

UNIVERSITY OF ULSTER

Paper No ASQEC/18/40

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

30 November 2018

Agenda Item 10

ANNUAL COURSE REVIEW 2017/18

COVER SHEET

Action is required of the Committee as indicated below.

The Committee is asked to endorse the recommendations (summarised at page 3).

ULSTER UNIVERSITY

ACADEMIC STANDARDS AND QUALITY ASSURANCE COMMITTEE
30 November 2018

**ANNUAL REVIEW OF COLLABORATIVE COURSES
2017/18**

REPORT OF THE SUB-GROUP

November 2018

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ANNUAL REVIEW OF COLLABORATIVE COURSES 2017/18: REPORT FROM THE ACADEMIC STANDARDS AND QUALITY ASSURANCE COMMITTEE SUB-GROUP

SUB-GROUP PRESENT: Dr David Barr, Professor Jan Jedrzejewski, Dr Michaela Keenan (Chair), Dr Ian Chesney, Dr Patricia McClure, Professor Una McMahon-Beattie, Dr Anne Moorhead, Professor Colin Turner

APOLOGIES: Professor Paul Bartholomew, Mrs Margaret Sowney

IN ATTENDANCE: Dr Paula Brogan, Mr Hugh Deighan, Mr Jerome Marley, Mrs Susannah McCall (by Skype), Mrs Cathy McIntyre, Mrs Maeve Paris, Ms Carol Reid,

SUMMARY OF RECOMMENDATIONS (2017/18):

	Recommendation	Responsible for Action
1.	That consideration be given to establishing a Task and Finish Group to look at a framework of key matters to ensure the safeguarding of the quality of the student experience where a course is being taught-out.	Academic Standards and Quality Enhancement Committee
2.	That partner institutions provide a named contact who will be responsible for forwarding all Course Committee (CC) and Staff/Student Consultative Committee (SSCC) minutes within their institutions to Faculty Partnership Managers (FPMs) on an ongoing basis at agreed junctures.	Collaborative Partnerships Forum
3.	That the FPM Annual Report be amended to take account of College specific issues within a subject network.	Faculty Partnership Managers
4.	That HE Co-ordinators ensure that: <ul style="list-style-type: none"> • Course Directors notify the University immediately of early leavers; • Staff development be provided by HE Co-ordinators for all Course Directors and key staff on the completion of statistical data on the Self-Evaluation Report (SER); • Course Teams be encouraged to use the University template for CC and SSCC meetings; • Course Teams track and record non-returners and implement strategies to encourage the return of these students. 	Collaborative Partnerships Forum
5.	That only those Course Directors who have been trained by the University Chair Boards of Examiners.	Collaborative Partnerships Managers

BACKGROUND AND REVIEW METHOD

The Sub-Group reviewing the 2017/18 Annual Course Review submissions from partner institutions reports to the Academic Standards and Quality Enhancement Committee (ASQEC). The Sub-Group comprises senior staff from Faculties, in particular, those with considerable experience of collaborative activity. All Sub-Group members are Senior Fellows of the Higher Education Academy (HEA).

All of the University's collaborative partners, with the exception of HTMi, Switzerland, completed Self-Evaluation Reports (SERs), institutional overview reports and supporting documentation and forwarded their submissions to Quality Enhancement (QE) within the agreed timeframe. A comprehensive analysis of submissions was undertaken by QE. The SERs, together with the External Examiner (EE) and Faculty Partnership Managers (FPM) Annual Reports, the course team response to these reports, and comments from the QE were forwarded to Sub-Group members for further scrutiny.

It should be noted that this year partner institutions did not have to provide minutes of Course Committees (CC) and Staff/Student Consultative Committee (SSCC) meetings. These minutes should be forwarded to FPMs on an ongoing basis and they report on them in their annual report.

Colleges were also asked this year to critically reflect attrition and success 2 data following the June Boards of Examiners.

The Sub-Group met on 6 November 2018 to consider the adequacy of the action taken to address issues from last year's review, to discuss the outcomes from this year's review, and to make recommendations to ASQEC. The Sub-Group will meet again on 31 January 2019 to consider the adequacy of responses to the issues identified at course and institutional level and will report their findings to Committee.

This paper is the report of the meeting of 6 November 2018 and sets out the Sub-Group's findings, conclusions and recommendations. The paper is divided into five sections:

- Section A: A summary update of action taken following the 2016/17 review of collaborative courses
- Section B: A summary of the Sub-Group review of the 2017/18 submissions
- Section C: General issues arising from the 2017/18 review
- Section D: Consideration of annual course review process and arrangements for 2018/19
- Section E: Summary of recommendations 2017/18: General issues for University consideration
- Section F: Issues to be addressed at Faculty level
- Section G: Areas of good practice 2017/18

**SECTION A: SUMMARY UPDATE OF ACTION TAKEN FOLLOWING 2016/17
REVIEW OF COLLABORATIVE COURSES**

The report on the adequacy of responses to issues raised in the 2016/17 review was approved by ASQEC at its meeting on 14 March 2018 (Minute 18.33 refers).

The tables below summarise matters arising from the 2016/17 exercise which were referred to Faculties and the Collaborative Partnerships Forum (CPF), the progress/action taken to date and comments, where applicable, from the Sub-Group on the effectiveness of action taken or proposed.

A.1 ISSUES AT FACULTY LEVEL

FACULTY ISSUES	
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES	
	<i>Recommendation</i>
1.	Comment on student concerns on the FdSc Counselling at South Eastern Regional College (SERC) that they are Associate Students of Ulster University yet they cannot access the University's electronic resources.
	<i>Progress/Action Taken</i>
	<p>Whilst some students praised campus library facilities and resources, in some campuses evening students expressed difficulty accessing library facilities and across colleges students reported dissatisfaction with their lack of access to Ulster electronic resources, especially research journals which are needed for academic assignments. It was unclear if this issue related to increasing numbers of students on courses, and student expectations may need to be managed in individual colleges. However, FPM will highlight the issues raised with all college CDs in relation to availability of essential literature, online resources and ebooks to enable a management plan to be identified.</p> <p>In the meantime the FPM has:</p> <ul style="list-style-type: none"> i) clarified to students (in FPM visits), that they can use Ulster Library facilities and borrow books etc. if not electronic resources etc. ii) addressed module assessment with CDs and module leads as part of the revalidation of the Certificate and Foundation courses. iii) obtained permission from the Associate Dean Education, Ruth Fee, to sponsor named FE College tutors to have associate status with Ulster, and so enable them to access learning resources to further inform their teaching. It has been made clear that this will not provide students access, but it will support tutors who will receive training via Ulster Library staff on use of the system, copyright etc. Associate status will be completed by the end of September or shortly thereafter.

	<p>Going forward the FPM will:</p> <ul style="list-style-type: none"> i) reinforce that CDs manage student expectations. Students might be encouraged to think more broadly about evidence to support assignments, e.g Google Scholar, News research, Professional Body Literature searches and good practice guides etc. ii) ask Module Leads to ensure that all essential reading lists are widely available, ebook etc. iii) will communicate with HE Coordinators to reinforce the importance of adequate Library and learning resources to support Evidence-Based Learning.
	<i>The Sub-Group endorsed the action taken.</i>
FACULTY OF COMPUTING, ENGINEERING AND BUILT ENVIRONMENT	
	<i>Recommendation</i>
1	The External Examiner on the FdSc Sustainable Construction/Technology at SERC would like to see closer links with Year 2 of the programme at Ulster University.
	<i>Progress/Action Taken</i>
	All students, as well as staff teaching on the course, were invited to a linked event in November which brought the course team and students interested in progression together on an individual basis. This was the first such Built Environment event to be hosted by the Faculty which serves to strengthen links with the articulation route.
	<i>The Sub-Group endorsed the action taken.</i>
2.	The course team on the FdSc Computing (2Y3S) at SWC would like the Faculty to review the entry requirements for this programme which state that applicants must be in computing employment on entry.
	<i>Progress/Action Taken</i>
	It is a University-wide requirement of all 2Y3S programmes that applicants be in relevant employment when they start the course. This applies across the board for all Foundation Degrees offered in this mode. This is especially critical since South West College uses this mode for apprenticeships. Where a candidate cannot meet this requirement, or is not employed on an apprenticeship agreement, the normal part-time mode is available.
	<i>The Sub-Group endorsed the action taken. It was noted that this mode of delivery is no longer offered.</i>

FACULTY OF LIFE AND HEALTH SCIENCES

Progress/Action Taken

- 1. Comment on student concerns on the Access Diploma in Science at NWRC who feel that although they are Associate Students of Ulster University they have no link to the University.**

Progress/Action Taken

This comment was raised in conversation with the External Examiner by some students and has since been discussed between the FPM and the Course Director. The comment is very valid and the comments below outline the steps taken in regard to addressing the issue raised.

1. The FPM has raised the matter with the Course Director, who is aware of what was said. The Course Director is of the view that the reason for the comment might come from a few areas:

- a) Students keenly feel the fact that they cannot access Ulster based online resources due to their Access status. This issue has been discussed a number of times at the Collaborative Partnerships Forum and will not change in the near future. It is noted that each partner college is required to possess the appropriate learning resources for the support of the student experience for each validated course. In that regard, at revalidation the resources at NWRC were deemed appropriate and in discussion with the Course Director this remains the case. The Course Director notes that students on this Access programme are 'provided with a lot of resources already'. These resources are located in a number of places including on their Moodle VLE, hand-outs in class and through access to books and a limited supply of online journals in the NWRC library. Students attend the College on Monday, Tuesday [PT] and Wednesdays [FT] each week and can avail of NWRC library services during these days when on campus. It should be noted that since last October a decision was taken at NWRC to close all facilities at 1700 on Mondays. In addition, the NWRC library is unavailable at the weekend. The Course Director is strongly of the view that the necessary resources to support the student learning experience are provided by NWRC. The Course Team take the approach of trying to provide a balance between providing resources directly to the students during class and also facilitating and encouraging them to source materials themselves from the various resources that are available.

The FPM has spoken with students again this year and broadly speaking there is high satisfaction with the teaching received on the programme. Interestingly whilst the issue of Associate Student access to library facilities at Magee was raised, when questioned students indicated that they had not approached the NWRC library staff to fully investigate the online and other resources available within the college. They were encouraged to do so without delay. Additionally students were reminded that Associate Student status afforded them the ability to use the print materials at Ulster and to avail of the study facilities located in the Ulster library which is open longer hours than that at NWRC.

	<p>b) Students have also noted that car parking at the NWRC campus is all but impossible and even though they are associate students at Ulster, parking on the Magee campus site costs £9 per day. This appears to have been raised as a source of dissatisfaction.</p> <p>c) FdSc Applied and Medical Science students have the opportunity of attending a dedicated day organised by the School of Biomedical Sciences and School of Pharmacy at the UUC campus.</p> <p>2. Staff from Ulster are visiting NWRC in the weeks ahead to discuss the opportunities for onward progression routes and further study at Ulster upon completion of the Access Diploma. In addition, the possibility of Biomedical staff visiting the students in the manner above is also being discussed with a view to being provided in either Semester 1 or 2.</p> <p>3. The FPM has met with a large proportion of students, no later than the last week in October, 2018. Satisfaction with the course across FT and PT provision is very high and the staff have been praised for being especially approachable and supportive by the students spoken to. SSCC and CC meetings are also scheduled for Semester 1 and 2 and this will enhance the monitoring of previously mentioned issues.</p>
	<i>The Sub-Group endorsed the action taken.</i>

ULSTER UNIVERSITY BUSINESS SCHOOL

	<i>Recommendation</i>
1.	Comment on the late/non receipt of the External Examiner report for the FdSc International Culinary Arts at SRC.
	<i>Progress/Action Taken</i>
	<p>The EE for the programme did engage fully with the moderation process throughout the academic year, including attending the Examination Board in June 2017, at which he gave a verbal report. After a number of reminders, he did submit his written report in October and this was forwarded to the Course Team on the 12th October 2017 for consideration. This EE's period of appointment finished in academic year 2016/17 and the new EE attended EE Induction in September 2017, met the FPM and the programme CD, and was made aware of his role and responsibilities as EE on the programme and the expected schedule for assessment approval, moderation, Examination Boards and submission of his Final Report. FPM confirms that the newly appointed External Examiner, Chris Jones, attended the Boards and submitted his EE Report for 2017/18.</p>
	<i>The Sub-Group endorsed the action taken.</i>

A.2 ISSUES REFERRED TO COLLABORATIVE PARTNERSHIPS FORUM (CPF)

ISSUE		ACTION TAKEN/PROPOSED
1.	That Faculty Partnership Managers closely monitor actual intake against projected intake to ensure resources are adequate to meet the learning needs of students.	There will be ongoing annual monitoring of enrolments against projected intake through the FPM Annual Report. The FPMs would also welcome a discussion and guidance on <i>minimum</i> cohort size. This was agreed through ASQEC and a working group was convened to agree implementation details.
2.	That, in light of the Competitions and Marketing Authority (CMA) requirements, that further consideration be given to the operational aspects of WBL.	At the meeting of the CPF on 23 January 2018 HE Co-ordinators were reminded that extensions for the WBL component of Foundation degrees should only be granted using the University's extenuating circumstances procedure and those circumstances which might apply were clarified. The paper was discussed and adopted through the Collaborative Partnerships Forum, and disseminated to all College staff.
3.	That staff in partner institutions be reminded of the need to track and record non-returners and implement strategies to encourage the return of these students.	At the meeting of the CPF on 23 January 2018 HE Co-ordinators were reminded of the need to encourage students to return or to cleanse the data. A paper was presented at the Forum meeting of September with clear guidance on how the Colleges should address inconsistencies in records of non-returners and early leavers.
4.	That consideration be given to the variances in data provided by partners on retention and success with University generated figures.	Training on the data produced by the University to be provided by QMAU. The revalidation workshop in December 2017 and the curriculum design event in 2018 covered discussion of the metrics.
5.	That senior managers be reminded of the University's expectations of staff teaching on Ulster University approved programmes.	At the meeting of the CPF on 23 January 2018 HE Co-ordinators received a paper on the University's Expectations of Staff Teaching on Ulster University Approved Programmes, aligned with the Quality Code and QAA expectations.
6.	That, where appropriate, teaching staff be encouraged to use Turnitin or similar software for the electronic submission of coursework.	At the meeting of the CPF on 23 January 2018 HE Co-ordinators were asked to encourage course teams to use Turnitin or similar software for the electronic submission of coursework.

7.	That clarity be provided on the naming of staff and students in the minutes of meetings.	At the meeting of the CPF on 23 January 2018 HE Co-ordinators received a paper on Conventions for the Naming of Staff and Students in Minutes.
8.	That staff development be provided to admissions staff in partner institutions on the University's admissions policy and procedures.	The Head of Admissions to provide training to relevant staff in partner institutions on the University's admissions policy and procedures. The training workshop was delivered on 3 May to a large audience of college staff, and a paper on acceptable evidence was presented to the Forum, together with a requirement for senior staff sign-off on all enrolment forms for September 2018.
The Sub-Group noted the timely and effective action taken by the Collaborative Partnerships Forum to address issues referred to it.		

A.3 COURSE SPECIFIC ISSUES

Committee is asked to note that course-specific issues identified during the 2016/17 review process are reviewed in the following year's review (Section A of the SER). A copy of the partner institutions' responses to course-specific issues arising from the 2016/17 review was forwarded to the relevant FPMs for information or further action, if necessary.

The Sub-Group were satisfied that 2016/17 course-specific issues have been addressed and that actions taken or proposed are adequate.

SECTION B: SUMMARY OF THE SUB-GROUP REVIEW OF ACR SUBMISSIONS 2017/18

Sub-Group members received the completed SERs and supporting documentation for the partner institution they were reviewing. The Institutional Overview reports completed by senior management were also provided. To ensure consistency in the review process completed proformas were provided by the Quality Enhancement (QE) highlighting action taken or proposed to address institutional and course-specific issues identified last year, issues arising from this year's review, and issues requiring attention by the Faculty and/or the University. Areas of good practice and enhancement were also identified.

Partner institutions were reviewed by the following Sub-Group members:

Dr David Barr	Belfast Metropolitan College (BMC)
Professor Jan Jedrzejewski	South West College (SWC)
Dr Michaela Keenan	(Chair)
Dr Ian McChesney	North West Regional College

Dr Patricia McClure	South Eastern Regional College (SERC)
Professor Una McMahon-Beattie	Southern Regional College (SRC)
Dr Anne Moorhead	Northern Regional College (NRC) Hotel and Tourism Management Institute (HTMi)
Professor Colin Turner	College of Agriculture, Food and Rural Enterprise (CAFRE) HSC Leadership Centre (HSC) NI Prison Service (NIPS) Police Service of Northern Ireland (PSNI) Western Health and Social Care Trust (WHSC)

The Sub-Group met on 6 November 2018 to discuss the outcomes from the review. Committee is asked to note that last year a 'RAG' system was introduced whereby programmes were classified as 'Red', 'Amber', or 'Green'.

Where the academic standards and/or resources available to deliver the programme did not meet the University's criteria for the award the programme was classified as 'Red'. Where the reviewer had a number of concerns about a programme it was classified as 'Amber' with the remaining programmes marked as 'Green', where Colleges will be asked to respond to issues in the normal way.

No course this year was categorised as Red.

The following section summarises the Sub-Group's findings and is presented by College:

BELFAST METROPOLITAN COLLEGE	
Institutional-wide Issues	
1.	Poor success and high levels of attrition on a number of programmes at June Board of Examiners.
2.	Ensure Section A.1 of the SER reflects the issues raised by Ulster University in the previous year.
Areas of Good Practice	
1.	Detailed ACR submissions with evidence of senior management involvement in the review process.
2.	Detailed institutional overview provided.
3.	Clear evidence trail of EE and FPM annual reports being responded to.
Course Specific Issues 2015/16	
Course	Issues
FdEng Civil Engineering	1. EE would like to see all the examination and assignment elements of the assessment for each module.
	2. EE would like to have seen the double checking of examination marks signed off by the verifier.

	3.	It would be helpful if the list of student marks for the modules showed an average and standard deviation as good practice.
	4.	On the WBL module both the Work Diary and Student Report need to be more reflective in respect of application of learning related to what had been taught prior to the placement and new learning during the placement.
	5.	Attrition was a concern, and the Course Team are requested to bring forward ideas for tackling this issue.
	6.	No minutes of CC or SSCC meetings provided to FPM.
	7.	The distribution of marks did not always reflect the University's normal marking scale so the Course Team are encouraged to review the assessment of Communication, and Work-based Learning.
	8.	Poor Year 1 success at June BoE (46%).

Enhancement, Good Practice and Positive Comments

Staff are very approachable and operate an 'open door policy' which is greatly appreciated by students.

Work-based Learning: the Industrial Liaison Panel had a major input to the course.

FdSc Architectural Technology/FdSc Architectural Technology with Sustainable Design	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Standardise the Communication of Results sheets for BoE and progress boards.
	7.	The marks on the WBL module are too high across the board. Module to be reviewed.
	8.	The application of extenuating circumstances must align with UU requirements.

Enhancement, Good Practice and Positive Comments

The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair (from NWRC) ensure the network functioned well. The professionalism of staff ensures a high workload.

<p>Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme. Ongoing employability of students</p>		
FdSc Building Services and Renewable Energies	1.	Only one set of SSCC and CC minutes received by SMP.
Enhancement, Good Practice and Positive Comments		
<p>Pleasing to see that recommendations and suggestions from last year were acted upon. Good articulation to Ulster (50%).</p>		
FdSc Sustainable Construction/ FdSc Construction Engineering with Surveying	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Reflect on module profiles to ensure marks distributed normally.
	7.	Standardise the Communication of Results sheets for BoE and progress boards.
	8.	The marks on the WBL module are too high across the board. Module to be reviewed.
	9.	The application of extenuating circumstances must align with UU requirements.
Enhancement, Good Practice and Positive Comments		
<p>The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair ensure the network functioned well. The professionalism of staff ensures a high workload. Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme. Ongoing employability of students. 0% attrition for both Years 1&2.</p>		
FdSc Property Planning and Housing	1.	EE thinks that weaker students struggled at times to provide critical commentary or analysis in some of the social science courses eg introduction to housing studies.

	2.	The team is asked to reflect on the low success rate of year 2 students, and the level of year 1 attrition.
	3.	Only 1 set of CC and SSCC minutes received by FPM.
	4.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.
	5.	The application of extenuating circumstance in relation to extensions for work-based learning should align with guidelines elaborated through the Collaborative Partnerships Forum.

Enhancement, Good Practice and Positive Comments

This is a wide ranging multidisciplinary and challenging programme and I think it coheres well and allows good students to do excellent work.
 EE continues to be impressed by the diversity of assessment techniques and the feedback provided.
 Some of the very good work – on project design, on the group projects and in specific assignments on building technology and law – were really excellent.

Access Diploma in Computing with Business and Multimedia	1.	An action plan is required to improve attrition and success 2, in particular for part-time students, who should be the main target for Access Diplomas.
	2.	The Course Team is asked to track the destinations of this year's graduates to inform future planning.
	3.	The Course Team should consider offering the exit award of a Certificate in Adult Learning, which would have improved outcomes for some students.
	4.	No minutes of SSCC or CC meetings provided to FPM nor was there a CT response to EE or FPM reports.
	5.	Student concern that Business module requires a lot of note taking

Enhancement, Good Practice and Positive Comments

EE particularly liked the use of self and peer assessment in the teamwork for the multimedia module and the reflection task that each student was asked to do in the communication module.
 Shortcomings and areas of very good work were explained well and I thought the feedback was excellent, detailed and relevant.
 Students were delighted with access to and engagement with the Course Director, and content with most of the modules on the course.
 The Course Director maintained effective communication with me during the year, as always, as did the Curriculum Manager. It is a pleasure to work with such a committed group of people who care deeply about Access diplomas and their role in opening doors to Higher Education.
 Documentation of APEL claims.
 The Communication of Results letter to students has a useful explanation on how to interpret marks and their equivalence.

FdSc Interactive Design (formerly FdSc iMedia)	1.	Student concern of clustering of assessment, however students undertood that material had to be covered before assessment could be taken.
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	2.	The team are requested to verify that all level 5 modules align with University policy on group work where modules contribute to the final award.
	3.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.

Enhancement, Good Practice and Positive Comments

The internal marking was conducted fairly and it was good to see wide spread of marks. The students were complimentary of the teaching team and the support they received. Excellent articulation and possibly unprecedented. Almost all students progressed to a linked degree in the University.

This course is exemplary, meeting all metrics and quality measures, and there are many factors which contribute to its success, not least a strong course director, a committed teaching team, and an awareness of the niche demand the course satisfies.

FdSc Computing Infrastructure CAS (Fast-track)	1.	EE report not received in time by BMC to include within ACR submission.
	2.	Reflect on why retention and success were particularly poor in year 2.
	3.	Only one set of minutes for CC and SSCC meetings received by FPM.
	4.	The External Examiner also requested clarification in relation to marking schemes, as there was no clarity as to how marks were awarded, or an audit trail of response to moderation. Marking schemes should be reviewed for level 5 modules to ensure that group work marks reflect University policy, since these modules contribute to the final award.
	5.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.
	6.	Students did not know what course they were enrolled on, and this was concerning: half believed they were on a software engineering course, half on a networking/ infrastructure course.

Enhancement, Good Practice and Positive Comments

The application of the APEL process, which was implemented appropriately and in full.

FdEng Software Engineering	1.	Poor attrition (23%) and Success (41%) for Year 1 students at June BoE. Success for Year 2 students at first sit was only 55%.
	2.	It is recommended that module leaders create module packs for external examiner moderation before the exam board.
	3.	There is an overall concern on students' performance in the exam part, as the fail rate seems higher. It is recommended to re-visit the exam criteria or prepare to give support and feedback to students.
	4.	It is a good practice that all module tutors practice giving a detailed feedback on students' works.

	5.	A plan to identify the factors resulting in year 1 attrition and lower success levels should be elaborated.
	6.	Issues at Castlereagh campus regarding and higher marking standards.
	7.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.
	8.	The Team is asked to confirm the maximum class size which can be accommodated in each lab.
	9.	9 students were unable to complete WBL module within normal timeframe.

Enhancement, Good Practice and Positive Comments

A very well structured course with excellent staff.

A very good range of assessment methods were designed in moderated modules including, exams, course-works and quizzes.

Students generally, they were all very happy with the structure of the course, modules' content, structure and quality of the modules, the resources available, assessments' clarity, assessment deadlines and overall tutors' availability, support and feedback.

Work-based learning: the course continues to produce employable graduates and many students secured employment on the basis of their placements.

FdSc Health and Social Care	1.	Issues in Section A.1 of this year's SER do not refer to issues raised by the University last year.
	2.	No EE report received from Bernadette Curran.
	3.	If Pathway being discontinued then submit a CA3. Provide FPM with confirmation of the approach being taken to inform students of programme and pathways.
	4.	Ensure all CVs verified by FPM and provide list of teaching staff to FPMs.
	5.	Ensure approach to Extenuating Circumstances in line with Ulster policy and that CA3s forwarded in good time for consideration.
	6.	Ensure attendance policy implemented.
	7.	Ensure preparation for WBL begins before the end of semester 2, Year 1 and that EC1 completed where there are any extenuating circumstances.
	8.	Consider arranging Skype meeting with EE and students. Ensure EE report is shared with students.

Enhancement, Good Practice and Positive Comments

EE impressed by the content of student work. The Study Skills module has been effective together with tutor input in developing academic style and skills.

Students spoke incredibly highly of tutors and the support they receive.

Interaction with FPMs has been interactive and collaborative.

Each College manages the provision very well.

FdSc Counselling	1.	Section A.1 of this year's SER does not relate to the issues raised by UU last year.
	2.	EE report not received by College in time for ACR submission.
	3.	Poor Year 2 success data at June BoE (49%).
	4.	Consider submitting assignments via Turnitin.

	5.	Increasingly students finding it difficult to find suitable placements.
Enhancement, Good Practice and Positive Comments		
<p>Institutional support is strong. Attendance at collaborative meetings is excellent. Excellent success in Years 1 and 2 at June BoE.</p>		
Certificate in Counselling Studies	1.	EE did not have chance to consult with any students.
	2.	When marking criteria was clearly used in the language of the student feedback this added clarity and consistency to the marking so perhaps this could be encouraged?
	3.	Could the reading lists be updated a little? Some key journals could possibly feature a little more too.
	4.	Students would like more formative feedback.
	5.	Student concerns that module content too crammed.
	6.	Poor retention at June BoE (23% attrition).
Enhancement, Good Practice and Positive Comments		
<p>Rigorous marking process within and across colleges. There was good developmental feedback given to students which addresses appropriate learning outcomes. The feedback was also supportive of the efforts students put into their assignments. I think this was particularly striking and reflects the work of the tutors involved. Students pleased with overall quality of teaching. High level of pastoral care. Network operates extremely well. Staff are highly professional and collaborative in their approach.</p>		
CertHE Combined Social and Behavioural Sciences	1.	EE report not available at the time of submission.
	2.	The team should consider having student chair the SSCC and student reps in attendance at Course Committee.
	3.	No part time teaching team members are present at the BOE's, and their presence is important.
	4.	Put in place a plan to support the new team members in their role.
	5.	In moving forward on this it would be more practical for the team to have specific Course Committee Meeting minutes (1 per semester) demonstrating the coverage of the all of the agenda items at the appropriate time; with only these minutes forwarded to the FPM as part of the QA process.
	6.	Poor retention for Year 1 at June BoE (24% attrition).
Enhancement, Good Practice and Positive Comments		
<p>The number of students articulating to Hons Dgree programmes at Ulster continues to be strong, many go into Year 2 in the related subject areas. The small committed teaching team are very consistent in the delivery of the programme to support a quality student experience. Student enjoy the programme, finding it interesting, yet challenging. Inviting guest speakers in from the key subject areas. There is a very health respectful relationship between the Course Director, the team members and the FPM.</p>		

BSc Hons Social Work	1.	Colleges do not currently have extensive online submissions. (CH)
	2.	Handwritten comments on a few samples from partner providers were not always as easy to read. (CH)
	3.	There is however a tendency to fail a candidate by a couple of marks and the team need to consider the message this gives the student – is it just a few references they need to improve or is it more fundamental than that. (HML)
	4.	Consider whether Section 5 of the hand-in sheet is required. It appears to rarely completed and rarely mentioned by staff in their feedback. (HML)
	5.	No information provided on attrition at June BoE.
Enhancement, Good Practice and Positive Comments		
<p>The communication with staff at all providers/partners has been excellent and I would like to commend their helpful and clear approach. (CH)</p> <p>The students' work on reflective writing is a particular strength of students on this course. (CH)</p> <p>The best features of this course include the commitment of the staff, the research informed approach to the work, the integration of theory and practice into the assignments and practice learning opportunities provided through the partnership with social work agencies. Whilst the use of the videoing the students present powerpoint presentations promises rich learning material for the future. (HML)</p> <p>It was great to see electronic marking this year at BMC. (HML)</p> <p>Students were very positive about the high-quality aspects of their learning and teaching, including access to and support from staff.</p> <p>There has been excellent interaction between the Course Directors and FPM, at Collaborative Management Forum Meetings and other events held during the year.</p> <p>Operation of Collaborative Management Forum, which includes all partner institutions, professional bodies, placement agencies and service users.</p> <p>On-line DVD produced by Belfast Metropolitan College.</p> <p>The excellent work of the Transition Working Group, to facilitate a smooth transition from partner colleges to the final year at Magee Campus.</p>		
FdSc Accounting	1.	Ensure students on WBL placement feed into SSCC meetings.
Enhancement, Good Practice and Positive Comments		
<p>The best feature of this course is the opportunity to undertake an eight-week placement.</p> <p>Strong relationship between this programme and BSc provision at JN.</p> <p>Strong and successful WBL operation.</p>		
FdSc Marketing	1.	Consider reducing the number of exams.
	2.	High Level of attrition (31% Year 1).
	3.	Low level of staff attendance at CC meetings.
	4.	Ensure students on WBL placement feed into SSCC meetings.
	5.	Poor success at June BoE for Year 1 students (46%).
Enhancement, Good Practice and Positive Comments		
<p>Feedback of a high quality.</p> <p>Excellent support provided by CD.</p>		

<p>Teaching staff did a fantastic job in delivering the course, supporting students, and managing the programme. High levels of articulation or full-time employment.</p>		
<p>FdSc Event Management/ FdSc Event Management for the Tourist Industry</p>	1.	There is some inconsistency between students' comments and the marks that they award each other.
	2.	Strengthen the PPD/CPD assessment by requiring students to develop some type of formal Action Plan for their future development.
<p>Enhancement, Good Practice and Positive Comments</p>		
<p>The content of the programmes and their modules is highly appropriate for FdSC level. Whilst the programmes are at FdSC level, the teaching and learning is underpinned by appropriate discipline-specific research and scholarship, and the staff clearly make a great effort to continuously improve their ways of working. The team is very committed to fair, diligent and consistent marking and feedback. The administrative arrangements for me have been exemplary, and also the engagement of the staff has been of the highest standard. The students are very happy with the programme, the opportunities it has provided, and the support provided by the Team.</p>		
<p>FdSc International Hospitality Management (formerly FdSc Hospitality and Tourism Management)</p>	1.	Reflect on how Hospitality students perform compared to Tourism students.
	2.	Review the peer marking criteria.
	3.	Strengthen the PPD/CPD assessment by requiring students to develop an Action Plan for their future development.
	4.	Ensure students on WBL placement feed into SSCC meetings.
	5.	Students have concerns with Finance module.
	6.	Ensure P/T provision is managed and supported to achieve equity with F/T provisions.
	7.	Poor success in Year 1 at June BoE (45%).
<p>Enhancement, Good Practice and Positive Comments</p>		
<p>Programme content and modules are highly appropriate with evidence of discipline-specific research. Impressed with the process of peer assessment. Consistently impressed with quality of student work. The arrangements for the administration of the assessment process have been exemplary. Students highly complimentary about their learning experience. Strong and successful WBL operation with international opportunities.</p>		
<p>FdSc International Travel and Tourism Management (formerly FdSc Travel and Tourism Management)</p>	1.	Reflect on how Hospitality students perform compared to Tourism students.
	2.	Review the peer marking criteria.
	3.	Strengthen the PPD/CPD assessment by requiring students to develop an Action Plan for their future development.
	4.	Ensure students on WBL placement feed into SSCC meetings.
	5.	Student name appeared on one set of CC minutes.
	6.	Low level of staff attendance at CC meetings.

Enhancement, Good Practice and Positive Comments

Programme content and modules are highly appropriate with evidence of discipline-specific research.

EE impressed with the process of peer assessment.

EE consistently impressed with quality of student work.

The arrangements for the administration of the assessment process have been exemplary.

Students highly complimentary about their learning experience.

Excellent performance at Year 2 with 100% pass rate and no attrition.

Strong articulation to BSc Hons programme.

2 students entered student of the year (NI Travel Awards). One student came first and the other came second.

COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE (CAFRE)**Institutional-wide Issues**

- | | |
|----|---|
| 1. | Institutional overview report does not address issues raised by the University last year. |
| 2. | Some of the SERs do not address issues raised by Ulster University last year. |
| 3. | Missing documentation e.g. EE reports, responses to EE and FPM reports. |
| 4. | No evidence of a review of submissions by senior management. |

Areas of Good Practice

- | | |
|----|--|
| 1. | Excellent links with industry. |
| 2. | High levels of academic and pastoral support provided. |

Course Specific Issues 2015/16

Course	Issues
FdSc Agricultural and Technology/ FdSc Agriculture and Rural Studies	1. No email trails provided to show that responses provided to EE or FPM reports.
	2. Poor success for Year 1 students at June BoE (42%).
	3. Continue to encourage all tutors to use generic or specific grading criteria when marking assignments to maintain consistency and give students clear indications of how their grade was arrived at.
	4. Consider giving much more specific tasks for assessment of distance learning modules to try & prevent them from wandering off-task.
	5. Consider alternative methods of delivery / assessment in the science based modules.
	6. Reflect on students avoidance of tackling particular topics in exams.

Enhancement, Good Practice and Positive Comments

Without doubt, the major strength of these programmes is the opportunity students are afforded to engage with industry partners both through the Board Presentation days and through the WBL module.

These are well run programmes with evidence of a continuous reflection and improvement culture.

The staff members dedicated to supporting students prior to and when on placement are excellent and care deeply about the student work-based learning experience.

Resources at CAFRE are excellent across all disciplines.

<p>Interaction with FPM is very professional and friendly. The relationship I have with CAFRE staff is exemplary.</p> <p>The procedures employed by the team who support students prior to and during their work placement is especially good at CAFRE and this is reflected in the views of both students and the EE.</p>		
BSc Hons Equine Management/ FdSc Equine Management	1.	High failure rate on module EQU122 (45%). Being kept under review is not an adequate response.
	2.	Review structure of CC meetings.
	3.	No EE report provided by CAFRE (EE report with submission was provided by QE).
	4.	No response or email trails to EE or FPM reports.
	5.	High level of attrition on Year 2 at June BoE (26%).
Enhancement, Good Practice and Positive Comments		
<p>CAFRE has a reputation for producing high calibre equine graduates.</p> <p>Impressive resources and facilities.</p> <p>Research posters are excellent.</p> <p>Links to industry are impressive.</p> <p>The provision of a Student Conference where industry experts present to students.</p> <p>Very good pastoral support.</p>		
Fd Sc Food Nutrition and Health/ FdSc Food Manufacture/ BSc Hons Food Technology/ BSc Hons Food Design and Nutrition/ BSc Hons Food Business Management	1.	Section A.1 of SER does not relate to issues raised by Ulster University last year.
	2.	No response or emails trails to either EE report or FPM report.
	3.	Ensure exam scripts indicate how marks are awarded if there is a split in the marks. (FV)
	4.	Marks on spreadsheet did not match the marks on the scripts. (FV)
	5.	No evidence of formative assessments. (FV)
	6.	It would be helpful to receive assessment pieces as a pack per module and include the module descriptor. (FV)
	7.	Ensure assessment strategies effective in assessing depth as well as breadth of learning. (AC)
	8.	Consider the use of tools such as reflective blogs to allow students to reflect on their feedback. (AC)
	9.	Students would like a more extended refresher on the research module. (AC)
Enhancement, Good Practice and Positive Comments		
<p>The introduction of one to one verbal feedback workshops at the start of Semester 2. This has improved the students understanding of how they can develop themselves.</p> <p>Marking standards were high. (FV)</p> <p>Students full of praise for teaching and technical staff. (FV)</p> <p>Impressed by the quality of the student work. (AC) (FV)</p> <p>CT to be commended for the exemplary level and quality of student feedback. (AC)</p> <p>Excellent interaction with industry. (AC)</p> <p>The resources are excellent.</p> <p>Interaction with CT remains excellent.</p>		
FdSc Horticulture	1.	High level of attrition on Year 1 P/T course (50%).
	2.	Review structure of SSCC meetings.
	3.	Only the front page of EE report provided.

Enhancement, Good Practice and Positive Comments	
<p>Relationship with industry is excellent. Resources are excellent. All information is highly accurate. Interaction with FPM is excellent. CT working with staff to identify best practice in the presentation of materials on Moodle.</p>	

HOTEL AND TOURISM MANAGEMENT INSTITUTE (HTMi), SWITZERLAND	
Institutional-wide Issues	
1.	NO SUBMISSION RECEIVED.
Institutional-wide Issues and Areas of Good Practice	
1.	
Course-Specific Issues 2015/16	
<i>Course</i>	<i>Issues</i>
BSc Hons International Hospitality Management	1.
	2.
	3.
	4.
Enhancements, Good Practice and Positive Comments	

HSC LEADERSHIP CENTRE		
Institutional-wide Issues		
1.	No institutional overview report received.	
Areas of Good Practice		
2.		
Course Specific Issues 2015/16		
<i>Course</i>	<i>Issues</i>	
Postgraduate Diploma in Health and Social Care Management	1.	No information provided on attrition and success at June BoE.
	2.	The External Examiner was unable to attend the summer board this year. It is hoped that technology will be used to facilitate students contact this year across both sites.
Enhancement, Good Practice and Positive Comments		
<p>The students are engaged in thought-provoking work which exceeds what is expected nationally and internationally. The students are receiving an excellent education. All students have given excellent feedback on the good quality of their learning and teaching experiences. The working relationships with the course team has been excellent. Excellent operation of cross site provision.</p>		

NORTHERN IRELAND PRISON SERVICE (NIPS)	
Institutional-wide Issues	
1.	No issues of concern identified.
Areas of Good Practice	
1.	Detailed ACR submission received.
2.	Clear evidence of course team working closely with Ulster University subject expert.
Course-Specific Issues 2015/16	
<i>Course</i>	<i>Issues</i>
Certificate in Custody Prison Officer Practice	1. NIPS completed last year's ACR pro forma. CD aware of this and arrangements now in place to ensure correct pro forma used in future.
	2. Consider the introduction of prison officers watching and intervening in prisoner group dynamics.
Enhancements, Good Practice and Positive Comments	
<p>EE impressed by the range of modules taught and the wide range of assessment methods. EE impressed with how staff involve families of the students in the early stages of the course. Administration of the assessment process is excellent Interaction between CT and FPM is excellent Students openly voice strong levels of support they receive from the CT.</p>	

NORTHERN REGIONAL COLLEGE	
Institutional-wide Issues	
1.	Ensure that all recommendations and suggestions from EE and FPM are addressed in the response from Course Team.
2.	Significant variance in the quality of ACR submissions across the College.
3.	Little evidence of senior management input into the review of submissions prior to them being sent to the University.
4.	On a significant number of programmes Section A.1 of the SER does not provide detail on action taken to address issues raised by the University last year.
5.	Ensure success and attrition data at June Boards of Examiners are closely monitored.
Areas of Good Practice	
1.	Students speak highly of the academic and pastoral support provided by teaching staff.
2.	Good links with local industry.
3.	Detailed ACR submission received signed off by Principal and Chief Executive.
Course Specific Issues 2015/16	
<i>Course</i>	<i>Issues</i>
Fd Arts Interactive Design	1. Section A.1 of SER does not address the issues raised by the University last year.
	2. High level of attrition at June BoE (40%).
	3. Consider whether or not it would be advisable to introduce some 3D modelling to the 1st year – it is a huge, complicated subject and its earlier introduction may help those with no prior experience.

	4.	There are some excellent on-line training materials available covering many of the topics relevant to this course. If the College could take-out a subscription making one of the libraries (Lynda for example or Pluralsight) accessible to the students it would enable less experienced students to catch-up in their own time.
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Enhancement, Good Practice and Positive Comments

The system for assessment on the course is excellent.
The course team is to be congratulated on the quality of written feedback provided to students – praise and constructive criticism where and when due, with clear indications of what worked and what was needed to improve the mark.
Again this year I was pleased to see the number of "real-life" projects that the course embraces, with students encouraged to find clients that require real-world solutions to marketing and information problems.
Students highlight the high levels of pastoral care and the quality of teaching.

FdSc Construction Engineering with Surveying	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Standardise the Communication of Results sheets for BoE and progress boards.
	7.	The marks on the WBL module are too high across the board. Module to be reviewed.
	8.	The application of extenuating circumstances must align with UU requirements.
	9.	Comment on low intakes and provide meaningful projections for the next three years.

Enhancement, Good Practice and Positive Comments

The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair ensure the network functioned well. The professionalism of staff ensures a high workload.
Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme.
Ongoing employability of students.

FdEng Manufacturing and Mechanical Engineering (inc. fast-track)/ FdEng Electrical and Electronic Engineering	1.	Section A.1 of SER does not address issues raised by the University last year.
	2.	The Course Team is asked to reflect on performance and retention on the full-time FdEng Electrical & Electronic Engineering course to arrest a potential decline.
	3.	Adherence to the APEL process needs attention.
	4.	FPM received minutes from semester 1 and progress boards, but not semester 2, although I know these meetings took place. Please ensure all minutes are forwarded in a timely fashion.
	5.	The timeliness of feedback was flagged by year 2 full-time students as an area for improvement.
Enhancement, Good Practice and Positive Comments		
<p>EE found significant improvement in the feedbacks and moderation practices. The programme management at NRC should be commended for making efforts in raising standards and learning experience of students as compared to previous years. The quality procedures and organisation within the college has been good. The Course Director maintained effective communication with me during the year. It was a pleasure to work with Gordon Kane throughout the year: having a single point of contact simplifies things for me, and I can be confident that Gordon shares all information with the very able specialism course directors. The Course Team is to be congratulated for achieving viable cohorts.</p>		
FdSc Building Technology and Management	1.	There are some opportunities to further develop research opportunities within some subject areas.
	2.	Marks are awarded on BLD314 for referencing yet the students do not appear to engage sufficiently with this and lose marks accordingly.
	3.	Overall, the method of assessment and is appropriate although there is some discrepancy in terms of the feedback sheets adopted between the two sites. It is suggested that a standard format is adopted to ensure consistency between the two sites.
	4.	The Course Team are requested to reflect on the factors which led to such disappointing metrics for Coleraine part-time provision with a view to informing other teams in the College.
	5.	The team should combine both student groups for a joint SSCC, using Skype, for example, if possible.
Enhancements, Good Practice and Positive Comments		
<p>It was acknowledged by the students that despite not having studied for some time, the team at NRC provided outstanding support and helped the students navigate their way through assignments and exams. Almost half of the Coleraine cohort progressed to Ulster courses, which is to be commended, particularly for part-time students. The Course Director maintained effective communication with me during the year. Pat Condren is a highly organised, effective course director, and a pleasure to work with, and the success of the programme is due in large part to his personal commitment and expertise.</p>		
FdSc Computing	1.	Section A.1 of the SER does not address the issues raised by the University last year.

	2.	EE strongly suggests that an analysis of the current scheme of work is reflected upon on the forthcoming critical appraisal of the course so not to lose the level of student support offered and the depth and breadth of study provided by the course.
	3.	The Team is asked to clarify their position regarding the part-time route: do they intend to recruit to this mode, or is it a default mode for students who need to slow down the pace of study?
	4.	Reflect on the factors affecting the benchmarks for year 2 in Ballymena.
	5.	The team is asked to reflect on the factors affecting the benchmarks for year 1 in Newtownabbey, and to tease out why performance was so much poorer compared to the corresponding cohort in Ballymena.
	6.	One set of minutes was missing for the Course Committee and Staff-student Consultative Committee in semester 2: please ensure that minutes are forwarded routinely and in a timely fashion.
Enhancement, Good Practice and Positive Comments		
<p>Students were supportive of the tutors and welcomes the challenge they were put through. The college has demonstrated a very dedicated approach to student learning and has kept their curriculum to a standard that is expected from employers.</p> <p>A very well organised team both administratively and academically.</p> <p>The full implementation of the Plagiarism Policy ensured that all students understood the importance of submitting their own work.</p> <p>Excellent level of progression from Ballymena, and reasonable progression to linked courses from Newtownabbey, for which the team is to be commended.</p>		
FdSc Applied and Medical Sciences	1.	Section A.1 of the SER does not provide detail on action taken to address issues raised by the University last year.
	2.	Poor success data for Year 2 students at June BoE (67%).
	3.	Consider standardising feedback sheets.
	4.	EE would like to meet more students.
	5.	Students had some issues regarding the flow of the Chemistry module.
Enhancement, Good Practice and Positive Comments		
<p>The diversity of assessment types is a particular strength. A further strength is where students can choose a topic of their interest.</p> <p>The standard of student work suggests excellent teaching and support.</p> <p>Strong employability skills.</p> <p>All Colleges engaged exceedingly in preparation for revalidation.</p> <p>Excellent process of internal moderation followed by cross-moderation.</p>		
FdSc Sport, Exercise and Fitness	1.	High level of attrition at June BoE (38%).
	2.	Poor Year 2 success data at June BoE (69%).
	3.	4 students unable to complete WBL within agreed timeframes.
	4.	EE recommends the implementation of a fixed deadline for Semester 1 materials to be submitted and available to

	examiners, so that the examining process can start earlier in the year, and subsequently the period prior to the exam board will hopefully be less hectic. (DR)
5.	The use of the VLE to facilitate the examining process in future should help to facilitate posting a student evaluation summary for every class in future. (DR)
6.	The format of referencing indicates to me that “the Internet” is used as the primary source of evidence. (DR)
7.	A teacher reflection would be useful. (DR)
8.	EE would like to meet with students. (DR)
9.	Consider the use of feedback comment banks. (DR)
10.	The top section of every class on the VLE can contain all examiner materials: (a) module summary [mean, standard deviation, etc.]; (b) module descriptor, including list of assessments and weightings; (c) summary of student evaluations; (d) teacher reflections; (e) cross-marking report. (DR)
11.	Staff should aim to consider the guidance wording categories available for marking. (CB)
12.	On the marking standards for assignments, considerations towards the wording on the descriptor of “limited” grade should be reflected upon for the next academic year, as “limited” appears in both the 35-39 and 50-59 student assessment descriptors. This may mislead students’ feedback and direction. (CB)
13.	It would be useful if students were facilitated to Chair SSCC meetings.
14.	The team need to ensure that the process regarding APEL be stringently followed and that the FPM is made aware of any request for APEL prior to the start of the academic year, and informed of the process that was followed.
15.	The CC and SSCC agendas contain the discussion of External Examiners Reports.
16.	The Ulster Principles of assessment and feedback are discussed at the start of each semester with the team and students.
17.	All students reminded of what plagiarism is and the consequences of plagiarising. All staff to be very vigilant regarding plagiarism, and ensure that the plagiarism policy is implemented as appropriate.
18.	There needs to be some College wide discussion of another VLE system that is more useful for the delivery, assessment and evaluation of the programme, for staff and students.

Enhancement, Good Practice and Positive Comments

The 'Book Club' which was run as part of the students' tutorial sessions was very well received by students. The concept of the 'Book Club' was to encourage students to engage with literature and develop critical thinking skills.

The breadth and depth of content and of the students' learning experience continues to be impressive, with coherence across the curriculum and clear progression. (DR)

The marking, cross-marking and feedback process was exceptionally thorough at all levels. The level of feedback on assessments was high, including both feedback and feed-forward even in work that earned the higher marks. (DR)

The students' work was rigorous and of a high quality, with some particularly exceptional examples. (DR)

Students were extremely complimentary about the whole course, agreed that the content was scientifically rigorous, and that there were many opportunities to apply the knowledge learned, in meaningful contexts. The highest praise was again reserved for the staff themselves. They clearly are highly committed to their students and have a good relationship with them. This is a particular strength of the programme. (DR) (CB)

There were some excellent examples of student reflective work. (CB)

The staff should be commended for their academic input to student development. (CB)

The fitness/gym and library resources for this programme are very good.

There is a very strong and respectful relationship between the Course Director and FPM.

The learning experience provided by staff members is impressive, in particular the amount of contact time and individual support provided.

FdSc Health and Social Care

1.	Poor Year 2 success at June BoE at Newtownabbey (57%).
2.	No EE report received from Bernadette Curran
3.	CD does not appear to have received UU training in Chairing Boards of Examiners
4.	It would be better for the environment and staff if all submissions were electronic.
5.	Ensure all CVs verified by FPM and provide list of teaching staff to FPMs.
6.	Ensure approach to Extenuating Circumstances in line with Ulster policy and that CA3s forwarded in good time for consideration.
7.	Ensure attendance policy implemented.
8.	Ensure preparation for WBL begins before the end of semester 2, Year 1 and that EC1 completed where there are any extenuating circumstances.
9.	Consider arranging Skype meeting with EE and students. Ensure EE report is shared with students.

Enhancement, Good Practice and Positive Comments

EE impressed by the content of student work. The Study Skills module has been effective together with tutor input in developing academic style and skills.

Students spoke incredibly highly of tutors and the support they receive.

Interaction with FPMs has been interactive and collaborative.

Each College manages the provision very well.

Detailed ACR submission provided.

FdSc Counselling/

1.	EE report not received by College in time for ACR submission.
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Certificate in Counselling Studies	2.	Ensure all recommendations and suggestions from EE addressed in CT response.
	3.	EE did not have chance to consult with any students. (CE)
	4.	When marking criteria was clearly used in the language of the student feedback this added clarity and consistency to the marking so perhaps this could be encouraged? (CE)
	5.	Could the reading lists be updated a little? Some key journals could possibly feature a little more too. (CE)
	6.	Students would like more formative feedback. (CE)
	7.	Student concerns that module content too crammed. (CE)
	8.	Consider submitting assignments via Turnitin. (FdSc)
	9.	Increasingly students finding it difficult to find suitable placements. (FdSc)
	Enhancement, Good Practice and Positive Comments	
<p>Rigorous marking process within and across colleges. (CE)</p> <p>There was good developmental feedback given to students which addresses appropriate learning outcomes. The feedback was also supportive of the efforts students put into their assignments. I think this was particularly striking and reflects the work of the tutors involved. (CE)</p> <p>Students pleased with overall quality of teaching. (CE)</p> <p>High level of pastoral care. (CE)</p> <p>Network operates extremely well. Staff are highly professional and collaborative in their approach. (CE)</p>		
Access Diplomas in Social Sciences and Humanities/ Access Diploma in Science	1.	NRC offers Access Diplomas in Social Sciences, Humanities and Science. Only one ACR submission was received for Access provision across the College and it does not appear to address all the issues raised last year by the University.
	2.	Response to EE template used does not state the name of the External Examiner.
	3.	Ensure that all the matters raised by the EE and FPM in their reports are addressed.
	4.	Magherafelt student toilets (ladies in particular) were cited as being in a poor state and it was generally agreed at the Board meeting that this should be investigated further.
	5.	Could each centre provide a copy of the question paper if the sample includes exam responses?
	6.	If summary grids could be provided routinely in a broadly similar format for each sample to show how the overall module scores have been calculated that would very helpful.
	7.	It may be worth spending a little time at induction, explaining to students what constitutes feedback.
	8.	The return of summative assignments to students would be recommended.
	9.	It will be helpful for the HE Co-ordinator to meet with the Course Directors to review Ulster's requirements in terms of sampling and information to be forwarded to External Examiners.

	10.	Students should be provided with their feedback and annotated assignment in a timely fashion.
	11.	Key issues raised at Newtownabbey CC meetings included sequencing of Mathematics assessment which was clarified as a non-issue being one month apart, concerns from first year students regarding volume and pace of Maths module. A catch-up session was recommended. Issues with campus and temperature either too warm or too cold in classrooms. It will be helpful for the course team to provide an update on the issues raised above.
	12.	Student initials and personal health issues should be removed from Course Committee minutes on the Magherafelt campus.
	13.	Students at Ballymena raised concerns about resourcing issues requesting more materials relevant to Access modules in the Library, disruptive behaviour of other students in the Library, lack of parking spaces, lack of vending machines at Lamont, quality and range of food at Farm Lodge.
	14.	Part-time students at Newtownabbey raised the issue of lack of choice in 2nd year modules which staff explained was due to staff availability and student uptake of the modules. Students asked for confirmation regarding the temporary status of their Mathematics Tutor. Students also raised the issue of lack of canteen facilities in the evening and students losing money in vending machines. Part-time students said that their exams in January did not start on time due to their ID's being checked.

Enhancement, Good Practice and Positive Comments

The input from both NRC and University of Ulster staff at BoE has been exemplary. The idea of an oral exam for example, as used on the Anatomy and Physiology module, is an excellent way of giving students a taste of what it is like to do an OSCE exam, which is commonly used in subjects allied to medicine at University level.

The amount of annotation on both exam scripts and coursework was good and this was consistently of a positive and supportive nature.

Students were very complimentary about the knowledge and expertise of staff at all the campuses and mentioned that teaching staff were very supportive in their efforts to make students feel included and improve their confidence in areas where they may feel weak or inexperienced.

The course teams provide excellent pastoral and academic support to students and track attendance rigorously.

Students were very complimentary with regards to the high levels of support from the campus librarians.

Pastoral support from academic staff is excellent across all campuses on this programme, with tutors highly dedicated to catering for the needs of mature and second chance learners.

The Access Coordinator does an excellent job coordinating and over seeing this complex cross campus network.

FdSc Business with Digital Technology	1.	No published information was forwarded by the HE Co-ordinator.
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	2.	Falling enrolment levels, overall enrolment is down by just over a third (34%).
Enhancement, Good Practice and Positive Comments		
The programme CD and the Campus leads manage the programmes and the students very well. Detailed ACR submission received.		

NORTH WEST REGIONAL COLLEGE		
Institutional-wide Issues		
1.	Students still being admitted onto programmes via APEL without approval of application by FPM.	
2.	Continue to use the VLE for submission and marking of student work and to enhance communications with EE.	
3.	Monitor closely attrition and success at June Boards of Examiners.	
4.	Ensure minutes of Course Committee and Staff/Student Consultative Committee meetings are forwarded to Faculty Partnership Managers on an ongoing basis.	
Areas of Good Practice		
1.	Detailed ACR submissions received with comments sheet completed by senior management.	
2.	Detailed Institutional overview provided.	
3.	The introduction of the Maths Support Centre.	
4.	Strong student support and pastoral care mechanisms in place.	
Course Specific Issues 2015/16		
Course	Issues	
FdSc Architectural Technology/ FdSc Sustainable Construction/ FdSc Construction Engineering with Surveying	1.	Section A.1 of SER does not address the issues raised in 2016/17.
	2.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	3.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	4.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	5.	Students would like to see more links with Ulster University programme.
	6.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	7.	Reflect on module profiles to ensure marks distributed normally.

	8.	Standardise the Communication of Results sheets for BoE and progress boards.
	9.	The marks on the WBL module are too high across the board. Module to be reviewed.
	10.	The application of extenuating circumstances must align with UU requirements.
	11.	Where intake is < 12 comment on intake and projections for the next 3 years.
Enhancement, Good Practice and Positive Comments		
<p>The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair (from NWRC) ensure the network functioned well. The professionalism of staff ensures a high workload.</p> <p>Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme.</p> <p>Ongoing employability of students.</p> <p>100% of students progressed to UU or into immediate employment.</p>		
FdEng Civil Engineering	1.	Section A.1 of SER refers to issues raised in 2015/16 rather than issues raised in 2016/17.
	2.	Reflect on the high marks and adjust module content and/or marking criteria.
	3.	Consider replacing design problem in Frame Analysis module with each student being given individual design parameters.
	4.	Review assessment of WBL module.
	5.	No minutes of CC or SSCC meetings forwarded to FPM.
Enhancement, Good Practice and Positive Comments		
<p>Assignments had constructive feedback.</p> <p>Quality laboratory facilities and very helpful technical support.</p> <p>Excellent quality control procedures.</p>		
FdEng Electronic and Electrical Engineering	1.	Ensure full documentation submitted by APEL students.
	2.	The use of matters arising needs to be addressed to ensure follow-through of actions from the previous meeting.
	3.	Reflect on attrition and elaborate on ideas for improving retention.
	4.	Consider revising projected intake figures.
	5.	Course Team state that the weighting of WBL at 40 credit points may be too high and will be reviewed at revalidation. Reducing the 40 credit points is not an option.
Enhancement, Good Practice and Positive Comments		
<p>Structure and content of the course is excellent.</p> <p>Quality and relevance of written feedback is again impressive.</p> <p>The administration of the course is excellent.</p> <p>All students completed their placement on time. This is excellent.</p>		
FdEng Mechanical Engineering	1.	Forward schedule of assessment for first year modules to FPM before the end of October 2018.
	2.	Ensure full documentation submitted by APEL students.
	3.	The use of matters arising needs to be addressed to ensure follow-through of actions from the previous meeting.

	4.	Reflect on attrition and elaborate on ideas for improving retention.
	5.	Consider revising projected intake figures.
Enhancement, Good Practice and Positive Comments		
<p>Structure and content of the course is excellent. Quality and relevance of written feedback is again impressive. The administration of the course is excellent. CT to be congratulated for very good progression to the linked degree.</p>		
FdSc Information Technologies/FdSc Software Development	1.	EE would like to see all draft assignments and exam papers in advance.
	2.	EE would like to see a 'response to EE comments' form.
	3.	EE would like a separate module box for each module.
	4.	Could be an element of over assessment in some modules.
	5.	Projected intakes wildly optimistic.
	6.	Disappointing attrition and success particularly in Year 1.
	7.	The use of matters arising needs to be addressed to ensure follow-through of actions from the previous meeting.
	8.	There appears to be a challenge placing IT students.
	9.	Students unfamiliar with appeals process.
	10.	Students would like full module descriptions at first class in each module.
Enhancement, Good Practice and Positive Comments		
<p>The quality of the work produced was very good. BoE conducted in a thorough and professional manner. The staff are delightful, dedicated and professional. CD a pleasure to work with and CT collegial and welcoming.</p>		
FdSc Holistic and Integrative Health Therapies	1.	Arrange for pdfs of submitted coursework to be available 3-4 days prior to BoE meetings.
	2.	Low intake (4) which is not sustainable in current format.
	3.	Minutes of CC and SSCC meeting should be more reflective of the discussions had.
	4.	CT to revisit UU Assessment and Feedback principles and discuss ways in which all students receive appropriate feedback.
	5.	Ensure student transition into academic level 5 is supported with appropriate workshops.
	6.	Extra resources requested by CD.
	7.	Poor success at June BoE (50%).
Enhancement, Good Practice and Positive Comments		
<p>Professional practice standards are maintained by collaborations with national professional bodies. Teaching staff to be commended for getting students to fully engage in the work and the consequent good results for each student. Clear evidence of student progression, good quality teaching and the carefully selected course content. Very dedicated CT with good communication with FPM.</p>		
Access Diploma in Science	1.	Students concerns regarding increase in study and workload in second semester.

Enhancement, Good Practice and Positive Comments		
<p>Staff attention to detail and thoughtfulness of curriculum design to be commended. The support resources available to be commended. Students praised staff for their commitment, enthusiasm, and openness. Excellent running of BoE.</p>		
FdSc Responding to Alcohol and Drug Misuse	1.	For future assessments, it would be helpful to be provided information on modules, including course/module handbooks and program regulations. Additionally, it would be helpful to see the grades of each module over a period of 2-3 years to examine the evolution of the module and whether the module has guarded against grade inflation. Additionally, it would be helpful to receive written student feedback to examine what issues have come up over the years and how such issues have been addressed.
	2.	This programme is unique and should be more widely advertised in Northern Ireland. And as such it would be useful to see evidence of a wider marketing strategy.
	3.	The CT should consider facilitating students to Chair the SSCC meeting.
Enhancement, Good Practice and Positive Comments		
<p>The samples of work had been graded rigorously, impartially, and in a transparent manner. Students were provided a great deal of feedback, consisting of individual comments and mark breakdowns, as well as provided clear guidance on how to incorporate their learning for the next assignment. Students are provided with an exceptional learning environment that is individualized and supportive. Students spoke very highly about the comprehensive nature of the program and how enjoyable it was. They described the learning environment being supportive, collegial, and designed in a way to bring the students closer together. This is a very well run and effectively managed course. The programme was successfully revalidated in November 2017. The team communicate regularly with employers and receive consistent positive feedback that the course is preparing students appropriately with the skills and knowledge to work in this field.</p>		
FdSc Sport, Exercise and Fitness	1.	EE recommends the implementation of a fixed deadline for Semester 1 materials to be submitted and available to examiners, so that the examining process can start earlier in the year, and subsequently the period prior to the exam board will hopefully be less hectic. (DR)
	2.	Good practice and tips are shared across institutions, via either course leader meetings, or an online resource. (DR)
	3.	The use of the VLE to facilitate the examining process in future should help to facilitate posting a student evaluation summary for every module in future. (DR)
	4.	The format of referencing indicates to me that “the Internet” is used as the primary source of evidence. (DR)
	5.	A teacher reflection would be useful. (DR)
	6.	EE would like to meet with students. (DR)
	7.	Consider the use of feedback comment banks. (DR)

	8.	The top section of every class on the VLE can contain all examiner materials: (a) module summary [mean, standard deviation, etc.]; (b) module descriptor, including list of assessments and weightings; (c) summary of student evaluations; (d) teacher reflections; (e) cross-marking report. (DR)
	9.	SER refers to EE Colin Brow but no EE report provided with submission.
	10	The team should consider facilitating students to Chair the SSCC meeting.
	11.	All SSCC and CC minutes be forwarded to FPM, shortly after teach meeting and at the end of the academic year in one folder.
	12.	That the Course Committee agenda be enhanced to cover the recommended agenda items reflected in the CC minute template of Ulster university.

Enhancement, Good Practice and Positive Comments

Overall, the quality of delivery and assessment, and organisation of the external examining process has been of a high standard. (DR)

CD deserves praise for outstanding performance. (DR)

Many examples of excellent work. (DR)

The level of support and access to a variety of learning experiences is commendable in the course, as is access to facilities and equipment. (DR)

The level of organisation of materials on the day of the exam board was outstanding and the course team deserve recognition for the improvements on last year. (DR)

The College's fitness facilities are excellent and the library provides very good access to relevant course related material, it now has later opening times, which the students are very happy with.

Pastoral support is very evident and students are complimentary of this support being easily accessible throughout the year. There is a very good system of studies advice provided.

The Curriculum Manager had stepped in as Course Director this year, and is very competent in this role, having an open, trusting and respectful relationship allows for effective communication between all and where required

FdSc Health and Social Care	1.	6 early leavers. Develop an action plan to reduce in future.
	2.	If Pathway being discontinued then submit a CA3. Provide FPM with confirmation of the approach being taken to inform students of programme and pathways.
	3.	Comment on staffing challenges.
	4.	Ensure all CVs verified by FPM and provide list of teaching staff to FPMs.
	5.	Ensure approach to Extenuating Circumstances in line with Ulster policy and that CA3s forwarded in good time for consideration.
	6.	Ensure attendance policy implemented.
	7.	Ensure preparation for WBL begins before the end of semester 2, Year 1 and that EC1 completed where there are any extenuating circumstances.
	8.	Consider arranging Skype meeting with EE and students. Ensure EE report is shared with students.

	9.	Poor success at June BoE (52% Year 1 and 57% Year 2).
Enhancement, Good Practice and Positive Comments		
<p>Impressed by the content of student work. The Study Skills module has been effective together with tutor input in developing academic style and skills.</p> <p>Students spoke incredibly highly of tutors and the support they receive.</p> <p>Interaction with FPMs has been interactive and collaborative.</p> <p>Each College manages the provision very well with network leader from NWRC working collaboratively to provide guidance and leadership.</p>		
FdSc Applied and Medical Sciences	1.	Consider standardising feedback sheets.
	2.	EE would like to meet more students.
	3.	High level of academic appeals (6), 5 of which were successful.
Enhancement, Good Practice and Positive Comments		
<p>The diversity of assessment types is a particular strength. A further strength is where students can choose a topic of their interest.</p> <p>The standard of student work suggests excellent teaching and support.</p> <p>Strong employability skills .</p> <p>All Colleges engaged exceedingly in preparation for revalidation.</p> <p>Excellent process of internal moderation followed by cross-moderation.</p> <p>Excellent set of agenda and minutes of CC meetings received.</p> <p>Students returning from work placement share their experience with students yet to go on placement.</p> <p>Students praise the Maths Centre.</p>		
Access Diploma in Combined Studies	1.	Students would like a common room.
	2.	Poor Success 2 at June BoE.
Enhancement, Good Practice and Positive Comments		
<p>Student work is well presented and well references.</p> <p>All work thoroughly marked with detailed feedback provided.</p> <p>Students highly satisfied with course and their experience at NWRC and describe teaching as exceptional.</p> <p>Excellent pastoral support.</p> <p>Excellent interaction with FPM.</p>		
FdSc Counselling	1.	EE report not received by College in time for ACR submission.
	2.	Consider submitting assignments via Turnitin.
	3.	Increasingly students finding it difficult to find suitable placements.
	4.	Students would like more formative feedback.
Enhancement, Good Practice and Positive Comments		
<p>Institutional support is strong.</p> <p>Attendance at collaborative meetings is excellent.</p> <p>Excellent success at June BoE (99%).</p>		
Certificate in Counselling Studies	1.	Consider updating reading lists.
	2.	Reflections could be more critically reflective rather than descriptive.
	3.	Students would like more formative feedback.
	4.	Student concerns that module content too crammed.

	5.	No information provided on attrition or success at June BoE.
Enhancement, Good Practice and Positive Comments		
<p>Rigorous moderation process with good development feedback. Students pleased with overall quality of teaching. High level of pastoral care. Network operates extremely well. Staff are highly professional and collaborative in their approach.</p>		
FdSc Business and Enterprise	1.	EE – it would be good to see personal development related modules and reflection alongside more traditional type assessments.
	2.	Monitor early leavers.
	3.	Poor success at June BoE (50%).
Enhancement, Good Practice and Positive Comments		
<p>Students are well prepared for the next stage of their learning. The CT manages the programme and students very well. Students very happy with the programme and support they receive from the CT. Excellent progression to UU (81%).</p>		
FdSc International Hospitality and Tourism Management/ FdSc International Travel and Tourism Management	1.	Move towards online and digital files particularly in sharing module and assessment documentation. (RT)
	2.	Can presentations be made available on a USB key? Encourage students to rely less on speaker notes. (RT)
	3.	Grading sheet does not allow for section-by-section feedback. Also consider a module leader reflective report giving overall commentary on class performance. (RT)
	4.	List of the whole module marks – merged and results presented in descending order – to show the breakdown of marks listing per grade boundary and ranges [some marks are provided already – but sometimes limited to the sample provided only]. (TS)
	5.	EE would like to see module evaluations by the tutors for each module [apparently these are already done, just not passed onto the EE's]. It would be useful if the module evaluations could also include a time series of stats for comparison purposes. (TS)
	6.	Prepare an Action Plan for each module for the following year. (TS)
	7.	Articulation levels are low (9%), particularly in comparison to the provision outside of the Consortium who have articulation rates in excess of 45%.
Enhancement, Good Practice and Positive Comments		
<p>Strength is the good balance between academic and practical aspects. Students are getting an excellent learning experience. (RT) Good practice in terms of recorded presentations. (RT) Administration of assessment process carried out to a high standard. (RT) High level of commitment to students from CTs. (RT) There was some very good evidence of the moderating having taken place – including the cross-college (third marking). There was also very good comments and useful constructive feedback given to the students about the quality of the work submitted. (TS) CD manages the programme and students very well.</p>		

Industry sponsored awards available for student performance.

POLICE SERVICE NORTHERN IRELAND (PSNI)

Institutional-wide Issues

- | | |
|----|---|
| 1. | Ensure ACR proforma signed by senior management. |
| 2. | Ensure issues identified in previous year are reported on in Section 1 of the ACR report. |

Areas of Good Practice

- | | |
|----|--|
| 1. | Detailed Institutional Overview report provided. |
|----|--|

Course-Specific Issues 2015/16

<i>Course</i>	<i>Issues</i>
Advanced Diploma in Intelligence Policing	1. SER states that no issues raised in 2016/17. However an issues was identified (see above with the response provided in January 2018).
	2. No information provided regarding confirmation that all students meet course entry requirements, academic appeals, student complaints or how students are made aware of academic appeals and student complaints processes.
	3. CT recognise the need to further develop written feedback.

Enhancement, Good Practice and Positive Comments

Positive focus on critical reflection. Clear links to research and theory.
 Positive attitude of staff and their willingness to support and develop students.
 Administration of the assessment process was excellent.
 Students very positive about the programme, the teaching and especially the support from teaching staff.
 The policy log records all actions associated with the management of the programme.
 All student portfolios provided to FPM in advance of BoE.
 Students are well supported by the Institution with high levels of pastoral care.
 New computer suite provided to ensure IT capabilities are of the highest standard.

Advanced Diploma in Intelligence Management	1. SER states that no issues raised in 2016/17. However 2 issues were identified (see above with the response provided in January 2018).
	2. No information provided on student complaints or how students are informed of academic appeals and student complaints processes.
	3. CT recognise the need to further develop written feedback.

Enhancement, Good Practice and Positive Comments

Positive focus on critical reflection. Clear links to research and theory.
 Positive attitude of staff and their willingness to support and develop students.
 Administration of the assessment process was excellent.
 Students very positive about the programme, the teaching and especially the support from teaching staff.
 The policy log records all actions associated with the management of the programme.
 All student portfolios provided to FPM in advance of BoE.
 Students are well supported by the Institution with high levels of pastoral care.

New computer suite provided to ensure IT capabilities are of the highest standard.		
Advanced Diploma in Policing	1.	ACR proforma not signed by senior management.
	2.	Would like to see a more integrated process between the students and the rest of the University.
Enhancements, Good Practice and Positive Comments		
<p>Comprehensive ACR submission provided.</p> <p>Pre-exam study clinics have been reviewed and enhanced.</p> <p>On request for students practice exam questions have been put on the online learning platform.</p> <p>Staff have made a good job in creating a variety of assessment methods.</p> <p>Students spoke very positively about the staff dedication and the support they get on the programme.</p> <p>Positive aspect of the course is the blend of HE practice and a traditional, old fashioned training environment.</p> <p>The introduction of a QA manual.</p> <p>The Student Support Officer provides the highest standard of pastoral care enhancing student health and safety.</p> <p>Interaction with FPM is excellent</p>		
Advanced Diploma in Professional Teaching	1.	No information provided on how students are informed of the academic appeals and student complaints processes.
	Enhancements, Good Practice and Positive Comments	
<p>EE impressed by cross-institution working with good communication and effective management of the programme.</p> <p>Marking and assessment is rigorous and fair.</p> <p>The work by students is of a very high quality and reflection is evidenced strongly.</p> <p>CT should be commended for their interest and enthusiasm.</p> <p>Students feel well supported and nurtured throughout the course.</p> <p>Teaching and learning facilities are of a high standard.</p> <p>Interaction with FPM is excellent.</p> <p>All student portfolios provided to FPM in advance of BoE.</p>		

SOUTH EASTERN REGIONAL COLLEGE	
Institutional-wide Issues	
1.	Institutional Overview report should be signed off by the Head of Institution.
2.	Continue to monitor success and retention at June Boards of Examiners.
3.	Ensure all CDs attend the University training on Chairing Boards of Examiners.
Areas of Good Practice	
1.	Detailed review of submissions by College management highlighting areas of good practice and areas for further development.
2.	Detailed Institutional overview provided.
3.	Evidence of excellent academic and pastoral support.
4.	Evidence of staff taking a lead role in the activities of network collaborations.
5.	HE Co-ordinator chairing all Boards of Examiners.
Course Specific Issues 2015/16	
Course	Issues

FdSc Architectural Technology with Sustainable Design	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Reflect on module profiles to ensure marks distributed normally.
	7.	Standardise the Communication of Results sheets for BoE and progress boards.
	8.	The marks on the WBL module are too high across the board. Module to be reviewed.
	9.	The application of extenuating circumstances must align with UU requirements.
	10.	Where intake is < 12 comment on intake and projections for the next 3 years.
Enhancement, Good Practice and Positive Comments		
<p>The Consortium operates in a highly collaborative manner. The professionalism of staff ensures a high workload.</p> <p>Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme.</p> <p>Ongoing employability of students.</p>		
FdEng Mechatronic Engineering	1.	Consider developing a module evaluation questionnaire to gather student feedback for continuous quality improvement.
	2.	21 F/T students were enrolled on the programme against an agreed first year intake of 16.
	3.	Reflect on factors affecting retention and success in P/T Year 1.
	4.	Only 1 set of minutes of CC and SSCC forwarded to FPM. Ensure follow up action taken on actions from previous meeting.
	5.	Year averages were very high with many students scoring 100% in examinations such as Maths. CT to reflect on module profiles and the performance of students on HLAs compared to non-HLA students.
	6.	No CVs received by FPM.
	7.	Ensure CT understand regulations in terms of the timing of resits.

Enhancement, Good Practice and Positive Comments		
<p>Student work is of a very good quality. Impressed by some of the practical work. Standards achieved by the good students are very impressive.</p> <p>CT to be commended for meeting benchmarks for F/T retention and success and for the excellent progression to linked degrees.</p> <p>BoE and progress boards conducted in an exemplary manner.</p> <p>The interaction between partners is excellent.</p> <p>Excellent administrative support provided to the network.</p> <p>College increased the number of industrial partners by 4 during the year and increased the number of supervisors to improve the quality of liaison visits.</p>		
FdSc Computing	1.	CT to reflect on second year attrition.
	2.	The matter of issues arising needs to be addressed to ensure follow-through of actions from previous meetings.
	3.	Poor Success 2 at Year 1 June BoE (52%).
	4.	CD has not attended University training on Chairing Boards of Examiners.
Enhancement, Good Practice and Positive Comments		
<p>The structure and content of the course continues to be of a high quality. Staff are dedicated, caring, engaged and passionate. Students speak highly of the staff and the course.</p> <p>Placements were of a high calibre, paid well, and were relevant and meaningful.</p> <p>Students said how happy they were with their experience and with the teaching staff.</p> <p>Interaction with CD excellent.</p> <p>College regularly reviews withdrawals and failures.</p> <p>Epidemic of plagiarism on one campus handled correctly and procedures implemented in full.</p>		
FdSc Applied and Medical Sciences	1.	Consider standardising rubric feedback sheets.
	2.	Assessment load could be rationalised.
	3.	Consider an assessment early in Year 1.
	4.	High level of attrition for F/T year 2 perhaps due to students exiting with CertHE.
	5.	Minutes of CC and SSCC meetings not received by FPM.
	6.	CD has not attended University training on Chairing Boards of Examiners.
Enhancement, Good Practice and Positive Comments		
<p>Diversity of assessments is a strength.</p> <p>The standard of work suggests excellent teaching and support.</p> <p>Consortium continues its excellent process of internal moderation and cross moderation.</p> <p>The use of feed-forward guidance and the cross-marking process is exemplary.</p> <p>Interaction with FPM is excellent.</p>		
FdSc Sport, Exercise and Fitness	1.	Poor Success 2 at June BoE (55%).
	2.	Students would like an injury awareness component. (CB)
	3.	Ensure all semester one materials ready for review by 2 April via an appropriate electronic review system. (CB)
	4.	Develop a consistent check list of all material required by EE to review. (CB)
	5.	Ensure steady marking in the Consortium between the shared modules. (CB)
	6.	35% of students marked in the 50-59% which seems high. Continue to monitor. (DR)

	7.	Allow EE non-edit prior access to assessment samples via VLE before visit. (DR)
	8.	Provide a student evaluation summary for each module. (DR)
	9.	Encourage students to use more original sources of evidence and not just web-based referencing. (DR)
	10.	Recommend that an agreed proportion of assignments should be cross-marked and all fails. (DR).
	11.	Post-delivery teacher reflection would be considered good practice. (DR)
	12.	Provide more information to students on the role of the EE prior to him meeting them. (DR)
	13.	Make full use of VLE for course delivery, assessment and external examining. (DR)
	14.	College states that no FPM report received at time of ACR submission (copy of FPM report provided by QE).
	15.	No minutes of CC or SSCC meetings provided to FPM.
	16.	All entrance criteria presented prior to the start of the programme must be checked by two people.
Enhancement, Good Practice and Positive Comments		
<p>Student materials for review were exceptionally organised for review. (CB) (DR)</p> <p>Some examples of excellent student work. (CB)</p> <p>Feedback concise and supported by constructive comments. The learning environment and the spread of assessments were commendable with a high academic standard of student work. (CB)</p> <p>Students praised the staff hugely. (CB) (DR)</p> <p>Student learning experience continues to be impressive. The rigour and innovation of the assessment methods was very impressive. (DR)</p> <p>External examining process at SERC has been outstanding. (DR)</p> <p>Excellent staff student relationships.</p> <p>The range of assessments which allow students with different strengths to show their ability and also develop areas of assessment mode that they felt weaker in.</p> <p>Staff and physical resources very good.</p> <p>Strong and respective relationship between CDs and FPM.</p>		
FdSc Counselling	1.	EE report not available due to long-term sickness.
	2.	CD has not attended University training on Charing Boards of Examiners.
	3.	Consider submitting assignments via Turnitin.
	4.	Increasingly students finding it difficult to find suitable placements.
	5.	Students would like more formative feedback.
Enhancement, Good Practice and Positive Comments		
<p>Institutional support is strong.</p> <p>Attendance at collaborative meetings is excellent.</p>		
FdSc Leadership and Management	1.	Low levels of articulation and the continuing viability of the articulation route.
	2.	Students concerns that HE room is only bookable up to 5pm.
Enhancement, Good Practice and Positive Comments		
<p>Student achievement highly impressive.</p>		

FdSc Hospitality, Tourism and Events	1.	Moderating process was scant with no moderating sheet included with samples and only a passing comment on the mark awarded.
	2.	Recommend moving to online module boxes.
	3.	Reflect on factors affecting retention and success in Year 1.
	4.	Poor articulation to degree programme at Ulster University.
Enhancement, Good Practice and Positive Comments		
Students appreciate the use of the dedicated HE computer room. Strong WBL and the professional practice modules are of a very high standard. Committed CT.		

SOUTHERN REGIONAL COLLEGE		
Institutional-wide Issues		
1.	Where students are enrolled onto a programme vis APEL ensure supporting forms included with ACR submission.	
2.	A number of programmes not meeting attrition and success benchmarks at June Boards of Examiners.	
Areas of Good Practice		
1.	Detailed annual course review submissions with clear evidence of senior management review.	
2.	Detailed institutional overview provided.	
3.	The use of the retention toolkit.	
4.	The use of industry sponsored awards.	
Course Specific Issues 2015/16		
Course	Issues	
Diploma in Irish Language	1.	In some other instances students had correctly answered questions but had been penalised for other minor errors committed in the work; while this is correct practice I feel that care should be taken to recognise the student learning also in such instances.
	2.	The evident consistency and accuracy in the marking could be further enhanced going forward by developing a set of rubrics associated with each module."
	3.	It would be worth consulting the Diploma students about their willingness to experience the southern dialects of Irish.
Enhancement, Good Practice and Positive Comments		
EE was impressed by the level of achievement of the students, many of whom had no prior knowledge of Irish when beginning their Diploma." Overall I can state that students of the Diplomas and the Certificates compare well with their peers of similar programmes in UCC and elsewhere in Ireland; indeed the best in the Diplomas compare favourably with degree level students. This level of excellence further underpins the level of commitment exhibited by the staff." The student/staff consultative minutes fully show clear evidence of student involvement with and awareness of any issues concerning the course and how these are solved." All students attend the Gaeltacht course at Easter. Excellent interaction with FPM.		

100% success in Year 2 at June BoE.		
AB English and History	1.	No EE report received from Professor Evans (History).
	2.	EE would still draw attention to the need for full, consistent and accurate referencing on assessed essays.
Enhancement, Good Practice and Positive Comments		
<p>EE confirms that he has been fully involved in the whole moderation process. EE has been most impressed by the commitment and professionalism of the colleagues I have worked with during his tenure as external examiner.</p> <p>The course team will ensure that all referencing standards are met in the forthcoming year, particularly for first class pieces of work, through the provision of tutorials and extra workshops, if needed.</p> <p>The student/staff consultative minutes fully show clear evidence of student involvement with and awareness of any issues concerning the course and how these are solved.</p> <p>SRC have a wonderful Hub a 'state of the art' facility, which greatly enhances all student and Staff course experience.</p> <p>Excellent progression to Ulster University (95%).</p>		
FdSc Construction Engineering with Surveying/ FdSc Sustainable Construction	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Reflect on module profiles to ensure marks distributed normally.
	7.	Standardise the Communication of Results sheets for BoE and progress boards.
	8.	The marks on the WBL module are too high across the board. Module to be reviewed.
	9.	The application of extenuating circumstances must align with UU requirements.
	10.	Attrition metric not met.
Enhancement, Good Practice and Positive Comments		
<p>The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair ensure the network functioned well. The professionalism of staff ensures a high workload.</p> <p>Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme.</p> <p>Ongoing employability of students.</p>		

FdEng Mechatronic Engineering	1.	Consider developing a module evaluation questionnaire to gather student feedback for continuous quality improvement.
	2.	SRC managed to almost hit the minimum cohort size in Newry, but there was unapproved over-recruitment to the part-time course in Newry, where an additional 11 students were recruited, which must entail a second cohort.”
	3.	CT should focus on lowering attrition in full-time provision.
	4.	Many of the students taking the FdEng as the knowledge component of an HLA had multiple resits. Year averages were very high and many students scored 100% in examinations such as maths. CT should reflect on the module profiles through the Course Committee, and also on the performance on those on PT compared with FT students.
	5.	The management of student/company/college paperwork is very intense.
	6.	No CVs received.
Enhancement, Good Practice and Positive Comments		
<p>Student work is of a very good quality. Impressed by some of the practical work. Standards achieved by the good students are very impressive.</p> <p>Boards of Examiners and progress boards were conducted in an exemplary fashion.</p> <p>Procedures for student appeals were communicated and implemented where necessary and the APEL process was followed in full.</p> <p>Colleges have strong industry links and there were site visits throughout the year.</p> <p>Students all commented on the approachability of the teaching staff.</p> <p>The Course Directors maintained effective communication with FPM during the year, and it was a pleasure to work with the course teams on both sites.</p> <p>The interaction between partners was excellent.</p>		
FdSc Computing	1.	Increase online resources available to External Examiner on Moodle Folder.
	2.	For WBL review current industry standards as part of revalidation.
	3.	The course team may wish to consider whether the assessment diet for the module is too narrowly focused.
	4.	Provide date for feedback return.
	5.	Projected intakes must be revised prior to the upcoming revalidation as targets were not met for full-time on either site and there was no part-time intake.
	6.	The team is asked to reflect on the metrics for Newry in particular, to identify reasons for the differences in performance with the Portadown cohort, and attrition for both sites should be addressed.
	7.	Ensure that any minutes from Portadown are forwarded in a timely fashion, or better still, given the commonality of modules and teaching staff, have one joint Course Committee/ SSCC for both sites.
	8.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.

	9.	It would be sensible to have a joint SSCC between Newry and Portadown, using Skype or video-conferencing, to ensure a balance of student views.
Enhancement, Good Practice and Positive Comments		
<p>The course team at Southern Regional College have a clear commitment to achieving and maintaining high standards in the delivery and management of the FdSc Computing award. I found examples of excellent feedback practice at both Newry and Portadown (for example, COM391 and COM107).</p> <p>The administration and conduct of the exam board was noteworthy.</p> <p>There were very strong links with industry and students were engaged in meaningful and rewarding WBL placements, with many continuing in employment after the placement ended, which is a great success.</p> <p>The interaction between teams on campuses was excellent: collegial and friendly.</p>		
FdSc Computing Infrastructure	1.	EE report not received in time by SRC to include within ACR submission.
	2.	Minutes of Course Committee and Staff-student Consultative Committee meetings must be forwarded routinely.
	3.	Marking schemes should be reviewed for level 5 modules to ensure that group work marks reflect University policy, since these modules contribute to the final award.
	4.	The Faculty is not satisfied with the operation of assessment procedures in relation to moderation of examinations and course work assignments, as the External Examiner reported this his feedback had not been addressed.
	5.	The External Examiner also requested clarification in relation to marking schemes, as there was no clarity as to how marks were awarded, or an audit trail of response to moderation.
	6.	Low enrolments (7).
Enhancement, Good Practice and Positive Comments		
<p>Excellent relationships have been formed in particular between SRC, Kingspan, Applied Systems and ABP Meats with placement students really excelling in their performance within the workplace.</p> <p>The application of the APEL process, which was implemented appropriately and in full.</p>		
FdSc Interactive Multimedia	1.	More mobile-based platforms be addressed within the curriculum.
	2.	Again the CT is asked to reflect on the number of assignments per module and in particular where there were 4 assignments per module.
	3.	The team are asked to refine projected intakes for 18/19 and to use the current enrolments as a guide for the upcoming revalidation.
	4.	The team is asked to reflect on the factors influencing poor progression for first year students in Armagh compared with Newry.
	5.	The team is asked to track the destinations of the graduating cohorts from 2018.
	6.	No minutes of CC or SSCC meetings received by FPM.
	7.	FPM received no CVs for new staff.

Enhancement, Good Practice and Positive Comments		
<p>EE was impressed by the level of detail and marking criteria that the staff use to define and mark each assignment.</p> <p>EE was very impressed by the very wide range of assessment methods.</p> <p>EE was very impressed by the quantity and quality of feedback given to students.</p> <p>All administrative arrangements were perfect. I could not have wished for more support.</p> <p>The Course Director maintained effective communication with me during the year, referring matters where necessary.</p> <p>Authentic, real-world, high quality placements for the Work-based Learning module.</p>		
FdSc Applied and Medical Sciences	1.	Consider standardising feedback sheets.
	2.	EE would like to meet more students.
	3.	Poor success rates in Year 1 at June BoE (60%).
Enhancement, Good Practice and Positive Comments		
<p>The diversity of assessment types is a particular strength. A further strength is where students can choose a topic of their interest.</p> <p>The standard of student work suggests excellent teaching and support.</p> <p>Strong employability skills.</p> <p>All Colleges engaged exceedingly in preparation for revalidation.</p> <p>Excellent process of internal moderation followed by cross-moderation.</p> <p>Excellent set of agenda and minutes of CC meetings received.</p> <p>Students returning from work placement share their experience with students yet to go on placement.</p> <p>The Foundation Degree programme team hosted 2 members of science staff from the Messiah College School of Science Engineering and Health with the aim of further share good practice from within SRC. This trip has resulted in further bonding of networks with potential internationalization of programmes.</p>		
FdSc Applied and Industrial Sciences (All Pathways)	1.	Section A.1 of this year's SER does not address the issues raised by UU last year.
	2.	In the Life Sciences area the examination papers which I looked at the end of last year had been subject to very poor editorial scrutiny. There were far too many mistakes and a lack of clarity in many of the questions. I found grammatical and spelling errors, words missing from sentences and inconsistencies in styles. Additionally the demands placed on students seemed to be somewhat out of balance between the subject disciplines.
	3.	EE questions the awarding of 100% marks for oral presentations in the Laboratory Procedures for Industrial Sciences module.
	4.	Maybe Turnitin should be considered in the Professional Practice in the Laboratory?
	5.	It sometimes needs to be made clear as to who is the actual marker of the student work.
	6.	Some mechanism should be explored to give students informed feedback on their end of module examinations (mainly year 2).
	7.	There is invariably internal moderators' agreement on student marks. Has there ever been a situation where this is not so?

Enhancement, Good Practice and Positive Comments

The programme content, breadth of study, with a strong emphasis on work-based skills, make it a highly relevant foundation degree for science orientated students.

The administration process for looking at student scripts and coursework ran exceedingly smoothly this year.

Both students and mentors expressed a high degree of satisfaction with the programme.

Under the direction of the CD the relationship between SRC and the employers goes from strength to strength. Students health and safety are of paramount importance and should any student feel they are being asked to undertake tasks outside their comfort zone they need to say immediately.

Stress management assistance is provided at SRC and assistance is provided by the CD with regards to time management.

Students have offered to speak with potential applicants regarding the demands of the programme and how to have the best possible learning experience.

SRC colleagues are very professional in their relationship with me and any emerging issues are openly discussed as soon as they become evident.

FdSc Health and Social Care	1.	Ensure all CVs verified by FPM and provide list of teaching staff to FPMs.
	2.	Ensure approach to Extenuating Circumstances in line with Ulster policy and that CA3s forwarded in good time for consideration.
	3.	Ensure attendance policy implemented.
	4.	Ensure preparation for WBL begins before the end of semester 2, Year 1 and that EC1 completed where there are any extenuating circumstances.
	5.	Consider arranging Skype meeting with EE and students. Ensure EE report is shared with students.

Enhancement, Good Practice and Positive Comments

EE impressed by the content of student work. The Study Skills module has been effective together with tutor input in developing academic style and skills.

Students spoke incredibly highly of tutors and the support they receive.

Interaction with FPMs has been interactive and collaborative.

Each College manages the provision very well.

First sit attrition and success benchmarks met.

FdSc Sport, Exercise and Fitness	1.	EE recommends the implementation of a fixed deadline for Semester 1 materials to be submitted and available to examiners, so that the examining process can start earlier in the year, and subsequently the period prior to the exam board will hopefully be less hectic. (DR)
	2.	The use of the VLE to facilitate the examining process in future should help to facilitate posting a student evaluation summary for every class in future. (DR)
	3.	The format of referencing indicates to me that “the Internet” is used as the primary source of evidence. (DR)
	4.	A teacher reflection would be useful. (DR)
	5.	EE would like to meet with students. (DR)
	6.	Consider the use of feedback comment banks. (DR)
	7.	The top section of every class on the VLE can contain all examiner materials: (a) module summary [mean, standard

		deviation, etc.]; (b) module descriptor, including list of assessments and weightings; (c) summary of student evaluations; (d) teacher reflections; (e) cross-marking report. (DR)
	8.	No response from CT to suggestions/recommendations made by DR above.
	9.	No e mail evidence trail to show that EEs and FPM reports responded to.
	10.	High level of Year 1 attrition at June BoE (23%).
	11.	Staff should aim to consider the guidance wording categories available for marking. (CB)
	12.	On the marking standards for assignments, considerations towards the wording on the descriptor of “limited” grade should be reflected upon for the next academic year, as “limited” appears in both the 35-39 and 50-59 student assessment descriptors. This may mislead students’ feedback and direction. (CB)
	13.	More consideration towards the process of how the total marks were agreed should be reflected upon. (CB).
	14.	The Course Committee agenda should contain more standing items, similar to that of the Ulster CC agenda, to enhance the team’s discussion of the total programme delivery. Whilst actions are identified these need to be time limited and followed up on.

Enhancement, Good Practice and Positive Comments

The breadth and depth of content and of the students’ learning experience continues to be impressive, with coherence across the curriculum and clear progression. (DR)

The marking, cross-marking and feedback process was exceptionally thorough at all levels. The level of feedback on assessments was high, including both feedback and feed-forward even in work that earned the higher marks. (DR)

The students’ work was rigorous and of a high quality, with some particularly exceptional examples. (DR)

Students were extremely complimentary about the whole course, agreed that the content was scientifically rigorous, and that there were many opportunities to apply the knowledge learned, in meaningful contexts. The highest praise was again reserved for the staff themselves. They clearly are highly committed to their students and have a good relationship with them. This is a particular strength of the programme. (DR) (CB)

There were some excellent examples of student reflective work. (CB)

The staff should be commended for their academic input to student development. (CB)

Students are very complimentary of the programme and the support they receive get from staff.

Resources for this programme are very good, especially the fitness equipment.

There is a very strong and respectful relationship between the Course Director and FPM.

Certificate in Counselling Studies	1.	Consider updating reading lists.
	2.	Reflections could be more critically reflective rather than descriptive.
	3.	Consider Turnitin for the submission of coursework.
	4.	Students would like more formative feedback.
	5.	Student concerns that module content too crammed.
	6.	No response to EE report provided with submission.

	7.	Poor retention at June BoE (31% attrition).
	8.	No information provided on how EE report shared with students.
Enhancement, Good Practice and Positive Comments		
<p>Rigorous moderation process with good development feedback. Students pleased with overall quality of teaching. High level of pastoral care. Network operates extremely well. Staff are highly professional and collaborative in their approach. 100% success.</p>		
FdSc Counselling	1.	EE report not received by College in time for ACR submission.
	2.	9 APEL request approved but no evidence provided with ACR submission.
	3.	Consider submitting assignments via Turnitin.
	4.	Increasingly students finding it difficult to find suitable placements.
Enhancement, Good Practice and Positive Comments		
<p>Institutional support is strong. Attendance at collaborative meetings is excellent.</p>		
FdSc International Travel and Tourism Management/ FdSc International Hospitality and Tourism Management/ FdSc Hospitality and Tourism Management/ FdSc Travel and Tourism Management	1.	Move towards online and digital files particularly in sharing module and assessment documentation. (RT)
	2.	Can presentations be made available on a USB key? Encourage students to rely less on speaker notes. (RT)
	3.	Grading sheet does not allow for section-by-section feedback. Also consider a module leader reflective report giving overall commentary on class performance. (RT)
	4.	List of the whole module marks – merged and results presented in descending order – to show the breakdown of marks listing per grade boundary and ranges some marks are provided already – but sometimes limited to the sample provided only. (TS)
	5.	Would like to see module evaluations by the tutors for each module [apparently these are already done, just not passed onto the EE's]. It would be useful if the module evaluations could also include a time series of stats for comparison purposes. (TS)
	6.	Prepare an Action Plan for each module for the following year. (TS)
	7.	Viability of offering two separate FdSc's in Hospitality and T&T.
	8.	Low level of articulation to Ulster.
Enhancement, Good Practice and Positive Comments		
<p>Strength is the good balance between academic and practical aspects. Students are getting an excellent learning experience. (RT) Good practice in terms of recorded presentations. (RT) Administration of assessment process carried out to a high standard. (RT) High level of commitment to students from CTs. (RT)</p>		

There was some very good evidence of the moderating having taken place – including the cross-college (third marking). There was also very good comments and useful constructive feedback given to the students about the quality of the work submitted. (TS)
 CD manages the programme and students very well.
 Industry sponsored awards available for student performance.
 Excellent Year 1 performance in the Hospitality FdSc.

FdSc Accounting and Management (L4-5)	1.	There a numerous assessment point in module ECO 109 and the tutor had untiringly provided feedback. Perhaps the tutor could embed some of them within VLE – with online marking.
	2.	This programme had not recruited for several years, but this year a small cohort were enrolled. A CA5b form has been submitted to suspend intake for 2018/19. The College already has a strong and successful Accounting Technician’s programme allied to HLA’s and perhaps this affects the validity or attractiveness of the BSc Hons. It would be useful to discuss the rationale and position of the BSc Hons programme within SRC’s plans to determine its longer-term viability.

Enhancement, Good Practice and Positive Comments

The student feedback is comprehensive and consistent across the sample.
 The use of template for marking exam theory question is an excellent practice.
 The CD effectively manages the programme and the students, is compliant with all necessary quality assurance procedures, and has sought guidance from the Subject Specialist and/or FPM when necessary.

FdSc International Culinary Arts	1.	Consideration should be given as to how much assessment should take place in each module, particularly for 10 credits. Furthermore, it is difficult to map learning outcomes to contextualised assessment criteria when some modules have over 15 outcomes.
	2.	It would be good to see students given opportunities to showcase some of the work they have produced.
	3.	A number of different marking schemes have been used across the courses/delivery sites I would recommend reviewing this system so that a consistent approach can be adopted and students can anticipate what their feedback will look like so it can be evaluated and used in a more meaningful way.
	4.	There is evidence of internal moderation taking place, but a little more narrative on how that process is carried out is needed at times, particularly if monitoring is employed and a second person has validated the mark.
	5.	No evidence of how the issues above, raised by the EE, are being addressed.
	6.	Poor attrition in Year 1 at June BoE (30%).

Enhancement, Good Practice and Positive Comments

Some very challenging and carefully considered examination scripts have been set, particularly for the Wine modules, and students have performed to a very high standard.

The general quality of candidates work is high and work at higher grade boundaries demonstrates a high degree of critical thinking, evaluation, and application with clear evidence from a wide range of academic sources.

The subject team clearly have a both a high level of industry and academic experience and this helps to create a balanced and industry relevant course of study.

I have met with students and they were clearly passionate about their subject areas and grateful to the institution for the opportunities and range of learning experiences.

Excellent performance of the Year 3 students – with 100% success rate.

The CD effectively manages the programme and the students.

Access Diplomas (All Pathways)	1.	The External Examiner suggested some developmental points for the programme: <ul style="list-style-type: none"> • With GDPR exams sent to be password protected • Cross college plenary session amongst students • To ensure that progression advice consistent across all sites • Collate Module Feedback
	2.	Standardisation of Course Committee Minutes
	3.	Provide data regarding laptop and small group room raised by Portadown students

Enhancement, Good Practice and Positive Comments

Administration and communications between team and external excellent. Excellent organisation of exam board.

Students are well served by staff both academic and support.

Staff are a credit to the institution and go over and above their duties as lecturers.

Effective Organisation of meetings across a series of pathways and campuses.

Rigorously' tracked attendance across all sites.

Excellent interaction between CTs and FPM.

SOUTH WEST COLLEGE

Institutional-wide Issues

1.	Continue to monitor closely attrition and success data at June Boards of Examiners.
2.	Very low student enrolments on a number of programmes.
3.	Little evidence of providing data in the SER for previous years to analyse trends.

Areas of Good Practice

1.	Detailed scrutiny of submissions by senior management.
2.	Detailed responses provided to both EE and FPM reports.
3.	Detailed institutional overview provided signed off by the Chief Executive.
4.	Evidence of high quality engagement with industry.
5.	Comprehensive ACR submissions received.
6.	Implementation of a strict mechanism for dealing with applicants' APL/APEL requests.

Course Specific Issues 2015/16		
FdArts Digital Arts and Technology (Dungannon/Enniskillen/Omagh)	1.	It may be useful in the future to see student feedback about the course to ascertain any concerns/issues.
	2.	Fractional marks should be rounded up.
	3.	Poor recruitment at Enniskillen.
	4.	No evidence of analysing trends in data.
Enhancement, Good Practice and Positive Comments		
<p>There is room in the modules for students to follow their own interests and career ambitions – this is a core strength.</p> <p>The team work very well together and offer support and critical advice. Their collegiality is commendable. The vocational element of the course is also to be commended.</p> <p>Students were very positive on all aspects of the delivery of this course. Especially highlighting the facilities, pastoral care and quality of teaching in both campuses.</p> <p>The creative media equipment facilities are of the highest order at both Enniskillen & Omagh. Interaction with FPM excellent.</p>		
Fd Arts Design (Product and Graphic) (Enniskillen/Omagh)	1.	Consider more strategic ways of managing peer-to-peer formative feedback where the learning outcomes and assessment criteria more formally underpin the discussion and critical reflection.
	2.	Student concerns that access to computers at the college was sometimes problematic and often software critical to their project work was not updated.
	3.	Students believed that a specialist graphics tutor was due to be appointed for the graphics specialism at level 5, but this did not happen.
	4.	It would be good to see a greater emphasis on quality of sketching.
	5.	EE would ask the team to consider placing more emphasis on module design briefs that foster a greater awareness of environmental and social challenges, and the ethical responsibilities of designers.
	6.	Publicity information not forwarded to FPM for approval.
	7.	No evidence of analysing trends in data.
Enhancement, Good Practice and Positive Comments		
<p>Feedback comments highlight areas of good practice but also provide constructive criticism and helpful direction for further development.</p> <p>Some excellent skills were demonstrated using digital tools.</p> <p>Overall, the students commented on a very positive learning experience and really valued their time on the programme. In particular, they enjoyed the small class size, quality and timeliness of feedback, and diversity of design discipline approaches.</p> <p>Support of students in developing e-portfolios for employers</p> <p>Use of google classroom to all students in relation to coursework-related queries</p> <p>100% success for Year 2 students at June BoE</p>		

FdSc Construction Engineering with Surveying/ FdSc Sustainable Construction (Dungannon/Enniskillen/Omagh) /FdSc Architectural Technology with Sustainable Design (Omagh)	1.	Reinforce a culture whereby students in the colleges would be more connected in terms of social media and peer support as opportunities exist for students in different geographical locations to work in tandem on assignments and projects.
	2.	Recommend enhancing exam techniques, professional drawing standards and referencing.
	3.	Consortium to consider: <ul style="list-style-type: none"> • Traditional exam or problem solving assignments • Introduction of more groupwork • Consider rubric marking schemes and feed forward marking commentary • Consider use of audio feedback, electronic submission of group/peer feedback.
	4.	Students would like to see more links with Ulster University programme.
	5.	Consider developing research in order for students to move seamlessly onto the parent degree programme.
	6.	Standardise the Communication of Results sheets for BoE and progress boards.
	7.	The marks on the WBL module are too high across the board. Module to be reviewed.
	8.	The application of extenuating circumstances must align with UU requirements.
	9.	Comment on low intakes and provide meaningful projections for the next three years.
	10.	Ensure early leavers are fully captured in the data provided in the SER.

Enhancement, Good Practice and Positive Comments

The Consortium operates in a highly collaborative manner. The organisational skills and collegiality of the Chair ensure the network functioned well. The professionalism of staff ensures a high workload.

Students have local bonds with staff and hold them in high regard. Students have only ever been complimentary in their praise for the programme.

Ongoing employability of students.

FdSc Building Services and Renewable Energy (inc fast-track)/ FdSc Architectural Engineering and Energy (Dungannon/Omagh)	1.	EE repeats suggestion that consideration be given to developing assessments that exploit and apply the good mathematical skills being developed in the mathematical modules. (June 2018)
	2.	As noted last year some modules have high mean marks. Where final awards were made, the majority were “with distinction” and this brings into question whether their results were truly distinctive rather than the norm. As recommended last year, this should be carefully monitored by the course team. (June 2018)

	3.	I suggest that this good feedback practice be extended to the module ENE122. (June 2018)
	4.	Reconsider the assessment in module ENE314. (June 2018)
	5.	As last year I recommend that marking schemes show only what the student is expected to do in the time available for the specific marks allocated. (June 2018)
	6.	Extremely concerning retention and progression figures: the course failed to meet all metrics, and attrition rates in particular were alarming. The 2Y3S mode is particularly vulnerable with 60% attrition among the larger cohort, and 36% on the other: on that basis, the College should seek to justify continuation of this mode where the metrics indicate otherwise.
	7.	The application of extenuating circumstance in relation to extensions for work-based learning should align with guidelines elaborated through the Collaborative Partnerships Forum.
	8.	2Y3S students were unable to attend the SSCC due to work commitments, which is understandable, but the team should ensure that an alternative mechanism is available for these students to express their views, especially in light of concerning performance against the benchmarks.

Enhancement, Good Practice and Positive Comments

There was clear evidence of mark checking and on all but one module there were good examples of helpful feedback. (June 2018)

The preparation for the board and the observance of appropriate procedure was professional and efficient. (June 2018)

Students were very complimentary about their respective courses. (June 2018)

The Course Director maintained effective communication with me during the year. Vanessa Cobane has been a pleasure to work with, and her organisational skills make my task a lot easier.

Interesting and varied field trips to enable students to relate their studies to real-life applications.

FdSc Civil and Environmental Engineering (inc. Fast-track) (Enniskillen/Omagh)	1.	It would be advantageous if the 3 institutions got together to agree a common approach to the assessment pattern including mark distribution of the WBL and to give greater weight to Reflective Learning as this is an award from the University of Ulster.
	2.	Investigate the provision of a 1 year equivalent Part Time BSc (Hons) top up degree in Civil Engineering over 2 years.
	3.	Encourage students not to rely so heavily on the internet for references and to understand the difference between References and Bibliography.

	4.	The Course Team should review projected intakes to provide more realistic recruitment targets.
	5.	Retention and progression data is worrying. The 2Y3S mode appears particularly vulnerable to this downward trend, and the Course Team should produce an action plan to address this urgently.
	6.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.
	7.	2Y3S students on apprenticeships had concerns that they were not given time to study for exams (they were expected to work rather than study on off-the-job training days in weeks 13-15).
	8.	There are discrepancies in student performance between campuses, in terms of exam and coursework performance; there is a need to review performance across campuses at the module level to ensure comparability of experience.

Enhancement, Good Practice and Positive Comments

The Industrial Tutor continues to correct the English in the Student Reports. This good and helpful practice.

Assignments had constructive student feedback on the Task Sheet and within the student work. This is good practice.

Students could not praise enough the helpfulness of the staff in helping them to understand the taught material in class and being available outside of class time to solve problems. There were no negative comments.

Very good / excellent WBL placements.

The close links with employers has paid off with scholarships from ICE Quest, SSE and Dalradian Gold, which enhances the prestige of the course.

The Course Director maintained effective communication with me during the year. Danielle's organisations skills are excellent, and she is a pleasure to work with.

Numbers of scholarships and recognition for top students.

Enhancement, Good Practice and Positive Comments

FdEng Engineering (all pathways) (Dungannon/Omagh)	1.	A suggestion would be to investigate implementation of electronic portfolios to illustrate the great work from the students and later on can be used by the course as good examples.
	2.	There is a major issue with recruitment against projected intakes, both under and over recruitment, especially in Dungannon.
	3.	There were major concerns in relation to both attrition and Success 2. Performance on 2Y3S was particularly concerning. The Course Team is asked to justify its recruitment strategy which is skewed towards 2Y3S, which resulted in poor outcomes for students, with over 3 in 10 on this

		mode dropping out and well over half having problems progressing.
	4.	The use of matters arising in minutes needs to be addressed in order to ensure follow-through of actions from the previous meeting.

Enhancement, Good Practice and Positive Comments

The whole moderation process has been excellent always with plenty of communication regarding exam moderation and arrangement of Board of Examiners.

The course shows an important linkage between industry and academia.

There were some great examples of students taking their learning into the workplace and applying their work experience into their assessments.

CC and SSCC minutes were forwarded in a timely fashion and they were an excellent record of discussions.

All students were placed, and most if not all completed on time, which is to be commended.

Industry links led to Terex providing an award for the top engineering student, which will add to the prestige of the course.

I received CVs for new staff members for review, and I approved all staff who met the University's expectations. I would like to commend the College's process for managing this activity.

The Course Director maintained effective communication with me during the year. John's excellent organisational skills are to be commended.

The use of module evaluations and feedback in meetings was very good; it was presented as a transparent process, involving staff and students.

Excellent central coordination of all examination board and progress board activity, and strong administrative support for this coordination.

FdSc Computing (inc. fast-track) (Dungannon/Enniskillen/Omagh)	1.	Unfortunately EE has not found much evidence of research/scholarship informing the curriculum and its pedagogy and do hope to see this reflected in the new course.
	2.	At times marking schemes were not detailed enough which I commented on during the pre-moderation process.
	3.	EE has not seen much evidence of formative assessments although I am sure that this is happening throughout the course.
	4.	EE has not seen much evidence of group working. If there a group work, how are individual students input taken into account?
	5.	EE did not see any evidence that course or module evaluations took place. I would suggest that module leaders provide a brief summary of the module including any action plans/changes for the following year.
	6.	Only two students were enrolled on the 2Y3S in Dungannon. This is not a viable cohort size and the Course Team is asked to show how these students were and will be accommodated (timetable, etc) since group work will not be possible.

	7.	There are concerns for retention and progression in year 2 Enniskillen full-time, while the part-time course saw a major drop-out.
	8.	The course team is asked to track the cohorts which graduated in 17/18 and report in 18/19 in order to understand where the Computing Foundation degree graduates are going.
	9.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.

Enhancement, Good Practice and Positive Comments

EE was particularly impressed with the quality of work on the work based module and the reflective nature of this module.

The students were very happy with the quality of the learning experience and assessment methods employed. They commented on how approachable the staff were and they felt comfortable discussing any issues they might have with the relevant staff and management team.

I commend the support provided to me by the course co-ordinators and the administrative arrangements in place.

The SSCC minutes were a comprehensive record of discussions, with excellent administrative support for these meetings.

Students were generally content with the course, and complimentary in relation to the teaching staff. Students who were on work-based learning commented on the good quality of their placements.

The Overall Course Director maintained effective communication with me during the year. It is always a delight to work with Sinead, and by extension, with the rest of the team.

The interaction between teams on campuses was excellent.

Progression to linked courses from the full-time Omagh cohort was impressive.

FdSc Health and Social Care (Dungannon/Enniskillen/Omagh)	1.	Ensure all CVs verified by FPM and provide list of teaching staff to FPMs.
	2.	Ensure approach to Extenuating Circumstances in line with Ulster policy and that CA3s forwarded in good time for consideration.
	3.	Ensure attendance policy implemented.
	4.	Ensure preparation for WBL begins before the end of semester 2, Year 1 and that EC1 completed where there are any extenuating circumstances.
	5.	Consider arranging Skype meeting with EE and students. Ensure EE report is shared with students.
	6.	It would be better for the environment and staff if all submissions were electronic.

Enhancement, Good Practice and Positive Comments

EE impressed by the content of student work. The Study Skills module has been effective together with tutor input in developing academic style and skills.

Students spoke incredibly highly of tutors and the support they receive.

Interaction with FPMs has been interactive and collaborative.

Each College manages the provision very well.

FdSc Holistic and Integrative Therapies (Enniskillen)	1.	Arrange for pdfs of submitted coursework to be available 3-4 days prior to BoE meetings.
	2.	The team have been discussion the possibility of changing the mode of delivery to attract more students.
	3.	That the minutes of both SSCM and CC be more reflective of the discussions had.
	4.	The team ensure that the students transition into academic level 5 is supported with appropriate workshops.
Enhancement, Good Practice and Positive Comments		
<p>Professional practice standards are maintained by collaborations with national professional bodies.</p> <p>Teaching staff to be commended for getting students to fully engage in the work and the consequent good results for each student.</p> <p>Clear evidence of student progression, good quality teaching and the carefully selected course content.</p> <p>Very dedicated CT with good communication with FPM.</p>		
FdSc Applied and Medical Sciences (Enniskillen)	1.	Consider standardising feedback sheets.
	2.	EE would like to meet more students.
	3.	Minutes of CC and SSCC meetings not received by FPM.
	4.	Poor retention on 2Y3S mode of delivery at June BoE (22%).
Enhancement, Good Practice and Positive Comments		
<p>The diversity of assessment types is a particular strength. A further strength is where students can choose a topic of their interest.</p> <p>The standard of student work suggests excellent teaching and support.</p> <p>Strong employability skills.</p> <p>All Colleges engaged exceedingly in preparation for revalidation.</p> <p>Excellent process of internal moderation followed by cross-moderation.</p> <p>Excellent set of agenda and minutes of CC meetings received.</p> <p>Students returning from work placement share their experience with students yet to go on placement.</p>		
Certificate in Counselling Studies (Enniskillen/Omagh)	1.	EE did not have chance to consult with any students.
	2.	When marking criteria was clearly used in the language of the student feedback this added clarity and consistency to the marking so perhaps this could be encouraged?
	3.	Could the reading lists be updated a little? Some key journals could possibly feature a little more too.
	4.	Students would like more formative feedback.
	5.	Student concerns that module content too crammed.
	6.	No evidence of analysing trends in data across the year.

Enhancement, Good Practice and Positive Comments		
<p>Rigorous marking process within and across colleges. There was good developmental feedback given to students which addresses appropriate learning outcomes. The feedback was also supportive of the efforts students put into their assignments. I think this was particularly striking and reflects the work of the tutors involved. Students pleased with overall quality of teaching. High level of pastoral care. Network operates extremely well. Staff are highly professional and collaborative in their approach.</p>		
FdSc Counselling (Omagh)	1.	EE report not received by College in time for ACR submission.
	2.	No FPM report or response to same provided with ACR submission.
Enhancement, Good Practice and Positive Comments		
<p>Institutional support is very strong. Attendance at collaborative meetings is excellent.</p>		
Access Diploma in Computing (Omagh)	1.	The intake of 9 students in Dungannon is below the desirable cohort size: the course team should revise their projections urgently to ensure future viability of this course.
	2.	The purpose of this diploma is to enable students to access higher education, but this original cohort did not achieve this aim. The course team should elaborate an information campaign to ensure students understand the diploma, and are clear in relation to articulation routes.
	3.	The use of matters arising needs to be addressed in order to ensure follow-through of actions from the previous meeting.
Enhancement, Good Practice and Positive Comments		
<p>EE confirms that the course continues to operate with high standards. The second year Access students showed an excellent quality of work including engagement with core computing materials and the ability to succeed in further study. The Course Director maintained effective communication with me during the year. Multiple media approaches to recruitment, including fliers and radio interviews, as well as broadcast advertising, and all sent to the Partnership Manager for approval in advance. The College's procedure for the review of new staff CVs.</p>		
Access Diploma in Social Sciences (Dungannon/Enniskillen)	1.	There continues to be issues relating to the Dungannon sample. I confirmed once again with the team the requirements of the sample which should represent top, middle and bottom grades.
	2.	EE suggests both teams review their spread of marks and what they consider disciplinary approaches across their teaching teams to the acknowledgement of exceptional work produced by students.

	3.	It is suggested that future students be encouraged to take up an introduction to IT skills course in advance of formal registration.
	4.	It would be helpful for the Deputy Head of School to provide an update on the marketing strategy for the programme to recruit students for the September 2018 intake onwards on the Omagh campus.
	5.	It would be helpful for the Dungannon course team to provide an update on the delivery of the Biology module.
	6.	Students at Enniskillen would like a dedicated HE space or personal study area.
	7.	There continues to be issues around access to VLE for students living in rural areas.
	8.	High level of early leavers and non-returners.

Enhancement, Good Practice and Positive Comments

The teaching teams evidenced significant expertise in relation to access education. I note that there is an eagerness to engage in conversations relating to pedagogy and teaching and learning innovations.

The quality of work on the powerpoint presentations reviewed was impressive.

I am pleased to report that the quality of overall (summative) written feedback given to students is of a very high standard and is consistent across all modules. The feedback given by many tutors was constructive, appropriate and supportive.

The boards were chaired in an exemplary manner.

I was impressed with students' engagement and the high esteem in which they held the programme, lecturers and programme co-ordinators.

There has been excellent interaction between the course teams on both sites.

Excellent pastoral care and support.

BSc Hons Social Work (Dungannon)

	1.	Colleges do not currently have extensive online submissions. (CH)
	2.	Handwritten comments on a few samples from partner providers were not always as easy to read. (CH)
	3.	There is however a tendency to fail a candidate by a couple of marks and the team need to consider the message this gives the student – is it just a few references they need to improve or is it more fundamental than that. (HML)
	4.	Consider whether Section 5 of the hand-in sheet is required. It appears to rarely completed and rarely mentioned by staff in their feedback. (HML)
	5.	No CT response to EE McLaughlin report.
	6.	Students have requested a more consistent approach to the organisation of module information on Blackboard.

Enhancement, Good Practice and Positive Comments

The communication with staff at all providers/partners has been excellent and I would like to commend their helpful and clear approach. (CH)

The students' work on reflective writing is a particular strength of students on this course. (CH)

The best features of this course include the commitment of the staff, the research informed approach to the work, the integration of theory and practice into the assignments and practice learning opportunities provided through the partnership with social work agencies. Whilst the use of the videoing the students present powerpoint presentations promises rich learning material for the future. (HML)

Students were very positive about the high-quality aspects of their learning and teaching, including access to and support from staff.

There has been excellent interaction between the Course Directors and FPM, at Collaborative Management Forum Meetings and other events held during the year.

Operation of Collaborative Management Forum, which includes all partner institutions, professional bodies, placement agencies and service users.

The excellent work of the Transition Working Group, to facilitate a smooth transition from partner colleges to the final year at Magee Campus.

Students were keen to stress the excellent support they received from staff.

FdSc Business Services Management (Dungannon/Enniskillen/Omagh)	1.	One campus is underperforming when compared to the others. This needs to be investigated to see if more support is needed for the underperforming group.
	2.	The average and weaker students tended to rely heavily upon the lecture notes.
	3.	Continue to monitor student engagement and understanding within the finance/accounting module(s).

Enhancement, Good Practice and Positive Comments

The quality of work is considerably higher than last year.

Students reported that they had a very positive experience.

There is also sufficient excellence in inventive approaches to assessment practice.

Staff appear to be motivated and committed to improving their students' learning experience.

Students report their satisfaction with the programme and in particular the support they receive from the teaching team.

There is excellent co-ordination between the three campuses and cohorts and the teams work effectively together.

Strong performance across the full-time provision – with every campus cohort performing well within the targets set by Ulster.

FdSc Financial Services	1.	EE would encourage the team to develop more assessment around the financial simulation software the college has invested in as this gives students a very hands on experience of the financial services world.
	2.	The students are less engaged with modules such as Marketing as they do not really appreciate their relevance to Financial Services, however, if the new articulation route to Jordanstown is adopted, then the module focus will be much more on the Financial Services, rather than broader business areas.
	3.	Students noted concerns over group work and over assessment in some of the modules.

	4.	Concern regarding the small cohort size and the need to ensure viability of provision and appropriate pedagogic experience for any future cohort.
	5.	High level of attrition at June BoE (20%).
Enhancement, Good Practice and Positive Comments		
<p>The move to more financial services orientated assessment and away from a more generic accounting and business type focus is to be welcomed.</p> <p>Students were very complimentary of the programme and programme team.</p> <p>The CD effectively manages the programme and the students, is compliant with all necessary quality assurance procedures, and has sought guidance from the FPM when necessary.</p>		
FdSc International Tourism and Hospitality Management (Enniskillen) (formerly FdSc Hospitality and Tourism Management)	1.	Move towards online and digital files particularly in sharing module and assessment documentation. (RT)
	2.	Can presentations be made available on a USB key? Encourage students to rely less on speaker notes. (RT)
	3.	Grading sheet does not allow for section-by-section feedback. Also consider a module leader reflective report giving overall commentary on class performance. (RT)
	4.	List of the whole module marks – merged and results presented in descending order – to show the breakdown of marks listing per grade boundary and ranges some marks are provided already – but sometimes limited to the sample provided only. (TS)
	5.	Would like to see module evaluations by the tutors for each module [apparently these are already done, just not passed onto the EE's]. It would be useful if the module evaluations could also include a time series of stats for comparison purposes. (TS)
	6.	Prepare an Action Plan for each module for the following year. (TS)
	7.	Last year's total intake to both programmes (both FT & PT mode) was 14 students, this year this decreased significantly to 7 students overall.
	8.	2 students were unable to complete WBL within agreed timeframe.
Enhancement, Good Practice and Positive Comments		
<p>Strength is the good balance between academic and practical aspects. Students are getting an excellent learning experience. (RT)</p> <p>Good practice in terms of recorded presentations. (RT)</p> <p>Administration of assessment process carried out to a high standard. (RT)</p> <p>High level of commitment to students from CTs. (RT)</p> <p>There was some very good evidence of the moderating having taken place – including the cross-college (third marking). There was also very good comments and useful constructive feedback given to the students about the quality of the work submitted. (TS)</p>		

UNIVERSITY OF HONG KONG (SPACE)		
Institutional-wide Issues		
1.	SUBMISSION DUE JANUARY 2018	
2.		
3.		
Areas of Good Practice		
1.		
2.		
3.		
Course-Specific Issues 2015/16		
Course	Issues	
BSc Hons Food and Nutrition	1.	
	2.	
	3.	
Enhancement, Good Practice and Positive Comments		
Postgraduate Diploma in Human Nutrition		
Enhancement, Good Practice and Positive Comments		
Postgraduate Diploma in Dietetics		
	1.	
	2.	
	3.	
	4.	
	5.	
Enhancement, Good Practice and Positive Comments		

WESTERN HEALTH AND SOCIAL CARE TRUST (WHSCT)		
Institutional-wide Issues		
1.	No issues.	
Areas of Good Practice		
1.	Institutional overview provided signed off by senior management.	
Course-Specific Issues 2015/16		
Course	Issues	
	1.	CD does not appear to have attended UU training on Chairing of Boards of Examiners.

Postgraduate Diploma in Health and Social Care Management	2.	No information provided on attrition and success at June BoE.
	3.	No response to FPM report provided.
	4.	The External Examiner was unable to attend the summer board this year. It is hoped that technology will be used to facilitate students contact this year across both sites.

Enhancement, Good Practice and Positive Comments

The students are engaged in thought-provoking work which exceeds what is expected nationally and internationally.
The students are receiving an excellent education.
All students have given excellent feedback on the good quality of their learning and teaching experiences.
The working relationships with the course team has been excellent.
Excellent operation of cross site provision.

SECTION C: GENERAL ISSUES ARISING FROM THE 2017/18 REVIEW

C.1 Participation in the review process

All partner institutions, with the exception of HTMi, submitted Annual Course Review documentation this year. The Head of School for the Department of Hospitality and Tourism Management, advised the Chair that the Academic Director at HTMi resigned and the interim Academic Director was off on sick leave. Another temporary appointment has been made until a new Academic Director can be recruited. The Annual Course review submission will be forwarded to the University for consideration within the next two weeks.

HKU SPACE is due to provide their Annual Course Review submission in January 2019 as per the schedule agreed at the institutional re-approval panel in March 2014.

The quality of the documentation provided by partner institutions was on the whole very good. There were very few documents missing or incomplete, and in the overwhelming majority of cases the documentation demonstrates that the courses are managed and administered with efficiency and commitment. Some course teams appear to have struggled with the statistical section of the SER, both in terms of the accuracy of the data and as regards the way it is presented in the template provided. This led, on occasions, to some misrepresentation of what actually happens on the courses, for example in relation to exit awards (some Course Directors confuse them with final-year awards). The action plans at course level range from very detailed to minimalistic. While it is clear that the Colleges as a whole do exercise an appropriate level of institutional oversight of the process, the occasional repetition of the same wording across different documents (e.g. in relation to NSS results) indicates that a level of cutting and pasting took place during the preparation of the documentation.

Documentation was missing from a number of programmes across Colleges and the Chair asked that relevant HE Co-ordinators be requested to provide this information within three weeks, for review by the Sub-Group at their next meeting on 31 January 2019. It was agreed that QE take this forward.

The Sub-Group noted that in the vast majority of cases the formal written responses to the External Examiner and FPM reports were provided this year. In some cases Colleges were responding to matters raised on a template produced internally or they were responding on the report itself. It was also pleasing to note that an email trail was provided as evidence that a formal response had been provided to the External Examiner and the FPM.

The Sub-Group welcomed the continuing engagement and commitment of College staff to the review process and thanked the HE Co-ordinators for their input to the review. There was clear evidence once again this year that action had been taken to address course-specific issues raised in the previous year's review. Where evidence of this was not clear Course Teams will be asked to furnish the required information. Where the External Examiner expressed a desire to meet with students, this had been facilitated, either in person or by video conferencing.

A small number of External Examiner reports were not received by partner institutions in time for inclusion with their submission. The FPMs will be asked to follow up on these.

The Sub-Group noted a small number of issues arising from problematic External Examiner reports. These include extensive references to named students, inconsistent/misleading information about attendance at the Board and about the range of material examined, and excessive demands on staff.

A number of courses across partner institutions are now in teach-out situations as they are being discontinued. The Sub-Group felt it would be important to seek reassurance from Colleges that there are sufficient resources and processes in place to ensure the quality of the student learning experience during the teach-out period. This is an issue which also affects Ulster University programmes being taught-out.

The Sub-Group recommended that this matter be referred to ASQEC for further consideration, perhaps through a Task and Finish Group.

C.2 Admissions and Statistical Data

The Sub-Group noted variances in the statistical data on attrition and success provided by partner institutions from that generated by the University. It was also noted that the data provided in the FPM Annual Report refers to the previous academic year and not the year under consideration in the review. This led to confusion in partner institutions as to what data they should be responding to.

While, on the whole, the College's statistical information about student progress is broadly consistent with the relevant University-generated figures, one group of students that the College does not seem to pay quite as much attention to is non-returners. Given the generally low student numbers, the numbers of non-identified non-returners per cohort may not be very high, but they do accumulate across campuses and provisions. The fact that students in that category seem to quite often remain unreported is of concern.

The Sub-Group asked that HE Co-ordinators be again reminded of the need to track and record non-returners and implement strategies to encourage the return of these students.

Another issue with regard to early leavers is the poor and lack of timeliness in the reporting of such students to the University by Course Directors. Students may leave the course at any point and will be tagged as early leavers. On occasion, students terminate their College registration but this information is not passed on to the University. Sometimes early leavers are not picked up until the course results sheets are being completed.

The Sub-Group recommended that Colleges be reminded that they must notify the University immediately of any early leavers.

The Sub-Group noted that in the SER course teams were asked to reflect on data over a four-year period. This allows for trends to be identified and action

taken where appropriate. There was little evidence of course teams critically reflecting on data over the four years. The Sub-Group asked that this be included in the training provided to course teams by HE Co-ordinators on the data required in the SER.

C.3 Assessment, Moderation and Feedback to Students

In terms of the quality of the actual delivery of the programmes and the assessment of student progress, the Sub-Group commended the course teams for the excellent work they do. The reports of the External Examiners and of the FPMs are invariably very positive, and they demonstrate a very high level of professionalism and commitment from staff. Emerging issues are identified and addressed, as appropriate, at module and/or course level, and the general themes emerging from the reports – for example, regarding the use of electronic submission of assessment, the significance of feedback, etc. – are common to the entire HE sector in the UK.

External Examiners confirmed that the documentation they received from course teams was useful and relevant, and that they received it in a timely manner. They received adequate samples of examination scripts and coursework submissions. In general, they said that the Boards of Examiners were chaired to a high standard. External Examiners frequently referred to the professionalism of exam board meetings which allowed them to undertake their role effectively.

In general, External Examiners confirmed that the methods of assessment were appropriate, and the marking and classifications allowed for discrimination between candidates. A broad range of assessments were used, and a number of External Examiners commended the teamwork approach to delivery and assessment. They noted the increase in online assessment submissions and feedback to students, but felt that more use could be made of electronic submission of assessments. Online assessment submissions reduces the level of illegible written feedback.

A number of Colleges reported that they were providing training to staff on the use of online assessment submissions.

External Examiners were generally satisfied with the timely learner-related feedback provided to students. The feedback affords students the opportunity to close the gap between current and desired performance. FPMs reported that students were generally content with the level of formative and summative feedback provided. The continued development of standardised feedback sheets in subject networks was highlighted as an area of good practice.

The University's preferred model of programme delivery is through subject networks. External Examiners were generally positive in their comments regarding the management of subject networks and the assessment and moderation arrangements in place. There was documented evidence of cross-college moderation with a process in place for agreeing a final mark where there was a difference between markers. The increased use of

standardised documentation for moderation purposes within subject networks was welcomed.

While encouraging the development of subject networks the Sub-Group were concerned that much of the information relating to these programmes (particularly the External Examiner and FPM reports) is not college-specific, which may lead to issues emerging at consortium level falling between several stools and in consequence not being properly addressed. This is not entirely the fault of the colleges, even if at times it may appear that their documentation passes the responsibility on to the consortium. However, as that is where decisions need to take place, it is not really for any individual college to take unilateral action. Also, at times (e.g. when the provision on a particular campus is being phased out, eg FdSc Holistic and Integrative Health Therapies, the generic focus of consortium-driven documentation might not be entirely adequate given the different nature of the issues involved in individual colleges' specific circumstances.

The Sub-Group recommended that the FPM annual report be revised to take account of College-specific issues within a subject network.

Where External Examiners met students, the feedback from them on assessments and resources available to support them was generally positive. They spoke of the high level of support offered by tutors. The Sub-Group noted that arrangements have been put in place on a number of programmes, in particular Access provision, for the External Examiner to meet students. In some cases, this has been facilitated via video/teleconferencing.

In previous reviews the University expressed concern about poor practice in partner institutions regarding the use of APEL for admission. The Sub-Group noted a marked improvement this year in adherence to Ulster University policy in relation to APEL. In particular they commended senior management at South West College for the implementation of a strict mechanism for dealing with applicants' APEL requests. Colleges now have in place mechanisms for efficient and fair assessment of candidates' prior learning, whether academic or experiential. FPMs will follow up on the small number of programmes where they were not actively involved in the APEL process.

On a number of programmes students had the opportunity to complete 'add on' qualifications and this was cited as an example of good practice. The use of compulsory Study Skills modules to prepare students for higher education study was also considered to be good practice. While a number of External Examiners reported on examples of poor referencing, the Sub-Group were satisfied that course teams were providing studies advice and tutorials to support students to improve their academic referencing.

Overall the Sub-Group had confidence in the assessment and moderation practices and procedures in place in partner institutions.

C.4 Quality Assurance Processes

As per Ulster University's requirements, Course Committee (CC) and Staff Student Consultative Committee (SSCC) meetings were taking place once per

semester. In some partner institutions CC meetings are held once a month. Minutes of these meetings were being taken, with copies normally being sent to the FPM. In most cases course teams were using the University's agendas and minutes templates provided through the CPF. It was noted that in a small number of programmes, there was good practice whereby students were taking the minutes of the SSCC meeting. However, it was evident that minutes of meetings were still not being routinely forwarded to FPMs.

The Sub-Group recommended that a named contact within each partner institution be responsible for forwarding minutes of CC and SSCC meetings to the FPM on an ongoing basis similar to the process that is now in place for the review of marketing materials. Course Directors will also be encouraged to use the University's agenda and minutes templates.

The Sub-Group noted that in the vast majority of programmes there was excellent interaction and communication between the course teams and the FPM and the University's subject expert. This is a real strength of the University's management of collaborative activity.

A recurrent theme throughout the provision – and indeed the most significant problem which HE provision Colleges face, is that of low student numbers, and in consequence of the viability of the programmes on offer. Most of the courses struggle to recruit students at the levels originally agreed at evaluation/revalidation time, and the levels of attrition (particularly in terms of early leavers and non-returners) are often disappointingly high. While there is ample evidence that the quality of the teaching and pastoral care delivered at the College results in good pass rates and high levels of academic achievement among students who actually complete the programmes, a good number of programmes appear to attract student cohorts which are too small to be viable, both financially and in terms of the quality of the student experience, in the longer term. There is substantial evidence, across all partner institutions, of attempts to identify and respond to existing market needs, in terms of the appropriateness of the choice of campus and mode of delivery. In consequence, it is difficult to identify specific issues or targets, or indeed ask Colleges to undertake specific work to address the broad problem. Colleges clearly operate in a complex, dynamic, and highly competitive market, and its course development and recruitment policies need to remain subject to ongoing review.

The Sub-Group noted that at the last meeting of ASQEC Committee endorsed the recommendation from the Task and Finish Group that a minimum intake of 15 (to include both full-time and part-time) be introduced.

The Sub-Group were concerned that in a number of courses student names and personal details were still being minuted. On the other hand there were some instances where so much of the minutes were redacted that it was impossible to follow what was discussed in the meeting. They noted that guidance had been provided to HE Co-ordinators on the naming of students in the minutes of meetings.

This year partner institutions were asked to confirm whether Course Directors had received training from the University on the Charing of Boards of Examiners.

Only those Course Directors who have received this training should Chair Boards of Examiners. The Sub-Group recommended that HE Co-ordinators be reminded of this requirement.

One of the duties of the External Examiner is to consider the standard of marking on examination papers and other forms of assessment. External Examiner reports are the principal means by which the University and partner institutions can assure the level and standard of awards as being comparable with similar awards at other higher education institutions. The External Examiner report is a key component of the external examining process. It is a QAA requirement that the External Examiner report be shared with students.

The Sub-Group concluded that all Colleges have arrangements in place to share External Examiner reports with students. Course teams share the report with student representatives at SSCC meetings. This was evidenced through a check of the minutes of these meetings. Most Colleges make the External Examiner report available to all students on Moodle/VLE. In a number of Colleges, the report is shared with students at induction.

On a number of programmes course teams had not completed Section A1 of the SER showing the action taken or proposed to address course-specific issues raised last year. The Sub-Group asked that QE write to HE Co-ordinators asking that this information be provided.

C.5 WBL

The Sub-Group were pleased to see that there was not a problem this year with regard to students having access to suitable WBL placements. One of the strengths of Foundation degrees offered in partner institutions is the interesting and industry-relevant WBL and the involvement of employers in the assessment process. This had been explicitly commented on in External Examiner and FPM reports. In particular, they noted the increase in the number of international WBL opportunities which help equip students with the necessary skills and understanding to live, work and study in the international context.

A number of External Examiners commented that the marks on the WBL module were over-generous, in particular where industrial partners engage in the students' assessment. While employer input can lead to effective course design and good employability, it should not result in over-generous marking. The Sub-Group noticed that, in particular, subject networks were aware of the issue and were taking steps to address it.

C.6 Professional Body Accreditation

The Sub-Group were pleased to note that the Building/Architecture programmes and the Counselling programmes have professional body accreditation. There appeared to be a good working relationship between course teams and the Professional Body. The views of the professional bodies can be integrated into programme planning, development and review. The Sub-Group welcomed this development and encouraged other programmes to consider applying for professional body accreditation. They noted the good practice of students actively engaging with Professional Bodies.

C.7 Library/IT Resources

The Head of Library Services confirmed that there were no major issues with library provision in partner institutions. However, the Sub-Group realised that access to resources, both print and online, remains challenging. The Colleges have very limited budgets and libraries only buy what they must. The number of copies is never generous and in many instances they no longer have the current editions of all texts on their reading lists. Staff levels are at a minimum and the library opening hours are finely tuned. Students did not appear to have an issue with regard to library access or to the availability of texts and journals.

The Sub-Group noted that Associate Students no longer have access to the University's online resources. While some students expressed concern in SSCC meetings about online access, the Sub-Group were satisfied that students were informed of the new arrangements. It was also noted that the FPM for Counselling was taking effective action to address student concerns regarding access to University resources.

C.8 Accuracy of Published Information

Indicator 18 of Charter B10 of the QAA Quality Code states awarding bodies must ensure they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards.

It was pleasing to note again this year that the vast majority of course teams were engaging with the FPM to ensure that all published information was approved by the University prior to publication. All partner institutions have provided a named contact within their organisation with overall responsibility for ensuring that all published material relating to programmes approved by Ulster University is approved.

SECTION D: CONSIDERATION OF ANNUAL COURSE REVIEW PROCESS AND ARRANGEMENTS FOR 2018/19 REVIEW

The Sub-Group reflected on the Annual Course Review in 2017/18 and concluded that there would be no major changes in the process for 2018/19. It is hoped that in order to retain continuity and build up a sound knowledge base the same Sub-Group would review the submissions next year.

They agreed that Colleges would be asked to provide their overall satisfaction rating per course from the NSS. The University would expect a return from all courses with more than ten students enrolled.

SECTION E: SUMMARY OF RECOMMENDATIONS (2017/18) GENERAL ISSUES FOR UNIVERSITY CONSIDERATION

The Sub-Group recommended:

	Recommendation	Responsible for Action
1.	That consideration be given to establishing a Task and Finish Group to look at a framework of key matters to ensure the safeguarding the quality of the student experience where a course is being taught-out.	Academic Standards and Quality Enhancement Committee
2.	That partner institutions provide a named contact who will be responsible for forwarding all Course Committee (CC) and Staff/Student Consultative Committee (SSCC) minutes within their institutions to Faculty Partnership Managers on an ongoing basis at agreed junctures.	Collaborative Partnerships Forum
3.	That the FPM Annual Report be amended to take account of College specific issues within a subject network.	Faculty Partnership Managers
4.	That HE Co-ordinators ensure that: <ul style="list-style-type: none"> • Course Directors notify the University immediately of early leavers; • Staff development be provided by HE Co-ordinators for all Course Directors and key staff on the completion of statistical data on the Self-Evaluation Report (SER); • Course Teams be encouraged to use the University template for CC and SSCC meetings; Course Teams track and record non-returns and implement strategies to encourage the return of these students.	Collaborative Partnerships Forum
5.	That only those Course Directors who have been trained by the University Chair Boards of Examiners.	Collaborative Partnerships Managers

SECTION F: ISSUES TO BE ADDRESSED AT FACULTY LEVEL

The Sub-Group recommended that Faculties be asked to address the following:

	<u>Faculty of Art, Humanities and Social Sciences</u>
1.	Comment on the remark made by the External Examiner and FPM that the level 4 Certificate in Custody Prison Officer Practice might actually be closer to a Level 5 award.
2.	Comment on the External Examiner remark that the work students are doing on the Postgraduate Diploma in Health and Social Care Management at the Health Trusts 'exceeds what is expected nationally and internationally'.

3.	Ensure that students are made aware of progression routes when there are changes to linked Ulster University provision ie Fd Arts Digital Arts and Technology and Fd Arts Design (Product and Graphic).
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	<u>Ulster University Business School</u>
1.	Ensure Finance module reviewed as part of the network evaluation for Hospitality related programmes.
2.	Ensure an annual course review submission is provided by HTMi.

SECTION G: AREAS OF GOOD PRACTICE (2017/18)

The Sub-Group were impressed by the quality of the submissions received from partner institutions. As part of their review they identified the following areas of good practice:

1.	The 'Book Club' which is run as part of the students' tutorial sessions was very well received by students. The concept of the 'Book Club' is to encourage students to engage with literature and develop critical thinking skills.
2.	CT working with staff to identify best practice in the presentation of materials on Moodle. This partnership for learning is mutually beneficial.
3.	The provision of a Student Conference where industry experts present to students.
4.	Verbal quizzes to reinforce the information provided on the various stages of the appeals and complaints procedures and students sign a declaration that they have been provided with all relevant information.
5.	Retention Working Groups at institutional level.
6.	Introduction of online assessments and feedback.
7.	Introduction of online appeals and complaints procedures.
8.	The use of Facebook to engage with students.
9.	Industry sponsored awards.

RECOMMENDATIONS:

Committee is asked to endorse the Sub-Group recommendations.