effectively in support of student learning;
- timely and appropriate action is taken where change is necessary or where matters of concern have been identified;
- excellence in teaching is recognised and rewarded;
- excellence in research and the support of research study is promoted;
- good practice and innovation are recognised and promulgated.

5 The key operating principles of the system are that:

- all formal processes are linked to the appropriate point in the management structure at which decisions can be taken about the specified action required within the timescale identified;
- all issues raised through the formal processes and any action taken are recorded and reported appropriately;
- formal processes are applied rigorously to all programmes of study and subjects, including provision validated in partner institutions;
- the implications of the quality processes for Faculties are the subject of consultation before implementation and the effectiveness of processes is reviewed regularly.

B UNIVERSITY OBJECTIVES

6 The objects of the University as stated in its Charter are:

“to advance education through a variety of patterns, levels and modes of study and by a diversity of means by encouraging and developing learning and creativity, for the benefit of the community in Northern Ireland and elsewhere; to preserve, advance and disseminate knowledge and culture through teaching, scholarship and research, and to make available the results of such research; and to promote wisdom and understanding by the example and influence of corporate life”.

- 7 The Strategic Plan (2016) identifies four broad priority areas: civic contribution, academic excellence, global vision, and operational excellence. Excellence in teaching will provide students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- demonstrate critical intellectual enquiry
- progress in their chosen career or entrepreneurial endeavour
- adapt to change
- become responsible global citizens making meaningful contributions to professional communities and wider society.

Student engagement and success are key. The student experience will be enhanced through the provision of well-designed, flexible, inclusive, relevant programmes and curricula.

- 8 The following Objectives have been set for Teaching Excellence and the Student Experience:

Teaching Excellence

- Define the unique attributes of an Ulster University graduate and our curriculum, to prepare graduates to be engaged contributors to a global and inter-connected society.
- Develop and deliver innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access.
- Embrace the opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.

- Support and develop our staff to deliver excellence in teaching and learning.

Student Experience

- Nurture vibrant, diverse student communities that take pride in Ulster University and who have a deep sense of belonging and identity.
- Create an environment that facilitates creative, independent learning and inquiry, economically important skills, knowledge and intellectual capital.
- Provide a shared vision and understanding for all staff and students that view students as partners in our educational provision.
- Provide campuses and spaces that stimulate and encourage an engaged student and staff community.

The University's Strategy for Learning and Teaching Excellence (2019) aligns with the Plan and builds on existing practice through a framework for ongoing and new enhancement projects which contribute to the achievement of three overarching aims:

- better learning experience for students;
- better working lives for staff;
- better outcomes for students and society.

- 9 The University has agreed the following statement of the expected qualities of its graduates (2011). University of Ulster graduates will demonstrate:

- flexibility, creativity and an entrepreneurial approach to problem solving;
- self-confidence, global citizenship, ethical leadership, and a commitment to life-wide learning, professionalism and employability;
- effective collaborative working, communication skills and the capacity for reflective practice, including the ability to give and receive feedback.

- 10 The University and the Students' Union have worked together to develop a Partnership Framework (ulster.ac.uk/partnership-agreement) based on the following values:

AUTHENTICITY: Students and staff will work together in a non-tokenistic way to

build a culture of trust and respect in which everyone's views are valued.

EXCELLENCE: There will be willingness to change and an intent to strive for excellence within the learning and teaching environment at Ulster.

SUPPORT: The University and the Students' Union will create and nurture opportunities for staff and students to have creative and meaningful discussions about their education experience. Staff will work to ensure students feel able to join in constructive discussion in a safe and non-critical space.

TRUST: Everyone will work openly, accepting that the outcomes will not be pre-determined but that issues can be explored and alternative ideas put forward and discussed.

TRANSFORMATION: Working in partnership will be a transformative experience for all.

These values should underpin how students are supported, how students are enabled to engage in their own learning, how students will work with us to shape the direction of learning, formal mechanisms for quality and governance and how students influence the student experience at national level. The Framework incorporates the existing Student Learning Experience Principles (see para 11) and the Student Charter and Associate Charters (ulster.ac.uk/studentcharter).

- 11 A set of Principles underpinning the Ulster Student Experience (2015) have been drawn up to articulate the aspirations of a range of existing and developing strategies as they affect the student experience. They reflect the Graduate Qualities and focus on the academic curriculum. The following areas are covered: the Ulster Learning Model (an overarching Principle which incorporates the pedagogic approach to learning and the partnership nature of student engagement in learning and teaching); Employability; Internationalisation; Digital Literacy; Research/Teaching Nexus; Ethics and Sustainability. See adl.ulster.ac.uk/principles/.

C NEW PROGRAMMES

- 12 In developing a new proposal, the Faculty should ensure that it accords with the University's objects and the aims and objectives in the Strategic Plan and relevant strategies, the criteria for the planning of programmes (Appendix 1), the University's

scheme of academic awards as listed in the schedule to the Ordinance XXIX (Appendix 2), the regulations pertaining to these awards, and the University's qualifications and credit framework and modular structure (Appendix 3), relevant national guidance on qualifications and level (Appendices 4 - 5), Subject Benchmarks and, if applicable, the requirements of relevant professional, regulatory and statutory bodies.

- 13 Information on the internal and external data resource to support academic planning is available at Appendix 6. Advice is available from the Strategy, Planning and Performance Directorate, Marketing and Communications, and Global Engagement. Assistance in course costing is available from the Faculty Accountant. Guidelines are given at the Management Accounts section of the Finance Department's website.

Approval for Planning

- 14 The process for planning and approval is illustrated in the flow chart at Appendix 7. The definitive record of the curriculum of programmes and modules is maintained electronically in the Curriculum Management System (CMS) from 2014/15.
- 15 A proposal for the introduction of a new programme within the University, or for major revisions, including the introduction of major, main and minor undergraduate Honours subject strands or a new pathway with a distinct award title, is submitted by the Faculty to the Academic Planning Advisory Group (APAG). (The Group meets five times a year. Its terms of reference and membership are given at Appendix 8.) Form CA1 (Appendix 9) is used for this purpose. The form is available from the Academic Office's and the Curriculum Management System's websites (ulster.ac.uk/academicoffice/ and curriculum.ulster.ac.uk/).
- 16 The form and, for financial due diligence, an outline business case (resourcing plan and course costing), prepared with the Faculty Accountant, accompany a CMS approval request. This includes information on student numbers (see guidelines on minimum and maximum cohort size at Appendix 10). (Proposals which do not have significant impact on resources need not be accompanied by a resourcing plan but the Faculty must provide the basis for this claim as part of the submission).

The form presents an outline curriculum and identifies whether there are additional resource needs, and whether the faculty recommends full validation by an evaluation panel or approval on the basis of the CA1 outline. The programme should not be fully populated in CMS at this stage unless the Faculty is seeking approval without an evaluation event (see 17). Summary and Instance screens for the programme must be populated as a minimum.

- 17 Exemption from evaluation is reserved for courses or subject strands which derive substantially from existing provision. They require submission of a CA1 form, the business case and full information in the CMS for the new programme and any new or revised module descriptions, with supplementary documentation, to include course regulations, CVs of new staff, and a statement of external endorsement, for review by the Academic Office, and consideration of the proposal by APAG. Appendix 11 provides a checklist and guidance which should be provided by the faculty to external assessors.
- 18 Proposals from other educational institutions follow the procedures described in the Partnership Handbook. For professional doctorates and research master's degrees, separate approval processes apply and the Doctoral College should be consulted.
- 19 Form CA1 and the business case are submitted to the Academic Office through the CMS, preferably at least 15 months before the proposed start date, for consideration by APAG. If the course costing shows a deficit, the business case must be signed off by the Executive Dean. A Faculty which misses a scheduled meeting of APAG may make a case for consideration by Chair's action, which may involve consultation with other members of the Advisory Group. The principles at Appendix 12 should be addressed. The Chair decides on a case-by-case basis whether a proposal, received after papers for a scheduled meeting have been issued, should be circulated for consideration at the meeting.
- 20 APAG must have endorsed the proposal through CMS to allow it to be advertised or its description included in the appropriate prospectus or other promotional material, with its provisional status clearly indicated. Faculties should take account of the

deadlines for inclusion in prospectuses and other material and of the deadlines for application through the UCAS system, if applicable. APAG confirms the proposed initial offer standard for full-time undergraduate courses. The evaluation event must have been concluded satisfactorily before offers of admission are confirmed.

- 21 APAG reviews the proposal in the context of the University's Strategic Plan, and the academic courses and student numbers plan (the Academic Plan), paying particular attention to level, location, employment prospects, demand and viability, proposed intake size and resource needs and the business case. The APAG makes recommendations to the Academic Standards and Quality Enhancement Committee (ASQEC) (Appendix 13) on whether planning should proceed, and whether the proposal should be submitted to an evaluation panel or might be approved on the basis of the CA1 submission. The Academic Office makes arrangements for evaluation.
- 22 Proposals for fully online courses or those involving fully online modules must be accompanied by a completed Digital Learning Resource Agreement made with the Office for Digital Learning (Appendix 14). The form is available at [DLRA](#).

Planning

- 23 The Executive Dean and Faculty Board should monitor the resource implications of proposals and ensure that appropriate staffing, physical and recurrent budget resources are available through the development of the Faculty's academic plan. Form CA1 asks the Faculty to indicate whether the proposal can be met within existing resources. Relevant central departments will engage with the Faculty and advise the evaluation panel as appropriate. Requests for additional staff are addressed by the Faculty and are not within the remit of the Advisory Group.
- 24 The approved Form CA1 is used as the basis for the description of the course in University publicity material, and of the document which will be submitted for evaluation at the end of the planning period. The Faculty should ensure sufficient time within the planning timetable for scrutiny of the proposal in accordance with its processes before submission.

25 The course or subject planning committee is encouraged to seek advice internally and externally and is under an obligation to do so in certain subject areas. The Faculty is expected to facilitate the planning committee in this respect. In addition to the guidelines in Appendices 1 - 5, account should be taken of the national Subject benchmark standards (see gaa.ac.uk under the Quality Code), the generic qualities of a University of Ulster graduate and the Principles underpinning the Student Experience (Appendix 15), the Principles of Assessment and Feedback for Learning (Appendix 16), the expectations for Employability and Entrepreneurship (Appendix 17). The Assessment Handbook gives guidance on assessment policy and practice.

26 The Centre for Higher Education Research and Practice (CHERP) offers support to course teams in line with the Integrated Curriculum Design Framework (Appendix 18), and a range of resources are provided; see ulster.ac.uk/cherp/academic-development/resource. The Jisc-funded Viewpoints project provides user-friendly reflective tools for staff, promoting and enhancing good curriculum design – wiki.ulster.ac.uk/display/VPR/Home and viewpointsproject.blogspot.co.uk/.

27 Proposals involving a significant element of digital learning should include a comprehensive Digital Learning Plan, drawn up in consultation with the Office for Digital Learning, in order to meet Quality Precepts for Digital Learning.

Establishment of Evaluation Panel

28 The Academic Office convenes an evaluation panel for each proposal which is approved to proceed. The evaluation event is a peer-review process involving dialogue between the course providers and an expert panel comprising internal University representatives and external subject specialists. The evaluation panel generally consists of an (Associate) Dean or (Associate) Head of School as Chair, one University member from a Faculty other than that from which most of the teaching on the course emanates, and two external members. Deans and Heads of School chair panels for courses outside their own Faculty.

29 Internal members are drawn from a pool of nominated staff which includes course or subject directors and other academic staff

with curriculum development and quality assurance responsibilities or interests. A briefing seminar is provided for them. External members, who are academic subject experts, are proposed by the sponsoring Faculty. They should not have been involved during the planning stages nor be closely associated with the School for example by having recently been an external examiner or a member of staff, within the last five years. Members of the Course/Subject Team should not be closely associated with the institution of the external, for example through an external examiner appointment. An employer representative may be appointed to the panel, in addition to the academic members.

30 Invitations are issued to persons nominated to serve on the panel. The date of the meeting is arranged in consultation with the chair of the course or subject planning committee and the Dean. The meeting should normally take place by 30 April of the year preceding entry to the course. Evaluations of full-time undergraduate degrees and those involving professional, statutory and regulatory bodies are preferably scheduled before January. From 2018/19, the evaluation of courses which carry PSRB recognition or approval is not normally undertaken in a joint meeting with the PSRB. (See also Section D.) Only in exceptional circumstances is an event scheduled later than 31 May. The meeting is serviced by the Academic Office.

31 The purpose of the evaluation is to ensure that for each award-bearing course or undergraduate Honours subject strand contributing to a degree award:

- it accords with the University's purpose and core strategic aims;
- the academic structure and content are appropriate;
- the proposed award is in accordance with the University's scheme of qualifications, and that the programme conforms to the modular structure and credit framework of the University, and the University's general regulations for the award in question;
- the standard and student workload are comparable with those of other programmes leading to the same award nationally;

- the available resources are sufficient to enable its aims and objectives to be met;
- there is evidence of reasonable employment and progression opportunities.

32 Members of the panel receive a copy of the Guidelines for Evaluation and Revalidation panels (Appendix 19), an Aide-Memoire (Appendix 20), the appropriate national Subject Benchmark statements and other relevant information.

Production of Evaluation Document

33 The evaluation document is produced in accordance with the sample outline at Appendix 21 and the supplementary information in Appendices 22 – 29 and take account of the matters highlighted in para 25 above. The document includes a programme specification which follows a template which accords with QAA guidance. In preparing the assessment strategy, account should be taken for the University's generic guidance and assessment criteria (see Assessment Handbook for further information). An exemplar assessment schedule should be provided. Assessment rubrics are also provided to the panel (guidance at ulster.ac.uk/cherp/academic-development/resource).

34 The Curriculum Management System (curriculum.ulster.ac.uk/) is used to compile the document and submit it at least **three weeks** before the panel meeting. The Faculty's approval of the evaluation document is indicated by the Associate Dean's approval of submission in the CMS. It then becomes 'locked'. The document is accessed electronically by the panel through a SharePoint site.

35 Members of the panel are requested to make initial comments on the document using Form CA7 (Appendix 30), and these are made available to other panel members and the course planning committee in advance of the meeting, along with Academic Office briefing notes identifying key points, and standards and regulatory matters.

Panel Meeting

36 The panel meets with the course or subject planning committee to discuss the proposal. The meeting allows ready clarification of queries and provides first-hand evidence to

support confidence in the capabilities of the team responsible for delivery. An example agenda and programme are given at Appendix 31. The actual arrangements for consideration of the proposal may vary and these are discussed with the Executive Dean or Associate Dean (Education), (Associate) Head of School and the chair of the planning committee at the preliminary meeting of the panel. An optional inspection of physical resources may be undertaken, guided by the chair of the course planning committee. Panel members may use Form CA8 (Appendix 32) to record their views. In support of good assessment design, CHERP provides comments on its involvement with the team or, if this has not been the case, a report on the assessment rubrics is provided. The panel receives reports on resource matters from central departments including the Office for Digital Learning in respect of e-learning proposals, which comments on the extent of engagement with the Office and the readiness of staff and online materials for the proposed start date.

37 The evaluation panel is expected to conduct a critically constructive and independent assessment of the proposal. The extent to which discussions focus on curriculum content will be determined by the relationship of the proposal to a currently approved University course. In any case, the panel will wish to be assured that the staff responsible for delivery have a clear understanding of the course and its objectives.

38 At the end of the meeting the chair of the panel reports to the Executive Dean or Associate Dean (Education), (Associate) Head of School and chair of the course or subject planning committee the panel's conclusions and recommendations, and, if the course is to be approved, the conditions of approval (if any), minimum and maximum cohort sizes, and matters which are either to be kept under review by the course or subject committee or to be the subject of continuing dialogue, if necessary with guidance and advice from members of the panel, are also identified.

39 Following the meeting, the Academic Office 'unlocks' the submission in the CMS.

Report of Evaluation Panel

40 A report of the meeting, when confirmed by the chair, is circulated to members of the panel, the Associate Dean (Education),

(Associate) Head of School and the chair of the course or subject planning committee. (A draft report may be provided to the chair of the planning committee.) The report is available on the Academic Office website (from 2017/18). Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee (ASQEC). The terms of reference and membership of ASQEC are given at Appendix 13.

- 41 Where the planning committee finds difficulty in meeting the conditions specified by the panel, it is expected to report accordingly to ASQEC, giving reasons, within four weeks of receiving the panel's report. If a Faculty is unable to meet conditions of approval before the new intake, ASQEC makes recommendations to Senate on appropriate action.
- 42 Otherwise, the planning committee should submit to the Academic Office, within six weeks of the event (the deadline for events in May or later is four weeks):
 - a) through the CMS, the revised evaluation document incorporating such amendments as are required to meet the panel's conditions for approval;
 - b) a brief paper indicating how recommendations and conditions have been addressed, the amendments made and page-referencing their location within the document.

Faculty processes should ensure scrutiny of responses and final documentation before submission. The Associate Dean (Education) and ASQEC receive regular summary progress reports.

Conclusion of Evaluation Process

- 43 The evaluation process is concluded when the chair of the evaluation panel certifies by signature on the title page that the final document is satisfactory. The recommendation for approval is then conveyed to ASQEC. The 'provisional' indicator (see 20 above) is removed and the programme or modular subject is recorded as 'approved' in the CMS. The programme is approved for a maximum period of five years until the time of revalidation (see H below). Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see J below).

Courses which have not been 'signed off' may be permitted exceptionally to admit

students on the authority of the Chair of ASQEC.

- 44 ASQEC receives a summary statement of evaluations undertaken during the year and an annual report on matters arising.

D ACCREDITATION BY PROFESSIONAL, STATUTORY AND REGULATORY BODIES

- 45 A Protocol for the management of PSRB relationships sets out strategies for the successful development and maintenance of links. Joint validation and accreditation arrangements are developed wherever possible but evaluation of new courses is usually conducted separately. For separate accreditation visits, Quality Enhancement provides central support to Faculties and the PVC (Academic Quality and Student Experience) should be informed of such visits as soon as possible. The report from the visit is sent to the PVC (Academic Quality and Student Experience), and by exception to ASQEC, together with a response and action plan. Any required actions should be progressed, recorded and monitored through the relevant course committee and, as necessary, through school and Faculty committees. ASQEC receives an annual report on associated approval activity.
- 46 All communications with professional, statutory and regulatory bodies that relate to University matters, i.e. courses and activities, are to be agreed in advance in conjunction with the Executive or Associate Dean of the Faculty, through the (Associate) Head of School. On some occasions the Dean may delegate the responsibility to the Head of School.
- 47 'Communications' are defined as including letters, e-mails, telephone calls and representing the University at meetings. 'Courses' refer to all pre-registration and post-registration courses, undergraduate and postgraduate courses. Courses leading to services and individual accreditation of field work educators/clinical supervisors are also included. 'Activities' include, but are not limited to, course provision and accreditation, resources, registration, staffing, annual returns, clinical placements, applications for funding and research activity of staff and postgraduate students.

- 48 Communications with relevant professional, statutory and regulatory bodies on issues of a personal nature, for example with regard to personal registration, membership, continuing professional development do not require prior approval or discussion with the (Associate) Dean or Head of School.

E COURSE AND SUBJECT MANAGEMENT

Course Committee and Course Director

- 49 Once a course has been approved, a course committee is formally established (see Appendix 33 for Terms of Reference) and a Course Director appointed (see Appendix 34). It is the responsibility of the Course Director working with the course committee and in particular those designated as Module Co-ordinators (Appendix 35 to encourage the effective management of the course (see 63-4 for variations for subject-based arrangements).

- 50 The course committee is expected to put in place, in accordance with University and Faculty policies, arrangements for student support and guidance, in particular

- student induction and transition, and monitoring attendance
- studies advice and access to staff
- student consultation.

The University's Student Charter and its seven associate charters (including one for Learning and Teaching) set out the University's commitments to students and its expectations of them (see ulster.ac.uk/studentcharter/).

Student Guidance and Advice

- 51 Guidelines on Student Induction were endorsed by the Teaching and Learning Committee in May 2002 and a policy on transition for undergraduate students was approved in June 2005 (updated 2009). A protocol on attendance and guidelines for students on notifying absence were approved in June 2004.
- 52 The University issues electronically all students with a University Guide. In addition, a course or subject handbook, deriving from the evaluation document, should be provided to students and supplemented as appropriate by detailed module information. Appendix 36 sets out a

standard contents list developed by the Centre for Higher Education Research and Practice as an online template for handbooks. An indicative list of information which should be provided in module handouts is given at Appendix 37. A course support area is available within the virtual learning environment, Blackboard Learn, to assist communication with students.

- 53 The University's Code of Practice for Advisers of Studies is given at Appendix 38. Students should be made aware of arrangements for individual access to staff outside scheduled teaching, in person and by email. While staff are not expected to be available 'on demand', all Faculties expect contact details to be provided and information on availability to be indicated on office doors and in appropriate documentation.

Student Consultation

- 54 The role of Student Advocate has been developed to support the implementation of the Partnership Framework (see 10), particularly in relation to student representation. Nominated academic staff across Faculties help to ensure there is effective student representation across courses and at all levels and, working with the Students' Union, provide support to student representatives and academic staff.

- 55 For full-time provision (excluding fully online), the University requires either the establishment of a staff/student consultative committee or student representation on the course committee (with at least two students per year group); the use of both is recognised as best practice. Such committees meet at least once each semester and are expected to include substantive items relating to learning and teaching on their agenda.

For part-time and fully online courses, where formal committees may be less practicable, course committees should develop an appropriate method of consultation, e.g. email circulation, online discussion boards, meetings with students, outcomes of discussions with advisers of studies or module tutors. A summary of issues raised must be formally minuted at course committee meetings and appropriate feedback provided to students.

- 56 The Students' Union has developed Student Voice Guidelines and provides

model agendas and terms of reference for consultative committees and role descriptions for representatives at course, school and faculty levels (see Appendix 39 for course representative, which is based on the description endorsed by Learning and Teaching Committee in 2006/7). The Students' Union Academic Representation Coordinator coordinates elections and arranges training and provision of developmental opportunities with day to day support for student representatives. Resources are available from the Students' Union website (uusu.org/voice/academicreps) or from Quality Enhancement (ulster.ac.uk/quality).

- 57 Consultation with students is required for any proposal to amend a course during its period of approval. Feedback by lecturing staff is also a regular feature of course delivery.

Course Administration

- 58 The course/subject committee is responsible for the ongoing administration of the course, including, where applicable, placement in accordance with the University's Code of Practice and Guide to Good Practice, and study abroad in accordance with the Policy for Quality Assurance in respect of Study Abroad or Other Study Experience outside the University. In addition, the course/subject committee must fulfil University quality assurance procedures with respect to the course and associated modules (see sections F - J). Guidance on a range of course-related policies and processes is available from the Academic Office website, and that of Quality Enhancement.

Digital Learning

- 59 The Digital Learning Strategy (2015) provides an overview of policy, procedure and practice in the University. It identifies responsibilities of Faculties and the support available from the Office for Digital Learning and other departments in developing courses and materials using the virtual learning environment. Quality Precepts for Digital Learning were adopted in February 2014. These identify precepts associated with digital learning development, provision, and a course management plan.

External Examiners and Boards of Examiners

- 60 The course committee nominates to the Faculty Board proposed external examiner(s) for appointment. The Faculty Board makes its recommendations to ASQEC which, if endorsed, are approved on behalf of Council by the PVC (Academic Quality and Student Experience).

- 61 The criteria for appointment, the duties of external examiners and expectations regarding their participating in assessment procedures are set out in the Code of Practice for External Examining (Appendix 40) and the External Examiners' Handbook. The External Examiner receives a copy of the course document and other material from the course director.

- 62 The course committee (excluding student members), with the external examiner(s), becomes the Board of Examiners for the course and as such determines the assessment results and academic progression of students, and makes recommendations for awards to Senate. The Board is chaired by an independent person, usually the (Associate) Dean or (Associate) Head of another School in the Faculty.

Combined Honours degrees

- 63 In undergraduate Honours subjects which are available in Single Honours, Major, Main and/or Minor strands (see appendix 4: 8), these course-based arrangements are adapted as follows.
- 64 Subject-based management, encompassing Single Honours, Major, Main and/or Minor strands in an undergraduate subject, is the responsibility of a Subject Committee (terms of reference at Appendix 41) and a Subject Director (duties at Appendix 42), with a Campus Co-ordinating Group (Appendix 43), comprising Subject Directors led by a campus Director of Combined Studies (Appendix 44), addressing cross-subject matters. The Subject Board of Examiners does not consider progression or awards. These are determined by a campus Progress and Awards Board, which includes a Chief External Examiner.

F REVISIONS

- 65 Where it is proposed to revise the content, structure, or regulations of a course or Honours subject, and where these revisions do not have substantial implications for resources or the overall curriculum, updated versions are submitted to the Faculty for

consideration and approval through the CMS accompanied by Form CA3 (Appendix 45 available at ulster.ac.uk/academicoffice under Documents and Forms). Faculty procedures for consideration of revisions should include appropriate scrutiny at faculty level under the auspices of the Faculty teaching and learning committee. A checklist, devised by the former Faculty of Social and Health Sciences and Education, has been commended to all Faculties (Appendix 46). Faculties may devise their own checklist. Current, and prospective students if appropriate, should be consulted. This is particularly important in light of the requirements of consumer protection legislation and the terms and conditions of the student contract. Module staff teams and reading lists are updated in the CMS without CA3 approval. The Head of School should be consulted to confirm changes to the former.

- 66 Following Faculty approval, the draft revised version of the course and/or module(s) and CA3 form are forwarded through the CMS to the Academic Office for authorisation. ASQEC is informed of the Faculty's approval. The Marketing Unit and Central Admissions are also notified so that prospective and current applicants are informed of changes to published information in accordance with the expectations of consumer protection law. The Library, Module Office and the Timetabling Officer are notified as appropriate. Faculties should ensure that information for current students, if appropriate, is updated following approval.
- 67 Proposed changes to title, location, and mode of attendance require consideration by APAG before final approval is given. A changed or additional location or mode should be accompanied by a resourcing plan (course costing), but this need not be provided if the impact on the course is not significant, in which case the Faculty must provide the basis for this claim as part of the submission. The introduction of, or major changes to structure and content of, fully online modules requires consultation with the Office for Digital Learning and completion of a Digital Learning Resource Agreement (Appendix 14), as these may require support from professional staff in the Office for Digital Learning.
- 68 Faculties are encouraged to submit CA3 forms by the following dates:

Semester 1 modules - 31 March (or 31 July for changes arising from recommendations of external examiners or departure of staff)
Semester 2 modules - 31 October

Semester 3 modules - 30 April.

Later forms are accepted for the following:

- changes arising from the unexpected illness of a member of staff - as necessary;
 - changes to coursework / examination weighting, or to the content of a module which have been recommended by the external examiner - not later than one month prior to the start of the semester for Semester 1 and Semester 2 modules, or by 14 June for Semester 3 modules;
 - introduction of new credit-bearing short course modules (see section L).
- 69 The section of the CA3 form entitled "Rationale for Changes" should be used to record the reason for late submission. Late revisions which require APAG consideration (see 67) but have missed the deadline for consideration at a schedule meeting may be referred for Chair's action, in which case the Faculty should address the Principles at Appendix 11. The Chair decides whether revisions for APAG's consideration which are received after papers have been issued should be circulated late.
- 70 These deadlines are set for the efficient implementation of changes and to support timely consultation and update of information provided to applicants and students. Later revisions will be processed in the order of receipt and may not be fully accommodated before the start of the module. Faculties may set earlier deadlines to take account of their internal procedures.
- 71 Where the revisions are so substantial that the course should be evaluated as if it were a new proposal, or where a new course or Honours subject strand deriving substantially from existing provision is proposed, a form CA1 is submitted (see Section C).
- 72 Proposals to adjust initial offer standards/ asking grades in full-time undergraduate courses in light of the previous admissions cycle, are considered by the Academic Planning Advisory Group. Approved changes are incorporated into the next

published prospectus; these are not made in the immediate cycle but apply in subsequent years.

G WITHDRAWAL

73 A Faculty may decide to close a course for a number of reasons, including insufficient demand, limited resources to support delivery or strategic developments in the Faculty's academic planning. Where a course has current applicants or students, relevant Senior Officers should be consulted.

74 Notification of a Faculty decision to withdraw a course or subject is made using Form CA5 (Appendix 47) through the CMS and reported to the Academic Planning Advisory Group. The campus co-ordinating group is notified if applicable.

75 The course continues to be part of the University's ongoing annual monitoring processes, but is not subject to revalidation. A course which is not presented for revalidation is deemed withdrawn except when approval has been extended.

76 Steps to be taken when a course is withdrawn in conjunction with Student Admissions and Marketing, are:

- prospective and current students should be informed as soon as practicable;
- applicants should be advised of suitable alternatives in the University or, where these do not exist, of suitable alternatives elsewhere if known. UCAS procedures should be followed for full-time undergraduate courses;
- publicity and marketing material should be updated;
- the course should continue to be delivered to current students in accordance with the approved curriculum and regulations (including first sit and resit opportunities). In certain circumstances the range of modules available may be reduced;
- current students should be consulted about any proposed changes to the form of delivery, and the CA3 process used to notify the University;
- requests for leave of absence for first year students, for whom no cohort would

exist to join, should not normally be granted.

77 In certain exceptional circumstances, for example where a strategic decision is made to close a subject area, transfer to another institution may be negotiated or facilitated by the University.

H REVALIDATION

Revalidation Units

78 Each course and undergraduate subject strand is assigned to a revalidation unit or sub-unit following its initial approval. These are normally groupings of cognate programmes agreed by the Faculty for the purposes of the efficient organisation of the re-approval process, taking account of commonality in modules and resources and to allow a subject overview to be presented. Sub-units reflect discipline and/or campus provision and/or distinguish between undergraduate and postgraduate level. In some cases, courses may be revalidated on an individual basis. Revalidations may also be organised in conjunction with relevant professional, statutory and/or regulatory bodies.

Revalidation Cycle

79 Each unit or sub-unit is allocated to a particular revalidation year within a quinquennial cycle. The full cycle is set out at Appendix 48. New courses are assigned to a particular unit or sub-unit as part of the initial approval process. This determines their period of approval. The list of courses and subjects within units/sub-units may be found on the Academic Office website. The Academic Office draws up a balanced schedule of events for each academic year.

80 Exceptionally, new course proposals or subject strands or new pathways within a course leading to named awards, which derive substantially from existing provision, may also be considered within the unit, if approval for planning and evaluation has been granted through the CA1 route. A form should be submitted for consideration by APAG (see section C). Generally new courses are evaluated separately but the Faculty may make a case to include a new course. Changes to title, location or mode of attendance must also be considered by APAG (CA3 route).

Purpose

- 81 Revalidation follows a regular five-year cycle. At the end of the period of approval, in the designated year, the courses and subject strands within the unit are presented afresh for revalidation by a University panel. Undergraduate courses may be exempted from revalidation in light of their performance in the annual review in the Continuous Assurance of Quality Enhancement process (see section J).

The same principles as at evaluation apply. The revalidation exercise is not a periodic review and there is no requirement for a *detailed* critical self-appraisal of the operation of the provision during the preceding period. No statistical profiles are provided, nor is viability considered in detail. Such matters are addressed through the annual monitoring process and in the annual review of the Academic Plan. However, the panel does meet with students to obtain their views directly.

- 82 The primary purpose of revalidation is the re-affirmation of the standards set for the awards and the courses and/or subjects within the unit and their continuing currency and relevance to the University's objects. It aims to ensure that for each award-bearing course and undergraduate subject strand:

- it accords with the University's purpose and core strategic aims;
- the academic structure and content are appropriate;
- the award is in accordance with the University's scheme of qualifications; the programme conforms to the modular and credit framework of the University, and the University's general regulations for the award in question;
- the standard and student workload are comparable with those of other programmes leading to the same award nationally;
- the available resources are sufficient to enable the stated aims and objectives of the provision to be met;
- there is evidence of reasonable employment and progression opportunities.

- 83 Reports from external examiners assist the panel in making judgements about

standards and whether intended learning outcomes are being achieved by students and the programme specifications are being delivered.

Revalidation Preparation

- 84 In November in the session before the year in which revalidation events are scheduled, APAG receives for all provision assigned to that year 'dashboard' information relating to financial information, student history, recruitment and quality enhancement statistics. This information assists Faculties and the Advisory Group in assessing the sustainability of courses. A revalidation preparation form, Form CA6a) (Appendix 49a), for each unit is sent to the Associate Dean (Education) in December. This allows the Faculty to confirm those courses and undergraduate subject strands to be included. A CA5 form should be submitted through the CMS for any course not coming forward for revalidation and which will consequently be set for withdrawal. The Faculty should ensure sufficient time within the planning timetable for scrutiny of the document through its processes before submission.

A revalidation unit co-ordinator is nominated. The co-ordinator is responsible for managing the provision of documentation from the Faculty and acts as a single point of contact for the Academic Office and other central departments. Duties are set out at Appendix 50.

- 85 If the Faculty wishes to seek an extension of approval and to postpone revalidation to the following year, it sends to the Academic Office Form CA6b) (Appendix 49b) to include the reasons for the request, the period of extension sought, and confirmation that the curriculum remains current and valid, that current standards and quality are maintained, evidenced through the external examiner and annual monitoring reports, and that there continues to be demand. The Academic Office comments on the request and forwards it to Quality Enhancement which completes an assessment using the annual monitoring data. The request is then considered by the Academic Standards and Quality Enhancement Committee (ASQEC) or by its Chair on its behalf.

- 86 The Centre for Higher Education Research and Practice supports teams preparing for

revalidation in line with the Integrated Curriculum Design Framework (Appendix 18; ulster.ac.uk/cherp/academic-development/icdf) and a range of resources are provided. The resources of the Viewpoints project offers user-friendly reflective tools promoting and enhancing good curriculum design (wiki.ulster.ac.uk/display/VP/PR/Home and viewpointproject.blogspot.co.uk/). The online Employability Development Opportunities Review Tool (EDORT) assists in reviewing and developing the curriculum.

Establishment of Revalidation Panel

- 87 The Academic Office convenes a revalidation panel for each unit or sub-unit. The panel generally consists of an (Associate) Dean or (Associate) Head of School (Chair), one University member from a Faculty other than that from which most of the teaching in the unit emanates, a Students' Union officer (following a pilot in 2010/11) and a minimum of two external subject-specialist members. (Associate) Deans and (Associate) Heads of School chair panels for units outside their own Faculty.
- 88 Internal staff members are drawn from a pool of nominated staff which includes course and subject directors and other academic staff with curriculum development and quality assurance responsibilities or interests. A briefing seminar is provided for them.
- 89 External members, as academic subject experts, are proposed by the relevant Faculty. They should be sufficient in number and have sufficient expertise to cover the full range of provision. External members should not have been closely associated with the Faculty, for example, through having recently acted in an advisory capacity, as an external examiner, or having been a member of staff, within the last five years. Staff in the unit should not be closely associated with the institutions of nominated externals, for example through an external examiner appointment. Employer representatives may be appointed.
- 90 Invitations are issued to persons nominated to serve on the panel. The date of the meeting is arranged in consultation with the unit co-ordinator and the Associate Dean. The meeting is serviced by the Academic Office.
- 91 Special arrangements are made, where possible, with professional, statutory and regulatory bodies to organise joint

revalidation events. Such events are scheduled early in the academic year.

Production of Documentation

- 92 Revalidation documentation should be presented in accordance with the sample outline at Appendix 21 and the supplementary information in Appendices 23 – 29, and take account of the matters highlighted in paragraph 25 above.
- 93 The document includes a title page (Appendix 51), programme specifications for each course or undergraduate subject strand. These follow a template which accords with QAA guidance on programme specifications. In preparing the assessment strategy, account should be taken of the University's generic assessment criteria (see Assessment Handbook for information on assessment). Exemplar assessment schedule(s) should be provided. Assessment rubrics are also provided to the panel (guidance at ulster.ac.uk/cherp/academic-development/resource).
- 94 The Curriculum Management System (curriculum.ulster.ac.uk/) is used to compile and submit the document at least four weeks before the panel meeting. The Faculty Board's approval is indicated by the (Associate) Dean's approval of submission through CMS. It then becomes 'locked'. Documentation is accessed electronically through SharePoint.
- 95 Members of the panel are requested to make initial comments on the document, using Form CA7 (Appendix 30) and these are made available to other panel members and the Faculty in advance of the meeting, along with Academic Office briefing notes identifying key points and any standards and regulatory matters.
- 96 The panel receives a copy of the Guidelines for Evaluation and Revalidation Panels (Appendix 19), an Aide-Memoire (Appendix 20) and other relevant information including the appropriate national Subject Benchmark statement(s) and the last two reports from external examiners. In support of good assessment design, CHERP provides comments on its involvement with the team or, if this has not been the cases, a report on assessment rubrics is provided.

Inspection of Resources

- 97 If specialist resources such as equipment and laboratories are to be inspected this

review normally takes place at the start of the panel meeting. Where provision is spread across a number of campuses or other locations, arrangements are made, wherever possible, for separate preliminary inspection by the external members of the panel, and meetings with students, guided by the unit co-ordinator. Written reports using Form CA8 (Appendix 32) are provided for the panel. The Library is not normally visited, except at the request of external panel members. From 2011 reports on Library and central IT facilities are no longer sought from central departments for revalidated provision, as no issues had been raised in their reports over a number of years. The programme monitoring system ensures that resource matters are addressed on an ongoing basis. The Office for Digital Learning may report on online courses and approaches to digital learning.

Panel Meeting

- 98 A sample agenda and provisional programme are given at Appendix 52. The sample programme is based on a one-day event. The actual duration will vary depending on the extent of provision. The agenda and programme are discussed in advance with the Executive Dean or Associate Dean (Education), (Associate) Head of School and the revalidation unit co-ordinator. Arrangements are varied where partner college courses are included within a unit or sub-unit which mainly comprises University provision. The agenda and programme may be altered to take account of the additional requirements of professional, statutory and regulatory bodies.
- 99 The meeting takes place on one campus. The (Associate) Dean, Head of School, revalidation unit co-ordinator, course and subject directors and module co-ordinators are required to meet with the panel. Other staff may attend, but are not required to do so.
- 100 The panel meets with a representative group of students, including class representatives in full-time courses or in other courses where this is a form of student consultation. Unit co-ordinators are encouraged to ensure that student groups are as representative as possible taking account of the spread of provision, years of study, modes of attendance, academic achievement, age, gender and disability. The class representatives and Students' Union can assist co-ordinators in this. Notes

of guidance are provided to students (Appendix 53).

- 101 Where provision is spread across a number of campuses or outcentres and external members may visit these locations (see para 97), meetings may be arranged with students. Externals are asked to record brief comments including matters of commendation and issues which may need to be discussed in their CA8 report.
- 102 The panel is expected to conduct a critically constructive and independent assessment of the provision within the unit. At the end of the meeting, the Chair of the panel reports to the (Associate) Dean, Head of School and the revalidation unit co-ordinator the panel's conclusions and recommendations, minimum and maximum cohort sizes, and any conditions of approval. For new full-time undergraduate courses or subjects introduced at this time, the initial offer standard proposed is considered by the panel.
- 103 Following the meeting, the Academic Office 'unlocks' the submission in the CMS for revision.

Report of Revalidation Panel

- 104 A report of the meeting is prepared which includes:
- overview of main characteristics of provision
 - conclusions on creativity, innovation and good practice
 - conclusions on currency and validity
 - conclusions on quality and standards
 - forward-looking recommendations for action to remedy any identified shortcomings, and for the enhancement of quality and standards.
- 105 When confirmed by the chair of the panel, the report is circulated to members of the panel, the Associate Dean (Education), Head of School, and the revalidation unit co-ordinator. (A draft report may be provided to the unit co-ordinator.) The report is available on the Academic Office web site (from 2017/18). Recommendations for approval are considered by the Academic Standards and Quality

- 106 Where the Faculty finds difficulty in meeting the conditions specified by the panel, it is expected to report accordingly to ASQEC, giving reasons, within four weeks of receiving the panel's report. If a Faculty is unable to meet conditions of approval before the new intake, ASQEC makes recommendations to Senate on appropriate action.
- 107 Otherwise, the Faculty should submit to the Academic Office, within six weeks of the event (the deadline for events conducted in May or later is four weeks):
- a) through the CMS, the revised revalidation document incorporating such amendments as are required for approval;
 - b) a brief paper indicating how recommendations and conditions have been addressed, the amendments made and page-referencing their location within the document.
- 108 Faculty processes should ensure scrutiny of responses and final documentation before submission. The Associate Dean (Education) and ASQEC receives regular summary progress reports and an annual report on matters arising.
- 109 Where a professional, statutory or regulatory body has carried out a separate re-approval or accreditation event, its report and the Faculty's response and action plan are considered by ASQEC by exception.

Conclusion of Revalidation Process

- 110 Following review of the documentation by the Academic Office, the revalidation process is concluded when the chair of the panel certifies by signature on the title page that the final documentation is satisfactory and provision is recorded as 'approved' in the CMS. The recommendation for approval is conveyed to ASQEC. It is approved for a period of five years in accordance with the revalidation schedule. Courses in a unit which have not been 'signed off' may be permitted exceptionally to admit students on the authority of the Chair of ASQEC. Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see J). Where a particular course within a unit is not approved for the normal five-year period, it

may be subject to a separate course-based revalidation.

I MODULE REVIEW

- 111 There are two aspects to the review of modules, the Module Feedback Survey and the Module Monitoring process.
Module Feedback Survey
- 112 Students' views are important in assuring and enhancing the quality of teaching and the student learning experience. The primary purpose of the Module Feedback Survey is to gather feedback at module level on teaching and the quality of the student experience at the point of delivery. The Survey does not aim to address student opinion on wider infrastructural matters. The Survey is designed to complement other quality monitoring processes, and staff are discouraged from using paper-based module-level surveys in favour of the Module Feedback Survey. The survey's website, including live results, is available online at feedback.ulster.ac.uk/.
- 113 The Survey questionnaire (Appendix 54) comprises 11 closed questions (statements) on the student's learning experience covering module delivery, assessment, feedback, learning resources, the tutor, as well as two open questions. Students rate the closed questions on a five-star scale. The open questions capture student opinion on what they feel is particularly good about the module and what, if anything, they would seek to improve.
- 114 The Survey is administered online and students access it through the virtual learning environment and the Student Portal. At the end of each semester students are requested to complete one Survey questionnaire which covers each of the modules studied. Once opened, the Survey remains 'live' for approximately one month – the precise dates vary year on year depending on the timings of examinations and progress and examination boards. The timing ensures confidentiality as well as allowing students to provide feedback on all aspects of each module, including assessment and the provision of feedback to them.
- 115 Quantitative trend data and live results at the individual module level are available to all staff almost immediately the Survey closes, through the Staff Portal. The designated module co-ordinator is able to

review the online feedback for each module directly by accessing a report which incorporates the overall response rate, mean responses to questions 1 to 11 (number and percentage responses represented graphically), followed by a list of the free text comments made by students in relation to questions 12 and 13. The qualitative feedback to staff is password protected and can only be accessed by the module co-ordinator (and other designated senior Faculty staff) using their username and password. Other analyses follow later and these include aggregated data at University, Faculty, School and Course levels. The University-level aggregate provides faculties with a benchmark for comparison purposes. Reports produced for Faculty, School or course provide year-on-year comparisons for the purposes of trend analysis. Qualitative data from the two open questions allow more detailed scrutiny of particular modules in relation to issues such as student retention.

- 116 Course directors/module co-ordinators are expected to use the course support area in Blackboard Learn to publicise actions taken in response to feedback received (e.g. through publication of course committee or staff/student consultative committee minutes).

Module Monitoring

- 117 The purpose of the module monitoring process is to identify modules for detailed review based on a consideration of statistical information provided. The focus of the exercise is to consider outliers in terms of student performance on modules, i.e. to consider both modules with significantly lower than expected student performance and modules with significantly higher than expected student performance. In order to maintain student input, it is recommended that the main method for obtaining student feedback is through staff/student consultative committees, student focus groups (where these are used), and student representation on course/subject committees. Student business should therefore be a standing item on agendas. This provides a mechanism to obtain qualitative feedback which can be used in the module monitoring process, not only to identify issues, but also good practice.
- 118 Module monitoring has been designed to reduce the overall quantity of reporting

required and to focus activity on those areas requiring most attention ie modules with a significantly lower or higher than expected level of student performance. The review process is carried out by the Head of School, not the module co-ordinator. It is carried out at the end of each semester, thus allowing time to make enhancements to a module before it is next delivered.

- 119 The monitoring scheme is conducted in three stages:

Stage 1

Heads of School are provided with a summary report at the end of each Semester covering all modules offered by their School, including modules providing service teaching to other Schools or Faculties (Appendix 55). This report provides details of enrolments and outcomes and is based on results available from first sit assessments. This information assists Heads of School in making an initial determination of modules to be reviewed. More detailed module reports (Appendix 55) can then be accessed to allow for further discrimination in determining modules for review.

Service Teaching

With regard to service modules and in particular large first year introductory modules, where common teaching is addressed to specialist and non-specialist students alike, Heads of School are advised to check that equal progress is being made by students from all cohorts taking the module. An 'Analysis of Marks per Module' report (Appendix 55), which lists students enrolled on the module by cohort, enables Heads of School to identify any cohort of students that is experiencing problems with the module.

Stage 2

The nature of the detailed review of modules should be tailored to take account of the issues identified, but typically might include:

- discussion with the module co-ordinator;
- review of staff/student consultative committee minutes;

- review of Module Feedback Survey outcomes/comments;
- discussion with a group of students who have completed the module, including successful and unsuccessful students (although it is recognised that this could be problematic for semester 2 modules);
- review of past performance on the module to establish if the unexpected level of performance is a 'one-off' or a recurring trend.

Stage 3

Following the review of a module, an action plan for quality improvements will be developed by the Head of School in conjunction with the module co-ordinator. The relevant course/subject committee will receive a copy of the action plan along with regular progress reports from the module co-ordinator. Additionally, it is recommended that Heads of School ensure that particular attention is given to reviewed modules when such modules are next offered.

J PROGRAMME MANAGEMENT SYSTEM

- 120 The programme management system methodology locates the responsibility for the ongoing review of programmes and enhancement of the student learning experience with the academic staff delivering the programme, ie the course team. Course/subject committees consider all quality indicators and maintain oversight of the delivery of the programme.
- 121 Existing committee structures within the Faculty and University permit the flow of issues and good practice from course/subject committees to the appropriate decision-making point. Annual monitoring activity is embedded within course/subject committee activity and the records of course/subject committee meetings across the year provide Faculty management and the University with information on the operation of course monitoring.
- 122 The process does not remove responsibility from the Faculty and University for the oversight of quality monitoring. However, the focus of this activity is intended to ensure the operation and effectiveness of course/subject committee activity and the effectiveness of debate and communication through the committee structures. The

University is also responsible for considering practice across Faculties.

Objectives of the process

- 123 The process aims to enable course/subject teams to review the performance of courses/subjects with a view to:
- ensuring that courses/subjects are fit for purpose;
 - monitoring student progression and achievement;
 - co-ordinating delivery of the programme ensuring that it is both student-focused and client-centred;
 - identifying, implementing and reviewing enhancements to the student learning experience;
 - responding to issues in a timely fashion
 - sharing good practice.

The activity at each level is summarised below.

Course-level responsibilities

- 124 Course/subject committees are responsible for ongoing review of the performance of programmes in the light of evidence available to them at course and module level. Statistics to inform review by course/subject teams are provided centrally. Course/subject committees consider all available information including statistical data, external examiner reports, PSRB and employer engagement, student feedback and NSS results.
- 125 A checklist detailing the topics which must be considered by course/subject committees through the course of the year is available. This checklist also provides guidance notes on areas which might be considered under these topics as and when appropriate. A brief record of the course/subject committee meeting should be kept which details key points, notes any good practice identified, updates on progress on actions since the last meeting and includes and details actions agreed at the meeting. A full minute of the meeting is not required (except where this is a requirement of PSRB monitoring).
- 126 In addition to these regular meetings through the year, a review meeting should

be held once per year. This will normally be in November but timing may be adjusted to suit PSRB requirements, where applicable. This will consider a range of issues across the year and provide information for Heads of School on the health of the course prior to Faculty and University monitoring. A checklist of items to consider at this meeting is also available.

- 127 The checklists, together with a template for recording meetings, are available to download from ulster.ac.uk/quality.

Faculty oversight

- 128 All Faculties should have a committee with responsibility for the Faculty-level oversight of the programme management system and this should be clearly stated in its terms of reference. In addition, these should include the identification and dissemination of good practice. Faculties should ensure that course/subject committee meetings are held, are well attended and effective and that communication channels for issues and the dissemination of good practice are in place. To ensure that effort can be effectively focused on the monitoring activity described here, Faculties must not impose additional audit/review activity.
- 129 Faculties are expected, through their normal processes and existing committee structure to undertake strategic reviews of data (e.g. NSS, retention, DLHE) as and when provided.

Continuous Assurance of Quality Enhancement (CAQE)

- 130 From 2018/19, the University adopted a revised risk-based approach to monitoring provision designed to achieve the identified priorities for academic excellence in the University's strategic plan. The objectives of the revised process are:
- to have a clearer focus on areas of risk;
 - to enable deliberate, targeted and supported enhancement activity with measurable outcomes;
 - to recognise and reward areas of excellence;
 - to strengthen the embedding of good practice within Faculties;
 - to provide evidence to strengthen assurances in the Annual Accountability report to Council/DfENI;

- to provide a clearer differentiation between this process and the Faculty Accountability Process and avoid duplication.

- 131 All full-time undergraduate provision is monitored against existing data and benchmarks with data provided to course teams/Schools/Faculties throughout the year. NSS 'supportive measures' activity and oversight also continue and the supportive measures process has been extended to cover courses with poor retention.

- 132 In November each year, each undergraduate full-time course is categorised according to a range of quantitative and qualitative metrics (criteria at Appendix 57) as follows:

Active Monitoring: Courses in this category have not met baseline expectations and are subject to specific and targeted monitoring activity at both University and Faculty level, including:

- (a) Supportive measures reporting in respect of NSS and retention issues; and
- (b) Faculty investigations and interventions in relation to other quantitative and qualitative data which will be reviewed at monthly meetings of Associate Deans (Education) with the Senior Officer responsible.

Local Enhancement: Courses in this category have met and, in some cases, have exceeded baseline expectation in one or more elements. They are progressing satisfactory with some good practice evident but with scope for further enhancement activity. It is anticipated that such activity will take account of available metrics and other information such as feedback through SSCCs and will be locally initiated with support from CHERP as requested.

Academic Excellence: Courses in this category have exceeded the baseline expectations across all categories. They demonstrate consistently high study performances, outcome and satisfaction and provide evidence of innovative learning and teaching practice.

- 133 The CAQE is conducted by the Senior Officer responsible in conjunction with the

Associate Deans (Education) through monthly meetings and is facilitated by Quality Enhancement. Supportive measures processes continue in parallel and DLHE Employability workshops are held with Faculties in October / November. Courses in the Active Monitoring group are supported by CHERP which will also provide support for other provision as requested. CHERP will also seek to identify institutional learning from the process. Outcomes from CAQE inform the revalidation schedule for full-time undergraduate courses and associated part-time modes, with the exception of those with PSRB involvement.

- 134 In 2019/20, CAQE is extended to cover part-time undergraduate and postgraduate provision. A review of available course data informs annual discussion between the Senior Officer responsible and Associate Dean (Education).

K JOINT, VALIDATED AND FRANCHISED COURSES; OUTCENTRES

- 135 Details of procedures relating to the delivery of joint courses, the provision of validated and franchised courses by partner institutions, and to the delivery of courses off-campus at outcentres using the physical and/or human resources of another institution are contained in the Partnership Handbook.

L SHORT COURSES

Credit-Bearing Short Courses

- 136 Students may be enrolled to take individual, already approved, modules from award-bearing courses on a stand-alone basis. In addition, short courses which are assessed may be allocated credit points in accordance with the University's modular and credit structures (see appendices 4 - 6).
- 137 Faculties are authorised to determine the credit value, level and period of validity for such modules in accordance with their own processes. There should be appropriate externality in these approval arrangements. Five credit points is the minimum size allowed for such credit-bearing short-course modules, unless they are part of an award-bearing course, in which case 10 credit points is the minimum.
- 138 Where new modules are also to be part of award-bearing courses or undergraduate Honours subjects, or contribute to the

Certificate of Personal and Professional Development (CPPD) or the Postgraduate Certificate of Professional Development award frameworks, they are introduced using the Course Revision process through the Curriculum Management System (CMS) (CA3 – see Section F). For stand-alone credit-bearing modules which are not to be part of an existing course or one of the two frameworks, a Credit-bearing Short Course Form is used (CA9 – Appendix 58). The form should be submitted through the CMS at least eight weeks before the course is due to commence. The processes associated with the two frameworks are set out below.

- 139 The records of credit-bearing short-course modules and student performance are (from 2011/12) included in the University's module database and student records system. Students are enrolled against the modules on the CPPD or PgCPD course code or on a special Faculty short-course code ("credit-bearing modules"). Module enrolment lists, broadsheets and transcripts are available from the main student records system. Students taking short courses or individual modules are formally 'Occasional Students' not 'Registered Students'. The latter term is reserved for students studying for named awards. 'Occasional Students' have access to University resources in accordance with the requirements of the short course. The loan quota from the Library is smaller than that for Registered Students. Membership of the Students' Union is not automatic. Associate membership may be granted.

- 140 Faculties establish appropriate boards to consider student performance. (These are not formally part of the Boards of Examiners for award-bearing provision.) Externality in the moderation of assessment is achieved through external examiner oversight.

- 141 Faculty Boards monitor their short course activity and may receive annual reports to include information on new modules, student enrolment and performance. The relevant section within Academic Business Development (Flexible and Distributed Education) provides an annual report on centrally managed activity to the Distributed Education Board.

Certificate of Personal and Professional Development and Postgraduate Certificate of Professional Development

- 142 The Certificate of Personal and Professional Development (CPPD) and Postgraduate Certificate of Professional Development provide award frameworks for accredited short-course modules at Levels 3 and 4, and Level 7 respectively. The following statements apply to such modules.
- 143 These frameworks are not intended to represent integrated programmes of study although students may choose to take modules in related areas. The Certificate and Postgraduate Certificate are separate awards, within the University's Qualifications and Credit Framework, for the accumulation of credit from approved modules. Where faculties develop modules amounting to 60 credit points with overall coherence in a programme of study and where they anticipate that cohorts of students will take the full diet, a subject-based award should be proposed in accordance with the process for award-bearing courses in section C.
- 144 Management of this provision is undertaken by a Programme Committee comprising Faculty co-ordinators and a Programme Director from the relevant section in Academic Business Development (Flexible and Distributed Education) which monitors students' accumulation of credit. The Distributed Education Board maintains oversight of the two frameworks. Advisers of studies are not assigned to students; guidance is provided through the module co-ordinator, Faculty Co-ordinator or Programme Director as appropriate. Module monitoring and student feedback are obtained by using the existing range of methods.
- 145 Faculty approval of new short-course modules at Levels 3, 4 or 7 which are to contribute to the award is notified by a CA3 form (Appendix 45), processed with the module, through the CMS. A special PPD prefix is typically used in the module code. The Module Co-ordinator should forward the proposal to the Programme Director of the relevant framework before it is sent to the Head of School. ASQEC is informed of the Faculty's introduction of the module. Approval of modules developed by central departments is managed by the Programme Director reporting to the Chair of the Distributed Education Board.
- 146 Only exceptionally are undergraduate modules from existing award-bearing courses approved to contribute to the CPPD framework. At postgraduate level existing modules are accepted within the framework; they must be explicitly added to it through the CA3 approval route in CMS.
- 147 There are no general entry requirements for CPPD modules, although specific requirements may be set. For modules within the Postgraduate Certificate, applicants must hold a degree and meet any other specified requirements. Students initially enrol on the framework code attached to the faculty of the first module of study; subsequent study can be chosen from any faculty offering associated modules. Students who accumulate 60 credit points are eligible for the award of the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development. In such cases the Faculty may wish to consider the award as an appropriate access route to further study with or without exemptions and subject to fulfilment of the entry requirements.
- 148 Short-course modules within the CPPD or Postgraduate Certificate are available to current registered students who may wish to take modules in addition to those within their award-bearing programmes. Such modules are attached to the students' existing records and will appear on their transcripts. They cannot be substituted for modules in their main programme of study.
- 149 Generally existing external examiners and boards of examiners for courses or subjects or credit-bearing modules take responsibility for Faculty modules, but a 'chief' external examiner assumes responsibility for centrally delivered modules and participates in the board of examiners which makes recommendations for final Certificate or Postgraduate Certificate awards.
- 150 Students have access to the full range of student and information services, including borrowing and electronic access in the Library.

Non credit-bearing Short Courses

- 151 Faculties may offer short courses with no academic credit. They manage these arrangements through their own process. As Occasional Students, non credit-bearing short-course students have access to University resources in accordance with the requirements of the short course.

Credit Rating of External Courses

- 152 External organisations may seek to have their own short courses assigned academic credit by the University. This service may be offered at a Faculty's discretion (if it has the academic expertise in the subject area concerned). Procedures have been approved for the School of Nursing (see Academic Office website, Policies, under credit rating) and faculties should model their own arrangement on these. The Faculty may make a charge for this service.
- 153 The external organisation presents its course in a format modelled on the University's standard module description and provides information on resources, quality assurance and external examination to a School/Faculty panel. That panel, which seeks external views, confirms an academic credit level and volume in accordance with the University's Qualification and Credit Framework, and sets a period of validity, at the end of which the course may be re-presented for continuing endorsement.
- 154 The University and Faculty are not responsible for ongoing quality assurance nor for records of participants in the course. The external organisation issues its own statements of successful completion. The Faculty advises on any wording to be used to indicate its endorsement of the standard of the course.
- 155 The Faculty may advise on possible progression routes to courses at the University.

APPENDICES

CRITERIA FOR THE PLANNING OF PROGRAMMES

Proposals should:

1 GENERAL

Be consistent with the broad objectives of the University as contained in the Charter and as interpreted in its Strategic Plan, academic policies, guiding principles and documents (including those at Appendices 12 – 16), and policy on equality of opportunity.

2 AWARD AND STANDARDS

Establish that the programme is compatible with the principles incorporated in the overall modular course structure of the University, its scheme of awards and its qualifications and credit framework (Appendices 2 to 5). Proposals should meet the national Benchmark standards for the Subject and the expectations of relevant professional, statutory and regulatory bodies. Wherever possible fitness to practise or recognition by a professional body should be achieved.

3 PERSONAL

Meet the requirements of students for personal and intellectual development and enable them to prepare for, or further, their careers or studies. Where appropriate work-based learning opportunities should be developed.

4 COMMUNITY

Aim to satisfy the community interest as regards professional, commercial, industrial and similar requirements. Programmes should enhance student employability by reflecting student and employer needs regionally, nationally and internationally, and as appropriate government policy on skills (see Appendix 17).

5 GRADUATE QUALITIES

Ensure consistency with the qualities expected of a University of Ulster graduate, in accordance with the statement at Appendix 15.

6 DEMAND

Show evidence of demand. Proposals should be relevant, student-centred and client-focussed. They should be offered in modes which facilitate participation.

7 RESOURCES

Specify the minimum resource requirements which would allow the programme to proceed; demonstrate that the programme is a justifiable use of resources both in relation to the University and the community.

Course teams should demonstrate that their programmes continue to meet these criteria at revalidation.

Appendix 2

SCHEDULE OF AWARDS

Ordinance XXIX: Degrees*, Diplomas, Certificates and other Academic Distinctions

UNDERGRADUATE DEGREES

Associate Bachelor's degree (AB)
Foundation degree in Arts (FdA)
Foundation degree in Engineering (FdEng)
Foundation degree in Science (FdSc)
Bachelor of Arts (BA)
Bachelor of Design (BDes)
Bachelor of Engineering (BEng)
Bachelor of Laws (LLB)
Bachelor of Music (BMus)
Bachelor of Science (BSc)

POSTGRADUATE DEGREES

Master of Architecture (MArch)
Master of Arts (MA) (also integrated first degree)
Master of Biomedical Science (MBiomedSci) (integrated first degree)
Master of Business Administration (MBA)
Master of Business Studies (MBS)
Master of Chiropractic (MChiro)
Master of Clinical Research (MClinRes)
Master of Design (MDes)
Master of Education (MEd)
Master of Engineering (MEng) (integrated first degree)
Master of Fine Art (MFA)
Master of Landscape Architecture (MLA)
Master of Laws (LLM)
Master of Medical Science (MMedSc)
Master of Music (MMus)
Master of Optometry (MOptom)
Master of Public Administration (MPA)
Master of Pharmacy (MPharm) (integrated first degree)
Master of Research (MRes)
Master of Science (MSc)
Master of Science (MSci) (integrated first degree)

DIPLOMAS

Postgraduate Diploma (PgDip)
Graduate Diploma (GradDip)
Advanced Diploma (AdvDip)
Diploma (Dip)
Access Diploma (AccDip)

CERTIFICATES

Postgraduate Certificate (PgCert)
Postgraduate Certificate of Education (PGCE)
Postgraduate Certificate of Professional Development (PgCert)
Graduate Certificate (GradCert)
Advanced Certificate (AdvCert)
Certificate of Higher Education (CertHE)
Certificate (Cert)
Certificate of Personal and Professional Development (CPPD)

* excluding doctorates

UNIVERSITY OF ULSTER

QUALIFICATIONS AND CREDIT FRAMEWORK; MODULAR STRUCTURE**1 FRAMEWORK**

The University has adopted a modular structure and a credit framework for the delivery of its courses and undergraduate Honours subject strands.

The University's current Qualifications and Credit Framework (Annex) replaces the frameworks in use from 1992 to 2001 and from 2002 to 2008. For each University award, the Framework identifies the minimum credit volume, the range of credit levels for modules contributing to the award, the minimum credit points required at the highest level and the maximum permitted at the lowest level within the range, and the pass mark used. The place of the award in the national Framework for Higher Education Qualifications (FHEQ) is also identified. Other expectations (entry qualifications; duration; progress, consequences of failure and classification) are specified in award and course regulations. University award regulations are found on the website of the Office of the University Secretary at ulster.ac.uk/about/governance/ordinance-and-regulations. Templates for regulations may be found on the Academic Office website: ulster.ac.uk/academicoffice/regulations-templates.

2 QUALIFICATIONS AND GENERIC QUALIFICATION DESCRIPTORS

The University expects its awards to meet the generic outcomes for the relevant qualification described in the FHEQ (Appendix 5). Further information on the FHEQ is available at QAA's website. Each particular course has its own aims and learning outcomes set out in a programme specification.

3 CREDIT LEVELS AND GENERIC CREDIT LEVEL DESCRIPTORS

Modules are assigned a particular level. The level is an expression of relative demand, complexity, depth of learning and student autonomy.

The University's levels reflect those commonly in use in the rest of the university sector it formally adopted, in 2002, the Northern Ireland Credit Accumulation and Transfer System (NICATS) level descriptors to describe the levels. These are now known as EwNI (England, Wales and Northern Ireland) levels and they have been recommended in the higher education credit framework for England published by QAA in August 2008. (Scotland has a different framework.) The generic credit levels are set out at appendix 6.

The following equivalences apply:

<u>University Credit Levels (2009)</u>	<u>University Credit Levels (to 2008)</u>	<u>FHEQ (2008)</u>	<u>FHEQ (to 2008)</u>
1	A	-	-
2	A	-	-
3	A	3	-
4	1	4	Certificate
5	2	5	Intermediate
6	3	6	Honours
7	M	7	Master's
8	Doctoral	8	Doctoral

The EwNI levels encompass the post-16 education systems across both the further and higher education sectors and start at 'Entry' Level. Entry level and Level 1 are not used in University courses (with the exception of a particular introductory Level 1 Mathematics module in Access to Higher Education courses). Level 2 is only used in Access Diplomas, but at least 60 credit points in the final year of such courses must be at Level 3.

4 MODULES AND CREDIT POINTS

A module is a component of a programme with its own approved aims, learning outcomes and assessment methods. Each module is usually taught and assessed within a semester but modules may be delivered across the academic year and assessed in semesters 2 or 3 ('long-thin' modules). Credit points and a credit level, appropriate to the module's content and learning outcomes, are allocated in accordance with the overall requirements of the award. Credit points are a notional expression of student effort hours (inclusive of class contact, practicals, fieldwork, private study, assessment). Notionally 10 hours of student effort equate to one credit point.

Modules are either compulsory or optional within the programme structure. Some modules may in addition be described as 'core', requiring students to meet the threshold standard in both coursework and examination assessment elements in order to pass the module. (This may also be required in specific coursework components).

Student performance in modules and the course overall is generally measured as percentage marks, although achievement may be recorded on a pass/fail basis. The University confers its qualifications on students who complete modules amounting to the specified number of credits at the appropriate levels for the award, in accordance with course regulations, and achieve the specified standard of performance to fulfil the learning outcomes of the course.

Module Size

Taught modules may have any value in multiples of 5 credit points. There is currently a minimum size of 10 credit points in award-bearing courses but 20 is encouraged as the normal minimum size. A strong rationale is expected for smaller modules (10 or 15 credit points). If course teams intend to use different sizes they should take account of the overall study load on students. Stand-alone short courses (including modules contributing to the Certificate of Personal and Professional Development (CPPD) or Postgraduate Certificate of Professional Development frameworks) may be offered as 5 point modules.

Periods of placement which are assessed in relation to the learning objectives of the course may carry credit points. The placement may be integrated with an existing module or considered equivalent to taught modules. The allocation of credit points should not be made mechanistically in relation to the time spent on placement but should be related to the learning objectives of the module; there may be periods during placement when the student is gaining experience which does not contribute to the fulfilment of intended learning outcomes.

Study Load

One hundred and twenty credit points represent the normal workload for a full-time programme of study in the standard academic year and 180 credits for study across a full calendar year. Normally 60 credit points of study are undertaken in each of the autumn and spring semesters. This amounts to some 36-42 hours of study per week. Programmes of significantly longer duration comprise additional modules, taken during the summer semester.

In part-time programmes, a maximum of 90 credit points may be studied in the two-semester academic year and 135 in the calendar year (notionally 30 hours per week), with no more than 45 credit points in any semester.

The special intensive, eight-week summer semester allows study of modules amounting to 40 credit points (50 hours per week) (full-time) or a maximum of 20 points for part-time studies (25 hours).

The guidance is summarised below:

Study load in credit points	Normal full-time (notional hours per week)	Part-time maximum
Academic year (30 weeks) (2 semesters)	120 (40)	90 (30)
Calendar year (45 weeks+) (3 semesters)	180 (40)	135 (30)
Intensive summer semester (8 weeks)	40 (50)	20 (25)

Unequal study load between semesters should not be a feature of course design for full-time courses (and should preferably be avoided in part-time courses, but may occur because of module sizes). Exceptionally, individual students may seek, taking account of the optional modules available within their programme, to take a heavier load in one semester than in the other. Subject to fulfilment of the requirements for the year as expressed in course regulations, and in the case of full-time students the completion of at least 40 credit points in the other semester, this is permissible. In some other circumstances, students may seek to take additional modules, for example a part-time student transferring to full-time mode, or a student transferring from another course. Course/subject committees have discretion to permit such additional study.

The study loads above represent normal maxima. Proposals for courses with a heavier load as part of their structure, for example additional credits within the standard academic year, or completion of 120 credit points in 20 weeks of study for an intensive degree of two years or 60 weeks, require special consideration by the Academic Standards and Quality Enhancement Committee.

One-year full-time Master's degrees should be completed within 50 weeks, ie before the start of the next academic year for courses commencing in September.

Module Teaching Patterns

The balance between lectures, seminars, tutorials, projects, laboratory and fieldwork etc is not prescribed. There are conventions within subjects and common patterns are often followed on a weekly basis. Course/subject teams should take account of the needs of student groups in considering the disposition of various learning and teaching methods. The Senate has noted the merits of front-loading contact time in first year undergraduate teaching to ease the transition from school. A first year undergraduate teaching policy was approved in 2008 (see Academic Office website). Courses which do not have written examinations may use the designated period in the semesters for other activities.

5 USE OF MODULES AT PRE-HE LEVEL IN UNDERGRADUATE PROGRAMMES, AND UNDERGRADUATE MODULES IN POSTGRADUATE PROGRAMMES

The 2002 Framework introduced some latitude in the specifications for awards. This is mainly because ab initio study may not be easily accommodated within the expectations of the usual level. Consequently, some modules are permitted at a lower level than would normally be expected in an HE qualification. The following restrictions apply:

Lowest Level

Other than Access Diplomas, the lowest level permissible in undergraduate programmes is Level 3. Except for integrated Master's degrees, the lowest level permissible in postgraduate programmes is Level 6.

Maximum at Lowest Level

With the exception of courses identified below, the maximum volume at the lowest level is:

in programmes with 120 or more credit points: 30 credit points

in programmes with fewer than 120 credit points: 20 credit points

In Foundation and Associate Bachelor's degrees it is - 40 credit points.

Access to Higher Education courses are usually made up entirely of modules at Levels 2 and 3, with at least 60 credit points at Level 3. An introductory Mathematics module at Level 1 may be used. In Honours degrees, particularly in Art and Design or for international students from countries where the school-leaving qualification does not equate to A Level standard, an integrated foundation year (Year '0') at Level 3 may be included. From 2016, the concept of 'extended' Master's degrees has been approved which allows additional study of at least 60 credits at Level 6 to be integrated at the start of the course.

Exemptions on the basis of study at Level 3 or 6

Exemption should not be granted from Level 3 modules in undergraduate programmes and Level 6 modules in postgraduate programmes except where relevant study has been successfully completed as part of another programme at the same qualification level. For example, a student should not be exempted from a first year degree module at Level 3 on the basis of a GCE A level in the subject, as the latter qualification serves to meet the admission requirements. Course design should ensure that alternative modules are available for students who do not need to take such foundation modules.

6 USE OF MODULES OF A LEVEL HIGHER THAN THAT TYPICALLY ASSOCIATED WITH A QUALIFICATION

With the exception of Honours degrees, the classification of undergraduate awards is determined exclusively by students' average performance in the modules studied at the highest level. (In Honours degrees, Level 5 also contributes.) The inclusion is a programme structure of a module(s) from a higher level than that which would be typical of the qualification level for that programme would not normally be accepted given that, in longer programmes, this would lead to a classification based on a very low number of credits, and in all cases would result in a classification based on study at a level higher than that associated with the qualification. In such circumstances a carefully articulated rationale for the inclusion of higher level module(s) will be required for consideration at validation and subsequently by the Academic Standards and Quality Enhancement Committee.

7 POSTGRADUATE PROGRAMMES

From 2003 intake, in accordance with the national framework, all courses using Postgraduate Certificate, Postgraduate Diploma or Master's award titles must be postgraduate in level. These awards have a minimum of 60, 120, 180 credit points respectively. Except for Integrated Master's degrees, the lowest undergraduate level which may be included is Level 6. The restriction on volume at this level is indicated in 5 above and in the summary annex.

Programmes which are postgraduate in time and intended as conversion programmes should be presented as Graduate Certificates or Graduate Diplomas, with a minimum 60 or 120 credit volume respectively. A Level 7 dissertation does not form part of such programmes. (See 8 below – Level 6.) The 'extended' Master's degree (5 above) fully integrates such a preparatory period.

Entry Standard

The entry standard for Postgraduate Certificate and Diploma programmes and 'extended' Master's degrees is a minimum of a non-honours degree (with 360 credits). For Master's degrees it is a second-class honours degree, or the equivalent standard in a Graduate Certificate or Diploma. This standard is a pass for Postgraduate Certificate/Diploma entry and 50% for Master's entry.

Pass Mark

In Level 4 – 6 modules in Integrated Master's degree courses and in Level 6 modules in extended Master's degrees, and from 2016/17 in Level 6 modules in other postgraduate courses, the pass mark is 40%. The pass mark in Level 7 modules is 50%. The standard of achievement required to progress to Level 7 in extended Master's degrees is 50%. An overall 50% standard must be met by candidates to be eligible for a postgraduate award.

Postgraduate Certificates

Except where presented as stand-alone qualifications, postgraduate certificates are generally not entry points. Instead, they may be awarded to students who successfully fulfil the objectives of the award, but do not complete or proceed to the postgraduate diploma/Master's stage.

Master's dissertations

A 60-point dissertation is a common feature of Master's degrees. It is not a requirement. Only those dissertations which achieve a mark of 70% or above are deposited electronically in the University's Library in accordance with the Guidelines for the Presentation of Dissertations.

Integrated Master's Courses

The University currently offers the MBiomedSci, MChiro, MEng, MOptom, MPharm and MSci as Master's degrees with Honours in this category. These are first degree courses with postgraduate outcomes at the final level. Hence they are categorised as Master's level qualifications. The pass mark is set at 40% in the undergraduate level modules and 50% in the Level 7 modules. The minimum number of Level 7 credit points is 120, not 150, as in other Master's programmes. A project/dissertation and a period of work-based learning are compulsory, integral components of such courses.

8 UNDERGRADUATE PROGRAMMES

Within the three main qualification levels, the following awards are available. The pass mark in all is 40%.

Level 4

Certificate of Higher Education (CertHE)

Normally comprising 120 credits at Level 4, with a maximum of 30 credit points at Level 3, this award replaced (from 2002) the former Diploma comprising 120 credit points at Level 4.

Level 5

Foundation degree (FdA, FdEng, FdSc)
Associate Bachelor's degree (AB)
Advanced Diploma (AdvDip)
Advanced Certificate (AdvCert)

The Foundation degree and Associate Bachelor's degree comprise a minimum of 240 credit points, usually at Levels 4 and 5, but with a maximum of 40 credit points at Level 3. The Foundation degree is intended for vocational areas of study. It must include at least 40 credit points of work-based learning. Following a Foundation degree, the associated Honours degree is completed in up to two further years of full-time study, or the equivalent part-time, in a '2 + bridging + 1' model. The bridging element ranges from 0 – 120 credit points depending on the curriculum match. A pass standard is required for students to be eligible to progress to the related Honours degree, but initial offer and admission standards are determined by the availability of places.

The University has withdrawn the DipHE award, and no longer offers HNDs and HNCs of the Edexcel Foundation. The Foundation degree and Associate Bachelor's degree take their place.

The Advanced Diploma and Certificate comprise 120 and 60 credit points respectively, generally at Level 5, with an entry standard of CertHE or equivalent.

The minimum general entry requirement for the CertHE, Foundation Degree and Associate Bachelor's degree is one GCE A level and three GCSEs or acceptable alternative qualifications.

Level 6

This level comprises Honours degrees, Graduate Diplomas and Graduate Certificates and non-Honours degrees.

The Honours degree has a minimum of 360 credit points (with at least 120 at Level 6, and a maximum of 30 at Level 3 except for those course which include an integrated foundation year). It has a two A level/equivalent entry standard.

A dissertation/project, a sustained piece of work, is a normal expectation in the final level of an Honours degree. A period of work-based learning is also expected as an integral, compulsory part of the curriculum.

Graduate Diplomas and Certificates have a minimum entry requirement of a non-Honours degree. They comprise 120 and 60 credit points respectively at Level 6, but with a maximum of 30 or 20 credit points at level 3 permitted. They are based largely on undergraduate material and are usually taken by those who are already graduates in another discipline. They replace former postgraduate conversion programmes, as the 'postgraduate' stem in award titles is reserved for advanced courses at Level 7. A Foundation Degree or Associate Bachelor's degree is insufficient for admission to the Graduate Diploma and Graduate Certificate.

The non-Honours degree has 360 credit points, with at least 60 at Level 6 and a maximum of 30 at Level 3. It requires two A levels or equivalent for admission. None is currently offered.

Other Undergraduate Qualifications

The award titles of Certificate and Diploma are available for programmes of 60 or 120 credit points respectively, which do not fulfil the minimum requirements for other awards. Access to HE courses, comprising 120 credit points at Levels 1 to 3, use the title 'Access Diploma'.

Associate Awards

The Diploma in International Academic Studies and the Diploma in Professional Practice (International) are associate awards available for integrated periods of study abroad or placement respectively, lasting at least 25 weeks, in Honours and non-Honours degrees. These awards are not made independently of another qualification.

9 COMBINED HONOURS DEGREES

In addition to the provision of integrated Single Honours degrees, the University's modular framework for Honours degrees allows the combination of certain subjects. These subjects are offered as one or more of the following:

- a) as a single honours course (modules amounting to 120 credit points in the subject at each of Levels 5 and 6);
- b) as a major subject strand (modules amounting to 80 credit points in the subject at each of Levels 5 and 6);
- c) as a main subject strand (modules amounting to 60 credit points in the subject at each of Levels 5 and 6);
- d) as a minor subject strand (modules amounting to 40 credit points in the subject at each of Levels 5 and 6).

Greater flexibility may be built into Level 4 (or 3) to facilitate delayed and informed choice by allowing students to select up to three subjects at that level.

Honours degrees are therefore available as:

Single Honours;

Major/Minor Honours (two-thirds/one-third weighting of two subjects);

Joint Honours (equal weighting of two main subjects);

Combined Honours (equal weighting of three minor subjects).

There is no integration between subjects in combined programmes, although there is internal coherence and progression within each subject strand.

10 TITLES

The award titles available are listed in the Schedule to Ordinance XXIX (Appendix 3). The range of titles has been expanded beyond the generic 'Arts', 'Science' and 'Engineering' to incorporate specific subjects into the award title particularly for practice-based courses, in keeping with national conventions.

Use of 'Arts' or 'Science' in Generic Degree Award Titles

The appropriate title for an award is usually self-evident. However, in some subject areas practice in the sector varies, and it is largely a matter of convention whether Arts or Science is used. The University expects that there should be consistency within subject areas, including between undergraduate and postgraduate degrees.

Naming Subjects in Titles

The subject of study is named in the course title after the award. The University has adopted the QAA guidance that qualification titles should reflect their subject focus. Titles should not normally combine more than three subjects. Where subjects have approximately equal weight they are joined by 'and' ('X and Y' or 'X, Y and Z': two main subjects or three minor subjects.) In major/minor combinations, the minor subject is linked to the major subject by 'with'. This applies where the minor subject represents one quarter or one third of

the programme of study. This weighting should be reflected at Levels 5 and 6 in undergraduate degrees.

The UK Quality Code proposes that 'Combined Studies' should be reserved for courses involving study of more than three significant components. Within the University, the 'Combined Honours' designation may be used as a convenient summary title where three subjects are selected from a range. Awards will specify the three subjects.

11 EXIT AWARDS

Each award-bearing course requires a statement of overarching aims and objectives, representing a coherent programme of study for a course or subject strand. This also applies to 'exit' awards which are not made simply for the accumulation of credit. Students who leave without completing the requirements for a named award may receive a transcript of their studies.

In courses with staged stepping-off and on points and associated awards which are integral parts of a higher award (eg CertHE/AB/Hons degree or PgCert/Dip/Master's degree), only one award is made to students during a continuous period of registration, that at the highest level when the student leaves. Exit awards normally carry the same subject title as the main award.

12 WEB-SUPPORTED MODULE DELIVERY

Two broad definitions are used to describe modules delivered or supported online.

- **BLENDED LEARNING** – Although online participation is required, face-to-face interactions remain. Online participation may include all or some of the following:
 - accessing key course documents
 - using online course material, which contains major educational content
 - interactive and communication (synchronous and asynchronous) between staff and students or among students
 - online assessments (formative or summative)
- **FULLY ONLINE** – There is no face-to-face on-campus component. All content, activities and interactions are integrated and delivered online. The assumption is made that the student may never attend a campus throughout the duration of the module.

No Year 1 modules may be delivered fully online in full-time undergraduate campus-based programmes. The introduction of fully online Level 5 or 6 modules in full-time undergraduate campus-based programmes may be proposed through the validation process or approved by the Faculty through the CA3 process.

13 CERTIFICATE OF PERSONAL AND PROFESSIONAL DEVELOPMENT AND POSTGRADUATE CERTIFICATE OF PROFESSIONAL DEVELOPMENT

The Certificate of Personal and Professional Development award provides a framework for students who have successfully completed stand-alone credit-bearing modules in the form of short courses at Level 3 or 4 to receive a Certificate qualification. There is no requirement of integration between modules nor of a coherent programme of study. This award is formal recognition of accumulation of credit from approved modules within the framework.

A Postgraduate Certificate of Professional Development provides a similar framework at Level 7.

See section L for more information.

UNIVERSITY OF ULSTER

QUALIFICATIONS AND CREDIT FRAMEWORK [2009]

AWARD	QUALIFICATION LEVEL (FHEQ)	MINIMUM OVERALL CREDITS	TYPICAL RANGE OF CREDIT LEVELS	MINIMUM NO OF CREDITS AT HIGHEST LEVEL	MAXIMUM NO OF CREDITS AT LOWEST LEVEL	PASS MARK %	OTHER REQUIREMENTS/COMMENTS
Access Diploma	-	120	1, 2, 3	60	10	40	
Certificate of Personal and Professional Development	-	60	3, 4	-	60	40	Award framework for short course modules.
Certificate	4	60	3, 4	-	60	40	At least 40 at 4 for FHEQ.
Diploma	4	120	3, 4	-	120	40	At least 90 at 4 for FHEQ.
Certificate of Higher Education	4	120	3, 4	90	30	40	
Diploma in Professional Practice/ (International)	5	60	5	60	60	40	Associate Award. Pass mark for award 50% until 2015/16, placement year.
Diploma in International Academic Studies	5	120	3, 4, 5	90	30	40	Associate Award.
Foundation Degree	5	240	3, 4, 5	100	40	40	Must include 40 credits of work-based learning at Level 5.
Associate Bachelor's Degree	5	240	3, 4, 5	100	40	40	
Advanced Diploma	5	120	3, 4, 5	90	30	40	
Advanced Certificate	5	60	3, 4, 5	40	20	40	
Non-Honours Degree	6	360	3, 4, 5, 6	60	30	40	
Honours Degree	6	360	3, 4, 5, 6	120	30	40	More at Level 3 if includes integrated foundation year.
Graduate Diploma	6	120	3, 4, 5, 6	90	30	40	Graduate entry.
Graduate Certificate	6	60	3, 4, 5, 6	40	20	40	Graduate entry.
Integrated Master's Degree	7	480	3, 4, 5, 6, 7	120	30	40	More at Level 3 if includes integrated foundation year. 50% pass mark at Level 7 (from 2003 intake).
Postgraduate Certificate of Professional Development	7	60	7	60	-	50	Award framework for short course modules.
Postgraduate Certificate	7	60	6, 7	40	20	50	40% pass mark in Level 6 modules from 2016/17.
Postgraduate Diploma	7	120	6, 7	90	30	50	40% pass mark in Level 6 modules from 2016/17.
Master's Degree	7	180	6, 7	150	30	50	40% pass mark in Level 6 modules from 2016/17.
Extended Master's Degree	7	240	6,7	180	-	50	From 2016/17. 40% pass mark in Level 6 which forms preliminary stage. 50% required to progress to Level 7.
Professional Doctorate	8	540	7, 8	420	120	50	From 2010.

FHEQ = Framework for Higher Education Qualifications, Quality Assurance Agency for Higher Education, third edition 2014.

The highest level in a range is typical: modules from higher levels may contribute to lower level awards, e.g. an Advanced Diploma may include Level 6 modules. The minimum and maximum number of credits relate to a course with the minimum overall credits; some degrees may include an additional foundation level comprising Level 3 modules. The HE credit levels used by the University are those specified in the England, Wales and Northern Ireland (EWNl) credit guidelines. They are identified by a sequence of numbers from 4 to 8. Levels below Higher Education are also used as indicated. The levels correspond to those used in the University's two earlier frameworks as follows: 1, 2, 3 = A; 4 = 1/B; 5 = 2/C; 6 = 3/D/M1; 7 = M/M2; 8 = D.

The University ceased to offer DipHEs and Edexcel HNDs and HNCs from 2008, and the Diploma in Area Studies and Diploma in Industrial Studies from 2011.

QAA: FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS

The UK Quality Code contains provides the following generic descriptions of Higher Education qualifications in the Framework. The descriptors are in two parts: the first being a statement of outcomes, the achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification; the second is a statement of the wider abilities that a student could be expected to have developed. Each descriptor identifies a particular qualification at that level which should meet the descriptor in full. The descriptor can also be used as a reference point for other qualifications at that level.

There are five levels of higher education qualifications awarded by institutions in England, Wales and Northern Ireland.

Descriptor for a higher education qualification at level 4: Certificate of Higher Education

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- an ability to present, evaluate, and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- undertake further training and develop new skills within a structured and managed environment;

and holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate may be a first step towards obtaining higher level qualifications.

Descriptor for a higher education qualification at level 5: Foundation Degree

Foundation degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;

- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- knowledge of the main methods of enquiry in subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- effectively communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations;

and holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Descriptor for a higher education qualification at level 6: Bachelor's degree with Honours

Bachelor degrees with Honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- an appreciation of the uncertainty, ambiguity and limits of knowledge;

- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable contexts;
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holders of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes from these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

Descriptor for a higher education qualification at level 7: Master's degree

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline;
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable situations;
 - the independent learning ability required for continuing professional development.

Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Master's degrees are awarded after completion of taught courses, programmes of research, or a mixture of both. Longer, research-based programmes often lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year, and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees – in comparison to postgraduate certificates and postgraduate diplomas – typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher

education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

Descriptor for higher education qualifications at level 8: Doctoral degree

Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

and holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge which extends the forefront of a discipline, usually through original research.

Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees will have the qualities needed for employment that require the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

Doctoral programmes that may include a research component but which have a substantial taught element (for example, professional doctorates) lead usually to awards which include the name of the discipline in their title (eg EdD for Doctor of Education or DClinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge. The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research.

Achievement of outcomes consistent with the qualifications descriptor for the doctoral degree normally requires the study equivalent to three full-time calendar years.

SUMMARY OF EWNI GENERIC CREDIT LEVEL DESCRIPTORS

(Source: NICATS Manual, 2002 and the HE Credit Framework for England, 2008)

The level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow. Levels 4 - 8 are relevant to HE learning.

Learning accredited at this level will reflect the ability to:

ENTRY LEVEL - employ recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts, and carry out directed activity under close supervision.

LEVEL 1 - employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision, but with a very limited degree of discretion and judgement about possible action.

LEVEL 2 - apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine; and undertake directed activities, with a degree of autonomy, within time constraints.

LEVEL 3 - apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements selecting from a considerable choice of procedures in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others.

LEVEL 4 - develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

LEVEL 5 - generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

LEVEL 6 - critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.

LEVEL 7 - display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making, including use of supervision.

LEVEL 8 - make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers and accepting full accountability for outcomes.

Table of generic level descriptors

Level	Intellectual skills and attributes	Processes	Accountability
Entry	<ul style="list-style-type: none"> Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others. Exercise basic skills. Receive and pass on information. 	<ul style="list-style-type: none"> Operate mainly in closely defined and highly structured contexts. Carry out processes that are repetitive and predictable. Undertake the performance of clearly defined tasks. Assume a limited range of roles. 	<ul style="list-style-type: none"> Carry out directed activity under close supervision. Rely entirely on external monitoring of output and quality.
1	<ul style="list-style-type: none"> Employ a narrow range of applied knowledge and basic comprehension. Demonstrate a narrow range of skills. Apply known solutions to familiar problems. Present and record information from readily available sources. 	<ul style="list-style-type: none"> Show basic competence in a limited range of predictable and structured contexts. Utilise a clear choice of routine responses. Co-operate with others. 	<ul style="list-style-type: none"> Exercise a very limited degree of discretion and judgement about possible actions. Carry restricted responsibility for quantity and quality of output. Operate under direct supervision and quality control.
2	<ul style="list-style-type: none"> Apply knowledge with underpinning comprehension in a number of areas. Make comparisons. Interpret available information. Demonstrate a range of skills. 	<ul style="list-style-type: none"> Choose from a range of procedures performed in a number of contexts, some of which may be non-routine. Co-ordinate with others. 	<ul style="list-style-type: none"> Undertake directed activity with a degree of autonomy. Achieve outcomes within time constraints. Accept increased responsibility for quantity and quality of output subject to external quality checking.
3	<ul style="list-style-type: none"> Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories. Access and evaluate information independently. Analyse information and make reasoned judgements. Employ a range of responses to well defined but often unfamiliar or unpredictable problems. 	<ul style="list-style-type: none"> Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills. Select from a considerable choice of procedures. Give presentations to an audience. 	<ul style="list-style-type: none"> Engage in self-directed activity with guidance/evaluation. Accept responsibility for quantity and quality of output. Accept limited responsibility for the quantity and quality of the output of others.

4	<ul style="list-style-type: none"> • Develop a rigorous approach to the acquisition of a broad knowledge base. • Employ a range of specialised skills. • Determine solutions to a variety of unpredictable problems. • Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems. • Evaluate information, using it to plan and develop investigative strategies. 	<ul style="list-style-type: none"> • Operate in a range of varied and specific contexts involving creative and non-routine activities. • Exercise appropriate judgement in planning, selecting or presenting information, methods or resources. 	<ul style="list-style-type: none"> • Undertake self-directed and a limited amount of directive activity. • Operate within broad general guidelines or functions. • Take responsibility for the nature and quantity of outputs. • Meet specified quality standards.
5	<ul style="list-style-type: none"> • Generate ideas through the analysis of information and concepts at an abstract level. • Command wide ranging, specialised technical, creative and/or conceptual skills. • Formulate appropriate responses to resolve well defined and abstract problems. • Analyse, reformat and evaluate a wide range of information. 	<ul style="list-style-type: none"> • Utilise diagnostic and creative skills in a range of technical, professional or management functions. • Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes. 	<ul style="list-style-type: none"> • Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.
6	<ul style="list-style-type: none"> • Critically review, consolidate, and extend a systematic and coherent body of knowledge. • Utilise highly specialised technical or scholastic skills across an area of study. • Utilise research skills. • Critically evaluate new information, concepts and evidence from a range of sources. 	<ul style="list-style-type: none"> • Transfer and apply diagnostic and creative skills in a range of situations. • Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. 	<ul style="list-style-type: none"> • Accept accountability for determining and achieving personal and/or group outcomes.
7	<ul style="list-style-type: none"> • Display mastery of a complex and specialised area of knowledge and skills. • Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills. 	<ul style="list-style-type: none"> • Conduct research, or advanced technical or professional activity. • Design and apply appropriate research methodologies. • Communicate results of research to peers. 	<ul style="list-style-type: none"> • Accept accountability in related decision making including use of supervision.
8	<ul style="list-style-type: none"> • Make a significant and original contribution to a specialised field of inquiry. 	<ul style="list-style-type: none"> • Demonstrate command of methodological issues. • Communicate results of research to peers and engage in critical dialogue. 	<ul style="list-style-type: none"> • Accept accountability in related decision making including use of supervision.

INFORMATION AVAILABLE FOR ACADEMIC PLANNING

Internal statistics

Strategic Marketing within Marketing and Communications offers a range of services to support market research, including market analysis and reports. There is a dedicated business partner for each Faculty. Global Engagement also provides information on international markets.

The following information is available to Faculties as part of the process for the creation, monitoring and review of the Academic Plan. The outputs are created from the Student Records, Academic Plan and Admissions databases and are either available for Faculties to run themselves or are provided by Student Planning and Information Development or Student Administration.

- Comparisons of planned and actual student numbers – a report is available for use by Faculties from October onwards and provides an early indication of recruitment performance and is used to compile estimates of 'late enrolments'.
- Statements of actual enrolments at 1 December each year and comparisons with the academic plan projections and actual enrolments of the previous. These are issued by Student Planning and Information Development after the HESES return has been submitted and also included in documents considered as part of the academic courses and numbers plan review.
- Admissions Entry Qualifications – An analysis of planned and actual numbers by undergraduate degree and sub-degree course, plus an analysis of intake qualifications and tariff points: ulster.ac.uk/strategyplanningandperformance/student-statistics.

Similar analyses for previous years over a 10-year period are also available.

- Confirmation Acceptance (UCAS) analyses of applications – Impromptu reports set out the current status of applications by UCAS status and indicated the number of CF, CI, UF, UI at the time of running the report. A similar report is available for direct entry students.
- Digest of application numbers – this is a count of application numbers by Faculty and course for entry year and comparable statistics for the previous three years.
- Student Planning and Information Development provides a range of reports to assist the annual monitoring process. These reports are made available to Faculties on Quality Enhancement's web pages: ulster.ac.uk/quality.

A summary statement for each programme of student performance in the academic year and for the previous three academic sessions. This includes:

- Progression data: the proportions of successful, withdrawn and failed students in each year of the programme;
- Award data: an analysis of final awards.

Note: Staff may also access class lists to review individual student progress/award information, which forms the basis of these reports, from their School office.

- Summary data of performance at University, Faculty and Subject level;
- University summaries of entry qualifications by programme, including Faculty averages;
- Benchmark data which include
- HESA data on national performance at subject level in terms of degree classifications;
- HESA data on progression and performance indicators.

External sources of data include:

UCAS Press releases

The Universities and Colleges Admissions Service (UCAS) distributes a series of press releases to universities throughout the year. These provide figures of applications to each UK university and to the overall HE sector and comparisons with the previous year. Comparison figures include analysis by gender, UK country of origin, overseas domicile, age, country of institution and subject area (JACS codes). These press releases are issued to Faculties by Student Administration.

UCAS Website ucas.com/data-and-analysis

UCAS provide a wide range of applicant and application statistics including UCAS Annual Datasets that are designed to provide applicant, course and institution statistics at a national level. They are free to download and are available over a five-year period. They are also available separately for England, Scotland, Wales and Northern Ireland.

Annual Datasets

There are datasets, free to download, covering a number of themes over a nine-year period for each year and for each UK country and for the UK as a whole.

- [Institution / Subject Group / Domicile](#)
- [Subject](#)
- [Institution / Age](#)
- [Region / Domicile](#)
- [Qualifications / Subject](#)
- [International](#)

HESA website hesa.ac.uk/

The Higher Education Statistics Agency (HESA) provides a range of statistical outputs over several years including HEFCE performance indicators. HESA also manages the Higher Education Information Database for Institutions (HEIDI), to which the University subscribes. This is a web-based management information service at heidi.ac.uk/.

Unistats unistats.com/

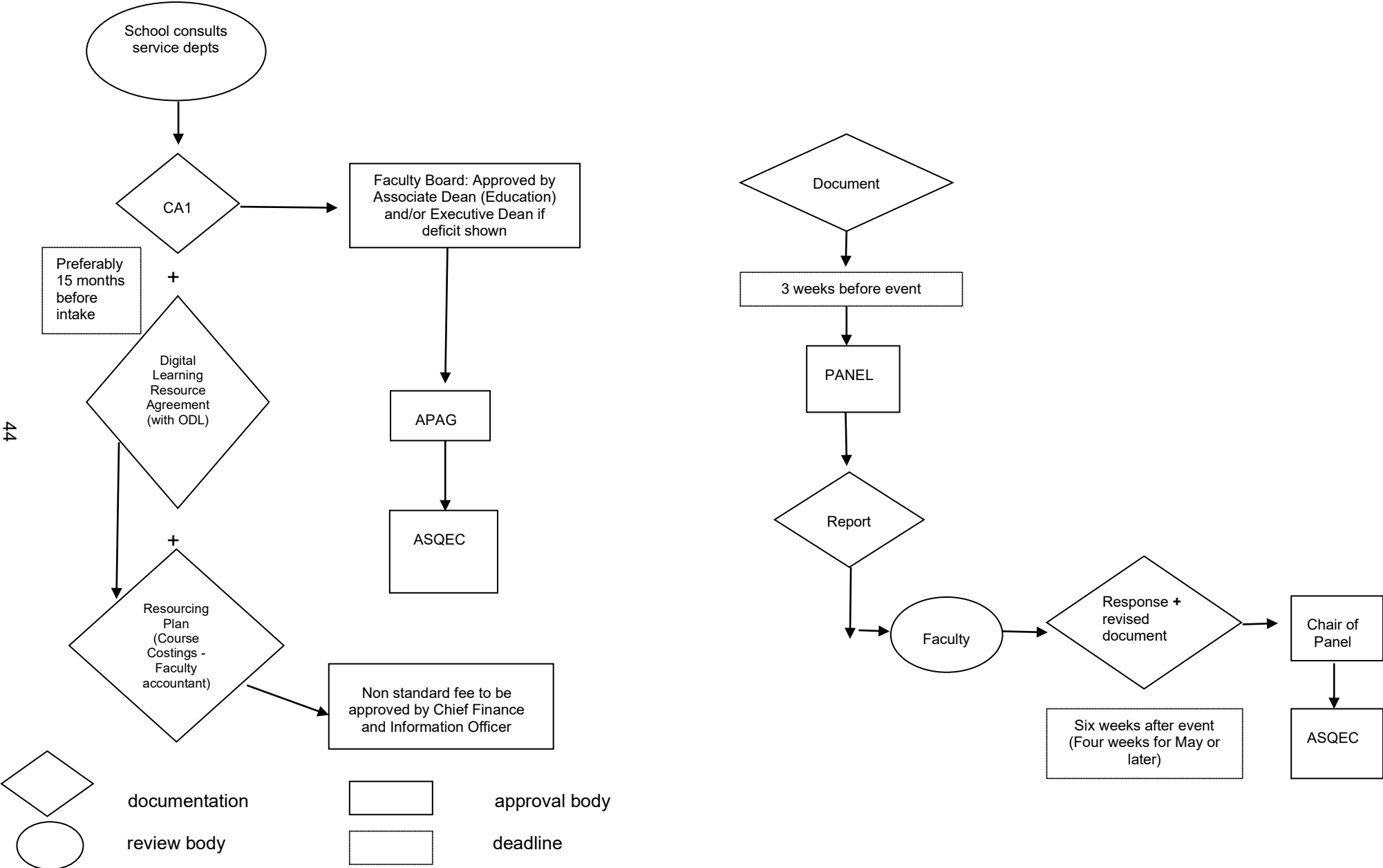
Unistats is an official website owned by and operated on behalf of the national funding councils; it provides information based on HESA data for prospective applicants and others on entry standards, employment and includes the outcomes of the National Student Survey of graduates.

HEFCE i-MAP i-map.org.uk/

The Higher Education Funding Council for England commissioned a project entitled Innovation in the Market Assurance of New Programmes (i-MAP - 2012), which identifies key success factors in the launch of new programmes.

Typical Planning and Approval Process

Approval for Planning Development Evaluation Approval of Proposal



UNIVERSITY OF ULSTER

ACADEMIC PLANNING ADVISORY GROUP *

The function of the Advisory Group is, in the context of the University's Strategic Plan and associated strategies and the Academic Plan, to make recommendations for approval to Senate on the matters identified below.

TERMS OF REFERENCE*

- 1 To consider outline proposals from faculties and external institutions for new programmes of study and to make recommendations regarding the approval of planning and evaluation.
- 2 To note programme withdrawals and consider proposed revisions to programmes affecting the Academic Plan [course title, location including outcentre, mode of delivery or attendance] or with implications for central resources, and to make recommendations as appropriate.
- 3 To keep under review the University's Admissions Policy and to consider proposed amendments to published offer standards in undergraduate programmes.
- 4 To report to the Academic Standards and Quality Enhancement Committee and communicate with, and make reports to, other University committees or bodies in relation to any of the above matters.

In reaching decisions the Advisory Group 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 to ensure that the actions of the Advisory Group are proactive in this respect.

MEMBERSHIP

Director of Academic Business Development	Professor B Murphy (Chair)
One Executive Dean or alternate	Professor C Curran

PVC (Academic Operations and Portfolio Development)	Professor T Scott
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One representative from each of the following administrative sections:

Academic Office	Mr G Kendall
Central Admissions	Mr R Cullen
Employability and Careers	Mrs A Scanlon
Finance Department	Ms A Linton
Global Engagement	Ms C McCarthy
Library	Mrs J Peden
Marketing Unit	Mrs R McCart
Student Planning and Information Development	Dr S Crothers

Secretariat

Academic Office	Mrs A Garland
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*Currently under review

UNIVERSITY OF ULSTER

COURSE PROPOSAL

Form CA1

SECTION A: COURSE OUTLINE

(CMS)

-
1. **COURSE TITLE:** **COURSE CODE:**
 2. **NATURE OF PROPOSAL:** New Course ☐ Revised Version of Existing Course ☐
New Subject Strand ☐ New pathway leading to a distinct award title ☐
(Select as applicable)
 3. **PROPOSED STARTING DATE:**
 4. **LOCATION:** Specify campus and/or distance learning (if fully on-line)
 5. **SPONSORING FACULTY:**
Sponsoring School:
 6. **ASSOCIATED FACULTY OR FACULTIES:**
 7. **MODE OF ATTENDANCE:**
FULL-TIME ☐ PART-TIME DAY ☐ PART-TIME EVENING ☐
 8. **COURSE DURATION:**
Please specify years and semesters.
 9. **REASON FOR COURSE PROPOSAL**
(Reference should be made to the aims of the course and their relationship to the University's strategic aims and objectives. Comment on the way in which it will satisfy the community interest as regards professional, industrial or other social requirements.)
 10. **EVIDENCE OF STUDENT DEMAND**
(Include, for example, information sources, views from existing students, former students, expert opinions (staff and networks), field research. Distinguish between campuses and modes of study where applicable.)

Confirm engagement/collaboration with:

Marketing and Communications Directorate Yes ☐ No ☐

and/or Global Engagement Yes ☐ No ☐

11. **PROPOSED STUDENT ENROLMENTS** (Planned numbers over the next six years are recorded in the Resourcing Plan (Course Costing). Refer to the guidelines on minimum and maximum cohort sizes. Distinguish between modes and campuses of study where applicable. The Faculty should ensure that the proposal can be accommodated within its academic courses plan.)

MINIMUM COHORT SIZE: FT:

PT:

ARE FULL-TIME AND PART-TIME STUDENTS TO BE TAUGHT TOGETHER?

Yes ☐ No ☐

12. **PROGRESSION OPPORTUNITIES AVAILABLE TO STUDENTS**

(Information should be provided on:

- the potential employment, further study and training opportunities available on completion
- the proposed input from Employability and Careers in supporting the development of employability skills for students. It must be consulted on this point.)

13. **RELATIONSHIP WITH OTHER COURSES IN COGNATE AREAS**

(a) Within the University of Ulster

(b) Elsewhere in Northern Ireland

(c) Impact of enrolment on other courses

14. **RELATIONSHIP WITH OTHER INSTITUTIONS, EXTERNAL AGENCIES, INDUSTRY, PROFESSIONAL BODIES**

Outline relationships with other bodies. (For proposals involving collaboration with other institutions, indicate whether a *joint course* is proposed (and whether a joint award is possible) or whether an *outcentre* arrangement is to be developed and / or Recognised Teachers designated (see Partnership Handbook for definitions).)

SECTION B: ACADEMIC ASPECTS OF THE COURSE

15. **ENTRY REQUIREMENTS**

(Refer to the General Entry Requirements for the award, and any subject-specific requirements. The proposed initial offer standard should also be given for full-time undergraduate courses.)

16. **AIMS**

Define the broad educational purposes of the course/undergraduate subject strand. (Detailed programme level learning outcomes setting out the achievements which demonstrate successful completion of the course will be provided subsequently in a programme specification.)

17. **COURSE STRUCTURE AND OUTLINE OF COURSE CONTENT**

Describe the structure and outline the course content if available, preferably in diagrammatic form, identifying modules as Current, Revised, New

For Honours degrees indicate whether the subject will be available in

☐ Single honours ☐ Major ☐ Main ☐ Minor

(Major/Main/Minor strands contribute to modular combinations on the campus.)

SECTION C: RESOURCES

18. RESOURCE IMPLICATIONS

(The Faculty Accountant is expected to prepare, with indicative costings, an outline business case (resourcing plan), which demonstrates the viability of the programme (Annex).)

Will it be possible to offer the course within existing approved resources?

<u>Resource</u>		<u>Confirm engagement with central dept and availability of evidence of discussion</u>	
(a) Staffing	Yes <input type="checkbox"/> No <input type="checkbox"/>		
(b) Accommodation	Yes <input type="checkbox"/> No <input type="checkbox"/>	Physical Resources	Yes <input type="checkbox"/> No <input type="checkbox"/>
(c) Centrally managed IT services	Yes <input type="checkbox"/> No <input type="checkbox"/>	ISD	Yes <input type="checkbox"/> No <input type="checkbox"/>
(d) Library	Yes <input type="checkbox"/> No <input type="checkbox"/>	Library	Yes <input type="checkbox"/> No <input type="checkbox"/>
(e) Careers advice	Yes <input type="checkbox"/> No <input type="checkbox"/>	Employability	Yes <input type="checkbox"/> No <input type="checkbox"/>
(f) Recurrent/Equipment	Yes <input type="checkbox"/> No <input type="checkbox"/>		
(g) Equipment – IT (including software)	Yes <input type="checkbox"/> No <input type="checkbox"/>		
(h) Equipment – other	Yes <input type="checkbox"/> No <input type="checkbox"/>		
(i) E-learning	Yes <input type="checkbox"/> No <input type="checkbox"/>	Office for Digital Learning	Yes <input type="checkbox"/> No <input type="checkbox"/>
(j) Marketing	Yes <input type="checkbox"/> No <input type="checkbox"/>	Marketing & Comm	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Global Engagement	Yes <input type="checkbox"/> No <input type="checkbox"/>

In consultation with the relevant service, please include brief details of the additional resources and an estimate of its additional budget requirement. **You must provide this information or the Library.** The Faculty is expected to meet staffing needs from its own resources.

Provide details of marketing resources, for example research, communications, promotion and delivery.

Note: A fully on-line proposal must be accompanied by a completed Digital Learning Resource Agreement. The form can be downloaded from [DLRA](#).

19. MASN REQUIREMENTS

If the course comes within the category subject to MaSN restrictions (normally full-time undergraduate courses), please:

- outline the Faculty's plans with regard to which course(s) will be withdrawn or have reduced student numbers in order to stay within existing allocated MaSN numbers (cross-reference to the proposed enrolments quoted in Section 10), or
- provide details of plans/discussions to secure an additional MaSN allocation.

20. STUDENT FINANCIAL SUPPORT

Please specify sources of student support.

SECTION D: PLANNING AND EVALUATION

For courses requiring full evaluation please complete sections 21-27.

If the Faculty believes that a new course or strand, which has a distinct title and aims and objectives but derives substantially from existing provision, need not be validated by an evaluation panel, please complete 26 and 27 and provide a supporting statement and evidence of external approval of the proposal and the staff designated to deliver new modules (e.g. a report from the external examiner) (CA1 supplement). In addition, the following material should be included:

- Full programme specification
- new and revised module descriptions
- course regulations (not required for subject strands)
- CVs for staff not already approved

Refer to CA1 supplement guidance.

The Academic Planning Advisory Group will determine whether to recommend approval without an evaluation event.

21. COURSE PLANNING COMMITTEE

(Persons who are not members of the University e.g. from industry or the professions may be appointed as advisers to the course or subject planning committee, but will not be eligible for appointment to the evaluation panel.)

Chair:

University members:

22. APPROXIMATE DATE BY WHICH EVALUATION DOCUMENT WILL BE READY FOR DISTRIBUTION TO EVALUATION PANEL

(Note that the document should be ready for distribution at least 3 weeks before the meeting.)

23. PREFERRED DATE OF MEETING OF EVALUATION PANEL

Please indicate preferred month. (The meeting will be held as early as possible in the year prior to the proposed start date.)

24. EVALUATION PANEL

Please give the names, positions and addresses of a minimum of three persons who might be considered as external members of an evaluation panel. At least two will be selected by the Academic Office. (These should be subject-specialist academic staff from other higher education institutions with a strong reputation in their field and in pedagogy and with recent experience of curriculum design. Membership of the Higher Education Academy is recommended. There must be a sufficient number to cover all subject areas within the course. At least one nominee should be from an institution in Great Britain in order to ensure familiarity with the UK higher education infrastructure.) A professional body or employer representative may be proposed as an additional member (see also 27). Nominees should not be closely associated with the School, e.g. through having recently been a member of staff or an external examiner within the last five years, nor should members of the course team be closely associated with the institution of the external nominee, e.g. in the role of external examiner.

The University is required by the UK Government's Immigration Regulations (2008) to verify the right to work in the UK of any person undertaking work at the University irrespective of the length or nature of that work. External panel members who are formally invited by the Academic Office to participate in a validation event will be required to provide appropriate documentary evidence, e.g. passport.

Name	Position	Dept. / Faculty	Institution	Area of Subject Expertise/Employer Representation

25. PROFESSIONAL, STATUTORY OR REGULATORY BODY RECOGNITION OR ACCREDITATION

Please indicate if a joint evaluation is possible. YES ☐ NO ☐

State body and contact.

26. SUBJECT BENCHMARK

Please specify the relevant QAA subject benchmark and any other relevant standard.

27. REVALIDATION UNIT/SUB-UNIT

Please indicate to which unit/sub-unit the course or subject belongs for future re-approval.
(See listing at ulster.ac.uk/academicoffice/ under Revalidation)

Unit Name and Number:

Or indicate that it should undergo single course or subject Revalidation as a new sub-unit.

SECTION E: FACULTY APPROVAL

FACULTY APPROVAL REFERENCE (if any):

The programme, completed form and additional documentation (including resourcing plan) should be submitted by the Associate/Executive Dean on behalf of the Faculty Board through the Curriculum Management System preferably not later than 15 months before the proposed intake.

In so doing, the Associate/Executive Dean confirms that the outline proposal has completed Faculty consideration and is recommended to proceed to planning and evaluation.

Academic Office
July 2020

Policy: Guidelines on Minimum and Maximum Cohort Sizes (Intake)

Policy I - Internal Provision

- (i) Cohort sizes will be consistent with the Academic Plan.
- (ii) Minimum and maximum cohort intakes are indicative and context sensitive.
- (iii) Faculties have discretion to recruit above or below the indicative cohort sizes as they see fit in line with DVC/PVC/Planning guidance at Admissions time to achieve the overall Academic Plan.
- (iv) Courses are not normally withdrawn from recruitment once offers of admissions are in place. Derogation must be approved by the relevant responsible Senior Officer.
- (v) Approval documentation will use the standard course-costing methodology.
- (vi) Indicative projections on undergraduate and *established* postgraduate minimum intake will normally be no less than 15 (FT and PT combined) and will be guided by consideration of course viability and the quality of the student experience.
- (vii) Indicative projections on *new* postgraduate minimum intake will normally range from no less than 10 (FT and PT combined) rising to no less than 15 when established and will be guided by consideration of course viability and the quality of the student experience.
- (viii) Indicative projections on maximum intake will not be subject to an upper limit but will be guided by consideration of resources available to deliver a programme of high quality.
- (ix) Regulated enrolment quotas will be evaluated in light of projected course viability and programme quality.
- (x) Approval documentation will contain the academic and viability rationale for the indicative minimum and maximum cohort sizes.
- (xi) Planning will liaise with Faculties to agree MaSN and Non-MaSN adjustments to the Academic Plan arising from the cohort sizes of new approvals and programme withdrawals.
- (xii) Indicative minimum and maximum cohort plans and actuals will be monitored and shared for Faculty consideration.
- (xiii) Variation of the long-term norm in indicative cohort sizes should be formally re-approved.

PRINCIPLES GOVERNING CHAIR'S ACTION

Requests for Chair's action on behalf of APAG will be accompanied by a supporting note which addresses the following principles for acceptable use of the privilege of Chair's action.

That:

1. Due diligence on quality and sustainability is not compromised by reduced scrutiny.
2. Chair's action is by exception so that collective decision-making in the main is not compromised.
3. The academic provenance of the case is clear and the case for approval is uncomplicated.
4. Where the Chair considers approval merits wider consideration this will be enacted and the approval process may be prolonged or referred to the next APAG session.
5. An explanation for lateness of request is provided if applicable.
6. The rationale for urgency is explicitly made, normally on business and/or academic factors.
7. The rationale for urgency explicitly and clearly precludes collective consideration by APAG in session.
8. The request is normally submitted no less than four weeks ahead of the next available APAG session.
9. The scheduling of the earliest APAG in each academic session will normally be no less than two weeks ahead of the indicative earliest registration period.

Course Proposal: _____

GUIDANCE FOR EXTERNAL ASSESSORS OF PROPOSALS FOR NEW COURSES (for which the Faculty has sought approval without consideration by a University validation panel)

Background

The University normally requires new course, or subject strand, proposals to be considered through a formal evaluation process which involves the submission of a course document for discussion with an evaluation panel comprising internal University representatives and at least two external subject experts. A Faculty may recommend that a new proposal, which derives substantially from currently approved provision, be introduced without full evaluation. In such cases the Faculty provides any new or revised module descriptions, a set of course regulations, and information on resource needs and CVs for any staff not already approved. The learning and teaching and assessment strategies, and support for students will follow the arrangements for the related approved provision.

The Faculty is also required to provide its own supporting statement, and a statement of external endorsement of the proposal. The latter should provide, in the context of the existing approval of related provision, the same assurance of standards and quality that the University achieves through the validation process.

The University, therefore, would appreciate your views on the course proposal named above.

Information enclosed [some of which may be provided through the CA1 form]

- Summary statement about existing course(s) and rationale for proposed development
- Programme Specification
- Course structure diagram
- New and revised module descriptions
- Relationship to existing course(s) and other module descriptions, unless known to external
- Statement of staff resources: overall profile and CVs for staff new to course team
- Statement of specialised resource to support the course
- Relevant subject benchmark statement

You may also find helpful the University's Guidelines for evaluation and revalidation panels [appendix 18], together with a set of prompt questions, based on those provided to these panels [attached].

Report

The University would particularly welcome your comments on the appropriateness of:

- the academic structure and content of the proposal with regard to its integration and coherence;
- the standards for the course in terms of its qualification and credit levels;
- the resources identified to support delivery.

GUIDANCE FOR EXTERNAL ASSESSORS (CA1 Supplement)

Programme Specification

Is this clearly and fully presented? Is there a clear relationship between the intended learning outcomes and the aims of the course/subject strand (including for any proposed pre-final exit awards)? Are the programme learning outcomes written at the final level of the award? Are they appropriately mapped in the learning outcome map?

Is the summary information on course structure consistent with that in the rest of the documentation?

Progression, Coherence, Choice (within the programme), Structure Diagram

Is there coherence within the course/strand? Are the choice of modules and their level and sequence appropriate? Is academic progression and integration between and within levels in the programme evident? Is there sufficient underpinning? Are adequate and meaningful opportunities for choice provided? Are the expectations for any exit points adequately addressed? Do they represent coherent programmes of study?

Are modules located in the appropriate semester and year?

Are modules appropriately designated as compulsory or optional? Taking account of module sizes, is the overall structure and workload balanced and reasonable?

Standards

Does the programme meet the relevant subject benchmark standards?

Does the course meet the specification for its associated award in the national Framework for Higher Education Qualifications?

Are the relevant PSRB requirements addressed? If applicable, is fitness to practise achieved?

If appropriate, have the reasons for particular entry standards, requirements or competences been explained?

Modules (For each new or revised module)

Does the module title adequately reflect the content? Is the credit level properly assigned?

Do the modules meet the University's acceptable sizes (any multiples of 5 from 10 credit points; a normal minimum size of 20 is encouraged)?

Do the credit points accord with the notional student effort hours (10 hours = 1 credit point)?
Do the hours give an adequate breakdown between the different forms of teaching used?

Is there a clear relationship between the module and course rationale, aims and learning outcomes?

Are the design and organisation of the curriculum effective in promoting student learning and achievement of the intended learning outcomes?

For undergraduate courses, does the first year curriculum support the development of academic skills including learning to learn in higher education?

Are the learning and teaching and assessment methods appropriate to the intended learning outcomes at the level of the module?

Is the syllabus content appropriate for the objectives of the module and course? Will it encourage the achievement of the knowledge, understanding, skills and other qualities identified? Is it current and relevant? Is it informed by current research and scholarship (including the research interests of staff), the subject benchmarks, and any changes in the relevant occupational or professional requirements?

In an Honours degree, are there a period of work-based learning and a sustained project or dissertation module? Are the arrangements for project/dissertation supervision adequate? Is the suggested word-length appropriate?

Is sufficient information provided about the forms of assessment (eg duration and format of examination, length of assignment)? Are they appropriate for their diagnostic, formative and/or summative purposes? Are assessment loads equitable and consistent? Is the assessment weighting appropriate?

Are the reading lists and other sources of information appropriate? Are the texts current editions? Are the texts appropriately identified as required or recommended reading? Is the amount of reading realistic?

Staff Resources

Are the staff sufficiently qualified and experienced to deliver the course successfully at its qualification level? Are the staff numbers adequate? What is the balance between full-time and part-time staff? Will part-time contracts allow sufficient time to undertake expected duties? Is adequate support provided for postgraduate teaching assistants, demonstrators and part-time lecturers and recognised teachers and their integration into the team?

Is there sound leadership in the course/subject and module teams? Are you confident that the staff can work together as an effective team?

Is there adequate technical, administrative and other support staff?

Is there a staff development plan? Will it contribute to the enhancement of teaching? Have staff undertaken the University's Postgraduate Certificate in Higher Education Practice (or its predecessor), or are they otherwise qualified in teaching in higher education? Is there evidence of participation in curriculum development?

Physical Resources

Are the available physical resources (general and specialist accommodation, laboratory equipment, library, IT) sufficient to ensure the successful deliver of the course(s), for the cohort size?

Is there a renewal/updating policy for equipment?

Appendix 13

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

TERMS OF REFERENCE

- 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.
- 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 approve proposals for the planning of new programmes and revisions to course titles and the introduction of new locations, modes of attendance or study;
 - b) to grant approval to new and revalidated programmes of study;
 - c) 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*;
 - d) 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;
 - e) to determine the arrangements for the preparation and presentation of dissertations for Master's degrees;
 - f) to determine the dates of semesters;
 - g) to make recommendations to Council on the establishment of prizes and their amendment*;
 - h) 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 PVC (Academic Quality and Student Experience).

DIGITAL LEARNING RESOURCE AGREEMENT

This digital learning agreement is a formal statement that necessary support has been agreed between the Faculty and the Office for Digital Learning (ODL).

FACULTY:

PROGRAMME NAME:

PLANNED FIRST INTAKE (MM/YYYY):

NOMINATED ADDL STAFF MEMBER: *(ODL will be available to assist with queries from APAG and evaluation panel if necessary)*

NOMINATED FACULTY CONTACT POINT

Consideration has been given to the following:

Learning Design:

- Blackboard Learn course areas - standard templates available.
- Module Access Request System and content migration.
- Mandatory Programme Support Area – standard template available.
- VLE (Blackboard) tools and facilities available including content delivery, communication, collaboration, support and assessment and feedback / originality checking tools.
- Various approaches and tools for digital learning.
- Effective and good practice in terms of course development and delivery.

Resourcing

- Course team time allocated to development and delivery of online learning materials.
- Identification of Instructional Design Consultant within ODL for support and guidance.

Professional Development Requirements

- Training plan developed to ensure staff providing the programmes have the appropriate expertise and have opportunities to receive appropriate training.
- This should encompass both technical expertise in delivery systems (including Ulster e-Tutor status of course team) as well as the usual evidence of pedagogical expertise.

Required signatures:

Head of School	_____	Date	_____
Associate Dean (Education)	_____	Date	_____
Head of ODL	_____	Date	_____

The completed form should accompany a CA1 or CA3 approval request in the CMS

[DLRA](#)

GRADUATE QUALITIES AND PRINCIPLES UNDERPINNING THE STUDENT EXPERIENCE

Graduate Qualities

The following statement of the expected qualities of graduates reflects Ulster's vision of leading in the provision of professional education for professional life.

University of Ulster graduates will demonstrate:

- subject-specific knowledge and skills informed by current research and professional/vocational practice
- flexibility, creativity and an entrepreneurial approach to problem solving
- self-confidence, global citizenship, appreciation of sustainability matters, ethical leadership, and a commitment to life-wide learning, professionalism and employability
- effective collaborative working, communication skills and the capacity for reflective practice, including the ability to give and receive feedback.

Approved by Teaching and Learning Committee, June and October 2011. This statement replaces one adopted in October 1998.

Guidance

The following guidance has been endorsed by the Committee to assist course teams. Additional resources for students and a Curriculum Mapping tool for staff are available at ulster.ac.uk/employability/staff (the 'Staff Employability Portal').

The University includes the above Statement of Graduate Qualities in the national Higher Education Achievement Report (HEAR) document which is available to all students commencing undergraduate degrees at the University from 2011/12. The document is developed over the student's career and it may be released to third parties with the permission of the graduate student.

It should be borne in mind that there are many qualities that a university graduate might expect to have. In essence this statement tries to encapsulate those qualities that characterise an Ulster graduate. As they apply to any Ulster graduate they are generic and aspirational until they are related to specific discipline areas. The challenge for faculties is to articulate the graduate qualities as they refer to each programme or subject area.

The purpose of the Statement of Graduate Qualities is two-fold.

- It acts as a framework on which evidence can be accumulated on the qualities. A sample evidence base is set out below demonstrating where the student's experience can be applied.
- It also acts as a guide for course teams to develop further opportunities to evidence the qualities.

Tying the Graduate Qualities into course evaluation and revalidation as well as into the HEAR document process is designed to ensure that the Graduate Qualities are properly embraced and articulated and not seen as a 'lip-service' exercise.

Articulation of the graduate qualities through the subject disciplines is not a new concept. Emphasising them at a programme-of-study level helps to make them more transparent and

more explicit; course teams and students are more conscious of them, more alert to looking for opportunities to express them.

In articulating the Graduate Qualities in an evaluation or revalidation document it is not envisaged that the course team provide a tick-box mapping exercise, but it should provide a narrative at the course level and use examples from modules in defending their approach. Value is seen in the review and reflection entered into by the course teams as they explore the Graduate Qualities and facilitate students meeting them.

The Graduate Qualities have been written with the nominal degree graduate in mind but as they are generic, they should also inform and be considered by other levels of qualifications.

Evidence that the Graduate Qualities have been achieved.

Examples below are only indicative and are not meant to be an exhaustive list of the sources of evidence. As an exercise, faculty groups or subject disciplines might wish to concentrate on a graduate quality that does not easily lend itself to articulation and discuss how evidence could be demonstrated with the spirit of the graduate quality.

Subject-specific knowledge and skills informed by current research and professional/vocational practice.

Evidence will come from the Subject Benchmark Statements and specific PSRB requirements.

The student can point to learning outcomes at programme level and within specific modules. In particular, students can refer to the input from research active staff in the final year.

Flexibility, creativity and an entrepreneurial approach to the resolution of problems.

The student can point to examples within modules where creativity, complex problem solving and innovation could be demonstrated.

Self-confidence, global citizenship, appreciation of sustainability matters, ethical leadership and a commitment to life-wide learning, professionalism and employability.

Relevant examples and evidence could be garnered from exchange programmes, Study USA and Erasmus, placement, visiting speakers, work with multi-national corporations, as well as the curriculum and learning and teaching and assessment methods in appropriate modules. (See also guidance on internationalisation of the curriculum (2013).)

Evidence from the student's engagement with Tutoring in Schools, Science Shop, mentoring, corporate social responsibility, sponsorship and volunteering activities and participation in clubs and societies.

Students could provide evidence of employability from placement reports and employers, programme-specific KIPTs, student project, seminars and workshops and examples of working as an individual or in a team.

QAA and HEA have published guidance on education for sustainable development (2014): qaa.ac.uk/quality-code/supporting-resources (or search for Sustainable Development).

Effective collaborative working, communication skills and the capacity for reflective practice, including the ability to give and receive feedback.

The student can point to areas where skills such as teamwork, presentation, analysis, critical evaluation and argument have been developed throughout their course; input and accreditation by professional bodies; placement and choices within a programme.

Principles underpinning the Student Learning Experience

The Student Experience Principles (2015) set out the principles of the Ulster Student Learning Experience. It is not intended to redefine the Ulster experience but to articulate in a set of Principles the aspirations of a range of existing and developing strategies as they impact on the student experience in relation to learning and teaching and the delivery of Ulster's graduate qualities. Detailed guidance supports the implementation of the Principles with questions to prompt discussion within course teams and identified resources: adl.ulster.ac.uk/principles

Six principles have been developed covering the following areas:

- The Ulster Learning model. (This is an overarching principle and incorporates both the pedagogic approach to learning and the partnership nature of student engagement in learning and teaching.)
- Employability
- Internationalisation
- Digital Literacy
- Research/Teaching Nexus
- Ethics and Sustainability

Ulster's Learning Model

- Ulster students will be at the heart of the learning experience
- Ulster students will engage in a collaborative, learner-centred, active and participative environment.
- Learner-centred teaching will promote inquiry-based learning methods to facilitate exploration, innovation, critical thinking, leadership and problem-solving.
- Learning will be facilitated through critical reflection on individual and group-based transformative learning experiences.
- Ulster students and staff will be engaged in a learning community which facilitates the transition through programmes of study and on to employment.

Employability

Ulster students will develop the knowledge and skills to be confident and capable of competing for, and succeeding in, stimulating and fulfilling employment through the provision of opportunities designed into their programme of study. A student's whole experience at Ulster contributes to successful employability.

Internationalisation

Ulster students will be equipped with the necessary skills, understanding and confidence to live, work, and study in international and intercultural contexts.

Digital Literacy

Ulster students will develop the knowledge, skills, experience and digital capabilities to equip them for living, learning, communicating and working in a digital world and to maximise their employability.

Research/teaching Nexus

Ulster students will experience research and/or scholarship informed teaching to gain the skills to demonstrate critical intellectual enquiry in their taught courses to enable them to become independent learners and progress to their chosen careers and/or as a preparation for further study or research.

Ethics and Sustainability

Ulster students will gain an understanding of and exemplify ethical behaviours and learn productive resolutions to problems for current and future needs.

PRINCIPLES OF ASSESSMENT AND FEEDBACK FOR LEARNING

The University has adopted (June 2011) the following statement.

Assessment and feedback for learning should:

- 1 help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);
- 2 encourage 'time and effort' on challenging learning tasks which recognise the importance of learning from the tasks, not just demonstrating learning through the tasks;
- 3 deliver timely learner-related feedback information that helps students to self-correct and communicate clear, high expectations and professionalism;
- 4 provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;
- 5 ensure that all assessment has a beneficial, constructive impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;
- 6 facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;
- 7 encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

The implementation of these principles will influence curriculum design, delivery and educational practice, such that students and staff become co-creators and collaborators in learning.

EMPLOYABILITY AND ENTREPRENEURSHIP

1. Ulster's Employability Strategy

Ulster's (2018-2023) Employability Strategy employability.ulster.ac.uk/strategy/ is premised on the belief that the development of knowledge, skills and attitudes for employability is best embedded within the curriculum and supported with access to impactful co-curricular and extra-curricular opportunities.

The Staff Employability Portal ulster.ac.uk/employability/staff will provide detailed guidance and resources to assist programme teams with embedding Employability and Enterprise in the curriculum.

The key drivers for employability include:

Embedding Employability in the Curriculum

Embedding employability is about providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to enable graduates to make successful transitions and contributions, benefitting them, the economy and their communities. Employability is relevant to all students, and at all levels of study so includes both undergraduate and postgraduate provision. To be addressed effectively, employability should be embedded into all learning and teaching processes and practices – particularly in the curriculum – and considered throughout the student lifecycle, from the very start of a student programme through to the completion of their studies.

All stakeholders, including academic staff, students, employability services, students' unions, and employers, have a role to play in embedding employability and should be involved in doing so via a collaborative, partnership approach.

Embedding employability is important to:

Students: with the rise in tuition fees, students are investing in their future careers and are more focussed on how the institution can support them to enhance their immediate employment prospects and longer term employability.

Employers: employers have specific needs in terms of graduate knowledge, skills and attributes which should inform the curriculum, HE business engagement and employability support in HE.

Institutions: excellence in graduate employment and employability enhances an institution's reputation and global standing, influencing student recruitment and engagement with employers.

UK economy: graduate employability is a government priority as it is vital to the UK's economic growth (regionally, nationally and internationally) and supports both social and cultural development.

A key element of embedding employability is the Integrated Curriculum Design Framework (ICDF) ulster.ac.uk/cherp/academic-development/icdf and in particular the development of stages 1 – 4:

Stage 1: Contextualised Research & Analysis

Stage 2: Stakeholder Engagement

Stage 3: Programme Design

Stage 4: Module Design

Graduate Outcomes

With the Graduate Outcomes survey timing, moving from six months to 15 months post-graduation, the University has a longer window to support graduates to secure graduate level employment. This, however, will require Ulster to significantly extend and expand the support it gives to students after they graduate if positive results are to be achieved at a sector level for the Graduate Outcomes Survey.

Employer Engagement

Ulster University recognises the centrality of employer engagement in the design and delivery of the curriculum, enhancing student employability and responding to local and national demand for skills. The University must maintain and continue to develop its approach to employer engagement and business partnerships to support institutional priorities, the Northern Ireland Programme for Government and relationship building with local, national and international business.

Work Experience

Work Experience is increasingly valued by employers, with 59% of employers rating it as one of the most important factors when recruiting graduates (CBI/Pearson, 2017). Work experience complements the development of transferable skills and positive attitudes to work. It also improves a student's opportunity to gain a professional/managerial job on graduating (BIS, 2013b).

Integral to providing students with the knowledge, skills and confidence to take on challenging graduate level jobs are the opportunities afforded to our students to undertake work-based and/or work-related learning either as an integral part of their course of study as a coterminous award, or short-term internships.

Widening Participation

Ulster University is a sector leader in widening access to higher education, with the institution consistently attracting students from socially and economically disadvantaged backgrounds. Institutional data and wider research highlight that students from Widening Participation (WP) backgrounds are significantly less likely to achieve positive employability outcomes compared to their non-WP counterparts.

All faculties and central departments must maintain and further develop support for WP students and graduates to ensure they have positive graduate outcomes.

Entrepreneurship

Given the broad portfolio of Ulster's subject provision and the regional infrastructure of start-up, microenterprise and small business sectors, it is important that we adequately prepare students for alternative career options and develop their confidence to take entrepreneurial activity to the next level. Enterprising competencies, such as teamwork, creative thinking, problem-solving and commercial awareness, are essential skills that have been identified by employers as key priorities.

Embedding the delivery and assessment of enterprise competencies in the curriculum will be useful to those in employment, or those who become self-employed and work on a freelance or consultancy basis.

2. Employability and Employment

Enhancing employability is a priority and our ambition is to be a sector leader in the provision and support of student and graduate employability.

In light of government policy and changes in the future of work, the University needs to develop further its provision for graduate employability and employment, and in doing so acknowledge the distinction between employment and employability. Whereas **employment** is generally

understood to mean having a job or being self-employed, **employability** means possessing the skills and qualities which will facilitate and enhance one's chances of gaining a job or self-employment.

The University adopts the Advance HE view of employability as: 'providing opportunities, to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to engage graduates to make a successful transition and contribution; benefitting them, the economy and their communities' (HEA 2015).

Employability is therefore not simply about getting a job but embraces the development of:

- 1 Employability skills and attributes;
- 2 Career planning and management skills;
- 3 A capacity of deep learning, reflection and action planning; and
- 4 A positive attitude towards lifelong learning.

3. The University's Framework for Employability

The complexity of employability and the variety of effective and legitimate approaches taken to embed it in our curricula underscore the fact that there is no 'one size fits all' approach. Embedding and enhancement have to be undertaken with reference to curricula context, and without prejudicing the subject specific and disciplinary dimensions of learning.

The University has developed an innovative and comprehensive employability framework that can be woven into the fabric of the curriculum, the students' learning experiences, and our co-curricular and extra-curricular provision. The framework creates an ecosystem of multiple, interconnected employability activities which faculties, schools and programmes can use to plan, develop and deliver their own student-centred approaches to employability.

The Framework for Employability is supported by an Engagement model and Academic Support model. See employability.ulster.ac.uk/strategy/ (pages 13-15).

4. Go Global (Outward Mobility)

As the UK seeks to boost trade links around the world, outward student mobility has never been more important. Outward mobility benefits individuals, universities, society and the economy, with many universities offering degrees with placements abroad, ranging from a few weeks to an entire year. Gaining international experience as a student at Ulster can have a significant impact on future career plans.

Graduate employers increasingly seek recruits with multicultural awareness, adaptability and awareness of global business networks; international work-based learning experiences enable students to develop and document these highly transferable skills which are proven to increase employability.

The University's Employability Strategy 2018-2023 affirms our commitment to increasing the opportunities for Ulster students to access international work experience, through internships, placements and work-related learning, and where appropriate, for these experiences to be assessed and accredited.

By encouraging our students to experience different work environments, people, cultures and organisations, they will not only develop their technical and professional skills but will also develop a global mindset to excel in a competitive graduate job market.

For further information and advice on managing and developing global placement opportunities, see the 'international work experience' section in the Staff Employability Portal.

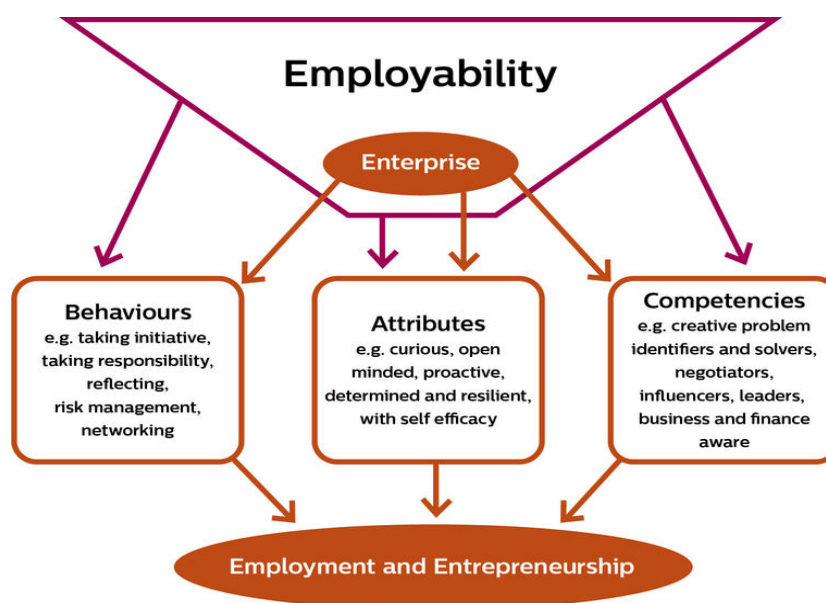
5. The relationship between Employability, Enterprise and Entrepreneurship

There is an overlap between the broad set of skills, attributes and competencies that contribute to graduate employability and the characteristics of Enterprise and Entrepreneurship. These are not the same, for example a small or micro business may value and utilise enterprising and entrepreneurial qualities more highly than a larger business or company, although a research and development department within the same company may also seek out these competencies. Hence the potential career trajectory of the student has a part to play.

An effective approach to Employability, Enterprise and Entrepreneurship Education has a significant impact on learning to learn, and therefore the future success of the individual student. It prepares them for a rewarding professional life and acts as a significant vehicle to deliver against the institutional aims for graduate employment, employability and future success.

Employability support within the University covers a vast array of interventions and activities, both in the curriculum and beyond. These interventions may also support Enterprise and Entrepreneurship. However, an effective approach needs to go much deeper than these kinds of activities alone and collaboratively we need to develop a broader more coordinated range of activities that build year on year.

The diagram below illustrates the relationship between enterprise and employability/entrepreneurship. Career paths may reflect these interconnections.



Discovering synergies between enterprise and employability (credit: Higher Education Academy)

For additional support and guidance on Enterprise and Entrepreneurship Education please refer to gaa.ac.uk/quality-code/supporting-resources or search for this topic.

6. Performance Measures

It is expected that the University's Employability Strategy will be reflected within Faculty and Professional Services planning processes and action plans in order that all appropriate areas within the institution develop a robust evidenced based approach to supporting student employability and are accountable for their part in its delivery.

Indicative Performance Measures for the Strategy

University Profile

- Establish Ulster University as a leading HE institution for student and graduate employability.
- Meeting or exceeding the HESA PI for employability.
- 80% of all graduates and 76% of full-time undergraduates gaining professional/managerial jobs or undertaking further study.

Curriculum

- Employability and enterprise embedded in all programmes of study as demonstrated through the evaluation and re-validation processes.
- Develop programmes that are informed by employers' requirements both nationally and internationally.

Employability Support

- Recognition that employability is the responsibility of the whole University through Faculty and Professional Service processes and action plans.
- Foster and further enhance the development of active internal and external partnerships to support student & graduate employability.
- Increase the number of student-led career enhancement activities.

Career/Employability Development

- Provide an employability offering that enables students from all backgrounds, ages and those with a disability to increase in confidence, discover and action their career goals as evidenced by the outcomes of the Student Employability Journey questionnaire, the Graduate Outcomes Survey and NSS.
- Increased student engagement in career development learning and employability activities reflected in high student satisfaction and better impact measures.
- Increased engagement with co-curricular and extra-curricular activities with the aim of 50% of fulltime undergraduate students gaining the Ulster EDGE Award.

Employer Engagement

- Increased graduate employer engagement measured through the numbers and range of opportunities for students and improved reputation measures in relevant metrics.
- Increased opportunities through the University's alumni network, building on existing mentoring and engagement programmes, to connect more students with appropriate individuals and opportunities.
- Increased participation of employers in Faculty/School/Programme Advisory Boards.

Work Experience

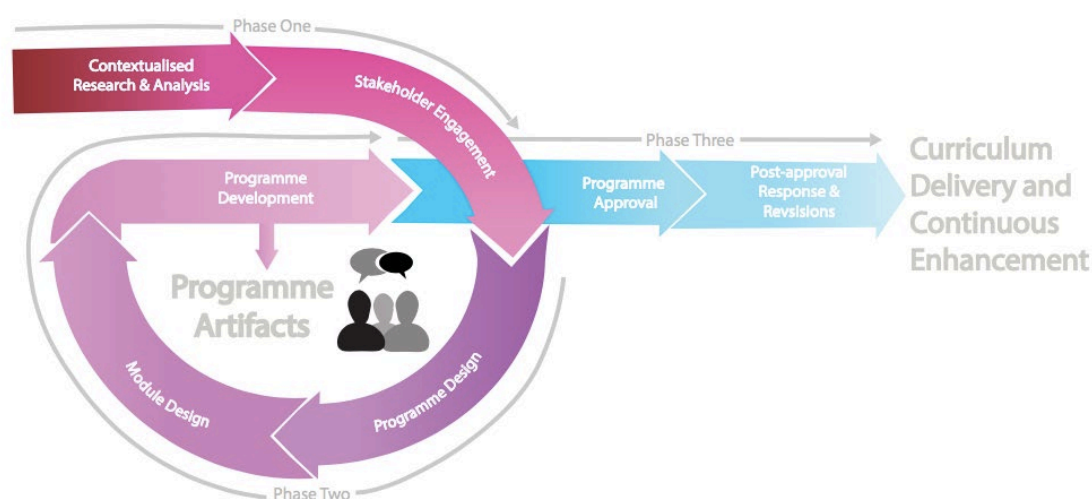
- An increase in the range and availability of work experience and placement opportunities for students and graduates.
- Increased numbers of students undertaking international work experience.

June 2019

Curriculum Design Process at Ulster

Integrated Curriculum Design Framework (ICDF)

Integrated Curriculum Design Framework



The processes of programme design, approval and review are an essential part of Ulster's internal quality assurance and enhancement. They ensure that appropriate academic standards are set and maintained and the programmes offered to students make available learning opportunities which enhance the student experience through the 'provision of well-designed, flexible, inclusive, relevant programmes and curricula'. An Integrated Curriculum Design Framework (ICDF) to support curriculum design has been developed at Ulster, which also integrates Ulster's internal processes for Programme Approval, Evaluation and Revalidation. A comprehensive ICDF SharePoint website containing resources, workshop activities, and templates is available to guide programme teams through the three phases of curriculum design at Ulster. The outputs from each phase will inform the documentation for evaluation and revalidation.

A three-phase approach:

The three phases of the framework guides and supports programme teams to approach curriculum design as an opportunity to critically reflect on the curriculum, as individuals and teams, and to design, develop and deliver a holistic and innovative curriculum for our learners, industry and economy.

Overview of the phases:

Phase One - Desk-based research and stakeholder engagement

This involves two parts as referred to in the graphic above:

- Contextualised research and analysis
- Stakeholder engagement

Contextualised research and analysis essentially involves desk-based research, which encourages teams to make use of reference points and expertise from outside the programme team. For programmes that were validated five years or more in the past,

these reference points may have changed significantly so it is essential that they be revisited at this point of the design process.

Reference points may differ depending on the subject area and/or nature of the programme but core points to analyse include:

- Continuous Assurance of Quality Enhancement (CAQE) Data
- Professional, statutory and regulatory bodies (PSRB) requirements
- Subject Benchmark Statements
- NI Economy 2030 & Skills Barometer
- Strategy for Learning and Teaching Enhancement (SLATE)
- Competitor Analysis
- Discipline Research
- Student Profile/Characteristics (intended or existing)

Stakeholder engagement - building on the desk-based research carried out in stage 1, programme teams need to garner the opinions of experts and stakeholders from outside the programme, and the views of current and past students. This can be carried out in a variety of ways and may include: focus groups, surveys, and/or face-to-face curriculum design workshops with employers/service users etc.

Phase Two – Programme Design and Development

This involves three parts as referred to in the graphic above:

- Programme design
- Module design
- Programme development

Team-based programme design – the resources provided and activities associated with this stage provide opportunities to encourage innovation regarding all dimensions of the curriculum. Programmes may reflect developments in the subject area and in educational research and practice. Reflecting on the characteristics of students (Phase 1); programmes may embrace new technologies or innovative modes of delivery and study, including those which offer flexibility to students. It is also essential for teams to consider student transitions in, through and out of higher education.

This stage would usually involve other institutional departments, such as Library, Career Development Centre, Student Support, and Students' Union.

It is expected that teams would agree:

- the programme philosophy and aims
- a visual representation of programme structure diagram
- identification of modules including those to be redesigned and any new modules
- the overarching learning, teaching and assessment approach
- team members responsible for the (re)design of each module

Module design - working individually or in pairs/triads, module leaders should consider how the outputs from stages 1-3 inform the design and development of their module. Co-designing with students and/or other academic/professional colleagues is encouraged. Modules must align with the Programme Philosophy, aims, and the agreed learning, teaching and assessment approach.

Constructive alignment should be used to underpin the development of:

- learning outcomes
- feedback and assessment methods
- learning and teaching methods
- indicative content
- indicative resources to support learning activities

A Module Design Planner and guiding resources are provided to assist with module development. The outputs from the Planner will form the Module Description (available to the Panel) and the student-facing module handbooks.

Developing a programme from the initial design is an iterative process and depends on feedback from a range of sources, which may include other staff, students, employers and professional, statutory and regulatory bodies. As the programme takes shape, consideration and adjustment of Philosophy and Aims may take place - this is part of the creative and iterative nature of the design process.

It is important at this stage that all team members revisit the Programme Structure Diagram with the developing modules to ensure that the programme is coherent, progressive, maps to internal and external reference points and considers all dimensions of curriculum. It is expected that at the end of this stage the programme team will have produced outputs/artefacts that now can be considered by internal/external reviewers.

Phase Three – Programme Approval

This involves two parts, referred to in the graphic above:

- Programme approval
- Post approval responses and revisions

Programme approval - the Academic Office is responsible for standards assurance arrangements in respect of the initial approval and revalidation of the University's award-bearing programmes of study. At stage 6, the Panel (made up of internal and external experts) is expected to conduct a critically constructive and independent assessment of the provision within the unit.

At the end of the meeting, the Chair of the Panel reports to the (Associate) Dean, Head of School and the revalidation unit co-ordinator the Panel's conclusions and recommendations, minimum and maximum cohort sizes, and any conditions of approval.

Post approval responses and revisions - A report of the meeting is prepared which includes:

- overview of main characteristics of provision
- conclusions on creativity, innovation and good practice
- conclusions on currency and validity
- conclusions on quality and standards
- forward-looking recommendations for action to remedy any identified shortcomings, and for the enhancement of quality and standards.

Subsequently, the programme team lead will submit to the Academic Office, within a specified time:

- the revised revalidation document incorporating such amendments as are required for approval;
- a brief paper indicating how recommendations and conditions have been addressed, and the amendments made.

When a programme is approved, a definitive record is made, which becomes the reference point for the delivery of the programme. This includes a clear and informative name for the programme and whether the programme is approved to be delivered for a fixed time period or indefinitely, subject to usual monitoring and review.

GUIDELINES FOR EVALUATION AND REVALIDATION PANELS

1 COURSE APPRAISAL

A critical but constructive and detailed appraisal of the course proposal or provision within a revalidation unit/sub-unit is to be carried out. The unit is a set of cognate courses grouped together for the purposes of revalidation, in accordance with a five-year cycle of approval. This grouping provides for efficiencies and economies in the organisation and presentation of information. Panels should consider the individual merits of each course or honours subject strand in a unit in accordance with the criteria at 2 and 3 below, and address generic subject-wide matters such as the broad aims of provision, overall learning and teaching and assessment strategies, and the efficient use of resources.

A report of the meeting is prepared. Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee.

2 SOME GENERAL CRITERIA

Programmes should aim to:

- a) meet the requirements of students for personal and intellectual development and as a preparation for, or furthering of, careers and for further study;
- b) satisfy the community interest as regards professional, commercial, industrial and similar requirements;
- c) alert the student to the interdependencies and social implications of fields of study;
- d) encourage rigorous and imaginative thinking and where possible a problem-solving approach to learning, consistent with the academic standard of the award;
- e) explore the basis for, and develop the capacity to make, value judgements and encourage an independent approach towards decision and action taking;
- f) provide opportunities for appropriate forms of expression and communication, including literary, numerate and artistic;
- g) permit the acquisition of technical, professional and practical knowledge suitable to the form and standard of the course and as may be required by external bodies;
- h) permit choice of content and sharing of components with students of other programmes;
- i) assist the student to relate the content of the programme to practical situations within the University or outside.

3 THE PARTICULAR COURSE

With regard to each course or Honours subject strand, please consider:

- a) the appropriateness of its aims and learning outcomes within the context of the University's objectives, strategies and overarching guidance (see 4 – 7);
- b) the standards set with regard to the following:
 - i) the admission requirements;
 - ii) the structure and levels of the course or subject strand, including its academic progression and internal coherence, and its compatibility with the principles incorporated in the overall qualifications and credit framework of the University and its modular course structure;
 - iii) the relevance and currency of the syllabuses for the different components of the course or subject strand; the extent to which they are informed by research or

- scholarship and taught by staff engaged in research or scholarship; the extent of consultation with industry, commerce and professions or other interested bodies;
 - iv) the forms, quality and management of the learning and teaching processes, including arrangements for the first year in undergraduate courses, group work and independent learning, and placement or study in other institutions where available;
 - v) the assessment strategy (including feedback), methods and criteria, and their likely effectiveness as learning aids and in judging student achievement, in relation to the course or subject strand and module aims and intended learning outcomes;
 - vi) relevant national benchmarks and codes of practice;
 - vii) the staff resources available and opportunities for development and the ability of staff to work together constructively;
 - viii) the adequacy of the provision and deployment of other resources, including accommodation, library, laboratory and computing, and student support and guidance;
- c) the steps taken to ensure the development of entrepreneurship;
 - d) the achievement of employability; employment prospects and progression opportunities;
 - e) strengths, creativity, innovation and good practice, and other aspects for commendation;
 - f) the conditions and recommendations, if any, subject to which the course or subject strand is recommended for approval.

4 UNIVERSITY OBJECTIVES AND STRATEGIC PLAN

The objects of the University, as stated in its Charter, are:

“to advance education through a variety of patterns, levels and modes of study and by a diversity of means by encouraging and developing learning and creativity, for the benefit of the community in Northern Ireland and elsewhere; to preserve, advance and disseminate knowledge and culture through teaching, scholarship and research, and to make available the results of such research; and to promote wisdom and understanding by the example and influence of corporate life.”

The Strategic Plan (2016) identifies four broad priority areas: civic contribution, academic excellence, global vision, and operational excellence. Excellence in teaching will provide students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- demonstrate critical intellectual enquiry
- progress in their chosen career or entrepreneurial endeavour
- adapt to change
- become responsible global citizens making meaningful contributions to professional communities and wider society.

Student engagement and success are key. The student experience will be enhanced through the provision of well-designed, flexible, inclusive, relevant programmes and curricula.

The following Objectives have been set for Teaching Excellence and the Student Experience:

Teaching Excellence

- Define the unique attributes of an Ulster University graduate and our curriculum, to prepare graduates to be engaged contributors to a global and inter-connected society.

- Develop and deliver innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access.
- Embrace the opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.
- Support and develop our staff to deliver excellence in teaching and learning.

Student Experience

- Nurture vibrant, diverse student communities that take pride in Ulster University and who have a deep sense of belonging and identity.
- Create an environment that facilitates creative, independent learning and inquiry, economically important skills, knowledge and intellectual capital.
- Provide a shared vision and understanding for all staff and students that view students as partners in our educational provision.
- Provide campuses and spaces that stimulate and encourage an engaged student and staff community.

The University's Strategy for Learning and Teaching Excellence (2019) aligns with the Plan and builds on existing practice through a framework for ongoing and new enhancement projects which contribute to the achievement of three overarching aims:

- better learning experience for students;
- better working lives for staff;
- better outcomes for students and society.

5 CURRICULUM DESIGN FRAMEWORK

The University supports an integrated curriculum design framework (see summary document Curriculum Design at Ulster, 2019). For modules, there is a norm of a minimum size of 20 credit points, and typically no more than four learning outcomes and two items of assessment in a module. (An item may include more than one component, but the overall item will have a single mark.) The typical assessment load is 2000 words (or equivalent) per 10 credit points. These norms are not limits and course teams should present a sound rationale to depart from them.

There are guiding resources for writing learning outcomes and reading lists, designing assessment and associated briefs, criteria and rubrics, and equivalence for different types of assessment. General guidance on assessment is also contained in the University's Assessment Handbook which includes Principles of Assessment and Feedback for Learning.

Panels are asked to discuss with course/subject teams their approach to curriculum design.

6 GRADUATE QUALITIES AND STUDENT LEARNING EXPERIENCE PRINCIPLES

Graduate Qualities

The University approved in 2011 a revised statement of the qualities expected of a graduate of the University of Ulster. They are expected to demonstrate:

- subject-specific knowledge and skills informed by current research and professional/vocational practice
- flexibility, creativity and an entrepreneurial approach to problem solving

- self-confidence, global citizenship, appreciation of sustainability matters, ethical leadership, and a commitment to life-wide learning, professionalism and employability
- effective collaborative working, communication skills and the capacity for reflective practice, including the ability to give and receive feedback

The course or subject team's approach to the development of such qualities and skills at a level consistent with the award should be explored in the context of subject benchmark standards.

Principles underpinning the Student Learning Experience

The Principles of the Ulster Student Learning Experience (2015) do not redefine the Ulster experience but articulate in a set of Principles the aspirations of a range of existing and developing strategies as they impact on the student experience in relation to learning and teaching and the delivery of Ulster's graduate qualities.

Six principles have been developed covering the following areas:

Ulster's Learning Model (an overarching principle)

- Ulster students will be at the heart of the learning experience
- Ulster students will engage in a collaborative, learner-centred, active and participative environment.
- Learner-centred teaching will promote inquiry-based learning methods to facilitate exploration, innovation, critical thinking, leadership and problem-solving.
- Learning will be facilitated through critical reflection on individual and group-based transformative learning experiences.
- Ulster students and staff will be engaged in a learning community which facilitates the transition through programmes of study and on to employment.

Employability

Ulster students will develop the knowledge and skills to be confident and capable of competing for, and succeeding in, stimulating and fulfilling employment through the provision of opportunities designed into their programme of study. A student's whole experience at Ulster contributes to successful employability.

Internationalisation

Ulster students will be equipped with the necessary skills, understanding and confidence to live, work, and study in the international and intercultural contexts.

Digital Literacy

Ulster students will develop the knowledge, skills, experience and digital capabilities to equip them for living, learning, communicating and working in a digital world and to maximise their employability.

Research/teaching Nexus

Ulster students will experience research and/or scholarship informed teaching to gain the skills to demonstrate critical intellectual enquiry in their taught courses to enable them to become independent learners and progress to their chosen careers and/or as a preparation for further study or research.

Ethics and Sustainability

Ulster students will gain an understanding of and exemplify ethical behaviours and learn productive resolutions to problems for current and future needs.

Guidance and curriculum mapping tools support course teams in considering these matters.

7 EQUALITY OF OPPORTUNITY

The University is committed to ensuring equality of opportunity. The Charter states that “persons shall not be excluded by reason of religious belief, political opinion, race or sex from admission as members ... of the University ... or any advantage or privilege thereof; preference shall not be given on the grounds of religious belief, political opinion, race or sex”.

The University’s Equality Scheme outlines its commitment to Section 75 of the Northern Ireland (1998) Act. Under the Act, the University must fulfil its objectives, as a teaching, research and examining body, within the provision of its Charter and Statutes, in a way which promotes equality of opportunity and good relations.

Section 75 of the Act requires the University, in carrying out all its functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity:

- between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation
- between men and women generally
- between persons with a disability and persons without, and
- between persons with dependants and persons without.

The Special Educational Needs and Disability (NI) Order 2005 (SENDO) applies to all aspects of learning and teaching and assessment and student support. Staff are obliged to anticipate the requirements of disabled students so that they are not placed at a disadvantage and to make reasonable adjustments. These may include adjustment to the form or conditions of assessment. The University’s Admissions Policy reflects these principles.

UNIVERSITY OF ULSTER

AIDE-MEMOIRE FOR EVALUATION AND REVALIDATION

This Aide-Memoire consists of questions and prompts to assist panel members in their consideration of the appropriateness of the course or subject, or courses or subject within a revalidation unit, to the University's objectives and the standards for the award(s). It is also available to course/subject teams to aid their preparation, for the event.

The questions and prompts are set out in the order of presentation of validation documentation. They supplement the topics identified in the Guidelines for evaluation and revalidation panels. **They are neither exhaustive nor prescriptive.** Some questions are those previously used by QAA academic reviewers and draw on the *UK Quality Code for Higher Education*. Certain questions will be more valuable to external subject experts, others to internal University members conversant with University policies and processes.

Strengths, good practice, innovation and other aspects for commendation should be emphasised.

SECTION A: INTRODUCTION (SUBJECT AND PROGRAMME CONTEXT)		
A1	Rationale and Origins	<p>Academic Planning Advisory Group has already considered questions of demand and viability before permitting a new proposal to proceed, and monitoring of the Academic Plan should ensure that only viable courses are presented for revalidation.</p> <p>Do you have a clear view of why the course(s) are provided? Do the course(s) fit with the University's strategic aims and objectives? Do they satisfy the general criteria identified in the Guidelines?</p> <p>If a course is only available full-time, would part-time mode be feasible?</p>
COMMENTS		
A2	Projected intakes	
COMMENTS		
A3	Contextualised Research and Analysis: Standards and Quality Indicators	<p>What has the team's approach been to fulfilling the expectations about standards set out in the relevant subject benchmark statement? Are these met?</p> <p>Does each course meet the criteria for its associated award as defined in the University's qualifications and credit framework, reflecting the specification in the national Framework for Higher Education Qualifications?</p> <p>Are the relevant PSRB requirements addressed? If applicable, is fitness to practise achieved? Have any concerns raised by external examiners been addressed?</p> <p>If necessary, have the reasons for particular entry standards, requirements or competences been explained? (See also B3 regulations.)</p> <p>How have the quality indicators (course, learner, employability analytics) informed curriculum (re) design?</p>
COMMENTS		
A4	Stakeholder Engagement:	How have appropriate stakeholders been involved in programme(s) design and development? Are student and employer needs (regionally, nationally and internationally) and, as appropriate, government policy on skills adequately reflected? Is there evidence that relevant and worthwhile careers will be available to new graduates?
	PSRBs	Are there appropriate working relations between the course/subject team and the relevant PSRBs?
	Graduate Qualities	<p>Has the team identified appropriate attributes and skills, including critical thinking, which meet the University's broad expectations as set out in the Statement of Graduate Qualities and their discipline reference points?</p> <p>Are these integrated into learning and teaching and assessment processes? How will graduates be able to demonstrate them?</p>

	Academic Excellence and Research-based Teaching	<p>The University expects courses to be underpinned by current and appropriate discipline-specific and pedagogic research and scholarship (and professional activity where appropriate). Is there evidence of this?</p> <p>Has there been participation in curriculum development activity (e.g. Advance HE/ Higher Education Academy projects or with the University's Centre for Higher Education Research and Practice or Office for Digital Learning)?</p>
COMMENTS		
A5	Revisions (Revalidation only) and Innovations	<p>Is the summary of recent and proposed revisions sufficient? Is the rationale for proposed changes clear and are the changes appropriate? (Revalidation only).</p> <p>Is there evidence of creativity and innovation in curriculum design and delivery? This should take account, as appropriate, of course, school, faculty, University and national initiatives and identified stakeholders' needs. Consider engagement with the Centre for Higher Education Research and Practice, Office for Digital Learning, Jisc and Advance HE/Higher Education Academy.</p>
COMMENTS		
SECTION B: THE PROGRAMME(S)		
B1	Programme Design Commentaries	
B1.1	Subject/Course Philosophy	<p>Is it evident that the course philosophy is 'owned' by the team? Is it visible in the design of programme(s) and modules?</p> <p>How are global citizenship, education for sustainable development, internationalisation integrated into the design of the programme(s)? (Guidance in Graduate Qualities and Principles underpinning the Student Experience [Appendix 15]; TLC/13/14; and from Global Engagement Department.)</p>
COMMENTS		
B1.2	<p>Course Structure, Progression, Coherence, Choice</p> <p>Structure diagrams</p> <p>Transfer (to and from other programmes of study and opportunities for progression to further study)</p>	<p>Is there coherence within the course/strand? Are the choice of modules and their level and sequence appropriate? Is academic progression and integration between and within levels in the programme evident? Is there sufficient underpinning? Are adequate and meaningful opportunities for choice provided? Are the expectations for any exit points adequately addressed? Do they represent coherent programmes of study?</p> <p>If needed (multiple entry points, pathways), are there diagrams to illustrate sequencing of modules? Are modules located in the appropriate semester and year? Are modules correctly designated as compulsory or optional?</p> <p>Does the study load, by mode, meet the University's norms? Taking account of module sizes, is the overall structure and workload balanced and reasonable? Has a sound rationale been given for modules smaller than 20 credit points?</p> <p>How flexible is the part-time mode?</p> <p>Are the modules shared with other programmes?</p> <p>Are adequate and meaningful opportunities for transfer to and from other courses available?</p> <p>Has the articulation been clearly addressed?</p>
COMMENTS		
B1.3	Student support and guidance Induction Study skills	<p>Are the learning and teaching methods varied? In undergraduate courses are they responsive to the range of entry qualifications?</p> <p>How has the course team facilitated opportunities to build communities and foster a sense of belonging? Does the strategy clearly articulate the induction process for each level? Does induction effectively support the transition into, through and beyond HE?</p> <p>How are the specific requirements of students with disabilities and others with particular needs, as recognised under the Special Educational Needs and Disability (NI) Order, addressed and supported? Do Advisers of Studies and other staff engage with student support professionals?</p> <p>Do the expectations for attendance support student learning, particularly in year 1 of undergraduate courses, where attendance is a key requirement for success. How is attendance monitored? Is monitoring effective?</p>

		<p>How are issues of retention addressed?</p> <p>Do the induction and transition processes meet the expectations of the University's guidance? Are the arrangements for induction effective?</p> <p>Does the development of study skills include self-assessment skills? Are there opportunities for students to reflect on, and take responsibility for their own learning?</p> <p>How are HE study, writing and referencing skills developed? Is the development of academic skills (including learning to learn in higher education and enquiry and information literacy skills) embedded as an integral and integrated part of the first year full-time undergraduate curriculum as a minimum?</p> <p>What approaches are adopted for large groups, small groups, practical sessions? How is student participation achieved?</p> <p>Does the assessment strategy have an adequate formative function in developing student abilities? Does the assessment strategy in year 1 of undergraduate courses explicitly promote the effective adoption of HE learning habits and standards? Does it include early and regular evaluation of student performance and explicit assessment of learning to learn and subject-relevant study skills in the first year in accordance with University policy?</p>
COMMENTS		
B1.4	Information Literacy and Digital Capabilities	<p>How are information literacy skills embedded and progressively developed across the programme levels? Has the Library been involved?</p> <p>Do the assessment tasks develop ICT proficiency and skills?</p>
COMMENTS		
B1.5	Learning and Teaching Strategy	<p>Does this section provide an overview of <u>key</u> learning and teaching pedagogy/approaches, which would demonstrate effectiveness in promoting student learning and the achievement of the intended learning outcomes and the effective delivery of the curriculum?</p> <p>Is there evidence of compliance with University, Faculty and School policies and priorities in relation to learning and teaching, including the guidelines for first year teaching, and the development of Graduate Qualities?</p> <p>Are the learning and teaching delivery methods varied, promoting inclusivity for all students? Do the learning and teaching methods make use of innovative learning technologies?</p> <p>What learning approaches and teaching methods are adopted for large groups, small groups, practical sessions? How is student participation achieved? Is use made of group work and e-learning? If not, would they be beneficial?</p> <p>For substantial fully online provision, is there a comprehensive digital learning course management plan, drawn up in consultation with the Office for Digital Learning to meet the Quality Precepts for Digital Learning?</p>
COMMENTS		
B1.6	Assessment Strategy	<p>Is there evidence of compliance with the University/Faculty/School policies in relation to assessment?</p> <p>Does the assessment strategy give confidence that achievement of the intended learning outcomes will be tested and measured?</p> <p>Does the strategy provide adequate safeguards of validity and reliability and fairness?</p> <p>Is there a range of assessment methods? Are they appropriate to the learning outcomes? Will they be effective in judging achievement? Does the assessment facilitate a progressive development path across modules and levels?</p> <p>Do the assessment criteria enable examiners and students to distinguish between different categories of achievement (mark bands) for the level of the module and the award?</p> <p>The assessment of individual student performance in group work is a concern. The University has agreed that in a module which contributes to an award classification, normally at least 25% of each student's assessment result in group</p>

		<p>Is the summary information on course structure consistent with that in the rest of the documentation?</p> <p>Are the summary statements about student support, admissions and the regulation of standards consistent with University policy and practice and the course regulations in section B3?</p>
COMMENTS		
B3	Regulations	<p>(Either full set(s) or a link to the standard template; a statement of specific requirements and proposed departures are provided.)</p> <p>Do course regulations accord with the requirements of the University's award regulations? (ulster.ac.uk/academicoffice under Regulations)</p> <p>Are there any specific admissions requirements (academic, experience, age or competence)? Are they justifiable? (For age or non-academic competence, take account of Employment Equality (Age) Regulation (NI) Order 2006 and SENDO.)</p> <p>Do qualifications proposed for accreditation of prior learning/exemption match the content and level of the modules in question?</p> <p>Are there modules in which the threshold standard must be met in both assessment elements? Is this reasonable, e.g. core modules?</p> <p>Are any departures from University regulations proposed? Are they appropriate?</p>
COMMENTS		
B4	<p>Module Descriptions (For each module)</p> <p>CHERP has developed guidance on module design, including writing learning outcomes, reading lists, assessment briefs, criteria and rubrics. ulster.ac.uk/cherp/academic-development</p> <p>Course teams upload in a supplementary document assessment rubrics.</p>	<p>Does the module title adequately reflect the content? Is the credit level properly assigned? Is it reflected in the outcomes? Do the taught modules meet the University's acceptable sizes (any multiples of 5 from 10 credit points)? Has a sound rationale been given for modules smaller than 20 credit points (a curriculum design principle)?</p> <p>Do the credit points accord with the notional student effort hours (10 hours = 1 credit point)? Do the hours give an adequate breakdown between the different forms of teaching used and independent study?</p> <p>Is there a clear relationship between module rationale, aims and learning outcomes and those of the course?</p> <p>Are the design and organisation of the curriculum effective in promoting student learning and achievement of the intended learning outcomes and the fulfilment of Graduate Qualities and the Student Experience Principles including employability, global citizenship, education for sustainable development, internationalisation (see B1.1, 1.7)?</p> <p>Does the curriculum embed the development of academic skills (including learning to learn in higher education initial enquiring developed?) as an integral and integrated part of the first year (full-time) as a minimum? Are study skills explicitly assessed in accordance with University policy?</p> <p>Are the learning and teaching and assessment methods appropriate to the intended learning outcomes at the level of the module?</p> <p>Is the curriculum content appropriate for the objectives of the module and course? Will it encourage the achievement of the knowledge, understanding, skills and other qualities identified? Is it current and relevant? Is it informed by current research and scholarship (including the research interests of staff), the subject benchmarks, and any changes in the relevant occupational or professional requirements?</p> <p>In an Honours degree in accordance with University expectation, is there a sustained project or dissertation module? Are the arrangements for project/dissertation supervision adequate?</p> <p>Do the specific assessment criteria meet the University's generic level criteria as stated in the Assessment Handbook?</p> <p>Is the assessment weighting between coursework and examination appropriate? Is the rationale for different assessment weightings between modules sound? Are there more than two items of assessment? (An item may include more than one component (such as in a portfolio) but the overall item will have a single mark.) Has a case been made to depart from this curriculum design principle?</p>

		<p>Is sufficient information provided about the forms of assessment (e.g. duration and format of examination, length of assignment, summary assessment criteria/ marking scheme)? Is there equity and consistency in assessment, taking account of the University's workload equivalence guide for word counts (2018)? There should be approximately 2000 words (or equivalent) per 10 credit points. Are they appropriate for their diagnostic, formative and/or summative purposes? Does the assessment meet the University's Principles of Assessment and Feedback for Learning?</p> <p>Where a word limit is set, do penalties follow University's policy (2018)?</p> <p>Does the assessment of group work ensure that individual student achievement is recognised? The University expects that at least 25% of each student's assessment result in group work is based on his/her individual contribution in modules contributing to a final award, and significantly more where modules are wholly or mostly assessed by group work.</p> <p>What are the arrangements for moderation and external examining of work-based learning/placement?</p> <p>Are the reading lists and other sources of information appropriate? Are the texts current editions? Are they available in the Library? Are the texts appropriately identified as required or recommended reading? Is the amount of reading realistic?</p>
COMMENTS		
SECTION C: RESOURCES		
C1	Physical	<p>Are the physical resources (general and specialist accommodation, laboratory equipment, library, IT) available sufficient to ensure the successful delivery of the course(s), for the cohort size?</p> <p>Is there a renewal/updating policy for equipment?</p> <p>Comment on the general appearance/condition of buildings and classrooms. Are there adequate study facilities for students?</p>
COMMENTS		
C2	Staff	<p>Are the staff sufficiently qualified and experienced to deliver the course successfully at its qualification level? Is there appropriate expertise? Is there evidence of research or scholarship in staff profiles?</p>
C2.1	Summary and CVs ulster.ac.uk/cherp/academic-development	<p>Are the staff numbers adequate? What is the balance between full-time and part-time staff? Will part-time contracts allow sufficient time to undertake expected duties?</p> <p>What arrangements are there for induction and mentoring of new staff? Have all recently appointed teaching staff received academic induction in line with University policy? Is there sound leadership in the course/subject and module teams? Are you confident that the staff can work together as an effective team?</p> <p>Is there adequate technical, administrative and other support staff?</p> <p>Is there a staff development plan? Will it contribute to the enhancement of teaching? What use is made of Peer Observation and Peer-Supported Review? How many staff have undertaken the University's Postgraduate Certificate and/or MEd in Higher Education Practice or are otherwise qualified in teaching in higher education?</p>
COMMENTS		
C2.2	Summary matrix (revalidation)	Does the matrix match the information in module descriptions?
COMMENTS		
C2.3	Part-time staff, PTAs and recognised teachers	Is adequate support provided for postgraduate teaching assistants and demonstrators, part-time lecturers and recognised teachers and their integration into the team?
COMMENTS		

INSTITUTIONAL ADMINISTRATION	
Joint courses or networks	For a joint course or course which is delivered in a network of partners, how effective are the arrangements for its operation? Consider such matters as curriculum development, meetings of network members, staff development, assessment arrangements. Good practice includes forward planning with annual meetings including course directors and lead module co-ordinators built into a calendar of events; identification of lead module co-ordinators; possible meeting of module teams; common external examiner(s); internal cross-moderation; common timing for shared examinations; common examination board as permitted by University; co-ordination of revisions; consideration of student views across all partners; common template for course handbook.
COMMENTS	
DOCUMENTATION	Is the documentation clearly presented and easy to follow? Is it generally free from typographical errors and spelling mistakes? Is the pagination and indexing accurate? Are relevant sections cross-referenced? Have the relevant University templates been used? Have assessment rubrics been provided?
COMMENTS	

[Supplement for Foundation degrees not included.]

Academic Office
July 2020

COURSE EVALUATION/REVALIDATION DOCUMENT (INTERNAL PROVISION)

SECTION A: INTRODUCTION (SUBJECT AND PROGRAMME CONTEXT)	A	<p><u>Introduction</u> (Subject and Programme Context) Title page to <i>identify provision (in accordance with template)</i> Course/Subject Committee membership (for evaluation/revalidation of single course) (also identify members of course/subject planning committee)</p> <ul style="list-style-type: none"> • A brief summary of the rationale, origins and (if applicable) relationship with other courses in the School/Faculty/subject • Projected intakes for next five years with minimum/maximum cohort numbers with a brief commentary on market research including international markets where relevant • Contextualised Research and Analysis – to include how standards and quality indicators inform curriculum (re) design • Stakeholder Engagement – to include a brief summary of consultation with e.g. PSRBs, employers, alumni, students; and <ul style="list-style-type: none"> ◦ Identification of graduate qualities ◦ A brief commentary on academic excellence and research-based teaching which shows how discipline research, impact and professional activity of the course team inform the programme design • A summary of revisions (revalidation only) and innovations in programme design based on the analysis from contextualised research, stakeholder engagement and past enhancements
SECTION B: THE PROGRAMME(S) PROGRAMME DESIGN COMMENTARIES	B1	<p><u>Brief Commentaries</u> differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies:</p> <ul style="list-style-type: none"> • Subject/Course philosophy agreed by the team • Course structure(s), academic progression and internal coherence and opportunities for student choice within the programme(s). Transfer to and from programmes • Student support and guidance, induction, development of study skills • Information literacy skills and digital capabilities • Learning and teaching strategy - to include key approaches and delivery methods • Assessment strategy and exemplar assessment schedule(s) and arrangements for feedback • Employability and enterprise – to showcase examples of effective practice e.g. curricular, co-curricular, extra-curricular, work-based learning, outward mobility
PROGRAMME SPECIFICATION(S)	B2	<p><u>Programme Specification(s)</u> (For each course or undergraduate honours degree subject (with information relating to each strand), a summary statement of its main features and learning outcomes in accordance with standard template [Appendix 22].)</p>
PROGRAMME REGULATIONS	B3	<p><u>Regulations</u> (in accordance with standard template [Appendix 24].) A link to the standard template with a statement of specific requirements and proposed departures or set(s) may be provided.</p>
MODULE DESCRIPTIONS	B4	<p><u>Module descriptions</u> (in accordance with standard format [Appendix 25].) See the ICDF Module Design Planner. Modules are indexed and grouped by level automatically. Any separate short-course module descriptions should be uploaded in a supplementary document.</p>
SECTION C: RESOURCES available to the course(s)/subject	C1	<p><u>Resources</u> (physical) Specialist rooms/facilities/equipment/resources required beyond the standard provision should be clearly identified and detailed. Library resources should specifically identify whether they are already held by the Library. If not, the sub-librarian should be consulted. For revalidation, dedicated resources for particular courses should be clearly identified.</p>
	C2	<p><u>Resources</u> (staff) Summary statement and brief CVs for all staff contributing to the subject unit (with particular reference to more recent activities.) (CVs should be no longer than one or two pages each. Recommended format at Appendix 28. These staff form the course or subject committees.)</p> <p>For revalidation, a summary matrix indicating which staff contribute to which courses or subject strands should be provided.</p> <p>Information on the use of part-time lecturers, postgraduate teaching assistants and demonstrators, and recognised teachers.</p>
<p>IN ADDITION: 'Curriculum Design at Ulster' is provided centrally to the panel; external examiner reports for the last two academic years are also provided to the revalidation panel. Assessment rubrics should be uploaded as a supporting document by the team.</p>		

EVALUATION DOCUMENT TITLE PAGE

THE COURSE

DURATION

LOCATION

MODE

SPONSORING
FACULTY

HEAD OF SCHOOL
RESPONSIBLE

CHAIR OF COURSE/
SUBJECT PLANNING
COMMITTEE

UNIVERSITY APPROVAL
OF DOCUMENT

Chair of Evaluation Panel

Date

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This document is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying or otherwise, without written permission from the University of Ulster.

The course described in this document is subject to continuing development. Changes may be made in accordance with procedures approved by the Senate.

Complete using the input screens in the Curriculum Management System. A PDF version is automatically generated. (Faculty and School information are recorded in the CMS but do not appear in the PDF.)

INSTRUCTIONS OR GUIDANCE IN ITALIC TEXT SHOULD BE DELETED. OTHER ITALIC TEXT SHOULD BE ACCEPTED, DELETED OR AMENDED AS APPLICABLE.

The Quality Assurance Agency published Guidelines for preparing Programme Specifications in 2006. For Single Honours/Major/Main/Minor Subject Strands, an integrated specification should be completed, distinguishing between strands, as appropriate.

PROGRAMME SPECIFICATION

COURSE OR HONOURS SUBJECT TITLE:

ASSOCIATE AWARD(S): *[select from list]*

EXIT AWARD(S): *[select from list]*

PLEASE NOTE: This specification provides a concise summary of the main features of the course *[or provision*]* and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning and teaching and assessment methods of each module can be found *[*at www.../in course/subject/student handbook]*.

**indicate as appropriate.*

- 1 AWARDING BODY:** University of Ulster
- 2 TEACHING INSTITUTION:** *[University of Ulster / Partner Institution]*
- 3 LOCATION:** *[Campus/Place/Distance Learning]*
- 4 ACCREDITED BY:** *[Professional/Statutory/Regulatory Bodies]*
- 5 FINAL AWARD:** *[Select from Schedule to Ordinance XXIX]*
- 6 MODE OF ATTENDANCE:** *[Full-time/Part-time]*
- 7 SPECIALISMS:**
- 8 EFFECTIVE FROM:** *[Month and Year for this version of specification]*

9 EDUCATIONAL AIMS OF THE COURSE

[Broad statement of the overall purpose of the course or subject strand(s). Specify for any exit award.]

10 MAIN LEARNING OUTCOMES

The following reference points were used to inform the development of the programme and its learning outcomes:

[add partner institution's references]

- the University's Strategic Plan, Learning and Teaching Strategy and academic policies;
- current research or other advanced scholarship carried out by academic staff;
- subject benchmark statement *[specify; possibly cross-reference to learning outcomes]*;
- requirements of professional, statutory or regulatory bodies *[specify name(s) of PSRB(s)], [as applicable]*;
- occupational standards in fields where these are relevant *[as applicable]*;
- national and University qualifications and credit frameworks;
- Foundation Degree award benchmark statement *[if applicable]*;
- relevant European or international reference points *[if applicable]*.

The course provides opportunities for students to achieve and demonstrate the following learning. Successful students will be able to:

[The outcomes in K, I, P and T below must relate to subject benchmarks and graduate qualities, and be expressed at the level of the final award. (Exceptionally, a final outcome may be met at a lower level than the award level.) Outcomes should be expressed in general terms with the detailed outcomes stated within the module description. The number of outcomes is not restricted and further outcomes may be added. All programme-level learning outcomes must be assessed. For an exit award, outcomes must be identified. Consideration must be given to whether learning outcomes are equally achievable by disabled students. Where a Course/Subject Committee decides to vary the learning and teaching and assessment methods for students with disabilities they must ensure that the new methods enable the student to demonstrate the achievement of the learning outcomes by means which are fair, valid, reliable, rigorous and academically discriminating.]

10K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

K1
K2
K3
K4
K5

10I INTELLECTUAL QUALITIES

I1
I2
I3
I4
I5

10P PROFESSIONAL/PRACTICAL SKILLS

P1
P2
P3
P4
P5

10T TRANSFERABLE SKILLS

T1
T2
T3
T4
T5

[Add learning outcomes for exit awards]

89

Please Note: The matrix displays only the measurable programme outcomes and where these are developed within the modules offered in the programme. *[All modules are listed. It would be unusual for every programme learning outcome to be met by all modules. Due consideration should be given to modules specified as compulsory or optional to ensure that all programme learning outcomes are achievable.]*

[illegible]

11 STRUCTURE AND REQUIREMENTS FOR THE AWARD

Language of instruction: English *[and language of study]*

[Provide a summary statement of the requirements for the award to clarify as needed the structure table which follows, with reference to academic progressions and internal coherence and opportunities for student choice, including requirements of named pathways, duration, credit requirements at each level and any particular, distinctive features.]

[Table is automatically generated in a table format here through the CMS.]

Semester	Level	Credit Value	Module Title	Module code	Status [Compulsory / Optional]
----------	-------	--------------	--------------	-------------	-----------------------------------

12 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

[LIST]

- *Induction process*
- *Course/Subject Director*
- *Advisers of Studies*
- *Career Development Centre*
- *Information Services Department*
- *Library*
- *Student Support Department*
- *Sports Services Department*
- *International Department*
- *Students' Union*
- *Chaplaincy*

13 CRITERIA FOR ADMISSION

For undergraduate programmes state Applicants must satisfy the University's general entry requirements as set out in the prospectus or demonstrate their ability to undertake the course through the accreditation of prior experiential learning (APEL). The initial offer standard may vary from year to year. See prospectus entry.

For postgraduate courses state Applicants must hold a degree [with at least 2ii Honours standard for Master's only courses] or equivalent or demonstrate their ability to undertake the course through the accreditation of prior experiential learning.

Any additional specific academic subject requirements for admission and/or other requirements e.g. medical or level of fitness, practical skill/ability.

[Reasons for particular standards as distinct from general entry requirements should be articulated in section A3 (standards) of validation documents. Consider the University's guidance on SENDO and competences standards, available from Equality, Diversity and Inclusion's website.]

14 EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING

[List the processes used referring to]

- External benchmark standards *[identify UK Quality Code Subject Benchmark and PSRB benchmarks unless stated in section 10]*
- Views of students as expressed through staff/student consultation *and the University Module Feedback Survey*
- Views of graduates in the National Student Survey
- Views of employers
- Views of external examiners
- Student performance data and career progression
- University processes for initial approval, periodic re-approval and annual monitoring.

In addition, there are University/*institution*/Faculty/School strategies for learning and teaching.

15 REGULATION OF STANDARDS

Assessment rules

- *Pass mark for modules is [40% or 50%]*
- *Performance levels for [degree classification/Pass/Commendation/Distinction]*
- *Honours classification derives 70% from Level 6 and 30% from Level 5 [or 50% from Level 7, 30% from Level 6 and 20% from Level 5]*

External examiners

[There are x external examiners]

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

16 INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

Examples are:

- *The course is accredited by [professional body: date]*
- *Proportion of teaching staff with fellowship of the Higher Education Academy*
- *x staff have received the University's Distinguished Teaching Award Fellowship*
- *Members, Fellows of the University's Centre for Higher Education Research and Practice*
- *Outcomes from external inspection [date]*
- *Outcomes in Research Excellence Framework [2014]*
- *External funding for learning and teaching initiatives*

EXEMPLAR ASSESSMENT SCHEDULE

Table: Exemplar Assessment Schedule: [course/subject title]

Year /Sem	Level/ credits	Title	week of semester/assessment type and weighting														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 / 1	4 / 20	XXXXX						Class Test 50%						Class Test 50%			
1 / 1	4 / 20	XXXXX					Class Test 50% + Report 50%										
1 / 1	4 / 10	Placement															
1 / 1	4 / 10	XXXXX										Class Test 100%					
	4 / 20	XXXXX							Class Test 50%					Class Test 50%			
1 / 2	4 / 20	XXXXX									Essay 50%					Written Exam 50%	
1 / 2	4 / 20	XXXXX										Class Test 50%		Report 50%			
2 / 1	5 / 20	XXXXX							Report 40%							Written Exam 60%	
	5 / 10	XXXXX							Report 70%					Individual Case Study 30%			
2 / 1	5 / 10	XXXXX							Class Test 50%					Presentation 50%			
2 / 1	5 / 20	XXXXX						Class Test 50%						Report 50%			
2 / 2	5 / 20	XXXXX							Report 40%							Written Exam 60%	
2 / 2	5 / 20	XXXXX							Group Case Study 50%							Written Exam 50%	
2 / 2	5 / 20	XXXXX										Report 50%		CV + interview questions 50%			
3 / 1	6 / 20	XXXXX							Group Presentation 50%				Essay 50%				
3 / 1	6 / 20	XXXXX								Report 25%				Research Paper 25%		Written Exam 50%	
3 / 1/2	6 / 30	Project (20)														100%	
3 / 1/2	6 / 30	Project (10)														100%	
3 / 2	6 / 20	XXXXX									Literature Review 50%					Written Exam 50%	
3 / 2	6 / 20	XXXXX							Group Presentation 40%							Written Exam 60%	
3 / 2	6 / 10	XXXXX			Report 20%							Critical Review 40%		Essay 40%			

FORMAT OF REGULATIONS

Information should be provided under the following headings:

- 1 Title
- 2 Mode of attendance
- 3 Duration
- 4 Location
- 5 Faculty
- 6 Admission requirements
- 7 Exemptions (accreditation of prior learning)
- 8 Supervised work experience, placements, study abroad (if applicable)
- 9 Attendance requirements
- 10 Rules governing student choice
- 11 Examination and assessment
- 12 Submission of coursework
- 13 Progress
- 14 Consequences of failure
- 15 Classification of final result
- 16 Illness and other extenuating circumstances
- 17 Revisions

Templates for regulations for each of the University's awards are available at ulster.ac.uk/academicoffice/regulations-templates

Honours subject strands do not have specific regulations but the generic honours degree regulations apply, subject to specification of compulsory/optional modules for each strand and identification of modules where a specific standard is required in assessment components.

Course regulations must be consistent with relevant University Ordinances and Regulations, including the Regulations for the award to which the course leads. Ordinances and regulations may be accessed at ulster.ac.uk/about/governance/ordinance-and-regulations

TEMPLATE FOR MODULE DESCRIPTION

A summary of headings is given on this page. Do not complete this page: a detailed template follows.

MODULE TITLE**MODULE CODE****EFFECTIVE FROM**

MODULE LEVEL 3, 4, 5, or 6 for sub-degree and undergraduate modules; 7 (or 6) for postgraduate taught modules

CREDIT POINTS**PREREQUISITE(S)****COREQUISITE(S)****MODULE INSTANCE(S)**

Location	Semester	Module co-ordinator	Teaching Staff

HOURS

Indicate total notional student effort hours and division between lectures, seminars, tutorials, practicals, private study etc (10 hours = 1 credit point)

TOTAL EFFORT HOURS

This should be the number of credit points multiplied by 10. The total of effort hours detailed above should match this figure.

ACADEMIC SUBJECT

as required for module database: see Appendix 26

RATIONALE

State the general purpose of the module in the context of the subject area as a whole

AIMS

State the educational aims of the module

LEARNING OUTCOMES

State the knowledge, understanding, skills and abilities whose acquisition a successful student should be able to demonstrate

CONTENT

Ensure that the content relates to the aims and intended learning outcomes of the module

LEARNING AND TEACHING METHODS Specify the methods to be used**ASSESSMENT AND FEEDBACK** Specify the methods to be used with examples as appropriate

Give the distribution of marks between
% Coursework % Examination

READING LIST

Divide into required and recommended reading to include -
Author, Year, *Title*, Place of Publication, Publisher

SUMMARY DESCRIPTION

Up to 480 characters (for use in module database and online prospectus)

(Faculty and School are recorded in the CMS but do not appear in the PDF.)

Module Description Template

This description is drawn up in a standard format. It is designed to describe the level of the module, what the student learns to do by undertaking it and how their performance is assessed. CHERP has provided resources to support module design, including writing learning outcomes, assessment information and reading lists.

Please complete through the screens in the Curriculum Management System. A PDF version is automatically generated in Arial font size 12. Italic text gives guidance.

MODULE TITLE *Full title (maximum 65 characters) and short title if over 30 characters*

MODULE CODE *[Select Academic Subject; code allocated automatically.]*

EFFECTIVE FROM *Month and year in which this version of the module is first taught*

MODULE LEVEL *3, 4, 5, or 6 for sub-degree and undergraduate courses; or 7 or 8 for postgraduate courses. The level should be determined by reference to the level descriptors.*

CREDIT POINTS *1 credit point per 10 hours of notional student effort.*

MODULE INSTANCE(S)

Location	Semester	Module co-ordinator	Teaching Staff

PREREQUISITE(S) *This relates to a module or modules which must be completed prior to start of this module.*

COREQUISITE(S) *This relates to a module or modules which must be taken at the same time as this module.*

HOURS *Indicate notional student effort hours and their division between lectures, seminars, tutorials, practicals, private study, etc, selecting from the categories available (10 hours = 1 credit point).*

Lectures hrs

Seminars hrs

Tutorials hrs

Practicals hrs

Independent study hrs
(including assessment)

TOTAL EFFORT HOURS hrs

This should be the number of credit points multiplied by 10. The total of effort hours detailed above should match this figure.

ACADEMIC SUBJECT *This is a code from the University's subject list (appendix 26). It should relate to the subject content of the module and it is not used to link the module to a school. This determines the first three letters of the module code.*

RATIONALE

Please state the general purpose of the module in the context of the subject area as a whole.

AIMS

Please state the essential aims of the module. These aims should lay the foundation for the learning outcomes, the learning and teaching methods and assessment outlined in this description. They should be framed in terms of what the teaching aims to achieve.

LEARNING OUTCOMES

*Learning Outcomes are statements of the **minimum** that a student will be able to do when the module is completed successfully.*

Learning outcomes should:

- *be written in the future tense;*
- *identify important learning requirements;*
- *be achievable and assessable; and*
- *use language that students can understand.*

Further guidance is available in the University's Assessment Handbook and from CHERP.

Learning outcomes should be compatible with the level descriptors (see Appendix 5). All learning outcomes should be equally achievable by disabled students, even if variations in assessment tasks are necessary to achieve their assessment. See Guidance at ulster.ac.uk/data/assets/pdf_file/0007/119815/Revised-SEND-Staff-Guidance-Booklet-2016.pdf

KIPT headings are no longer used (2017/18 onwards). Normally no more than four outcomes should be identified. A case for more should be made at the time of approval.

Successful students will be able to:

1

2

3

4

CONTENT

Ensure that the content relates to the aims and intended learning outcomes of the module.

LEARNING AND TEACHING METHODS

Explain why these methods are being employed from a student perspective. Where appropriate, cross-reference the teaching methods to the intended learning outcomes.

Lectures will ...

Seminars will ...

Tutorials will ...

Practical exercises will ...

Students will be directed to read ...

Students will be expected to ...

The module is fully online/blended

Add other Learning and Teaching Methods as relevant

ASSESSMENT AND FEEDBACK

Indicate the methods to be used, selecting from the categories available, with examples as appropriate. Use 'Details' for specific information on the particular assessment and 'Assessment and Feedback Strategy' to record information which applies across the module. In modules assessed by coursework and examination, where both elements must meet the threshold standard for the module to be passed, specify this and, if appropriate, indicate if this standard must be achieved in particular coursework components. Take account of the University's Principles of Assessment and Feedback for Learning and guidance from CHERP on curriculum design and assessment, including workload equivalence for word counts.

Normally there should be no more than two items of assessment. (An item may include more than one component, but the overall result will be a single mark.) Typically coursework will require 2000 words (or equivalent) per 10 credit points.

Where a Course/Subject Committee decides to vary the learning and teaching and assessment methods for disabled students they must ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating. (See guidance at ulster.ac.uk/_data/assets/pdf_file/0007/119815/Revised-SENDO-Staff-Guidance-Booklet-2016.pdf)

Coursework 1:

This comprises

- *the assessment type from the drop-down list*
- *its percentage contribution*
- *a short description of the type of work involved, summary assessment criteria/marking scheme (in Details)*
- *method of feedback (in Details).*

The emphasis should be on how this method indicates a student's ability to achieve the specified learning outcomes. There is no requirement to identify which outcomes are assessed in which assessment.

Coursework 2: if applicable

As above

Written Examination: if applicable

This might comprise a short description of the examination in terms of:

- *the number of questions, and duration*
- *the extent of choice within the paper*
- *the number of sections*

- *whether it is open or closed book*
- *compulsory sections etc*
- *information on nature of generic feedback.*

Examples:

A 3-hour paper with between 5 and 8 questions in which there will be an element of choice.

OR

A 2-hour paper in two sections. Section one will be compulsory. Section two will contain an element of choice.

% Coursework

% Examination

The summary distribution of marks between coursework and examination is automatically recorded.

READING LIST

Guidance on good practice in effective reading lists is available from CHERP. List all the required and indicative recommended reading. These should include electronic sources. Use the Harvard referencing system throughout: for books – Author, Year, Title, Edition, Place of Publication, Publisher

Required

Recommended

SUMMARY DESCRIPTION

Up to 480 characters (for use in module database and online prospectus)

LIST OF SUBJECTS FOR CODING MODULES (BY FACULTY)**Faculty of Arts, Humanities and Social Sciences**

AAD	Art and Design
AED	Adult Educ and Comm Dev
AMS	American Studies
ART	Fine Art
CAA	Contemporary Applied Arts
CHN	Chinese
CIN	Cinematic Arts
CMM	Communication
CPS	Custody Prison Studies
CRE	Creative Technologies
CUS	Cultural Studies
CYW	Community Youth Work
DAN	Dance
DES	Design
DRA	Drama
EAP	English for Academic Purposes
EDU	Education
EFL	English as a Foreign Language
ENG	English
ESL	English as a Second Language
EUS	European Studies
FAA	Fine and Applied Arts
FLM	Film
FRE	French
GER	German
HIS	History
HUM	Humanities
ICS	Irish Cultural Studies
INT	Interior Design
IPS	International Peace Studies
IRS	Irish
IXD	Interaction Design
LAN	Language Studies
LAW	Law
LSA	Landscape Architecture
MED	Media Studies
MUS	Music
PCS	Peace and Conflict Studies
PFD	Product Furniture Design
PHO	Photo-Imaging
PHT	Photography
POL	Politics
PUP	Public Policy
SOC	Sociology
SOP	Social Policy and Administration
SPA	Spanish
SWK	Social Work
TDF	Textile Art, Design and Fashion
THS	Theatre Studies
VIC	Visual Communication

Faculty of Computing, Engineering and Built Environment

ARC	Architecture
BEN	Built Environment
BLD	Building
BME	Biomedical Engineering
CIV	Civil Engineering
COM	Computing
CMP	Computing (additional)
DES	Design
EEE	Electrical/Electronic Engineering

ENE	Environmental Engineering
ENH	Environmental Health
FIR	Fire Safety Engineering
MAT	Mathematics
MEC	Mechanical Engineering
SAF	Safety Engineering
SUR	Surveying
TRA	Transport

Faculty of Life and Health Sciences

ABC	Applied Biological and Chem Sciences
AGR	Agriculture
AHP	Allied Health Professions
ARS	Area Studies
BIO	Biology
BMS	Medical and Healthcare Sciences
CLS	Clinical Science
DEN	Dentistry
EGM	Environmental Subjects
ENS	Environmental Science
EQU	Equine Studies
FOR	Food Regulation
FOT	Food Technology
HEP	Health Promotion
HRC	Horticulture
MDS	Medical Science
NUR	Nursing
NUS	Nursing (additional)
NUT	Human Nutrition
OPT	Optometry
PAR	Paramedicine
OTH	Occupational Therapy
PHA	Pharmacy (MPharm)
PHM	Pharmacology
PHS	Pharmaceutical Sciences
PHY	Physics
POD	Podiatry
PSY	Psychology
PTH	Physiotherapy
RAD	Radiography
SLS	Sport and Leisure Studies
SLT	Speech and Language Therapy

Ulster University Business School

ACC	ACCA
ACF	Accounting and Finance
ADV	Advertising
BMG	Business and Management Studies
BUS	Business and Management Studies (add)
CST	Consumer Studies
ECO	Economics
FIN	Finance and Investment
HTM	Hospitality and Tourism Studies
LEC	Leisure, Events and Cultural Management
MKT	Marketing

All Faculties

BEI	Study USA
FCE	Flexible and Continuing Education
IAS	International Academic Studies
LLL	Lifelong Learning
PHE	Higher Education Practice
PPD	Personal and Professional Development

LIST OF MODULAR SUBJECTS CONTRIBUTING TO COMBINED HONOURS DEGREES (2020)

Subject	Major	Main	Minor
<u>Coleraine</u>			
Consumer Issues			✓
Education			✓
English	✓	✓	✓
Environmental Science	✓	✓	✓
Geography	✓	✓	✓
History	✓	✓	✓
International Travel and Tourism	✓		
Journalism	✓		
Psychology			✓
Travel and Tourism			✓
<u>Jordanstown</u>			
Criminology			✓
Law	✓		
Politics and International Studies	✓		✓
Social Policy	✓		
Sociology	✓		✓
<u>Magee</u>			
Accounting		✓	✓
Business	✓		✓
Computing			✓
Drama	✓		✓
Education			✓
Irish	✓		✓
Law	✓		
Marketing		✓	✓
Music	✓		✓

MODEL FOR CURRICULUM VITAE

Name: Dr John SMITH

School: Specify School

Position: Lecturer in [Subject]

Academic and Professional Qualifications/Membership

(Year)	(Award)	(Institution)
1985	BSc [Subject] (Class)	

Brief Outline of Career History

(Most recent first)

(Years)	(Post)	(Employer)
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Teaching Experience:	xx years
----------------------	----------

Professional or Industrial Experience:	xx years
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Teaching Disciplines:

Subject areas (eg Quantitative Methods)

Course or Subject-related Responsibilities:

(with dates)

eg Course Director, selector, Module Co-ordinator for [module code(s)]

Professional Activities outside the Institution:

eg position held on professional bodies, editorial boards; external examinerships

Research Interests:

Give general areas

Total Number of Publications/Public Output to Date:

15+

Details of Three Recent Publications/Public Output:

(Author(s), *Title*, Publication, Publisher, Place, Year)

Recent Professional Development Activity in Teaching and Learning Support

UNIVERSITY OF ULSTER**COURSE EVALUATION/SUBJECT REVALIDATION****PRELIMINARY COMMENTS FORM****Form CA7****COURSE/SUBJECT:****DATE OF VALIDATION:**

Members of the panel are requested, time permitting, to provide preliminary comments on the submission. External members are asked to consider in particular the curriculum and its delivery. Please refer to the Aide-Memoire as appropriate. Comments are made available to other panel members and the course/subject team in advance of the meeting.

Please return the completed form or submit comments electronically to:

.....@ulster.ac.uk

Academic Office, Room J410, Tower Building, University of Ulster
Cromore Road, Coleraine BT52 1SA

Name: **Date:**

Position:

1 INITIAL OVERVIEW

2 MATTERS ON WHICH THE COURSE/SUBJECT TEAM IS TO BE COMMENDED

3 MATTERS WHICH REQUIRE FURTHER DISCUSSION OR CLARIFICATION

4 MATTERS OF CONCERN LIKELY TO REQUIRE SPECIFIC ACTION

Academic Office June 2008

COURSE

A meeting of the Evaluation Panel to consider the above course will be held on _____ at _____ in _____.

Date

AGENDA and PROGRAMME

1 MEMBERSHIP

To note that the membership of the Panel is as follows:

In Attendance:

2 GUIDELINES FOR EVALUATION PANELS

To receive a copy of the Guidelines for Evaluation Panels (attached).

3 SUBJECT BENCHMARK STANDARDS

To receive the UK Quality Code's Subject Benchmark Statement for [subject]

4 COURSE SUBMISSION

To receive for information 'Curriculum Design at Ulster'.

To receive preliminary comments from members (CA7, CA8 reports).

To receive reports from central University departments on Library, IT and digital learning matters.

To note assessment rubrics.

To discuss the course submission, and to consider inter alia:

Rationale, projected intakes, standards and quality, outcomes of stakeholder engagement in respect of graduate qualities, academic excellence and research-based teaching

Innovations

Course philosophy

Course structure and coherence

Student support and guidance and the development of study skills, information literacy and digital capabilities

Learning and teaching and assessment strategies and methods, and exemplar assessment schedule and arrangements for feedback

Employability and enterprise

Programme specification and module descriptions

Regulations

Physical resources

Staff resources

5 CONCLUSION AND RECOMMENDATIONS

To note strengths, creativity, innovation, good practice and other aspects for commendation.

To consider conclusions on standards and recommendations regarding approval.

OUTLINE PROGRAMME OF EVALUATION MEETING (internal provision)

9.30 am – 10.15 am	Introductions and Tour of Facilities* (if required)
10.15 am – 11.00 am	Private meeting of Panel To note the agenda and to identify matters to be discussed with a) the Faculty Senior Management Team and b) the Course Planning Committee.
11.00 am - 11.30 am	Meeting with (Associate) Dean, (Associate) Head of School and Chair of Course Planning Committee To consider how the proposal fits within the Faculty's course provision and to discuss such matters as the Faculty and School learning and teaching strategies, staffing and other resources.
11.30 am - 1.15 pm	Meeting with Course Planning Committee To discuss the course submission (see main agenda).
1.15 pm - 1.45 pm	Lunch (<i>Panel only</i>)
1.45 pm - 3.00 pm	Further Meeting with Course Planning Committee (if necessary)
3.00 pm - 3.30 pm	Private meeting of the Panel To note strengths, creativity, innovation, good practice and other aspects for commendation. To confirm the qualification level of the course. To confirm the credit value and level of modules. To confirm course regulations. To finalise the Panel's conclusions and consider: a) whether the course should be approved and the minimum and maximum cohort sizes; b) conditions of approval, if any; c) recommendations for further consideration; d) the date by which a response should be received.
3.30 pm - 3.45 pm	Meeting with (Associate) Dean, (Associate) Head of School and Chair of Course Planning Committee To communicate the Panel's conclusions and recommendations.

*May not involve the whole panel.

UNIVERSITY OF ULSTER

FORM CA8

COURSE EVALUATION/SUBJECT UNIT REVALIDATION

INSPECTION OF PHYSICAL RESOURCES REPORT

FORM CA8a)

INSTITUTION/CAMPUS: _____

COURSE/SUBJECT UNIT: _____

DATE OF VISIT: _____

PRESENT: _____ (Panel Members)

_____ (Faculty Link Person:
external courses)_____ (Course/Subject
Representatives)

(Panel members should note that for new external courses/locations the University's central departments will provide detailed reports on general computing and library resources.)

1	ACCOMMODATION	
	Is the teaching and specialist accommodation adequate?	Yes/No
	Are the study facilities for students adequate?	Yes/No
	If No to any of the above, please give details. If Yes, please add comments, if desired.	

2	IT SERVICES	
	Are the IT resources and technical support adequate?	Yes/No
	Does the present level of availability and future commitments for IT laboratory services meet the requirements of the provision?	Yes/No
	Is the basic IT literacy training, e.g. email, web browsing, wordprocessing, presentation software, adequate?	Yes/No
	If No to any of the above, please give details. If Yes, please add comments, if desired.	
	Is new subject-specific software needed to support the course?	Yes/No
	If Yes, please specify:	

3	LIBRARY	
	Are the book and periodical stocks and other non-book media adequate and appropriate for the course(s)?	Yes/No
	Are the commitments to meet future needs adequate?	Yes/No
	Is electronic and remote access available? (External provision only.)	Yes/No

	Are opening hours adequate? (External provision only.)	Yes/No
	If No to any of the above, please give details. If Yes, please add comments, if desired.	

4	OTHER SUBJECT-SPECIFIC RESOURCES	
	Do adequate resources and equipment exist?	Yes/No
	Will additional resources be necessary?	Yes/No
	If No, identify any particular items. If Yes, please add comments, if desired.	
	Is there a maintenance/renewal/updating policy for equipment?	Yes/No
	Is this adequate?	Yes/No

5	OTHER FACILITIES (external institutions only)
	Give general views on facilities for students, e.g. Catering, Childcare, Parking, Residences.

Academic Office
June 2014

REPORT ON MEETING WITH STUDENTS
(Revalidation only – for separate multi-site visit)

Form CA8b)

To ensure that student views are disseminated to both the panel and course/subject team, panel members are requested to provide brief comments on their meeting with students.

1 OVERVIEW

2 MATTERS OF COMMENDATION IDENTIFIED

3 MATTERS WHICH REQUIRE DISCUSSION WITH THE COURSE/SUBJECT TEAM

4 MATTERS OF CONCERN LIKELY TO REQUIRE SPECIFIC ACTION

SIGNED: _____

DATE: _____
(Panel members)

The completed form should be returned to the Academic Office representative prior to or at the evaluation/revalidation meeting.

Academic Office
June 2014

TERMS OF REFERENCE OF COURSE COMMITTEES

- a) To advise and report to the Faculty Board(s) on:
 - i) all matters relating to the organisation of teaching, including curricula and examinations, in the course(s);
 - ii) the effective and efficient use of resources for the course(s);
 - iii) the progress and conduct of students on the course(s);
 - iv) the establishment of an effective form of consultation between staff and students on the course(s);
 - v) such other matters as may be determined by the Faculty Board.
- b) To submit to the Faculty Board nominations for the appointment of external examiners for the course(s).
- c) To submit to the Faculty Board annual reports on the operation of the course(s), including reports submitted by external examiners.
- d) To consider evidence of extenuating circumstances presented by students in relation to performance in assessment in semester one and to decide, on behalf of Senate, whether to permit them to take the assessment as for the first time.
- e) To consult with other course/subject committees on matters of mutual interest or concern.

NOTE: The membership of a course committee includes:

- a) all members of the academic staff of the University, and persons designated under Statute I 9(D) as recognised teachers of the University, who make a significant contribution to the teaching of the course;
- b) the Heads of School and the Deans of the Faculties (ex-officio) in which the academic staff members of the committee are located;
- c) at the discretion of the Board of the Faculty:
 - i) student representatives, subject to their exclusion from consideration of reserved business, the number and manner of appointment to be determined by the Board;
 - ii) persons, whether members of the University or not, who make a significant contribution to the teaching and/or supervision, and/or assessment, of students on the course;
 - iii) co-opted members, subject to such terms and conditions as the Board may determine.

DUTIES OF COURSE DIRECTORS

The Course Director is responsible to the Board of the Faculty for the organisation and management of the course.

In particular the Course Director:

- i) acts as Chair of the Course Committee;
- ii) in consultation with Head(s) of School as appropriate, keeps under review the provision of human and physical resources for the course;
- iii) liaise with Heads of School to ensure that a Module Co-ordinator is appointed for each course module;
- iv) ensures that the course committee carries out its functions as approved by Senate and is responsible in collaboration with other members of the Course Committee for:
 - a) preparation of course publicity material and co-ordination of the Course Committee's contribution to the University's overall course publicity programme;
 - b) ensuring that information held on the Curriculum Management System and module database is updated to take account of revisions which affect the modules taught in the course [see also below];
 - c) oversight of the selection of applicants in accordance with the University's admission policy;
 - d) the timetabling of the course;
 - e) arrangements for student induction programmes, including the preparation and distribution of course handbooks and other material to students;
 - f) ensuring that students are adequately informed of both general health and safety matters and those specific to their course of study and for communicating relevant information to them;
 - g) in consultation with the Head of School, allocation of advisers of studies to students;
 - h) the regular review of student attendance and progress and presentation of reports on these matters to the Course Committee, (including evidence of extenuating circumstances submitted by students in relation to performance in examinations and assessment in semester one), and to the Faculty Board in respect of students deemed withdrawn on account of non-attendance for an (aggregate) period of four weeks;
 - i) implementation of the Course Committee's decision regarding the method of staff/student consultation;
 - j) submission to the Faculty Board of nominations for the appointment of external examiners;
 - k) collation of draft examination papers and collaboration with external examiners in the approval and moderation of examination papers and coursework;
 - l) consideration of requests for permission for late submission of coursework;
 - m) arrangements for meetings of Boards of Examiners and for the attendance of external examiners;

- n) arrangements for the preparation of students' results profiles for presentation to the Board of Examiners;
 - o) communicating to unsuccessful students the Board of Examiners' decisions about their performance and progress;
 - p) preparation for consideration by the Course Committee of a draft response to the report(s) of external examiner(s);
 - q) preparation and submission of appropriate documentation, for initial consideration by the Course Committee, for annual monitoring (Programme Management System) and revalidation and for proposed revisions to the course;
 - r) with the approval of the Dean, arrangements for liaison with external bodies.
- v) acts as the co-ordinator of Approved Absence and Independent Study Programmes for talented athletes.

The Course Director undertakes such other duties as the Board of the Faculty may specify.

Duties in relation to modular course structure and Student Administration

The main responsibilities of Course Directors in relation to the University's modular course structure are:

- co-ordinating the planning of modules to be offered on the course;
- ensuring that information on the module database is updated to take account of revisions which affect modules taught on the course;
- arranging for the enrolment of students on their chosen modules.

1 Co-ordinating the planning of modules to be offered on the course

The Course Director will, in relation to new courses, identify the modules to be offered, and obtain details of these from the Module Co-ordinators for inclusion in the course documentation.

2 Ensuring that information held on the module database is updated

The Course Director will:

- a) in respect of new courses and those being revalidated, identify for Academic Registry new modules and changes to existing modules and submit the information necessary to update the module database through the CMS;
- b) in respect of existing courses, and in consultation with Module Co-ordinators, complete and submit to the Faculty a CA3 form setting out any proposed changes, through the CMS by the approved deadlines.

3 Arranging for the enrolment of students on their chosen modules

The Course Director is responsible for making arrangements to ensure that:

- a) at enrolment sessions all students on the course are enrolled on the correct modules, both compulsory and optional (this task may be delegated to studies advisers or to Faculty administrative staff depending on the Faculty's practice);
- b) a module amendment form is completed and lodged with the Faculty Office not later than the second week of Semester 1 and third week of Semester 2, where a student is permitted to change a module. The Faculty Office in turn notifies the Registry Office of the change.

DUTIES AND RESPONSIBILITIES OF MODULE CO-ORDINATORS

Each module has a Module Co-ordinator who is appointed by the Head of School and who has overall responsibility for the module. Staffing within a module is the responsibility of the Head of School. Where a module is taught on more than one campus a co-ordinator will normally be appointed for each campus.

The main responsibilities of the Module Co-ordinator are:

- planning the module and changes to the module
- co-ordinating and managing teaching on the module
- co-ordinating the examining of students on the module

though in cases where a module is delivered by more than one member of staff some responsibilities will be shared.

1 Planning the Module and Changes to the Module

The Module Co-ordinator:

- a) in respect of a new module, provides (through the Curriculum Management System) the course/subject committee with the details of the new module for inclusion in the course documentation;
- b) in respect of changes to an existing module, in conjunction with the Course/Subject Director(s), updates the module on the Curriculum Management System and ensures the submission through the CMS of a completed CA3 form setting out the proposed changes.

(Note: The Course/Subject Director is responsible for providing Academic Registry with information required for new courses or Honours subjects and provision undergoing Revalidation).

2 Co-ordinating and Managing Teaching on the Module

- a) Modules may be taught entirely by one member of staff (who is the Module Co-ordinator) or by a team of lecturers headed by a Module Co-ordinator. The Module Co-ordinator in the former case or the lecturing team in the latter case is responsible for:
 - preparing and delivering lectures, seminars, tutorials and practicals in accordance with the syllabus;
 - preparing handouts for students covering the syllabus, timetable, reading list, assessment requirements, library arrangements and procedures for contact with students;
 - ensuring that the Library and Information Services have been made aware of the requirements for the module;

- monitoring student attendance and progress and advising the Course/Subject Director and adviser of studies of any problems; and
 - attending meetings of the course/subject committee;
- b) Where more than one member of staff delivers the module, the Module Co-ordinator:
- convenes periodic meetings with the module team to plan teaching, to review assessment procedures and examination marks, etc;
 - provides support for less experienced staff;
 - represents the views of the module team at relevant meetings; and
 - circulates to the module team relevant information.

3 Co-ordinating the Examining of Students on the Module

The module team, where more than one member of staff delivers the module, or the Module Co-ordinator, where the module is delivered by only one member of staff, is responsible for:

- a) marking and return of coursework assignments to students with comments and marks/grades; and
- b) marking examination scripts and arranging for double marking or other moderation as required.

The Module Co-ordinator is responsible for:

- a) preparation of the draft examination paper for submission to the Course/Subject Director for approval by the external examiner;
- b) submission of approved examination papers to the Head of School or to the Examinations Office on behalf of the Head of School;
- c) liaising with Student Support and advising the Course/Subject Director(s) of special examination requirements if appropriate;
- d) submission of coursework and examination marks to the Examinations Office by the specified deadline;
- e) notification to the Course/Subject Director(s), in person or by telephone, of any amendments to the provisional marks of a student so that these will be available to the course/subject committee/board of examiners together with notification to the Examinations Office in writing of the amendments;
- f) attendance at meetings of course/subject committees and boards of examiners and reporting on student performance where required.

4 Module Monitoring

The Module Co-ordinator is responsible for contributing to the module monitoring process.

COURSE/SUBJECT HANDBOOK TEMPLATE FOR TAUGHT COURSES

Text in italics should be included in Handbook as given. Some information is also contained in or from links in the general University Student Guide available to all students www.ulster.ac.uk/studentadministration/students/current-students/student-guide and www.ulster.ac.uk/connect/guide

It is suggested that some material to which students should be directed may be placed on the Blackboard course/programme support area or linked to it from that area. Course/Subject Directors should decide the appropriate medium through which the necessary information will be provided to students.

1. Introductory Section

- Welcome by Head of School and/or Course/Subject Director
- Photos of Course Team
- Guide on use of course/subject handbook including direction to Blackboard Learn Course/Programme Support Area and explanation for its use
- Faculty/School/Department location, map of key locations, and details of School/Department Office including opening hours
- Communication
Use of notice boards and other means of communication, including University email
- Learning and Teaching Support Charter
This Charter is for all students studying on a taught course at Ulster University. It underlines the University's commitment to the development of a partnership in learning and the provision of an enriching learning experience for its students. It sets out what you can expect from the University and what we expect of you in relation to the teaching you will receive, how you will be supported in your learning and in relation to assessment. www.ulster.ac.uk/studentcharter/home

2. Course Section

- Induction
- Reference to induction process and any materials, and to the ongoing support that underpins the first year learning experience
- Programme specification
Introductory paragraph: explain programme specification and how it informs learning and teaching experience. Link to online version.
- Reference to Academic Calendar, with significant course dates added, e.g. dates of field trips, 1st year assessment hand-in
www.ulster.ac.uk/studentadministration/students/current-students/academic-calendar
- Course structure and the nature of the learning environment
- Contact/teaching and study hours: a brief description of learning and teaching methods - see 'Explaining Contact Hours' guidance (2011) including learning and teaching and assessment methods at QAA's website www.qaa.ac.uk, and use of Blackboard Learn
- Learning in Higher Education: brief paragraph on expectations of learners in HE, including use of non-contact hours for study, use of feedback (see also below), and fixed nature of deadlines
- Course regulations
Introductory paragraph and full set
- Module Information
Information on modules (including choice where applicable). Supplemented by more detailed information in module handouts and module areas in Blackboard.

- Information on availability of additional study support through 'Studiosity' addl.ulster.ac.uk/yt-sso/
- Assessment criteria
How work will be assessed: to include brief explanation of University marks/grades/classification, use of formative and summative assessment, assessment criteria (with appropriate links), reference to self and peer evaluation, if used, anonymous marking, and consequences of failure.
The following statement should be included:
You will receive information and feedback on your performance in coursework and examinations. You should note that marks and grades are subject to a process of moderation, which ensures their validity and reliability, and that no result is finalised until confirmed by the Board of Examiners.
- Feedback and how it can support your learning
How feedback will be given (normally within 15 days), formative and summative, how to use it constructively.
- Referencing and plagiarism
Importance of accurate referencing and link with avoidance of plagiarism. Introduction to specific style of referencing that is to be used. Examples of correct referencing and plagiarism relevant to subject.
- Definition of Plagiarism
Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Plagiarism is said to occur when ideas, texts, theories, data, created artistic artefacts or other material are presented without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own work is re-presented without being properly referenced. Plagiarism is a form of cheating and is a disciplinary offence.
- Student Declaration of Ownership
(This should also be used when assignments are being submitted electronically.)
I declare that this is my own work and that any other material I have referred to has been accurately and consistently represented. I have read the University's policy on plagiarism and understand the definition of plagiarism. If it is shown that material has been plagiarised, or I have otherwise attempted to obtain an unfair advantage for myself or others, I understand that I may face sanctions in accordance with the policies and procedures of the University. A mark of zero may be awarded and the reason for that mark will be recorded on my file.
- Electronic Detection System
At the discretion of the module co-ordinator, coursework may be submitted to an electronic detection system in order to help ascertain if any plagiarised material is present. At enrolment you have given your consent to your work being submitted to electronic detection systems.
- Plagiarism Offences
Where a member of staff suspects that your coursework contains plagiarised material, you may be asked to attend for interview to discuss the piece of work. A record of the meeting will be kept. You may also be required to undertake an oral examination on the content of your work. If plagiarism is found to have occurred, you will be penalised in accordance with the Framework of Penalties for Plagiarism Offences in Taught Programmes and Master of Research (look at the Course Handbook in your Blackboard Course Support Area for the framework). A note will be placed on your file and the offence will be recorded on the central register of plagiarism and other forms of cheating.

- Link to Policy and Penalties:
www.ulster.ac.uk/studentadministration/students/current-students/examinations/cheating-and-plagiarism
- Other key learning resources (Library, laboratories, performance spaces, studios)
- Any additional costs incurred in doing the course – books, equipment, material, field trips
- Copyright: You should be aware of the limits on photocopying and scanning materials required by copyright law.

As an individual student what amount can I photocopy?

- *You should seek to observe the extent limits or so called “safe copying” limits of:*
 - *one whole article from an issue of a journal.*
 - *one whole chapter from a work*
 - *one short story, poem or play (not exceeding 10 pages in length) from an anthology*
 - *one whole scene from a play*
 - *one whole paper from a set of conference proceedings*
 - *one whole report of a single case from a volume of judicial proceedings**Or 10% of the total publication, whichever is the greater*
- *Under fair dealing you may only copy for yourself. You cannot make copies for other people.*
- *You may make only one copy of the same work.*
- *As a general rule you may not copy more than the so called “safe copying limits” from the same work at around the same time (i.e. you cannot copy one chapter from a work one day and a further chapter for the same work the next)*
- *Your copying should be for non-commercial research or private study purposes.*
- *You should acknowledge the source of your copy.*
- Extenuating circumstances
- Appeals
See: www.ulster.ac.uk/studentadministration/students/current-students/examinations
- Higher Education Achievement Report (HEAR)
This record of your achievements will be developed from the time you arrive at the University. It will contain a detailed academic record of modules taken and your marks and a record of additional recognised activities. It will enable you to present a record of a wider range of achievements to potential employers or postgraduate tutors, so enhancing your employability.
- Link to HEAR information:
www.ulster.ac.uk/studentadministration/students/current-students/my-academic-record/hear

3. Course Organisation

- Brief details of staff involved in course
- Roles of key members of staff
(The text in italics below is also set out in the Student Guide – Courses and Modules - Organisation Management)
- Course /Subject Director
A course committee is responsible for the organisation and management of the course. It is made up of all the academic staff associated with its delivery. One of these staff is appointed the Course Director who looks after its day-to-day running. You should contact this person if your Adviser of Studies, the module co-ordinator or other lecturing staff are not able to help you with a particular problem or query relating to the course.
(If relevant) For major, main and minor subject strands contributing to modular Honours degrees a Subject Director and Subject Committee take on these roles

and a campus co-ordinating group, comprising all subject directors, and chaired by the Director of Combined Studies, consider inter-subject matters.

- **Module Co-ordinator**

Each module has a Module Co-ordinator who has overall responsibility for the module. The main responsibilities of the Module Co-ordinator are:

- *Planning the module and changes to the module*
- *Co-ordinating and managing teaching on the module*
- *Co-ordinating the examining of students on the module. In cases where a module is delivered by more than one member of staff, some responsibilities will be shared.*

- **Studies Adviser**

Nature of Studies Advice system – what students should expect.

Each registered student on a taught course is assigned an Adviser of Studies who provides guidance in matters relating to choice of modules, assessment and progress. You are encouraged to talk to your adviser about your work and progress and to seek assistance, if required, with study or examination skills.

Studies Advisers will be pleased to provide students with information about the range of support available e.g. from Student Wellbeing, Chaplaincy, Employability and Careers and, if requested, will make arrangements for students to seek specialist advice or help.

You will be given the name of your Studies Adviser during the first week of the semester. You should meet with your Adviser at least once each semester.

Your Adviser will agree with you the frequency and format of these meetings.

Indicative agendas for Studies Advice meetings (from Guidance on Implementation of Code of Practice for Studies Advisers).

See Academic Office Policies: A

www.ulster.ac.uk/academicoffice/policies

Description of the following roles:

- Placement Tutor
- Head of School
- External Examiner

- **Timetable and attendance**

Explanation of nature of different sessions in the timetable and preparation for them. Importance of regular attendance and procedure for monitoring and following-up on non-attendance. Absence reporting.

- **Submission of coursework (procedure, submission sheet, normally electronic, or physical location).** Downloadable submission sheet - see Academic Office Policies: C

www.ulster.ac.uk/academicoffice/policies

- **Changing an optional module**

The University's regulations allow you to replace optional modules provided that you notify the Registry Office on a [Module Amendment Form](#) signed by your Course Director or Studies Adviser within the first two weeks of the semester in which the module is taught.

www.ulster.ac.uk/studentadministration/students/current-students/my-academic-record

- **Staff-Student Consultative Committee – see Student Guide: course Organisation and Management and www.ulster.ac.uk/quality/procedures/student-engagement/staff-student-consultative-committees**

Explain purpose of Committee, including sharing of External Examiners' reports

- Procedures for electing Course representatives. Further details and link to Students' Union site: www.uusu.org/student-voice

- How students provide feedback on their learning experience
 - Module Feedback Survey
 - National Student Survey
- Health and Safety – subject related Health and Safety information
- Rooms used for teaching - maps

4. Community Engagement and Employability

- Opportunities within the programme, including
 - Entrepreneurship
 - Creativity
 - Work-related learning
 - Placement (where applicable)
 - Modules within the CPPD framework – brief introduction and value of student engagement with these additional learning opportunities
- Opportunity to undertake work experience e.g. Tutoring in Schools
Tutoring in Schools is a programme that places University of Ulster student tutors in a primary, secondary or special school. Traditionally popular with students wishing to complete a PGCE and undertake a career in teaching, the programme is however open to any student who wishes to gain valuable placement experience
www.ulster.ac.uk/flexible-education/schools/tutoring-in-schools
- Opportunity to study broad
 Include, as appropriate, reference to StudyUSA, Erasmus scheme, International Student Exchange Programme
- Opportunity to work with Social Enterprises e.g. through Science Shop
The Science Shop offers all University of Ulster students an opportunity to undertake a project with a community or voluntary group across Northern Ireland. Students who engage in Science Shop activities come from a variety of disciplines including, architecture, communications, social policy, geography, business and management, law, environmental health, and computing.
www.ulster.ac.uk/flexible-education/community/science-shop
- Support provided by Employability and Careers:
www.ulster.ac.uk/employability/home

Offers friendly and impartial help and advice with career planning and provide opportunities for you to develop your employability skills. There are information centres on each campus.

Services provided include:

- *A comprehensive range of current career information resources, for reference, to take away, and online.*
 - *Access to graduate vacancies for permanent employment, placement, vacation and part-time work.*
 - *Regular opportunities to meet employers and professional bodies at fairs, forums, presentations and interviewed throughout the year.*
 - *Accredited modules to help you develop career management skills.*
- Ulster Edge
The EDGE Award is an opportunity for undergraduate students. The award has been designed to enhance the employability of Ulster students by providing official recognition and evidence of activities outside your programme of study. It is taken in addition to your programme of study and enrolling is free.

For the award you will take part in a wide range of activities to enhance your career prospects and also to show future employers you are committed to developing your personal skills.

When you graduate from Ulster, the EDGE award will appear in your official transcript, the Higher Education Achievement Report.

5. Other Enrichment Opportunities

Other ways that you can get involved in University life, enjoy yourself and enhance your C.V.

For example:

- Students' Union: <https://www.uusu.org/>
- Clubs and Societies
- Being a course representative
- UUSU Volunteering Centre

The University of Ulster Students' Union Volunteering Centre supports students who want to lend a helping hand in their local community or Students' Union whether they are passionate about social change, seeking to gain valuable experiences and skills or whether they just want to meet new friends and have fun.

- Voluntary organisations e.g. Young Enterprise
- Mentoring schemes
- Being a Peer Leader
- Prizes
- Competitions

6. Support

It is normal to have questions about your studies and University life, and the University provides a variety of places that you can get information and support. You are encouraged to make full use of them to help you with your learning in higher education.

Who to talk to:

- Studies Adviser
- Course Director
- Student Wellbeing Services www.ulster.ac.uk/wellbeing/home

Many student experience wellbeing challenges while living in the University environment. Student Wellbeing services focus on students 'Being Well and Doing Well at Ulster'. All support is confidential, provided in a supportive atmosphere by qualified wellbeing professionals. By accessing student wellbeing support about wellbeing pressures, including disability support needs, mental health, money management and financial challenges you can help ensure your success.

- Students' Union www.uusu.org/

7. Other Useful Information

- Student Charter and associate charters for:
 - Learning and Teaching
 - Information Services
 - Library Services
 - Residential Serviceswww.ulster.ac.uk/studentcharter

- Student Complaints Procedure
www.ulster.ac.uk/quality/procedures/student-engagement/student-complaints

Disclaimer

Details of the course/subject are set out in this Handbook. The University will use all reasonable endeavours to deliver the course/subject* in accordance with this description. However the University does not provide education on a commercial basis and is largely dependent on public and charitable funds, which the University has to manage in a way which is efficient and cost-effective, in the context of the provision of a diverse range of programmes to a large number of students. The University therefore reserves the right to make variations in the content or method of delivery or assessment or other changes if such action is reasonably considered necessary by the University in the context of its wider purposes. [The University cannot guarantee complete success in placements being secured for all students.**]*

** as applicable*

*** delete if not applicable*

Retention of Information

You are advised that you should retain this Handbook and associated module handbooks for future reference. You may be asked to provide documentary evidence of modules taken and their content by potential employers or in connection with an application to undertake further study. The University can provide such details from its records, but will make a charge to cover the costs involved in conducting searches and supplying information.

Academic Office August 2021

MODULE HANDOUT

The core information below should be provided to students through Module Handouts (MH); (the Faculty may use an alternative name and has discretion for the format of presentation of this information.) The Course/Subject Committee may also have a summary teaching plan for the module.

Some information, if it is standard across the course, may also or alternatively be contained in the Course/Subject Handbook (H).

HEADING	MH	H
1 Module specification		
Module title and code	✓ (*)	
Credit value and level	✓	
Module co-ordinator name and contact details	✓	
Other teaching staff names and contact details	✓	
Hours (total student effort and breakdown)	✓	
Module aims and objectives; intended learning outcomes	✓	
Learning and teaching strategy/methods	✓	✓
Assessment strategy including summary marking standards for mark bands/grades; weightings	✓	✓
2 Timetable/teaching schedule	✓ (*)	
Lectures - day, time, (room), (lecturer)	✓ (*)	
Seminar/tutorial/lab/practical - day, time, (room)	✓ (*)	
3 Module content/syllabus	✓ (*)	
Aims & outcomes/summary/syllabus/topic for each class in schedule	✓	
Lecture handouts/overheads	✓	
4 Reading lists and other resources		
Recommended and required reading (for each class)	✓	
Other resources – websites; a/v material	✓	
5 Assessment Methods/types (and purpose) (related to aims/ outcomes)	✓	
Coursework: Topics/assignments/questions (as appropriate)	✓	
Submission & return dates or timing (possibly specify on schedule)	✓ (*)	
Guidance on preparation, length, presentation/format, referencing, plagiarism	✓	(if standard)
Marking scheme/assessment criteria, method of feedback	✓	(or ✓)
Examination	✓	
Written/oral; duration; seen/unseen; number of questions etc	✓ (*duration)	
Marking scheme/assessment criteria	✓	(or ✓)

* Essential for teaching plan

CODE OF PRACTICE FOR ADVISERS OF STUDIES

- 1 Each registered student on a taught programme of study shall have an Adviser of Studies.
- 2 The Course Director shall be responsible, subject to the overall responsibility of the Head(s) of School(s) and Board of the Faculty, for the allocation of an Adviser of Studies to each student on the course. In the case of Major/Minor Honours students, this is the responsibility of the Subject Director for the Major subject. In the case of students taking two Main or three Minor subjects, this is the responsibility of the Director of Combined Studies and the campus Co-ordinating Group.
- 3 The names of Advisers of Studies for the students in each Faculty shall be lodged by the Course/Subject Director with the Faculty Office. The Faculty Office is responsible for ensuring that the names of advisers are recorded in the student records system. The Course/Subject Director shall be responsible for notifying students and the Faculty Office of any changes throughout the year.
- 4 Advisers of Studies are encouraged to attend induction programmes for new students and to establish contact with their students. The Faculty Office is responsible for ensuring that the names of Advisers are recorded on the student records system.
- 5 Advisers of Studies will agree with their students the frequency and format of meetings which will normally take place at least once during each semester.
- 6 Advisers of Studies have a responsibility to guide their students in matters affecting their choice of optional modules, curriculum content, assessment, progress, and study and examination skills.
- 7 Advisers of Studies are encouraged to make themselves conversant with the academic and personal background of their students, and, as necessary, to consult other members of staff who teach or supervise them.
- 8 Advisers of Studies are responsible for reporting on their students' progress in accordance with the procedures approved by the Course/Subject Committee and Faculty Board.
- 9 Advisers of Studies are also encouraged to act in a general advisory capacity and to assist their students, particularly those in their first year, in meeting the requirements of a University environment. Where necessary, they should seek, or advise their students to seek, guidance and assistance from the range of support provided by Student Support, the Students' Union, Library, Information Services, Chaplaincy etc. Advisers should make themselves conversant with the facilities and resources which are available, including the support services which are designed particularly for mature and overseas students and students with disabilities.
- 10 Advisers of Studies are responsible for referring to the Course/Subject Committee and/or the Board of Examiners, through the Course/Subject Director, information relevant to their students' progress or academic performance. With the consent of their students, Advisers may make arrangements for the Course/Subject Committee and/or the Board of Examiners to receive supporting statements from specialists within Student Support.
- 11 Advisers of Studies should have the opportunity to attend training programmes designed to increase understanding of students' needs and problems.

In May 2012, the then Academic Development and Enhancement Committee endorsed guidance for the operationalisation of the Code for full-time undergraduates effective from 2012/13. See Academic Office website, Policies under Advisers of Studies.

COURSE REPRESENTATIVE: KEY TASKS

- Identify yourself to the group of students you represent preferably through regular 'shout outs' in class, through your course support area or via social media;
- Attend Students' Union training – as the first point of contact for students on your course with queries and questions, it is really important that you come along to the training and keep in touch throughout the year;
- Actively seek feedback from your student group. Canvass their opinion on course related matters and identify their needs, issues and suggested enhancements. Record any student feedback to enable you to accurately communicate this information to the appropriate source(s);
- Keep in regular contact with your Course/Subject Director to deal with any day-to-day collective concerns when they arise;
- Attend appropriate UUSU and Ulster University meetings, specifically:
 - Your Course Staff-Student Consultative Committee (SSCC) which takes place at least once per semester
 - UUSU Student Voice Forums each semester
 - Annual Student Voice Conference (cross-campus)
 - Any other meetings called by your School / Department Reps or UUSU
- Accurately record the outcomes of meetings and report back to your students and UUSU;
- Work in partnership with other representatives on issues of joint concern, and in particular liaise regularly with your School / Department Rep(s);
- Refer non-academic or personal issues to UUSU;
- Actively promote the roles of Course, School/Department and Faculty Reps to all students, including how to use the Student Voice framework at Ulster to best address academic problems and to create positive change.

From UUSU website, June 2018

UNIVERSITY OF ULSTER

CODE OF PRACTICE FOR EXTERNAL EXAMINING OF TAUGHT PROGRAMMES OF STUDY

- 1 The membership of the Board of Examiners for each course and for each undergraduate Honours subject includes one or more Course or Subject External Examiners. Their main responsibilities are to ensure that academic standards are maintained and that students are treated fairly. External Examiners have responsibility for credit-bearing short courses.

There are Chief External Examiners who are members of Campus Progress and Award Boards of Examiners for undergraduate Honours combined programmes and the Certificate of Personal and Professional Development and the Postgraduate Certificate of Professional Development frameworks

APPOINTMENT

- 2 External Examiners are appointed by Council on the recommendation of the Academic Standards and Quality Enhancement Committee acting under delegated authority from Senate, after consideration of nominations from the boards of the faculties in the case of Course and Subject External Examiners, or directly from the Academic Standards and Quality Enhancement Committee in the case of Chief External Examiners. The PVC (Academic Quality and Student Experience) discharges this responsibility on behalf of Council.
- 3 In recommending External Examiners for appointment the Committee shall have regard to the national criteria for the appointment of external examiners as set out below:

a) Every external examiner will be expected to have:

- knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- competence and experience in the fields covered by the programme of study, or parts thereof;
- relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- strong reputation, sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);
- met applicable criteria set out by professional, statutory or regulatory bodies;
- awareness of current developments in the design and delivery of relevant curricula;

- competence and experience relating to the enhancement of the student learning experience.

Where a nominee has no previous experience as an external examiner, appointment is, where practicable, to a team of external examiners and/or with agreement that a more experienced external examiner will act as mentor. Where such an arrangement is not practicable, consideration may be given to supporting an appointment through development or mentoring by an experienced external examiner in a different field. Mentoring may not always be appropriate for a nominee with a substantial record of experience in course design and assessment.

- b) To avoid potential conflicts of interest, external examiners shall not be appointed if they are covered by any of the following categories:
 - a member of a governing body or committee of the University or one of its collaborative partners, or a current employee of the University or one of its collaborative partners;
 - anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
 - anyone required to assess colleagues who are recruited as students to the programme of study;
 - anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
 - anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
 - former staff or students of the University unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);
 - a reciprocal arrangement involving cognate programmes at another institution;
 - the succession of an external examiner by a colleague from the examiner's home department and institution;
 - the appointment of more than one external examiner from the same department of the same institution.
 - c) The duration of an external examiner's appointment will be normally four years, with an exceptional extension of one year to ensure continuity, for example, where a programme is being discontinued.
 - d) An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.
 - e) External examiners normally hold no more than two external examiner appointments for taught programmes at any point in time.
- 4 The appointment of an external examiner may be terminated by the University, with the approval of the PVC (Academic Quality and Student Experience), if they fail to fulfil their obligations. An external examiner who wishes to resign the post should do so by writing to the PVC (Academic Quality and Student Experience), giving reasonable notice whenever possible, normally at least three months from the end of the current academic session.
 - 5 Normally each module is the responsibility of only one external examiner.
 - 6 In discussing the role with prospective external examiners, Faculties should ensure that potential intellectual property issues, such as might arise from the need for commercial confidentiality, are discussed and any necessary consent obtained in writing.

EXCEPTIONS AND SPECIAL CASES

- 7 Nominations which do not fulfil the appointment criteria may be made in respect of, for example:
- nominees drawn from business, industry or the professions who possess considerable professional experience but not the formal qualifications anticipated, the academic background, or sufficient experience of assessment;
 - a researcher, with eminent standing in the respective discipline, but lacking experience in providing and enhancing student learning experience;
 - nominees to disciplines which are very small and specialist and where the pool of potential external examiners is therefore restricted.

Any application for an exceptional appointment must include a supporting statement on how the external examiner will be supported in fulfilling the expectations of the role. Consideration of such nominees may be assisted where the nominee would not be the sole external examiner for the award; hence his or her expertise would be complemented by that of others who do satisfy the appointment criteria.

DUTIES

- 8 The duties of Course and Subject External Examiners include:
- a) consultation with the internal examiners, through the Course or Subject Directors, in relation to the approval and moderation of examination papers and other forms of assessment;
 - b) consideration of the standard of marking of examination papers and other forms of assessment and reporting to Boards of Examiners on such revisions of the marking as they consider necessary;
 - c) attendance at meetings of Boards of Examiners;
 - d) attendance with one or more internal examiners at such oral examinations as are determined by the Board of Examiners;
 - e) confirmation, by joint signature with chairpersons of Boards of Examiners, of results, progress decisions and, as applicable, the pass and classified lists of candidates including recommendations for awards;
 - f) submission to the PVC (Academic Quality and Student Experience) in the first instance of reports on: the standards and coherence of the course or subject; the standards of assessment; the standards of student performance; and the comparability of the standards with those of similar courses; and the assessment schemes and processes. Account should be taken of the relevant national subject benchmarks, the national qualifications framework and professional, statutory and regulatory body requirements (where appropriate);
 - g) such other duties as the Senate may specify from time to time.
- 9 The duties of Chief External Examiners include:
- a) consideration of the standards of awards for combined undergraduate Honours degrees or the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development;
 - b) attendance at meetings of Progress and Award Boards of Examiners;

- c) confirmation, by joint signature with chairpersons of Progress and Award Boards of Examiners, of progress decisions and, as applicable, the pass and classified lists of candidates including recommendations for awards;
- d) submission to the PVC (Academic Quality and Student Experience) in the first instance of reports on the standards of awards; the standards of student performance; and the comparability of the standards with those of similar programmes; and the assessment schemes and processes;
- e) such other duties as the Senate may specify from time to time.

Chief External Examiners shall not have responsibility for the approval and moderation of assessment within subjects nor for the determination of results of candidates in modules.

PARTICIPATION IN THE ASSESSMENT PROCESS

- 10 New Course and Subject External Examiners are expected to commence their period of appointment with an induction.
- 11 The general duties of Course and Subject External Examiners are prescribed in the Regulations Governing Examinations in Programmes of Study. While the University has agreed that External Examiners for Honours and non-Honours degrees may elect, if they so wish, not to be involved in the examining process for undergraduate degree modules at Levels 3 or 4 which do not contribute to a final award, their involvement is welcome. All other modules, and Level 3 and 4 modules which contribute to an exit award, require the involvement of the relevant external examiner.

In order that Course and Subject External Examiners can fulfil their duties, the Course or Subject Director shall ensure that:

- a) all draft examinations papers and coursework assessment schemes for the modules in each External Examiner's area of responsibility are approved by the External Examiner in advance; (the deadline for submission of draft examination papers to External Examiners is week 3 of the semester. Final versions are submitted to the Examinations Office by week 8). External Examiners have the authority to approve all coursework but are not required to approve every piece of coursework set. The nature and extent of involvement in the coursework assessment schemes must be discussed and agreed in advance;
- b) External Examiners have access to all examination scripts and coursework for the modules in their area of responsibility;
- c) where it is agreed that the External Examiner should see a selection of the scripts and coursework, the principles for such a selection are agreed in advance; External Examiners are given enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent; External Examiners should see a sample from the top, the middle and the bottom of the range. They must sample the work of candidates at classification boundaries. They should also see all work assessed internally as failures;
- d) where External Examiners are to attend oral examinations, the arrangements are agreed with them in advance. Where at the discretion of the Board of Examiners it is agreed that interviews are held with selected candidates to assist External Examiners in judging the standards of assessment and the quality of student learning, the principles for the selection and the form of the interviews are discussed with the External Examiners in advance. (It should be made clear to students that such interviews are not part of the assessment process and will not contribute to their individual results.) External Examiners may choose to meet with groups of students;
- e) External Examiners are entitled to attend all meetings of Boards of Examiners of which they are members. With the exception of BSc Hons Nursing Studies, they shall be present at all meetings where the performance of candidates which contributes to the final result is being considered. In the BSc Hons Nursing Studies, at least one external examiner shall

be present at each Board of Examiners which considers final results. In the case of linked postgraduate diplomas and master's degrees, the Faculty may determine in accordance with approved procedures whether the External Examiners attend for one or both award stages.

The approval of the PVC (Academic Quality and Student Experience) shall be obtained for alternative arrangements when an External Examiner is unable to fulfil the attendance requirements specified in the Regulations Governing Examinations in Programmes of Study.

- 12 Chief External Examiners for combined undergraduate Honours degrees shall not have responsibility for the approval and moderation of assessment within subjects, nor for the determination of results of candidates in modules. The general duties of the Chief External Examiner are prescribed in the Regulations Governing Examinations in Programmes of Study. In order that the Chief External Examiner can fulfill his or her duties, the campus Director of Combined Studies or the Programme Director of the professional development framework shall ensure that:
- a) the Chief External Examiner is able to attend the meeting of the Progress and Award Board of Examiners;
 - b) the Chief External Examiner is provided with generic award regulations;
 - c) where at the discretion of the Progress and Awards Board of Examiners it is agreed that interviews are held with selected candidates to assist the Chief External Examiner in judging the standards of assessment and the quality of student learning, the principles for the selection and the form of the interviews are discussed with the Chief Examiner in advance. (It should be made clear to students that such interviews are not part of the assessment process and will not contribute to their individual results.) The Chief External Examiner may choose to meet with groups of students.
- 13 Unresolved disagreement between examiners shall be reported to the Senate.
- 14 The signature of the External Examiners must be included on the course result sheets to indicate endorsement of results and decisions.

REPORTS

- 15 Course and Subject External Examiners are encouraged to discuss with the internal examiners the structure, content and coherence of the course and the assessment schemes and procedures.
- 16 External Examiners are required to submit a written report to the PVC (Academic Quality and Student Experience) within one month of attending the last meeting of the Board of Examiners in each academic session. They are asked to report as appropriate on the topics in 7 f) or 8 e).
- 17 Reports of Course and Subject External Examiners are distributed to faculties and partner institutions for consideration during the annual review of the operation of the course. It is open to External Examiners to submit to the Vice-Chancellor, in addition to the annual report, a confidential communication about the course(s)/subject with which they are involved.
- 18 The report (or a summary) of each Course/Subject/Chief External Examiner will be discussed with student representatives and each report will be made available in full to all students on the course. A confidential report made to the Vice-Chancellor will not be made available to students.
- 19 The reports of Chief External Examiners for Combined Honours degrees are considered by the appropriate Campus Co-ordinating Group and the Learning and Teaching Committee. The reports for the Certificate of Personal and Professional Development and Postgraduate Certificate of Professional Development are considered by the relevant Programme Committee and by the Accredited Professional Development Management Board within Access, Digital and Distributed Learning. It is also open to Chief External Examiners to submit, in addition to the annual report, a confidential communication to the Vice-Chancellor.

(For further information, see the UK Quality Code for Higher Education, Chapter B7: External Examining at gaa.ac.uk/quality-code/UK-Quality-Code-for-Higher-Education-2013-18, and Advice and Guidance gaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise.)

TERMS OF REFERENCE OF SUBJECT COMMITTEES

- a) To advise and report to the Faculty Board(s) on:
 - i) all matters relating to the organisation of teaching, including curricula and examinations, in the subject;
 - ii) the effective and efficient use of resources for the subject;
 - iii) the progress and conduct of students in the subject;
 - iv) the establishment of an effective form of consultation between staff and students on the subject;
 - v) such other matters as may be determined by the Faculty Board.
- b) To submit to the Faculty Board nominations for the appointment of external examiners for the subject.
- c) To submit to the Faculty Board annual reports on the operation of the subject, including reports submitted by external examiners.
- d) To consider evidence of extenuating circumstances presented by students in relation to performance in assessment in semester one and, if applicable in respect of Single Honours candidates, to decide, on behalf of Senate, whether to permit them to take the assessment as for the first time.
- e) To consult with other course/subject committees on matters of mutual interest or concern.

NOTE: The membership of a subject committee includes:

- a) all members of the academic staff of the University, and persons designated under Statute I 9(D) as recognised teachers of the University, who make a significant contribution to the teaching of the subject;
- b) the Heads of School and the Deans of the Faculties (ex-officio) in which the academic staff members of the committee are located;
- c) at the discretion of the Board of the Faculty:
 - i) student representatives, subject to their exclusion from consideration of reserved business, the number and manner of appointment to be determined by the Board;
 - ii) persons, whether members of the University or not, who make a significant contribution to the teaching and/or supervision, and/or assessment, of students on the subject;
 - iii) co-opted members, subject to such terms and conditions as the Board may determine.

DUTIES OF SUBJECT DIRECTORS

The Subject Director is responsible to the Board of the Faculty for the organisation and management of the subject offered as Single Honours, Major, Main and/or Minor strands.

In particular the Subject Director:

- i) acts as Chair of the Subject Committee;
- ii) in consultation with Heads of School as appropriate, keeps under review the provision of human and physical resources for the subject;
- iii) liaises with Heads of School to ensure that a Module Co-ordinator is appointed for each subject module;
- iv) in conjunction with Advisers of Studies ensures that students follow an agreed route to a named award;
- v) ensures that the Subject Committee carries out its functions as approved by Senate and is responsible in collaboration with other members of the Subject Committee, the Faculty and the central service departments of the University for:
 - a) preparation of subject publicity material and co-ordination of the subject committee's contribution to the University's overall course publicity programme;
 - b) ensuring that information held on the module database is updated to take account of revisions which affect the modules taught in the subject [see also below];
 - c) oversight of the selection of applicants in accordance with the University's admission policy;
 - d) the timetabling of the subject;
 - e) arrangements for student induction programmes, including the preparation and distribution of subject handbooks and other material to students;
 - f) ensuring that students are adequately informed of both general health and safety matters and those specific to the subject, and for communicating relevant information to them;
 - g) in consultation with the Head of School, allocation of advisers of studies to Single Honours and Major/Minor students;
 - h) the regular review of student attendance and progress and presentation of reports on such matters to the Subject Committee, (including evidence of extenuating circumstances submitted by students in relation to performance in examinations and assessment in semester one), and to the Faculty Board in respect of student deemed withdrawn on account of non-attendance for an (aggregate) period of four weeks;
 - i) implementation of the Subject Committee's decision regarding the method of staff/student consultation;
 - j) submission to the Faculty Board of nominations for the appointment of external examiners;
 - k) collation of draft examination papers and collaboration with external examiners in the approval and moderation of examination papers and coursework;
 - l) consideration of requests for permission for late submission of coursework on behalf of the Subject Committee;

- m) arrangements for meetings of Boards of Examiners and for the attendance of external examiners;
 - n) arrangements for the preparation of students' results profiles for presentation to the Board of Examiners;
 - o) communicating to unsuccessful Single Honours students the Board of Examiners' decisions about their performance and progress;
 - p) preparation for consideration by the Subject Committee of a draft response to the report(s) of external examiner(s);
 - q) preparation and submission of appropriate documentation, for initial consideration by the Subject Committee, for annual monitoring (Programme Management System) and revalidation and for proposed revisions;
 - r) arrangements for liaison with external bodies;
- vi) acts as the co-ordinator of Approved Absence and Independent Study Programmes for talented athletes.

The Subject Director undertakes such other duties as the Board of the Faculty may specify.

Duties in relation to modular course structure and Student Administration

The main responsibilities of Subject Directors in relation to the University's modular structure are:

- co-ordinating the planning of modules to be offered in the subject;
- ensuring that information on the module database is updated to take account of revisions;
- arranging for the enrolment of students on their chosen modules.

1 Co-ordinating the planning of modules to be offered on the course

The Subject Director will, in relation to new courses, identify the modules to be offered, and obtain details of these from the Module Co-ordinators for inclusion in the subject documentation.

2 Ensuring that information held on the module database is updated

The Subject Director will:

- a) in respect of new courses and those being revalidated, identify for Academic Registry new modules and changes to existing modules and submit the information necessary to update the module database through the CMS;
- b) in respect of existing provision, and in consultation with Module Co-ordinators, complete and submit to the Faculty a CA3 form setting out any proposed changes, through the CMS by the approved deadlines.

3 Arranging for the enrolment of students on their chosen modules

The Subject Director is responsible for making arrangements to ensure that:

- a) in conjunction with the Director of Combined Studies, at enrolment sessions all students taking the subject modules are enrolled on the correct modules, both compulsory and optional (this task may be delegated to studies advisers or to Faculty administrative staff depending on the Faculty's practice);
- b) a module amendment form is completed and lodged with the Faculty Office not later than the second week of Semester 1 or the third week of Semester 2, where a student is permitted to change a module. The Faculty Office in turn notifies the Registry Office of the change.

CAMPUS CO-ORDINATING GROUP

Membership and Responsibilities

The Campus Co-ordinating Group comprises all Subject Directors on the campus, for subjects contributing Major, Main or Minor strands to Honours degrees. The Group is chaired by the Campus Director of Combined Studies.

The Campus Co-ordinating Group shall:

- 1 note new proposals for Major, Main or Minor subject strands and make recommendations to the Academic Planning Advisory Group for appropriate combinations*; consider and recommend to Academic Standards and Quality Enhancement Committee CertHE and/or AB exit awards for specified combinations of subjects;
- 2 make contributions to the University's overall course publicity programme;
- 3 ensure that applicants are considered by each subject applied for and decisions are made in respect of each subject;
- 4 ensure that subject modules are available in each semester to support the full-time and part-time attendance of students on approved combinations;
- 5 co-ordinate student induction programmes;
- 6 allocate advisers of studies to students taking two Main and three Minor subjects;
- 7 maintain oversight of arrangements for monitoring student attendance and progress by Subject Committees;
- 8 nominate to Academic Standards and Quality Enhancement Committee the Chief External Examiner for Combined Honours degrees;
- 9 constitute with the designated Dean and Chief External Examiner the Progress and Award Boards of Examiners for Combined Honours degrees;
- 10 prepare a response to the report of the Chief External Examiner;
- 11 prepare an annual report on the operation and management of modular programmes on the campus, and to present a joint annual report to the Academic Standards and Quality Enhancement Committee;
- 12 consult with other campus co-ordinating groups, course and subject committees on matters of mutual interest or concern;
- 13 present its minutes to the learning and teaching committee of each Faculty contributing subject strands;
- 14 consider such other matters as may be determined by the Senate.

(*In proposing Main – Main combinations, the Campus Co-ordinating Group should make a recommendation regarding the award for the Honours degree as BA or BSc.)

DUTIES OF DIRECTOR OF COMBINED STUDIES

The Director of Combined Studies is responsible to the Campus Co-ordinating Group for the co-ordination of the undergraduate subjects contributing to Major, Main and Minor Honours degree combinations.

The Director of Combined Studies:

- i) acts as Chair of the Campus Co-ordinating Group;
- ii) in conjunction with the Co-ordinating Group, ensures that students are properly registered on an approved combination for a named award;
- iii) ensures that the Co-ordinating Group carries out its functions as approved by Senate, and is responsible in collaboration with other members of the Co-ordinating Group, relevant Faculties and Schools and the central service departments of the University for:
 - a) identifying any restrictions on possible combinations;
 - b) making contributions to the University's overall course publicity programme;
 - c) oversight of the selection of applicants in accordance with the University admissions policy;
 - d) co-ordination of scheduling of subject modules;
 - e) arrangements for student induction programmes;
 - f) in consultation with Heads of School, allocation of advisers of studies to students taking two Main or three Minor Subjects;
 - g) submission to the Academic Standards and Quality Enhancement Committee of nominations for the appointment of Chief External Examiner;
 - h) arrangements for meetings of the campus Progress and Award Boards of Examiners and for the attendance of the Chief External Examiner;
 - i) presentation of the results profile of Combined students to the Progress and Awards Board of Examiners for Combined Honours subjects;
 - j) communication to unsuccessful students of the Board of Examiners' decisions about their progress;
 - k) preparation for consideration by the Campus Co-ordinating Group of a draft response to the report of the Chief External Examiner and of an annual report on the operation of campus combined provision;
 - l) in conjunction with the other campus Directors of Combined Studies, submission of an annual report to the Academic Standard and Quality Enhancement Committee.

The Director of Combined Studies undertakes such other duties as the Senate may specify, and consults with other campus Directors of Combined Studies on matters of mutual interest. One Director is a member of the Learning and Teaching Committee.

UNIVERSITY OF ULSTER**REVISIONS TO COURSE OR SUBJECT STRAND DURING ITS PERIOD OF APPROVAL**

(Please attach supporting documentation as appropriate)

Form CA3 (CMS)**COURSE TITLE:****COURSE CODE:****1 OUTLINE OF PROPOSED REVISIONS TO:**

(Please relate to relevant aspects of the existing course and modules)

1.1 COURSE LOCATION, MODE, STRUCTURE OR STUDENT LOAD DISTRIBUTION

Student load form to be attached if change to School's contribution to a module.

1.2 COURSE CONTENT AND SYLLABUSES

(Indicate whether new module is Compulsory or Optional in the course; or if change to existing status.)

1.3 COURSE REGULATIONS AND ASSESSMENT**2 RATIONALE FOR CHANGES**

(Include student number projections for new location or mode. If module departs from the norms of the curriculum design principles, explain.)

3 RESOURCE IMPLICATIONS

(Please specify any additional resource requirements: staffing, equipment, specialist accommodation, computing, library. These should be met through the Faculty/Institution and (for University provision) discussed with the relevant central department as appropriate.

If a revision includes a proposal to deliver a programme or a part of a programme in an online capacity or to change the content and structure of an online module, the Faculty must engage with the Office for Digital Learning and the CA3 form must be accompanied by a completed Digital Learning Resource Agreement. The form can be downloaded from [DLRA](#).**4 PROPOSED DATE OF IMPLEMENTATION:****ACADEMIC YEAR: 20 /****COURSE YEAR GROUPS:**

(Please ensure that you have identified the correct 'Effective From' date on the Summary screen on the CMS.)

5 HAS THE SUPPORT OF THE EXTERNAL EXAMINER(S) BEEN OBTAINED?

YES ☐ NO ☐

6 HAS THE PROFESSIONAL, STATUTORY AND REGULATORY BODY BEEN CONSULTED?

YES ☐ NO ☐ NOT APPLICABLE ☐

7 STUDENT CONSULTATION

(Certain substantive changes e.g. course title or assessment regulation, require the consent in full of each year group which will be affected. Other changes should be discussed with students.)

Have current students been consulted about the proposed change(s)?

YES ☐ NO ☐ NOT APPLICABLE ☐

(Form of consultation)

☐ Staff-student consultative committee

☐ Student representatives

☐ Student focus group ☐ Email

☐ Other (please specify)

(Explain if no consultation)

Outcome

8 IF THE REVISION WILL AFFECT ANOTHER COURSE, HAS IT BEEN DISCUSSED WITH THE COURSE/SUBJECT DIRECTOR? YES ☐ NO ☐ NOT APPLICABLE ☐

IF IT WILL AFFECT A LINKED EXTERNAL PROGRAMME, HAS THE FACULTY PARTNERSHIP MANAGER BEEN ADVISED? YES ☐ NO ☐ NOT APPLICABLE ☐

INFORMATION FOR STUDENTS

(Faculties should ensure that all current students are informed of the changes which affect them, and that published information for current and prospective students is updated.)

The completed form and updated curriculum should be submitted through the CMS, in good time prior to the proposed implementation of the revisions, in accordance with University deadlines (see Handbook).

If a module is proposed to be part of the Certificate of Personal and Professional Development framework or the Postgraduate Certificate of Professional Development framework, it and the CA3 form should be sent to the appropriate programme director in the Centre for Flexible and Continuing Education (Ursula McTaggart for CPPD or Deborah Sloan for PgCPD), through the Curriculum Management System, before it enters the School/Faculty approval process.

Academic Office
June 2020

CHECKLIST FOR REVISIONS (new and existing modules)**1 Curriculum Design, Content and Organisation**

- a) Have the 2017 curriculum design principles been followed? If not, is a rationale provided for modules smaller than 20 credit points in award-bearing courses and for more than four learning outcomes in a module?
- b) Do(es) the module(s) impact on student choice and progression? If yes, please attach a current and proposed course or subject diagram.

2 Learning and Teaching and Assessment

- a) Is a case made for more than two items of assessment (an item may include more than one component, but will result in one overall mark)?
- b) Is the assessment consistent with the proposed credit value and level? Is the load approximately 2000 words (or equivalent) per 10 credit points?
- c) Do the proposed assessment criteria relate to the learning outcomes?
- d) Is sufficient information provided, e.g. duration and format of class test/examination, length of assignment, summary assessment criteria/marking scheme?
- e) Is the rationale for the assessment clear?

3 Student Progression and Achievement

Does this proposed module impact on the current regulations with reference to progression, and achievement? If yes, please provide new regulations.

4 Learning Resources

- a) Has the library been informed of the learning resources needed to underpin this module?
- b) Has the Office for Digital Learning been consulted for fully online modules? Has a Digital Learning Resource Agreement been attached?

5 Quality Management and Enhancement

- a) Does the module fulfil all the requirements of the module template?
- b) Is the start date appropriate, i.e. not retrospective?
- c) For modules proposed as a result of 'exceptional circumstances' have explanatory details been provided?
- d) Has written approval from the External Examiner (critical reader) been provided?
- e) Have students been consulted and consented to an appropriate extent?
- f) Can the module be delivered within the current academic, clerical and technical provision? If no, please include a statement on the plans to ensure that appropriate provision is provided.

(Adapted from checklist of former Faculty of Social and Health Sciences and Education October 2000, supplemented for e-learning, June 2008 and updated in July 2017 to refer to curriculum design principles and student consultation.)

UNIVERSITY OF ULSTER

COURSE WITHDRAWAL

(Please attach supporting documentation as appropriate)

Form CA5 (CMS)

COURSE TITLE:

COURSE CODE:

1 REASON FOR WITHDRAWAL

2 RESOURCE IMPLICATIONS

Please specify any resource implications: staffing, equipment, specialist accommodation.

3 LAST INTAKE: ACADEMIC YEAR 20 /

4 NOTIFICATION TO APPLICANTS AND CURRENT STUDENTS

4.1 HAVE APPLICANTS AND CURRENT STUDENTS BEEN ADVISED OF THE WITHDRAWAL OF THE COURSE?

Yes ☐ No ☐ Not Applicable ☐

4.2 IS THE COURSE TO BE CONTINUED UNTIL CURRENT STUDENTS COMPLETE?

Yes ☐ No ☐ Not Applicable ☐

4.3 WHAT ARRANGEMENTS HAVE BEEN MADE FOR APPLICANTS AND CURRENT STUDENTS?

(Principles to be followed in the event of course closure are set out in the Programme Approval, Management and Review Handbook.)

The procedure to withdraw a programme in the CMS should be followed (see Faculty Approval Process guidance) and the completed CA5 form should be submitted through the CMS. The withdrawal date set in CMS should be the date the last student is expected to complete, in order to keep the course open for revision. To withdraw particular modules, or a course location, or mode of attendance, use the Course Revision, CA3 process in CMS.

The external examiner should be advised of this withdrawal. Prospectus and other publicity material should be updated.

UNIVERSITY OF ULSTER

REVALIDATION SCHEDULE BY SUBJECT UNIT AND SUB-UNIT: 2020/21 – 2023/24 (as at 15 July 2020)

YEAR WITHIN CYCLE	IV 2020/21		V 2021/22		I 2022/23		II 2023/24		III 2024/25	
FACULTY										
Art, Humanities & Social Sciences Units: 40	19Ai 19B 26K 26L	Interactive Media (ug) Media Studies (pg) Policing (ug/PSNI) Prof Teaching (PSNI)	2A 2B 2C 9A1 21 18 26J 30B1 30B3 30B2 30B4	Fine Art/Photo (ug/pg) Animation, G/I Design (ug/pg) Applied (Arts/ug) PGCE Music (ug/pg) Law (ug/pg) Prison Custody (ug/NIPS) Access (Science / Social Scs/NRC) Access (Social Scs/NWRC) Access (Social Scs2/SRC) Access (Social Scs/SWC)	2K 9B 9C2 11 14 17A 17B 19Aii 2L 26A 26C 26D 26G	Design (ug) TESOL (pg) Library Info Mgt (pg) English (CE/SRC/oc) History (ug/pg) Irish (ug/pg) Irish (ug/SRC) Journalism (ug) Art Therapy (pg) Community Stds (ug/pg) Politics/Social Policy (ug/pg) Politics (H & Soc Care Man) (pg/Trusts) Social Work (pg)	6A 6B 7A 7B 7E 9A2 9C1	Communication (ug/pg) Counselling (Colleges) Drama/Cinematics (ug/pg) Music, Sound &Tech (ug) Museum Studies (ug/pg) Educ (CIT/PgC Educ (FE)) Education (Prof Dev)	7D 9F 26F1 26F2 27A	Digital Arts & Tech (SWC) Education (Minor) Social Work (pre-qual) (ME) Social Work (pre-qual) Colleges) Sociology (ug)
Computing, Engineering & Built Environment Units: 30	4A4	Civil & Safety Eng (ug/pg)	4A1 4A2 4A3 4A5 4B 4E 4H 16Aiii	Plng, Prop&Envir Con & Surv (ug/pg) Fire Safety Eng (pg) Building Energy (ug/pg) Arch Techn/Constr Eng (Colleges) Property & Planning (BMC) Energy & Bldg Services Eng (ug) (HKU SPACE) Data Science (pg)	2G 4G 16Ai 16Aii 16B1 16B2 16D	Arch (ug/pg) Civil Eng (BMC) Computing (ME/pg) Computing (QAHE) Computing (JN/ug) Internet of Things (JN/ug) Computing (ME/ug)	10B2 10B3 10B4 16G1 16G2 16G3 16G4 16G5 16G6	Engineering (NRC/SERC) Engineering (SERC/SRC) Engineering (NWRC) Computing (BMC/SRC) Computing (SRC) Computing (NRC) Computing / IT (NWRC) Computing (SERC) Computing (SWC)	4D 10A1 10A2 10B1 16B2b 16E	Civil & Env Eng (SWC) Engineering (BSc/BEng/MEng) Engineering (pg) Engineering (SWC) Art Intel./inter of Thinks (PG/HKU SPACE) Engineering (ME)
Life & Health Sciences Units:43	3A 3C2C 12D 12E 22K 22G 28Db	Bioscience (ug) Phy Assoc Studies (pg) Horticulture (CAFRE) Agric (CAFRE) Paramedic (ug/NIAS) Healthcare (Dev Pr) (ug/pg) Indep Prescrib (pg)	3C4B 25A 25B 22B1 22J 28Da 30D	Pharm Mgt (ug) Psychology (ug/pg) Combined Social & Behavioural Sc (BMC) Specialist Nursing Practice (post-reg) Health & Soc Care (Network) Optometry/Clin Optom (ug) Access (Scs) (NWRC)	3C2Ai 3C2Aii 3C2B 3G 22B2 22H 28Gi 28Gii 28Giii 28M	Biomed Sc (pg) Biotech Research (pg) Cat & Ref Surg/Phy Assoc (pg) EU Reg Affairs (pg/DL UCD/UCC) Spec CPHN (post reg) Drug & Alch (ug/NWRC) Sport (ug) Sport (pg) Sport Medicine (pg) Health Professions (ug)	3B2 3C1a 3C3 3C5 3D 3E 3F 22E 28H 28L	Strat Med (ug/pg) Biomed Sc (ug/pg) App Ind Scs (SRC) App Med Scs (Colleges) Food, Nutrition & Dietetics Nutrition (ug/pg/HK) Food (CAFRE) Nursing Edn (pg) Sport (Network) Adv.Practice / Prescribing / Lower Limb (pg)	3C1b 3C4A 12A 12C 22A1 22C 22D 22F 28B 28N	Biomed Sc (Joint/Sligo) Pharm (ug/pg) Env Studies (ug/pg) Equine Man (CAFRE) Nursing (pre-reg) Nursing (pg) Nursing (Non-Med Prescrib) Health & Wellbeing/ Health (ug/pg) Heath Phys(ug) Chiro

YEAR WITHIN CYCLE	IV 2020/21	V 2021/22	I 2022/23	II 2023/24	III 2024/25
FACULTY					
UU Business School Units: 33	1Aii Accounting (ug/QAHE) 5B1 Bus Stds/Mgt Practice (ug/JN/o/c) 1Bii Bus Tech (ug/JN) 5B4 Customer Contact (ug) 5E1ii Int Business (pg/QAHE) 5K Ex L'ship (pg/JN) 15D Tour Guid./Event Mgt (BMC)s 15G Intl Hospitality (HTMi ^{Switz})	5C4 Social Enterprise (ug) 5J Innov Man Public Serv (ME/Letterkenny) 5F2 HRM (pg/JN) 15E Hosp Tour Mgt (Network)	1B Acctg, Fin & Ecs (ug/pg/JN/oc) 1E Accounting (ug/BMC) 5C1 HRM/Mgt & L'ship (UG/JN) 5Di Global Bus & Ent (ug/ME) 5Dii Business (ug) (AQHE) 5Gi MBA/MSc (pg) 5Gii MBA (QAHE) 5P Marketing (ug/BMC) 15A Hospitality (ug/BT/CE)	5B2 Civic L'ship (ug/JN) 5Lai Marketing (ug/pg) 5LAii Marketing (pg/QAHE) 5M Fin/Bus Serv (SWC) 5N Bus/Digital Tech (NRC)	1Ai Accounting (ug/JN) 5B2 Bus Tech (pg/BT&JN) 5Ei Int Business (pg) 5F1 Bus Improvement (pg/oc - HSC) 5H Man & Corp Gov (ug/JN) 5Q Lead Man (SERC) 5R Bus & Enterprise (NWRC) 15B Hospitality (pg/BT) 15H Intl Hospitality (HTMi ^{SGP})
Access, Digital & Distributed Learning Units: 3		31B Foundation Studies (Dip)	31C Higher Education (PgCHEP)/MEd	31D Graduate L'Ship (PG Cert)	
TOTAL: 149	20	31	39	33	22

UNIVERSITY OF ULSTER**REVALIDATION PREPARATION FORM****Form CA6a)**

CYCLE/YEAR: V ACADEMIC YEAR: 2021/22

SUBJECT UNIT NAME: UNIT NUMBER:

FACULTY: MONTH/YEAR OF REVALIDATION EVENT:

ACADEMIC OFFICE CONTACT:

UNIT CO-ORDINATOR FOR REVALIDATION EVENT:

- 1** Please give the name and contact details for the member of staff who will be responsible for co-ordinating the unit submission and who will act as a contact for the Academic Office. (Course Director for single course event.)

- | | | | | | |
|----------|---|---|---------------------------------------|--|------------------------------|
| 2 | CURRENT COURSES
FOR REVALIDATION | REVISED TITLE
(if applicable) | CAMPUS/PARTNER
INSTITUTION | PSRB
(Yes, No
Not applicable) | WITHDRAWN
(Yes/No) |
|----------|---|---|---------------------------------------|--|------------------------------|

Please identify courses or undergraduate subject strands which are not to be submitted for validation within this unit. Identify outcentre where applicable. CA5 forms should be submitted for courses being withdrawn. Please identify any stand-alone short course modules to be included.

3 NEW PROPOSALS

For new course/subject proposals or new pathways with distinct award titles a CA1 or CA2 form should be submitted for consideration by the Academic Planning Advisory Group. For a new title for an existing course, a CA3 form should be submitted in advance of revalidation.

COURSE TITLE	CAMPUS/PARTNER	PSRB INVOLVEMENT (Yes, No, Not applicable)
---------------------	-----------------------	--

4 SUBJECT BENCHMARK

Please specify the relevant UK Quality Code Subject Benchmark and any other relevant standard.

5 REVALIDATION PANEL

Please state the names, positions and addresses (and subject areas) of a minimum of three persons, who might be considered as external members of the revalidation panel. At least two will be selected by the Academic Office. (These should be subject-specialist academic staff who are UK or European Economic Area nationals working in other higher education institutions with a strong reputation in their field and in pedagogy with recent experience of curriculum design. There must be sufficient expertise in subject matter and level to cover the breadth of provision being revalidated. Membership of the Higher Education Academy is recommended. At least one nominee should be from an institution in Great Britain, in order to ensure familiarity with the UK higher education infrastructure.) A professional body or employer representative may be nominated as an additional member. Nominees should not be closely associated with the School or partner institution, for example through having been a member of staff or an external examiner within the last five years, nor should staff from the unit be closely associated with the institution of an external nominee, such as in the role of external examiner.

The University is required by the UK Government to verify the right to work in the UK of any person undertaking work at the University irrespective of the length or nature of that work. External panel members formally invited by the Academic Office to participate in a validation event will be required to provide appropriate documentary evidence, e.g. passport.

Number of externals required for panel:

Name	Position	Dept/Faculty	Institution	Area of Subject Expertise/ Employer Representation

6 PROFESSIONAL, STATUTORY OR REGULATORY BODY RECOGNITION OR ACCREDITATION

Please indicate if a joint revalidation is possible

☐ Yes ☐ No

State name and contact details of PSRBs:

7 MEETING DURATION

(The meeting will take place on one campus. Where provision extends over more than one campus/outcentre/partner institution, preliminary visits may be organised to inspect specialist physical and library resources.)

Please estimate whether the revalidation event should be scheduled to last:

☐ Half day ☐ Full day ☐ 1½ days ☐ 2 days

Please indicate whether preliminary visits, where applicable, are included in the above ☐ Yes ☐ No

8 MEETING LOCATION

Please indicate preferred location for meeting.

Belfast ☐ Coleraine ☐ Jordanstown ☐ Magee ☐ Partner Institution ☐

9 FACULTY CONFIRMATION

SIGNED: _____ DATE: _____
Revalidation Unit Co-ordinator

SIGNED: _____ DATE: _____
(Associate) Head of School

SIGNED: _____ DATE: _____
Associate Dean (Education)

The completed form should be returned to the Academic Office, J410, Tower Building,
Coleraine by [date].

UNIVERSITY OF ULSTER**REQUEST TO EXTEND APPROVAL AND POSTPONE REVALIDATION****Form CA6b)**

SECTION A: FACULTY REQUEST

FACULTY:

SCHOOL:

REVALIDATION UNIT NUMBER AND NAME:

MONTH/YEAR CURRENTLY SCHEDULED:

PERIOD OF EXTENSION REQUESTED:
(eg one year to include the September 2018 intake)COURSE(S):
(Identify specific courses unless the whole unit)

REASON FOR REQUEST:

CURRENCY AND VALIDITY:
(Please confirm that the curriculum remains current and valid and provide evidence of this (eg extract from most recent external examiner reports and those of relevant professional, statutory and regulatory body)STANDARDS AND QUALITY:
(Please confirm that quality is high and there are no concerns. Provide evidence of this through external examiner reports and annual monitoring datasets and reports)PSRB (if applicable):
(Please confirm that any deferral will be accommodated by the PSRB and that accreditation will be ongoing for the full duration of the deferral)

DEMAND:

FACULTY PARTNERSHIP MANAGER'S ASSESSMENT (for partner institutions only):

FACULTY CONFIRMATION:SIGNED: _____
Associate Dean (Education)

DATE: _____

The completed form should be returned to the Academic Office, Room J410, Tower Building, Coleraine.

SECTION B: ACADEMIC OFFICE COMMENTS:

SIGNED: _____ DATE: _____
Academic Policy and Standards Manager or Head of Academic Office

SECTION C: QUALITY ENHANCEMENT ASSESSMENT (reflecting annual monitoring data)

SIGNED: _____ DATE: _____
Head of Quality Enhancement

**SECTION D: ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
(delegated authority from Senate)**

DATE OF COMMITTEE MEETING:

DECISION: Approve (Yes/No)

Late requests (in-year and no imminent Committee meeting) (actioned by Chair on behalf of ASQEC)

DECISION: Approve (Yes/No)

SIGNED: _____ DATE: _____
Chair ASQEC

DATE REPORTED TO ASQEC:

DUTIES OF REVALIDATION UNIT CO-ORDINATOR

Each unit or sub-unit has a Co-ordinator who is appointed by the Dean of the Faculty and has overall responsibility within the Faculty for the revalidation of the unit/sub-unit. The Co-ordinator acts as a central contact person for liaison with the Academic Office and other departments.

The main duties of the Revalidation Unit Co-ordinator are:

- 1 To consult with the (Associate) Dean regarding completion of revalidation preparation form (CA6) and its return to Academic Office.
- 2 To liaise with the Subject Team, Heads of School, Course/Subject Directors, Module Co-ordinators and other teaching staff of the University and external institutions regarding planning, preparation and arrangements for the revalidation event.
- 3 To liaise with the Academic Office regarding joint validation arrangements and requirements.
- 4 With the approval of the Dean, to liaise with PSRB(s) regarding joint validation arrangements and requirements.
- 5 To support arrangements for site visits through liaison with the Academic Office, Information Services, Library, external panel members and Faculty Partnership Manager and other staff as appropriate and to co-ordinate the programme for these visits.
- 6 To co-ordinate the preparation and submission of the requisite documentation for consideration by the revalidation panel.
- 7 To co-ordinate the Faculty's response to the revalidation panel's report and provision of final documentation for approval.

Appendix 51

REVALIDATION DOCUMENT TITLE PAGE

UNIT/SUB-UNIT
AND NUMBER:

UNIT PROVISION: (List courses, Honours subjects, with mode and location, or provide summary overleaf)

FACULTY:

REVALIDATION UNIT CO-ORDINATOR:

UNIVERSITY APPROVAL
OF DOCUMENT:

Chair of Revalidation Panel Date

This document © [University of Ulster] [Year]

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The provision described in this document is subject to continuing development. Changes may be made in accordance with procedures approved by the Senate.

UNIVERSITY OF ULSTER

REVALIDATION UNIT:

A meeting of the Revalidation Panel to consider the above provision will be held on _____ at _____ in _____.

Date

AGENDA and PROGRAMME

1 MEMBERSHIP

To note that the membership of the Panel is as follows:

2 REVALIDATION UNIT PROVISION

To note the provision:

3 GUIDELINES FOR REVALIDATION PANELS

To receive the Guidelines for Revalidation Panels.

4 STANDARDS

To receive the UK Quality Code's Subject Benchmark Statement for [subject]

To receive external examiners' reports for the last two years.

5 REVALIDATION DOCUMENTATION

To receive for information 'Curriculum Design at Ulster'.

To receive preliminary comments from members (CA7, CA8 reports).

To note assessment rubrics.

To discuss the revalidation document, and to consider inter alia:

Overview, rationale, projected intakes, standards and quality, outcomes of stakeholder engagement in respect of graduate qualities, academic excellence and research-based teaching
 Revisions and innovations
 Subject philosophy
 Course structures and coherence
 Student support and guidance, and the development of study skills, information literacy and digital capabilities
 Learning and teaching and assessment strategies and methods, and exemplar assessment schedules and arrangements for feedback
 Employability and enterprise
 Programme specifications and module descriptions
 Regulations
 Physical resources
 Staff resources

6 CONCLUSIONS AND RECOMMENDATIONS

To note strengths, creativity, innovation and good practice and other aspects for commendation.

To consider the Panel's conclusions on standards and recommendations regarding approval.

OUTLINE PROGRAMME OF REVALIDATION MEETING (ONE DAY EVENT – INTERNAL PROVISION)

9.30 am – 10.30 am	Introductions and Tour of Facilities (if required*)
10.30 am – 11.30 am	Private meeting of Panel To note the agenda and to identify matters to be discussed with a) the Faculty Senior Management Team, b) Students and c) the Revalidation Unit team.
11.30 am - 12.00 pm	Meeting with (Associate) Dean, (Associate) Head of School and Revalidation Unit Co-ordinator To consider how the provision fits within the Faculty's overall academic plans, and to discuss such matters as the Faculty and School learning and teaching strategies, staffing and other resources.
12.00 pm – 12.45 pm	Meeting with Students
12.45 pm – 1.15 pm	Lunch (<i>Panel only</i>)
1.15 pm – 4.00 pm	Meeting with Revalidation Unit Team To discuss the provision (see main agenda).
4.00 pm – 4.30 pm	Private meeting of the Panel To note strengths, creativity, innovation, good practice and other aspects for commendation. To confirm the qualification level of each course. To confirm the credit value and level of all modules. To confirm course regulations. To finalise the Panel's conclusions and consider: <ul style="list-style-type: none">a) whether the provision within the Unit remains current and valid, and should be approved, and minimum and maximum cohort sizes;b) conditions of approval, if any;c) recommendations for further consideration by the Faculty;d) the date by which a response should be received.
4.30 pm – 4.45 pm	Meeting with (Associate) Dean, (Associate) Head of School and Revalidation Unit Co-ordinator To communicate the Panel's conclusions and recommendations.

* May not involve the whole panel.

UNIVERSITY OF ULSTER

REVALIDATION

INFORMATION FOR STUDENTS

Background

The University of Ulster is committed to providing high quality courses, which meet national and international standards for the award and the subject. We expect our courses to be well organised and delivered, and to provide appropriate challenges to students. We want them to be current, relevant and student-centred and to enhance students' prospects for employment and further study.

The University has a range of processes to assure the quality of courses on a periodic as well as an annual basis. Generally courses are approved for a five-year period. In their final year of approval they must undergo 'revalidation', with the course or subject team presenting the course in the form of a detailed course document for discussion with a University panel. For certain courses revalidation is organised to coincide with accreditation by a professional or statutory body. Related courses are grouped together in revalidation units.

Purpose of Revalidation

The primary purpose of revalidation is the re-affirmation of the standards set for the awards and the courses within the unit and their continuing currency and relevance to the University. It aims to ensure that for each award-bearing course and undergraduate subject strand:

- it accords with the University's purpose and core strategic aims;
- the academic structure and content are appropriate;
- the award is in accordance with the University's scheme of qualifications; it conforms to the modular and credit framework of the University, and the University's general regulations for the award in question;
- the standard and student workload are comparable with those of other programmes leading to the same award nationally;
- the available resources are sufficient to enable the stated aims and objectives to be met;
- there is evidence of reasonable employment and progression prospects.

Process

The panel considers documentation submitted by the course/subject team and has an introductory meeting with the (Associate) Dean, Head of School and others to discuss how the provision fits within the Faculty's academic plans, and matters such as resources. A tour of facilities is normally undertaken by the panel. The panel meets with a representative group of students to discuss their views on the course provision, following which it has a detailed discussion with the course/subject team, during which it will clarify any issues arising from previous meetings and the submission.

The panel then meets privately to finalise its conclusions on whether the provision remains current and valid, to identify good practice and makes recommendations regarding the continuation of approval to the University's Academic Standards and Quality Enhancement Committee.

Panel Membership

The panel is normally chaired by an (Associate) Dean/Head of School from a different faculty and includes an experienced University member of academic staff (from a different Faculty), a student representative and at least two external subject specialist members from other universities. Industry/employer representatives and those of relevant professional or statutory bodies may be involved.

Meeting with Students

Members of the course/subject team will not be present at this meeting and individual views will not be attributed in any report of the meeting. The panel chair will introduce the panel members to you and may ask you to introduce yourselves.

The panel members will want to explore issues that they have noted from their reading of the documentation provided or that have arisen in their discussions with staff and others. They will be particularly interested in your experiences and how well you believe the course is fulfilling its aims and preparing you for your future career or studies.

They may ask you about your general experience at the University, and you will have an opportunity to raise topics that you would wish to mention.

The panel may seek your views on some of the aspects of your studies listed overleaf. (These topics include those which have been identified by the national Quality Assurance Agency for Higher Education for its meetings with students.)

You are welcome to raise points not covered by the panel's questions.

Your contribution to the revalidation exercise is very much appreciated.

Curriculum Content and Organisation

- reason for choosing course/University of Ulster
- match between curriculum and expectations (for example, flexibility, choice, content)
- appropriateness of the curriculum content to the development of knowledge and skills
- relevance to prospective career/further study
- timetable and workload
- opportunities for practical and vocational experience, where appropriate.

Learning and Teaching and Assessment

- range of learning and teaching methods experienced
- quality of teaching and contact with staff
- guidance and support for independent study
- understanding of assessment methods and criteria
- use of formative assessment
- feedback on assessed work.

Progression and Achievement

- advice on progression
- attainment of intended learning outcomes
- awareness of qualities and skills acquired
- perceptions of 'added-value'
- career aspirations.

Support and Guidance

- induction
- support during periods of practice, study abroad, work experience and other off-campus experience (if applicable).

Learning Resources

- course materials provided
- library services (opening hours, practical access, user support, availability of stock)
- IT provision (opening hours, practical access, user support, availability of terminals)
- specialist equipment, including relevant software
- teaching accommodation, including laboratory or studio provision
- space for study or other independent learning, including practical projects
- catering, social areas.

Student Consultation

- ways in which your views are sought
- representation on Staff/Student Consultative Committees or course/subject committees
- the degree to which your views are influential, with examples
- students' contribution to course development including preparation for revalidation.

University of Ulster

Module Feedback Survey About this Survey

This survey forms part of our quality assurance and enhancement process where the aim is to review the student experience of teaching at a module level. We value your anonymous completion of this survey (no digital tracking is used) and will take into account your feedback in the further development of this module.

Please answer each question by selecting the option which best reflects your experience in this module. For questions 12 and 13, provide details of what you liked and of anything you felt could be improved. Please note that these comments will be received by the teaching staff, and therefore, as a matter of courtesy, please refrain from including personalised statements about named members of staff.

1. This module was delivered in a way that was clear and consistent with its stated learning outcomes.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
2. My learning experiences on this module were interesting and engaging.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
3. There were appropriate learning resources available to support this module.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
4. Assessment requirements and the criteria used in marking were made clear.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
5. I found the assessment fair and reasonable.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree

6. Feedback on my work was prompt.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
7. I received constructive feedback when needed.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
8. The tutor(s) was/were enthusiastic about what they were teaching.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
9. The tutor(s) appeared to be well prepared and presented the material in an organised manner.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
10. I was able to contact the tutor(s) for support and/or guidance as required.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
11. Overall I am satisfied with the quality of the module.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
12. What did you feel was particularly good about this module?
13. Please suggest any improvements that you feel could be made to this module.

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University of Ulster

Module Mark Summary (examines the overall total module mark only)

Academic Year:

Campus:

School:

Module	Title	Sem	CRN	Exam Wt'g	Level	Module Co-ordinator	Enrolled	Missing Marks	Number of Fails	Total enrolled	% Fail	First Sits in *

The column 'Missing Marks' includes students who have enrolled on a module but who have transferred out after week 5, or students who are exempt from sitting the examination.

The calculation for the '% Fail' column excludes First Sits and Missing Marks.

The column 'First Sits in*' indicates the number of students taking all or part of required assessment elements on a first sit basis. For reports run at the end of Semester 1, this column will be populated with first sits in June; for reports run at the end of semester 2, the column will be populated with first sits in August.

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University of Ulster

Analysis of Marks per Module

Campus:

Academic Year:

Total:

School:

Co-ordinator:

Exam Weighting:

Module:

CRN:

Semester:

Prog	Yr	Name	ID	Enrol Status ESTS	Module Status RSTS	First sit CW Mark	First sit Exam Mark	First sit Total Mark	Pass/Fail
Module Enrolment Total: Number of missing Total marks: Number of 'failed' Total marks: Number of 'pass' Total marks: Number of fails as a % of total enrolled:									

UNDERGRADUATE FULL-TIME PROVISION CAQE CATEGORISATION

In all cases the information used will be the most recent complete data set available.

METRIC/TARGET	Requires ACTIVE MONITORING	Responsibility for LOCAL ENHANCEMENT	Demonstrates ACADEMIC EXCELLENCE												
Retention of first year students. University benchmark set by HESA and subject to annual review.	<div>2% or more worse than the Faculty target. Courses in this category will be placed in Supportive Measures.</div> <table><tr><td colspan="2">Faculty Attrition Target</td></tr><tr><td>AHSS</td><td>7.25%</td></tr><tr><td>CEBE</td><td>10.5%</td></tr><tr><td>LHS</td><td>6.5%</td></tr><tr><td>UUBS</td><td>6.5%</td></tr><tr><td>University overall</td><td>7.5%</td></tr></table>	Faculty Attrition Target		AHSS	7.25%	CEBE	10.5%	LHS	6.5%	UUBS	6.5%	University overall	7.5%	Not worse than 2% over Faculty target (and less than 2% better)	2% or more better than Faculty target
Faculty Attrition Target															
AHSS	7.25%														
CEBE	10.5%														
LHS	6.5%														
UUBS	6.5%														
University overall	7.5%														
NSS. University benchmark set by HEFCE and subject to annual review. 5&50 KPI – consistently in top 10 institutions for student satisfaction	Worse than sector average for overall satisfaction in subject. Courses in this category will be placed in Supportive Measures.	At or above subject sector average in overall satisfaction (or above sector average in overall satisfaction but not in all sections of the survey).	Better than the sector average in all elements of the survey.												
NSS TEF Data	Worse than sector subject average by >2% in any of the three TEF categories	< 2% below sector subject average in all TEF categories	>2% better than the sector subject average in all TEF categories												

METRIC/TARGET	Requires ACTIVE MONITORING	Responsibility for LOCAL ENHANCEMENT	Demonstrates ACADEMIC EXCELLENCE
Student Engagement as measured by NSS Student Voice	Worse than University average by >2% in Student Voice element	<2% below University average in Student Voice	5% or more better than University average in Student Voice
Progression	<ul style="list-style-type: none"> •A first sit pass rate of less than 70% (excluding students on leave of absence). •Progression of less than 80 % (year 2) •Completion of less than 90% at first sit of those entering final year <p>Courses in these categories will be placed in Supportive Measures. This data is available at the end of each semester. ADs (Education) to review.</p>	A first sit pass rate of between 70% and 85% (1 st year)	A first sit pass rate of 85% or more (1 st year)
	•		
Classification data	Less than 60% of graduating students achieve 1 st or 2.1 awards. ADs (Education) to review	60 – 70% of students achieve 1 st or 2.1 awards	More than 70% of students achieve 1 st or 2.1 awards and External Examiner does not highlight concerns regarding marking
External Examiner / PSRB reports**	Significant concerns identified which require urgent remediation. ADs (Education) to review	Satisfactory reports with minor recommendations only	Report identifies consistent high or above sector practice or outcomes
Ongoing engagement with curriculum development as evidenced through CA3 activity, Revalidation participation / report **	Approval refused or granted with conditions*. ADs (Education) to review	Approval secured with no conditions*	Approval secured with no conditions* and evidence of innovative learning and teaching practice

* with the exception of the Annex on documentation corrections.

** only checked for courses potentially in the academic excellence category

UNIVERSITY OF ULSTER**CREDIT-BEARING SHORT COURSE****PROPOSAL TO INTRODUCE OR REVISE A SHORT COURSE**

(If the short course is also to be part of an award-bearing course or the framework for the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development award use Form CA3. Please attach supporting documentation as appropriate.)

Form CA9 (CMS)

TITLE OF SHORT COURSE:**1 PROPOSED PERIOD OF APPROVAL**

(Specify period – either a one-off course or a period normally no more than five years)

20/20 to 20/20

2 COURSE DESCRIPTION

(Please provide a brief statement of the background to the proposal and attach a module description in the standard format. Use this section to outline any changes to an existing short course.)

3 RESOURCE IMPLICATIONS

(Please specify any additional resource requirements: staffing, equipment, specialist accommodation, computing, library. These should be met through the Faculty and/or discussed with the relevant central department as appropriate. If a fully online module is proposed, the Faculty must engage with the Office for Digital Learning and the CA9 form must be accompanied by a completed Digital Learning Resource Agreement. The form can be downloaded from [DLRA](#).

4 HAS THE SUPPORT OF AN EXTERNAL EXAMINER/ASSESSOR BEEN OBTAINED?

Yes ☐ No ☐

The completed form should be forwarded to the Academic Office at least eight weeks before the course is due to commence, through the CMS.

Academic Office July 2020

FURTHER ADVICE AND INFORMATION

Further advice on these arrangements is available from the Academic Office, Floor 4, Tower, Coleraine Campus:

Gary Kendall	:	Ext 23167	Email:	gc.kendall@ulster.ac.uk
Andrea Garland	:	Ext 24562	Email:	a.garland@ulster.ac.uk
Ayla Guarino	:	Ext 23328	Email:	a.guarino@ulster.ac.uk
Karen McCafferty	:	Ext 23040	Email:	k.mccafferty@ulster.ac.uk
Debbie Troy	:	Ext 24050	Email:	d.troy@ulster.ac.uk
Lisa Verner	:	Ext 23768	Email:	l.verner@ulster.ac.uk

Specific advice on the business of the Academic Planning Advisory Group is available from:

Andrea Garland	:	Ext 24562	Email:	a.garland@ulster.ac.uk
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Advice on Module Monitoring, Module Survey and Continuous Assurance for Quality Enhancement is available from Quality Enhancement, 16C10/13, Jordanstown campus:

Jennifer Clements	:	Ext 68846	Email:	jr.clements@ulster.ac.uk
Claire Browning	:	Ext 66117	Email:	c.browning@ulster.ac.uk

Module Office:

Pamela McCafferty	:	Ext 68172	Email:	ph.mccafferty@ulster.ac.uk
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University Websites

Academic Office: ulster.ac.uk/academicoffice/

Centre for Higher Education Research and Practice: ulster.ac.uk/cherp/

Curriculum Management System: curriculum.ulster.ac.uk/

Office for Digital Learning: addl.ulster.ac.uk/odl

Quality Enhancement: ulster.ac.uk/quality

(Statistical data for module monitoring and course review are available from Quality Enhancement website (under Internal Review) and for modules from feedback.ulster.ac.uk/)

Charter, Statutes, Ordinances and Regulations: ulster.ac.uk/about/governance/ordinance-and-regulations

Employability: ulster.ac.uk/employability/staff

Student Learning Experience Principles: adl.ulster.ac.uk/principles/

SEND0: ulster.ac.uk/hr/employee-benefits/equality-diversity

Forms and regulations templates can be downloaded from the Academic Office's web pages. CA forms also available from the CMS page above.

External Websites

Quality Assurance Agency for Higher Education: qaa.ac.uk/

Unistats: unistats.com

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