

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 17 June 2019 by video-conference

PRESENT

Professor P Bartholomew (Chair), Dr D Barr, Dr M Black, Professor H Farley, Professor R Fee, Professor D Hazlett, Ms A Honan, Mr C Keenan, Professor A McKillop, Professor B Murphy, Mrs M Paris, Ms N Parkinson-Kelly (for Ms M Downey), Ms R Wasson

APOLOGIES

Ms M Downey, Professor M Giles, Dr M Keenan, Ms C Reid

IN ATTENDANCE

Professor O Barr (for min 19.31), Mrs N Bartholomew, Mr A G Faulkner, Mr G Kendall, Ms C McGoran (for min 19.31) and Mr K McStravock (for min 19.31)

UNRESERVED

19.27 MINUTES

The confirmed minutes of the meeting held on 13 March 2019 were approved and signed by the Chair, subject to the following revision to minute 19.16 (a) in relation to MSc Dietetics: '300 credit point' to read '315' and '180' to read '200'.

MATTERS ARISING

19.28 Designation of Reading Days (Min 19.09)

The Chair reported that Senate had agreed to consider the designation of reading days in advance of the following academic year as part of its approval of the academic calendar (Senate minute 19.35).

Senate noted that the use of reading days during the St Patrick's Day holiday was under review in consultation with Queen's University, Belfast. The Committee noted that Senate had delegated approval of semester dates to the Committee, which usually set these in June each year for the academic session in six years' time. It was proposed that ASQEC might set semester dates at its March meeting so that its minutes on this topic might prompt Senate to consider any reading days for the coming year at its April or June meeting.

AGREED: that semester dates be set at the March meeting in future.

19.29 Compulsory Undergraduate Dissertation/Project (min 19.10)

Professor Bartholomew reported that Senate had agreed to delegate its responsibility to permit departures from the requirement for a compulsory dissertation/project in Honours degrees to the Committee.

19.30 Outstanding Final Evaluation and Revalidation Document from 2017/18 (19.13)

The outstanding documentation for revalidation unit 16D had been received and was signed off on 29 May 2019. All documentation from the 2017/18 cycle of events had now been completed.

19.31 Ordinance XLII Fitness to Practise (19.17)

Senate had agreed to the proposed revisions to Ordinance XLII as endorsed by the Committee and recommended their approval to Council.

Senate had also noted that some regulators had their own Fitness to Practise requirements and required sign-off by students about their health on an annual basis and had suggested that the Ordinance might be further revised to add a responsibility for students to disclose health issues. The Students' Union representatives had stated at Senate that it was uncomfortable with a mandatory approach. Senate asked the Committee to consider this matter.

The Committee received Paper No ASQEC/19/12 setting out comments from Professor Barr and others who were knowledgeable of the expectations of PSRBs, the University Secretary's Office and Equality, Diversity and Inclusion lead. Professor Barr noted that the comments in the paper gave no support for mandating students to disclose health conditions, rather they encouraged voluntary disclosure facilitated by the provision of multiple and easily accessible opportunities, along with information on professional and regulatory body policies on this matter. None of those referred to required disclosure. The Students' Union endorsed the voluntary approach outlined in the paper. Ms McGoran reported legal advice from the perspective of the General Data Protection Regulation 2018 and the Data Protection Act 2018 and concerns around necessity and proportionality in requiring disclosure for applicants and students of courses for regulated professions.

The Committee noted that students were encouraged to disclose relevant conditions and avail of support available through the University. It was also noted that the draft Fitness to Study Policy and procedures were currently being revised to provide greater clarity for students and staff and that Trade Union consultation would take place before Senate approval. Members noted that the Ordinance on Fitness to Practise and the Fitness to Study Policy would need to be consistent in terms of information on student health disclosure.

AGREED that:

- (i) the Committee did not support mandatory student disclosure of health issues;

(ii) it be recommended to Senate that no further revision to the Ordinance be made.

19.32 Regulations for the Classification of Integrated Master's Degrees (19.18)

Senate had approved the revision to Regulation 27 of the Regulations for Integrated Master's Degrees to add a third-class Honours band.

19.33 English Language Policy for Admissions to Taught Courses (19.19)

It was noted that the proposed policy had been reviewed at the Academic Planning Advisory Group meeting of 23 May 2019 and that Professor Bartholomew had also provided further revisions to the Head of Admissions.

19.34 Curriculum Management System (CMS) (19.20)

It was noted that a new support contract had been awarded at the end of March to STCS Ltd and that CMS would no longer be a standing agenda item, but would be scheduled when appropriate.

CHAIR'S COMMUNICATIONS

19.35 External Moderation of Assessments

Professor Bartholomew reported that Learning and Teaching Committee in May and his meetings with Associate Deans (Education) had discussed the current requirement that external examiners should moderate *all work assessed as first class or distinction*, as set out in University's Code of Practice on External Examining. As first class awards were now common, Associate Deans (Education) proposed that a moderation sample would be sufficient.

Professor Bartholomew reported his broad agreement with this view but reminded members of the current context of interest in 'grade inflation' and the UUK's recent Statement of Intent on this topic. He emphasised that if sample moderation of firsts were adopted, the importance of sampling of cases near the classification boundaries (borderline) should be strengthened. As part of the annual accountability report to Council and DfENI, he would report on such development to support confidence in the University's processes to assure academic standards.

AGREED that:

- (i) sampling of first class or distinction work be permitted;
- (ii) the requirement to see the work assessed internally as failed be retained;
- (iii) sampling of the work of borderline candidates be required;
- (iv) Associate Deans (Education) be consulted to agree the revised wording of the relevant clause in the Code of Practice.

[Secretary's note: the clause has been revised as follows.

*Where it is agreed that the external examiner should see a selection of the scripts and coursework, the principles for such a selection are agreed in advance; external examiners are given enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent; external examiners should see a sample from the top, the middle and the bottom of the range. **They should must sample the work of candidates at classification boundaries. They should also see all work assessed internally as first class or distinction or as failed.***

19.36 QAHE Recognised Teacher Nominations

The Chair noted that Recognised Teacher nomination forms for QAHE staff had been submitted from Ulster University Business School in a much more timely manner than previously and that the nominees were characterised as well qualified to teach, many with fellowships of HEA and relevant teaching qualifications.

19.37 SELF-CERTIFICATION OF ILLNESS BY STUDENTS

The Committee had previously agreed that student self-certification should be permitted for short periods of illness and had asked Student Administration to revise procedures and protocols in respect of Student Attendance, Notification of Absence and Extenuating Circumstances and to develop an online self-certification form (min 19.08 refers).

Mrs Wasson presented paper ASQEC/19/13 which comprised a revised EC1 form and associated guidance notes. Mrs Wasson thanked Associate Deans (Education), Mr Doherty (DFO) and Ms Dunleavy (Examinations Officer) for their contributions. She outlined further planned development before next session.

- a) to amend section 4 of the form so that students could give or withhold consent for information to be passed to Student Support where appropriate;
- b) to separate out the guidance notes from the form and to revise the guidance into a more user-friendly format such as FAQs.

In due course she hoped to initiate a project to use the workflow facility in Banner 9 to enable the EC1 form to be presented in an online dynamic format, to allow an EC1 submission notification to relevant University personnel such as the Course Director and to develop a reporting facility so that self-certification by individuals could be recorded and tracked.

Members noted that the maximum period of self-certification was five working days, that the scheme was intended to deal with minor illness and that illness of a longer duration should be subject to medical confirmation and to ensure that students seek appropriate medical support for more serious/long-lasting conditions.

The Students' Union representatives welcomed the self-certification scheme, particularly its eventual availability online. They asked that worked examples be provided so that students and those who advise them could develop a good understanding of how the five-day limit would operate. Members also discussed the interpretation of the proposal that students normally be permitted only three consecutive self-certifications and agreed that the reference to 'consecutive' should be removed and that the guidance be explicit that the limit should be counted across the academic year. Members considered that more numerous submissions were likely to be indicative of an underlying health issue.

Members advised that if the guidance could be made sufficiently concise it should be retained on the form rather than separated and that the consequence of submission (associated assessment not to be marked) should be made more prominent within the guidance.

AGREED: that Student Administration revise the form in light of the discussion.

19.38 ACADEMIC PLANNING ADVISORY GROUP

Professor Murphy presented the report from the meetings of the Advisory Group held on 22 March and 23 May 2019 and on subsequent chair's action (Paper No ASQEC/19/14).

Conduct of APAG Business (item 1, 23.5.19)

Professor Murphy explained that the course costings which accompanied proposals would in future be referred to as a Resourcing Plan.

Course Planning (item 1, 22.3.19, item 2, 23.5.19)

The Committee received recommendations for nine new course proposals for September 2019 start and two for a September 2020 start to proceed to planning and evaluation, and for one to be approved without evaluation, and recommendations for revision to nine course titles, for approval of a new mode of attendance for six courses, and for approval of five changes or additions to locations.

It noted programme withdrawals and suspensions as summarised in Appendix 1.

Professor Murphy drew attention in particular to the proposal for the PgCert/PgDip/MSc Global Strategy in Environmental Health and Sustainability (2020) which derived from research activity. The Chair noted assurances from Professor Murphy and Mr Faulkner that proposals approved by ASQEC which had APAG conditions pending would not be progressed until the conditions had been fulfilled. Professor Murphy confirmed the appropriateness of the inclusion of 'international' in the revised title of the Diploma in International Foundation Studies which was to be evaluated under a franchise arrangement at City

College, Doha, Qatar as it was anticipated that the student intake would comprise a range of nationalities.

The Committee received under APAG chair's action recommendations for the introduction of a 240-credit point pathway (Applied Research) in the MSc Data Science and a new course proposal for approval without evaluation for Postgraduate Certificate of Education (PGCE) – China International Schools [now International Schools China]. Professor Bartholomew sought further information on the latter proposal. Dr Barr reported that the programme, which would be taught by 'flying faculty', with student placements in international schools, would not be accredited by the General Teaching Council of Northern Ireland and graduates would therefore not be eligible to work as teachers in the UK. This would be made clear to applicants and students; the course title and module titles would clearly differentiate the programme from the accredited PGCEs. He noted that graduates would be teaching UK curricula in international schools in China, not working in state schools.

Professor Bartholomew asked Dr Barr to discuss with the Head of Quality Enhancement the collaborative model for the course.

AGREED: that the recommendations from the Academic Planning Advisory Group and its Chair's action be approved as set out in Appendix 1.

COURSE APPROVAL

19.39 Course Approvals

The Committee received Paper No ASQEC/19/15a setting out recommendations from 2018/19 course approval/revalidation panels. The Committee noted that the Panel Chairs of four evaluation panels and 14 revalidation panels for 36 courses had confirmed that conditions and recommendations had been satisfactorily addressed.

AGREED that:

- (i) the recommendations of the evaluation and revalidation panels be approved as set out at Appendix 2;
- (ii) Chair's action be permitted over the summer in respect of events for which documentation was not yet signed off. Exceptionally the Chair might permit courses which have not been signed off by 31 July to recruit.

19.40 Outstanding Final Evaluation and Revalidation Documents 2018/19

Mr Kendall presented a statement on progress made in relation to the submission of outstanding final evaluation/revalidation documentation from events held in 2018/19 as at 10 June (Paper No ASQEC/19/15b).

He reported that 15 further documents had been approved since the previous meeting (as set out at Appendix 2) and that six new events had been added to the schedule. Processing the 27 events which remained to be completed would be a significant task for the Academic Office over the summer.

He noted that revised documentation from two events (Museum Studies (Unit 7E), Nursing (Education) (Unit 22E)) had not been received by the deadline set. While revised documentation for 7E had been submitted in May the analysis matrix had not been completed and the revisions could not be checked by the Academic Office.

The Committee also noted that there appeared in some instances to be greater recorded interaction to achieve the final document in partner colleges.

AGREED: that the relevant Associate Deans (Education) ensure progress to meet deadlines and follow up on late documentation and the completion of finalised versions.

19.41 Extensions of Approval

The Committee considered three proposals for one-year extensions to period of approval and consequent deferral of revalidation to 2020/21.

Professor Farley presented a proposal for MSc Business Development and Innovation (Paper No ASQEC/19/15c). It was noted that the course was in good standing and that an extension of approval would allow it to join with two other courses within a single revalidation unit.

Professor McKillop presented a proposal for FdSc Horticulture (CAFRE) (Paper No ASQEC/19/15d). The College intended to bring forward a proposal for an honours degree in this area and to recruit new staff and had asked for an extension so that the two programmes could align, with the new staff informing their development. Professor McKillop assured the Committee that the Faculty would ensure that matters which had been raised by the external examiner in his most recent report were satisfactorily addressed.

Mrs Paris presented a proposal for FdEng Civil Engineering (NWRC) (Paper No ASQEC/19/15e). Mrs Paris noted that the proposal listed a fast-track part-time mode of the foundation degree and advised that it had never operated and there was no plan for it to be offered.

It was noted that Chair's action had been taken on behalf of the Committee to approve one-year extensions to the period of approval for the following:

BSc Hons Biology; MSci Hons Biological Sciences	(Paper No ASQEC/19/15f)
PgCert Higher Education Practice	(Paper No ASQEC/19/15g)
BSc Hons Business Technology	(Paper No ASQEC/19/15h)
Policing Studies (Revalidation unit 26k)	(Paper No ASQEC/19/15i)
BSc Hons Interactive Media	(Paper No ASQEC/19/15j)

No issues around quality and standards had been identified for any of the courses.

AGREED: that the requests for one-year extensions be approved and Chair's action endorsed.

19.42 Course Revisions

The Committee noted course revisions and new short-course modules approved by faculties and ADDL since the previous meeting (Paper No ASQEC/19/15k) as set out in Appendix 3.

19.43 DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

a) FdSc Integrative Counselling Practice

Professor Fee presented a proposed departure following the revalidation of Counselling provision (College network) (Paper No ASQEC/19/16a) in respect of the title of the CertHE exit award as 'Counselling Studies.' The rationale for the difference in subject titles was that only the Level 5 modules had an assessed professional practice element.

b) Undergraduate Hons Law Dissertation

Following Senate's decision to allow the possibility of a departure from the standard requirement of a compulsory dissertation/project in Honours degrees (min 19.35), Professor Fee presented a proposal that the Level 6 dissertation be made optional in both the Single Honours and Major LLB programmes at Jordanstown and Magee so that students could opt to take practice-based learning/employability modules instead (Paper No ASQEC/19/16b). Professor Bartholomew commented that the Law Clinic module would provide a similar capstone module to the dissertation. Professor Fee advised that following approval, the School intended to undertake a review of the integrity of the subject structure to ensure that its learning outcomes were fulfilled at each campus though any combination of optional modules alongside the remaining compulsory modules.

c) MSc Dental Disciplines

Professor McKillop presented a proposal to vary the classification in master's degrees for the new MScs in various Dental disciplines (Paper No ASQEC/19/16c). University regulations expected in Master's degrees of more than 200 credit points the final 120 credit points to determine the overall grading. The MSc Dental portfolio comprised a number of courses of 360 and 540 credit points and the Faculty proposed that all modules should determine the overall grading in order adequately to reflect the clinical performance of students in their Dentistry specialism.

d) MSc Data Science

Dr Black presented a similar proposal to c) above in respect of its new 240 credit point pathway in Applied Research in the MSc Data Science (Paper No ASQEC/19/16d). As the final 120 credit points of the proposed pathway comprised a dissertation module, the standard regulation would exclude all taught modules from the final result. It was proposed that all modules should determine the overall grading. It was noted that the Faculty might introduce similar pathways in other Master's degrees.

Mr Faulkner informed the Committee that until 2007/8 Master's degrees had been graded on the basis of all Level 7 modules but that the regulations had been changed following the introduction of the first 240 credit point Master's in Fine Art (MFA) and Architecture (MArch). He asked the Committee to consider which model should now be regarded as the standard approach for such Master's degrees – the inclusion of all Level 7 modules or the final 120 credit points.

AGREED that:

- (i) the proposed departures be approved;
- (ii) a paper on options for Master's classification be considered at the next meeting of the Committee.

19.44 REVISION OF REVALIDATION AND EVALUATION DOCUMENTATION FOR 2019/20

Dr Curran presented a paper detailing the proposed revisions to revalidation/evaluation documentation for 2019/20 (Paper No ASQEC/19/17).

The Committee was asked to approve the revised format for documentation set out in the paper's Appendix 1. The same format would be used for collaborative provision. Appendix 2 provided a template working document which would assist course teams to complete the requisite sections. The proposed changes were the outcome of collaboration between CHERP and the Academic Office, informed by consultation with Associate Deans (Education), central departments and colleagues within the Education portfolio.

The documentation requirements had been revised to ensure closer alignment to the Integrated Curriculum Design Framework (ICDF) process and also to reflect current institutional priorities. This topic had previously been discussed at Learning and Teaching Committee (LTC) in the context of the ICDF. Members of that Committee who were not members of ASQEC had been invited to comment or attend this meeting. The one substantive comment received related to the level of detail required for assessment rubrics.

The main changes were an expanded Section A with some Commentaries transferred from Sections B and C, and revision, reduction and re-ordering of the Commentaries to ensure coherence of the documentation. An additional

summary information document, 'Curriculum Design at Ulster,' would be provided to panel members (except for college events), and assessment rubrics for all modules were to be provided as a supplementary document in CMS.

Professor Bartholomew highlighted that the assessment rubrics would not form part of the approved documentation, but they would be supplementary material which was important in a context of robust assessment design as part of the module design. They should be provided for all appropriate pieces of coursework, but some assignments might not be suitable.

He and other members welcomed the development and the work undertaken to formulate it. It was noted that the revisions would be reflected in the University's guidance documentation and the aide-memoire for panels. The new model would feature in the briefing seminars on evaluation and revalidation to be held in September and January with presentations from Academic Office and CHERP staff.

It was also noted that the new format would already be familiar to teams working with CHERP as part of their preparations for next year. For those course teams with a revalidation or evaluation early in the 2019/20 schedule, the new structure should not be problematic. Those early in the schedule who wished to provide Commentaries under the old headings might do so.

AGREED: that the proposed revisions be endorsed for introduction from 2019/20.

19.45 CONTINUOUS ASSURANCE FOR ENHANCEMENT CYCLE (CAEC): REVIEW OF 2018 IMPLEMENTATION AND PLANS FOR OPERATION IN 2019

Professor Bartholomew presented Paper No ASQEC/19/18 reviewing the operation of CAEC in 2018/19 with proposals for revision to the process for 2019/2020.

Review of 2018/19

The new process had been introduced in 2018/19 and a report on 2017/18 course performance and CAEC outcomes was received at the March 2019 meeting of ASQEC (min 19.21). Four courses were categorised in Academic Excellence, 20 Local Enhancement, 130 Active Monitoring, and 33 were in Supportive (then Special) Measures. Of those, 21 of 25 which had received NSS results showed improvement in scores. Supportive Measures had resulted in over 800 planned interventions across 69 courses.

The review report confirmed that the six objectives set for the new process had been fulfilled.

Operation in 2019/20

Professor Bartholomew outlined proposed changes for next session:

- Name change to Continuous Assurance of Quality Enhancement (CAQE).
- Datasets
While metrics and parameters for categorisation of full-time undergraduate courses were expected to remain unchanged, new contextual datasets would also be provided on academic planning and employment/employability, in addition to the current one for widening participation. They would not be used to determine specific performance at course level but were available to inform school/faculty action plans. The criteria for courses in Supportive Measures were amended to enable monitoring of the impact of inclusion of Level 5 in the classification of degrees.

Members noted that Quality Enhancement would review the performance indicator thresholds for the CAQE categorisations as necessary before the meetings in 2019/20.

- Additional items which had arisen in 2018/19 meetings would be included on agendas for meetings with Associate Deans (Education).
- Relationship to Revalidation
Categorisation in Academic Excellence or Local Enhancement would allow full-time undergraduate courses to be exempted from scheduled revalidation in the next year. The paper set out the circumstances in which a revalidation would continue, including for a joint PSRB event, if a series of substantial minor revisions over a period of years had changed the course to the extent that it required review to ensure continued fulfilment of learning outcomes and coherence, a need for a systemic review or review of fitness for purpose.

Courses in the Active Monitoring category would undergo revalidation, with the timing discussed at a meeting of the Pro-Vice-Chancellor (Education) and Associate Deans (Education). Courses categorised in Supportive Measures would not automatically have an early revalidation event as interventions would already be in place from an action plan and monitoring outcomes.

It was expected that the revalidation schedule for 2019/20 would be unaffected by CAQE outcomes but courses due for revalidation in 2020/21 had the possibility of extended approval.

Professor Bartholomew confirmed that, at evaluation and revalidation events, panels would continue to recommend a set period of approval and that the revalidation schedule would be maintained but subject to annual review in light of CAQE outcomes. The March meeting of the Committee should confirm those courses to be granted extended approval.

- Part-time and Postgraduate provision
CAQE would be extended to part-time and postgraduate taught provision. A review of course data would inform an annual discussion between the Pro-Vice-Chancellor and each Associate Dean (Education) in February.

Professor Bartholomew noted that there was limited performance data available on part-time undergraduate and postgraduate courses and advised that the focus would be on failure/resit/repeat rates, particularly first sit success, and PTES/NSS data if available. Other information might be scrutinised.

Postgraduate courses would retain the current schedule of revalidation. Part-time courses might be rescheduled along with the associated full-time mode, or after the review of part-time provision in February.

AGREED: that the proposed revisions for CAQE operation from 2019/20 be approved.

19.46 STUDENT PARTICIPATION IN NATIONAL SURVEYS 2019

Professor Bartholomew presented the annual report on student participation in the National Student Survey and the Postgraduate Taught Experience Survey (Paper No ASQEC/19/19).

National Student Survey (NSS)

The University had achieved a response rate of 77.95%, 1.55% above the national average. Professor Bartholomew praised the wide range of activities undertaken by the University to encourage students to respond.

The publication threshold for the public dataset was 50% of the JACS subject/course sample. This year, of 126 eligible courses, 103 met the threshold, in 48 JACS subjects. The University would also receive an internal dataset which was disaggregated to a lower level.

Members noted that results would be released to institutions and the national press on 3 July 2019 with results published on the Unistats website on 10 July. Results would be disseminated to Faculties as soon as possible after receipt with a full report to Senate in October.

Postgraduate Taught Experience Survey (PTES)

It was noted that the Survey provided useful indicative information given the 11.4% response rate. The results were not published and did not inform league tables.

A report on results would come to the Committee's October meeting.

19.47 COLLABORATIVE PARTNERSHIPS FORUM

Mrs Paris presented the report from the meeting of 10 April 2019 (Paper No ASQEC/19/20).

Application of the New Degree Algorithm to Foundation Degrees (item 1)

At the March ASQEC meeting it had been reported that a sample set (193) of student marks were modelled using a 30% Level 4, 70% Level 5 degree algorithm. The outcome was that 42% had summary marks reduced while 58% had stayed the same or been raised; 14% had dropped a grade and 6% been raised (min 19.23).

College HE Co-ordinators consulted and reported back to the Forum. The consensus of opinion was that it would be unfair to include a Level 4 element as the impact of the transition to HE was significant in terms of student performance. Mrs Paris noted that HE Co-ordinators had consulted with academic colleagues, but it was understood that students were more receptive to the inclusion of Level 4. The Forum agreed to model the 2018/19 results after the Supplementary Boards of Examiners and for the topic to be discussed with students, with further consideration in the Autumn semester.

Key Dates for Articulation Routes (item 2)

Mrs Paris reported that the Forum had noted a tight timescale for resit marking due to the period designated for examination boards and that the decisions from standard two-semester boards would be available immediately before the UCAS decision deadline of 31 August.

Online Admissions (OLA) (item 3)

The Committee noted that, following a University pilot at two colleges, OLA for Associate Students would be extended to NI Colleges and CAFRE for 2019/20 entry. The OLA process includes a document upload facility for entry qualification certificates. Only applicants meeting the required criteria would have an enrolment form produced. It was anticipated that this would help address the serious problems identified in the audit of 2018 admissions in NI partner colleges (ASQEC min 18.115). It was planned that Online Enrolment (OLE) would be extended to colleges in due course.

Professor Bartholomew thanked Mrs Paris for her extensive work as Chair of the Collaborative Partnerships Forum, and noted that Ms Carol Reid would take over the role from 2019/20.

19.48 CONTINUOUS ASSURANCE OF QUALITY ENHANCEMENT (CAQE) FOR VALIDATED PROVISION – PILOT OPERATIONAL PLAN

Mrs Bartholomew presented Paper No ASQEC/19/21 which outlined a process for the assurance of quality enhancement of validated courses in local partner institutions and proposed the piloting of a revised set of arrangements, similar to those which operated for internal University courses.

She outlined the rationale for change by identifying three weaknesses in the current arrangements:

- persistence of issues, particularly in relation to student recruitment and retention;
- substantial administrative burden on Faculty staff and central University departments arising from lengthy report documentation;
- limited evidence of enhancement resulting from the process.

The pilot version of CAQE in 2019/20 would aim to:

- enhance faculty oversight of quality assurance processes;
- reduce the administrative workload with more concise forms and use of benchmarks and metrics;
- enable targeted enhancement activity and action planning;
- monitor articulation to Ulster programmes.

The pilot process would not employ the three categories used for internal provision: courses would either meet or not meet identified benchmarks. There was no proposal to grant automatic extension of approval and exemption from revalidation as for internal CAQE.

Programme performance data would be reviewed with outcomes advised in October. Where University benchmarks were not met, programme teams, in collaboration with Faculty Partnership Managers (FPMs), would provide action plans by November for consideration by Faculties. FPMs would monitor implementation and report to the Collaborative Partnerships Forum on a regular basis. Existing arrangements were to be used for ongoing monitoring and enhancements, including a revised annual FPM report.

If action plans were judged inadequate, programme teams would be subject to a Supportive Measures Panel meeting in December. Quality Enhancement might undertake themed audits in light of outcomes from these Panel meetings. Associate Deans (Education) would also report on progress on action plans at monthly meetings with the Pro-Vice-Chancellor (Education).

Mrs Paris welcomed the revision to the FPM report, particularly that the narrative element had been reduced. Associate Deans (Education) also endorsed the proposed pilot and encouraged further reduction of the FPM report so that narrative comment was only expected where a deficiency was identified. The follow-up to issues with colleges would be a key aspect.

AGREED: that the pilot of CAQE in 2019/20 for validated provision in local partner colleges be approved.

19.49 CITY COLLEGE DOHA, QATAR

Professor Bartholomew presented a report from a Stage 1 Faculty Scrutiny event held on 24 May 2019 (Paper No ASQEC/19/22) and it was noted that Chair's action had been taken on behalf of the Committee to approve the proposal's completion of Stage 1. The proposal had moved to Due Diligence B Stage 2 and an institutional approval visit for recognition under Ordinance XXVIII, alongside a course evaluation visit, was scheduled for 20 June 2019. It was noted that

separate Legal and Finance Due Diligence (Due Diligence A) would have its final outcome in advance of this visit.

Professor Bartholomew reported that the model for this relationship was that City College would be an Affiliate College, with students belonging to the University.

AGREED: that Chair's action to approve the proposal's completion of Stage 1 be endorsed.

19.50 PROPOSAL FOR AFFILIATE STUDENT STATUS

Professor Bartholomew presented a discussion paper on the merits of creating an additional student status of 'Affiliate Student' (Paper No ASQEC/19/23).

It was noted that currently the relevant University Ordinances and Regulations distinguished between Registered Students of the University (who were also members of the Students' Union) and Associate Students studying for University awards in partner colleges. The latter belonged to the partner institution and were enrolled on a validated course. The Associate Student status had restricted privileges with the University, as the partner institution was responsible for all aspects of teaching and provision of the necessary resources and support for students, under University oversight.

Students at Affiliate Colleges such as QAHE studied franchised programmes and were full students of the University, and the contract with the College set out how responsibilities were shared in the delivery of services. The paper noted that responsibility for the provision of local resources and student support rested with the Affiliate College and the paper suggested that the status of Registered Student of the University might be inappropriate, particularly in the context of possible growth in this model and where the Affiliate College was based internationally. Professor Bartholomew explained that his concern was that the current designation of students of Affiliate Colleges as Ulster students could infer that such students should expect access to the full range of Ulster campus-based services to support their learning. A separate designation would provide greater transparency about the level of services such students might receive directly from the University.

Dr Barr suggested that the rationale for a restricted status might also apply to University students at outcentres, those studying fully online (distance learning) or part-time. Professor Bartholomew agreed that these instances were different from situations where the University itself could not offer the same level of pastoral support as on campus. Members welcomed efforts to provide greater clarity on the entitlements of students of the University who studied at locations other than University campuses.

Professor Bartholomew noted that Ordinances and Regulations would have to be amended in due course, and that he would consult further with senior officers and other relevant staff in the development of the proposal as these and related issues were considered further. Mrs Wasson confirmed that an additional

student status would not present any major implication for Student Administration, provided that there was clarity on its expectations.

19.51 INSTITUTIONAL RE-APPROVAL: HKU SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION (HKU SPACE)

Professor Bartholomew presented paper No ASQEC/19/24, a report on Institutional Re-approval from a recognition panel which was based on a review of documentation and meetings with students and senior management in Hong Kong on 22 May 2019. The institution was assessed as low risk.

AGREED: that it be recommended to Senate that the approval of HKU SPACE as a Recognised Institution of the University under Ordinance XXVIII, Recognition of Institutions, be endorsed for a further period of five years: 2019/20 to 2023/24.

19.52 PRIZES AND AWARDS

It was noted that nine new prizes had been approved by Chair's action on behalf of the Committee and Council, to be awarded in the current year (Paper No ASQEC/19/25), as follows:

New Prizes

Faculty of Arts, Humanities and Social Sciences

- Smarts Communicate Interactive Media Prize

Faculty of Computing, Engineering and Built Environment

- CPD Procurement Prize
- Hays Student Placement Award
- McCloskey Specialist Joinery Group Advanced Measurement Prize
- MSM Contracts Prize

Faculty of Life and Health Sciences

- Neuroscience Care Award
- Sport, Physical Activity and Health Prize

Ulster University Business School

- Hospitality Review NI Media Award
- The Taste.ie Food Tourism and Creativity Award

Professor Bartholomew asked that the basis for selection of the Hays Student Placement Award should be further clarified [Secretary's note: selection criteria revised.]

AGREED: that Chair's action in respect of nine new prizes be endorsed.

19.53 DATES OF SEMESTERS 2024/25

Mr Faulkner presented the proposed dates of semesters for 2024/25 (Paper No ASQEC/19/25).

Mr Faulkner advised that the standard pattern of dates had been followed. He asked colleagues to note that as Easter was late, Good Friday would start the Easter vacation on Friday 18 April 2025. (Good Friday would also start the Easter vacation in 2022.) The Committee had raised this matter at its previous meeting (min 19.09), as some academic staff had scheduled teaching on Good Friday this year.

Mr Faulkner highlighted that in 2019/20, as the May Public Holiday had been changed from Monday 4 May to Friday 8 May, and assuming that the University would also designate this day for closure, the revision week would last from Monday 4 May to Thursday 7 May, instead of Tuesday to Friday.

AGREED: that dates of semesters for 2024/25 be approved as follows:

Introductory period Monday 16 September 2024 – Friday 20 September 2024

Autumn Semester Monday 23 September 2024 – Friday 24 January 2025

(Christmas vacation Monday 16 December 2024 – Friday 3 January 2025)

Examinations begin Monday 6 January 2025

Spring Semester Monday 27 January 2025 – Friday 30 May 2025

(Easter vacation Friday 18 April 2025 – Monday 5 May 2025)

(Revision week Tuesday 6 May 2025 – Friday 9 May 2025)

Examinations begin Monday 12 May 2025

Summer Semester
(intensive) Monday 21 July 2025 – Friday 12 September 2025

Examinations begin Monday 1 September 2025

Supplementary
Examinations Wednesday 13 August 2025 – Thursday 21 August 2025

19.54 DATES OF MEETINGS

It was noted that the schedule of University Committee meetings for next session was to be considered by Senate on 26 June and it was expected that the Committee would meet on 22 October, 5 December, 10 March and 4 June.

19.55 DIRECTOR OF CHERP

Professor Bartholomew noted that this was Professor Hazlett's final ASQEC meeting and thanked her for her work, in particular for her contribution to the Committee and in her role as Director of CHERP.

Duration 2 hours 45 minutes

24 June 2019

GK/AGF/lv

UNIVERSITY OF ULSTER

ACADEMIC PLANNING ADVISORY GROUP (22.3.19 & 23.5.19)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

NEW COURSE PROPOSALS TO BE APPROVED WITHOUT EVALUATION

SEPTEMBER 2019 START

Faculty of Arts, Humanities and Social Sciences

Proposed PgCert of Education (PGCE) – International Schools China (PT) at Guangzhou Normal University, with placement in international schools in Guangzhou (one intake – pilot scheme).

Ulster University Business School

Proposed PgDip in International Marketing (PT) (ME).

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

SEPTEMBER 2019 START

Access, Digital and Distributed Learning

Proposed Diploma in International Foundation Studies (FT/PT) at City College, Doha, Qatar.

Faculty of Arts, Humanities and Social Sciences

Proposed FdA Interaction Design (FT/PT) at Southern Regional College (Newry campus).

Proposed MA Games Design (FT/PT) (BT).

Faculty of Computing, Engineering and the Built Environment

Proposed MSc Smart Manufacturing Systems (FT/PT) (ME).

Ulster University Business School

Proposed BSc Hons Business Studies (Final Year) (FT/PT), MSc Management (FT), MSc Marketing (PT), MBA (FT/PT) at City College, Doha, Qatar.

NOVEMBER 2019 START

Faculty of Life and Health Sciences

Proposed PgDip/MSc Sport and Exercise Nutrition (PT) at HKU SPACE [**approved by ASQEC Chair's action**].

SEPTEMBER 2020 START

Faculty of Arts, Humanities and Social Sciences

Proposed BDes Hons Games Design (FT/PT) (BT)

Faculty of Computing, Engineering and the Built Environment

Proposed PgCert/PgDip/MSc Global Strategy in Environmental Health and Sustainability (FT/PT) (DL).

PROPOSALS TO INTRODUCE A NEW MODE OF STUDY

Faculty of Arts, Humanities and Social Sciences

BSc Hons Community Youth Work (JN)

To introduce an accelerated part-time mode [from 2019/20].

BSc Hons Music, Sound and Technology (ME)

To introduce a part-time mode [from 2019/20].

Faculty of Computing, Engineering and the Built Environment

Access Diploma in Mathematics and Physics and Access Diploma in Mathematics and Finance at Belfast Metropolitan College (Millfield campus)

To introduce a part-time mode for Access Diploma in Mathematics and Physics from 2019/20 and a part-time mode for Access Diploma in Mathematics and Finance from 2020/21; thereafter part-time modes for these courses will be offered in alternate years, subject to demand.

BEng Hons Mechanical and Manufacturing Engineering (ME)

To introduce a part-time mode [from 2019/20].

Faculty of Life and Health Sciences

MSc Applied Behaviour Analysis

To introduce a full-time mode [from 2019/20].

BSc Hons Food and Nutrition at HKU SPACE

To introduce a full-time mode [from 2020/21].

PROPOSALS TO INTRODUCE A JANUARY INTAKE FROM 2019/20

Ulster University Business School

MBA at QAHE (Birmingham and London).

PROPOSALS FOR TITLE CHANGE

Access, Digital and Distributed Learning

From: Diploma in Foundation Studies with Pathways
To: Diploma in International Foundation Studies with Pathways and change in title of the Science, Technology, Engineering and Mathematics pathway to 'Science, Technology and Engineering' [effective from 2019/20].

Faculty of Arts Humanities and Social Sciences

From: FdSc Counselling at Belfast Metropolitan College, Northern Regional College, North West Regional College, Southern Regional College, South Eastern Regional College and South West College
To: FdSc Integrative Counselling Practice [effective from 2019/20].

From: BSc Hons Therapeutic Communication and Counselling Studies
To: BSc Hons Communication and Counselling Studies [effective from 2019/20].

From: MSc Digital Media Communication
To: MSc Digital Marketing Communication and Leadership [effective from 2019/20].

Faculty of Computing, Engineering and the Built Environment

From: Access Diploma in Maths and Engineering at Belfast Metropolitan College
To: Access Diploma in Mathematics and Physics [effective from 2019/20].

From: Access Diploma in Maths and Finance at Belfast Metropolitan College
To: Access Diploma in Mathematics and Finance [effective from 2019/20].

Faculty of Life and Health Sciences

From: FdSc Food Nutrition and Health at CAFRE (Loughry College)
To: FdSc Food Manufacture and Nutrition [effective from 2019/20].

From: BSc Hons Food Design and Nutrition at CAFRE (Loughry College)
To: BSc Hons Food Innovation and Nutrition [effective from 2019/20].

Ulster University Business School

From: Undergraduate Honours Subject: Business Studies (Single Hons)
To: BSc Hons Business Studies with Specialisms (and to identify three pathways: Accounting; Marketing; and Enterprise) [effective from 2018/19].

From: Undergraduate Honours Subject: Business Studies (Single Hons)
To: BSc Hons Studies with Specialisms (and to identify three pathways:
Accounting; Marketing; and Enterprise) [effective from 2018/19].

PROPOSAL FOR NEW OUTCENTRE

Ulster University Business School

Advanced Diploma in Management Practice

To offer in part-time mode at Hastings Hotels across Northern Ireland [from 2019/20].

PROPOSALS FOR NEW LOCATION

Access, Digital and Distributed Learning

Diploma in Foundation Studies with Pathways [New title: Diploma in International Foundation Studies with Pathways]

To change location from Jordanstown to Belfast [from 2019/20].

Faculty of Computing, Engineering and the Built Environment

FdSc Computing at South Eastern Regional College

To offer in full-time and part-time modes at the College's Lisburn campus [from 2019/20].

Faculty of Life and Health Sciences

FdSc Applied and Medical Sciences at Northern Regional College

To offer in full-time mode at the College's Coleraine campus [from 2019/20].

Ulster University Business School

MBA

To offer in full-time mode (including the 240-credit point MBA with Advanced Practice pathway) at QAHE Birmingham campus [from 2019/20].

PROPOSALS FOR NEW PATHWAYS

MSc Data Science

To introduce a 240-credit point pathway (Applied Research) [from 2019/20].

MSc International Business (FT) (QAHE – Birmingham and London)

Extended MSc International Business (FT) (QAHE – Birmingham and London)

To introduce two additional pathways (Human Resource Management (HRM) and Data Analytics) [from 2019/20].

WITHDRAWN PROPOSAL

Faculty of Arts, Humanities and Social Sciences

Proposed PgCert/PgDip in Intellectual Property Law and Practice (FT/PT) (ME).

FOR INFORMATION: PROGRAMME SUSPENSION [noted by the Academic Planning Advisory Group]

Faculty of Life and Health Sciences

2019/20 intake:

FdSc Applied and Medical Sciences (FT/PT) at Southern Regional College (Newry campus).

FOR INFORMATION: PROGRAMME WITHDRAWALS [noted by the Academic Planning Advisory Group]

Faculty of Arts, Humanities and Social Sciences

Last intake 2018/19

FdA Design (Product and Graphic) at South West College (Enniskillen and Omagh campuses);

Advanced Diploma in Intelligence Management at PSNI (Police College - Montgomery Road);

Advanced Diploma in Intelligence Policing at PSNI (Police College - Montgomery Road);

MA Irish History and Politics (CE).

No intake

Access Diploma in Creative Media Production at South West College (Cookstown, Dungannon, Enniskillen and Omagh campuses).

Faculty of Computing, Engineering and the Built Environment

Last intake 2014/15

BSc Hons Transportation with Specialisms (JN);

PgCert/PgDip/MSc Transport Planning and Policy (JN);

MSci Hons Transport Planning (JN).

Last intake 2017/18

Access Diploma in Computing at South West College (Dungannon, Enniskillen and Omagh campuses).

Last intake 2018/19

FdSc Computing Infrastructure at Southern Regional College (Portadown campus);

FdSc Interactive Multimedia at Southern Regional College (Newry and Armagh campuses).

No intake

CertHE in Engineering at Northern Regional College (Farm Lodge campus).

Faculty of Life and Health Sciences

Last intake 2017/18

FdSc Applied and Medical Sciences at South Eastern Regional College (Bangor and Downpatrick campuses).

Last intake 2018/19

Pathway in FdSc Health and Social Care (BMC, NRC, NWRC, SERC, SRC, SWC) articulating to entry into the University's BSc Hons Health and Social Care Policy (PT) programme;

Named pathways in PgCert/PgDip/MSc Advancing Practice: Orthoptics; Respiratory Health; Seating and Posture Management; Stroke Care; Cancer Care; PgDip/MSc Coastal Zone Management (DL).

Ulster University Business School

Last intake 2011/12

BSc Hons Banking and Finance (CE).

Last intake 2015/16

Undergraduate Honours Subject: Business Management (CE).

Last intake 2017/18

Undergraduate Honours Subject: Marketing (JN) [Note: Minor strand only being withdrawn. Single Honours not withdrawn].

Last intake 2018/19

FdSc Business with Digital Technology at Northern Regional College (Ballymena – Part-time and Part-time 2 year, 3 semester, Coleraine – Full-time, Part-time and Part-time 2 year, 3 semester, Magherafelt - full-time, part-time and part-time 2 year, 3 semester and Newtownabbey – part-time and part-time 2 year, 3 semester) [Note: the programme remains at Ballymena and Newtownabbey campuses in full-time mode];

FdSc Business Services Management at South West College (Dungannon, Enniskillen and Omagh);

FdSc Leadership and Management at South Eastern Regional College (Bangor campus).

No intake

FdSc Leadership and Management at Northern Regional College (Ballymena);

MSc Business and Supply Chain Excellence for Aerospace (JN).

UNIVERSITY OF ULSTER

COURSE APPROVALS

Recommendations

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

1 COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
		FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	BSc Hons Music, Sound and Technology	✓		2019 - 2023	ME	Max 30 Min 20	
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	BEng Hons Artificial Intelligence (with CertHE and AB exit awards) (with DPP(I) / DIAS)	✓	✓	2018 - 2022	ME		
ULSTER UNIVERSITY BUSINESS SCHOOL	MSc Strategic Accounting (with PgCert and PgDip exit awards)	✓	✓	2019 – 2022 [Jan 2019 start]	JN	Max 15 (FT & PT combined)	
		✓	✓	2019 – 2022 [Jan 2019 start]	QAHE (London)		
	MSc Strategic Growth (with PgDip exit award)		✓	2019 - 2023	JN		Max 16

2 COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	10B3	FdEng Mechatronic Engineering (with CertHE exit award)	✓	✓	2019 – 2023	South Eastern Regional College (Lisburn)	Max 24 Min 15	Max 24 Min 15
			✓		2019 – 2023	Southern Regional College (Newry	Max 20 Min 15	
				✓	2019 - 2023	and Portadown)		Max 20 Min 15
	10B4	FdEng Mechanical Engineering (with CertHE exit award) FdEng Electrical and Electronic Engineering (with CertHE exit award)	✓	✓	2019 – 2021	North West Regional College (Strand Road)	Max 20 (FT&PT) Min 15 (FT&PT)	
✓			✓	2019 - 2021	North West Regional College (Strand Road)	Max 20 (FT&PT) Min 15 (FT&PT)		
16Aii	MSc Professional Software Development (with PgCert and PgDip exit awards)	✓ [2 intakes]	✓ [3 intakes]	2019 - 2022	QAHE (London)	Max 60 Min 15 Split across Sept & Jan intake	Max 60 Min 15 Split across Sept & Jan intake	
16B1b	BSc Hons Computing Systems (with CertHE and AB exit awards)	✓	✓	2019 - 2022	QAHE (London)	Max 60 Min 15 Split across Sept & Jan intake	No Max & Min given	

	16D	BEng Hons Electronics and Embedded Systems [previously BEng Hons Computer Engineering] (with CertHE and AB exit awards) (with DPP(I) / DIAS)	✓	✓	2018 – 2022	ME		
		BSc Hons Computer Science (Software Systems Development) (with CertHE and AB exit awards in Computer Science) (with DPP(I) / DIAS)	✓	✓	2018 – 2022	ME		
		BSc Hons Information Technologies (with CertHE and AB exit awards) (with DPP(I) / DIAS)	✓	✓	2018 – 2022	ME		
		Undergraduate Honours Subject: Computer Science (Single Hons with CertHE and AB exit awards) (with DPP(I) / DIAS)	✓	✓	2018 – 2022	ME		
		Undergraduate Honours Subject: Computing (Minor)	✓		2018 - 2022	ME		
	16G6	FdSc Computing (with CertHE exit award)	✓	✓	2019 – 2023	South West College (Dungannon)	Max (FT & PT) 48 (2 classes of 24) Min (FT & PT) 15	
			✓	✓	2019 – 2023	(Enniskillen)	Max (FT & PT) 24 Min (FT & PT) 15	
			✓		2019 - 2023	(Omagh)	Max 24 Min 15	
LIFE AND HEALTH SCIENCES	3C1a	BSc Hons Biomedical Science (with AB and CertHE exit awards)	✓	✓	2019 – 2023	CE		
		BSc Hons Applied Biomedical Science [previously 'Biomedical Science'] (with DPP (Pathology)) [Note: old title retained for 2019 intake.]	✓		2019 – 2023	CE		
		BSc Hons Biomedical Science (with AB and CertHE exit awards) (with DPP(I) / DIAS)	✓		2019 - 2023	CE		
		BSc Hons Biomedical Science (Level 6)		✓	2019 – 2023	DL		

		Graduate Certificate in Biomedical Science		✓	2019 – 2023	DL		
		MBiomedSci Hons Biomedical Science (with BSc Hons Biomedical Science exit award)	✓	✓ [Level 7]	2019 - 2023	CE / University of Indiana / Purdue University Indiana		
	3C3	FdSc Applied Industrial Sciences (Chemical Sciences – Newry / Life Sciences – Portadown)		✓ ✓ [2Y3S]	2019 – 2023	Southern Regional College (Newry and Portadown)		Max 20 (PT & PT 2Y3S combined) Min 15
				✓ ✓ [2Y3S]	2019 - 2023			Max 20 (PT & PT 2Y3S combined) Min 15
	3C5	FdSc Applied and Medical Sciences (with CertHE exit award) (Network)	✓	✓	2019 – 2023	North West Regional College (Strand Road)	Max 20 Min 15	Max 10 Min 5
			✓		2019 – 2023	Northern Regional College (Newtownabbey)	Max 15 Min 15	
			✓		2019 – 2023	South West College (Enniskillen)	Max 20 Min 15	
			✓		2019 - 2023	Southern Regional College (Newry)	Max 15 Min 15	
	3D	BSc Hons Dietetics	✓		2019 – 2023	CE		
		BSc Hons Food and Nutrition (with CertHE Science for Nutrition and AB Food and Nutrition exit awards)	✓		2019 – 2023	CE		
		BSc Hons Human Nutrition (with CertHE Science for Nutrition and AB Food and Nutrition exit awards)	✓	✓	2019 – 2023	JN		
		MSc Dietetics (with PgDip exit award)	✓		2019 – 2023	CE		

		MSc Human Nutrition (with PgCert and PgDip exit awards)	✓	✓	2019 – 2023	JN		
		PgCert/PgDip/MSc Food and Nutrition (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	DL		
	28H	FdSc Sports Science, Coaching and Fitness (with CertHE exit award) (Network)	✓		2019 – 2023	Northern Regional College (Coleraine)	Max 20 Min 15	
			✓		2019 – 2023	North West Regional College (Strand Road)	Max 20 Min 15	
			✓		2019 – 2023	Southern Regional College (Newry)	Max 40 Min 15	
			✓		2019 – 2023	South Eastern Regional College (Bangor and Lisburn)	Max 34 Min 15	
				✓	2019 - 2023			Max 15 Min 15
	28L	PgCert Medicines Management (with named pathways in 'Independent and Supplementary Prescribing' and 'Supplementary Prescribing')		✓	2019 – 2023	JN		
		PgCert/PgDip/MSc in Advancing Practice in AHP Specialism (Clinical Physiology, Computed Tomography, Diagnostic Radiography, Magnetic Resonance Imaging, Medical Ultrasound, Neuromusculoskeletal Physiotherapy, Physiotherapy, Occupational Therapy, Podiatry, Radiotherapy and Oncology, Speech and Language Therapy) (with PgCert and PgDip exit awards)		✓	2019 – 2023	JN		
		PgCert/PgDip/MSc Lower Limb Preservation in Diabetes (with PgCert and PgDip exit awards)		✓	2019 – 2023	DL		
		PgCert/PgDip/MSc Sensory Integration (with PgCert and PgDip exit awards)		✓	2019 – 2023	JN		

		MSc Professional Development in Occupational Therapy (with PgCert and PgDip exit awards)		✓	2019 – 2023	DL		
		MSc Professional Development in Physiotherapy (with PgCert and PgDip exit awards)	✓	✓	2019 - 2023	DL		
ULSTER UNIVERSITY BUSINESS SCHOOL	5N	FdSc Business with Digital Technology (with CertHE exit award)	✓		2019 – 2023	Northern Regional College (Ballymena	Max 15 Min 15	
			✓		2019 - 2023	and Newtownabbey)	Max 15 Min 15	
	5Lai	BSc Hons Marketing (with CertHE and AB exit awards) (with DPP(I) / DIAS)	✓	✓	2019 – 2023	JN		
		MSc Marketing (with PgCert and PgDip exit awards)	✓	✓	2019 – 2023	JN	Min 15 (FT &PT)	
		MSc Marketing (Extended Master's) (with GradCert, PgCert and PgDip exit awards)	✓		2019 - 2023	JN	Min 15	

COURSE REVISIONS AND NEW SHORT COURSE MODULES 2018/19

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 13 March 2019.

ACCESS, DIGITAL AND DISTRIBUTED LEARNING**Diploma in Foundation Studies with Pathways**

To change Semesters for modules FCE004, 007, 014 and 100;

Postgraduate Certificate in Higher Education Practice

To move module PHE707 to Semester 2.

ARTS, HUMANITIES AND SOCIAL SCIENCES**Course Revisions****Undergraduate Hons Subject: Communication****Undergraduate Hons Subject: Journalism****BA Hons Media Studies and Production****BSc Hons Communication Management****BSc Hons Interactive Media****BSc Hons Language and Linguistics**

To apply the new Honours classification algorithm and to amend course regulations accordingly;

Undergraduate Hons Subject: Criminology and Criminal Justice**Undergraduate Hons Subject: Politics****Undergraduate Hons Subject: Social Policy****Undergraduate Hons Subject: Sociology****BSc Hons Health and Social Care Policy**

To apply the new Honours classification algorithm and to amend course regulations accordingly (all courses); to add an optional placement year and DPP/DPP(International) Associate awards for Single Honours Criminology and Criminal Justice through new module PIP313, 'Criminology Applied Placement and Learning'; to add an optional placement year and DPP Associate award for Single Hons and Major Politics students through new module POL330, 'Diploma in Professional Practice';

Undergraduate Hons Subject: Drama**Undergraduate Hons Subject: English****Undergraduate Hons Subject: History****Undergraduate Hons Subject: Irish Language and Literature****Undergraduate Hons Subject: Music****BA Hons Cinematic Arts****BSc Hons Creative Technologies**

To apply the new Honours classification algorithm and to amend course regulations accordingly;

Undergraduate Hons Subject: Education

To apply the new Honours classification algorithm and to amend course regulations accordingly;

Undergraduate Hons Subject: English

To revise module title and assessment strategy in module ENG352, 'Eighteenth Century Literature';

Undergraduate Hons Subject: History

To add a new 20-point, Level 5 module, HIS373, 'History in Practice: Preparing and Planning a History Research Project', to be compulsory for Single Honours and Major, and optional for Main;

Undergraduate Hons Subject: Irish Language and Literature

To introduce an optional Semester of study abroad through a new 60-credit point module, IRS347, 'Sceim Mhalartaithe Thar Lear – Leann Ceilteach', from 2018/19 (Single Hons strand – FT);

Undergraduate Hons Subject: Law

To introduce CertHE and AB exit awards to the modular subject from 2018/19; to apply the new Honours classification algorithm and to amend course regulations accordingly; to make available the DPP award from 2018/19;

Undergraduate Hons Subject: Media Studies**BA Hons Media Studies and Production****BSc Hons Interactive Media**

To extend duration of module MED330 and to make it a long-thin module across Semesters 2 and 3;

Undergraduate Hons Subject: Politics

To revise module POL102, including title, content and assessment strategy; to revise title of module POL103;

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

To apply the new Honours classification algorithm and to amend course regulations accordingly;

BSc Hons Community Development

To swap Semesters for modules AED124 and 126;

BDes Hons Interior Design

To apply the new Honours classification algorithm and to amend course regulations accordingly;

BSc Hons Professional Development in Counselling

To add a new optional module from 2018/19, CMM565, 'Psychodynamic Approaches'; to remove optional modules CMM520 and 551;

BSc Hons Social Work

To correct the teaching staff information and distribution of contact hours in module SWK547;

PgDip/MSc Community Youth Work

To revise content of module CYW705; to revise structure of course (Semester/year of delivery) with CYW704 and 706 swapping years; to correct Semester of CYW701 and 705; to revise title, aims, learning outcomes, content and assessment in CYW705;

PgDip/MSc Development and Co-Production of Social Care Research

To amalgamate modules SWK755, 756 and 757 into a single 60-credit point module, SWK762, 'Development and Co-Production of Social Care Research', to be taken in the final year at Jordanstown or Childcare in Practice Journal's premises, Belfast (Outcentre);

PgDip/MSc Professional Development in Social Work

To add new optional module, SWK761, 'Disseminating and Influencing Others in Social Work Research', within the final MSc stage; to allow module SWK760 to contribute to the final MSc award.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework two new 5-credit point, Level 4 short-course modules:

- PPD301, 'Telling Tales Digital Storytelling';
- PPD362, 'A Toolkit for Communicating with People with Complex Needs';

Postgraduate Certificate of Professional Development Framework

To add two new 15-credit point modules to the framework:

- LAW726, 'Legal Technology and Innovation in Practice';
- CYW720, 'Purposeful and Strengths Based Approaches to Practice.'

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

FdEng Civil Engineering at Belfast Metropolitan College (Millfield campus)

To revise the assessment strategy in modules CIV140 and 142;

FdEng Civil and Environmental Engineering at South West College (Enniskillen and Omagh)

To revise the assessment strategy in module CIV343;

FdEng Mechanical Engineering at North West Regional College (Strand Road)

To replace module MEC141 with EEE184;

Undergraduate Hons Subject: Computer Science

BSc Hons Computing Science

BSc Hons Computing Technologies

BSc Hons Interactive Computing

BEng Hons Software Engineering
BEng Hons Artificial Intelligence
BEng Hons Computer Science (Software Systems Development)
BEng Hons Information Technologies

To update the description of module COM359 in line with a recently approved revised template for the DIAS year;

Undergraduate Hons Subject: Computer Science
BSc Hons Computer Science (Software Systems Development)
BSc Hons Information Technologies
BEng Hons Artificial Intelligence
BEng Hons Computer Games Development
BEng Hons Electrical and Electronic Engineering
BEng Hons Electronics and Embedded Systems
BEng Hons Mechanical and Manufacturing
BEng Hons Renewable Energy
BEng Hons Engineering

To apply the new Honours classification algorithm and to amend course regulations accordingly;

BSc Hons Computing Science
BSc Hons Computing Technologies
BSc Hons Interactive Computing
BEng Hons Software Engineering

To revise module COM106, including contact hours, content and assessment strategy;

BSc Hons Architectural Engineering

To apply the new Honours classification algorithm and to amend course regulations accordingly;

BSc Hons Architectural Technology and Management
BSc Hons Building Surveying
BSc Hons Civil Engineering (Geoinformatics)
BSc Hons Construction Engineering and Management
BSc Hons Energy
BSc Hons Quantity Surveying and Commercial Management
BSc Hons Real Estate
BEng/MEng Civil Engineering, Safety Engineering and Disaster Management
MSci Hons Planning, Regeneration and Development

To apply the new Honours classification algorithm and to amend course regulations accordingly; to replace MAT314 with module BEN307 (Civil Engineering); to replace BEN301 and 302 with BEN312 (Construction Engineering and Management);

BA Hons Architecture

To revise the assessment strategy in module ARC119; to revise module ARC322 including assessment strategy; to revise module ARC521 including assessment strategy; to apply the new Honours classification algorithm and to amend course regulations accordingly; to complete the initial population of the course in regard to the DIAS year and module ARC318;

BSc Hons Environmental Health

To apply the new Honours classification algorithm and to amend course regulations accordingly;

MSc Data Science

To revise the module description including learning outcomes for COM865;

MEng Hons Electronic Engineering

MEng Hons Mechanical Engineering

MEng Hons Mechatronic Engineering

MEng Hons Engineering Management

To apply the new Honours classification algorithm and to amend course regulations accordingly.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add two new 5-credit point, Level 3 modules to the Framework, PPD364, 'Mathematics (Bridging Module)' and PPD365 'Python Fundamentals (Bridging Module)', to be taken at Jordanstown in Semester 2 or Belfast in Semester 3, from 2018/19; to add to the framework a new 5-credit point, Level 4 module, PPD363, 'Concrete Field Test Technician'.

LIFE AND HEALTH SCIENCES

Course Revisions

Undergraduate Hons Subject: Environmental Science

Undergraduate Hons Subject: Geography

BSc Hons Marine Science

To revise the title of module EGM518;

Undergraduate Hons Subject: Psychology

To reintroduce optional module PSY505, 'Evolutionary Psychology' and to revise its learning outcomes and assessment strategy;

BSc Hons Dietetics

BSc Hons Food and Nutrition

PgCert/PgDip/MSc Food and Nutrition

MSc Dietetics

MSc Human Nutrition

To apply the revised course structure and curriculum to continuing students from 2019/20, following revalidation;

BSc Hons Nursing (Adult)

To revise the assessment strategy in module NUR370;

PgCert/PgDip/MSc Sensory Integration

To offer a new module, OTH819, 'long-thin' in Semester 2 and 3 from 25 March 2019, in addition to Semester 1 and 2;

MPharm Hons

To revise the assessment strategy in module PHA316;

MSc Nursing (Advanced Practice)

To revise title, learning outcomes, learning and teaching methods (hours) and content of modules NUR867 and 871.

Short Course Modules

NUS596

To offer a stand-alone, Level 6 short course module, NUS596, 'Patient Assessment and Clinical Decision Making' for HCPC Registered Paramedics from September 2019.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

CertHE Tour Guiding at Belfast Metropolitan College (Titanic Quarter)

To replace modules 'Study and Research Skills for Tour Guiding' and 'History, Coast and Country' with new modules 'History' and 'Coast and Country';

FdSc Leadership and Management at South Eastern Regional College (Lisburn)

To revise structure of Year 2 so that 'Professional Development' is taken in Semester 1 and module 'Business and Society' in Semester 2;

Undergraduate Hons Subject: Business Studies with Specialisms

To revise the learning outcomes and learning outcome map in respect of two outcomes;

Undergraduate Hons Subject: Consumer Management and Food Innovation

BSc Hons Consumer Management and Food Innovation

BSc Hons Culinary Arts Management

BSc Hons International Hospitality Management

BSc Hons International Travel and Tourism Management

To revise modules HTM401 and 402 to align with revised templates for Placement Study Abroad years approved by Learning and Teaching Committee in June 2018;

BSc Hons Accounting with Specialisms

To revise the programme specification to ensure that the relevant specialist pathway (Taxation, Management or Information Systems) is identified on the student's award parchment;

BSc Hons Business Studies

To revise learning outcomes and assessment strategy in module MKT122;

BSc Hons Business Technology

To replace module BMG210 with new module, ACF142, 'Effective Communication'; to replace BMG531 with new module BMG629, 'Management Consulting'; to revise rationale, aims, content and learning and teaching methods in module ACF138 and assessment strategy of ACF361;

BSc Hons Business Economics

BSc Hons Economics

To move optional module ECO301 to Semester 1;

BSc Hons International Hospitality Management at HTMi, Switzerland

To replace module HTM548 with new module, 'Event Management';

BSc Hons Marketing

To apply the revalidated structure and curriculum to all current students from 2019/20;

PgDip International Marketing

To revise the course to correct the learning outcomes for the PgCert exit award and reference points;

MSc Global Investment Management

To swap Semesters of modules FIN708 and 702;

Extended MSc International Business (ME, QAHE – London & Birmingham)

To apply the revised structure for the Level 6 component through replacement of modules BMG573, 574 and 615, with BMG625 and 636 in line with the revalidated curriculum for the GradCert in Business (from 2018/19); to add an Advanced Practice pathway comprising choice of modules BMG861 or 862 (in line with introduction of pathway and subsequent revision to standard MSc (2018/19)); to identify relevant PSRB (in line with the revision for the standard MSc processed in November 2018);

MBA

MSc International Business

MSc Marketing

Extended MSc Marketing

MSc Management

To revise assessment in modules BMG861 and 862 in the optional named pathway in Advanced Practice.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework module MKT741, 'Digital Marketing Communications' and to remove MKT735, 'Digitising Marketing'.