

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 22 October 2019 by video-conference

PRESENT

Professor P Bartholomew (Chair), Dr D Barr, Ms C Cassidy, Professor H Farley, Professor R Fee, Professor M Giles, Dr M Keenan, Professor A McKillop, Professor B Murphy, Ms N Parkinson-Kelly, Ms C Reid, Ms R Wasson

APOLOGIES

Ms A Honan, Mrs M Paris

IN ATTENDANCE

Miss J Clements (for mins 19.75 - 19.76), Mr A G Faulkner, Mr G Kendall

UNRESERVED

19.56 MINUTES

The minutes of the meeting held on 17 June 2019 were approved and signed. The following corrections to the minutes were noted: minute 19.35, 'Associated Deans' changed to 'Associate Deans' and Appendix 1, 'China International Schools' to 'International Schools China' and 'Beijing' to 'Guangzhou'.

19.57 TERMS OF REFERENCE AND MEMBERSHIP

The Committee received its Terms of Reference and Membership (Paper No ASQEC/19/27) and noted that they had been last confirmed by Senate in January 2018. The Chair welcomed new student members, Ms Nicole Parkinson-Kelly and Ms Collette Cassidy. The Committee noted that Mrs Paris was the new representative from the Faculty of Computing, Engineering and the Built Environment and that Ms Reid replaced her as the new Chair of the Collaborative Partnerships Forum and continued as the representative from the Ulster University Business School.

MATTERS ARISING

19.58 Ordinance XLII Fitness to Practise (Min 19.31)

It was noted that Senate had agreed to the Committee's recommendation that no further revision be made to the Ordinance.

19.59 Fitness to Study Policy (Min 19.31)

It was noted that the Fitness to Study Policy had been approved by Senate. It would be treated as a pilot for the first year and a report would be provided to Senate at the end of that year.

19.60 Moderation of Assessments (Min 19.35)

Professor Farley proposed that the University's internal moderation policy in regard to First Class and Distinction work should follow the new policy for external moderation which allowed sampling for this grade band in line with other pass bands. At its June meeting the Committee had not considered internal moderation although revision to that policy had been previously proposed at Learning and Teaching Committee. Policy for internal moderation therefore remained that 'all work first marked as failed or 70%+ shall be moderated'.

Professor Farley confirmed that sampling for this grade band had the support of Associate Deans (Education) and was considered uncontroversial in the light of the Committee's previous endorsement of the new sampling arrangement for external examiners. All fails would continue to be moderated. The Chair emphasised the importance of the selection of scripts including cases near the classification boundaries (borderline), as required for external examiner moderation.

Professor Bartholomew commented that, in his annual accountability report to Council and DfENI, he had referred to measures and processes which supported confidence in the University's assurance of academic standards, in the current context of public interest in 'grade inflation' and the UUK's statement of intent and the work of the UK Standing Committee for Quality Assessment on related topics. He had outlined the view that, while adherence to the constructive alignment model established the threshold standard for an award, rigour in the determination of marks within grade bands and overall classifications was best supported by robust assessment criteria and clear assessment rubrics.

AGREED that:

- (i) the internal moderation policy be revised to permit sampling of work in the 70%+ mark band;
- (ii) the requirement to moderate all work assessed internally as failed be retained;
- (iii) internal sampling of work at grade/classification boundaries be required;
- (iv) the relevant extract on assurance of standards from the Chair's annual accountability report be circulated to members.

19.61 Self-Certification of Illness by Students (Min 19.37)

It was noted that a new EC1 form and associated guidelines were now available on the Student Administration website. Ms Wasson advised that the new form was not presented in an interactive format but such an enhancement might be undertaken in the future as part of Banner development. Professor Bartholomew suggested that some progress might be achieved in the meantime by adopting a PDF format which required completion of all fields on the form. He reported that his office had been implementing such a development for the form used to approve arrangements where an external examiner was absent from a meeting of a Board of Examiners. Professor Bartholomew agreed to a request by Associate Deans (Education) that a Faculty sign-off field should be added to this form as they considered that some requests were being submitted to him unnecessarily without Faculty review.

Ms Wasson reported that Student Administration had engaged a student to develop a digital Student Record Amendment Form and Professor McKillop advised that her Faculty had a placement student who was working on digital forms in relation to Leave of Absence and she offered collaboration with Student Administration.

The Committee considered that the focus of current digitisation activity in the University appeared to be on the scanning and uploading of existing hard-copy forms and documents and that a greater emphasis on business process re-engineering would be preferable. The importance of including access for collaborative partners was noted.

AGREED: that Ms Wasson convey the Committee's view on this matter to the Digital Strategy Steering Group.

19.62 Course Approvals (Min 19.39)

Professor Bartholomew reported that following a progress report from the Academic Office he had permitted all those courses which had not yet been signed off by chairs of evaluation/revalidation panels in the 2018/19 validation cycle to proceed with admission of students, as the risk to standards and the quality of the student experience was deemed low (see also min 19.67).

19.63 Proposal for Affiliate Student Status (Min 19.50)

It was noted that the proposal for a new student status had been considered at the meeting of Senate on 2 October 2019. Professor Bartholomew reported that Senate had been content with the general ethos of the proposal to provide transparency on the rights and privileges of University students attending Affiliate Colleges who would not have the same level of access to University campus-based services. There would be further consultation with the Students' Union, Quality Enhancement and the Academic Office on the draft wording of Ordinances and Regulations before the Vice-Chancellor was asked to give approval on behalf of Senate and a recommendation was made to Council on the new status.

19.64 CHAIR'S COMMUNICATIONS

The Committee reported that the annual report on Professional, Statutory and Regulatory Body accreditation in 2018/19 and the schedule for 2019/20, normally received at the October meeting, would come to the next meeting.

19.65 ACADEMIC PLANNING ADVISORY GROUP

The Committee noted the report from the meeting of 6 September 2019 (Paper No ASQEC/19/28).

It was noted that ASQEC Chair's action had been taken to approve recommendations from APAG to offer an International Foundation Year (IFY) integrated within 21 Honours degrees from September 2019, to revise three course titles, to permit three courses to proceed to evaluation, to introduce two new programme pathways and to add an outcentre for delivery of an existing programme.

The Committee received recommendations for approval of a proposed part-time mode of delivery in one course, a change of title for one course and for a new course to be approved without evaluation.

It noted programme withdrawals approved by Faculties as set out in Appendix 1.

Professor Murphy reported that the introduction of the IFY had been difficult due to the timing of the proposal, the impact upon concurrent activities and the complexity of communication and co-ordination among a large number of staff involved across Faculties and central departments. Professor Bartholomew asked that a paper be provided to identify the issues encountered and lessons learnt with recommendations for adjustments to processes as necessary.

Professor Fee noted that she and other Faculty staff had experienced frustrations from significant data loss and repetition of work when using the CMS to add the IFY to course records and at other times. It was noted that the external system provider was investigating the issues raised.

Mr Faulkner reported that the question raised regarding the Aggregate Offshore code for the PGCE – International Schools China had been resolved after the meeting by Student Planning and the Library and that Mr Crothers was expected to report the outcome at the next meeting of the Advisory Group.

Professor Bartholomew referred to the Faculty of Computing, Engineering and the Built Environment's approval of revisions to Year 1 of the part-time FdEng Civil Engineering at Belfast Metropolitan College (BMC) through the redesign of two Summer Semester 2019 modules so that the year might be completed in three semesters. He advised that the revised Year 1 had been a pilot for HLA students, the success of which should be reviewed in terms of student performance in the revised modules and progression as well as BMC's capacity to redesign the curriculum. The outcomes could inform a model and guidance for other colleges.

Dr Keenan reported satisfactory student progression to Year 2 and that the Faculty was working closely with the College on revisions to subsequent Year 2 modules. She was, however, of the view that the support required for the College had resulted in the redesign process being too resource-intensive for the Faculty to sustain and she advised that the particular model of part-time delivery was likely to be bespoke to BMC and might not be scalable to implement with other colleges. Time and effort involved from the Faculty were considerable and the small number of College staff had been challenged by the redesign concept. Professor Bartholomew asked that a position paper on the part-time model be brought to a future meeting with a review of the pilot, student progression, principles for successful design and parameters for future development.

AGREED that :

- (i) the recommendations from the Academic Planning Advisory Group be approved and Chair's action be endorsed as set out in Appendix 1;
- (ii) Professor Murphy provide a report on lessons learnt from the introduction of the IFY for the next meeting;
- (iii) Dr Keenan provide a position paper on two-year part-time Foundation degrees for the next meeting.

COURSE APPROVAL

19.66 Recommendations from Validation Panels

The Committee received Paper No ASQEC/19/29a which gave the outcomes of validation events since the report made to the last meeting. Panel chairs had confirmed that conditions and recommendations had been satisfactorily addressed.

AGREED: that the recommendations of the panels in respect of approval of FdA Interaction Design and re-approval of provision within revalidation units 7A, 16G1 and 3B2 and Chair's action to approve 33 new courses and provision within 13 revalidation units be endorsed as set out at Appendix 2.

19.67 Final Evaluation/Revalidation Documents 2018/19

Mr Kendall presented a statement on progress made in relation to the submission of final evaluation/revalidation documents from the 2018/19 cycle of events (Paper No ASQEC/19/29b). Although the Pro-Vice-Chancellor (Education) had permitted all provision which had not completed the process to admit students (min 19.62 refers), the report showed that, as at 16 October, documentation from three events (five in 2017/18) had not progressed to sign-off by Panel Chairs as follows:

BA Hons Screen Production (evaluation event)
6A: Communication

9C1: Education (Professional Development)

Mr Kendall advised that the document for unit 6A had recently been sent to the Panel Chair for signature. Professor Fee and Dr Barr expressed confidence that work was progressing well to complete final corrections to the documentation for the two units outstanding. The Chair asked Professor Fee to ensure that the completion of the final amendments to the documentation was expedited, and sought further assurances on the standards and quality of the student experience on the Screen Production programme. Professor McKillop, who had chaired the evaluation panel, advised that the panel's key condition of approval related to staffing and technical resources. Professor Fee reported that all required resources were now in place and advised that the main quality-related condition of approval had involved the structure of the part-time mode of delivery and that aspect of the course was to be withdrawn.

Mr Kendall noted the variable time achieved between the deadline for submission and final sign-off. Many units had missed the resubmission deadline and/or had several iterations before completion while other units were able to meet deadlines and were signed off quickly.

19.68 Extension of Approval: BSc Hons/MOptom Hons Optometry

The Committee considered a proposal for a one-year extension of approval and consequent deferral of revalidation to 2021/22 (Paper No ASQEC/19/29c). The extension was sought on the basis of the General Optical Council (GOC) Education Strategic Review that was expected to report with substantial revisions to requirements at the end of the 2019/20 academic year. No quality or standards issues in the courses were identified. It was noted that a successful outcome had been achieved at a GOC visit held in the previous week.

AGREED: that the request for a one-year extension be approved.

19.69 Course Revisions and New Short-Course Modules

The Committee noted revisions and new modules approved by Faculties and ADDL since the last meeting (Paper No ASQEC/19/29d) as set out at Appendix 3.

19.70 Validated Provision: 2019 Intake

The Committee received Paper No ASQEC/19/29e, Schedule to Ordinance XXVIII: Recognition of Institutions, the annual statement of courses offered by partner institutions under validation or franchise arrangements, from the 2019 intake (Appendix 4).

19.71 CLASSIFICATION OF MASTER'S DEGREES

The Committee noted that the establishment of an increased number of Master's degrees of more than 180 credits had led to review of the

standard model for their classification. Mr Faulkner presented Paper No ASQEC/19/30 (min 19.43 refers).

It was noted that the most common credit value of an Ulster Master's degree was 180 credit points at Level 7, with all modules contributing to the classification. When the first Master's courses of 240 credit points were established in 2007/8, the regulations were amended to allow their classification on the basis of the final 120 credit points at Level 7 in line with the prevalent 'exit velocity' principle at that time. Recently, including at the June meeting, a significant number of new larger Master's courses had been allowed to vary the regulation so that all modules would contribute to the grading of the award.

Discussion with Associate Deans (Education) had favoured the use of all Level 7 modules as the new norm for larger Master's degrees, and that current courses which wished to continue to count the final 120 only should be able to seek approval from the Committee for this variation.

Members also considered whether the standard classification approach should be based upon results in the best modules amounting to 180 credits, but concluded that classification on the basis of all modules would ensure a more holistic approach.

AGREED: that it be recommended to Senate that the Regulations for Master's degrees be revised so that normally all Level 7 modules contribute to classification as follows:

Final award

21. The results of candidates who have successfully completed a programme of study leading to a Master's Degree shall be graded by order of merit as Pass with Distinction, Pass with Commendation and Pass.

The assessment results for the final level of the programme shall **ADD normally** determine the overall grading. The weighting of each module's contribution to the final result shall be determined by the module's credit value.

DELETE

~~With the exception of the MSc Dietetics, in programmes of more than 200 credit points, the assessment results from the final 120 credit points shall determine the overall grading. In the MSc Dietetics, the overall grading shall be determined by all Level 7 modules.~~

19.72 EVALUATION AND REVALIDATION ACTIVITY 2018/19

Mr Kendall presented the annual report on evaluation and revalidation activity in 2018/19 (Paper No ASQEC/19/31).

Extent of Activity

Forty-nine events had been held comprising 32 revalidations and 17 evaluations which had resulted in approval/reapproval of 120 courses. Mr Kendall noted that the events had represented a large body of work for Faculties, the Academic Office and collaborative partners and had been mainly conducted in an effective and efficient manner. Five courses were approved without evaluation.

Process

There had been an imbalanced distribution of events between semesters with 29 held in Semester 2 leading to some delays in the checking of revised documents from earlier events. Faculties had requested rescheduling of a number of events to late Semester 2 and it had proved difficult to source internal panel members willing to participate at such a busy period of the academic year. Three events took place after May, all of which were expedited efficiently to meet deadlines and achieve final approval.

Panel Reports

Section 5 of the report set out the range of topics addressed in panel conditions and recommendations from events in 2018/19. The vast majority of issues related to assessment and feedback and in particular the implementation of the Curriculum Design principles. In terms of standards, the most frequent matter identified was the appropriateness of the wording of Level 7 learning outcomes. Resource matters were regularly raised. Student views were overwhelmingly favourable and supportive.

Curriculum Management System (CMS)

It was noted that 2018/19 had been the fifth year using CMS for internal evaluation and revalidation and consequently it had not yet been used for this purpose in only a small number of courses (whose approval had been extended). The system worked well for the vast majority of exercises although a small number of technical difficulties had had a large impact upon the staff affected (see also min 19.65).

2019/20 Evaluation/Revalidation Schedule

It was noted that 34 events involving 97 courses had been scheduled for 2019/20 to date.

AGREED: that Faculties and CHERP take account of the topics raised by panels and students in their preparation for forthcoming events.

COLLABORATIVE ACTIVITY

19.73 Collaborative Partnerships Forum

Ms Reid presented the report from the meeting of the Forum held on 2 October 2019 (Paper No ASQEC/19/32a).

Online Admissions (OLA) (item 1)

The report stated that 1,295 online admission submissions had been received, 13% of which had had queries which were quickly resolved. Colleges had requested that OLA should open on A level results day. Ms Wasson advised that this would have no impact upon UCAS processing and that she would discuss the proposal further with relevant staff.

Failed Students coded U1 (item 5)

Students coded U1 by Board of Examiners were discontinued in their course of study and were not eligible for readmission to the same or similar course in the next academic year. The report noted that some college students with this progress decision (AST code) had applied to the same course in a different college in the next academic year (for example where the course was part of a network). Following discussion with the Academic Office, Ms Reid had confirmed that the rationale for denying admission of such students for one year was to ensure that the regulation regarding the consequences of failure at the final attempt was not subverted and noted that such students were not ready to re-engage.

Members considered that applications from U1 coded students should be detected during the admissions process and that there was no need to change processes. It would, however, be important to ensure the use of the correct codes at examination boards, in particular that early leavers should be given an L code (Leaver), not a U code (Unsuccessful) which was only to be used for academic failure, so that students eligible to apply elsewhere were not precluded from doing so. Ms Wasson indicated that refresher training on registration and examination processes would be held shortly and this would provide an opportunity to ensure better understanding of codes.

19.74 Proposal for Course Accreditation by Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)

Professor McKillop presented a proposal that the University of Hong Kong School of Professional and Continuing Education (SPACE) in partnership with the University be permitted to seek HKCAAVQ accreditation of the BSc Hons Food and Nutrition in full-time mode in time for its launch in September 2020 and to include the existing part-time mode (Paper No ASQEC/19/32b).

It was noted that the programme was currently exempt from registration on the Non-local Courses Register of the Hong Kong Education Bureau. Qualifications accredited by HKCAAVQ may be added to the Register, giving students eligibility for HK government financial support. All other Ulster-validated courses at HKU SPACE were not currently accredited.

The Faculty had brought the proposal to the Committee as it might have implications for other Faculties working with HKU SPACE as well as for the work of central departments.

The paper indicated that a benefit of accreditation was a possible growth in student numbers with a greater increase in the University's fee income from 12.5% to 16% of the Hong Kong fee if student numbers exceeded 22, in accordance with the existing financial agreement. Professor McKillop noted that accreditation was unlikely to attract substantial benefit to the Faculty but it would help maintain a good relationship with the collaborative partner and should serve to mitigate any potential loss of income, owing to low recruitment arising from its current exempted status.

The Faculty requested approval to proceed, staff support from Quality Enhancement to assist with preparation of the Initial Evaluation Accreditation Document and nominations of an Accreditation Contact for the University and a senior management representative to participate in the Institutional Evaluation meeting in Hong Kong.

Professor Bartholomew noted that the proposal warranted further consideration including of the estimated staff time commitment and the cost-benefit distribution between the two partners. He informed the Committee that the Executive Dean had recently advised him that she would consider whether the Faculty should proceed with the proposal following a forthcoming visit to Hong Kong and that consequently it would not be appropriate to make a decision on the proposal at this point.

19.75 POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES)

Ms Clements presented the results of the 2019 PTES (Paper No ASQEC/19/33).

Despite initiatives taken to encourage student participation she noted a disappointing drop in the response rate to 11.4%, compared to 14% last year and a national average of 31.5%. Ms Clements proposed that the Survey be open for a longer period next year in an effort to improve the response rate. The Committee noted that the Survey continued to be a useful tool for obtaining feedback from postgraduate students and was used in the CAQE processes. Results had been provided to Course Directors, Heads of School and Associate Deans (Education) as appropriate. It was noted that a replacement survey was in development with the outcome of a pilot scheme expected next Spring.

As last year, most of the University's respondents (54%) were part-time students while nationally this figure was 26%. It was noted that the majority of Ulster students had selected their course in order to progress in their career path, a higher proportion than the benchmark, with course content (41%) and flexibility (41%) the most significant factors.

The paper compared the University's results with the sector overall and Ulster's benchmark group of eight institutions. Results for Motivations and Overall Satisfaction were summarised at institution level, and those for Quality of Teaching and Learning, Engagement, Assessment and Feedback, Dissertation or Major Project, Organisation and Management, Resources and Services, and Skills Development were also analysed by faculty.

While the University's results had generally exceeded the averages for the sector and benchmark group in all sections during the 2016-2018 period, in 2019 Ulster's performance had been below the sector's in six and equal in two. The only area where Ulster had exceeded the sector this year was Assessment and Feedback, with particularly high ratings for clarity and fairness of assessment.

It was noted that the University's experience from other surveys had been that a fall in participation had led to greater predominance of negative views in outcomes. The Chair highlighted the 5% decline in satisfaction with the dissertation/major project and advised that some part-time students might prefer applied project work to the traditional dissertation and suggested that course teams might give further consideration to alternatives that would still meet degree characteristics.

AGREED that:

- (i) Faculties and Schools make use of the Survey results to support ongoing enhancement work;
- (ii) efforts continue to encourage greater participation in 2020.

19.76 MODULE FEEDBACK SURVEY

Ms Clements presented the summary results from the 2018/19 Module Feedback Survey (Paper No ASQEC/19/34).

The Survey had been live for nine weeks in Semesters 1 and 2 and for four weeks in Semester 3. The results were accessible online during the period to module co-ordinators in order to monitor response rates, and summary reports were available at School, Faculty and University levels one week after the Survey closed.

The overall response rate was slightly down from 13.5% last year to 13.14%, below the 20% target, but five schools had achieved 24% or greater participation. Response rates ranged from 7 to 42%. The results for schools ranged from 66 to 86% overall positive rating, which represented a continued improvement at the bottom end.

The overall results were largely unchanged for the last five years and members acknowledged that the Survey was designed to operate at module level where it provided valuable developmental information and that aggregate results at Faculty and University levels were less useful.

Professor Bartholomew noted that, as part of the Student Voice initiative with the Students' Union, the Office for Digital Learning had invested in a software package 'Unitu', which could track the activities of course representatives and course team responses. He expected that Unitu would provide further data to inform the enhancement of student satisfaction.

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

EXAMINATIONS AND ASSESSMENT

19.77 Annual report on Plagiarism and Other Forms of Cheating Offences in 2018/19

Mr Faulkner presented Paper No ASQEC/19/35a, the annual report on plagiarism and other cheating offences for 2018/19. The report summarised the instances of plagiarism and other forms of cheating recorded on the central Register, and provided Faculty commentaries on the data and measures taken. The report also gave a five-year overview on plagiarism and set out summary information by faculty.

The Committee had decided last year to expand the Register in order to record in one place all types of cheating. The report included for the first time instances of cheating in examinations, contract cheating and other forms of cheating.

Plagiarism

The downward trend in the number of plagiarism offences had continued, with a total of 161 instances by the cut-off date (183 in 2017/18), a very small proportion of the total number of assessments undertaken and involving less than 1% of the student population. No offences were recorded by the Doctoral College. The decrease was attributed to improved assessment design, improved student awareness and implementation of the Electronic Management of Assessment and Feedback Policy. Mr Faulkner highlighted that vigilance should be maintained as there may have been instances of plagiarism and other cheating which had not been detected.

In 2018/19 there had been a significant reduction (by 50%) at Level 5. Most instances of plagiarism occurred at Level 6 (none at this level in 2015/16 - 2017/18) and there was a particular cluster associated with Extended Master's degrees in International Business and Marketing at QAHE. Professor Farley assured the Committee that there had been robust follow-up by the Faculty's Head of Partnership and QAHE's Academic Integrity Officer.

Mr Faulkner referred members to section 7 of the report and comments by two external examiners that the University was overly generous in the treatment of first offences in Level 6 and postgraduate courses. He advised that the original Working Group (2006) which drew up the scheme of graduated penalties had considered this matter and had decided not to differentiate by level but by the number of offences, with a first plagiarism offence leading to 'reduction in marks based on exclusion of plagiarised work', and a formative interview with the module co-ordinator. The only variation from this at that time was for plagiarism in a Master's dissertation, which led to a mark of '0' and permission to re-submit (maximum mark of 50%). The policy was reviewed in 2007/8 and again in 2012 when it was concluded that the policy had an appropriate balance between deterrence and punishment and leniency and severity, ensuring clarity and a fair, balanced and standardised approach across the University. The only

change made in 2012 was to treat a first offence in a Master's dissertation in the same way as other first offences.

The Committee did not propose a revision to the framework of penalties.

Other Forms of Cheating

The report noted 12 cases of cheating in examinations and three instances of other forms of cheating. No contract cheating had been recorded in 2018/19.

Professor Murphy reported that the Office for Digital Learning was conducting a pilot this year of the Turnitin Authorship Investigate Tool with the Ulster University Business School and the Faculty of Arts, Humanities and Social Sciences, which could assist in combatting contract cheating.

The Committee noted the Ulster University Business School's concern regarding the outcome of appeals against some of the Faculty's disciplinary actions last year, when students had been given the 'benefit of the doubt'. Professor Farley commented that a more recent Disciplinary Committee decision had been robust with academic and financial sanctions imposed on a student.

Members discussed the appropriateness of a financial penalty given that the impact would differ according to personal circumstances. Professor Bartholomew proposed to discuss with the University Secretary the appropriateness of financial penalties as set out in the Schedule to Ordinance XLI, Student Discipline, for academic offences.

Professor Bartholomew noted concern in the Business School's report about the frequency of toilet breaks by candidates during examinations¹. Members cited their experience of invigilation and the disruption caused, with in one session 33 toilet breaks recorded from an examination cohort of 138 students. They also advised that the extent of toilet break supervision required had had an adverse impact on invigilation in examination halls.

Professor Bartholomew considered that such a high level of toilet breaks was not normal in the sector and he would wish to work with the Students' Union to address it. The student representatives were of the view that some of the breaks might be associated with examination anxiety and that students were making such requests as a convenient way to step out of the examination in order to regain composure. It was suggested that it would be useful to know whether students believed that the level of disruption affected their concentration.

AGREED that:

- (i) Faculties continue to maintain vigilance and rigour in the application of the Plagiarism Policy and Procedures for dealing with other forms of cheating

¹ Previously discussed by the Committee in June 2018 (mins 18.67 and 19.25 refer)

and take account of good practice in other Faculties as identified in Faculty reports;

- (ii) all offences in 2019/20 be recorded promptly in the Register and that Faculties, ADDL and the Doctoral College provide annual reports by 21 September 2020;
- (iii) as initial steps to help reset the expectations for student behaviour in examinations, Student Administration be asked to review practice, guidelines and announcements, and to consider the piloting of dedicated 'step-out' areas during examinations.

19.78 Annual Report on External Examiner Nominations and Appointments

The Committee received the Annual Report which covered the nomination process during 2017/18 and 2018/19 for appointments to take effect in 2018/19 (Paper No ASQEC/19/35b).

It was noted that, of the 101 approved nominations, 15 departed from the University's Code of Practice which aligned to the UK Quality Code, 15 were incomplete at first submission and 51 were received late. The level of departures from the University's Code of Practice was on a par with that in the last two years. The report noted that 33 nominees had no previous external experience, the absence of which was no longer categorised as a departure from the Code of Practice (min 17.88 refers), with all but three approved.

Mr Faulkner drew attention to the sizeable and increased proportion of late nominations compared with previous years, rising from 26% last year to 51%. He advised that the situation was more encouraging for 2019/20 with 89 nominations received at the June 2019 meeting of the Committee, representing a high proportion of the total expected. This suggested that 2018/19 had been atypical in this regard.

AGREED that the recommendations of the report be endorsed and that:

- (i) Faculties maintain their efforts to ensure the timely submission of external examiner nominations for 2020/21 for consideration no later than the June meeting of the Committee (deadline of 29 May 2020);
- (ii) Faculties ensure that staff responsible for making, processing and checking nominations were aware of the expectations of the External Examining Code of Practice;
- (iii) Faculties remind such staff of the importance of providing all necessary information and ensuring that all issues, in particular departures from the Code, were addressed before submission.

19.79 CONFIRMATION OF RECOGNISED TEACHER STATUS

The Committee received the Annual Report for 2018/19 (Paper No ASQEC/19/36).

The report showed that a total of 177 nominations were processed in 2018/19, up from 108 in the previous year, the majority of which were associated with QAHE (137). All nominations were approved but two only after further review by the Pro-Vice-Chancellor (Education). Ulster University Business School notified the Academic Office of seven individuals whose role had ended and the status withdrawn.

The report noted a significant reduction in the proportion of late nominations – those received within three weeks of the start of the semester - which had been the main concern in recent years, from 89% to 45%. Nominations received for 2019/20 after the June meeting of the Committee showed a further reduction in the proportion of late nominations (24% of 174). These figures suggested that Faculties' reviews of their processes were proving effective.

PRIZES AND AWARDS

19.80 Annual Report for 2018/19

The Committee received the Annual Report on Prizes and Awards for 2018/19 (Paper No ASQEC/19/37a). There were currently 507 prizes with 20 new prizes introduced and 20 discontinued during the year.

Seven University-wide prizes had been awarded and the Committee noted the prize winners.

19.81 Proposals for New Prizes

The Committee received Paper No ASQEC/19/37b which set out proposals for two new prizes for consideration by the Committee and nine prizes which had been approved by Chair's action.

New Prizes

Graham Commercial Top Student Award
Graham IFO Young QS Talent Award

New Prizes Approved by Chair's Action

CCMS Award
Dorothy Black Award
Oxford University Press Prize
School of Law Dissertation Prize (Jordanstown)
School of Law Dissertation Prize (Magee)
Taylor and Francis Criminal Law Prize
Buildsoft University Partnership Prize
Clarke Facades Design Award
School of Nursing Travel Scholarship

AGREED that:

- (i) the two new prizes be approved on behalf of Senate and recommended for approval on behalf of Council to the Deputy-Vice-Chancellor (Academic);
- (ii) Chair's action in respect of nine new prizes be endorsed.

19.82 DATES OF MEETINGS

The Committee noted that the remaining meetings for the 2019/20 academic year were scheduled for 5 December at 2.15 pm, 10 March at 10.15 am, and 4 June at 2.15 pm.

RECOMMENDATIONS TO ASQEC FOR APPROVAL

NEW COURSE PROPOSALS TO BE APPROVED TO PROCEED TO PLANNING AND EVALUATION

SEPTEMBER 2019 START

Faculty of Life and Health Sciences

Proposed Advanced Certificate in General Practice Nursing (PT) (JN) [**approved by ASQEC Chair's action**].

Proposed Postgraduate Certificate in General Practice Nursing (PT) (JN) [**approved by ASQEC Chair's action**].

SEPTEMBER 2020 START

Ulster University Business School

Proposed Postgraduate Diploma in Accounting (FT) (JN) [included in revalidation of Unit 1Ai on 1 October 2019] [**approved by ASQEC Chair's action**].

NEW COURSE PROPOSAL TO BE APPROVED WITHOUT EVALUATION

SEPTEMBER 2019 START

Ulster University Business School

Proposed Postgraduate Certificate in International Business (PT) at Irish Times Training (ITT), Dublin (Outcentre) [currently an exit award from MSc International Business] [**approved by ASQEC Chair's action**].

PROPOSAL FOR INTERNATIONAL FOUNDATION YEAR

Access, Digital and Distributed Learning

Proposed International Foundation Year, integrated within 21 Honours degrees [from 2019/20] [**approved by ASQEC Chair's action**].

PROPOSALS FOR TITLE CHANGE

Faculty of Arts, Humanities and Social Sciences

From: Postgraduate Diploma in Headship
To: Postgraduate Diploma in School Leadership [effective from 2019/20] [**approved by ASQEC Chair's action**].

Faculty of Computing, Engineering and the Built Environment

From: BSc Hons Civil Engineering (Geoinformatics)
To: BSc Hons Civil Engineering [effective from 2020/21].

Faculty of Life and Health Sciences

From: FdSc Sports Science, Coaching and Fitness at Northern Regional College, North West Regional College, South Eastern Regional College and Southern Regional College

To: FdSc Sport, Coaching and Fitness [effective from 2019/20] [**approved by ASQEC Chair's action**].

From: PgDip/MSc Food Regulatory Affairs (Veterinary Public Health)

To: PgDip/MSc Veterinary Public Health (Food Regulatory Affairs) [effective from 2019/20] [**approved by ASQEC Chair's action**].

PROPOSAL FOR DELIVERY OF LEVEL 5 AND LEVEL 6 OF FULLY ONLINE COURSE AT OUTCENTRE

BSc Hons Managing the Customer Contact

To offer Level 5 and Level 6 modules of the existing BSc Hons Managing the Customer Contact programme at premises of ATOS IT Services UK Limited (to replace Advanced Diploma in Managing the Customer Contact currently delivered at ATOS) [from 2019/20] [**approved by ASQEC Chair's action**].

PROPOSAL FOR NEW LOCATION

FdSc Sport, Coaching and Fitness at South Eastern Regional College

To offer in full-time mode at the College's Lisburn campus [from 2019/20] [**approved by ASQEC Chair's action**].

PROPOSAL FOR NEW PATHWAYS

PgCert/PgDip/MSc Nursing

To introduce two new named pathways in 'Leading Practice' and 'Education' [from 2019/20] [**approved by ASQEC Chair's action**].

PROPOSAL FOR NEW ENTRY POINT

Proposed BSc Hons Planning, Regeneration and Development (FT/PT) (JN)

To offer the BSc Hons, which is currently an exit award from MSci Hons Planning, Regeneration and Development, as a common entry point to both the BSc and the MSci (MSci to be retained) [from 2020/21]

FOR INFORMATION [noted by the Academic Planning Advisory Group]

PROGRAMME WITHDRAWALS

Faculty of Computing, Engineering and the Built Environment

Last intake 2018/19: FdSc iMedia at Belfast Metropolitan College (Titanic Quarter).

Ulster University Business School

Last intake 2017/18: BSc Hons Accounting and Management (Levels 4 & 5) at Southern Regional College (Newry).

Last intake 2019/20: Graduate Diploma in Accounting (JN).

UNIVERSITY OF ULSTER

COURSE APPROVALS

1 Recommendations

The Academic Standards and Quality Enhancement Committee under delegated authority from Senate is asked to endorse the recommendations for approval as indicated:

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	FdA Interaction Design (with CertHE exit award)	✓	✓	2019 - 2023	Southern Regional College (Newry campus)	Max 22 Min 15	Max 15 Min 15

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	7A	Undergraduate Honours Subject: Drama (Single/Major/Minor) (with CertHE and AB exit awards)	✓	✓	2019 – 2023	ME	Max and Min cohort sizes not provided.	
		BSc Hons Cinematic Arts (with CertHE and AB exit awards)	✓	✓	2019 – 2023	ME		
		MA Contemporary Performance Practice (with PgDip exit award)	✓	✓	2019 - 2023	ME		
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	16G1	Access Diploma in Computing for the Economy (with Certificate in Adult Learning exit award) [previously Access Diploma in Computing, Business and Multimedia]	✓	✓	2019 – 2023	Belfast Metropolitan College (Millfield campus)	Max 20 Min 15	Max 20 Min 15
		FdEng Software Engineering (with CertHE exit award)	✓		2019 - 2023	Belfast Metropolitan College (Millfield campus)	Max 60 Min 45	
LIFE AND HEALTH SCIENCES	3B2	BSc Hons Personalised Medicine (with CertHE and AB exit awards) (with optional DPP(I))	✓		2019 – 2023	ME	Max 27 Min 20	
		MSc Personalised Medicine (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	DL	Max 8 Min 4	Max 11 Min 5

2 Approved by Chair's Action

Professor Bartholomew has taken Chair's action, on behalf of the Academic Standards and Quality Enhancement Committee, to endorse the following recommendations for approval:

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
		FT	PT			FT	PT
ACCESS, DIGITAL AND DISTRIBUTED LEARNING	Diploma in International Foundation Studies (with Pathways)	✓	✓	2019 - 2021	City College, Doha	Min 6 - 7	
ARTS, HUMANITIES AND SOCIAL SCIENCES	BDes Hons Games Design (with CertHE and AB exit awards) (with optional DIAS/DPP/DPP(I))	✓	✓	2019 – 2020	BT	Max 25 (FT & PT combined) Min 20 (FT & PT combined)	
	MA Games Design (with PgDip exit award)	✓	✓	2019 - 2020	BT	Max 16 (FT & PT combined) Min 8 (FT & PT combined)	
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	MSc Artificial Intelligence (with PgDip exit award)	✓	✓	2019 – 2023 [2 intakes each year: Sept & Jan]	JN	Max and Min cohort sizes not provided.	
	MSc Smart Manufacturing Systems (with PgDip exit award)	✓	✓	2019 - 2023	ME	Max 24 (FT & PT combined) Min 15 (FT & PT combined) [Note: Min cohort size FT & PT combined in 1 st year is 10.]	

LIFE AND HEALTH SCIENCES	Advanced Certificate in General Practice Nursing		✓	2019 – 2023	JN	Min 10
	Postgraduate Certificate in General Practice Nursing		✓	2019 - 2023	JN	
	MSc Advanced Clinical and Diagnostic Oral Sciences (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	Total FT & PT across all programmes: Max 100 Min 35
	MSc Advanced Clinical Periodontics (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Advanced Clinical Restorative and Aesthetic Dentistry (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Endodontics (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Oral Implantology (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Oral Surgery (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Orthodontics (with PgCert and PgDip exit awards)	✓		2019 – 2023	Birmingham College of Dentistry	
	MSc Clinical Endodontics (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL	
	MSC Digital Dentistry (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL	
	MSc Facial Aesthetics (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL	
	MSc Clinical Oral Implantology (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL	
	MSc Clinical Oral Surgery (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL	
	MSc Clinical Orthodontics (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry	
		✓	2019 – 2023	Birmingham College of Dentistry / DL		

	MSc Clinical Periodontics (with PgCert and PgDip exit awards)		✓	2019 – 2023	Birmingham College of Dentistry / DL		
	MSc Clinical Restorative Dentistry (with PgCert and PgDip exit awards)	✓	✓	2019 – 2023	Birmingham College of Dentistry		
	MSc Advanced General Dental Practice (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	Birmingham College of Dentistry		
	MSc Clinical and Diagnostic Oral Sciences (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	Birmingham College of Dentistry		
	MSc Sport and Exercise Nutrition (with PgDip exit award)		✓	2019 - 2022	HKU SPACE		Min 15
ULSTER UNIVERSITY BUSINESS SCHOOL	Access Diploma in Mathematics and Finance (with Certificate in Adult Learning exit award) at Belfast Metropolitan College [*Note: PT mode will be offered in alternating years from 2020/21]	✓	✓*	2019 – 2023	Millfield campus	Max 22 Min 15	Max 20 Min 15
	Access Diploma in Mathematics and Physics [UUBS/CEBE] (with Certificate in Adult Learning exit award) at Belfast Metropolitan College [*Note: PT mode will be offered in alternating years from 2019/20]	✓	✓*	2019 - 2023	Millfield campus	Max 22 Min 15	Max 20 Min 15
	FdSc Hospitality and Tourism Management with Specialisms (with CertHE exit award) (Subject Network)	✓	✓ +HLA	2019 - 2021	Belfast Metropolitan College (Titanic Quarter)	Max 24 Min 10	Max 24 for Hospitality & Tourism pathways
	<u>Belfast Metropolitan College</u> Hospitality pathway (FT, PT/HLA) Tourism pathway (FT, PT/HLA)				North West Regional College (Strand Road)		Max 14 for Culinary Arts pathway
	<u>North West Regional College</u> Hospitality pathway (FT, PT/HLA) Tourism pathway (FT)				South Eastern Regional College (Bangor)		Min 5 – 10 for each pathway
	<u>South Eastern Regional College</u> Hospitality pathway (FT, PT/HLA) Tourism pathway (FT, PT/HLA) Culinary Arts pathway (PT/HLA)				Southern Regional College (Newry)		
	<u>Southern Regional College</u> Hospitality pathway (PT/HLA) Tourism pathway (FT) Culinary Arts pathway (PT/HLA)				South West College (Enniskillen)		
	<u>South West College</u>						

	Tourism pathway (FT, PT/HLA)						
	BSc Hons Business Studies (Level 6)	✓	✓	2019 – 2023	City College, Doha	Min 12 – 15 for each programme.	
	MSc Marketing (with PgCert and PgDip exit awards)		✓	2019 – 2023	City College, Doha		
	MSc Management (with PgCert and PgDip exit awards)	✓		2019 – 2023	City College, Doha		
	Master of Business Administration (MBA) (non-executive) (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	City College, Doha		
	BSc Hons Financial Technology (with CertHE and AB exit awards)		✓	2019 - 2023	JN		Min 15

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	6B	FdSc Integrative Counselling Practice (previously FdSc Counselling) (with CertHE in Counselling Studies exit award)		✓	2019 – 2023	<u>North West Regional College</u> Strand Road campus [2x classes up to 20 students each] Limavady campus [no 2019 intake]		Max 40 Min 15 Max 20 Min 15
						<u>Northern Regional College</u> Ballymena campus		Max 20 Min 15
						<u>South West College</u> Omagh campus		Max 20 Min 15
						<u>Southern Regional College</u> Banbridge campus		Max 20 Min 15
						Newry campus		Max 20

		Certificate in Counselling Studies		✓	2019 - 2023	<u>South Eastern Regional College</u> Lisburn campus <u>Belfast Metropolitan College</u> Gerald Moag campus [2x classes up to 20 students each] <u>Northern Regional College</u> Ballymena campus Magherafelt campus <u>North West Regional College</u> Strand Road campus [2x classes up to 20 students each] Limavady campus <u>South West College</u> Dungannon campus Enniskillen campus Omagh campus [2x classes up to 20 students each] <u>Southern Regional College</u> Armagh campus Banbridge campus Portadown campus	Min 15 Max 20 Min 15 Max 40 Min 15 Max 20 Min 15 (each campus) Max 40 Min 15 Max 20 Min 15 Max 40 Min 15 Max 20 (each campus) Min 15 (each
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						Newry campus [2x classes up to 20 students each]		campus) Max 40 Min 15
	7E	PgDip/MA Museum Practice and Management (with PgCert exit award)		✓	2019 – 2023	DL		Max 20 Min 6
		MA Cultural Heritage and Museum Studies (with PgDip exit award)	✓	✓	2019 - 2023	BT	Max 20 Min 12	Max 8 Min 2
	9A2	Certificate in Teaching		✓	2019 – 2023	JN and ME		Max 150 in 2019 rising to 170 by 2023 Min 50 in 2019 rising to 70 by 2023
		Postgraduate Certificate of Education (Further Education)		✓	2019 - 2023	JN and ME		Max 100 in 2019 rising to 120 in 2025 Min 30 in 2019 rising to 50 in 2025
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	10B2	FdEng Electrical and Electronic Engineering (with CertHE exit award) at Northern Regional College	✓	✓	2019 – 2023	Farm Lodge campus	Max 20 Min 15	Max 20 Min 15
		FdEng Mechanical and Manufacturing Engineering (with CertHE exit award) at Northern Regional College	✓	✓	2019 - 2023	Farm Lodge campus	Max 20 Min 15	Max 20 Min 15
	16G2	FdSc in Computing (with CertHE exit award) at Southern Regional College	✓	✓	2019 – 2023	Newry campus / Portadown campus	Max 32 for each campus Min 15 for each campus	Max 16 for each campus Min 15 for each campus

	16G3	FdSc Computing (with CertHE exit award) at Northern Regional College	✓	✓	2019 – 2023	Farm Lodge campus / Newtownabbey campus	Max FT & PT combined = 24 for each campus Min FT & PT combined = 15 for each campus	
	16G4	FdSc Information Technologies (with CertHE exit award) at North West Regional College	✓	✓	2019 – 2023	Strand Road campus	Max 20 Min 15	Max 20 Min 15
		FdSc Software Development (with CertHE exit award) at North West Regional College	✓	✓	2019 - 2023	Strand Road campus	Max 20 Min 15	Max 20 Min 15
	16G5	FdSc Computing (with CertHE exit award)	✓	✓	2019 - 2023	South Eastern Regional College Bangor campus Downpatrick campus Lisburn campus	Max 48 (FT & PT combined) (24 per class) Min 30 (FT & PT combined) (15 per class) Max 24 (FT & PT combined) Min 15 (FT & PT combined) Max 24 (FT & PT combined) Min 15 (FT & PT combined)	
LIFE AND HEALTH SCIENCES	3E	BSc Hons Food and Nutrition	✓	✓	2019 – 2023	HKU SPACE	Max 30 Min 15	Max 40 Min 15
		PgDip/MSc Human Nutrition (with PgCert exit award)		✓	2019 – 2023	HKU SPACE		Max 48 Min 18
		PgDip/MSc Dietetics	✓ [PgDip]	✓ [MSc]	2019 - 2023	HKU SPACE	Max 22 Min 16	
	3F	FdSc Food Manufacture and Nutrition* (with CertHE exit award)	✓		2019 – 2023	CAFRE (Loughry)	Max 25 Min 15	
		*[a newly amalgamated programme of FdSc Food						

		Manufacture (discontinued) and FdSc Food Nutrition and Health]						
		BSc Hons Food Business Management (with CertHE and AB exit awards)	✓	✓	2019 – 2023	CAFRE (Loughry)	Max 35 (FT & PT combined) Min 15 (FT & PT combined)	
		BSc Hons Food Innovation and Nutrition [previously Food Design and Nutrition] (with CertHE and AB exit awards)	✓	✓	2019 – 2023	CAFRE (Loughry)	Max 35 (FT & PT combined) Min 15 (FT & PT combined)	
		BSc Hons Food Technology (with CertHE and AB exit awards)	✓	✓	2019 - 2023	CAFRE (Loughry)	Max 35 (FT & PT combined) Min 15 (FT & PT combined)	
	22E	Postgraduate Certificate in Education for Healthcare Professionals		✓	2019 - 2023	JN		Max 45 Min 15
ULSTER UNIVERSITY BUSINESS SCHOOL	5LAii	MSc Marketing (with PgCert and PgDip exit awards) at QAHE	✓		2019 – 2023 [3 intakes per year: Sept, Jan & May at London and 2 intakes per year: Sept & Jan at Birmingham]	Birmingham and London	London: Max 30 (Sept), 18 (Jan), 15 (May) B'ham: Max 15 for each intake Min 15 for each site	
		MSc Marketing (with GradCert, PgCert and PgDip exit awards) [extended Master's] at QAHE	✓		2019 – 2023 [3 intakes per year: Sept, Jan & May at London and 2 intakes per year:	Birmingham and London	London: Max 30 (Sept), 18 (Jan), 15 (May)	

					Sept & Jan at Birmingham]		B'ham: Max 15 for each intake Min 15 for each site	
	5M	FdSc Business Management [previously FdSc Business Services Management] (with CertHE exit award)	✓	✓ +HLA	2019 – 2023	South West College (Dungannon, Enniskillen, Omagh)	Max 24 at each campus Min 15 at each campus	Max 24 at each campus Min 8 at each campus
		FdSc Financial Services Management (with CertHE exit award)	✓	✓	2019 - 2023	South West College (Omagh)	Max 20 Min 10	Max 20 Min 5 (supported by Faculty)

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
22 October 2019

1 COURSE REVISIONS AND NEW SHORT COURSE MODULES 2019/20

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

The following revisions have been approved by them since 17 June 2019.

ACCESS, DIGITAL AND DISTRIBUTED LEARNING

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework eight 10 credit-point, Level 3 modules, PPD021, 052, 053, 054, 055, 056, 057, 058, and one 20 credit-point Level 4 module, CMM163;

Postgraduate Certificate of Professional Development Framework

To add to the framework a new 20 credit-point, Level 7 module PHE716, 'First Steps to Learning and Teaching'.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

Diploma in Irish Language

To restore the Diploma to a Level 4 qualification by replacing three modules, IRS002, 003 and 005 with new Level 4 modules, IRS148, 149 and 150;

Undergraduate Honours Subject: Criminology and Criminal Justice

To revise the assessment strategy in modules PUP120, PUP305, PUP321 and PUP531 and to change module PUP546 from optional to compulsory;

Undergraduate Honours Subject: Education (Minor)

To change semesters of modules EDU515, 516 and 517;

Undergraduate Honours Subject: English (Single Hons/Major/Main/Minor)

To introduce a new optional semester 2, Level 5, 20 credit-point module, ENG354, 'Detective Fiction'; to change semester of modules ENG314 and ENG337;

Undergraduate Honours Subject: History

To revise the assessment strategy in modules HIS138, 362, 363, 369, 372, 504, 506, 539, 540, 560; to change semester of modules HIS363, 372, 504, 539, 540 and 560;

Undergraduate Honours Law BSc Hons Accounting and Law

To revise learning outcomes in modules LAW116, 131, 139, 140, 310, 311, 313, 319, 334, 502, 515, 519, 530 and 541 from 2019/20 (Semester 2) or 2020/21 (Semester 1);

Undergraduate Honours Subject: Music

To add two new optional modules, MUS527, 'Teaching Music in the Community', and MUS526, 'Experimental Music';

Undergraduate Honours Subject: Politics

Undergraduate Honours Subject: Sociology

To add a new optional module, POL331, 'Populism';

Undergraduate Honours Subject: Social Policy

BSc Hons Health and Social Care Policy

To revise learning outcomes, rationale and learning and teaching methods in module SOP110;

Undergraduate Honours Subject: Sociology

To revise learning outcomes in module SOC101; to add a new compulsory Level 5 module, SOC334, 'Contemporary Ireland' for 2019/20; to add a new optional Level 6 module, SOC534, 'Professional Practice' in 2021/22;

BSc Hons Communication and Counselling Studies

To introduce a new optional 20 credit-point, Level 6 module, CMM567, 'Gender and Representation';

BSc Hons Community Development

To revise the assessment strategy in module AED516; to revise module AED505 to 30 credit-points, and to revise its learning outcomes, assessment load and reading list for a limited cohort of students who will transition from the previous structure for entry to the final level of the newly revalidated curriculum;

BSc Hons Interactive Media

To remove and permanently archive module MED534; to increase MED526 to 40 credit points;

BSc Hons Social Work

To revise the assessment strategy in module SWK334;

PgDip/MSc Professional Development in Social Work

To revise the assessment strategy in modules SWK701, SWK758, SWK759 and SWK760;

LLM International Commercial Law and ADR

To revise the title of LAW712; to revise learning and teaching methods and hours in LAW729 and 760; to change status of LAW756 to optional; to revise assessment strategy in LAW729, 754 and 760;

MA History

To replace module HIS704 with new module HIS709, 'History in Practice';

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework a new 5 credit-point, Level 3 module, PPD366, 'Developing Study Skills and Aspiration Raising';

Postgraduate Certificate of Professional Development Framework

To add to the framework a new 30 credit-point, Level 4 module, PPD369, 'Language Teaching Methodologies' ;to add a 15 credit-point, Level 7 module, LAW811, 'Equality Law'; to add a 30 credit-point, Level 7 module CYW830 and to revise its title to 'Reflecting on Your Practice'.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

FdSc Computing at Northern Regional College

To revise the assessment strategy in module COM478;

FdSc Construction Engineering with Surveying at Northern Regional College

To relocate temporarily May 2020 examinations to Ballymoney campus during the rebuilding of the Coleraine campus;

BEng Hons Architectural Engineering

BEng Hons Civil Engineering

BEng Hons Safety Engineering and Disaster Management

BSc Hons Architectural Technology and Management

BSc Hons Building Surveying

BSc Hons Construction Engineering and Management (DPP)

BSc Hons Civil Engineering

BSc Hons Energy

BSc Hons Environmental Health

BSc Hons Real Estate

BSc Hons Quantity Surveying and Commercial Management

BEng Safety Engineering and Disaster Management

MEng Hons Civil Engineering

MSci Planning, Regeneration and Development

To revise the module descriptions for associated DPP modules: ARC302; BLD322; CIV324; ENE330; ENH307; SAF304; SUR317, 318, 320, 515;

BSc Hons Architectural Technology and Management

BSc Hons Building Surveying

BSc Hons Construction Engineering and Management

BSc Hons Environmental Health

BSc Hons Real Estate

MSci Hons Planning, Regeneration and Development

To replace all Level 4 modules with six new 20 credit-point modules drawn as applicable from: BEN115, 'Applied Sciences for Health', BEN116, 'Building and Land Measurement', BEN118, 'Introduction to the Built Environment', BEN119, 'Introduction to Food and Occupational Health and Safety', BEN123, 'Creating Development', BEN124, 'Quantification', BEN127, 'Sustainable Development in the Built Environment', BEN128, 'Technology and Services 1', BEN130, 'Built Environment Economics', BEN132, 'Public Health and Nuisances', BEN133, 'Environmental Protection, Cycles and Impacts', BEN135, 'Planning and Regeneration', BEN138, 'Materials and Structures', BEN139, 'Surveying', BEN140, 'Valuation Principles', BEN141, 'Technical Development';

BSc Hons Biomedical Engineering
BSc Hons Engineering Science
BSc Hons Technology with Design
BEng Hons Clean Technology
BEng Hons/MEng Hons Electronic Engineering
BEng Hons/MEng Hons Engineering Management
BEng Hons/MEng Hons Mechanical Engineering
BEng Hons/MEng Hons Mechatronic Engineering
To revise modules MEC319 and 320;

BSc Hons Building Surveying
BSc Hons Construction Engineering and Management
BSc Hons Quantity Surveying
To revise learning and teaching methods, assessment strategy and summary description for module BNE303;

BSc Hons Civil Engineering
To revise the assessment strategy in module CIV514;

BEng Hons Architectural Engineering
BSc Hons Civil Engineering
BSc Hons Energy
BEng/MEng Hons Civil Engineering
To introduce 12 new modules as part of a shared curriculum for Level 4: BEN117, 'Energy and Environmental Systems', BEN120, 'Materials', BEN121, 'Mathematics – BEng', BEN122, 'Mathematics – BSc', BEN125, 'Introducing Humanitarian Engineering', BEN126, 'Sustainable Construction and Traffic Engineering', BEN127, 'Sustainable Development in the Built Environment', BEN129, 'Building Services', BEN131, 'Engineering Mechanics', BEN136, 'Project and Communication', BEN137, 'Science for Engineers', BEN139, 'Surveying';

BSc Hons Computer Science
BSc Hons Computing Technologies
BSc Hons Interactive Computing
BEng Hons Computer Science
BEng Hons Software Engineering
To revise the assessment strategy in module COM646;

BEng Hons Energy and Building Services Engineering at HKU SPACE
To revise the structure of the degree;

BSc Hons Quantity Surveying and Commercial Management
To replace all Level 4 modules with new modules: BEN118, 'Introduction to the Built Environment', BEN124, 'Quantification', BEN128, 'Technology and Services 1', BEN130, 'Built Environment Economics', BEN134, 'Law, Governance and Society', BEN136, 'Project and Communication'; to revise the assessment strategy in module SUR323; to revise learning outcomes and assessment strategy in SUR327, 505 and 509; to change semester of SUR505 and 509; to revise programme and AB exit award learning outcome maps;

BSc Hons Real Estate
To change semesters of modules SUR501 and 504 and revise learning outcomes and assessment strategy;

BEng Hons/MEng Hons Mechanical Engineering
BEng Hons/MEng Hons Mechatronic Engineering

To revise the assessment strategy, distribution and amount of contact time in module MEC145;

BEng Hons/MEng Hons Safety Engineering and Disaster Management

To replace all Level 4 modules with six new modules: BEN120, 121, 125, 131, 136, 137; to revise learning outcomes, assessment strategy and semester of modules SAF500, 501, 503, 504, 505, 506; to revise learning outcome maps and the AB exit award accordingly;

PgCert/PgDip/MSc Real Estate

To replace module FIN708 with BLD705; to change semester of module SUR836; to revise learning outcomes and assessment strategy in modules BLD705 and SUR836;

MSc Data Science

To revise the assessment strategy in module COM740;

MSc Professional Software Development (Magee and QAHE)

To change semesters of modules COM811 and 808.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework a new 5 credit-point, Level 3 module, PPD368, 'Transition Module (School of Computing)';

Short Course Modules

To introduce a new 5 credit-point, Level 5 module, COM678, 'Summer School in IoT & AI'.

LIFE AND HEALTH SCIENCES

Course Revisions

FdSc Sport, Coaching and Fitness at Northern Regional College, North West Regional College, South Eastern Regional College and Southern Regional College

To introduce a new Level 4 module, 'Sports Policy and Planning', to facilitate articulation to BSc Hons Sports Studies;

BSc Hons Biology

MSci Hons Biological Sciences

MSci Hons Pharmaceutical Sciences

To revise the assessment strategy in module BIO314;

BSc Hons Football Coaching and Business Management

BSc Hons Sports Studies

BSc Hons Sport and Exercise Sciences

BSc Hons Sports Coaching and Performance

To reinstate SLS315 as a pre-requisite for SLS523, and SLS301 as a pre-requisite for SLS521; to update regulations in accordance with the new Honours classification algorithm;

PgDip Physician Associate Studies

To revise learning outcomes and assessment strategy in all modules in line with expectations of the University's Curriculum Design Principles; to revise the credit value of all modules; to withdraw module BMS708;

MSci Hons Biological Sciences

To replace modules BIO814, BMS815 and 833 with BIO703 and BMS807; to revise modules BMS806 and 811 to provide a more accurate record of duration and location; to revise the programme specification learning outcomes and structure table in line with the updated BSc degree (included as an exit award);

MSci Hons Pharmaceutical Biosciences

To revise the assessment strategy in module PHA528;

MSc Clinical and Diagnostic Oral Sciences

To clarify the location of delivery as College of Dentistry, Birmingham;

MSc Endodontics (FT)

MSc Clinical Endodontics (PT)

MSc Advanced Clinical Periodontics (FT)

MSc Clinical Periodontics (PT)

MSc Advanced Clinical Restorative and Aesthetic Dentistry (FT)

MSc Clinical Restorative Dentistry (PT)

MSc Advanced General Dental Practice (FT/PT)

MSc Oral Surgery (FT)

MSc Clinical Oral Surgery (PT)

MSc Oral Implantology (FT)

MSc Clinical Oral Implantology (PT)

MSc Orthodontics (FT)

MSc Clinical Orthodontics (PT)

MSc Facial Aesthetics (PT)

MSc Digital Dentistry (PT)

MSc Clinical and Diagnostic Oral Sciences (FT/PT)

MSc Advanced Clinical and Diagnostics Oral Sciences (FT)

To remove (except in MSc Clinical and Diagnostic Oral Sciences, MSc Advanced Clinical and Diagnostics Oral Sciences, MSc Digital Dentistry and MSc Facial Aesthetics), 'or equivalent' from the admission requirement to be GDC registered; to add 'or equivalent' to the requirement for Enhanced DBS check.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework a new 10 credit-point, Level 4 module, PPD360, 'Supporting Pupils with Visual Impairment in Education';

Short Course Modules

To introduce two 20 credit-point, short-course modules, NUS595, 'Spirometry for Healthcare (Level 6) and NUS876, 'Spirometry for Healthcare Professionals' (Level 7); to correct NUS595 and NUS876 to single-semester modules and to revise learning outcomes and assessment strategies; to introduce a 15 credit-point short course module, NUS500, 'Preparation for Nursing and Midwifery Test of Competence (Level 6) and a 5 credit-point short course module, NUR618, 'Test of Competence for Nurses and Midwives' (Level 6).

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

FdSc Management Practice

To add four new 20 credit-point optional modules: BMG249, 'Retail Environment' (Level 4), BMG250, 'Retail Operations' (Level 4), BUS317, 'Retail Logistics (Level 5) and BUS318, 'Future of Retail (Level 5), as part of a specialist named pathway in Retail for Lidl students; to make BUS315 available at the Belfast campus in addition to Lidl premises or Jordanstown;

Undergraduate Honours Subject: Consumer Management and Food Innovation

Undergraduate Honours Subject: International Travel and Tourism Management

BSc Hons Culinary Arts Management

BSc Hons International Hospitality Management

BSc Hons Leisure and Event Management

To revisit the word limit in the assessment of module HTM513;

BSc Hons Business Economics

BSc Hons Economics

To revise the assessment strategy in module ECO113; to replace module MKT327 with MKT354 (Business Economics only); to add an optional Dissertation module, ECO527 (Economics only);

BSc Hons Business Technology

To change the status of modules BMG213, ACF106, ACF321, ACF527 to optional; to add optional modules COM101, COM149, CMP300, CMP500, COM662; to replace BMG449 with BUS316, and COM147 with COM118; to offer BMG213 and ACF138 in semester 1 and to change ACF142 to semester1;

Undergraduate Honours Subject: Consumer Management and Food Innovation

BSc Hons Culinary Arts Management

BSc Hons Food and Nutrition [Faculty of Life and Health Sciences]

BSc Hons International Hospitality Management

Undergraduate Honours Subject: International Travel and Tourism Management

BSc Hons Leisure and Event Management

To revise the assessment strategy in module HTM188;

BSc Hons Managing the Customer Contact

To add module BMG604 and remove module BMG613; to revise the titles of modules BMG604 and BMG605;

Extended MSc Marketing

To remove the incorrectly added City College, Qatar instance;

PgCert in Graduate Leadership

To revise learning outcomes and content in module BMG864.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework modules BMG852 and 857.

SCHEDULE TO ORDINANCE XXVIII: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2019/20) (as at 23 August 2019)

(New programmes which have been approved for the 2019 intake are in bold)
(Exit awards are not included)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>BELFAST METROPOLITAN COLLEGE 0=-- Castlereagh</p> <p>Gerald Moag (Millfield)</p> <p>Titanic Quarter</p>	<p>CertHE Tour Guiding FdEng Software Engineering</p> <p>Access Diploma in Computing for the Economy² Access Diploma in Mathematics and Finance Access Diploma in Mathematics and Physics Certificate in Counselling Studies CertHE Combined Social and Behavioural Sciences FdSc Architectural Technology FdEng Civil Engineering FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice³ FdSc Health and Social Care FdSc Planning, Property and Housing FdEng Software Engineering BSc Hons Social Work (Levels 4 and 5)</p> <p>CertHE Tour Guiding FdSc Accounting FdSc Applied and Medical Sciences FdSc Event Management FdSc Hospitality and Tourism Management (with specialisms) FdSc Marketing</p>
<p>CITY COLLEGE Doha, Qatar⁴</p>	<p>Diploma in International Foundation Studies (BAHSS Pathway) BSc Hons Business Studies (Level 6) MSc Marketing MSc Management Master of Business Administration</p>
<p>COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE</p> <p>Enniskillen</p> <p>Greenmount</p> <p>Loughry</p>	<p>FdSc Equine Management BSc Hons Equine Management</p> <p>FdSc Agriculture and Technology FdSc Horticulture (with three specialisms – Landscape Management, Sports Turf Management and Production Management)</p> <p>FdSc Food Manufacture and Nutrition⁵</p>

² Formerly AccDip in Computing, Business and Multimedia

³ Formerly FdSc Counselling

⁴ New Institution – under ‘franchise’ model

⁵ Formerly BSc Hons Food, Nutrition and Health

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
	BSc Hons Food Innovation and Nutrition ⁶ BSc Hons Food Business Management BSc Hons Food Technology
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
NORTHERN IRELAND AMBULANCE SERVICE HEALTH AND SOCIAL CARE TRUST Knockbracken Healthcare Park	FdSc Paramedic Practice
NORTHERN IRELAND PRISON SERVICE PRISON TRAINING COLLEGE Hydebank Wood	Certificate in Custody Prison Officer Practice
NORTHERN REGIONAL COLLEGE Antrim Library (College outcentre) Ballymena Ballymoney Coleraine	Certificate in Counselling Studies Access Diploma in Science Access Diploma in Social Science Certificate in Counselling Studies FdSc Business with Digital Technology FdSc Computing FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice ² FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdEng Mechanical and Manufacturing Engineering Access Diploma in Social Science Access Diploma in Science Access Diploma in Social Science Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Construction Engineering with Surveying FdSc Health and Social Care FdSc Sport, Coaching and Fitness
Magherafelt Newtownabbey	Access Diploma in Science Access Diploma in Social Science Certificate in Counselling Studies FdSc Health and Social Care Access Diploma in Science Access Diploma in Social Science FdSc Applied and Medical Sciences FdSc Business with Digital Technology FdSc Computing FdSc Health and Social Care

⁶ Formerly BSc Hons Food Design and Nutrition

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>NORTH WEST REGIONAL COLLEGE</p> <p>Limavady</p> <p>Derry/Londonderry (Strand Road)</p>	<p>Access Diploma in Combined Studies Certificate in Counselling Studies FdSc Integrative Counselling Practice²</p> <p>Access Diploma in Combined Studies Access Diploma in Science Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Architectural Technology FdSc Business and Enterprise FdEng Civil Engineering FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice² FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms) FdSc Information Technologies FdEng Mechanical Engineering FdSc Responding to Alcohol and Drug Use FdSc Software Development FdSc Sport, Coaching and Fitness</p>
PSNI POLICE COLLEGE	<p>Advanced Diploma in Policing Advanced Diploma in Professional Teaching</p>
<p>QAHE⁷</p> <p>Birmingham</p> <p>London</p>	<p>BSc Hons Business Studies Graduate Certificate in Business MSc International Business MSc International Business (Extended Master's) MSc Marketing MSc Marketing (Extended Master's) MSc Professional Software Development</p> <p>BSc Hons Accounting and Management BSc Hons Business Studies BSc Hons Computing Systems Graduate Certificate in Business Master of Business Administration MSc International Business MSc International Business (Extended Master's) MSc Marketing MSc Marketing (Extended Master's) MSc Professional Software Development MSc Strategic Accounting</p>
SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SWITZERLAND	BSc Hons International Hospitality Management (Level 6)

⁷ Under 'franchise' model

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>SOUTHERN REGIONAL COLLEGE</p> <p>Armagh</p> <p>Banbridge</p> <p>Newry</p> <p>Portadown</p>	<p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Health and Social Care</p> <p>Certificate in Counselling Studies FdSc Integrative Counselling Practice² FdSc Health and Social Care</p> <p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies Diploma in Irish Language AB English and History FdSc Applied and Medical Science FdSc Applied Industrial Sciences (Chemical Sciences) FdSc Computing FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms) FdSc Integrative Counselling Practice² FdA Interaction Design FdSc International Travel and Tourism Management FdEng Mechatronic Engineering FdSc Sport, Coaching and Fitness</p> <p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences (Life Sciences) FdSc Architectural Technology FdSc Computing FdSc Construction Engineering with Surveying FdEng Mechatronic Engineering</p>
<p>SOUTH EASTERN REGIONAL COLLEGE</p> <p>Bangor</p> <p>Downpatrick</p> <p>Lisburn</p>	<p>FdSc Architectural Technology FdSc Computing FdSc Construction Engineering with Surveying FdSc Sport, Coaching and Fitness</p> <p>FdSc Applied and Medical Sciences FdSc Computing FdSc Hospitality and Tourism Management (with specialisms) Certificate in Counselling Studies FdSc Integrative Counselling Practice²</p>

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
Newtownards SOUTH WEST COLLEGE	FdSc Health and Social Care FdSc Leadership and Management FdEng Mechatronic Engineering FdSc Sport, Coaching and Fitness FdSc Health and Social Care
Dungannon Enniskillen Omagh	<p>Access Diploma in Social Sciences Certificate in Counselling Studies FdEng Architectural Engineering and Energy FdSc Business Management⁸ FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying FdA Digital Arts and Technologies FdEng Engineering (with three specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics) FdSc Health and Social Care BSc Hons Social Work (Levels 4 and 5)</p> <p>Access Diploma in Social Sciences and Humanities Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Business Management¹ FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying FdA Digital Arts and Technologies FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms)</p> <p>Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Architectural Technology FdSc Business Management¹ FdSc Civil and Environmental Engineering FdSc Computing FdSc Construction Engineering with Surveying FdSc Counselling FdA Digital Arts and Technologies FdEng Engineering (with four specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics, Wind Turbine Technology) FdSc Financial Services Management</p>
UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION	BEng Hons Energy and Building Services Engineering (Levels 5 and 6) BSc Hons Food and Nutrition Postgraduate Diploma/MSc Dietetics Postgraduate Diploma/MSc Human Nutrition MSc Sport and Exercise Nutrition

⁸ Formerly FdSc Business Services Management

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
WESTERN HEALTH AND SOCIAL CARE TRUST	Postgraduate Diploma in Health and Social Care Management