



PARTNERSHIP HANDBOOK

September 2021

UNIVERSITY OF ULSTER

PARTNERSHIP HANDBOOK

FOREWORD

This Handbook is designed to assist staff of the University and of other educational institutions who are involved in the collaborative provision of taught courses, or who are considering engaging in such activity. It describes the processes and quality assurance arrangements which apply, and covers the various stages of such arrangements from initial contact to programme delivery as well as administrative links.

The Handbook is organised in seven Parts.

Part I provides background to the University and sets out its framework for qualifications and course organisation. It defines the different types of collaboration arrangements and deals with University policy and principles in relation to collaboration.

Part II describes procedures for institutional-level approval.

Part III details arrangements for the approval of validated courses, their management, monitoring and administration.

Part IV deals with arrangements for franchised courses, their management, monitoring and administration.

Part V addresses arrangements for courses offered jointly with other institutions.

Part VI details arrangements for dual awards.

Part VII describes the outcentre arrangement whereby the University itself offers programmes at locations other than one of its campuses.

Part VIII summarises the arrangements for articulations.

The Handbook derives its authority from the University's Charter, Statutes, Ordinances and Regulations as well as the operational procedures which have been approved by the relevant University committees. Further information and advice are available from the appropriate officers identified in the handbook. A list of contacts and website addresses are given at the end.

This edition replaces all earlier versions. It is available online from the Academic Office website.

G KENDALL

Acting Head of Academic Office

CONTENTS	PAGE
PART I	GENERAL
SECTION A	THE UNIVERSITY 1
SECTION B	ACADEMIC YEAR 3
SECTION C	UNIVERSITY QUALIFICATIONS AND CREDIT FRAMEWORK 3
SECTION D	TYPES OF COLLABORATIVE ARRANGEMENTS..... 9
SECTION E	UNIVERSITY COLLABORATIVE POLICY AND PRINCIPLES 10
SECTION F	PRINCIPLES OF STANDARDS ASSURANCE AND QUALITY MANAGEMENT 12
SECTION G	UNIVERSITY DEPARTMENTS AND CONTACTS..... 13
PART II	APPROVAL OF PARTNER INSTITUTIONS
SECTION H	PROCEDURES FOR THE APPROVAL OF PARTNER INSTITUTIONS 14
1	Overview 14
2	Approval of Recognised Institutions (Validated Courses)..... 14
3	Approval of Affiliate Colleges (Franchised Courses) 16
4	Approval of Outcentres 17
5	Approval of Joint Awards and Dual Awards..... 18
6	Legal Agreement..... 18
7	Re-Approval of Partner Institutions 18
PART III	VALIDATED COURSES
SECTION I	NEW VALIDATED COURSE APPROVAL..... 20
1	Initial Discussion 20
2	Outline Approval: CA2 form 20
3	Course Planning..... 21
4	Subject Networks 21
5	Evaluation Document..... 22
6	Evaluation Panel 22
7	Evaluation Visit..... 23
8	Evaluation Report..... 24
9	Conclusion and Final Approval 25
10	Legal Agreement..... 25
SECTION J	REVALIDATION..... 25
1	Revalidation Units 25
2	Cycle 25
3	Purpose 25
4	Preparation..... 26
5	Revalidation Panel 26
6	Documentation 27
7	Inspection of Resources 27
8	Panel Meeting 27
9	Revalidation Report..... 28
10	Conclusion and Final Approval 28
11	Legal Agreement..... 29
SECTION K	VALIDATED COURSE MANAGEMENT 29
1	Course Committee 29
2	Course Director and Module Co-ordinators 29

CONTENTS	PAGE
3 Student Advice and Consultation	29
4 Examinations and Assessment	30
5 Boards of Examiners	30
6 Student Appeals and Complaints	30
7 Communication Flows	31
SECTION L COURSE REVISIONS	31
SECTION M COURSE WITHDRAWAL AND SUSPENSION	32
SECTION N COURSE MONITORING	33
1 Faculty Partnership Managers	33
2 External Examiners	33
3 Continuous Assurance of Quality Enhancement	33
4 Staff Development	34
SECTION O VALIDATED PROVISION: ADMINISTRATION	35
1 Recruitment and Admission	35
2 Module Data	35
3 Student Status: Associate Students	35
4 Enrolment	35
5 Student Withdrawal and Leave of Absence	36
6 Fees and Charges	36
7 Examination and Progress	37
8 Student Appeals and Complaints	37
9 Conferment of Awards	38
10 Transcripts	38
11 Retention of Student Records	38
12 Progression to the University	38
PART IV FRANCHISED COURSES	
SECTION P NEW FRANCHISED COURSE APPROVAL	40
1 Initial Discussion	40
2 Outline Approval: CA2a) form	40
3 Course Planning	41
4 Liaison with the University	41
5 Evaluation Document	41
6 Evaluation Panel	42
7 Evaluation Visit	42
8 Evaluation Report	44
9 Conclusion and Final Approval	44
10 Legal Agreement	45
SECTION Q REVALIDATION	45
1 Revalidation Units	45
2 Cycle	45
3 Purpose	45
4 Preparation	46
5 Revalidation Panel	46
6 Documentation	46
7 Inspection of Resources	47
8 Panel Meeting	47
9 Revalidation Report	47
10 Conclusion and Final Approval	48
11 Legal Agreement	48

CONTENTS	PAGE
SECTION R	FRANCHISED COURSE MANAGEMENT 48
1	Course Committee 48
2	Course Director and Module Co-ordinators 49
3	Student Advice and Consultation 49
4	Examinations and Assessment 50
5	Boards of Examiners 50
6	Student Appeals and Complaints 50
7	Communication Flows 50
SECTION S	COURSE REVISIONS 51
SECTION T	COURSE WITHDRAWAL AND SUSPENSION 52
SECTION U	COURSE MONITORING 52
1	Faculty Partnership Managers 52
2	External Examiners 53
3	Programme Management System 53
4	Staff Development 53
SECTION V	FRANCHISED PROVISION: ADMINISTRATION 53
1	Status of Staff: Recognised Teachers 53
2	Recruitment and Admission of Students 54
3	Module Data 54
4	Student Status 54
5	Enrolment 54
6	Student Withdrawal and Leave of Absence 55
7	Fees and Charges 55
8	Examination and Progress 55
9	Student Appeals and Complaints 56
10	Conferment of Awards 56
11	Transcripts 56
12	Retention of Student Records 57
PART V	JOINT COURSES
SECTION W	JOINT COURSE ARRANGEMENTS 58
1	Institutional Approval 58
2	Proposal 58
3	Planning and Evaluation 58
4	Legal Agreement 59
5	Regulations 59
6	Student Recruitment and Admission 59
7	Registration 59
8	Financial Arrangements 59
9	Staff/Student Consultation 59
10	Examinations, Assessment and Appeals 59
11	Award 60
12	Student Discipline and Complaints 60
13	Quality Assurance 60
PART VI	DUAL AWARDS
SECTION X	ARRANGEMENTS FOR DUAL AWARDS 61
1	Institutional Approval 61
2	Proposal 61

CONTENTS	PAGE
3 Planning and Evaluation	61
4 Legal Agreement.....	62
5 Regulations	62
6 Student Recruitment and Admission.....	62
7 Registration	63
8 Financial Arrangements	63
9 Staff/Student Consultation	63
10 Examinations, Assessment and Appeals.....	63
11 Additional Guidance	64
12 Award	64
13 Student Discipline and Complaints	64
14 Quality Assurance	64
 PART VII OUTCENTRES	
SECTION Y ARRANGEMENTS WHERE ANOTHER INSTITUTION CONTRIBUTES TO TEACHING AND ASSESSMENT OF A UNIVERSITY COURSE.....	65
1 Institutional Approval.....	65
2 Approval	65
3 Programme Content.....	65
4 Status of Students.....	65
5 Student Recruitment and Admission.....	65
6 Registration	66
7 Examination and Assessment.....	66
8 Status of Staff: Recognised Teachers	66
9 Course Management.....	66
10 Financial Arrangements	67
11 Legal Agreement.....	67
SECTION Z ARRANGEMENTS WHERE UNIVERSITY STAFF DELIVER A COURSE/ MODULE OFF-CAMPUS	67
SECTION AA: ARRANGEMENTS IN RELATION TO MODULES DELIVERED IN THE WORKPLACE	68
 PART VIII ARTICULATIONS	
SECTION BB ARTICULATION ARRANGEMENTS.....	69
1 Approval	69
2 Legal Agreement.....	69
3 Communication and Monitoring	70
4 Student Status.....	70
 APPENDICES	
1 Qualifications and Credit Framework.....	72
2 QAA Qualification Descriptors	73
3 Generic Credit Level Descriptors	78
4 Operational Aspects of Collaborative Models	81
5 Principles for Collaborative Partnerships	82
6 Initial Strategic Assessment for Local Partners and Outcentres	83
7 Flow Chart for International Partner Approval	85

8	Ordinance XXVIII: Recognition of Institutions	87
9	Context Documents for Institutional Recognition	89
10	Typical Agenda and Programme for a Recognition Panel Meeting	91
11	Outcentre Questionnaire	92
12A	Memorandum of Recognition (Institution)	93
12B	Memorandum of Recognition (Institution – Franchised provision only)	96
13A	Partner Institution Re-approval Form	99
13B	Outline Institutional Re-approval Document	100
14	Institutional Re-approval Report Form	101
15	a) Criteria for the Planning of New Programmes	102
	Annex: Graduate Qualities	103
15	b) Criteria for the planning of New Access to HE programmes	105
16	Form CA2: Course Proposal	106
17	Planning and Approval Flow Chart	111
18	Guidelines on Minimum and Maximum Cohort Sizes (Intake)	112
19	Principles Governing Chair's Action (APAG)	113
20	Principles of Assessment and Feedback for Learning	114
21	Employability and Entrepreneurship	115
22	Outline of Course Evaluation/Revalidation Submission	118
	Annex A: Title page	119
	Annex B: Exemplar assessment schedule	120
	Annex C: Template for programme specification	121
	Annex D: Course regulations format	126
	Annex E1: Module description template	127
	Annex E2: List of Academic Subjects	132
	Annex F: CV format	133
23	a) Form CA7: Preliminary Comments Form (Panel members)	134
23	b) Form CA4: Preliminary Comments Form (Faculty Partnership Manager)	135
24	a) Form CA10a) Library Resources Assessment Form	139
	Annex: Provision of Learning Resources in Partner Institutions	141
24	b) Form CA10b) IT Resources Assessment Form	142
25	Guidelines for Evaluation and Revalidation Panels for Programmes offered by other Institutions	144
26	Aide-Memoire for Evaluation and Revalidation	148
	Supplement for Foundation degrees	155
27	Agenda and Programme for Meeting of Evaluation Panel	156
28	a) Form CA8a): Inspection of Resources Form	158
28	b) Guidelines for Conducting Tours of Facilities	159
29	Recognition Agreement (Validated Course)	160
30	Revalidation Schedule	164

31	a) Form CA6a): Revalidation Preparation Form	165
	b) Form CA6b): Revalidation Postponement From	167
32	Duties of Revalidation Unit Co-ordinator.....	169
33	Revalidation Document Title Page	170
34	Agenda and Programme for Meeting of Revalidation Panel	171
35	a) Notes for Guidance for Students (Revalidation)	173
35	b) (Form CA8b): Report on Meeting with Students	175
36	Terms of Reference and Membership of a Course Committee	176
37	Duties and Responsibilities of Course Directors.....	177
38	Duties and Responsibilities of Module Co-ordinators	178
39	Contents list and advice notes for Course Handbook.....	180
40	Contents list for Module Handouts.....	186
41	Code of Practice for Advisers of Studies	187
42	University Regulations Governing Examinations in Programmes of Study	188
43	Form CA3: Course Revision	193
44	Checklist for Revisions	195
45	a) Form CA5: Course Withdrawal.....	196
45	b) Form CA5: Course Suspension.....	198
46	Principles for Assuring Academic Standards and Quality of Student Experience: Withdrawn Courses	199
47	Annual Report: Faculty Partnership Manager.....	202
48	Terms of reference of Collaborative Partnerships Forum.....	204
49	Code of Practice for External Examining	205
50	CAQE Benchmarks	209
51	CAQE Action Plan Template.....	210
52	General Regulations for Associate Students	211
53	Form CA2a) Franchise Proposal	212
54	Recognition Agreement (franchised course).....	217
55	Agenda for Joint Meeting of Home and Franchised Course Committees	221
56	Procedures for the Designation of Recognised Teachers	223
57	Memorandum of Agreement (joint course)	225
58	Dual Awards – Illustrative Schematic.....	229
59	Memorandum of Agreement (outcentre contribution to a course)	230

60	Memorandum of Agreement (outcentre use of facilities)	234
61	Memorandum of Agreement (articulation)	237
	CONTACTS AND FURTHER INFORMATION	237
	INDEX	239

PART I GENERAL

SECTION A: THE UNIVERSITY

- 1 The University of Ulster was founded in 1984 by Royal Charter as a result of a petition from The New University of Ulster and the Ulster Polytechnic. The University is based on four campuses, at Belfast, Coleraine, Jordanstown, and Magee College, Londonderry. It now brands itself as Ulster University.

Student and Staff Population

- 2 The University's student population has grown from 11,182 in 1984/85 to 27,063 (inclusive of off-campus students) in 2020/21. The 2020/21 population, broken down by mode of attendance and by campus, is as follows:

Campus	Belfast	Coleraine	Jordanstown	Magee
Full-time	1,890	3,212	9,120	3,640
Part-time	418	1,178	4,578	858

There were 2,169 full-time students of the University at the Birmingham and London campuses of QAHE, and 18 part-time and eight full-time at City University College, Doha, Qatar. Both partners are Affiliate College of the University and teach franchised courses.

- 3 The University employs 2,659 staff: 1,265 academic and research staff and 1,394 support staff.

The University's Objects and Strategic Plan

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

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

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

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

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

- 7 The University has agreed the following statement of the expected qualities of its graduates.

University of Ulster graduates will demonstrate:

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

Academic Organisation

- 8 The University organises its academic activity in four Faculties: Arts, Humanities and Social Sciences; Computing, Engineering and the Built Environment; Life and Health Sciences; and Ulster University Business School. The activities of Faculties extend across the campuses. The academic staff within Faculties are grouped by cognate subject areas; these groupings, of which there are 23, are called schools (departments in the Ulster University Business School). A number of research institutes have been established. A doctoral college supports PhD researchers.

University Government

- 9 The University's constitutional framework is derived from its Charter and is set out in Statutes and Ordinances.

The Council

- 10 The Council is responsible for the management and administration of the revenue, staff and property of the University. Its membership comprises a majority of persons external to the University, the Vice-Chancellor, academic and non-academic staff, and the President of the Students' Union.

The Senate

- 11 The Senate has responsibility for the ordering of the University's academic affairs in teaching and research and for the regulation and supervision of the education of its students. The Senate is composed mainly of academic staff, with provision for representation of non-academic staff and students.
- 12 The Senate works through a number of committees, including the Learning and Teaching Committee, Academic Standards and Quality Enhancement Committee, and Global Engagement Committee.

Faculty Boards

- 13 Each of the four Faculties has a Board which advises and reports to Senate on all matters relating to the organisation of education, teaching and research in the Faculty, including curricula and examinations and on the progress and conduct of its students. The Executive Dean of the Faculty chairs the Faculty Board.

University Management Structure

Officers

- 14 The Chancellor is the Head of the University and presides over meetings of the Court, and has authority to confer degrees, diplomas, certificates and other academic distinctions.
- 15 The Vice-Chancellor is the chief academic and administrative officer of the University and chairs the Senate and the Senior Leadership Team.
- 16 The latter includes the Deputy Vice-Chancellor, the Pro-Vice-Chancellors for Academic Operations and Portfolio Development, for Academic Quality and Student Experience, and for Research, the Executive Deans, Chief Strategy and Finance Officer and Chief People Officer.
- 17 Executive Deans of Faculties are directly accountable to the Deputy Vice-Chancellor (Academic) for the academic and administrative leadership of their Faculties. The Heads of School within each Faculty assist with the co-ordination of the work of the Faculty under the leadership of the Dean. Heads of School are responsible to the Dean for all matters relating to the teaching and research activities in their schools. They work in conjunction with the Directors of the Research Institutes. Three Associate Deans with responsibilities for Education, Global Engagement, or Research support the Deans.

- 18 Heads of School hold office for periods of up to four years and are eligible for re-appointment. Associate Heads may be appointed.
- 19 Each Faculty and School has an office whose staff provide an administrative support service.

Programme Management

- 20 Each course is administered by a course committee, comprising staff who contribute significantly to the teaching of the course. Members of the course committee may be drawn from a number of schools and faculties. The course committee is responsible to the Faculty Board for the organisation and effective management of the course. It is chaired by a course director. The delivery of individual modules is managed by module co-ordinators.
- 21 The course committee puts in place arrangements for student support and guidance, in accordance with University and Faculty policy, in particular with regard to student induction, studies advice and access to staff, and student consultation.
- 22 The course committee (excluding student members), with the external examiner(s), becomes the board of examiners for the course and as such determines the assessment results and academic progression of students, and makes recommendations for awards to Senate.
- 23 In certain Honours subjects in the University provision is organised and delivered on a subject basis. Students take combinations of major, main and minor subject strands to form Honours degrees.

Administrative Departments

- 24 The University has a number of administrative departments, some based within Directorates and other operating within academic portfolios. Particularly relevant sections and departments are Academic Office, Finance Department, Global Engagement, Library, Quality Enhancement, Office of the University Secretary, Student Administration (Collaborative Courses Unit).

SECTION B: ACADEMIC YEAR

- 25 The academic session is organised into three semesters: autumn, spring and summer. While the majority of programmes are taught in the first two semesters, there are opportunities for students on some programmes to use an intensive summer semester to vary the pace of their study, or to bridge the gap between a lower level course and the corresponding stage of a related degree course at the University. Some programmes require extended dates of attendance. Full-time Master's degrees require a full calendar year.
- 26 The first two semesters comprise 12 weeks of teaching, three weeks of assessment and a vacation period. The spring semester includes an additional one-week revision period. The intensive summer semester is eight weeks in length. The full summer semester follows the standard pattern.

SECTION C: UNIVERSITY QUALIFICATIONS AND CREDIT FRAMEWORK

- 27 The University has adopted a modular structure and a credit framework for the delivery of its courses.
- 28 The University's current Qualifications and Credit Framework (Appendix 1) replaces the frameworks in use from 1992 to 2001 and from 2002 to 2008. For each University award, the Framework identifies the minimum credit volume, the range of credit levels for modules contributing to the award, the minimum credit points required at the highest level and the maximum permitted at the lowest level within the range, and the pass mark used. The place of the award in the national Framework for Higher Education Qualifications (FHEQ) is also identified. Other expectations (entry qualifications; duration; progress; consequences of failure and classification) are specified in award and course regulations. Generic University award regulations are found at ulster.ac.uk/about/governance/ordinance-and-regulations. Templates for course regulations may be found on the Academic Office website at ulster.ac.uk/academicoffice/regulations-templates.

Qualifications and Generic Qualification Descriptors

- 29 The University expects its awards to meet the generic outcomes for the relevant qualification described in the FHEQ (Appendix 2). Further information on the FHEQ is available at QAA's website. Each specific course has its own aims and learning outcomes set out in a programme specification.

Credit Levels and Generic Credit Level Descriptors

- 30 Modules are assigned a particular level. The level is an expression of relative demand, complexity, depth of learning and student autonomy.
- 31 The University's levels reflect those commonly in use in the rest of the university sector. It formally adopted the Northern Ireland Credit Accumulation and Transfer System (NICATS) level descriptors to describe the levels in 2002. These are now known as EWNI (England, Wales and Northern Ireland) levels. (Scotland has a different framework.) They have been recommended in the higher education credit framework published by QAA in August 2008. The generic credit levels are set out at appendix 3.
- 32 The following equivalences apply:

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

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

Modules and Credit Points

- 34 A module is a component of a programme with its own approved aims, learning outcomes and assessment methods. Each module is usually taught and assessed within a semester. Modules may be delivered across the academic year and assessed in semesters 2 or 3 ('long thin' modules). Credit points and a credit level, appropriate to the module's content and learning outcomes, are allocated in accordance with the overall requirements of the award. Credit points are a notional expression of student effort hours (inclusive of class contact, practicals, fieldwork, private study, assessment). Notionally 10 hours of student effort equate to one credit point.
- 35 Modules are either compulsory or optional within the programme structure. Some modules may in addition be described as 'core' with a requirement for students to meet the threshold standard in both the coursework and examination assessment elements in order to pass the module. (This may also be required in specific coursework components.)
- 36 Student performance in modules and the course overall is generally measured as percentage marks, although some programmes record performance on a pass/fail basis. The University confers its qualifications on students who complete modules amounting to the specified number of credits at the appropriate levels for the award in accordance with course regulations and achieve the specified standard of performance to fulfil the learning outcomes of the course.

Module Size

- 37 Taught modules may have any value in multiples of five credit points with a minimum size of 10 credit points, but 20 is encouraged as the normal minimum size. A strong rationale is expected for smaller modules. If course teams intend to use different sizes, they should take account of the overall study load on students.
- 38 Periods of placement which are assessed in relation to the learning objectives of the course may carry credit points. The placement may be integrated with an existing module or considered equivalent to taught modules. The allocation of credit points should not be made mechanistically in relation to the time spent on placement but should be related to the learning objectives of the module; there may be periods during placement when the student is gaining experience which does not contribute to the fulfilment of intended learning outcomes.

Study Load

- 39 One hundred and twenty credit points represent the normal workload for a full-time programme of study in the standard academic year and 180 credits for study across a full calendar year. Generally 60 credit points of study are undertaken in each of the autumn and spring semesters. This amounts to some 36 - 42 hours of study per week. Programmes of significantly longer duration comprise additional modules, taken during the summer semester.
- 40 In part-time programmes, a maximum of 90 credit points may be studied in the two-semester academic year and 135 in the full calendar year (notionally 30 hours per week), with no more than 45 credit points in any semester.
- 41 The special intensive, eight-week summer semester allows study of modules amounting to 40 credit points (50 hours per week) (full-time) or a maximum of 20 points for part-time studies (25 hours). For full-time study of 60 credit points a normal 15 week summer semester is used.
- 42 The guidance is summarised below:

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

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

Module Teaching Patterns

- 45 The balance between lectures, seminars, tutorials, projects, laboratory and fieldwork etc. is not prescribed. There are conventions in subjects and common patterns are often followed on a weekly basis. Course teams should take account of the needs of student groups in considering the disposition of various learning and teaching methods. A first-year undergraduate teaching policy was approved in 2008 (see Academic Office website). Courses which do not have written examinations may use the designated examination period in the semester for other activities.

Use of Modules at Pre-HE Level in Undergraduate Programmes, and Undergraduate Modules in Postgraduate Programmes

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

Lowest Level

- 47 The lowest level permissible in undergraduate programmes is level 3, other than in Access Diplomas. Except for integrated Master's degrees and the MBBS, the lowest level permissible in postgraduate programmes is Level 6.

Maximum at Lowest Level

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

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

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

- 49 In Foundation and Associate Bachelor's degrees it is 40 credit points. Access Diploma courses are usually made up of modules at Levels 2 and 3 with at least 60 credit points at Level 3. An introductory Mathematics module at Level 1 may be used. In Honours degrees, particularly in Art and Design or for international students from countries where the school-leaving qualification does not equate to A level standard, an integrated foundation year (Year '0') at Level 3 may be included. From 2016, the concept of 'extended' Master's degrees has been approved which allows additional study of at least 60 credits at Level 6 to be integrated at the start of the course.

Exemptions on the basis of study at Level 3 or Level 6

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

Use of Modules of a Level Higher than that typically associated with a Qualification

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

Postgraduate Programmes

- 52 From 2003 intake, in accordance with the national framework, all programmes using Postgraduate Certificate, Postgraduate Diploma or Master's award titles must be postgraduate in level. These awards comprise a minimum of 60, 120, 180 credit points respectively. The Bachelor of Medicine, Bachelor of Surgery (MBBS) at the university is a graduate entry course leading to a Level 7 qualification which follows the common convention of a Bachelor's award. With the exception of integrated Master's degrees and the MBBS, the lowest undergraduate level which may be included is Level 6. The restriction on volume at this level is indicated in 48 - 49 above and in the University's Qualifications and Credit Framework at Appendix 1. Programmes which are postgraduate in time and intended as conversion programmes should be presented as Graduate Certificates or Graduate Diplomas, with a minimum 60 or 120 credit volume respectively. A Level 7 dissertation does not form part of such programmes. (See below: Undergraduate Programmes, Level 6.) The 'extended' Master's degree (see 49 above) fully integrates such a preparatory period.
- 53 Except where presented as stand-alone qualifications, Postgraduate Certificates are generally not entry points. Instead, they may be awarded to students who successfully fulfil the objectives of the award but do not complete or proceed to the Postgraduate Diploma/Master's stage.
- 54 The entry standard for Postgraduate Certificate and Diploma programmes and 'extended' Master's degrees is a minimum of a non-honours degree (with 360 credits). For Master's degrees it is a second-class honours degree, or the equivalent standard in a Graduate Certificate or Diploma. This standard is a pass for Postgraduate Certificate/Diploma entry and 50% for Master's entry. In Level 4 – 6 modules in Integrated Master's degree courses and in Level 6 modules in extended Master's degrees, and from 2016/17 in Level 6 modules in other postgraduate courses, the pass mark is 40%. The pass mark in Level 7 modules is 50%. The standard of achievement required to progress to Level 7 in

extended Master's degrees is 50%. An overall 50% standard must be met by candidates to be eligible for a postgraduate award.

Undergraduate Programmes

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

Level 4

- 56 Certificate of Higher Education (CertHE)

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

Level 5

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

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

- 58 The University has withdrawn the award of DipHE and no longer offers HNDs and HNCs of the Edexcel Foundation. The Foundation degree and Associate Bachelor's degree take their place.
- 59 The Advanced Diploma and Certificate comprise 120 and 60 credit points respectively, generally at Level 5, with an entry standard of CertHE or equivalent.
- 60 The minimum general entry requirement for the CertHE, Foundation degree and Associate Bachelor's degree is one GCE A level and three GCSEs or acceptable alternative qualifications.

Level 6

- 61 This Level comprises Honours degrees, Graduate Diplomas and Graduate Certificates and non-Honours degrees.
- 62 The Honours degree has a minimum of 360 credit points (with at least 120 at Level 6, and a maximum of 30 at Level 3 except for those courses which include an integrated foundation year). It has a two A level/equivalent entry standard. A dissertation/project is required in the final year of an Honours degree. In addition, a period of work-based learning is an integral, compulsory part of the curriculum.
- 63 Graduate Diplomas and Certificates have a minimum entry requirement of a non-Honours degree. They comprise 120 and 60 credit points respectively, at Level 6, but with a maximum of 30 or 20 credit points at Level 3 permitted. They are based largely on undergraduate material and are usually taken by those who are already graduates in another discipline. They replace postgraduate conversion courses. A Foundation degree or Associate Bachelor's degree is insufficient for admission to the Graduate Diploma and Graduate Certificate.
- 64 The non-Honours degree has 360 credit points, with at least 60 at Level 6 and a maximum of 30 at Level 3. It requires two A levels or equivalent for admission. None is currently offered.

Other Undergraduate Qualifications

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

Associate Awards

- 66 The Diploma in International Academic Studies and the Diploma in Professional Practice (International) are associate awards at level 5 available for periods of study abroad or placement respectively, lasting at least 25 weeks, for Honours and non-Honours degree. These awards are not made independently of another qualification.

Combined Honours Degrees

- 67 In addition to the provision of integrated Single Honours degrees, the University's own modular framework for Honours degrees allows the combination of certain subjects.
- 68 These subjects are offered as one or more of the following:
- a) as a **single honours** course (modules amounting to 120 credit points in the subject at each of Levels 5 and 6);
 - b) as a **major subject** strand (modules amounting to 80 credit points in the subject at each of Levels 5 and 6);
 - c) as a **main subject** strand (modules amounting to 60 credit points in the subject at each of Levels 5 and 6);
 - d) as a **minor subject** strand (modules amounting to 40 credit points in the subject at each of Levels 5 and 6).
- 69 Greater flexibility may be built into Level 4 (or 3), to facilitate delayed and informed choice by allowing students to select up to three subjects at that level. Honours degrees are therefore available as:

Single Honours;

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

Joint Honours (equal weighting of two main subjects);

Combined Honours (equal weighting of three minor subjects).

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

Titles

- 71 Titles reflect the level of the course, through the generic award, and the subject content.
- 72 The appropriate title for an award is usually self-evident. However, in some subject areas practice in the sector varies, and the choice between 'Arts' and 'Science' or whether to use a more specific practice-based title is largely a matter of convention. The award titles available are listed in the Schedule to the University's Ordinance XXIX. There should be consistency within subject areas, including between undergraduate and postgraduate degrees.

Naming Subjects in Titles

- 73 Subjects are named in the programme title after the award. The University has adopted the QAA guidance that qualification titles should reflect their subject focus. Titles should not normally combine more than three subjects. Where subjects have approximately equal weight they are joined by 'and' ('X and Y' or 'X, Y and Z': two main subjects or three minor subjects.) In major/minor combinations, the minor subject is linked to the major subject by 'with'. This applies where the minor subject represents one quarter or one third of the programme. This weighting should be reflected at levels 5 and 6 in undergraduate degrees.

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

Exit Awards

- 75 All award-bearing courses require a statement of overarching aims and objectives, representing a coherent programme of study for a course or subject strand. This also applies to interim 'exit' awards which are not made simply for the accumulation of credit. Students who leave without completing the requirements for a named award may receive a transcript of their studies. Exit awards normally carry the same subject title as the main award.
- 76 In courses with staged stepping-off and on points and associated awards which are integral parts of a higher award (eg CertHE/AB/Hons Degree or PgCert/Dip/Master's degree), only one award is made to students during a continuous period of registration, that at the highest level when the student leaves.

Web-supported Module Delivery

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

Blended learning – Although online participation is required, face-to-face interactions remain.

Online participation may include all or some of the following:

- accessing key course documents;
- using online course material which contain major educational content;
- interaction and communication (synchronous and asynchronous) between staff and students and among students;
- online assessments (formative or summative).

Fully online – There is no face-to-face on-campus component. All content, activities and interactions are integrated and delivered online. The assumption is made that the student may never attend a campus throughout the duration of the module.

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

Information on University Courses

- 79 Information on courses offered by the University is available from the University's online prospectus.

SECTION D: TYPES OF COLLABORATIVE ARRANGEMENTS

- 80 The University operates a range of partnerships in relation to course provision. This Handbook covers five categories of collaborative provision as set out below. In addition, the University may enter into other arrangements with employers for the delivery of work-based learning and other universities for study abroad. Visiting lecturers and guest speakers may be used.

- a) *Validated courses*, developed and taught by a partner institution. Students belong to the partner institution. Within this category 'subject networks' may be developed where a number of partners collaborate to offer the same course. See Part III.
- b) *Franchised courses*, developed by the University and taught by a partner institution with the same content, structure, delivery and assessment as the home course at the University. The students belong to the University as Affiliate Students. Those in transnational provision are 'Ulster University Overseas Students' a category of Affiliate Students. See Part IV.
- c) *Joint Awards*, where the University offers a course in conjunction with another institution, and where typically students undertake elements of the course at the University and the partner (there are broadly equal contributions). Students belong to both institutions and must fulfil the requirements of both degree awarding bodies. Receipt of the final award(s) is dependent on students achieving a single, shared set of criteria/learning outcomes and they will gain a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved. See Part V.

In certain jurisdictions, a single joint award may lead to a 'Double Degree', as a single joint certificate will not be acceptable to a partner institution. In this instance, a student completing a joint award will be awarded two certificates for that course, one from each partner. Each certificate will indicate that a single jointly conceived course has been completed and will refer to the existence of the other partner. For postgraduate research degrees, a joint arrangement may be referred to

as Cotutelle PhD whereby the research candidate is jointly enrolled at two universities which allows for joint supervision.

- d) Dual Awards, where the University offers a jointly conceived course with another institution, and where typically students undertake elements of the course at the University and the partner institution. Students belong to both institutions. The course enables students to achieve more than one distinct (yet complementary) set of criteria/learning outcomes, although the different sets may overlap in part. Each partner delivers a significant proportion of the course at the level of the qualification they award. A student does not need to satisfy the requirements of all the partners to receive an award and will receive separate institutional certificates for each separate qualification.
 - e) *Outcentre provision*, where the University uses the premises of another organisation to deliver all or part of the course. In addition, the University may contract with the institution to use its staff to teach or otherwise support delivery. The University may contract with a third-party company to teach and delivery on partner institution premises. Those at transnational outcentres have the status of 'Ulster University Overseas Students'. Accredited provision by employers is a sub-set. Students belong to the University. See Part VI.
 - f) *Articulation arrangements*, whereby the University enters into a formal agreement with another institution to recognise a specific qualification of that institution as meeting part of the requirements for a University course, thus enabling admission with advanced standing. Students belong to the institution at which they are studying. See Part VIII.
- 81 Institutions which are approved to offer courses leading to University awards under b) above may be designated as Affiliate Colleges. Affiliate Colleges may only offer franchised courses.
- 82 The table at Appendix 4 summarises the operational implications of each category. In 2020//21 there were nearly 5,000 students of other institutions studying for awards of the University under validated arrangements. Such students are students of their institution; they are not full members of the University but are designated as 'Associate Students' (see Section O3). In addition, over 2000 Affiliate Students of the University were studying at partner institutions on franchised courses or at outcentres.

Collaborative Register

- 83 The Academic Office records information on each link in categories a) – d) in a collaborative register which is published on the Academic Office's webpages at ulster.ac.uk/academicoffice/.
- The Global Engagement Office maintains information on articulations at <https://www.ulster.ac.uk/global/staff/partnerships>

SECTION E: UNIVERSITY COLLABORATIVE POLICY AND PRINCIPLES

- 84 The Charter of the University enables it to join or co-operate with any other university, place of learning or other body in pursuit of its objectives. It may admit to the privileges of the University or recognise for any purpose any college or other institution or the employees or students thereof. Such arrangements allow the University to extend educational provision beyond its campuses and to respond to a demand for wider access to higher education.
- 85 From 2018/19 all new collaborative arrangements must adhere to the University's Principles for Collaborative Partnerships (Appendix 5).
- 86 The University attaches overriding importance to serving the educational, economic, social and cultural interests of Northern Ireland. It has developed close links with the six regional colleges of further education, the College of Agriculture, Food and Rural Enterprise, and other educational providers in Northern Ireland. The University has transferred much of its intermediate level (Level 5) provision to the Further Education (FE) sector to reflect regional requirements and support for the community. In line with Government policy (Department for the Economy), the University in particular supports the development of Foundation degrees through validation. These are the preferred intermediate-level qualifications, focusing on the STEM subjects or priority skills areas identified by the Department. In order to maximise the potential benefits for students who wish to extend their studies to higher levels, clear and formalised articulation routes are expected to be identified for all such qualifications. Colleges in Northern Ireland are encouraged to work together in subject networks (see I4).
- 87 Proposals for collaboration with institutions abroad are subject to very critical scrutiny to ensure compatibility, especially where the institution concerned may not be familiar with the conventions of the United Kingdom higher education system, and where the institution is in the private sector. Where the institution is subject to the authority of a government department or agency, the University requires evidence that this department or agency has no objection to the proposed link. Overseas collaborations often involve articulations rather than validation (see Part VIII).

- 88 The University through a process of due diligence must satisfy itself of the good standing of a prospective partner, including its legal status. Institutions are expected to be permanently established. This means that they should be established on a basis which is continuing and enduring, and that their status should not be capable of being changed without the approval of a relevant authority. This due diligence process also applied to third-party companies proposed to be contracted to teach and support delivery at outcentres.
- 89 The University may investigate the financial health of the institution, and the standing and effectiveness of its provision and collaborative links with other universities. Overseas institutions are responsible for the provision of translations of documents into English and the cost of the verification of the accuracy of such translation by the University.
- 90 The University expects the language of instruction and assessment in awards of the University at overseas institutions to be English.
- 91 The University must ensure that the academic standards of a particular programme and the resources available to deliver it meet the University's criteria for the award in question.
- 92 The University must also give careful consideration to the impact of such developments on its own academic and corporate plans and on the use of its resources. Collaboration should bring benefits to the University without exposing it to unnecessary risk. There should bring clear educational advantages for both partners and any proposal should work in support of the University's Objects and Vision. The University would not normally expect to be involved in collaborative work in subject areas where it does not itself have interest or expertise. Collaboration should widen learning opportunities without prejudice to either the standard of the award or learning experience of students. It remains the responsibility of the University, as the awarding body, to ensure that the quality and standards of the programmes and awards offered in its name are adequately safeguarded.
- 93 The Quality Assurance Agency for Higher Education (QAA) has published the *UK Quality Code for Higher Education* for the assurance of academic quality and standards. Institutions should be familiar with its content. The Code includes advice and guidance about the assurance of quality in *Partnerships*. The University endorses the Code and has incorporated relevant aspects into its own procedures.
- 94 In discharging its responsibilities in respect of taught collaborative provision, the Senate works through a number of committees. Due diligence is conducted in parallel by the Senior Leadership Team (SLT) and the Academic Standards and Quality Enhancement Committee (ASQEC). SLT considers the appropriateness of proposals for new partners in the context of the University's mission, strategies and Academic Plan. Oversight of the standards management and quality assurance requirements for collaborative provision is maintained by ASQEC. The Learning and Teaching Committee's responsibilities include curriculum design and pedagogy, arrangements to support an enhanced student experience, and the pastoral care and welfare of students. The committees work through sub-committees and panels and consult with Faculties in conducting their business.
- 95 The University has in place various structures and processes designed to assure the standards of taught programmes. There are common University regulations for all awards and specific programme regulations must conform to these regulations. The regulations specify minimum thresholds with regard to entry requirements, duration, assessment and award. The University's qualification and credit framework sets out minimum requirements in terms of credit points and levels for each award and makes explicit the relationship between awards within an overall hierarchy. The University's programme approval and review system, the appointment of external examiners, and accreditation by appropriate professional, statutory and/or regulatory bodies contribute to the assurance of standards.
- 96 The University aims to ensure that the academic standards of a particular course and the resources available to deliver it meet the University's criteria for the award in question, whether it is delivered by the University or another institution.
- 97 It applies the same principles of quality assurance to validated and franchised activity as it does to its own provision. The processes of course evaluation and revalidation, monitoring and external examining follow closely the University's own procedures. Additional support and liaison is, however, provided at Faculty level. These arrangements are described in detail in the following sections.
- 98 Since students attending validated programmes at other institutions are not students of the University, the institutions are not expected to adopt all the University's own procedures in every matter, for example in respect of student discipline, library borrowing arrangements, or methods for obtaining student feedback. Nevertheless, the University expects that adequate, comparable arrangements are in place, and requires evidence of these. Students on franchised courses belong to the University and

arrangements follow those of the University, except where local variations are exceptionally and explicitly approved.

Terminology

- 99 **Validation** is the overall process whereby the University evaluates and approves a programme of study offered by an institution **recognised** to lead or contribute to a qualification of the University. Initial approval of a course proposal is achieved through the **evaluation process**. Approved provision is termed **validated** if developed by an institution and offered to its own students who are Associate Students of the University. It is **franchised** if it replicates a University course and is offered to Affiliate Students at the University. At the end of the period of approval the programme is **revalidated**. During the period of approval, quality of validated provision is formally monitored through a process of **annual course review** and **programme monitoring** is applied to franchised courses. An institution which only offers franchised courses may be designated an **Affiliate College** of the University, at the time of institutional approval.

SECTION F: PRINCIPLES OF STANDARDS ASSURANCE AND QUALITY MANAGEMENT

- 100 The University aims to operate an integrated system of standards assurance and quality management and enhancement which makes an effective contribution to the achievement of the University's objectives and which underpins the academic planning process. The system must be sufficiently robust to maintain the defined standards of the University's awards, to satisfy internal quality management and enhancement objectives, to comply with the mandatory requirements of the *UK Quality Code for Higher Education*, and to satisfy the expectations of external statutory and regulatory bodies.
- 101 In relation to **standards** the system seeks to ensure that:
- the academic standards of programmes of study are appropriate to their related awards;
 - the University's programme structures accord with the requirements of the national Framework for Higher Education Qualifications (FHEQ) and all awards conform to the approved structure;
 - the standards of awards are kept under review to ensure the continued validity of the award and that student achievement is commensurate with these;
 - standards are externally benchmarked and validated through, inter alia, the input of external examiners and professional, statutory and regulatory bodies and by reference to relevant national subject benchmarks;
 - the learning resources provided are sufficient to support students in achieving the award for which they are registered.
- 102 In relation to **quality** the system seeks to ensure that:
- the processes in place for programme approval, monitoring and review are working effectively;
 - the views of students, staff, academic subject peers, employers and professional, statutory and regulatory bodies are fully integrated into the process of programme planning, development and change;
 - appropriate quality management arrangements are in place to ensure that all aspects of learning resources are working effectively in support of student learning;
 - timely and appropriate action is taken where change is necessary or where matters of concern have been identified;
 - excellence in teaching is recognised and rewarded;
 - excellence in research and the support of research study is promoted;
 - good practice and innovation are recognised and promulgated.

103 The key operating principles of the system are that:

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

SECTION G: UNIVERSITY DEPARTMENTS AND CONTACTS

104 Staff of partner institutions come into contact with a range of staff from various departments at the University.

105 The academic planning function and partnership in collaborative provision. The Pro-Vice-Chancellor (Academic Quality and Student Experience) is responsible for curriculum and pedagogic matters and standards and quality assurance and enhancement arrangements for taught courses within the University and with collaborative partners.

106 *Quality Enhancement* manages the processes for due-diligence review and Institutional Recognition, and course monitoring through Continuous Assurance of Quality Enhancement processes, and supports the work of the Collaborative Partnerships Forum. The unit is responsible for co-ordination of external academic audit activity such as that undertaken by the Quality Assurance Agency for Higher Education.

107 The *Academic Office* supports the Academic Planning Advisory Group (APAG) which considers new courses proposals and course revisions which seek to vary the location or mode of delivery of a course or its title.

108 The *Academic Office* manages the processes for the evaluation of courses which APAG has recommended to proceed, and their subsequent revalidation. It processes course revisions. The Office advises on and supports the development of the University regulatory framework for the assurance of standards in taught courses.

109 The *Student Administration Department* is responsible for student records. Its *Collaborative Courses Unit* deals with the enrolment of students in the University's Student Records System, examinations and progress records and the production of award parchments and transcripts. Registered students attending franchised courses, joint courses or outcentres are supported by the *Registry* and *Examinations Offices* of Student Administration.

110 The *Information Services Department* and the *Library* provide resources to support the delivery of University courses. Both provide assessments on the adequacy of resources available in partner institutions. The Library maintains contact with professional library staff in partner institutions.

111 The *Global Engagement Office* supports Faculties in developing links in other countries and manages formal Memoranda of Understanding and articulation arrangements with international institutions, as well as first-stage risk assessment.

112 *Marketing and Communications* is responsible for the promotion of University courses, and works with partner institutions to ensure that Associate Students are aware of opportunities at the University.

113 The *Finance Department* sets the University's fees and charges for its services. Its *Income* section raises invoices and processes payments.

114 *Faculties* provide academic support and guidance in relation to specific courses. Each has at least one *Faculty Partnership Manager* who may also ask subject experts to give advice.

115 Contact details are set out on page 237. Full contact information for Faculty Partnership Managers is available from the Quality Enhancement website.

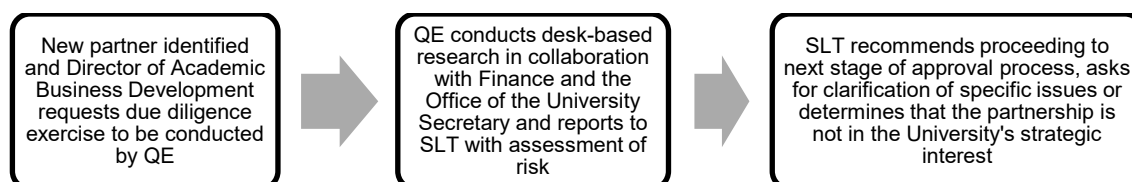
PART II APPROVAL OF PARTNER INSTITUTIONS

SECTION H: PROCEDURES FOR THE APPROVAL OF PARTNER INSTITUTIONS

H1 Overview and Initial Enquiries

- 116 The approval process for a new collaborative partner institution is determined by the type of collaboration involved and the location of the proposed partner. In general, the University expects proposals for new partner institutions and associated course provision to come from Faculties and a proposal which has not been endorsed by a Faculty will not be considered.

117 UK/Rol Based Partners



- 118 Members of staff who are approached about the possibility of the University entering into a new UK/Rol based partnership should make no commitment. They should inform their Head of School and Associate Dean (Education) who will advise on whether the proposal merits further consideration. The Faculty should then inform the Director of Academic Business Development of the proposal in writing with all relevant details available at that stage.

- 119 If the Director of Academic Business Development considers the proposal has merit, she asks Quality Enhancement (QE) to conduct an initial strategic review of the partner. The report of this review follows the format set out at Appendix 6 and is provided to the Senior Leadership Team (SLT) for consideration. In preparing the initial strategic assessment QE consults with Finance and the Office of the University Secretary and with the Faculty involved, and makes such other enquiries as are deemed necessary. SLT either endorses the development of the partnership, requests further information before a decision is reached or advises that the partnership should not proceed. If the proposal is endorsed the relevant institutional approval process as set out in H2 – H4 below is applied.

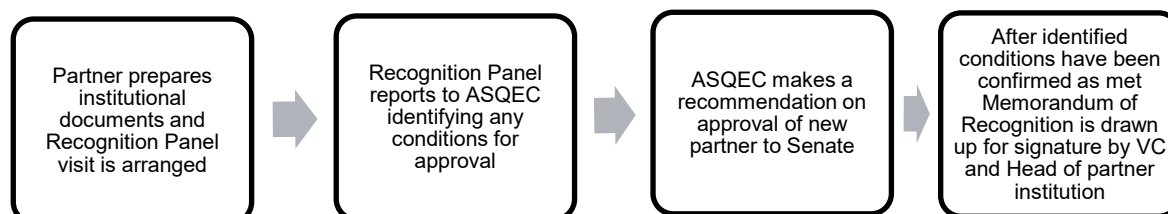
120 International Partners

All proposal for new international partnerships are managed through Quality Enhancement and Global Engagement. Any initial Memorandum of Understanding needs approval from the Pro-Vice-Chancellor for Academic Quality and Student Experience and the Pro-Vice Chancellor for Academic Operations and Portfolio Development. All proposals for new international partnerships must be submitted through the Global Partnerships Toolkit which is found under the Global Engagement Resource Centre: <https://www.ulster.ac.uk/global/staff/partnerships>. All new international partners are subject to the same approval process irrespective of the model of collaboration being proposed although the focus of meetings with Faculty and partner staff will be adjusted to relate to the type of partnership and the level of risk. See Appendix 7 for flow chart of international partner approval process.

H2 Approval of Recognised Institution (Validated Courses)

- 121 For programmes leading to an award of the University, where courses are to be developed and delivered by the proposed partner institution for validation by the University, the institution must first be formally approved or 'recognised'. This process requires the University to satisfy itself that an institution can meet the conditions of Ordinance XXVIII: Recognition of Institutions. The Ordinance is given at Appendix 8 and information on the approval of validated courses at recognised institutions is provided in Part III.

122 UK/Rol Based Partners



- 123 Following the decision to proceed to consideration of Institutional Recognition, the proposed partner is asked to provide a range of institutional documents containing the information set out at Appendix 9 which also explains the purpose of the documents requested in the context of the University's institutional approval process. The documentation should be submitted to QE by the date specified which is normally three months in advance of the date of the recognition visit.
- 124 QE co-ordinates the review of the institutional approval documents in liaison with other University departments which have the relevant specialist expertise. The outcomes of this initial review are summarised and used as the basis of the outline agenda for the formal meeting with staff from the institution.
- 125 The University appoints a recognition panel to visit the institution in order to discuss in detail institutional level matters with senior management. The panel is normally chaired by the PVC (Academic Quality and Student Experience) and includes two other senior members of University staff. The meeting may be conducted electronically.
- 126 Formal visits to a proposed partner for initial institutional recognition and for course evaluation (see Part III/IV) may be combined in a single event, but the event has two parts with separate panels and agendas. In such cases, conditions of institutional approval must be met before any proposed courses are permitted to admit students.
- 127 QE makes arrangements for the panel meeting in consultation with the institution, circulates the relevant documents in advance of the meeting and provides administrative support for the visit. The panel receives an agenda, a summary of the Initial Strategic Assessment, and summary report on feedback and issues arising from the internal review of the institutional documentation. A typical agenda and programme for the visit is given at Appendix 10. This agenda is forwarded to the institution in advance of the visit. The institution makes the necessary domestic arrangements.
- 128 While the main focus of the meeting is on the issues identified from the internal review of the documentation, it is also an opportunity to include discussions of strategic interest such as University priorities and future plans for the development of the partnership. The Panel meets with senior institution staff to discuss these and other related matters.
- 129 After the visit/meeting, a report is prepared and circulated to the members for comment and subsequently signed off by the chair of the panel. The report identifies any conditions or recommendations associated with the approval, or clearly identifies the reason(s) why approval is not being recommended, and is submitted to the Academic Standards and Quality Enhancement Committee (ASQEC) for consideration. If accepted, ASQEC forwards a recommendation to the Senate for final approval of the partner as a new Recognised Institution of the University. The normal period of recognition is five years but a shorter period may be recommended by the Panel if it considers an earlier re-approval exercise desirable.
- 130 International Partners
- Please refer to the flow chart at Appendix 7. Following initial contact with a proposed new international partner, and submission of the appropriate Global Partnership Toolkit (ulster.ac.uk/global/staff/partnerships), Global Engagement, in liaison with the Faculty, Quality Enhancement and the Office of the University Secretary undertake initial risk assessment and due diligence, and draft a Memorandum of Understanding (MoU).
- 131 Following this initial approval to proceed and pending completion of due diligence and Institutional Recognition, the sponsoring Faculty and any other Faculties interested in establishing specific course links with the potential partner can proceed to develop course proposals using form CA2/CA2A. All proposals must be prepared in consultation with the Faculty Accountant and a business case prepared for each proposed course. The CA2/CA2a forms should be submitted for consideration by the Academic Planning Advisory Group (APAG) in accordance with the procedure at Part III, Section I or Part IV, Section P as appropriate and are considered through the Due Diligence B process - see 133 below. The Chair of APAG chairs the Due Diligence B Panel.
- 132 Quality Enhancement co-ordinates the Due Diligence A process which considers legal, financial, and reputational issues and involves appropriate liaison with Finance and the Office of the University Secretary. Relevant documentary evidence sought from the proposed partner and matters of concern are clarified. At the conclusion of enquiries QE provides an initial strategic appraisal to SLT setting

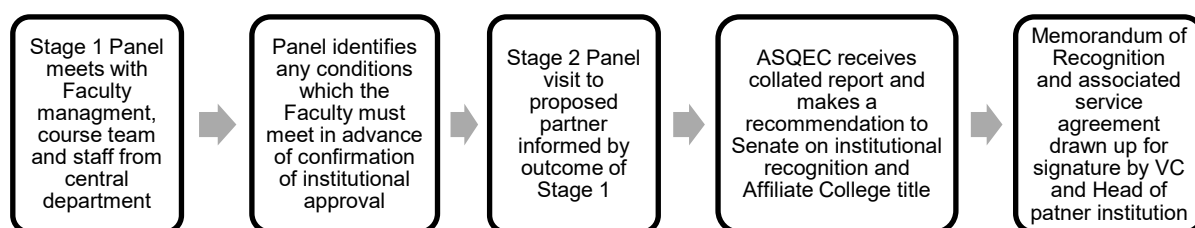
out potential benefits and risks relating to partnership. SLT reviews the overarching business case and either endorses the partnership, requests further information or decides against the partnership progressing further.

- 133 The Due Diligence B process, which focuses on academic matters, commences at the same time as Due Diligence A and operate in parallel to avoid undue delay in progressing the proposed partnership. Due Diligence B is also co-ordinated by QE and commences with the receipt of a CA2/CA2A and business case setting out the provision proposed at the partner and the rationale for the development. QE assembles other relevant documents and establishes a Stage 1 Panel to consider the proposal. This is chaired by PVC (Academic Quality and Student Experience) and includes the PVC (Academic Operations and Portfolio Development) and another member of senior staff from a faculty not involved in the proposal (normally ADE). The Panel conducts meetings with appropriate groups of sponsoring Faculty and central department staff, including senior Faculty management, School and programme staff related to the proposed provision and staff from the Library, ISD and Student Administration as deemed necessary for full consideration of the requirements of the partnership. QE prepares an initial list of questions for discussion and these are circulated in advance of meetings to ensure staff have time to prepare and to collate any necessary evidence. At the conclusion of these meetings the Panel determines any specific lines of enquiry to be followed up during the visit to the proposed partner as a consequence of the evidence available and discussions with staff.
- 134 The Panel reports its conclusions to ASQEC and either recommends that the proposal proceed to a visit to the partner institution to complete institutional approval enquiries and to conduct the associated course evaluation(s), or advises that the partnership should not proceed. An update on progress on Due Diligence A enquiries is also provided to ASQEC at this stage. ASQEC may request further information on specified matters before making a decision or may endorse the Panel recommendations. If a partnership is endorsed to proceed to the final stage (Due Diligence B - Stage 2) an Institutional Recognition Panel is established comprising the PVC (Academic Quality and Student Experience) who acts as chair and two senior staff from faculties not involved in the proposal.
- 135 The Recognition Panel meets with senior staff to discuss the partnership and the issues identified through the earlier stages of the due diligence process. At the end of the institutional approval stage the Panel either agrees to recommend approval of the partnership or approval but with certain conditions which must be met before the admission of students, or advises that the partnership should not proceed. A meeting is held with senior management at the partner to inform them of the Panel's recommendations.
- 136 The Panel is serviced by QE who prepares a report on institutional approval setting out the main findings, conclusions and recommendations. This report is provided to ASQEC along with the final outcomes of the Due Diligence A stage and ASQEC agrees a recommendation to Senate which retains responsibility for formal approval of new partner institutions. QE undertakes any necessary follow-up to ensure conditions of approval are met or any other issues raised during the approval process are resolved and outcomes reported.

H3 Approval of Affiliate College (Franchised Courses)

- 137 Institutions wishing to offer franchised programmes of the University must also be formally recognised to do so under Ordinance XXVIII. An institution approved to offer franchised courses may be given the title of Affiliate College of the University. Affiliate Colleges are not permitted to offer validated courses. See Part IV for information on the approval of franchised courses.

138 UK/Rol Based Partners



- 139 Proposals for new UK/Rol based partners to offer franchised courses leading to Ulster awards are subject to a two-stage institutional approval process which recognises the additional burdens which franchised provision places on Faculty staff and the additional responsibilities of the University in terms of provision of on-line and other resources. QE collates relevant documents to inform Stage 1 enquiries.

Stage 1

- 140 Stage 1 reviews the arrangements which the Faculty has put in place to manage effectively and monitor the provision in order to secure the quality of the student experience and the standards of the University award. Consideration is also given to the adequacy of Faculty and University systems to support the effective administration of the provision at the proposed partner. The Panel, which is normally chaired by the Director of Academic Business Development, meets with senior Faculty and School Management, course and module staff and members of Faculty administration, Student Administration and ISD. At the end of the discussions the Panel identifies any conditions which must be met within the University in advance of confirmation of institutional approval and the timescale for the completion and verification of such actions. The outcome of the Stage 1 meeting informs the agenda for the Stage 2 visit to the proposed partner.

Stage 2

- 141 Stage 2 involves a visit by the Panel to the partner institution. The Panel meets with the senior management of the organisation and with other staff groups as determined following the conclusion of Stage 1. The focus is on the institution's commitment and capacity to provide and maintain an appropriate learning environment for Ulster students. The Approval Panel decides any conditions which have to be met by the partner before institutional approval can be finalised and the timescale for the completion and verification of such actions.
- 142 An agenda detailing the key Panel questions is provided in advance of each stage and a report summarising the outcomes of both approval stages is provided to ASQEC which makes a recommendation to Senate regarding approval of the partner and whether Affiliate College status should be granted.

International Partners

- 143 The approval of a new international partner as an Affiliate College of the University follows the standard process for the approval of new international partners (Appendix 7) but there is greater emphasis on the Faculty's capacity to support the franchise of courses to the partner and the arrangements it plans to put in place to manage and resource this activity.
- 144 As students on franchised courses are Affiliate Students of the University, special attention is paid to the arrangements for the provision of student support services, whether the partner institution is UK/Rol based or international. In addition, visits to the proposed partner considers the resources, both physical and human, which will support the proposed provision and the capacity of staff to deliver the course(s) identified.

H4 Approval of outcentres

145 UK/Rol Based Partners



- 146 Given that the University retains full responsibility for the award and its delivery, the due diligence associated with the approval of UK/Rol based partner institutions to be used as outcentres is more limited than for other collaborative models. The sponsoring Faculty brings forward a proposal for a new outcentre through the CA3 process. The Faculty completes an outcentre questionnaire (Appendix 11) and provides this along with the CA3 form and the agreed business case. APAG considers the proposal and either approves or seeks guidance from SLT where there is any concern that association with the proposed outcentre would give rise to reputational issues for the University.

- 147 Services provided through an outcentre agreement may be facilities only or a combination of facilities and outcentre staff resource to support course delivery. The agreement should detail clearly which services are required. Any outcentre staff directly involved in module delivery must have Recognised Teacher status. The outcentre agreement is signed by the Vice Chancellor and a person authorised to do so by the owners of the premises.
- 148 Ongoing monitoring of provision in out centres is undertaken through the CAQE process.
- 149 The accreditation of training or stand-alone continuing professional development modules offered by employers is treated as a sub-set of the outcentre model. The Centre for Flexible and Continuing Education provides advice to faculties to support the development of a business plan and contract. The Faculty draws up a module description and seeks external examiner approval and the proposal is then dealt with through the CA3 Course Revision process.

International Partners

- 150 The approval of a new international partner as an outcentre of the University follows the standard process for the approval of new international partners (see Appendix 7). The main focus of the Panel is on how delivery is to be secured, the extent of the use of flying faculty and the Faculty's ability to sustain such activity. The business case is also subject to careful scrutiny as are the arrangements for the support, both academic and pastoral, of students studying for a University award at the outcentre.
- 151 Following Due Diligence B Stage 1 meetings a decision is taken as to whether a visit to the proposed outcentre is required and what the focus of such a visit should be.

H5 Approval of Joint Awards and Dual Awards

- 152 Joint Awards and Dual Awards may be developed with well-established higher education institutions. There is no separate institutional approval process as the key issues are the overall standard and coherence of the proposed course and the overall standard of the contributions made by the partners. The University retains oversight of the whole course and award. These matters are considered through the University's initial course approval process and its subsequent evaluation and revalidation and through the partner institution's own approval processes. See Part V for information on approval of Dual Awards.

H6 Legal Agreement

- 153 Once the recommendation for a new Recognised Institution or Affiliate College is approved by Senate and any conditions in the report have been addressed to the satisfaction of the Chair of the panel, Senate reports to Council the approval of the institution. All Faculties are advised of the new partner and are able to develop course proposals with that partner for evaluation (see Part III Section I or Part IV Section P).
- 154 On conclusion of the approval process, a Memorandum of Recognition is signed by the Vice-Chancellor and the head of the partner institution (Appendix 12/12A). It is subject to renewal every five years. For an Affiliate College an additional Contract for Services Agreement is drawn up setting out the respective responsibilities of each partner and the services to be provided by each. The contract differs between partners and provides the basis for the financial agreement with the Affiliate College.
- 155 When a new outcentre is approved an agreement is drawn up which reflects the services to be provided by the outcentre. Model outcentre agreements are provided at Appendices 58 and 59.

Institutional Approval Costs

- 156 Travel and accommodation costs for Approval Panel members are chargeable to the proposed partner institution and may form part of the overall validation charge, subject to the detailed contractual arrangement with the partner.

H7 Re-Approval of Partner Institutions

- 157 Partner institutions are subject to a re-approval process normally in a quinquennial cycle in the year preceding the expiry of the Memorandum of Recognition. The aim of the process is to determine whether the University can continue to have broad confidence in the capacity of the partner institution to fulfil the requirements of the memorandum. The partner institution is asked to confirm its desire to

continue the partnership beyond the period of recognition, by completion of the IA2 form at Appendix 13A.

- 158 A similar risk-based process to that for initial approval is adopted, but the partnership experience and any change in circumstances at the University or the partner institution are also considered. The level of scrutiny is commensurate with the complexity of the collaboration, the nature of the partner, its experience in delivering HE programmes, and evidence from Continuous Assurance of Quality Enhancement (Collaborative) (CAQE (Col)) exercises. See Section N3.
- 159 If the partner institution confirms that it wishes to continue the partnership, it submits to the University a range of institutional documents containing information set out at Appendix 13B at least six months prior to the expiry of the current Memorandum of Recognition. Supplementary documentation may be requested.
- 160 An initial scrutiny of the documentation, together with information sourced internally, is undertaken by QE. Where appropriate, Faculty Partnership Managers and central University Departments are asked to review and comment on the documentation provided (Appendix 14).
- 161 For UK/Rol partners a desk-based review is undertaken by QE. Where serious issues are identified the University reserves the right to undertake a visit to the partner institution to discuss such issues with senior management.
- 162 Upon completion of the desk-based review QE submit a report to ASQEC for consideration. Once approved by ASQEC, and when all conditions in the report have been fully met, a new Memorandum of Recognition and, for Affiliate Colleges, an updated Contract for Services Agreement are signed by the Vice-Chancellor and the head of the partner institution. The normal period of approval is five years.
- 163 For international partners a visit is undertaken to discuss ongoing institutional approval with the senior management team in the partner institution. The panel undertaking the visit normally comprises the PVC (Academic Quality and Student Experience), an Executive Dean and a senior member of University academic staff who has extensive knowledge of collaborative activity. Where deemed necessary the panel may be expanded to include appropriate internal or external staff to ensure suitable expertise is available.
- 164 QE makes arrangements for the panel meeting in consultation with the institution, circulates the relevant documents in advance of the meeting and provides administrative support for the visit. The panel receives an agenda, relevant documentation, and a summary of the initial findings from the internal review of the institutional documentation. A typical agenda and programme for the visit is given at Appendix 10. This agenda is forwarded to the institution in advance of the visit. The institution makes the necessary domestic arrangements.
- 165 At the end of the institutional re-approval visit the Panel either agrees to recommend approval of the partnership or approval but with certain conditions which must be met before the admission of students, or advises that the partnership should not continue. A meeting is held with senior management from the partner institution to inform them of the Panel's recommendations.
- 166 A report of the visit is prepared by QE and circulated to members for comment and subsequently signed off by the chair of the panel. The report identifies any conditions or recommendations associated with the approval, or clearly identifies the reason(s) why approval is not being recommended, and is submitted to ASQEC for consideration.
- 167 Once approved by ASQEC, and when all conditions in the report have been fully met, a new Memorandum of Recognition and, for Affiliate Colleges, an updated Contract for Services Agreement, are signed by the Vice-Chancellor and the head of the partner institution. The normal period of recognition is five years but a shorter period may be recommended by the Panel if it considers an earlier re-approval exercise desirable.

PART III VALIDATED COURSES

SECTION I: NEW VALIDATED COURSE APPROVAL

I1 Initial Discussions about New Programmes of Study

- 168 An institution wishing to offer a programme of study in partnership with the University may direct initial enquiries to a range of staff within the University. Members of staff who are approached informally about the possibility of the University entering into a validation arrangement with an institution should keep the Executive and Associate Dean of the Faculty, Head of School and the appropriate Faculty Partnership Manager informed about their discussions. The Pro-Vice-Chancellors (Academic Operations and Portfolio Development and Academic Quality and Student Experience) responsible should also be advised if appropriate, for example for a prospective new partner which has not been approved under the University's recognition process, and for which the requirements of Part II must be met.
- 169 Preliminary and exploratory discussions will consider such matters as the nature of the relationship being sought, the programme of study involved and the expected number of student enrolments. The University's criteria for the planning of programmes (Appendix 15) and its scheme of academic awards should be consulted. With regard to foundation degrees in Northern Ireland, the then Department for Employment and Learning has co-ordinated a 'Framework for the Validation of Foundation Degrees' (February 2011) which sets out a common framework accepted by all the region's universities and colleges. It does not replace the approval process of each individual university but provides an overview. It encourages parties in curriculum development to identify a clear timetable in order to help ensure good progress through the various stages to validation.
- 170 For provision in Northern Ireland, the University prefers subject networks to be developed (see I4).

I2 Outline Proposal (CA2 Form)

- 171 The institution and associated faculty in the University complete a CA2 form to outline the proposal (Appendix 16 - available on the Academic Office website). (See also I4 for network proposals.) For financial due diligence, the proposal is accompanied by a business case prepared by the Faculty Accountant.
- 172 The proposal should provide evidence of the support of any relevant government or educational agency or the timescale within which this will be sought.
- 173 The approval process is illustrated in the flow chart at Appendix 17.
- 174 As part of the CA2 application, the relevant Faculty makes its own initial assessment of the outline proposal. This is usually undertaken by the Faculty Partnership Manager. If the Faculty supports the development, it recommends to the Academic Planning Advisory Group (APAG) that planning and evaluation proceed. The Faculty's recommendation is accompanied by a summary statement which takes account of Ordinance XXVIII on the Recognition of Institutions, the University's policy statement and strategy and the Faculty's own plans. This assessment should comment on:
- a) the structure and content of the proposed programme;
 - b) its proposed starting date, likely demand and viability;
 - c) the resources (human and physical) to be provided for the programme and the institution's capability to deliver it;
 - d) the impact of the programme on the Faculty's and the University's academic plans (the Faculty should include an outline business case drawn up in consultation with the Finance Department).
- 175 For a proposal from a non-UK institution, the Faculty is expected to take particular account of the advice and guidance in the *UK Quality Code* on Partnerships (previously Managing Higher Education Provision with Others).
- 176 The Faculty should submit the form, business case (resourcing plan which includes information on student numbers - see guidelines on minimum and maximum cohort sizes at Appendix 18), and its assessment to the Academic Office preferably **at least** 15 months before the programme is due to commence, for consideration by the Academic Planning Advisory Group. It reviews the proposal in

the context of the University's Strategic Plan, the Collaborative Strategy's objectives and Principles for Collaborative Partnership (Appendix 5), paying particular attention to demand, progression opportunities and resource needs. The Advisory Group recommends to the Academic Standards and Enhancement Committee (ASQEC) whether planning and evaluation should proceed. The Advisory Group must have endorsed the proposal before it is advertised with its provisional status clearly indicated. A Faculty which misses a scheduled meeting of APAG may make a case for Chair's action, which may involve consultation with other members of the Advisory Group. The principles at Appendix 19 should be addressed. The Chair decides on a case-by-case basis whether a proposal received after papers have been issued for a scheduled meeting should be circulated for consideration at the meeting.

I3 Planning

- 177 If approval to proceed to planning and evaluation is granted, the institution is required to prepare a detailed programme proposal (see I6). This will take the form of a standard evaluation document, such as is required for a programme originating within the University. The Faculty may identify a subject expert to advise the institution on curriculum matters. The Faculty Partnership Manager advises on the University's procedures and requirements. The institution is expected to maintain close liaison with the Faculty. The Faculty has its own process for formal review of proposals before submission to the University.
- 178 The course planning team should ensure that in developing the proposal full account is taken of the University's criteria for the planning of programmes (Appendix 15), its scheme of academic awards and the relevant regulations for these awards and the University's modular and credit framework. Account should also be taken of the national Benchmark standards for the Subject (see qaa.ac.uk/ under the Quality Code). Where applicable the particular requirements of Access programmes (Appendix 15b) and the Benchmark Statement for Foundation degrees should be addressed. A clear rationale and separate business case are expected. The course may be modelled closely on the curriculum of a course offered by the University, but it may also be appropriate to make variations or to develop a distinct programme. The University's JISC-funded Viewpoints project provides user-friendly reflective tools for staff to promote and enhance good curriculum design (viewpointsproject.blogspot.co.uk/).
- 179 Course teams should take account of the University's curriculum design framework. In summary, modules should normally be of a value of 20 credit points or more, and have no more than four learning outcomes and two items of assessment. A sound rationale should support variations from these principles. The University has adopted Principles of Assessment and Feedback for Learning (Appendix 20). The University's Assessment Handbook offers guidance on assessment policy and practice and the University's generic assessment criteria.
- 180 Institutions should note that, in addition to the acquisition of subject-specific knowledge and skills, the University seeks to ensure that undergraduate degree students develop their personal transferable skills as an integral part of their academic programme and expects similar approaches. These generic skills and qualities are embodied in 'Graduate Qualities' and planning teams should take account of the expectations set out at the Annex to Appendix 15. The University emphasises the place of Employability (Appendix 21).
- 181 With regard to Library provision, liaison between the Faculty, the Faculty Sub-Librarian in the University and the partner institution's Librarian provides the mechanism for identification of the required information resources. The HEFCE guidelines on good practice for Library and Learning Resource Provision for Franchised and other Collaborative Courses augment the resource checklist used by the Faculty Sub-Librarian to audit existing resources and identify additional resources.

I4 Subject Networks

- 182 A 'Subject Network' refers to the operation of the same validated programme at a number of different partner institutions. This is the University's preferred model for collaborative activity in Northern Ireland. Proposals for individual course developments must include a compelling rationale and strong evidence of demand, if they are to be accepted. It is considered as a particular instance of validated provision which has arrangements for the management and oversight of the network. This is typically achieved through a network committee where representatives from each of the partner institutions involved meet with relevant University staff on a regular basis. Such oversight ensures a consistent student experience regardless of where a student enrolls on the course.

- 183 In a subject network, the University must satisfy itself of each partner's ability to deliver the programme. As for other validated provision, this will involve the University's institutional approval process. An institution is not allowed to permit another institution to offer a course on its behalf.
- 184 Each partner that wishes to participate in a particular subject network must submit an outline course proposal (CA2) which is considered at both Faculty and University level in accordance with the arrangements described at Sections I2 and I3 above.
- 185 Assuming the proposal is endorsed, staff from the partner institutions and the University work together to develop the course document (see Section I5). The University arranges an evaluation event. This considers the structure and curriculum of the programme itself and the resources being committed to deliver it within each of the partner institutions as well as the integration, coherence and operation of the network.

I5 Evaluation Document

- 186 The institution submits the course evaluation document electronically to the Academic Office of the University at least **three weeks** before the date of the evaluation meeting. If documentation is not submitted on time, it may not be possible to proceed with the evaluation. A copy is supplied to the Faculty Partnership Manager.
- 187 The format of the documentation is set out at Appendix 22. In summary, it includes information on:
- a) reason for the proposal;
 - b) a programme specification including structure and intended learning outcomes;
 - b) learning and teaching and assessment strategies, including the development of study skills and exemplar assessment schedule and arrangement for feedback. Assessment rubrics are also provided to the panel (guidance at <https://www.ulster.ac.uk/cherp/academic-development/resource>);
 - d) regulations (consistent with University regulations);
 - e) module descriptions;
 - f) resources - physical and human, including staff curricula vitae and staff development.
- 188 Institutional approval of the document is indicated on the title page by the signature of a member of the senior management of the institution. The endorsement of the associated Faculty is indicated by the signature of the Associate/Executive Dean. For networks, a single document may be submitted for common aspects, but clear information on distinct aspects, in particular resource provision, must be given.

I6 Establishment of Evaluation Panel

- 189 The University appoints an evaluation panel to visit the institution and to discuss the proposed course and associated arrangements with the course planning committee and senior management. The panel comprises at least five members. It is chaired by an (Associate) Dean or Head of School not associated with the proposal. Other University members are the Associate Dean or nominee from the associated faculty and a senior member of staff from another Faculty who is experienced in programme development, quality assurance and in collaborative activity. Members of staff of the University closely involved in advising the institution are not appointed to the panel. Two external members are included. They are subject experts who are not associated closely with the institution. An employer representative may be appointed in addition and is expected for a Foundation degree proposal. The Faculty Partnership Manager is invited to attend for the whole meeting.
- 190 Invitations are issued to persons nominated to serve on the panel. The University's Academic Office makes arrangements for holding the meeting of the panel, in consultation with the Faculty and the institution.

17 Evaluation Visit

- 191 The evaluation meeting is expected to take place by 30 April for a course due to start in the following September. Other than in exceptional circumstances, no evaluation should take place after 31 May for a course starting in September of the same year.
- 192 The purpose of the evaluation is to ensure that for each award-bearing course:
- it accords with the University's purpose and core strategic aims;
 - the academic structure and content are appropriate;
 - the proposed award is in accordance with the University's scheme of qualifications and that the programme conforms to the modular and credit framework of the University, and the general regulations for the award in question;
 - the standard and student workload are comparable with those of other programmes leading to the same award nationally;
 - the available resources are sufficient to enable the aims and objectives to be met for the proposed number of students;
 - there is evidence of reasonable employment prospects and progression opportunities.
- 193 The evaluation panel is expected to conduct a critically constructive and independent assessment of the proposal. The extent to which discussions focus on curriculum content will be determined by the relationship of the proposal to a currently approved University programme. In any case, the panel will wish to be assured that the staff responsible for delivery have a clear understanding of the programme and its objectives.
- 194 In addition, the panel considers the educational ethos of the institution, its capability to deliver the programme and to support its students. It gives particular scrutiny to staff resources, including the experience and qualifications of staff, staff development policy and level of support staff, and physical resources and access to them.
- 195 For a prospective new partner, when the first course proposal is being considered, the Panel may also receive a report on any matters arising from institutional approval (see Part II).
- 196 The evaluation document is made available electronically to the panel, who are requested to make initial comments using form CA7 (Appendix 23a). These are made available to other panel members and the course planning committee in advance of the meeting. The meeting is serviced by a representative of the Academic Office, who provides briefing notes on key points and standards and regulatory matters; these are provided to the panel and the course planning committee.
- 197 The Faculty Partnership Manager provides preliminary comments on the nature of the Faculty's engagement with the institution and in the preparation of the submission using Form CA4 (Appendix 23b). He or she also provides confirmation of the Faculty's recommendation in relation to the maximum cohort size, and, in respect of Foundation degrees, of articulation routes to related Honours degrees at the University.
- 198 Reports on library and IT provision from the University's central departments which have consulted with the institution are provided (Form CA10 - Appendix 24). If additional information resources are required to develop and subsequently to maintain the programme, these are presented as recommendations for action and are costed with the understanding that it is the responsibility of the partner institution to provide them.
- 199 Members of the panel also receive a copy of the Guidelines for Evaluation and Revalidation Panels (Appendix 25), an Aide-Memoire (Appendix 26), the relevant national subject benchmark statement and other relevant information.
- 200 A typical agenda and programme for the visit are given at Appendix 27. The institution makes the necessary domestic arrangements. A tour of facilities may be included at the start of the day. Panel members use form CA8 (Appendix 28a) to assist in this process. Guidelines for conducting tours are given at Appendix 28b. Where several sites are involved (particularly in subject networks), it is not always possible for externals to visit all locations. This is only required where specialist resources are needed for delivery. In certain circumstances a meeting with prospective students may be held.

Exceptionally, if an inspection is not possible, a report is provided by the Faculty Partnership Manager in consultation with University subject experts.

- 201 The formal meeting begins with a private session to identify issues for discussion. The panel then meets with senior management of the institution and the chair of the course planning committee to consider how the proposal fits with the institution's course provision and to discuss such matters as staffing and resources. Where a proposal is part of a network of courses, the arrangements for the management of the network are explored. The course proposal is then considered in detail with the course planning committee.
- 202 General course management arrangements, staff-student consultation and quality assurance matters are not usually considered in detail, as they are reviewed through the Institutional approval and re-approval process (Part II).
- 203 In a meeting with the representatives of the senior management, the chair of the panel discusses administrative matters and confirms the terms of the Agreement with the institution, including financial arrangements.
- 204 At the end of the meeting the chair of the panel informs the chair of the course planning committee and senior management of the conclusions and recommendations of the panel, and, if the course is to be recommended for approval, specifies the conditions and recommendations of approval (if any), the period of approval, the number of students who may be recruited (there is a guideline minimum cohort size of 15 (full and part time combined), to ensure a quality student experience, with the maximum related to the resources provided), and any matters which are either to be kept under review by the course committee or to be the subject of continuing dialogue, if necessary with guidance and advice from members of the panel or the associated Faculty. The period of approval is usually related to the revalidation schedule (see Section J).

18 Report of Evaluation Panel

- 205 A report of the meeting is prepared by the member of the Academic Office servicing the evaluation. When confirmed by the chair, it is circulated to members of the panel, the chair of the course planning committee, the relevant senior management of the institution, the Associate Dean, and Faculty Partnership Manager. Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee, under delegated authority from Senate. The report is available from the Academic Office website (from 2017/18).
- 206 Where the course planning committee finds difficulty in meeting the conditions specified by the panel, it is expected to report accordingly, giving reasons, within four weeks of receiving the panel report. Otherwise, the course planning committee should submit to the Academic Office, within six weeks of the event:
 - a) an electronic copy of the final version of the course evaluation document incorporating such amendments as are required to meet the panel's conditions for approval of the course. (A draft version may be submitted in advance of the deadline for consideration by the Academic Office.) The documentation is held by the Academic Office, and electronic copies are sent to the Faculty (Associate Dean and Faculty Partnership Manager) and the University Library;
 - b) a brief paper indicating how the recommendations and conditions have been addressed, the nature of the amendments made and page-referencing their location within the document.
- 207 For events in May or later the submission deadline is four weeks. The associated Faculty reviews the response and final documentation before submission.
- 208 In order for the modules and associated rules to be set up promptly in the University's Student Records Information System, an electronic copy of the final document (or appropriate sections on structure and modules) should be lodged with the Module Office in accordance with the following schedule:

Date of panel meeting	Last date for receipt of final document in Module Office (earlier date applies)
September	31 January (or up to 16 weeks after event)

October	28 February (or up to 16 weeks after event)
November	31 March (or up to 16 weeks after event)
December	30 April (or up to 16 weeks after event)
January	31 May (or up to 16 weeks after event)
February	30 June (or up to 16 weeks after event)
March – May	Before 30 June

- 209 If there are no conditions relating to structure and modules this information should be sent immediately after the event.
- 210 If an institution is unable to meet conditions of approval before the new intake, a course will not normally admit students.

I9 Conclusion and Final Approval

- 211 The evaluation process is concluded when the chair of the evaluation panel certifies by signature on the title page that the final document is satisfactory. The course is approved for a specified maximum cohort size for a maximum period of five years until the time of revalidation (see Section J) and the course is added to the schedule to Ordinance XXVIII and is published in the University's Register of Collaborative Courses (see D83). The institution is notified of this outcome. The process must have been concluded satisfactorily before offers of admission are confirmed. Courses which have not been 'signed off' may exceptionally be permitted to admit students by the Pro-Vice-Chancellor (Academic Quality and Student Experience). Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see Section N). A copy of the final document is held by the Academic Office and electronic copies are sent to the Faculty (Associate Dean and Faculty Partnership Manager) and the University Library.

I10 Legal Agreement

- 212 For each approved programme, a formal agreement is signed by the Vice-Chancellor of the University (or Deputy-Vice-Chancellor) and the head of the institution, when the conditions specified in the evaluation report have been met and satisfactory copies of the course document received. The agreement sets out the respective responsibilities of the institution and the University. The standard agreement is termed a Recognition Agreement. A sample for a validated course is given at Appendix 29.

SECTION J: REVALIDATION

J1 Revalidation Units

- 213 Each programme is assigned to a revalidation unit or sub-unit following its initial approval. These are normally groupings of cognate programmes agreed by the Faculty for the purposes of the efficient organisation of the re-approval process, taking account of commonality in modules and resources and to allow a subject overview to be presented. Units may include provision at more than one institution. In some cases, programmes may be revalidated on an individual basis.

J2 Revalidation Cycle

- 214 Each unit or sub-unit is allocated to a particular revalidation year within a quinquennial cycle. The full schedule is given at Appendix 30. New programmes are assigned to a particular unit or sub-unit as part of the initial approval process. This determines their period of approval. The list of programmes within units/sub-units may be found on the Academic Office website.

J3 Purpose

- 215 Revalidation follows a regular five-year cycle. At the end of the period of approval, in the designated year, the programmes within the unit are presented afresh for revalidation by a University panel. The same principles as at evaluation are followed. Exceptionally a new proposal, which derives substantially from existing provision, may also be considered within the unit, if approval for planning and evaluation has been granted through the CA2 route. (A form should be submitted for consideration

by the Academic Planning Advisory Group - see Section I2.) The revalidation exercise is not a periodic review and there is no requirement for a *detailed* critical self-appraisal of the operation of the programmes(s) during the preceding period. No *detailed* statistical profiles are provided nor is viability considered *in detail*. Such matters are addressed through the annual monitoring process. However, the panel does meet with students to obtain their views directly.

216 The primary purpose of revalidation is the re-affirmation of the standards set for the awards and the courses within the unit and their continuing currency and relevance to the University. It aims to ensure that for each award-bearing course:

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

217 Reports from external examiners and a meeting with students assist the panel in making its judgement.

J4 Revalidation Preparation

218 In November of the session before the year in which the revalidation event is scheduled, Academic Planning Advisory Group (APAG) receives for all courses assigned to that year, a 'dashboard' relating to financial information and student recruitment and progression statistics. This assists Faculties and APAG in assessing the sustainability of courses. In December a revalidation preparation form, Form CA6a) (Appendix 31a), is sent to the relevant Associate Dean. This allows the Faculty to confirm those courses to be included. Courses which are to be withdrawn are identified using form CA5 (see Section M below). A revalidation unit co-ordinator is nominated. The co-ordinator is responsible for managing the provision of documentation and acts as a single point of contact for the Academic Office and other central departments. Duties are set out at Appendix 32. Partner institutions are expected to maintain close liaison with the co-ordinator and the Faculty Partnership Manager.

219 If the Faculty wishes to seek an extension of approval and to postpone revalidation to the following year, it sends to the Academic Office Form CA6b) (Appendix 31b) to include the reasons for the request, the period of extension sought, and confirmation that the curriculum remains current and valid, that standards and quality are maintained, evidenced through the external examiner and annual monitoring reports, and that there continues to be demand. The Academic Office comments on the request and forwards it to Quality Enhancement which completes its assessment using the annual monitoring data. The request is then considered by the Academic Standards and Quality Enhancement Committee (ASQEC) or by its Chair on its behalf.

J5 Establishment of Revalidation Panel

220 The Academic Office convenes a revalidation panel for each subject unit or sub-unit. The panel consists of an (Associate) Dean or Head of School not associated with the course (Chair), an Associate Dean or nominee of the associated Faculty, one University member from another Faculty, a student representative from the institution, and a minimum of two subject-specialist external members.

221 Internal University members are drawn from a pool of nominated staff, and include course and subject directors and other academic staff with curriculum development and quality assurance responsibilities or interests. Members of staff of the University closely involved in advising an institution are not appointed to the panel.

222 External members, as academic subject experts, are proposed by the relevant Faculty. They should be sufficient in number and have sufficient expertise to cover the full range of provision. External members should not have been closely associated with the Faculty or the institutions, e.g. through having recently acted in an advisory capacity, as an external examiner, or having been a member of

staff. Employer representatives may be appointed.

- 223 Invitations are issued to persons nominated to serve on the panel. The date of the meeting is arranged in consultation with the revalidation unit co-ordinator and the Associate/Executive Dean. The co-ordinator liaises with partner institutions. The meeting is serviced by the Academic Office.
- 224 Special arrangements are made, where possible, with professional, statutory and regulatory bodies to organise joint revalidation events.

J6 Production of Documentation

- 225 Revalidation documentation should be presented in accordance with the sample outline at Appendix 20 and the supplementary information to this Appendix. Account should be taken of the matters in Appendices 15, 20 and 21 and the new curriculum design principles (see I3 above). The University's Assessment Handbook offers guidance on assessment policy and practice and the University's generic assessment criteria. The document includes a programme specification for each course and sample assessment schedule.
- 226 Institutional approval of each college's contribution to the submission is indicated by the relevant Director's signature on a title page (Appendix 33). The Faculty has its own process for the formal review of documentation before submission. Faculty approval is indicated by the (Associate) Dean's signature on the title page.
- 227 An electronic copy is lodged with the Academic Office for distribution to members of the panel at least **four weeks** before the panel meeting. A copy is provided to the Faculty Partnership Manager. This deadline is three weeks for single course events.
- 228 Members of the panel are requested to make initial comments on the document, using Form CA7 (Appendix 23a), and these are made available to other panel members and the subject team in advance of the meeting. The Faculty Partnership Manager provides preliminary comments on the nature of the Faculty's engagement with partner institutions in the preparation of documentation, and any recommendations regarding adjustments to the approved maximum cohort sizes and, where applicable, Foundation degree articulation routes (Form CA4 - Appendix 23b).
- 229 Members of the panel are provided with a copy of the Guidelines for Evaluation and Revalidation Panels (Appendix 25), an Aide-Memoire (Appendix 26), the appropriate national subject benchmark statement(s) and other relevant information. In order to provide a context for discussion, the revalidation panel receives the last two annual reports from external examiners. Assessment rubrics are also received (guidance at ulster.ac.uk/cherp/academic-development/resource). Academic Office briefing notes identifying key points, including standards and regulatory matters, are also provided.

J7 Inspection of Resources

- 230 Where appropriate, specialist resources may be inspected. When an inspection is to take place and provision is spread across a number of campuses or colleges, arrangements are made, wherever possible, for separate preliminary inspection of the specialist resources available to the subject (library, equipment, laboratories etc) by the external members of the panel, guided by the revalidation unit co-ordinator or college contacts. This is undertaken in advance of the panel meeting. Written reports using Form CA8 (Appendix 28a) are provided for the panel. Guidelines for conducting tours are given at Appendix 28b. Where several sites are involved, it is not always possible for externals to visit all locations. If an inspection is not possible, a report is provided by the Faculty Partnership Manager in consultation with University subject experts.
- 231 Exceptionally relevant central University departments may be asked to provide reports on resource matters, following receipt of Form CA6, for example if a new location is proposed. (Form CA10 is used for Library and IT reports, Appendix 24.)

J8 Panel Meeting

- 232 A typical agenda and programme are given at Appendix 34. The programme is based on a one-day event. The actual duration will vary depending on the extent of provision. The agenda and programme are discussed in advance with the revalidation unit co-ordinator. Arrangements are varied where partner institution courses are included within a unit or sub-unit which mainly comprises University provision. Where courses operate within a subject network, the arrangements for the management of the network are explored.

- 233 The meeting takes place at a single campus/institution. The revalidation unit co-ordinator, a senior representative from each institution, and course directors and module co-ordinators are required to meet with the panel. Other staff may attend, but are not required to do so. The Faculty Partnership Manager is in attendance throughout the meeting, unless also acting as unit co-ordinator.
- 234 The panel meets with a representative group of students, including class representatives in full-time courses or in other courses where this is a form of student consultation. Notes of guidance are provided to students (Appendix 35a) and the form to record outcomes is at Appendix 35b. For a multi-site unit, if external panel members meet separately with students at other locations as part of a preliminary visit, they are asked to identify issues raised and points of commendation in their CA8b) report (Appendix 28a).
- 235 The panel is expected to conduct a critically constructive and independent assessment of the provision within the unit. At the end of the meeting, the chair of the panel reports to the unit co-ordinator and institutional representatives the panel's conclusions and recommendations, and any conditions of approval, with any adjustment to approved cohort sizes, and the proposed period of approval, which is usually for a further five years.

J9 Report of Revalidation Panel

- 236 A report of the meeting is prepared by the member of the Academic Office servicing the event. When confirmed by the chair, it is circulated to members of the panel, to the (Associate) Dean, revalidation unit co-ordinator, Faculty Partnership Manager and the institution(s). A draft report may be provided in advance to the unit co-ordinator. The report is available from the Academic Office website (from 2017/18). Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee, under delegated authority from Senate.
- 237 Where the Faculty or partner institution find difficulty in meeting the conditions specified by the panel, this is reported to the Sub-Committee, with reasons, within four weeks of receiving the panel's report. Otherwise, the Faculty should submit to the Academic Office, within six weeks of the event or four weeks for an event in May or later:
- a) an electronic copy of the final version of the revalidation documentation, incorporating such amendments as are required for approval;
 - b) a brief paper indicating how the recommendations and conditions have been addressed, the nature of the amendments made and page-referencing their location within the document.
- 238 The associated Faculty reviews the response and final documentation before submission.
- 239 An electronic copy of the final document should be supplied to the University's Module Office in accordance with the schedule at para 208.
- 240 If an institution is unable to meet conditions of approval before the next intake, the relevant course(s) will not normally admit students.

J10 Conclusion and Final Approval

- 241 The revalidation process is concluded when the chair of the panel certifies that the final documentation is satisfactory. The process must have been concluded satisfactorily before offers of admission are confirmed. Courses which have not been 'signed off' may exceptionally be permitted to admit students by the Pro-Vice-Chancellor (Academic Quality and Student Experience). Provision is normally approved for a period of five years in accordance with the revalidation schedule. Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see Section N). Where a particular course within a subject unit is not approved for the normal period, it may be subject to a separate individual revalidation.
- 242 The final revalidation documentation is held by the Academic Office and electronic copies are sent to the Faculty (Associate Dean and Faculty Partnership Manager) and the University Library. Updated module information is recorded in the University's module database. A new agreement is prepared for signature.

J11 Legal Agreement

- 243 For each approved programme, a new Recognition Agreement (sample at Appendix 29) is signed by the University and the head of the institution when the conditions specified in the revalidation report have been met and satisfactory copies of documentation received.

SECTION K: VALIDATED COURSE MANAGEMENT

- 244 The arrangements for administration of the programme should be consistent with those of the University. Advice and guidance on a range of academic policies and practices are available from the webpages of the University's Academic Office, Quality Enhancement and Centre for Higher Education Research and Practice.

K1 Course Committee

- 245 A course committee for the course must be established. Terms of reference and membership are given at Appendix 36. The course committee is responsible for the ongoing administration and effective management of the course including, where applicable, placement and study abroad. The University has a policy document in respect of the former and a protocol for the latter. Mechanisms for placement management and assessment are given particular scrutiny at evaluation and revalidation. The University may grant staff teaching Associate students borrowing entitlements from the Library. Library membership may be applied for at www.ulster.ac.uk/library/services under 'Borrowing & Access Schemes'.

K2 Course Director and Module Co-ordinators

- 246 A course director and module co-ordinators are appointed. Duties and responsibilities are given at Appendices 37 and 38.

K3 Student Advice and Consultation

- 247 The course committee is expected to put in place, in accordance with University and institutional policies, arrangements for student support and guidance, in particular
- student induction and transition, and monitoring attendance
 - studies advice and access to staff
 - student consultation.
- 248 The University has developed guidelines for student induction (May 2002) and a policy on transition for undergraduate students (2005, updated June 2009). A protocol on attendance and guidelines for students' notification of absence were approved in June 2004.
- 249 Students should be provided with institutional-level information. Information on the limits to the student's relationship with the University should also be made clear. A course handbook, deriving from the evaluation document, should also be issued and supplemented as appropriate by detailed module information. Appendix 39 sets out a standard contents list. An indicative list of information which should be provided in module handouts is given at Appendix 40.
- 250 Students should be made aware of arrangements for access to staff outside scheduled teaching, in person or by e-mail. Staff are not expected to be available 'on demand' but contact details should be provided and information on availability should be indicated on office doors and in appropriate documentation.
- 251 In addition, the course committee should give consideration to the allocation to each student of an adviser of studies, drawn from the teaching staff of the course, in accordance with the code of practice at Appendix 41.
- 252 The course committee should ensure that, for full-time courses, there is a staff/student consultative committee (which reports to the course committee) or student representation on the course committee. The use of both is considered best practice. Such committees should meet at least once each semester and there should be at least two student members per year group on the committee. The University recommends that the following substantive items are included on agendas for meetings: learning and teaching, assessment, studies advice, effectiveness of employer interactions, health and

safety. The annual report of the external examiner and the course committee's response should also be discussed with student representatives. Minutes should provide a summary of discussion against each item, identifying action points, the person responsible for taking these forward, the deadline for completion and provide for a record of progress. The University considers commendable the practice of students chairing and minuting consultative committees.

- 253 For part-time courses, where meetings may be less practicable, course committees should develop an appropriate method of consultation, eg email circulation, online discussion board, meetings with students, outcomes of discussion with advisers of studies or module tutors. A summary of issues raised must be formally minuted at course committee meetings and appropriate feedback given to students.
- 254 Issues which cannot be resolved by the course committees must be referred to the appropriate point in the institutional management structure for attention.
- 255 Further information about staff/student consultation procedures and good practice guidelines, drawn up by the University's Students' Union, may be found on Quality Enhancement's website at ulster.ac.uk/quality under 'Student Partnership'.

K4 Conduct of Examinations and Assessment

- 256 The University is concerned that the security of assessment is adequately safeguarded. Arrangements for the conduct of examinations should be consistent with those set out in the University's Regulations Governing Examinations in Programmes of Study (Appendix 40), its procedures for dealing with cheating and the University's framework of penalties for plagiarism. (Arrangements for dealing with plagiarism and other forms of cheating may be considered at evaluation and revalidation events.) In accordance with the policy at the University, institutions are required to use 'anonymous' marking in connection with written examinations and are encouraged to do so, where appropriate and practicable, for coursework. Advice on the former is available from the University's Examinations Office. For the latter, anonymity should end after marking is completed, to allow for feedback to students. These matters are considered through the institutional approval process.
- 257 The University has published an Assessment Handbook which offers advice and guidance on assessment practice. In 2011 Principles of Assessment and Feedback for Learning were agreed (Appendix 20).

K5 Boards of Examiners

- 258 A board of examiners should be constituted in accordance with the University's Regulations Governing Examinations (Appendix 42). The Board determines the assessment results and academic progress of students and makes recommendations to Senate regarding their final awards. The Board includes internal examiners and external examiner(s) (see Section N2). It may be chaired by an independent member of the institution's senior staff. The Collaborative Partnerships Forum has defined senior management as a member of the College's Senior Management Team (i.e. Heads of Academic Departments, including Deputy Heads and Acting Heads; Heads of Quality with responsibility for academic matters). This will normally preclude Curriculum Area Managers, Course Directors or Senior Staff with no academic staff responsibilities (i.e. Directors within Student Support, Finance, Careers or other academic related areas). The Forum also agreed that the Senior Staff member should have relevant experience and knowledge of the HE academic infrastructure, they should have completed the Ulster training course and must be from a different subject areas to that being considered.

The University considers the nomination of one individual, normally the Quality Manager who is independent of all subject areas, to be responsible for Chairing all Ulster Examination Boards good practice, as it ensures independence and consistency in the conduct of and the decisions taken at the Board.

- 259 The Pro-Vice-Chancellor (Academic Quality and Student Experience) may approve, on the recommendation of the associated faculty, alternative arrangements where a number of courses are part of a network, and/or where an external examiner has responsibility for more than one course in a network, and/or where the Dean or a Head of School in the associated faculty is chairing meetings. In such cases, a preliminary meeting of all the institution's internal examiners is held at the institution. A record of the local meeting is kept, and a formal report and recommendations regarding student progress and/or awards are made to the Board of Examiners.

K6 Appeals and Complaints

- 260 Institutions are expected to have appropriate arrangements for considering requests for review of decisions of Boards of Examiners and for dealing with complaints. These arrangements should be contained and supported within the institution's legal and governance structures and made known to students in the information provided to them (i.e. institution or course handbooks and website). Appeals against decisions of Boards of Examiners are only allowed on the basis of new evidence of extenuating circumstances or on the grounds of procedural irregularity.
- 261 While students are not members of the University, as Associate Students they are afforded the right of appeal or complaint to the University, having exhausted the partner institution's own academic appeals or student complaints processes. With regard to academic appeals, this final appeal may only be made on the grounds of procedural irregularity (see Section O8). The literature provided to students must inform them of this and of their right to complain to the Northern Ireland Public Services Ombudsman after they have exhausted the complaints and appeals procedures.

K7 Communication Flows

- 262 The University has identified the following key co-ordination and management tasks which enhance communication and refine course management processes for University validated programmes.
- 263 Partner institutions typically need to ensure that:
- there is a central point of contact for the management of validated provision across the institution;
 - where there are several programmes linked to the same Faculty Partnership Manager, there is co-ordinated planning of course committee meetings, staff/student consultative committee meetings, and examination boards in consultation with the appropriate Faculty Partnership Manager;
 - the process of Continuous Assurance of Quality Enhancement is managed at an institutional level, and that any submissions are checked for completeness;
 - policy and practice on the management of programmes is operated in line with University guidelines (e.g. on staff/student consultation committee and course committee meetings and minutes) and is embedded across the institution;
 - there is effective management of quality issues that arise specifically within departments but also across the institution as a whole, and that direct guidance on the management of these issues is provided to course directors;
 - preparation for all evaluation and revalidation events is effectively co-ordinated and that the documentation following these events is revised and submitted as required by the Academic Office;
 - the institution's views are effectively represented at the appropriate strategic level at evaluation/revalidation meetings;
 - that formal engagement with the Collaborative Partnerships Forum is maintained through attendance of HE Co-ordinators.
- 264 Staff undertaking the role of an HE Co-ordinator would need to network effectively both within the institution and externally with Faculty Partnership Managers, other representatives of the University, (for local collaboration) the Sector Skills Councils and appropriate agencies such as ETI, QAA and the Department for the Economy; have a sound working knowledge of all elements of the *UK Quality Code for Higher Education* and the University's Qualifications and Credit Framework; and have a high level of awareness of the University's quality assurance policies and processes. They have responsibility for the effective dissemination of information relating to these policies within the institution.

SECTION L: COURSE REVISIONS

- 265 Proposals to make amendments to the content, structure or regulations of a programme should be submitted through the associated faculty for consideration and approval using form CA3 (Appendix 43). The external examiner and students should be consulted as appropriate. If the Faculty approves the proposed revision, a copy is forwarded to the Academic Office for retention with the course document. A checklist has been commended to all Faculties (Appendix 44).

- 266 Proposed changes to the resources (human and physical) approved to support the programme also require the approval of the University. The relevant Faculty reviews these changes. In the case of staff, it should consider the CVs of staff who are to take on responsibilities from within the existing establishment and job descriptions for new posts. Changes in the following areas require consideration by the Academic Planning Advisory Group (APAG) and recommendation to ASQEC before final approval is given: title, location, mode of attendance and intake size. A Faculty which misses a scheduled meeting of APAG may make a case for Chair's action which may involve consultation with other members of the Advisory Group. The principles at Appendix 19 should be addressed.
- 267 CA3 forms should be submitted in good time for implementation in the following academic year. The University operates the following deadlines in respect of changes which affect module data held by the University: 31 March for semester 1, 31 October for semester 2, and 30 April for semester 3, except for:
- a) changes to coursework/examination weighting or content of a semester 1 module, recommended by the external examiner: 31 July;
 - b) proposals for new modules which arise as a consequence of unexpected illness or departure of a member of staff: as necessary;
 - c) changes to module co-ordinators and phased amendments to programmes which have undergone evaluation or revalidation. These may be accepted up to one month before the start of the relevant semester (changes to module co-ordinators do not require a CA3 form).
- 268 The Faculty may set earlier deadlines to take account of internal procedures.
- 269 Where the revisions are so substantial that the course should be evaluated as if it were a new proposal, a CA2 form is submitted (see Section I2).

SECTION M: COURSE WITHDRAWAL AND SUSPENSION

- 270 An institution may decide to close or suspend intake to a course for a variety of reasons, including insufficient demand, limited resources to support delivery or strategic developments in academic planning. Notification of a decision to withdraw a course is made using Form CA5 (Appendix 45a) and reported to Academic Planning Advisory Group. Notification of suspension of intake to Year 1 of a course is made using CA5b, (Appendix 45b). This notification is given by 30 June each year. Where intake is suspended for three consecutive years the course will be deemed withdrawn.
- 271 The course continues to be part of the University's ongoing annual monitoring processes, but is not subject to revalidation. A course which is not presented for revalidation is deemed withdrawn.
- 272 The following steps should be taken when a course is withdrawn or its intake suspended:
- prospective and current students should be informed as soon as practicable;
 - applicants should be advised of suitable alternatives in the institution or, where these do not exist, suitable alternatives elsewhere if known;
 - the course should continue to be delivered to current students in accordance with the approved curriculum and regulations (including first sit and resit opportunities). In certain circumstances the range of modules available may be reduced;
 - current students should be consulted about any proposed changes to the form of delivery, and the CA3 process used to notify the University;
 - requests for leave of absence for first year students, for whom no cohort would exist to join, should not normally be granted;
 - publicity and marketing material should be updated.

Principles for ensuring the academic standards and quality of the student experience on withdrawn courses in partner institutions (2019) are given at Appendix 46.

- 273 The University or the partner institution may give notice to withdraw a course or courses and to terminate an Agreement in accordance with the Memorandum of Recognition and Recognition Agreement (see Sections H6 and I10). Generally, a course is closed by mutual consent, although the University or the partner institution may terminate an Agreement by giving due notice, or if the partner is in breach of the terms of the Agreement with immediate effect.

SECTION N: COURSE MONITORING

- 274 Institutions have their own processes for quality assurance. These may include the review and evaluation of individual modules taking account of student performance and views. The following University-level arrangements apply.

N1 Faculty Partnership Managers

- 275 Faculty Partnership Managers provide a focus for the development, monitoring and enhancement of collaborative arrangements at Faculty level and maintain an overview of such provision taking account of University and Faculty strategic priorities. Each Faculty Partnership Manager reports annually on the courses associated with their Faculty for which they have responsibility. The Annual Report form is at Appendix 47. They also act as the primary point of contact for these courses and seek to identify and resolve problems in liaison with partner institutions. Where necessary, Faculty Partnership Managers engage with University central departments and other academic staff from whom particular subject expertise is required.
- 276 Faculty Partnership Managers are members of the Collaborative Partnerships Forum which is a sub-committee of the Academic Standards and Quality Enhancement Committee. Its membership includes representatives from partner institutions and central university departments. The terms of reference of the Forum are given at Appendix 48. The Forum facilitates the development of consistent policy and practice across provision as well as the identification and dissemination of good practice. The Faculty Partnership Manager prepares a report for each meeting of the Forum detailing developments in faculty collaborations, enhancement and good practice, and action taken to address issues raised in the previous report.

N2 External Examiners

- 277 The University appoints, on the recommendation of the associated Faculty, one or more external examiners for each programme in accordance with the relevant Regulations (Appendix 42) and the code of practice on external examining (Appendix 49). The external examiner is provided with a handbook by the University and should receive a course document and other relevant material from the course director. A copy of the handbook is available from the Academic Office website. The external examiner is expected to visit the institution and is required to provide an annual report to the University on the operation of the programme and the quality of the students' work, programme delivery and assessment. An external examiner with responsibility for a network of programmes will provide a composite report with additional comments for each location. A copy of the report is provided to the institution (Head and Course Director) and the associated Faculty (Dean and Faculty Partnership Manager) for action and response.
- 278 The response is made by the institution on programme and institutional matters. If issues are raised in relation to Faculty support, the relevant Faculty responds. The Pro-Vice-Chancellor (Academic Quality and Student Experience) addresses University-level matters.

N3 Continuous Assurance of Quality Enhancement

- 279 Continuous Assurance of Quality Enhancement (Collaborative) (CAQE (Coll)) replaces the former annual course review process. The University seeks to align the approach it takes to the oversight of standards management and quality assurance in partner institutions with the procedures in place for its own internal programmes. With regard to quality management a key principle is that all formal processes in partner institutions are linked to the appropriate point in the management structure at which decisions can be taken about the specified action required within the timescale identified.
- 280 CAQE was introduced by the University in 2017 and has been used successfully to monitor and enhance the quality of its own internal provision. ASQEC has agreed to roll out a version of the CAQE process designed for partner institutions which offer validated programmes approved by the University. Courses offered under franchised, outcentre or joint collaborative agreements continue to be monitored through the University's internal CAQE arrangements.
- 281 Under CAQE (Coll) partner institutions are not required to produce any report or supporting documentation to the University. In line with the University's internal CAQE process, staff in Quality Enhancement (QE) review programme performance data, and partner institutions are advised of the outcomes of that review in October. A range of quantitative and qualitative metrics and associated

KPIs have been determined for collaborative provision (Appendix 50). These benchmarks were agreed by Faculties and with HE Co-ordinators at the Collaborative Partnerships Forum.

- 282 Programme cohort sizes within partner institutions can be below the University's minimum target (15) and it is acknowledged that, where cohorts are small, performance metrics expressed as a percentage may not be indicative of programme issues or performance. Absolute numbers are therefore taken into account when applying KPIs.
- 283 Where programmes meet or exceed University benchmarks, they will remain in their allocated revalidation year, within the quinquennial revalidation cycle. Partner institutions are not asked to provide any additional documentation to the University. Programme teams, in collaboration with the Faculty Partnership Manager, maintain local quality monitoring and enhancement through established processes namely Course Committees, Staff Student Consultative Committee (SSCC) meetings and Board of Examiners.
- 284 Course Directors are still required to provide minutes of SSCC and Course Committee meetings routinely to the Faculty Partnership Manager. Course Directors also continue to be required to respond directly to the External Examiner report and share the report, and their response, with students. The Faculty Partnership Manager still meet annually with students to ascertain their feedback on the quality of their learning experience.
- 285 Where programmes do not meet baseline expectations, programme teams, in collaboration with the Faculty Partnership Manager, will be prompted to review the datasets, explore the issues that are associated with below baseline performance and generate action plans. Action plans are submitted to QE (November) using a template (Appendix 51). They are distributed to relevant Faculty Associate Deans (Education) and Faculty Partnership Managers for review. If action plans are agreed with no revisions, programme teams gain approval to implement and monitor these enhancement activities.
- 286 Should action plans fail to adequately address poor performance, or should they require revision, programme teams are invited to a CAQE (Coll) Quality Review Panel (December) to explore issues in greater depth and to revise actions. Panels are conducted by the Associate Dean (Education) from the associated Faculty, in conjunction with the Faculty Partnership Manager and representation from QE. The appropriate Assistant Director, the HE Coordinator and the Course Director from each partner institution involved meet with the panel. These meetings may be conducted, where feasible, by video conferencing.
- 287 Programmes enrolling cohort sizes of below 10 students may be required to submit action plans or attend Panel meetings to report on their business model and strategy to increase student numbers. All data are considered holistically during review (including first-sit data and NSS outcomes where available), but only those data which are sensitive to identifying a need for enhancement will be acted upon.
- 288 Potential outcomes from each Quality Review Panel are as follows:
- Action plans to be revised and implemented
 - Programme revalidation to be expedited within the current cycle
 - Student intakes suspended pending further review

The Associate Deans (Education) report on the progress of partner institution action plans through monthly meetings with the Pro-Vice-Chancellor (Academic Quality and Student Experience).

- 289 QE may undertake themed audits after evaluating the outcomes from Quality Review Panels.

N4 Staff Development and Support

- 290 The University provides regular staff development events or a range of topics for course directors and other staff of partner institutions. Supporting material from such events is made available on Quality Enhancement's webpages.

SECTION O: VALIDATED PROVISION: ADMINISTRATION

- 291 The following guidelines relate to administrative arrangements between the University and institutions. Detailed procedures are issued annually. Subject to the overall authority of the University, the partner institution is responsible for the recruitment, admission and registration of students and for their teaching, examining and discipline.

O1 Recruitment and Admission of Students

- 292 The institution is responsible for recruiting and selecting students for admission in accordance with entry standards and procedures approved by the University. The University's Online Admissions (OLA) system is open to new Associate students for five weeks in August and September. When a student has successfully completed the OLA system and provided all required documentation, he/she becomes eligible (EL) to complete Online Enrolment (OLE) and lists of eligible students are provided to each College by the Collaborative Courses Unit (CCU).
- 293 Programmes may be advertised (marked 'provisional' or 'subject to approval') following approval of planning and evaluation by the Academic Planning Advisory Group. No offers of admission may be confirmed until the validation has been concluded satisfactorily. The institution should ensure that publicity material and other information provided to prospective and current students are accurate. Statements regarding the University should be submitted to the Faculty Partnership Manager for approval.
- 294 The institution should ensure that the entry conditions and admission standards are met in accordance with the approved course document or as otherwise stated by the University. Any departure requires the approval of the University. A proposal to increase the size of the intake requires the approval of the University. The Faculty Partnership Manager should be consulted. Exceeding the permitted numbers will result in suspension of recruitment in the following year.

O2 Module Data

- 295 The University's Module Office liaises with Faculty Partnership Managers to obtain module information on courses for the purposes of module coding, student records and the issue of transcripts. Deadline for submission are set out at I8, J9 and L.

O3 Associate Student Status

- 296 Students of partner institutions on courses leading to University awards are not Registered Students of the University. They are accorded the status of 'Associate Student'. The General Regulations for Associate Students at Appendix 52 set out privileges and restrictions. Information on the rights and responsibilities of Associate Students is available from the following web page: ulster.ac.uk/study/undergraduate/associate-students and the Associate Student Guide.
- 297 Associate students are accorded the following rights in the University: borrowing rights in the University's library; membership of the University's sports centre (upon payment of the appropriate charge); right of appeal and complaint to the University following completion of the internal procedures of the partner institution. Associate students are not eligible for membership of the Students' Union, and may not avail of University bursaries, prizes or other financial packages, the services of the Career Development Centre and Student Support Department. They are subject to University rules and regulations (including disciplinary regulations and rules on the acceptable use of computers) while using University facilities or on University premises.
- 298 It is the responsibility of the partner institution to provide the necessary information resource to support students in their studies. The University's resources should not be used to substitute for these. Associate students have the same borrowing rights in the University Library as afforded to University students. They are responsible for returning books on time and paying fines when materials are late. Associate students must adhere to the rules governing the use of the University Library and information resources. See ulster.ac.uk/library/services under 'Services to Specific Users'.
- 299 Associate students may join the University Sports Union but their right to participate in competitions organised by BUCS, CUSAI and similar student sports organisations is not automatic and is determined by the rules and regulations of these bodies.

O4 Enrolment

- 300 In September each year the University's Online Enrolment (OLE) system, including the photograph upload facility for identity (ID) cards for new students, opens to new and returning Associate students.

Notes of guidance for the OLA and OLE processes are circulated to all partner colleges, through the designated HE Co-ordinators. All students must enrol at the commencement of the course, no later than a specified date in mid-October and earlier if possible.

- 301 When online enrolment (OLE) closes colleges should transfer the appropriate payments to the University's Finance Department by a specified date in the last week of October. Late notification of enrolments is subject to an additional charge. Any incomplete enrolments whereby students do not complete the full OLE process will result in a delay in enrolment and if the OLE deadline date is not met will result in a later enrolment notification.
- 302 CCU will provide class lists of new eligible students (those with an EL status) to facilitate the OLE process. The institution should advise the Collaborative Courses Unit of any amendments, post the completion of the OLE process, as this information is used to produce course results sheets, parchments and transcripts.
- 303 The Collaborative Courses Unit should be notified of any amendments to module enrolment, or changes to names and addresses during the academic year.
- 304 Student identity cards for new students are issued by the Collaborative Courses Unit. There is a photograph upload facility for identity cards as part of the OLE process. The card states that the bearer is a registered student of the institution named and is an Associate Student of the University and is enrolled on a course leading to an award of the University. The student ID card is required to access University facilities including the University's library.

O5 Student Withdrawal and Leave of Absence

- 305 The institution must notify the Collaborative Courses Unit regularly of students who have withdrawn or been granted leave of absence.
- 306 The University has guidelines on granting leave of absence. This should normally not exceed a period of two years, and should be reviewed at least annually. The guidelines are available from the Academic Office website.

O6 Fees and Charges

- 307 The Finance Department of the University invoices the institution for one or more of the charges given below.
- 308 A one-off licence fee is payable following approval from the Academic Planning Advisory Group to proceed to planning and evaluation of a new course. No arrangements for evaluation are made until the fee is paid. In addition, overseas institutions may be required to deposit in advance with the University a sum of money sufficient to cover the direct costs of undertaking the recognition, evaluation or revalidation processes.
- 309 Validation fees are payable annually by the institution in respect of each course and enrolled student. Fees are non-refundable for students who withdraw after 31 October. The fees are reviewed annually and published on the Finance Department's website. A Faculty which wishes to vary these charges must have alternative financial arrangements approved by the Finance Department, in discussion with the Faculty Accountant.
- 310 The institution may be required to reimburse the University for such costs as it incurs in connection with the design, evaluation, monitoring, review, examining, assessment and general supervision of the programme. These include travel and accommodation expenses of the external examiner and University staff. The Finance Department, on the instruction of the appropriate Department/Faculty within the University, invoices the institution for such costs. The University establishes appropriate cost centre codes within its accounting system.
- 311 The institution is responsible for setting and collecting its own tuition fees. The institution is asked to ensure that the University's validation charge to the institution is not separately identified in its invoices to students. The University does not levy a fee on individual students.
- 312 Non-public sector and overseas institutions are expected to provide a copy of their annual published financial accounts to the University.

O7 Examination and Progress

- 313 The Board of the appropriate Faculty, in consultation with the institution, nominates to Senate, for appointment by the University, one or more external examiners. This appointment should be made at least three months before the start of the programme.
- 314 The institution makes arrangements, in collaboration with the associated Faculty (through the Faculty Partnership Manager), for the setting of examination papers and coursework and their moderation by the external examiner. Arrangements should be comparable to those in the University, with due regard to policy and practice as set out in the Assessment Handbook, Regulations Governing Examinations in Programmes of Study and the External Examiners' Handbook.
- 315 The institution prints the examination papers and ensures their security and conducts examinations. The institution is required to use a process of anonymous marking for written examinations, and is encouraged to do so, where appropriate and practicable, for other forms of assessment. Advice on arrangements for anonymity, invigilation, guarding against and dealing with cheating and personation, dealing with special circumstances, and security of scripts during marking is available from the Faculty and Examinations Office. Penalties for plagiarism should follow those in the University's policy.
- 316 Where papers are common with those for modules within the University, the Faculty ensures that the examinations for those papers take place at the same time. Copies of common papers are provided for the institution by the Faculty. The start time of examinations for common examination papers should be harmonised.
- 317 The institution, in consultation with the Faculty, makes arrangements for visits by the external examiner to the institution. Claims for travel and subsistence are submitted by the external examiner to the appropriate Faculty Office which arranges for reimbursement by the institution and payment of fees by the University. The institution, in consultation with the Faculty, makes arrangements for holding and servicing a Board of Examiners for each course and for notifying students of their results. Alternative arrangements may be put in place as set out at Section K5. Following the meeting of the Board, the partner institution sends a copy of the results sheet containing the examination marks and the decision on the progress of each student to the Collaborative Courses Unit. On receipt of this information the student database is updated. Examination arrangements are set out in more detail in separate procedures issued annually to institutions.

O8 Student Appeals and Complaints

- 318 Associate students must have exhausted the internal procedures of their own institution before seeking to access the University's processes for appeals and complaints, unless the complaint is about a service provided directly by the University.
- 319 Academic appeals to the University are only permitted on the grounds of procedural or other irregularity in the conduct of the original appeal at the institution. Associate students who wish to appeal should use form SA3 (available through the Associate Students web page at ulster.ac.uk/study/undergraduate/associate-students/academic-appeals) to provide a statement and return it by the specified deadline.
- 320 The Examinations Office asks the head of the institution to provide a statement in response and return it within five working days. The form is then considered by a senior officer of the University. If there is a *prima facie* case and the institution agrees to amend the original decision, an appeals panel is not convened. If there is a *prima facie* case which requires investigation, an Appeals Panel is convened. It comprises the senior officer and two members of University staff not associated with the original decision. The student may choose to be interviewed. If the appeal is upheld, the institution is asked to reconsider its original decision. The University aims to complete the process within four weeks of receipt of the appeal. If the partner institution finds difficulty with the findings of the University Appeals Panel, the head of the institution is required to refer the matter to the Pro-Vice-Chancellor (Academic Quality and Student Experience) who will convene a meeting of key staff for further discussion. Unresolved disputes are referred to the University Senate whose decision is final.
- 321 The University's Quality Enhancement unit handles student complaints. A form, ASC1, is used to make a complaint to the University. Further information is available from the Associate Students web page: ulster.ac.uk/study/undergraduate/associate-students/student-complaints.

O9 Conferment of Awards

- 322 The Board of Examiners provides the Collaborative Courses Unit with details of the recommended final award classifications of candidates for approval by the Senate of the University. The University's student database is updated. Where awards of the University are to be conferred at the Summer Congregation pass lists and examination broadsheets must reach the University by mid-June, and by mid-October for conferment during the Autumn.
- 323 The University confers awards upon successful Associate students in absentia. Certificates are prepared by the University. The certificate identifies the recognised institution. Certificates are provided to the institution for distribution to students following the conferment of awards.
- 324 Institutions may, if they so wish, organise a ceremony for the presentation of certificates. This must take place **after** conferment and at a date agreed with the Collaborative Courses Unit. The use of academical dress should be in accordance with the University's approved scheme.
- 325 Students who do not receive their award certificates at a ceremony should be advised to collect them in person from the institution. Their identity should be verified and the certificate should be signed for upon issue. A student may request that it is posted to a designated address, in which case recorded delivery should be used. Unissued certificates should be retained indefinitely. Information on the University's procedures for provision of replacement certificates (and transcripts) is available from the Collaborative Courses Unit.

O10 Transcripts

- 326 The University prepares transcripts recording student performance in modules and the course overall from 2006 intake. The transcript identifies the institution and its location. The University issues additional transcripts upon payment of the appropriate fee. The institution is responsible for the issue of records of student performance for courses leading to University awards before the 2006 intake. (The format of such transcripts should be approved by the University. Where the transcript is in a language other than English an English translation must also be provided.)

O11 Retention of Student Records

- 327 The institution is advised to retain records as follows:

<i>Type of Data</i>	<i>Period of Time</i>
Data on student record computer system	Indefinitely
Application forms for applicants who are not admitted	31 December of the year after proposed entry
Computer records for applicants who are not admitted	Indefinitely
Manual student files	Six years after student leaves the institution
Course result sheets	Indefinitely
Copies of annual reports to awarding bodies	One year after issue
Examination scripts and retained course work	Six months after relevant Board of Examiners, except where samples kept for internal or external requirements.

O12 Progression to Courses at the University

- 328 The University expects that consideration is given to clearly defined progression routes to Ulster programmes for all courses offered in collaboration with partner institutions. These are considered at the time of evaluation and again at revalidation through the report of the Faculty Partnership Manager (Appendix 23b). The University expects progression routes and entry requirements to be communicated clearly to students studying for Ulster awards in partner institutions.

- 329 Application for admissions is made through UCAS for full-time courses and directly to the University for part-time undergraduate courses.
- 330 The University has identified articulation routes to at least one Honours degree for all University approved Foundation degrees. The associated Honours degree is completed in up to two further years of full-time study (or the equivalent part-time) in a '2 + bridging + 1' model. The bridging element will range from 0 to 120 credit points depending on the curriculum match. A pass standard is required for students to be *eligible* to progress to the related Honours degree. Admission to the bridging component is, however, determined by the availability of places and the need to control entry to a limited number of full-time places. The University uses the following 'equivalence' table to set the offer standard for entry to the bridging component, based on the standard used for Year 1 admission to full-time degrees. The table is kept under regular review.

Year 1 Offer Standard		Entry to bridging component of a FT Honours degree
A Level	Access %	% in Level 5 modules of a Fd
CCD	60	40
CCC	60	40
BCC	65	45
BBC	65	50
BBB	70	55
ABB	70	60
AAB	70	65
AAA	75	70

Further information is available from the University's website and from Faculty Partnership Managers.

PART IV: FRANCHISED COURSES

SECTION P: NEW FRANCHISED COURSE APPROVAL

P1 Initial Discussions about New Programmes of Study

- 331 An Affiliate College wishing to offer a University course usually discusses its possible development with a faculty in the context of the strategic plan agreed by the Executive Board (See Part II). Other colleges seeking to franchise a course may direct initial enquiries to a range of staff. Members of staff who are approached informally about such a possibility should refer contacts to the Executive and Associate Dean of the Faculty, Head of School and the appropriate Faculty Partnership Manager. For a prospective new partner which has not been approved under the University's recognition process, the requirements of Part II must be met. The institution is not allowed to permit another institution to offer a course on its behalf (serial franchise).

Preliminary and exploratory discussions will consider such matters as the nature of the relationship being sought, the programme of study involved and the expected number of student enrolments.

P2 Outline Proposal (CA2a) Form

- 332 The institution and associated Faculty complete a CA2a) form to outline the proposal (Sections A-E) (Appendix 53 - available on the Academic Office website). For financial due diligence, the proposal is accompanied by an outline business case prepared by the Faculty Accountant.
- 333 The proposal should provide evidence of the support of any relevant government or educational agency or the timescale within which this will be sought.
- 334 The approval process is illustrated in the flow chart at Appendix 17.
- 335 As part of the CA2a) application, the relevant Faculty makes an initial assessment of the outline proposal. This is usually undertaken by the Faculty Partnership Manager, who reports conclusions to the relevant Faculty committee. If the Faculty supports the development, it recommends to the Academic Planning Advisory Group that planning and evaluation proceed. The Faculty's recommendation is accompanied by a summary statement which takes account of Ordinance XXVIII on the Recognition of Institutions, the University's policy statement and strategy and the Faculty's own plans. This assessment should comment on:
- a) its proposed starting date, likely demand and viability;
 - b) the resources (human and physical) to be provided for the programme and the institution's capability to deliver it;
 - c) any exceptional proposal to amend the structure or content of the proposed programme for local delivery;
 - d) the impact of the programme on the Faculty's and the University's academic plans and its capacity to supervise the course.
- 336 The Faculty should include an outline business case drawn up in consultation with the Finance Department.
- 337 For a proposal from a non-UK institution, the Faculty is expected to take particular account of the relevant advice and guidance in the *UK Quality Code* dealing with Partnerships (previously Managing Higher Education Provision with Others).
- 338 The Faculty should submit the form, business case (resourcing plan – which includes information on student numbers – see guidelines on minimum and maximum cohort sizes at Appendix 18), and its assessment through the University's Curriculum Management System (CMS) preferably **at least** 15 months before the programme is due to commence for consideration by the Academic Planning Advisory Group. It reviews the proposal in the context of the University's Strategic Plan, the Collaborative Strategy's objectives and Principles for Collaborative Partnerships (Appendix 5), paying particular attention to demand, progression opportunities and resource needs. The Advisory Group recommends to the Academic Standards and Quality Enhancement Committee (ASQEC) whether planning and evaluation should proceed. The Advisory Group must have endorsed the proposal before

it is advertised with its provisional status clearly indicated. A Faculty which misses a scheduled meeting of APAG may make a case for Chair's action which may involve consultation with other members of the Advisory Group. The principles at Appendix 19 should be addressed. The Chair decides on a case-by-case basis whether a proposal received after papers have been issued for a scheduled meeting should be circulated for consideration at the meeting.

P3 Planning

- 339 If approval to proceed to planning and evaluation is granted, the institution is required to prepare a detailed programme proposal (see P5). This will take the form of a standard evaluation document, such as is required for a programme originating within the University. The Faculty may identify a subject expert to advise the institution on curriculum matters. The Faculty Partnership Manager advises on the University's procedures and requirements. The institution is expected to maintain close liaison with the Faculty.
- 340 The Faculty may have its own process for formal review of proposals before submission to the University.
- 341 The course follows the curriculum of the home course offered by the University, the relevant regulations for these awards and the University's modular and credit framework, and the national Benchmark standards for the Subject (see www.qaa.ac.uk/ under the Quality Code). It may exceptionally be appropriate to make variations in content, to add areas of study required for local or cultural conditions. The University supports curriculum design through a Curriculum Design Framework with guidance on learning outcomes and assessment in modules. It has adopted Principles of Assessment and Feedback for Learning (Appendix 20). The University's Assessment Handbook offers guidance on assessment policy and practice and the University's generic assessment criteria.
- 342 Institutions should note that, in addition to the acquisition of subject-specific knowledge and skills, the University seeks to ensure that undergraduate degree students develop their personal transferable skills as an integral part of their academic programme and expects similar approaches. These generic skills and qualities are embodied in 'Graduate Qualities' and planning teams take account of the expectations set out at the Annex to Appendix 15 and emphasises the place of Employability (Appendix 21).
- 343 With regard to Library provision, liaison between the Faculty, the Faculty Sub-Librarian in the University and the partner institution's Librarian provides the mechanism for identification of the required information resources. The HEFCE guidelines on good practice for Library and Learning Resource Provision for Franchised and other Collaborative Courses augment the resource checklist used by the Faculty Sub-Librarian to audit existing resources and identify additional resources.

P4 Liaison with University Faculty

- 344 As a franchised course is the same course as that provided at the University, there must be close liaison between the course team for the home course and the team in the institution, both at course and module level. The relevant Faculty will share with the College course team full information on the curriculum, assessment strategy, tasks and scheduling. It will support the College's staff in developing their understanding of the syllabus and coherence and integration of the course, and its delivery.
- 345 Staff from the College and the University work together to develop the course document. The University arranges an evaluation event.

P5 Evaluation Document

- 346 The course evaluation document is submitted electronically, through the University's Curriculum Management System, to the Academic Office at least **three weeks** before the date of the evaluation meeting. If documentation is not submitted on time, it may not be possible to proceed with the evaluation. A copy is supplied to the Faculty Partnership Manager.
- 347 The format of the documentation is set out at Appendix 22. In summary, it includes information on:
- a) reason for the proposal;
 - b) a programme specification including structure and intended learning outcomes;

- c) learning and teaching and assessment strategies, including the development of study skills and exemplar assessment schedule and arrangement for feedback. Assessment rubrics are also provided to the panel (guidance at ulster.ac.uk/cherp/academic-development/resource);
 - d) regulations (consistent with University regulations);
 - e) module descriptions;
 - f) course management arrangements, including liaison with the University's course committee;
 - g) resources - physical and human, including staff curricula vitae and staff development.
- 348 Institutional approval of the document is indicated on the title page by signature of a member of the senior management of the institution. The endorsement of the associated Faculty is indicated by the signature of the Associate/Executive Dean. Copyright of the curriculum rests with the University.

P6 Establishment of Evaluation Panel

- 349 The University appoints an evaluation panel to visit the institution and to discuss the proposed course and associated arrangements with the course planning committee and senior management. The panel comprises at least five members. It is chaired by an (Associate) Dean or Head of School not associated with the proposal. Other University members are the Associate Dean or nominee from the associated faculty, and a senior member of staff from another Faculty who is experienced in programme development, quality assurance and in collaborative activity. Members of staff of the University closely involved in advising the institution are not appointed to the panel. Two external members are included. They are subject experts who are not associated closely with the University or the institution. An employer representative may be appointed in addition. The Faculty Partnership Manager and the Course Director of the home course are invited to attend for the whole meeting.
- 350 Invitations are issued to persons nominated to serve on the panel. The University's Academic Office makes arrangements for holding the meeting of the panel, in consultation with the Faculty and the institution.

P7 Evaluation Visit

- 351 The evaluation meeting is expected to take place by 30 April for a course due to start in the following September. Other than in exceptional circumstances, no evaluation should take place after 31 May for a course starting in September of the same year.
- 352 The purpose of the evaluation is to ensure that for each award-bearing course:
- it accords with the University's purpose and core strategic aims;
 - the academic structure and content accord with the course of the same name offered at the University;
 - the proposed course is presented in accordance with the University's scheme of qualifications and that the programme conforms to the modular and credit framework of the University, and the general regulations for the award in question;
 - the standard and student workload are comparable with those of the home course and other programmes leading to the same award nationally;
 - the available resources are sufficient to enable the aims and objectives to be met for the proposed number of students;
 - there is evidence of reasonable employment prospects and progression opportunities.
- 353 The evaluation panel is expected to conduct a critically constructive and independent assessment of the proposal. The panel will note that the course structure and curriculum have already been approved at the University. It will consider any variations, which may exceptionally be proposed. Discussion of the curriculum with the staff responsible for its delivery should demonstrate that they have a clear understanding of the programme, its objectives and the integration between its component parts, and teaching and assessment methods.

- 354 In addition, the panel considers the educational ethos of the institution, its capability to deliver the course and to support students, who will be University of Ulster students and will expect a comparable experience to that offered at the University itself. It gives particular scrutiny to staff resources, including the experience and qualifications of staff, the coherence of the team and arrangements for effective co-operation with the University's course committee, staff development policy and level of support staff, and physical resources and access to them. The panel will consider these matters in the context of a draft Contract for Services Agreement.
- 355 For a new partner, when the first course proposal is being considered, the Panel may also receive a report on any matters arising from institutional approval (see Part II).
- 356 Documentation is accessed electronically by the panel, through a SharePoint site. Members are requested to make initial comments using form CA7 (Appendix 23a). These are made available to other panel members and the course planning committee in advance of the meeting. The meeting is serviced by a representative of the Academic Office, who provides briefing notes on key points and any standards and regulatory matters; these are provided to the panel and the course planning committee.
- 357 The Faculty Partnership Manager provides preliminary comments on the nature of the Faculty's engagement with the institution and in the preparation of the submission using Form CA4 (Appendix 23b). He or she also provides confirmation of the Faculty's recommendation in relation to the maximum cohort size.
- 358 Reports on library and IT provision from the University's central departments which have consulted with the institution are provided (Form CA10 - Appendix 24). If additional information resources are required to develop and subsequently to maintain the programme, these are presented as recommendations for action and are costed with the understanding that it is the responsibility of the partner institution to provide them.
- 359 Members of the panel also receive a copy of the Guidelines for Evaluation and Revalidation Panels (Appendix 25), an Aide-Memoire (Appendix 26), the relevant national subject benchmark statement and other relevant information.
- 360 A typical agenda and programme for the visit are given at Appendix 27. The institution makes the necessary domestic arrangements. A tour of facilities may be included at the start of the day. Panel members use form CA8 (Appendix 28a) to assist in this process. Guidelines for conducting tours are given at Appendix 28b. In certain circumstances a meeting with prospective students may be held. Exceptionally, if an inspection is not possible, a report is provided by the Faculty Partnership Manager in consultation with University subject experts.
- 361 The formal meeting begins with a private session to identify issues for discussion. The panel then meets with senior management of the institution and the chair of the course planning committee to consider how the proposal fits with the institution's course provision and to discuss such matters as staffing and resources. The course proposal is then considered in detail with the course planning committee.
- 362 In a meeting with the representatives of the senior management, the chair of the panel discusses administrative matters and confirms the terms of the Agreement with the institution, including financial arrangements.
- 363 At the end of the meeting the chair of the panel informs the chair of the course planning committee and senior management of the conclusions and recommendations of the panel, and, if the course is to be recommended for approval, specifies the conditions and recommendations of approval (if any), the period of approval, the number of students who may be recruited (with a guideline minimum cohort of 15 (full and part time combined) to ensure a quality student experience, and the maximum related to the resources provided) and any matters which are either to be kept under review by the course committee or to be the subject of continuing dialogue, if necessary with guidance and advice from members of the panel or the associated Faculty. The period of approval is usually related to the revalidation schedule (see Section Q).

P8 Report of Evaluation Panel

- 364 A report of the meeting is prepared by the member of the Academic Office servicing the evaluation. When confirmed by the chair, it is circulated to members of the panel, the chair of the course planning committee, the relevant senior management of the institution and the Associate Dean and Faculty Partnership Manager. Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee under delegated authority from Senate. The report is available from the Academic Office website (from 2017/18).
- 365 Where the course planning committee finds difficulty in meeting the conditions specified by the panel, it is expected to report accordingly, giving reasons, within four weeks of receiving the panel report. Otherwise, the course planning committee and Faculty should submit through the CMS to the Academic Office, within six weeks of the event:
- a) an electronic copy of the final version of the course evaluation document incorporating such amendments as are required to meet the panel's conditions for approval of the course. (A draft version may be submitted in advance of the deadline for consideration by the Academic Office.);
 - b) a brief paper indicating how the recommendations and conditions have been addressed, the nature of the amendments made and page-referencing their location within the document.
- 366 For events in May or later the submission deadline is four weeks. The associated Faculty scrutinises the response and final documentation before submission.
- 367 In order for the modules and associated rules to be set up promptly in the University's Student Records Information System, an electronic copy of the final document (or appropriate sections on structure and modules) should be lodged with the Module Office in accordance with the following schedule:

Date of panel meeting	Last date for receipt of final document (earlier date applies)
September	31 January (or up to 16 weeks after event)
October	28 February (or up to 16 weeks after event)
November	31 March (or up to 16 weeks after event)
December	30 April (or up to 16 weeks after event)
January	31 May (or up to 16 weeks after event)
February	30 June (or up to 16 weeks after event)
March – May	Before 30 June

- 368 If there are no conditions relating to structure and modules this information should be sent immediately after the event.
- 369 If an institution is unable to meet conditions of approval before the new intake, the affected course will not normally admit students.

P9 Conclusion and Final Approval

- 370 The evaluation process is concluded when the chair of the evaluation panel certifies by signature on the title page that the final document is satisfactory. The course is approved for a specified maximum cohort size for a maximum period of five years until the time of revalidation (see Section Q) and the course is added to the schedule to Ordinance XXVIII and is published in the University's Register of Collaborative Courses (see D83). The institution is notified of this outcome. The process must have been concluded satisfactorily before offers of admission are confirmed. Courses which have not been 'signed off' may exceptionally be permitted to admit students by the Pro-Vice-Chancellor (Academic Quality and Student Experience). Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see Section U).

P10 Legal Agreement

- 371 For each approved programme, a formal agreement is signed by the Vice-Chancellor of the University and the head of the institution, when the conditions specified in the evaluation report have been met and satisfactory copies of the course document received. The agreement sets out the respective responsibilities of the institution and the University. The standard agreement is termed a Recognition Agreement. A sample for a franchised course is given at Appendix 54. A Contract for Services Agreement is drawn up.

SECTION Q: REVALIDATION

Q1 Revalidation Units

- 372 Each programme is assigned to a revalidation unit or sub-unit following its initial approval. These are normally groupings of cognate programmes agreed by the Faculty for the purposes of the efficient organisation of the re-approval process, taking account of commonality in modules and resources and to allow a subject overview to be presented. Units may include provision at more than one institution and include both validated and franchised courses. In some cases, programmes may be revalidated on an individual basis.

Q2 Revalidation Cycle

- 373 Each unit or sub-unit is allocated to a particular revalidation year within a quinquennial cycle. The full schedule is given at Appendix 30. New programmes are assigned to a particular unit or sub-unit as part of the initial approval process. This determines their period of approval. The list of programmes within units/sub-units may be found on the Academic Office website.

Q3 Purpose

- 374 Revalidation follows a regular five-year cycle. At the end of the period of approval, in the designated year, the programmes within the unit are presented afresh for revalidation by a University panel. The same principles as at evaluation are followed. Exceptionally a new franchised proposal may be considered within the unit, if approval for planning and evaluation has been granted through the CA2a) route. (A form should be submitted for consideration by the Academic Planning Advisory Group - see Section P2). The revalidation exercise is not a periodic review and there is no requirement for a *detailed* critical self-appraisal of the operation of the programmes(s) during the preceding period. No *detailed* statistical profiles are provided nor is viability considered *in detail*. Such matters are addressed through the annual monitoring process. However the panel does meet with students to obtain their views directly.
- 375 The primary purpose of revalidation is the re-affirmation of the standards set for the awards and the courses within the unit and their continuing currency and relevance to the University. It aims to ensure that for each award-bearing course:

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

- 376 Reports from external examiners and a meeting with students assist the panel in making its judgement.

Q4 Revalidation Preparation

- 377 In November of the session before the year in which the revalidation event is scheduled, Academic Planning Advisory Group receives for all courses assigned to that year, a 'dashboard' relating to financial information and student recruitment and progression statistics. This assists Faculties and APAG in assessing the sustainability of courses. In December a revalidation preparation form, Form CA6a) (Appendix 31a), is sent to the relevant Associate Dean. This allows the Faculty to confirm those courses to be included. Courses which are to be withdrawn are identified using form CA5 (see Section T below). A revalidation unit co-ordinator is nominated. The co-ordinator is responsible for managing the provision of documentation and acts as a single point of contact for the Academic Office and other central departments. Duties are set out at Appendix 32. Partner institutions are expected to maintain close liaison with the co-ordinator and the Faculty Partnership Manager, to ensure full understanding of the revised curriculum.
- 378 If the Faculty wishes to seek an extension of approval and to postpone revalidation to the following year, it sends to the Academic Office Form CA6b) (Appendix 31b) to include the reasons for the request, the period of extension sought, and confirmation that the curriculum remains current and valid, that standards and quality are maintained, evidenced through the external examiner and annual monitoring reports, and that there continues to be demand. The Academic Office comments on the request and forwards it to Quality Enhancement which completes its assessment using the annual monitoring data. The request is then considered by the Academic Standards and Quality Enhancement Committee (ASQEC) or its Chair on its behalf.

Q5 Establishment of Revalidation Panel

- 379 The Academic Office convenes a revalidation panel for each subject unit or sub-unit. The panel consists of an (Associate) Dean or Head of School not associated with the provision (Chair), Associate Dean or nominee from the associated Faculty, one University member from another Faculty, a student representative from the institution and a minimum of two subject-specialist external members.
- 380 Internal University members are drawn from a pool of nominated staff, and include course and subject directors and other academic staff with curriculum development and quality assurance responsibilities or interests. Members of staff of the University closely involved in advising an institution are not appointed to the panel.
- 381 External members, as academic subject experts, are proposed by the relevant Faculty. They should be sufficient in number and have sufficient expertise to cover the full range of provision. External members should not have been closely associated with the Faculty or the institutions, eg through having recently acted in an advisory capacity, as an external examiner, or having been a member of staff. Employer representatives may be appointed.
- 382 Invitations are issued to persons nominated to serve on the panel. The date of the meeting is arranged in consultation with the revalidation unit co-ordinator and the Associate/Executive Dean. The co-ordinator liaises with partner institutions. The meeting is serviced by the Academic Office.
- 383 Special arrangements are made, where possible, with professional, statutory and regulatory bodies to organise joint revalidation events.

Q6 Production of Documentation

- 384 Revalidation documentation should be presented in accordance with the sample outline at Appendix 20 and the supplementary information to this Appendix. Account should be taken of the matter in Appendices 15, 20 and 21 (see P3 above). The University's Assessment Handbook offers guidance on assessment policy and practice and the University's generic assessment criteria. The document includes a programme specification for each course, and sample assessment schedules.
- 385 Where more than one institution is involved, institutional approval of each college's contribution to the submission is indicated by the relevant Director's signature on a title page (Appendix 33). The Faculty may have its own process for the formal review of documentation before submission. Faculty approval is indicated by the (Associate) Dean's signature on the title page.
- 386 An electronic copy, which has been approved by the Faculty is submitted to the Academic Office through the CMS, for distribution to members of the panel, at least **four weeks** before the panel meeting. (A copy is provided to the Faculty Partnership Manager.) This deadline is three weeks for single course events.

- 387 Members of the panel are requested to make initial comments on the document, using Form CA7 (Appendix 23a) and these, are made available to other panel members and the subject team in advance of the meeting. The Faculty Partnership Manager provides preliminary comments on the nature of the Faculty's engagement with partner institutions in the preparation of documentation, and any recommendations regarding adjustments to the approved maximum cohort sizes (Form CA4 - Appendix 23b).
- 388 Members of the panel are provided with a copy of the Guidelines for Evaluation and Revalidation Panels (Appendix 25), an Aide-Memoire (Appendix 26), the appropriate national subject benchmark statement(s) and other relevant information and a draft updated Contract for Services Agreement. In order to provide a context for discussion, the revalidation panel receives the last two annual reports from external examiners. Assessment rubrics are also received (guidance at ulster.ac.uk/cherp/academic-development). Academic Office briefing notes identifying key points and any standards and regulatory matters are also provided.

Q7 Inspection of Resources

- 389 Where appropriate, specialist resources may be inspected. When an inspection is to take place and provision is spread across a number of campuses or colleges, arrangements are made, wherever possible, for separate preliminary inspection of the specialist resources available to the subject (library, equipment, laboratories etc) by the external members of the panel, guided by the revalidation unit co-ordinator or college contacts. This is undertaken in advance of the panel meeting. Written reports using Form CA8 (Appendix 28a) are provided for the panel. Guidelines for conducting tours are given at Appendix 28b. Where several sites are involved, it is not always possible for externals to visit all locations. If an inspection is not possible, a report is provided by the Faculty Partnership Manager in consultation with University subject experts.
- 390 Exceptionally relevant central University departments may be asked to provide reports on resource matters, following receipt of Form CA6.

Q8 Panel Meeting

- 391 A sample agenda and provisional programme are given at Appendix 34. The programme is based on a one-day event. The actual duration will vary depending on the extent of provision. The agenda and programme are discussed in advance with the revalidation unit co-ordinator. Arrangements are varied where partner institution courses are included within a unit or sub-unit which mainly comprises University provision.
- 392 The meeting takes place at a single location. The revalidation unit co-ordinator, a senior representative from each institution involved, and course directors and module co-ordinators are required to meet with the panel. Other staff may attend, but are not required to do so. The Faculty Partnership Manager is in attendance throughout the meeting, unless also acting as unit co-ordinator.
- 393 The panel meets with a representative group of students, including class representatives in full-time courses or in other courses where this is a form of student consultation. Notes of guidance are provided to students (Appendix 35a) and a form to record outcome is given at Appendix 35b. For a multi-site unit, if external panel members meet separately with students at other locations as part of a preliminary visit, they may identify issues raised and points of commendation in their CA8 report (Appendix 28a).
- 394 The panel is expected to conduct a critically constructive and independent assessment of the provision within the unit. It will note that the course structure and curriculum are the same as for the University's course, which will have recently been revalidated. It will consider any variations which are exceptionally proposed. Discussion with staff should demonstrate a clear understanding of the revised programme(s), the integration between component parts and teaching and assessment strategies and methods. At the end of the meeting, the chair of the panel reports to the unit co-ordinator and institutional representatives the panel's conclusions and recommendations, and any conditions of approval, with any adjustment to approved cohort sizes, and the proposed period of approval, which is usually for a further five years.

Q9 Report of Revalidation Panel

- 395 A report of the meeting is prepared by the member of the Academic Office servicing the event. When confirmed by the chair, it is circulated to members of the panel, to the (Associate) Dean, revalidation

unit co-ordinator, Faculty Partnership Manager and the institution(s). Recommendations for approval are considered by the Academic Standards and Quality Enhancement Committee under delegated authority from Senate. The report is available on the Academic Office website (from 2017/18).

396 Where the Faculty or partner institution find difficulty in meeting the conditions specified by the panel, it is expected to report accordingly with reasons, within four weeks of receiving the panel's report. Otherwise, the Faculty should submit through the CMS to the Academic Office, within six weeks of the event (four weeks for an event in May or later):

a) an electronic copy of the final version of the revalidation documentation, incorporating such amendments as are required for approval;

b) a brief paper indicating how the recommendations and conditions have been addressed, the nature of the amendments made and page-referencing their location within the document.

397 The associated Faculty reviews the response and final documentation before submission.

398 An electronic copy of the final document should be supplied to the University's Module Office in accordance with the schedule at para 367.

399 If an institution is unable to meet conditions of approval before the next intake, the relevant courses will not normally admit students.

Q10 Conclusion and Final Approval

400 The revalidation process is concluded when the chair of the panel certifies that the final documentation is satisfactory. The process must have been conducted satisfactorily before offers of admission are confirmed. Courses which have not been 'signed off' may exceptionally be permitted to admit students by the Pro-Vice-Chancellor (Academic Quality and Student Experience). Provision is normally approved for a period of five years in accordance with the revalidation schedule. Ongoing approval is subject to satisfactory outcomes in the annual monitoring process (see Section U). Where a particular course within a unit is not approved for the normal period, it may be subject to a separate individual revalidation.

401 Updated module information is recorded in the University's module database. A new agreement is prepared for signature.

Q11 Legal Agreement

402 For each approved programme, an updated Contract for Services Agreement and a new Recognition Agreement (sample at Appendix 54) are signed by the Vice-Chancellor of the University and the head of the institution when the conditions specified in the revalidation report have been met and satisfactory copies of documentation received.

SECTION R: FRANCHISED COURSE MANAGEMENT

403 The arrangements for administration of the programme follow University arrangements. Advice and guidance on a range of academic policies and practices are available from the webpages of the University's Academic Office, Quality Enhancement unit and Centre for Higher Education Research and Practice.

R1 Course Committee

404 A course committee for the course must be established. Terms of reference and membership are given at Appendix 36. It will include a representative of the course committee at the University, normally the Course Director, and the Faculty Partnership Manager. The course committee is responsible for the ongoing administration and effective management of the course including, where applicable, placement and study abroad. The University has a policy document in respect of the former and a protocol for the latter. Mechanisms for placement management and assessment are given particular scrutiny at evaluation and revalidation. There is expected to be close liaison between the course team and the team responsible for the home course, both at course and module level. The Faculty shares information on curriculum, assessment strategy, tasks and scheduling. It supports the institution in understanding the course, its delivery methods, good practice, and any changes which are introduced.

R2 Course Director and Module Co-ordinators

- 405 A course director and module co-ordinators are appointed. Duties and responsibilities are given at Appendices 37 and 38. The Course Director of the franchised course should be included in meetings of the course committee of the home course.

R3 Student Advice and Consultation

- 406 The course committee is expected to put in place, in accordance with University and institutional policies, arrangements for student support and guidance, in particular
- student induction and transition, and monitoring attendance
 - studies advice and access to staff
 - student consultation.
- 407 The University has developed guidelines for student induction (May 2002) and a policy on transition for undergraduate students (2005, updated June 2009). A protocol on attendance and guidelines for students' notification of absence were approved in June 2004.
- 408 Students should be provided with institutional-level information and this must make clear their membership of the University of Ulster as registered students of the University as well as their relationship to the College (see V3). A course handbook, deriving from the evaluation document, should also be issued and supplemented as appropriate by detailed module information. Appendix 39 sets out a standard contents list and provides guidance. An indicative list of information which should be provided in module handouts is given at Appendix 40.
- 409 Students should be made aware of arrangements for access to staff outside scheduled teaching, in person or by e-mail. Staff are not expected to be available 'on demand' but contact details should be provided and information on availability should be indicated on office doors and in appropriate documentation.
- 410 In addition, the course committee assigns to each student an adviser of studies, drawn from the teaching staff of the course, in accordance with the code of practice at Appendix 41.
- 411 The course committee should ensure that, for full-time courses, there is a staff/student consultative committee (which reports to the course committee) or student representation on the course committee. The use of both is considered best practice. Such committees should meet at least once each semester and there should be at least two student members per year group on the committee. The University recommends that the following substantive items are included on agendas for meetings: learning and teaching, assessment, studies advice, effectiveness of employer interactions, health and safety. The annual report of the external examiner and the course committee's response should also be discussed with student representatives. Minutes should provide a summary of discussion against each item, identifying action points, the person responsible for taking these forward, the deadline for completion and provide for a record of progress. The University considers commendable the practice of students chairing and minuting consultative committees.
- 412 For part-time courses, where meetings may be less practicable, course committees should develop an appropriate method of consultation, eg email circulation, online discussion board, meetings with students, outcomes of discussion with advisers of studies or module tutors. A summary of issues raised must be formally minuted at course committee meetings and appropriate feedback given to students.
- 413 Issues which cannot be resolved by the course committees must be referred to the appropriate point in the institutional management structure for attention.
- 414 Further information about staff/student consultation procedures and good practice guidelines, drawn up by the University's Students' Union, may be found on the Quality Enhancement's webpages under Staff/Student Consultative Committees and at [9](#) under 'Student Partnership'.

R4 Conduct of Examinations and Assessment

- 415 The University is concerned that the security of assessment is adequately safeguarded. Arrangements for the conduct of examinations must meet the expectations in the University's Regulations Governing Examinations in Programmes of Study (Appendix 42), the guidance of the University's Examinations Office, procedures for dealing with cheating and the University's framework of penalties for plagiarism. (Arrangements for dealing with plagiarism and other forms of cheating may be considered at evaluation and revalidation events.) The timing of common examinations should be synchronised. In accordance with the policy at the University, institutions are required to use 'anonymous' marking in connection with written examinations and are encouraged to do so, where appropriate and practicable, for coursework. Advice on the former is available from the University's Examinations Office. For the latter, anonymity should end after marking is completed, to allow for feedback to students. These matters are considered through the institutional approval process.
- 416 The University has published an Assessment Handbook which offers advice and guidance on assessment practice. In 2011 Principles of Assessment and Feedback for Learning were agreed (Appendix 20).

R5 Boards of Examiners

- 417 A board of examiners is constituted in accordance with the University's Regulations Governing Examinations (Appendix 42). The Board determines the assessment results and academic progress of students and makes recommendations to Senate regarding their final awards. The Board includes internal examiners and external examiner(s) (see Section U2) and normally meets in the institution. It may be chaired by the (Associate) Dean or a Head of School in the faculty.
- 418 The Pro-Vice-Chancellor (Academic Quality and Student Experience) may approve, on the recommendation of the associated faculty, arrangements for a common meeting where the same external examiner has responsibility for the home course and the franchised course. In such cases, a preliminary meeting of all the institution's internal examiners is held at the institution. A record of the local meeting is kept, and a formal report and recommendations regarding student progress and/or awards are made to the Board of Examiners.

R6 Appeals and Complaints

- 419 As Affiliate Students of the University, students on franchised courses are afforded the right of appeal or complaint to the University.
- 420 Appeals against decisions of Boards of Examiners by students enrolled on University franchised programmes are dealt with by the University. Such appeals are only allowed on the basis of new evidence of extenuating circumstances or on the grounds of procedural irregularity. The University advises the institution of arrangements for considering such requests for review of decisions of Boards of Examiners. Procedures are available at ulster.ac.uk/studentadministration/students/currentstudents/examinations/appeals.
- 421 Institutions are expected to have mechanisms in place to allow for the local resolution of complaints where these concern matters relating to facilities or day-to-day course delivery. However, students on franchised courses have the right to access the University's Student Complaints Procedure. The University will follow up complaints received in line with the stages set out in the procedures at ulster.ac.uk/quality/procedures/student-engagement/studentcomplaints.
- 422 Students must be made aware of these entitlements in the information provided to them (i.e. institution or course handbooks and website).

R7 Communication Flows

- 423 The University has identified the following key coordination and management tasks which enhance communication and refine course management processes for University franchised programmes.
- 424 Partner institutions typically need to ensure that:
- there is a central point of contact for the management of franchised provision across the institution;

- there is appropriate institutional representation on the Affiliate College Executive Board (normally this will be the Chief Executive Officer of the College, the College Finance Director, and academic subject representatives from the College) and that these representatives attend the annual meeting of the Board;
 - there is close liaison with the Course Director of the home course at the University;
 - where there are several programmes linked to the same Faculty Partnership Manager, there is co-ordinated planning of course committee meetings, staff/student consultative committee meetings, and examination boards in consultation with the appropriate Faculty Partnership Manager;
 - policy and practice on the management of programmes is operated in line with University guidelines (e.g. on staff/student consultation committee and course committee meetings and minutes) and is embedded across the institution;
 - there is effective management of quality issues that arise specifically within departments but also across the institution as a whole, and that direct guidance on the management of these issues is provided to course directors;
 - preparation for all evaluation and revalidation events is effectively co-ordinated and that the documentation following these events is revised and submitted as required by the Academic Office;
 - the institution's views are effectively represented at the appropriate strategic level at evaluation/revalidation meetings;
 - staff engage in staff development opportunities as these arise.
- 425 Staff undertaking the role of an HE Co-ordinator would need to network effectively both within the institution and externally with Faculty Partnership Managers, other representatives of the University, and appropriate agencies such as QAA. They should also have a sound working knowledge of all elements of the *UK Quality Code for Higher Education* and the University's Qualifications and Credit Framework; and have a high level of awareness of the University's quality assurance policies and processes. They have responsibility for the effective dissemination of information relating to these policies within the institution.

SECTION 5: COURSE REVISIONS

- 426 Proposals to make amendments to the content, structure or regulations of a programme should be submitted through the associated Faculty for consideration and approval using form CA3 (Appendix 43). These usually apply to the home and franchised courses. The external examiner and students should be consulted as appropriate. If the Faculty approves the proposed revision, it is forwarded to the Academic Office through the University's Curriculum Management System for authorisation. A checklist has been commended to all Faculties (Appendix 44).
- 427 Proposed changes to the resources (human and physical) approved to support the programme also require the approval of the University. The relevant Faculty reviews these changes. In the case of staff, it should consider the CVs of staff who are to take on responsibilities from within the existing establishment and job descriptions for new posts. Changes in the following areas require consideration by the Academic Planning Advisory Group (APAG) and recommendation to ASQEC before final approval is given: title, location, mode of attendance and intake size. A Faculty which misses a scheduled meeting of APAG may make a case for Chair's action, which may involve consultation with other members of the Advisory Group. The principles at Appendix 19 should be addressed.
- 428 CA3 forms should be submitted in good time for implementation in the following academic year. The University operates the following deadlines in respect of changes which affect module data held by the University: 31 March for semester 1, 31 October for semester 2, and 30 April for semester 3, except for:
- a) changes to coursework/examination weighting or content of a semester 1 module, recommended by the external examiner: 31 July;
 - b) proposals for new modules which arise as a consequence of unexpected illness or departure of a member of staff: as necessary;

- c) changes to module co-ordinators and phased amendments to programmes which have undergone evaluation or revalidation. These may be accepted up to one month before the start of the relevant semester (changes to module co-ordinators do not require a CA3 form).

429 The Faculty may set earlier deadlines to take account of internal procedures.

430 Where the revisions are so substantial that the course should be evaluated as if it were a new proposal, a CA2a) form is submitted (see Section P2).

SECTION T: COURSE WITHDRAWAL AND SUSPENSION

431 An institution may decide to close or suspend intake a course for a variety of reasons, including insufficient demand, limited resources to support delivery or strategic developments in academic planning. Proposals are considered by the Affiliate College Executive Board. Notification of a decision to withdraw a course is made using Form CA5 (Appendix 45) and reported to the Academic Planning Advisory Group.

432 The course continues to be part of the University's ongoing annual monitoring processes, but is not subject to revalidation. A course which is not presented for revalidation is deemed withdrawn.

433 The following steps should be taken when a course is withdrawn or its intake suspended:

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

Principles for ensuring the academic standards and quality of the student experience on withdrawn courses in partner institutions (2019) are set out at Appendix 46.

444 The University or the partner institution may give notice to withdraw a course or courses and to terminate an Agreement in accordance with the Memorandum of Recognition and Recognition Agreement (see Sections H6 and P10). Generally, a course is closed by mutual consent, although the University or the partner institution may terminate an Agreement by giving due notice, or if the partner is in breach of the terms of the Agreement with immediate effect.

SECTION U: COURSE MONITORING

445 Institutions have their own processes for quality assurance. These may include the review and evaluation of individual modules taking account of student performance and views. The following University-level arrangements apply.

U1 Faculty Partnership Managers

446 Faculty Partnership Managers provide a focus for the development, monitoring and enhancement of collaborative arrangements at Faculty level and maintain an overview of such provision taking account of University and Faculty strategic priorities. Each Faculty Partnership Manager reports annually on the courses associated with their Faculty for which they have responsibility. The Annual Report form is at Appendix 47. They also act as the primary point of contact for these courses and seek to identify and resolve problems with the Faculty's collaborative provision in liaison with partner institutions.

Where necessary, Faculty Partnership Managers also engage with University central departments and other academic staff from whom particular subject expertise is required.

U2 External Examiners

- 447 The University appoints, on the recommendation of the associated Faculty, one or more external examiners for each programme in accordance with the relevant Regulations (Appendix 42) and the code of practice on external examining (Appendix 49). For franchised courses, the same external examiner will usually be responsible for the same course across all locations. Exceptionally, additional external examiners may be appointed but they will act as a team and ensure cross-moderation. The external examiner is provided with a handbook by the University and should receive a course document and other relevant material from the course director. A copy of the handbook is available from the Examinations Office. The external examiner is expected to visit the institution and is required to provide an annual report to the University on the operation of the programme and the quality of the students' work, programme delivery and assessment. An external examiner with responsibility for a University and a franchised course may provide a composite report. A copy of the report is provided to the institution (Head and Course Director) and the associated Faculty (Dean and Faculty Partnership Manager) for action and response.
- 448 The response is made by the College on programme and institutional matters. If issues are raised in relation to Faculty support, the relevant Faculty responds. The Pro-Vice-Chancellor (Academic Quality and Student Experience) addresses University-level matters.

U3 Programme Management System

- 449 On-going monitoring of franchised courses is through the University's programme management system and the Continuous Assurance of Quality Enhancement process, which is described in the Programme Approval, Management and Review Handbook. This system is based around the role of the Course Committee with reporting through School level committees and oversight at Faculty and University level.
- 450 The programme management system is augmented for franchised courses as follows:
- The course directors of the home and franchised courses are members of both the home and franchised Course Committees.
 - The Staff Student Consultative Committee minutes and Course Committee minutes of the franchised course are sent to the Course Director of the home course. The Course Committee minutes of both franchised and home provision are considered through normal School and Faculty committees.
 - There is an annual joint meeting of the home and franchised Course Committees in late June / early July. An outline agenda for this meeting is provided at Appendix 55.

U4 Staff Development

- 451 The University provides regular staff development events or a range of topics for course directors and other staff of partner institutions. Supporting material from such events is made available on Quality Enhancement's webpages.
- 452 Staff of the partner institutions with Recognised Teacher status may be accorded access to University library resources through the 'Associate' process (see V1).

SECTION V: FRANCHISED PROVISION: ADMINISTRATION

- 453 The following guidelines relate to administrative arrangements between the University and institutions. Detailed procedures are issued annually. The Contract for Services Agreement sets out the respective responsibilities of the University and the College.

V1 Status of Staff: Recognised Teachers

- 454 Staff from the institution who are involved in the teaching and assessment of students are accorded Recognised Teacher status in accordance with the University's procedures (see Appendix 56). They

are members of the University course committee and board of examiners. Certain staff may also have academic administrative responsibilities in relation to module co-ordination. Staff may be afforded 'Associate' status by the Faculty in order to provide access to University resources. Such staff are defined as persons actively contributing to the work of the University but not on the University's Appointments Database.

V2 Recruitment and Admission of Students

- 455 The University faculty, in liaison with the College, manages the recruitment and selection of students for admission in accordance with entry standards and procedures approved by the University.
- 456 Programmes may be advertised (marked 'provisional' or 'subject to approval') following approval of planning and evaluation by the Academic Planning Advisory Group. No offers of admission may be confirmed until the validation has been concluded satisfactorily. The institution should ensure that publicity material and other information provided to prospective and current students are accurate. Statements regarding the University should be submitted to the Faculty Partnership Manager for approval.
- 457 The institution should ensure that the entry conditions and admission standards are met in accordance with the approved course document or as otherwise stated by the University. Any departure requires the approval of the University. A proposal to increase the size of the intake requires the approval of the University. The Faculty Partnership Manager should be consulted.

V3 Module Data

- 458 The University's Module Office liaises with the home course director to obtain module information on courses for the purposes of module coding, student records and the issue of transcripts. Deadline for submission are set out at I8, J9 and L.

V4 Student Status

- 459 Students of partner institutions on franchised courses are Affiliate Students of the University. They have rights in the University to use University resources and facilities including borrowing and access rights in the University's library, right of access to the University's virtual learning environment and other electronic study skills support; access to off-campus counselling services; and right of appeal and complaint to the University. They have limited membership of the University's Students' Union which gives them the right to Union representation if they need to invoke a University procedure. They are entitled to membership of the University's sports centre, subject to payment of the appropriate charges by the individual student. They are subject to University rules and regulations (including disciplinary regulations and rules on the acceptable use of computers) but also those of the College while using its facilities. The Student Charter and its support charters set out the University's commitment to its students and its expectations of them (ulster.ac.uk/studentcharter).
- 460 While students have the same borrowing rights in the University Library as afforded to other registered University students and are provided with remote electronic access to the electronic information resources covered by licence agreements, it is the responsibility of the partner institution to provide the necessary information resources to support students in their studies unless the University explicitly undertakes to provide these resources as set out in the Contract for Services Agreement. The University's resources should not normally be used to substitute for these. Students must adhere to the rules governing the use of the Library and information resources while accessing University facilities. Students have online access to the University's Student Guide. A specific one for the Affiliate College is provided.
- 461 Student enrolled on franchised courses at an Affiliate College abroad are known as Ulster University Overseas Students, a sub-category of Affiliate Students.

V5 Enrolment

- 462 At the end of August each year the associated Faculty forwards to each institution enrolment documentation together with notes of guidance. Students enrol for the first time at the commencement of the course in accordance with these procedures through attendance at an enrolment session to complete an enrolment form and for online enrolment. Re-enrolment is undertaken entirely online, with the exception of students repeating without attendance.

- 463 The Faculty should be notified of any amendments to module enrolment, or changes to names and addresses during the academic year.
- 464 University student identity cards are issued. One passport-size photograph must be provided. The card states that the bearer is a registered student of the University of Ulster and is enrolled on a course leading to an award of the University at the partner institution. The student ID card is required to access University facilities including the University's library and its online resources.

V6 Student Withdrawal and Leave of Absence

- 465 The institution must notify the Faculty regularly of students who have withdrawn.
- 466 The University has guidelines on granting leave of absence. This should normally not exceed a period of two years, but should be reviewed at least annually. The guidelines are available from the Academic Office website. Requests are considered by the course committee and a recommendation made to the associated Faculty Board.

V7 Fees and Charges

- 467 The Finance Department of the University invoices the institution for one or more of the charges given below.
- 468 A one-off licence fee is payable following recommendation from the Academic Planning Advisory Group to proceed to planning and evaluation of a course. No arrangements for evaluation are made until the fee is paid. In addition, overseas institutions may be required to deposit in advance with the University a sum of money sufficient to cover the direct costs of undertaking the recognition, evaluation or revalidation processes.
- 469 Franchise fees are payable annually by the institution in respect of each course and each enrolled student. Fees are non-refundable for students who withdraw after 31 October. The fees are reviewed annually and published on the Finance Department's web pages. A Faculty which wishes to vary these charges must have alternative financial arrangements approved by the Finance Department, in discussion with the Faculty Accountant.
- 470 The institution may be required to reimburse the University for such costs as it incurs in connection with the design, evaluation, monitoring, review, examining, assessment and general supervision of the programme. These include travel and accommodation expenses of the external examiner and University staff. The Finance Department, on the instruction of the appropriate Department/Faculty within the University, invoices the institution for such costs. The University establishes appropriate cost centre codes within its accounting system.
- 471 The institution is responsible for setting and collecting its own tuition fees. The University does not levy a fee direct on students. The institution is asked to ensure that the University's franchise charge to the institution is not separately identified in its invoices to students.
- 472 Non public-sector and overseas institutions are expected to provide a copy of their annual published financial accounts to the University.

V8 Examination and Progress

- 473 The Board of the appropriate Faculty, nominates to Senate, for appointment by the University, one or more external examiners. This appointment should be made at least three months before the start of the programme.
- 474 The Faculty through the home course makes arrangements for the setting of examination papers and coursework and their moderation by the external examiner. A master copy is supplied to the institution.
- 475 The institution prints copies of the examination papers and ensures their security and conducts examinations. The institution is required to use a process of anonymous marking for written examinations, and is encouraged to do so, where appropriate and practicable, for other forms of assessment. Advice on arrangements for anonymity, invigilation, guarding against and dealing with cheating and personation, dealing with special circumstances, and security of scripts during marking

is available from the Faculty and the Examinations Office. Penalties for plagiarism are those set in the University's policy.

- 476 Where papers are common with those for modules within the University, the Faculty ensures that the examinations for those papers take place at the same time in accordance with the University's central examination timetable.
- 477 The Faculty makes arrangements for visits by the external examiner to the institution. Claims for travel and subsistence are submitted by the external examiner to the appropriate Faculty Office which arranges for reimbursement by the institution and payment of fees by the University. The Faculty, in consultation with the institution, makes arrangements for holding and servicing a Board of Examiners for each course and for notifying students of their results. Alternative arrangements may be put in place as set out at Section R5. Following the meeting of the Board, the student database is updated. Examination arrangements are set out in more detail in separate procedures issued annually to institutions.

V9 Student Appeals and Complaints

- 478 Academic appeals to the University are only permitted on the grounds of additional evidence of extenuating circumstances not available to the original Board of Examiners or of procedural or other irregularity. Students who wish to appeal should use form SA1 or SA2 as appropriate to provide a statement and return it by the specified deadline. Details of the Appeals Procedures are available from the web page of the University's Examinations Office.
- 479 Students may be interviewed at the institution or by video link.
- 480 Students have access to the University's Complaints Procedure which is managed by Quality Enhancement. Further information is available from www.ulster.ac.uk/quality under 'Student Complaints'.

V10 Conferment of Awards

- 481 The Board of Examiners provides the University's Student Administration Department with details of the recommended final award classifications of candidates for approval by the Senate of the University. The University's student database is updated. Where awards of the University are to be conferred at the Summer Congregation pass lists and examination broadsheets must reach the University by mid-June, and by mid-October for conferment during the Autumn.
- 482 The University confers awards upon successful students of franchised courses in absentia. They do not attend ceremonies at the University. Certificates are prepared by the University. The certificate does not identify the partner institution (but the transcript of the student's academic record does). Certificates are provided to the institution for distribution to students following the conferment of awards.
- 483 Institutions may, if they so wish, organise a ceremony for the presentation of certificates. This must take place **after** conferment and at a date agreed with the Registry Office. The institutions are responsible for providing academical dress which should be in accordance with the University's approved scheme. The University's involvement in award ceremonies organised by the institution is set out in the Contract for Services Agreement.
- 484 Students who do not receive their award certificates at a ceremony should be advised to collect them in person from the institution. Their identity should be verified and the certificate should be signed for upon issue. A student may request that it is posted to a designated address, in which case recorded delivery should be used. Unissued certificates should be retained indefinitely. Information on the University's procedures for provision of replacement certificates (and transcripts) is available from the Examinations Office.

V11 Transcripts

- 485 The University prepares transcripts recording student performance in modules and the course overall. This identifies the institution where study was undertaken. The University issues additional transcripts upon payment of the appropriate fee.

V12 Retention of Student Records

486 The institution is advised to retain records as follows:

<i>Type of Data</i>	<i>Period of Time</i>
Data on student record computer system	Indefinitely
Application forms for applicants who are not admitted	31 December of the year after proposed entry
Computer records for applicants who are not admitted	Indefinitely
Manual student files	Six years after student leaves the institution
Course result sheets	Indefinitely
Copies of annual reports to awarding bodies	One year after issue
Examination scripts and retained coursework	Six months after relevant Board of Examiners, except where samples kept for internal or external requirements.

PART V JOINT AWARDS

SECTION W: ARRANGEMENTS FOR JOINT AWARDS

- 487 These arrangements apply to joint awards which are planned and delivered jointly so that students may gain a single joint award from both partners involved in delivery, having achieved a single shared set of criteria/learning outcomes. Where a single joint certificate is not recognised by a partner institution, two certificates may be issued, one from each partner. Each certificate will indicate that a single jointly conceived course has been completed and will refer to the existence of the other partner. This is referred to as a 'Double Degree'. For postgraduate research degrees, a joint arrangement may be referred to as cotutelle/joint PhD whereby the research candidate is jointly enrolled at two universities which enables joint supervision. Further information on joint programmes is available on the Academic Office Policy Page and in the UK Quality Code, Partnerships, and the Characteristics Statement (2015) on qualifications involving more than one degree-awarding body at qaa.ac.uk.
- 488 In joint awards, unlike validated provision, there is an expectation that the student's experience involves substantial engagement with the University. For a course to be formally described as 'joint', there must be broadly equal contributions from each partner. Senate has agreed (June 2009) that the joint nature is determined by academic involvement in delivery (curriculum planning, teaching and assessment). The provision of resources (physical, e-learning platform, library materials, use of facilities, or administrative responsibilities) are not counted. There should normally be no more than a 10 per cent variation. Where there is a smaller contribution or a non-academic contribution from a partner, the outcentre arrangements in Part VII apply.
- 489 Respective contributions may be quantified by considering the credit value of modules where each is wholly delivered by one partner. Otherwise a more detailed assessment must be made of each institution's contribution to each module.
- 490 For a joint award, the partner institution must have the legal or constitutional capacity to make a joint award. The University has this capacity in accordance with its Charter, Statute II, clause 1 (J), and Ordinance XXIX, Degrees, Diplomas, Certificates and other Academic Distinctions, clause 3. In making an award in its name jointly or solely, the University maintains oversight of the standards for the whole award. It endorses the standard of the course of study and the student's achievement. The University currently has a small number of joint courses/awards at postgraduate level.

W1 Institutional Approval

- 491 Under Ordinance XXIX institutions contributing to joint awards must be formally recognised for this purpose. However, the separate institutional approval process for validated provision described in Part II does not usually apply. The key issues are the overall standard and coherence of the proposed course and the contributions of the partners. The University retains oversight of the whole course and award. These matters and the appropriateness of the development are considered through the University's initial course approval process and subsequent evaluation as detailed in the *Programme Approval, Management and Review* handbook. The University may provide information to the partner as part of its approval process.

W2 Proposal

- 492 A proposal for a programme to be taught jointly with another institution is submitted to the Academic Planning Advisory Group in accordance with the University's internal approval procedures using form CA1. The form asks the Faculty to identify the nature of any collaboration. The other party involved should seek approval from its appropriate committee or officer and both institutions should in due course confirm to each other that institutional approval for planning has been granted.

W3 Planning and Evaluation

- 493 If approval to proceed to planning and evaluation is granted, a course planning committee is established comprising the staff from both institutions who will be involved in course delivery. The course planning committee prepares a course document for consideration by an evaluation panel of the University in accordance with the standard procedures. The document should also address the administrative matters set out below. These are not elaborated in detail here as the institutions negotiate arrangements as equal partners, within the limits of their governing regulations.
- 494 It may be possible to arrange joint validation if there is sufficient commonality in procedures. In such cases, the membership of the evaluation panel is agreed by both institutions and includes at least two external representatives. The panel may meet in either institution or both and all staff involved in

delivery of the programme are invited to attend. The University offers to service the panel and provide a report to both institutions.

- 495 The successful conclusion of the evaluation process is reported to Council by Senate and the name of the institution and the course is recorded in the Schedule to Ordinance XXIX and published in the Register of Collaborative Courses (see D83).

W4 Legal Agreement

- 496 An agreement covering relevant administrative arrangements is drawn up (model at Appendix 57). The agreement is signed by the Vice-Chancellor and the head of the partner institution(s) following completion of course evaluation.

W5 Regulations

- 497 A common set of regulations should be drawn up and submitted for approval as part of the document to be considered by the evaluation panel.

W6 Student Recruitment and Admission

- 498 Both institutions may publicise the programme separately, subject only to the requirement to include an indication of its joint nature. Shared advertising and publicity may be undertaken.

- 499 The following principles should be observed in the selection process:

- a) application forms should be distributed by, and returned to, one institution only in any year;
- b) the application forms should be accompanied by suitable guidance notes to be agreed between the two institutions;
- c) there should be clearly stated and non-flexible deadlines for applications;
- d) selection criteria should be clearly stated and be unambiguous;
- e) when offers are being made common guidance notes on the terms of the offer, including conditions to be met by the candidate, should be provided;
- f) there should be clear deadlines for decisions;
- g) where selection procedures require candidates to be interviewed an interview panel comprising staff from both institutions should be set up and a mutually convenient date agreed for interviews;
- h) when candidates are accepted by one institution, the other should be given copies of the forms and letters of admission or relevant data so that records can be generated.

W7 Registration

- 500 Students should be registered at both institutions and thereafter each institution should separately monitor candidates and report on the outcome for its award. This will ensure that students have appropriate access to facilities and are subject to each institution's regulations. The University's Student Planning Department will liaise with the other institution on HESA returns, if applicable.

W8 Financial Arrangements

- 501 Arrangements for the costing of the proposal and collection and apportionment of fee and other income should be approved by the finance departments of both institutions.

W9 Staff/Student Consultation

- 502 Appropriate arrangements should be put in place drawing on the processes in each institution.

W10 Examinations, Assessment and Appeals

- 503 In determining the arrangements for the assessment of the programme of study the following matters should be addressed in particular:

a) *External Examiners*

The two course directors should agree on the nomination(s) of external examiners and ensure that the appointments are processed through each institution. A suitable common fee to be paid annually by both institutions should be agreed.

b) *Board of Examiners*

Where separate awards are to be made, a board of examiners should be constituted for each institution, each with the normal terms of reference which apply in the institution; each board should include the members of the board of the other institution, and the external examiner(s). The two boards will, therefore, be identical in membership, although there will be a different chairman.

The group should meet (the chairman might rotate) to agree on the results of all candidates and to discuss the progression of students. The group should then assume the identity of two separate boards of examiners to record the results and process matters in accordance with their individual terms of reference. Where joint awards are to be made, a single joint board should meet. It may be co-chaired or the chair may rotate between the institutions.

c) *Communication of Results*

The responsibility and process for communicating results to candidates and the consequences of failure should be clearly identified.

d) *Reviews and Appeals*

Each institution should follow its own procedures if separate boards operate, or a joint appeals procedure is drawn up for a joint board and award.

W11 Award

- 504 The title of the award is agreed, taking account of the categories of award each institution can make under the terms of its Charter, Statutes and Ordinances or other governing instruments.
- 505 It should be agreed which institution is to make the award or whether a joint award is to be conferred. Students should not normally receive awards from both institutions (dual awards). If a student may receive an award from either institution, the basis on which this is decided should be specified. This may be the institution at which the student elects to take the final stage of the programme (eg in the case of a Master's degree, the awarding institution may be the institution at which the student undertakes the dissertation).
- 506 Where awards are to be made solely in the name of the University of Ulster, the wording of the award parchment states that the award is conferred on a candidate 'having completed a programme of study in _____ offered jointly by the University and [name of other institution]'. A special award parchment is designed for joint awards.

W12 Student Discipline and Complaints

- 507 While each institution will apply its own disciplinary code and procedures, including those covering cheating and plagiarism, it is important for the officer or body considering a disciplinary report to consult the other institution before imposing a penalty. Decisions about penalties taken by one institution should be communicated to the other.
- 508 Student complaints should be addressed to the most appropriate institution in respect of the particular aspect of delivery or the learning environment and the relevant procedures followed. If the complaint is of a joint nature, the system of either but not both institutions should be accessed and the other institution informed and involved as appropriate.

W13 Quality Assurance

- 509 The course is subject to the internal quality and standards assurance arrangements of each institution but where possible these should be harmonised.

PART VI DUAL AWARDS

SECTION X: ARRANGEMENTS FOR DUAL AWARDS

- 510 These arrangements apply to dual awards which are planned and delivered jointly in part. Students may gain two qualifications, one of the University and one of the partner institution, having achieved more than one set of distinct (yet complementary) learning outcomes. Further information on dual degrees is available in Appendix 61, on the [Academic Office Policy page](#) and in the UK Quality Code, Partnerships, and the Characteristics Statement (2015) on qualifications involving more than one degree-awarding body at gaa.ac.uk.
- 511 In dual awards there is an expectation that the student's experience involves substantial engagement with both partners whereby each partner delivers a significant proportion of the course at the level of the qualification they award. Respective contributions may be quantified by considering the credit value of modules where each is wholly delivered by one partner.
- 512 There will be collaborative academic involvement in delivery (curriculum planning, teaching and assessment) and partners will define two sets of programme learning outcomes in terms of where they will be distinct and where they will be shared. The subject areas covered by each award should be complementary but sufficiently distinct to allow for separate award titles.
- 513 For a dual award, the partner institution must have the legal or constitutional capacity to make a dual award. The University has this capacity in accordance with its Charter, Statute II, clause 1 (J), and Ordinance XXIX, Degrees, Diplomas, Certificates and other Academic Distinctions, clause 3. In making an award in its name jointly or solely, the University maintains oversight of the standards for the whole award. It endorses the standard of the course of study and the student's achievement.

X1 Institutional Approval

- 514 Under Ordinance XXIX, institutions contributing to dual awards must be formally recognised for this purpose. However, the separate institutional approval process for validated provision described in Part II does not usually apply. The key issues are the overall standard and coherence of the proposed course and the contributions of the partners. The University retains oversight of the whole course and award. These matters and the appropriateness of the development are considered through the University's initial course approval process and subsequent evaluation as detailed in the *Programme Approval, Management and Review* handbook. The University may provide information to the partner as part of its approval process.

X2 Proposal

- 515 A proposal for a programme to be taught in collaboration with another institution is submitted to the Academic Planning Advisory Group in accordance with the University's internal approval procedures using form CA1. The form asks the Faculty to identify the nature of any collaboration. The other party involved should seek approval from its appropriate committee or officer and both institutions should in due course confirm to each other that institutional approval for planning has been granted.

X3 Planning and Evaluation

- 516 If approval to proceed to planning and evaluation is granted, a course planning committee is established comprising the staff from both institutions who will be involved in course delivery. The course planning committee prepares a course document for consideration by an evaluation panel of the University in accordance with the standard procedures. The document should also address the administrative matters set out below. These are not elaborated on in detail here as the institutions negotiate arrangements as equal partners, within the limits of their governing regulations.
- 517 A dual award should be designed to be longer in duration than a single award at that level but shorter than undertaking two awards consecutively. The dual award should also have a credit value which represents the workload associated with the course.
- 518 Each institution will need to assure that the agreed course has sufficient subject content at the appropriate level to support the associated award from that institution. Careful consideration should

be given to any lower level exit awards such as PGCert / PGDip or AB / DipHE. These award titles, the learning outcomes associated with them and award arrangements must be agreed by both partners as part of the course planning process. The award made by the University will conform to standard University regulations for an award at that level.

- 519 It may be possible to arrange joint validation if there is sufficient commonality in procedures. In such cases, the membership of the evaluation panel is agreed by both institutions and includes at least two external representatives. The panel may meet in either institution or both, and all staff involved in delivery of the programme are invited to attend. The University offers to service the panel and provide a report to both institutions.
- 520 Where a dual award is approved and overseen separately by each partner institution, outcomes will be reported and final decisions on approval will be made through the University's normal governance arrangements.

X4 Legal Agreement

- 521 An agreement covering relevant administrative arrangements is drawn up (model at Appendix 61). The agreement is signed by the Vice-Chancellor and the head of the partner institution(s) following completion of course evaluation.

X5 Regulations

- 522 As individual and separate qualifications are awarded, the academic regulations of each of the degree-awarding bodies apply to the sections of the course they deliver. The academic standards of each of the degree-awarding bodies involved have to be satisfied.

X6 Student Recruitment and Admission

- 523 Both institutions may publicise the programme separately, subject only to the requirement to include an indication of its dual nature. Shared advertising and publicity may be undertaken.
- 524 The following principles should be observed in the selection process:
- a) typically, application forms would be distributed by, and returned to, one institution only in any year with a pre-agreed set of entry requirements, conditions of offer and acceptable qualifications to include agreed interview/portfolio submissions if applicable. This process aims to streamline the application experience for prospective students however, partners may negotiate alternative arrangements as and where appropriate;
 - b) the application forms should be accompanied by suitable guidance notes to be agreed between the two institutions;
 - c) there should be clearly stated and non-flexible deadlines for applications;
 - d) selection criteria should be clearly stated and be unambiguous;
 - e) when offers are being made common guidance notes on the terms of the offer, including conditions to be met by the candidate, should be provided;
 - f) there should be clear deadlines for decisions;
 - g) where selection procedures require candidates to be interviewed an interview panel comprising staff from both institutions should be set up and a mutually convenient date agreed for interviews;
 - h) when candidates are accepted by one institution, the other should be given copies of the forms and letters of admission or relevant data so that records can be generated.

X7 Registration

- 525 Students should normally only be required to complete one enrolment process with specific arrangements in respect of registration/administration of student records (including protocols and procedures for data sharing/transfer and statutory reporting) to be agreed by both partners in advance. Said arrangements should be informed by consultation with the stakeholder group (described latterly under item X11) to ensure that students have appropriate access to facilities and are subject to each institution's governance and regulatory frameworks and associated business processes.

X8 Financial Arrangements

- 526 Tuition fees will normally be payable to one institution only or as agreed by the finance departments of both institutions at the planning stage. If applicable, a student could only apply for one student loan for attendance at one institution.

X9 Staff/Student Consultation

- 527 Appropriate arrangements should be put in place drawing on the processes in each institution.

X10 Examinations, Assessment and Appeals

- 528 In determining the arrangements for the assessment of the programme of study the following matters should be addressed in particular:

a) Arrangements should be agreed by both partners at the planning stage on how to consider:

- i. common shared modules.
- ii. progression if the student is currently studying elsewhere;
- iii. the expectation of what the transcript will contain

b) Each partner institution is normally responsible for the assessment of the components of the course that it delivers. Each partner is responsible for the overall assessment strategy leading to its qualification. The course is subject to that degree-awarding body's assessment regulations for the respective qualifications

c) Assessment marks will be imported from the other partner (as appropriate) by each degree-awarding body for the qualification it awards. A decision is made about whether a single marking scheme is to be adopted by all participants in the dual programme, or whether components of assessment will be marked in accordance with the local regimes and then rescaled to the scheme of each individual degree-awarding body.

d) External Examiners

The two course directors should agree on the nomination(s) of external examiners and ensure that the appointments are processed through each institution. A suitable common fee to be paid annually by both institutions should be agreed. Each partner's external examining arrangements will apply to the modules it delivers.

e) Board of Examiners

A board of examiners should be constituted for each institution, each with the normal terms of reference which apply in the institution; each board should include members of the board of the other institution, and the external examiner(s). Each board will record results and will process matters in accordance with their individual terms of reference.

f) Communication of Results

The responsibility and process for communicating results to candidates and the consequences of failure should be clearly identified.

g) Reviews and Appeals

Each institution should follow its own review and appeals procedures.

X11 Additional Guidance

- 529 A group of key stakeholders will be convened through APAG should be consulted at the early stage of negotiations to advise faculty colleagues on the operationalisation of any specific partnership arrangement being proposed. The advisory group will comprise representation from Planning, Banner Support, Student Administration (Central Admissions, Registration and Examinations), Compliance and Finance.

X12 Award

- 530 The titles of each award are agreed, taking account of the categories of award each institution can make under the terms of its Charter, Statutes and Ordinances or other governing instruments.
- 531 Students who successfully achieve each set of learning outcomes will receive separate institutional certificates and transcripts, one for each of the separate qualifications being granted by each partner, referring to the existence of the other.

X13 Student Discipline and Complaints

- 532 While each institution will apply its own disciplinary code and procedures, including those covering cheating and plagiarism, it is important for the officer or body considering a disciplinary report to consult the other institution before imposing a penalty. Decisions about penalties taken by one institution should be communicated to the other.
- 533 Student complaints should be addressed to the most appropriate institution in respect of the particular aspect of delivery or the learning environment and the relevant procedures followed. If the complaint is of a joint nature, the system of either but not both institutions should be accessed and the other institution informed and involved as appropriate.

X14 Quality Assurance

- 534 The course is subject to the internal quality and standards assurance arrangements of each institution. Outputs will be shared with the other partner(s).

PART VII OUTCENTRES

- 535 The outcentre model covers a wide range of contributions from a simple agreement to use accommodation in another institution to deliver all or part of a course to the provision of more extensive services, including the use of the institution's staff in teaching and assessment, to the accreditation of CPD offered through employers. The University retains full responsibility for all aspects of the course and its award, including academic delivery, assessment and academic and pastoral support. It may contract with a partner to support some of these activities.

SECTION Y: ARRANGEMENTS WHERE ANOTHER INSTITUTION CONTRIBUTES TO TEACHING AND ASSESSMENT OF A UNIVERSITY COURSE

- 536 These arrangements apply where another institution is to contribute one or more modules to a University programme of study. Where this contribution is made outside the University, at the premises of the institution, it is termed an 'outcentre'.

Y1 Institutional Approval

- 537 A limited due-diligence process for institutional approval is involved (see Part II section H4).

Y2 Approval

- 538 New course-level arrangements are approved through the internal evaluation process (CA1) as described in the *Programme Approval, Management and Review Handbook* or through the submission of a CA3 form to the Academic Planning Advisory Group. In the latter case, supplementary information, identifying the modules, projected intakes, staff and other resources, arrangements for delivery and a faculty assessment of the outcentre and a business case (resourcing plan) along with the due-diligence questionnaire are provided. Ongoing monitoring is undertaken through the University's internal quality assurance processes. The outcentre is recorded in the University's Register of Collaborative Courses (see D83).

Y3 Programme Content

- 539 The programme of study is a programme of the University of Ulster. In accordance with standard University procedures, the contribution provided by the other institution is described in the approved document and includes module descriptions and staff CVs.

Y4 Status of Students

- 540 Students studying at an outcentre in the UK or Ireland are Registered Students and full members of the University. They have access to the University's resources and its complaints and appeals procedures. Full-time students and part-time students on courses of at least 30 weeks' duration are full members of the Students' Union. They may avail of applicable bursaries, prizes or other financial package, and the services of the Employability and Careers and Student Support Departments.
- 541 Students at an outcentre abroad are Ulster University Overseas Students, a sub-category of Affiliate Students of the University. They have rights in the University to use University resources and facilities including borrowing and access rights in the University's library, right of access to the University's virtual learning environment and other electronic study skills support; access to off-campus counselling services; and right of appeal and complaint to the University. They have limited membership of the Students' Union which gives them the right to Union representation if they need to involve a University procedure. They are entitled to membership of the University's sports centre, subject to payment of the appropriate charges by the individual student.
- 542 Both Registered and Ulster University Overseas Students are subject to University rules and regulations (including disciplinary regulations and rules on the acceptable use of computers) but also those of the institution while using its facilities. The Student Charter and its support charters set out the University's commitment to students and its expectations of them (ulster.ac.uk/studentcharter).

Y5 Student Recruitment and Admission

- 543 The University is responsible for publicising the course and receiving applications and making offers of admission. It may contract with the outcentre for local publicity and receipt of applications. All such material is subject to University approval.

Y6 Registration

- 544 The University makes arrangements for the registration and enrolment of students as students of the University. It may contract with the outcentre to assist with this process. Where an outcentre cohort is entirely separate from a campus cohort distinct course codes are used to assist monitoring and benchmarking.

Y7 Examination and Assessment

- 545 The University makes arrangements for the assessment of students. It may contract with the outcentre for the receipt of student work. If examinations are organised in the outcentre, the Faculty ensures that arrangements for the security of examination papers and scripts and the invigilation of the examination room are appropriate. The University Examination Office should be consulted if the venue is not a Recognised Institution of the University. Where the same examination paper is used in a number of locations, examinations should be held simultaneously.

Y8 Status of Staff: Recognised Teachers

- 546 The Academic Standards and Quality Enhancement Committee (ASQEC) approved the following guidance to faculties in November 2018.
- As students taught through outcentre arrangements are Registered or Affiliate Students of the University, the University retains responsibility for the quality and standard of all aspects of their learning experience and for identifying and resolving any issues which arise;
 - although there may be a designated member of outcentre staff who looks after the day-to-day operation of the course, the course director should be a member of University staff;
 - in considering the use of recognised teachers in course delivery consideration should always be given to the security of overall course organisation, management, delivery and assessment and the role of the recognised teachers in these areas;
 - if a large proportion of the course is to be delivered and assessed by recognised teachers a greater level of oversight will be necessary by the home course team to ensure maintenance and comparability of standards. This should include both a review of student performance and involvement in moderation of assessments;
 - external examiner moderation should include sampling of work from students at the outcentre for comparability.
- 547 Staff from the institution who are involved in the teaching and assessment of students are accorded Recognised Teacher status in accordance with the University's procedures (see Appendix 56). They are members of the University course committee and board of examiners. Certain staff may also have academic administrative responsibilities in relation to module co-ordination. Staff may be afforded 'Associate' status by the Faculty in order to provide access to University online and other resources. Such staff are defined as persons actively contributing to the work of the University but not on the University's Appointments Database.
- 548 This arrangement also applies where specialist staff of other institutions contribute to on-campus delivery, but are not in the direct employment of the University. This is distinct from contributions made by visiting or guest lecturers. Clinical or work placement and study abroad are not covered. A separate Policy and Protocol apply respectively.

Y9 Course Management

- 549 The course is managed in accordance with University arrangements. Appropriate staff/student consultation arrangements are put in place. As part of the guidance approved by ASQEC (above), Faculties should also ensure that:
- students studying through outcentre arrangements are made fully aware of their rights as Ulster University students and encouraged to participate in the normal forms of students feedback (SSCCs, module surveys). This should provide an additional check on the quality of off-campus provision;
 - if students are dissatisfied with any aspect of their course and unable to resolve their concerns, as Ulster students they should be made aware that they have access to the Student Complaints procedure.

Y10 Financial Arrangements

- 550 Students or their sponsoring body are responsible to the University for the payment of fees. The University negotiates with the other institution an appropriate payment to the institution for its contribution to the programme.

Y11 Legal Agreement

- 551 A formal agreement is drawn up with the institution concerned. This:
- a) guarantees provision by the institution of resources (human and physical) for the successful delivery of the specified modules in accordance with the approved document (including such matters as the timing of provision, examinations and assessment and module administration arrangements);
 - b) provides for Recognised Teacher status for relevant staff;
 - c) if the programme requires University students to attend the other institution, refers to their rights and obligations during the period of attendance; and provides for indemnification of the University from liability arising from the actions or default of the institution, its staff or University students, while University students are on the premises of the institution;
 - d) guarantees the co-operation and participation of the institution in the University's quality and standards assurance procedures and in funding council or other statutory quality assurance arrangements, as they relate to the programme;
 - e) specifies the date of the agreement, its duration and arrangements for early termination or review during the period;
 - f) specifies arrangements in the event of a dispute;
 - g) specifies arrangements for payment to the institution for services and facilities provided.
- 552 A model agreement is given at Appendix 59. Following approval this is signed by the Vice-Chancellor and the head of the other institution. Where the course is offered in full off-campus the name of the 'outcentre' is added to the Register of Collaborative Courses (see D83).

SECTION Z: ARRANGEMENTS IN RELATION TO COURSES DELIVERED BY THE UNIVERSITY AT A CENTRE OTHER THAN A UNIVERSITY CAMPUS

- 553 In some cases, only the facilities of an outcentre are used. Where a centre other than a University campus is used to deliver all or part of a University programme of study, approval is obtained either through the initial evaluation or through the submission of a CA3 form to the Academic Planning Advisory Group. Supplementary information identifying the modules, projected intakes, arrangements for delivery, and a faculty assessment of the outcentre is provided. Ongoing monitoring is undertaken through the University's internal quality assurance processes. Other arrangements set out in Section X apply as appropriate.
- 554 A legal agreement is drawn up with the owners of the premises. The agreement:
- a) guarantees provision of specified resources for the successful delivery of the programme;
 - b) guarantees access to the premises and other resources for University staff and students;
 - c) refers to the rights and obligations of University students while on the premises;
 - d) provides for indemnification of the University from liability arising from the actions or default of the owners or their employees, University staff or students while University students or staff are on the premises;
 - e) guarantees the co-operation and participation in the University's quality and standards assurance procedures and in funding council or other statutory quality assurance arrangements as they relate to the programme
 - f) specifies the start date of the agreement, its duration and arrangements for early termination or review during the period;
 - g) specifies arrangements in the event of a dispute;
 - h) specifies arrangements for payment to the institution for services and facilities provided.

- 555 A model agreement is given at Appendix 59. Following approval this is signed by the Vice-Chancellor and a person authorised by the owners of the premises. In some circumstances a simple commercial contract for the hire of rooms and facilities will meet these requirements. The outcentre is identified in the publicity material and the Register of Collaborative Courses.

SECTION AA: ARRANGEMENTS IN RELATION TO MODULES DELIVERED IN THE WORKPLACE

- 556 The services offered by the University's Centre for Flexible and Continuing Education include the accreditation of workplace learning. Continuing Professional Development activity already offered by employers can be accredited after being matched to levels and credit values within the University's credit framework. The Centre provides advice to Faculties and supports the development of a business plan and contract.
- 557 When a course offered by an employer is put forward for accreditation consideration should be given to its credit value and level. These should be confirmed by the Faculty in discussion with the relevant external examiner. The Faculty should then complete a CA3 form and submit module description(s) through the Curriculum Management System for consideration by the Accredited Professional Development Management Board. Any provision accredited by this route is recorded on the University's Collaborative Register (see D83).
- 558 Students taking such courses are registered as students of the University and enjoy access to all University facilities. Those completing successfully have the credit achieved recorded and have the opportunity to obtain further credit from other accredited courses offered by their employer or by the University within the University's Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development frameworks. These arrangements are distinct from the credit-rating of external courses as set out in section L of the *Programme Approval Management and Review Handbook*.
- 559 Faculties must maintain an overview of the validity of assessment and arrange for appropriate internal and external moderation. Employer staff delivering these short CPD courses are nominated as Recognised Teachers of the University (See Y8).

PART VIII ARTICULATIONS

SECTION BB: ARTICULATION ARRANGEMENTS

BB1 Approval

- 560 The articulation model is one in which students complete certificated learning at a partner institution and this is mapped against a programme of study at the University following accreditation of prior certified learning procedures (see under *Policies* on the Academic Office website).
- 561 It permits students from the partner institution to enter a University course with advanced standing. Typically the model is applied where students have completed a lower level qualification at the partner institution and wish to 'top up' to an honours degree. While this may be the preferred option under this model, any bank of certificated credit, with or without an award, can be mapped for articulation purposes. This model generally applies to courses offered by overseas institutions. The qualification may be a nationally recognised one or one devised by the institution.
- 562 The University has no direct responsibility for the operation of the course at the partner institution nor for the associated award given to students. The University has a responsibility to assure itself that the certificated study is robust in terms of quality and standards, so as to be assured that students who progress are likely to succeed and that the University's reputation will not suffer by association. As the University's formal agreement – as distinct from consideration of individual student applications - is an endorsement of the partner, due-diligence scrutiny at institutional and course levels is necessary, but the level of scrutiny is commensurate with the level of risk and a formal institutional approval process is not applied. The Global Engagement Office offers guidance to faculties on international partnerships. It carries out Due-Diligence (Ethics) assessment of proposed international articulations. A jurisdictional risk assessment may be undertaken.
- 563 Matters to be taken into account include the standing and reputation of the institution, and the quality assurance processes which apply to it, as well as the status and nature of the course of study (national qualification or internal). For those courses which are subject to regulation by professional or statutory bodies, scrutiny should include consideration of specific requirements for progression. The relevant faculty may need to have close engagement to advise on the content as it relates to professional requirements to ensure a viable mapping. In some instances an articulation agreement may not be possible.
- 564 At course level, the relevant Faculty must engage closely with the partner to satisfy itself that a viable mapping exists. This should involve both scrutiny of the formal course documentation (such as programme and module specifications) and also (where available) a sample of assessment of materials at the highest level of the award. The mapping documentation should also be updated when either there is a change in the course offered by the partner or to that part of the Ulster course for which students from the partner have been given exemption. Faculties also consider the top-up route as part of their Programme Management procedures and thus identify and address any issues associated with the partnership.
- 565 The articulation mapping and level of monitoring required are approved through individual Faculty procedures. The Pro-Vice-Chancellor (Academic Operations and Portfolio Development) or delegate should be consulted about possible arrangements before they are developed.

BB2 Legal Agreement

- 566 Following approval, a memorandum of agreement is prepared, in consultation with the Office for Global Engagement for overseas partners. The template agreement (Appendix 60) sets out the minimum requirements. The articulation arrangement is added to the University's Register of Collaborative Courses, in the section maintained by the Global Engagement Office (see D83).
- 567 The Faculty takes account of any implications for the Academic Plan, in particular where admission to a University course is guaranteed. The validation model which applies to the approval of Foundation degrees requires articulation mapping as part of the identification of a progression route and there is no separate articulation agreement.
- 568 In some circumstances the Faculty may wish to monitor assessment materials during the period of the agreement and additional monitoring requirements are incorporated into the agreement.

BB3 Communication and Monitoring

- 569 To ensure ongoing and active communication between the partner institution and the University, both parties identify a named link person within the agreement. Each individual is responsible for communicating to the other partner proposed changes to either the feeder route or the top-up. The Faculty monitors the effectiveness of the arrangement.

BB4 Student Status

- 570 Whilst studying at the partner institution, students are students of the partner institution. Once accepted and enrolled onto a course at the University, they become registered students of the University and cease to be students of the partner institution.

APPENDICES

UNIVERSITY OF ULSTER
QUALIFICATIONS AND CREDIT FRAMEWORK [2009]

AWARD	QUALIFICATION LEVEL (FHEQ)	MINIMUM OVERALL CREDITS	TYPICAL RANGE OF CREDIT LEVELS	MINIMUM NO OF CREDITS AT HIGHEST LEVEL	MAXIMUM NO OF CREDITS AT LOWEST LEVEL	PASS MARK %	OTHER REQUIREMENTS/COMMENTS
Access Diploma	-	120	1, 2, 3	60	10	40	
Certificate of Personal and Professional Development	-	60	3, 4	-	60	40	Award framework for short course modules.
Certificate	4	60	3, 4	-	60	40	At least 40 at 4 for FHEQ.
Diploma	4	120	3, 4	-	120	40	At least 90 at 4 for FHEQ.
Certificate of Higher Education	4	120	3, 4	90	30	40	
Diploma in Professional Practice / (International)	5	60	5	60	60	40	Associate Award.
Diploma in International Academic Studies	5	120	3, 4, 5	90	30	40	Associate Award.
Foundation Degree	5	240	3, 4, 5	100	40	40	Must include 40 credits of work-based learning at Level 5.
Associate Bachelor's Degree	5	240	3, 4, 5	100	40	40	
Advanced Diploma	5	120	3, 4, 5	90	30	40	
Advanced Certificate	5	60	3, 4, 5	40	20	40	
Non-Honours Degree	6	360	3, 4, 5, 6	60	30	40	
Honours Degree	6	360	3, 4, 5, 6	120	30	40	More at Level 3 if includes intergrated foundation year.
Graduate Diploma	6	120	3, 4, 5, 6	90	30	40	Graduate entry.
Graduate Certificate	6	60	3, 4, 5, 6	40	20	40	Graduate entry.
Bachelor of Medicine, Bachelor of Surgery	7	780	5, 6, 7	190	175	40	50% at Level 7. New course from 2021.
Integrated Master's Degree	7	480	3, 4, 5, 6, 7	120	30	40	50% pass mark at Level 7 (from 2003 intake). More at Level 3 if includes intergrated foundation year.
Postgraduate Certificate of Professional Development	7	60	7	60	-	50	Award framework for short course modules.
Postgraduate Certificate	7	60	6, 7	40	20	50	40% pass mark in Level 6 modules (from 2016/17).
Postgraduate Diploma	7	120	6, 7	90	30	50	40% pass mark in Level 6 modules (from 2016/17).
Master's Degree	7	180	6, 7	150	30	50	40% pass mark in Level 6 modules (from 2016/17).
Extended Master's Degree	7	240	6, 7	180	-	50	From 2016/17. 40% pass mark in Level 6 which forms preliminary stage. 50% required to progress to Level 7.
Professional Doctorate	8	540	7, 8	420	120	50	From 2010.

FHEQ = Framework for Higher Education Qualifications designed by Quality Assurance Agency for Higher Education, third edition 2014. **The highest level in a range is typical: modules from higher levels may contribute to lower level awards. The minimum and maximum number of credits relate to a course with the minimum overall credits; some degrees may include an additional foundation level comprising Level 3 modules. The HE credit levels used by the University are those specified in the England, Wales and Northern Ireland (EWNi) credit guidelines. They are identified by a sequence of numbers from 4 to 8. Levels below Higher Education are also used as indicated. The levels adopted in 2008/9 correspond to those used in the University's two earlier frameworks as follows: 1, 2, 3 = A; 4 = 1/B; 5 = 2/C; 6 = 3/D/M1; 7 = M/M2; 8 = D.**

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

The mark for the award of DPP and DIAS was revised from 50% from 2015/16 placement year.

QAA: Framework for Higher Education Qualifications

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

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

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

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

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

Typically, holders of the qualification will be able to:

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

and holders will have:

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

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

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

Foundation degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

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

and holders will have:

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

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

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

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

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- an appreciation of the uncertainty, ambiguity and limits of knowledge;
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and holders will have:

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

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

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

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

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

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

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline;
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and holders will have:

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

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

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

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

Some Master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'Integrated Master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at Level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine or Bachelor of Veterinary Science. The use of the title 'Dr' by medical doctors is a historical abbreviation for the profession; it does not indicate a qualification at doctoral level.

Descriptor for a higher education qualification at level 8: Doctoral degree

Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

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

and holders will have:

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

Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees will have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

Doctoral programmes, that may include a research component but which have a substantial taught element (for example Professional Doctorates) lead usually to awards that include the name of the discipline in their title (for example EdD for Doctor of Education or DClinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in providing a contribution to (professional) knowledge. The titles PhD and DPhil are commonly used for doctorates awarded on the basis of original research. Achievement of outcomes consistent with the qualification descriptor for the doctoral degree normally requires study equivalent to three full-time calendar years.

SUMMARY OF EWNH GENERIC CREDIT LEVEL DESCRIPTORS

(Source: NICATS Manual, 2002 and the HE credit framework for England, 2008)

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

Learning accredited at this level will reflect the ability to:

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

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

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

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

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

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

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

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

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

Table of generic level descriptors

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

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

Operational Aspects of Collaborative Models

	Articulation	Validated	Subject Networks	Franchised	Outcentre	Joint Programmes
Agreements	Programme	Institutional and Programme	Institutional, Programme and Network	Institutional and programme	Programme	Institutional and Programme
Status of Student within Ulster	Full, but only when registered on the Ulster provision	Associate	Associate	Affiliate (UK) or Ulster University Overseas Student (sub-category of Affiliate)	Full registered (UK/Ireland) or Ulster University Overseas Student (sub-category of Affiliate)	Full registered (at both/all institutions)
Copyright of course document	Partner has the copyright for the feeder route; Ulster owns the copyright for the 'top-up' course.	Partner, Ulster or both depending on contribution. This should be identified in the CA2.	Partners, Ulster or both depending on contribution. This should be identified in the CA2.	Ulster	Ulster	Both / All
Cost of (Re-) Approval of Institution	Paid for by partner or recovered as per the agreed business case.	Paid for by partner	Paid for by partner	Paid for by partner	Not applicable	Not applicable
Evaluation / Revalidation of course	In addition to the usual evaluation / revalidation of the Ulster 'top-up', the Faculty APL Board considers (and regularly revisits) the mapping of the partner course to the 'home' programme. Costs are recovered through student fee / block grant income. Partner responsible for the approval of their feeder programme.	Staff in the partner institution develop the course document in consultation with the University and seek University approval for the course. The level of University input is specified on the CA2. Costs are recovered through charges to partner institution.	Staff in the partner institutions develop the course document in consultation with the University and seek University approval for the course. The level of University input is specified on the CA2. Costs are recovered through charges to partner institutions.	The course curriculum has already been developed by a University course team who teach the course at the University. A partner institution may propose to deliver that programme in the college using CA2a). Costs recovered through charges to partner institution.	The course will be validated as for an internal programme but each centre providing local support will be validated separately, concentrating on their ability to provide the local support required. Costs are recovered through student fee / block grant income.	Staff from both (all) institutions collaborate in the development of the programme and a joint (or separate if this is not feasible) validation event arranged. The costs of the validation should be shared across partners and are recovered as per the agreed business case.
Appointment of External Examiner(s)	Ulster for 'top-up', partner for feeder programme.	Ulster	Ulster	Ulster	Ulster	Common external appointed by each institution.
Payment of External Examiner(s) Fees and Expenses	Ulster for 'top-up' with costs covered through student fee/block grant income.	Ulster (but included in the calculation of charges to partners)	Ulster (but included in the calculation of charges to partners)	Ulster	Ulster with costs covered through student fee / block grant income.	As agreed with partner(s).
Annual Monitoring	Programme Management System for 'top-up' element which will also be subject to monitoring through CAQE. However, as part of Programme Management System the associated Faculty should consider the performance of students from the feeder programme.	CAQE (Collaborative)	CAQE (Collaborative)	Programme Management System and CAQE	Programme Management System and CAQE	Programme Management System and CAQE

Appendix 5

PRINCIPLES FOR COLLABORATIVE PARTNERSHIPS

1. All collaborative activity must align with the priorities identified in the University's 5&50 Strategy.
2. All proposals must be risk assessed and must identify management / oversight arrangements proportionate to the level of risk, nature, and complexity of the proposed collaboration. Consideration should always be given as to whether the same benefit could be achieved at lower risk through alternative activity.
3. All proposals for new collaborative partners or programmes must be brought forward by the sponsoring Faculty and include a detailed rationale from the sponsoring Faculty(ies) setting out the specific benefits to the University and must be linked to Faculty strategic priorities and portfolio development.
4. Collaborative partnerships or programmes coming forward for reapproval must demonstrate / quantify how the partnership has benefited and will continue to benefit the University.
5. Priority should be given to new proposals from institutions with whom the University already has effective partnership arrangements.
6. Collaborative proposals must be supported by a fully costed business plan and be financially sustainable over the period of approval in terms of providing a tangible benefit to the University after all direct and indirect costs have been accounted for.
7. The University retains ultimate responsibility for the academic standards of the credit or awards offered in its name and the quality of the associated student learning experience delivered on its behalf in whatever location this takes place.
8. All partnerships must be subject to a legally binding agreement setting out the rights and obligations of each partner as outlined in the Partnership Handbook. This agreement must be regularly monitored and reviewed and its continuation is conditional on partners complying fully with it, and with any required University policies and procedures.
9. Collaborative partnerships must take account of the requirements of chapter B10 and section C of the QAA UK Quality Code for Higher Education and all relevant national quality frameworks and be mindful of the CMA Guidelines for HEIs and where relevant requirements under UKVI.
10. Any new collaborative proposal must not have a net adverse effect on existing provision.
11. The University does not permit serial franchising arrangements.

UNIVERSITY OF ULSTER

NEW PARTNER PROPOSAL: INITIAL STRATEGIC ASSESSMENT FOR LOCAL PARTNERS AND OUTCENTRES

1. Name and address of institution:

Contact:

2. Date referred to Director of Academic Business Development and by whom:

3. Date of completion of assessment:

Author:

4. Date of submission to Senior Leadership Team:

5. Brief statement on the proposed partner and initial plans for development

Prepared by Quality Enhancement

Provide a statement about the partner, considering the following matters: Private or public institution. History – period of operation. Size: student numbers. Staff complement and employment basis (FT/PT; continuity). Range of provision. Experience in HE provision. Existing links. HE ethos/environment.

State the nature of expected developments (eg whether it will lead to articulation; outcentre provision; joint course development; validated course(s) for delivery by proposed partner; franchise of course to be delivered by the proposed partner; or other arrangement). Confirm relevant Faculty support for the proposal.

6. Evidence base

List to be provided by Quality Enhancement, Finance Department, Office of the University Secretary

Identify information used to formulate assessment: material provided; published documents; visit to institution; consultation with internal departments or Faculty staff; consultation with current and past partners; external quality assurance reports.

7. Mission

Prepared by Quality Enhancement

Consider the extent to which the institution's mission is compatible with the University's strategic aims and objectives.

8. Financial Status

Prepared by Finance Department

Report on the financial health of the institution and its funding basis. (Business plans, bankers' references, published accounts should be considered.) Particular attention should be given to the sustainability of the partner and their ability to meet any commitments likely to be entered into with the University for the duration of the agreement. Advice should be provided on the need to obtain a guarantee or bond as part of the formal agreement.

9. Legal Status

Prepared by the Office of the University Secretary

Provide a statement about the legal constitution of the partner (as defined in documents of registration or establishment), including for private providers, the company or group, the

relationship of the proposed partner to the company or group, clarification of the named organisation with which the formal agreement is to be made, ownership of the company (directors), confirmation of insurance arrangements and any other legal considerations which should be noted.

10. Regulatory Framework, Academic and Administrative Policies and Practices

Prepared by Quality Enhancement

If applicable to the proposal, consider the evidence to support a prima facie judgement that the institution has the capability to deliver and manage, or support, programmes to the University's standards, with appropriate resources, and to maintain quality assurance. Consider the institution's (and its home country's) familiarity with the standards and conventions of UK Higher Education. Consider central and programme administration (in relation to quality assurance, student recruitment, records, examination and assessment; appeals); student support; staff development arrangements.

11. Benefits

Prepared by Quality Enhancement

What are the likely benefits for the University? Consider realistic progression opportunities; potential areas for future development; collaboration in scholarship and research.

12. Risks

Prepared by Quality Enhancement

What are the potential risks for the University? Consider matters of competition, financial liability and reputation. Consider the scale and viability of any proposal and the opportunity costs to the University in developing and overseeing the link. Other indicators of risk include the partner's experience of delivering HE programmes, the range of HE programmes already offered by the partner and any external evidence in regard to the partner (for example, any external audit reports and press or other public domain reports). Other broader factors such as UKVI requirements and any implications for the University from entering into the partnership should be taken into account.

13. Recommendation to Senior Leadership Team

Prepared by Quality Enhancement

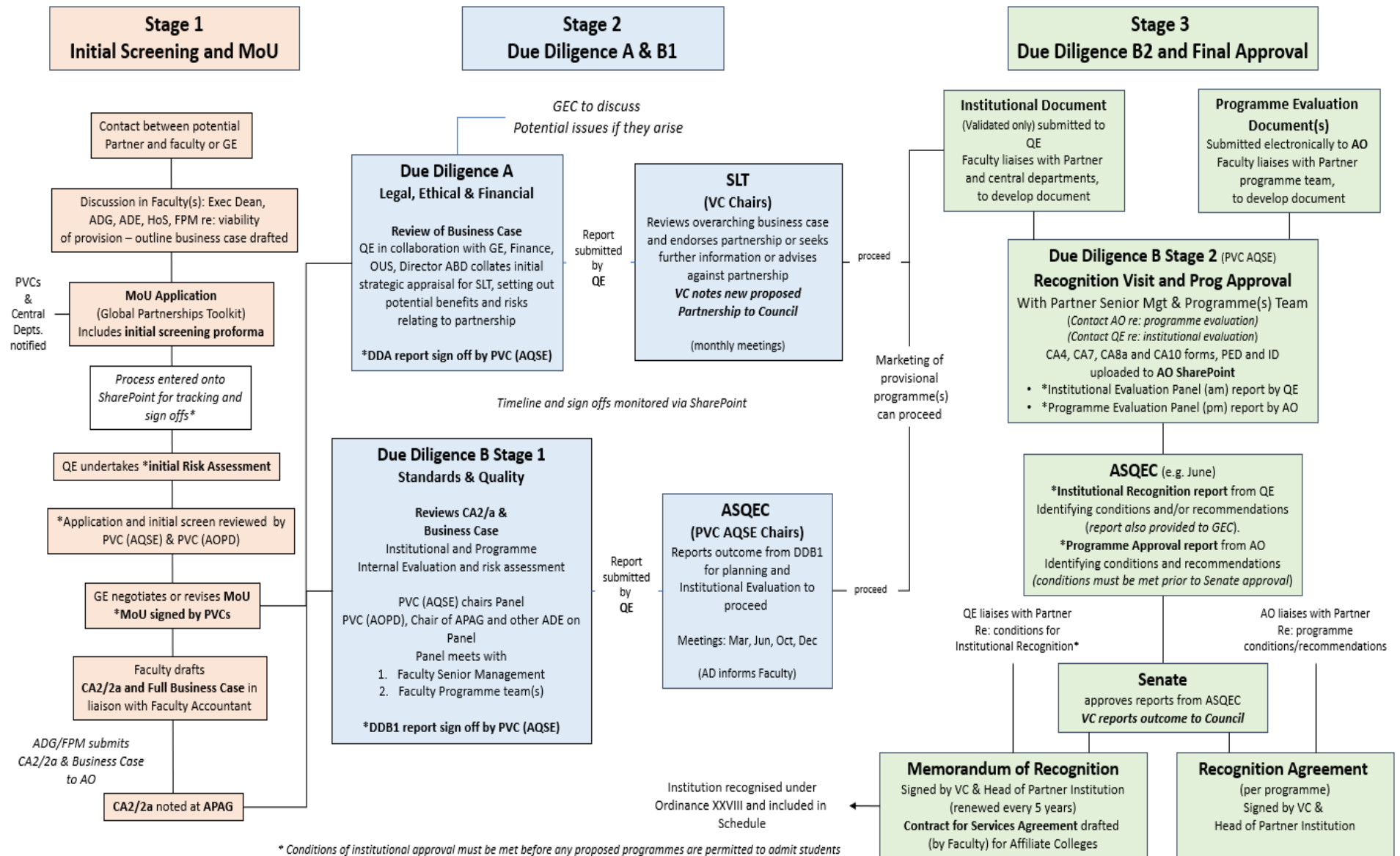
Is the proposal in the University's strategic interests? Where applicable, should the University consider in principle recognising the institution under the Ordinance on the Recognition of Institutions? Timescales. Identify particular areas that will require attention in developing the relationship. Indicate how risks should be managed.

Level of Risk: ☐ Low ☐ Medium ☐ High

The text in italics offers guidance on matters to be considered in preparing the strategic assessment. Additional guidance may be obtained from the University's current Partnership Handbook, the Council of Validating Universities' Handbook for Practitioners, and the section of the Quality Assurance Agency's *UK Quality Code for Higher Education* on Partnerships.

July 2021

TNE Institutional and Programme Approval



Glossary

- **AO – Academic Office**
- **APAG – Academic Planning Advisory Group**
- **ASQEC** – Academic Standards and Quality Enhancement. ASQEC will advise and make recommendations (to Senate) on policy and processes relating to the evaluation, monitoring and revalidation of, and revision to, taught programme provision. **Note – Faculties should aim for Due Diligence reports to be submitted to ASQEC by March (latest) for a proposed September delivery of the programme**
- **Business Case** – a document which sets out the provision proposed at the partner and the rationale for development. The Faculty Accountant helps draft the business case
- **CA2 form** – External programme proposal form
- **CA2a form** – an outline proposal for an Affiliate College to offer an Ulster University programme <https://www.ulster.ac.uk/academicoffice/documents-and-forms>. The CA2a form is submitted via CMS along with the Business Case (Annex). The Business Case is drawn up in consultation with the Finance Department. The Proposal is endorsed by the Head of the Partner Institution and signed off by the FPM and the Dean of the Faculty.
- **CA4** – Preliminary comments form to be completed by Faculty Partnership Manager prior to the in-country evaluation visit.: <https://www.ulster.ac.uk/academicoffice/documents-and-forms>
- **CA7** – Preliminary comments form to be completed by the Evaluation Panel prior to the in-country evaluation visit. Completed forms will be submitted to a SharePoint site and collated by Academic Office.
- **CA8a** – Inspection of physical resources report. This will be completed by Evaluation Panel members during the in-country institutional site tour. Completed forms collated by Academic Office.
- **CA10a** – Library Resources Assessment Form to be completed by Faculty Librarian (Ulster) prior to the in-country evaluation visit and submitted to a SharePoint site.
- **CA10b** – IT Resources Assessment Report to be completed by ICT Contact (Ulster) prior to the in-country evaluation visit and submitted to a SharePoint site.
- **CMS** – Curriculum Management System: <https://curriculum.ulster.ac.uk/>
- **Contract for Services** – (Franchise agreements only) a legal document that sets out the respective responsibilities of each partner and the services to be provided by each. Forms basis of financial agreement.
- **Due Diligence A** – Quality Enhancement, Global Engagement, Director of Academic Business Development, Finance and the Office of the University Secretary undertake an initial strategic appraisal, indicating potential legal, financial, ethical and reputational risks or benefits relating to the partnership
- **Due Diligence B** – a two-phase process to evaluate institutional capacity (of partner) to deliver an Ulster University Programme, and to determine whether the Ulster programme team(s) have capacity to oversee the quality assurance of the franchised programme.
 - **Phase 1** - an internal evaluation panel will meet with 1. Faculty Senior Management and 2. with the Programme team delivering the home programme to evaluate potential risks associated with the partnership, to seek assurance on quality assurance and to ensure there is capacity within the Programme team to oversee the proposed franchise provision.
 - **Phase 2** – an in-country evaluation of the partner institution to ensure that the franchised provision will accord with Ulster University quality and standards and that sufficient resources are available. Institutional evaluation will be undertaken during the morning. Programme evaluation undertaken in the afternoon.
- **Evaluation Panel:**
 - Due Diligence B Phase 1 Panel: chaired by Interim PVC (AQSE). Panel comprises PVC (AOPD), Chair of APAG and Associate Dean from another Faculty, or another Senior member of staff from another Faculty who is experienced in programme development, quality assurance and in collaborative activity. Panel coordinated through QE.
 - Due Diligence B Phase 2 Panel: chaired by Interim PVC (AQSE). Panel comprises Associate Dean (or nominee) from another Faculty, and another Senior member of staff from another Faculty who is experienced in programme development, quality assurance and in collaborative activity. The FPM and Programme Director from Ulster are invited to attend. Panel and visit coordinated through AO.
- **FPM** – Faculty Partnership Managers provide academic support and guidance in relation to specific programmes.
- **GE** – Global Engagement
- **GEC** – Global Engagement Committee
- **Global Partnerships Toolkit** – online tool for establishing a new global programme <https://www.ulster.ac.uk/global/staff/global-partnerships/applications>
- **Initial Risk Assessment** – a proforma completed by QE as a first-filter risk assessment to help gauge the suitability of the partner organisation.
- **Initial Screening Proforma**- a section within the toolkit requiring details about the nature of the proposed collaboration including details of the partner and supporting course team(s)
- **Institutional Documents** – (validated provision only) Context documents required for institutional recognition i.e. partner policies/procedures
- **Memorandum of Recognition** – a legal document that recognises the Partner institution to offer approved programmes of study
- **MOU** – Memorandum of Understanding. An agreement between Ulster University and a partner institution which allows both parties to investigate setting up collaborative research or educational programmes, such as Study Abroad and Student Exchange programmes, articulation or joint programmes or indeed outcentre, validated or franchised educational models.
- **Ordinance XXVIII** – section within the University's Charter, Statutes and Ordinances document that lists recognised institutions. https://www.ulster.ac.uk/_data/assets/pdf_file/0005/376853/ulster-university-charter-statutes-ordinances-2020-2021.pdf
- **Programme Evaluation Document** – document which outlines proposed programmes (rationale, programme spec etc.) submitted to CMS, 3 weeks before the date of the approval panel
- **QE** – Quality Enhancement
- **Recognition Agreement** – a legal agreement signed by the Vice-Chancellor of the University and the Head of the partner institution once conditions specified in the evaluation report have been met. (see Appendix 53 in the Partnership Handbook)
- **Senate** – the principal academic committee in the University that plays a key role in the academic direction and academic governance of the University.
- **SLT** – Senior Leadership Team. Refer to the Partnership Handbook for further guidance: [ulster.ac.uk/academicoffice/documents-and-forms](https://www.ulster.ac.uk/academicoffice/documents-and-forms)

ORDINANCE XXVIII, RECOGNITION OF INSTITUTIONS

- 1 The names of the educational institutions recognised by the University for the purpose of offering a course of study approved by the Senate and leading to the award of a Degree, Diploma, Certificate or other academic distinction of the University, and the awards to which the approved course of study shall lead are specified in the Schedule to this ordinance.
- 2 Subject to 3 below, the Senate may by resolution revoke, add to or amend the provisions of the Schedule.
- 3 The Senate may not by resolution under 2 above amend the Schedule by adding the name of an institution or by adding an award unless:
 - a) it has reported to the Council that the academic standards of the institution and the facilities and other resources to be made available for the course of study are satisfactory;
 - b) the University is satisfied that:
 - i. the institution has been established on a permanent basis;
 - ii. the buildings, equipment and financial position are satisfactory.
 - c) the University has the right of inspection of the buildings and other facilities used or to be used in connection with the course of study.
- 4 The University shall specify processes for the approval and oversight of recognised institutions and of the courses which they may offer and for monitoring the standards and quality of the approved courses. The University shall keep under review the conditions under which recognition is granted, and may at any time, after report from the Senate, withdraw the recognition or impose further conditions for continued recognition.
- 5 The course of study offered by a recognised institution shall satisfy the following conditions:
 - a) It shall be conducted by teachers acceptable to the Senate.
 - b) The organisation of the course, the syllabuses, and the teaching and examining methods and arrangements shall be approved by the Senate and shall be subject to periodic review.
 - c) All fees for the course shall be those specified by and paid to the recognised institution.
 - d) The University shall levy on the recognised institution such charges as it considers appropriate in connection with the course.
 - e) The rules for the conduct of examinations applicable to persons undertaking the course shall be acceptable to the University.
- 6 For each course there shall be a course committee which shall include the teachers of the course. The University may appoint one or more members of staff to participate in the work of the committee.
- 7 For each course, there shall be a board of examiners which shall include one or more external examiners, who shall not be members of the University or of the recognised institution, nominated by the Senate and appointed by the Council. The Degree, Diploma, Certificate or other academic distinction shall be awarded by the Senate on the recommendation of the board of examiners to candidates who have successfully completed the approved course of study.
- 8 Institutions recognised under this Ordinance may, on the recommendation of the Senate, be granted the title of Affiliate College. Affiliate Colleges shall be permitted to offer courses developed by the University to students of the University.
- 9 Students of a recognised institution other than an Affiliate College enrolled on an approved course of study shall have the status of Associate Students of the University in accordance with the provisions of Ordinance XXV.

- 10 For each recognised institution there shall be a Memorandum of Recognition, executed by or on behalf of the University and the recognised institution, and for each validated course offered under the terms of the Memorandum of Recognition there shall be a Recognition Agreement.

AFFILIATE COLLEGES

- 11 For each Affiliate College there shall be an Executive Board comprising staff of the University and the Affiliate College. The functions of the Board shall be to maintain strategic oversight of the Affiliate College partnership and report to the University.
- 12 Affiliate College may only offer franchised courses. The University shall retain the right to amend or withdraw any franchised course, and shall provide due notice to the Affiliate College.
- 13 Staff of the Affiliate College involved in the teaching, supervision, examination and assessment of a University course shall be Recognised Teachers of the University in accordance with the Regulation on Recognised Teachers.
- 14 The Affiliate College shall establish a course committee for each franchised course. The course committee shall report to the University course committee for the programme.
- 15 The University shall arrange the board of examiners for each franchised course.
- 16 Students enrolled on a franchised course shall have the status of Affiliate Students of the University in accordance with the provisions of Ordinance XXV. Students enrolled on a franchised course at a College based overseas shall be known as Ulster University Overseas Students as a sub-category of Affiliate Students.
- 17 For each Affiliate College there shall be a Memorandum of Recognition and a Contract for Services executed by or on behalf of the University and the Affiliate College and there shall be a Franchise Agreement for each course offered under the terms of the Memorandum of Recognition and the Contract for Services.

CONTEXT DOCUMENTS FOR INSTITUTIONAL RECOGNITION (VALIDATED PROGRAMMES)

The table below sets out the collection of institutional documentation that a potential partner should provide to the University as part of the institutional recognition/re-approval process. It is anticipated that the majority of the documentation will be provided by simply assembling existing documentation into a coherent set of information. The document will assist both potential partners, to determine which internal documents they should submit, and University Departments, to review and evaluate the documents submitted with due diligence in determining the good standing of a prospective partner and its capacity to work positively with the University. The table also indicates which individual or department within the University will review each particular section.

Staff recruitment, induction and development policy	
Notes: Is there a fair and equitable recruitment policy in place? Does the policy ensure that only staff who are appropriately qualified will be employed? What form of employment contract is used? What induction is provided to new staff, in particular, part-time staff? What is the balance between full-time and part-time staff and permanent and fixed-term contracts? How experienced are staff? What staff development arrangements are in place to ensure that teaching staff keep in touch with advances in the subject? Are there arrangements for the development of support staff? What are the appraisal and promotion arrangements? Comment on staff turnover and retention.	Reviewed by: People and Culture
Learning resources strategy and provision	
Notes: What central resources are available to facilitate student learning in an HE environment? What is the physical infrastructure for the delivery of programmes – classrooms, laboratories, study rooms? Is there an institution-wide computer network? Is there an appropriate replacement policy for computers? Is there an appropriate upgrade policy for software? What is the policy with regard to the purchase of library books? When do staff and students have access to the resources (e.g. library opening hours) and what are the borrowing arrangements? Are electronic resources accessible? Is the library catalogue easily accessible? Are sufficient professional support staff available?	Reviewed by: Information Services
Administrative support structures	
Notes: Are there appropriate systems and procedures in place to ensure the accurate and secure recording and updating of data with regard to students and their programmes of study? Are these processes documented? What is the policy for the retention of records? Are these activities adequately resourced and are administrative support staff trained and developed?	Reviewed by: Student Administration
Buildings maintenance policy	
Notes: Are there appropriate measures in place to ensure that buildings and the general estate associated with the potential partner are routinely maintained to an appropriate standard that facilitates student learning?	Reviewed by: Estates Services

Student application, admission, enrolment, and fee collection procedures	
<p>Notes:</p> <p>Are the student application and admission processes fair and equitable? Is there a published policy? Is programme publicity an accurate representation of provision? What English language standard currently applies? Consider applications forms and the validation of entry qualifications. Is there an appropriate appeals procedure for unsuccessful applicants? Is student enrolment soundly organised (example of forms and guidance notes to students)? Are fee collection procedures robust?</p>	<p>Reviewed by:</p> <p>Student Administration in consultation with Global Engagement</p>
Quality and standards assurance processes	
<p>Notes:</p> <p>How does the institution set and develop its academic standards? What are the procedures for programme approval, monitoring and review and for student evaluation? Are the institutional level procedures for assuring quality and standards appropriate and aligned with UK requirements as identified in the UK Quality Code? Is the institution familiar with the UK HE academic infrastructure? How has this been considered? What account is taken of PSRB standards (where applicable)? Are there clear enhancement mechanisms in place such as processes to disseminate good practice? What do independent, publicly available reviews say about the institution? Is there a teaching and learning strategy? How is it monitored and reviewed?</p>	<p>Reviewed by:</p> <p>Quality Enhancement</p>
Disciplinary, appeals and complaints procedures	
<p>Notes:</p> <p>Are there appropriate (and separate) processes in place for dealing with disciplinary issues, appeals and student complaints? Are the grounds for an appeal against an academic judgment clear and appropriate? How are students informed of the various processes? Can students appeal to any independent body outside of the institution?</p>	<p>Reviewed by:</p> <p>Quality Enhancement</p>
Arrangements for provision of information to prospective and current students	
<p>Notes:</p> <p>What mechanisms are in place to ensure the information provided to potential applicants is accurate? How is detailed information about a programme of study disseminated to current students and are there appropriate processes for checking its accuracy?</p>	<p>Reviewed by:</p> <p>Quality Enhancement</p>

Quality Enhancement
July 2019

TYPICAL AGENDA AND PROGRAMME FOR A RECOGNITION PANEL MEETING

The timetable for a recognition/re-approval visit to an institution is dependent on the issues identified from the documentary submission and subsequent consultation process. However, the following indicates a typical agenda/programme for the visit.

9.00am – 10.30am Tour of Facilities

Usually a tour will include central library and IT facilities, typical teaching rooms and staff offices as well as administrative centres and any other student facilities such as sports centre, counselling service, catering facilities, students' union and residential accommodation. The institution should also include any other aspects of provision it feels appropriate. The duration of the tour can be varied to suit each particular visit. In the case of a multi-site institution, it may also be appropriate to include a presentation showing the resources available at the other sites. Some members of the panel may meet with designated staff to view specific facilities and systems in detail.

10.30am – 10.45am Private meeting of the panel

This session will be used to review the outcome from the tour of resources and to agree the issues to be discussed with senior managers.

10.45am – 12.30pm Issues Arising from the Documentary Submission and Consultation Process

The final agenda will include a detailed list of the items to be covered during this part of the visit and, if appropriate, there may be several short sessions rather than a single longer meeting. This will enable the institution to invite the appropriate staff and/or students for the relevant discussions.

12.30pm – 12.45pm Private Meeting of the Panel

This session will be used by the panel to discuss and agree the recommendations and/or conditions arising from the visit. No members of the institution are required to attend this section of the visit.

12.45pm – 1.00pm Feedback and Future Plans for the Partnership

This meeting is likely to involve senior staff from the institution and will be used to provide feedback on the outcomes from the visit. The recommendations and/or conditions that the panel will be reporting back to the University will be presented by the panel. Assuming the overall recommendation is to proceed with/renew the partnership, there will then be an opportunity to explore the opportunities for collaboration and possible timescales. During this meeting the University will also confirm its fee structure for the coming academic year and address any other questions the institution may have.

NEW OUTCENTRE QUESTIONNAIRE**APAG APPROVAL: include completed questionnaire with CA3 and programme costings**

Name and Address of Proposed Outcentre	
Type of Outcentre Arrangement Proposed <ul style="list-style-type: none"> • Use of rooms only • Use of rooms plus: <ul style="list-style-type: none"> ○ Library / IT resources / VLE ○ Support for programme promotion / recruitment ○ Support for programme delivery. ○ 	
Confirm that any physical resources to be utilised in programme delivery have been inspected and are suitable for the number of users and anticipated mode of delivery.	
Has the proposed outcentre appropriate insurance cover in place in the event of personal injury to University staff or students?	
For UK based outcentres, does the premises meet the expectations of SENDO in terms of accessibility?	
Are you satisfied that the proposed outcentre is established on a sufficiently permanent and financially secure basis to maintain access to resources there for the duration of the proposed provision?	
If the outcentre can no longer be accessed for the purposes of programme delivery are acceptable alternatives available in the same location to enable students to complete their studies there? Would any of the alternative premises available represent a better option at this stage?	
If staff employed by the proposed outcentre are to be used to support programme delivery: <ul style="list-style-type: none"> • Identify in what capacity they are to be used: <ul style="list-style-type: none"> ○ academic or pastoral support; ○ teaching/ assessment of modules. • Identify the extent of use (how many staff required); • Confirm that all staff to be involved in teaching and assessment are suitably qualified and will have recognised teacher status confirmed before programme commencement. 	
Are there any reputational risks from association with the proposed out centre partner?	
Will the standard outcentre agreement be signed with the partner? If not, specify the form of legal contract.	

I confirm that the Faculty supports this proposed outcentre development:

Signed Executive Dean

Date:

Quality Enhancement July 2019

MEMORANDUM OF RECOGNITION [VALIDATED PROVISION]

AN AGREEMENT made the day of [month] [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ of _____ (hereinafter called '_____') of the other part.

WHEREBY the UNIVERSITY shall recognise the _____ to offer approved programmes of study leading to award(s) of the UNIVERSITY.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall recognise and accept the conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions and shall comply with the directions of the UNIVERSITY in the provision of each approved programme of study leading to its award. Each programme shall be that described in the official course document approved by the UNIVERSITY and its operation shall conform to the said document and the associated standards and quality assurance and administrative procedures of the UNIVERSITY. Each approved programme shall be subject to a separate Recognition Agreement and shall be listed in the Schedule to Ordinance XXVIII.
- (2) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular, to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the development of the relationship between the UNIVERSITY and the _____ in their mutual interests.
- (3) The _____ shall pay to the UNIVERSITY on demand such monies expressed in terms of sterling as shall be determined by the UNIVERSITY from time to time in connection with the operation of each Recognition Agreement as specified in the said Agreement.
- (4) The _____ acknowledges:
 - (a) that at all times the students are the students of the _____ and are subject to the rules, ordinances and regulations of the _____, and are not Registered Students of the UNIVERSITY at any time;
 - (b) that the students shall be accorded the status of Associate Students of the UNIVERSITY and shall be subject to the General Regulations for Associate Students;
 - (c) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or students;
 - (d) that the UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this Agreement through the act or default of the _____.

- (5) The _____ shall have due regard in its policies and procedures to good practice in respect of equality of opportunity, anti-discrimination measures and health and safety.
 - (6) The UNIVERSITY shall ensure that the academic standards of all Higher Education level awards provided under this Agreement meet the requirements of the UK Framework for Higher Education Qualifications.
 - (7) The qualifications conferred at the end of the Programme(s) shall accord with the relevant subject benchmark statement and shall be equal in academic standing to that conferred on successful completion of the same or comparable internal programmes of the UNIVERSITY.
 - (8) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the [Director] who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.
 - (9) This Agreement shall be effective from the first day of _____ [year] and shall continue in force for a period of five years thereafter unless terminated by:-
 - (a) Either party upon 12 months' written notice; or
 - (b) The _____'s failure to comply with the recognition conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions or the terms of this Agreement whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.
- PROVIDED ALWAYS that where termination has been effected under paragraph 9 (a) above students once registered on an approved programme(s) and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said programme(s) for the award.
- (10) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____.
 - (11) A person who is not a party to this Agreement has no right under the Contracts (Rights of Third Parties) Act 1999 ("the Act") to enforce any term of this Agreement but this does not affect any right or remedy of a third party which exists or is available apart from the Act.
 - (12) The _____ shall not without the prior written consent of the University assign, transfer, charge or deal in any other manner with this Agreement or any of its rights under it, or purport to do any of the same, nor subcontract any of all of its obligations under this Agreement.
 - (13) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties irrevocably agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.

- (14) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name) (Title)

(INSTITUTION)

(Address)

(Name)

Pro-Vice-Chancellor (Academic Quality and Student Experience)

UNIVERSITY OF ULSTER [address]

- (15) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL

OF THE _____ WAS AFFIXED HERETO:

Signature: _____

[Director]

Date

PRESENT WHEN THE COMMON SEAL

OF THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____

Vice-Chancellor

Date

MEMORANDUM OF RECOGNITION [FRANCHISED COURSES/AFFILIATE COLLEGE]

AN AGREEMENT made the day of [month] [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ of _____ (hereinafter called '_____') of the other part.

WHEREBY the UNIVERSITY shall recognise the _____ to offer approved franchised programmes of study leading to award(s) of the UNIVERSITY.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall recognise and accept the conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions and shall comply with the directions of the UNIVERSITY in the provision of each approved franchised programme of study leading to its award. Each programme shall be that described in the official course document approved by the UNIVERSITY and its operation shall conform to the said document and the associated standards and quality assurance and administrative procedures of the UNIVERSITY. Each approved franchised programme shall be subject to a separate Recognition Agreement and shall be listed in the Schedule to Ordinance XXVIII.
- (2) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular, to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the development of the relationship between the UNIVERSITY and the _____ in their mutual interests.
- (3) The _____ shall pay to the UNIVERSITY on demand such monies expressed in terms of sterling as shall be determined by the UNIVERSITY from time to time in connection with the operation of each Recognition Agreement as specified in the said Agreement.
- (4) The _____ acknowledges:
 - (a) that at all times the students are Registered Students of the UNIVERSITY and are subject to the rules, ordinances and regulations of the UNIVERSITY;
 - (b) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or the UNIVERSITY'S students registered on franchised programmes offered through _____;
 - (c) that the UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this Agreement through the act or default of the _____.
- (5) The _____ shall have due regard in its policies and procedures to good practice in respect of equality of opportunity, anti-discrimination measures and health and safety.

- (6) The UNIVERSITY shall ensure that the academic standards of all Higher Education level awards provided under this Agreement meet the requirements of the UK Framework for Higher Education Qualifications.
- (7) The qualifications conferred at the end of the Programme(s) shall accord with the relevant subject benchmark statement and shall be equal in academic standing to that conferred on successful completion of the same internal programmes of the UNIVERSITY.
- (8) The respective responsibilities of the UNIVERSITY and the _____ shall be set out in a Contract for Services Agreement.
- (9) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the [Director] who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.
- (10) This Agreement shall be effective from the first day of _____ [year] and shall continue in force for a period of five years thereafter unless terminated by:-
- (a) Either party upon 12 months' written notice; or
 - (b) The _____'s failure to comply with the recognition conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions or the terms of this Agreement whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.
- PROVIDED ALWAYS that where termination has been effected under paragraph 10 (a) above students once registered on an approved programme(s) and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said programme(s) for the award.
- (11) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____.
- (12) _____ may use the term 'Affiliate College of the University of Ulster' in its promotional material for courses or other educational programmes which it offers under franchise arrangements with the University.
- (13) A person who is not a party to this Agreement has no right under the Contracts (Rights of Third Parties) Act 1999 ("the Act") to enforce any term of this Agreement but this does not affect any right or remedy of a third party which exists or is available apart from the Act.
- (14) The _____ shall not without the prior written consent of the University assign, transfer, charge or deal in any other manner with this Agreement or any of its rights under it, or purport to do any of the same, nor subcontract any of all of its obligations under this Agreement.

(15) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties irrevocably agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.

(16) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name) (Title)
(INSTITUTION)
(Address)

(Name)
Pro-Vice-Chancellor (Academic Quality and Student Experience)
UNIVERSITY OF ULSTER [address]

(16) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL
OF THE _____ WAS AFFIXED HERETO:

Signature: _____
[Director]

Date

PRESENT WHEN THE COMMON SEAL
OF THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Vice-Chancellor

Date

PARTNER INSTITUTION RE-APPROVAL**FORM IA2****Part 1**

1.	Name and address of partner institution.
2.	Contact Details:
3.	Do you wish to put forward your institution for re-approval? Yes <input type="checkbox"/> No <input type="checkbox"/>
If you are seeking re-approval please provide the following information:	
4.	List of current courses with numbers of students enrolled across all years.
5.	Brief statement outlining the benefits to you in maintaining the link and your plans for developing the partnership.
6.	Signed: Date: (Head of Partner Institution)

For University of Ulster Use**Part 2**

1.	What are the potential risks for the University in re-approving this partner?
2.	Recommendation to Academic Standards and Quality Enhancement Committee.
SIGNED: Date:	
3.	Decision of Academic Standards and Quality Enhancement Committee.
SIGNED: Date:	

INSTITUTIONAL RE-APPROVAL DOCUMENTATION

Note: Where applicable a web reference can be provided and the information will be downloaded by the University.

SECTION A: Critical Self Evaluation

- Scope of activity and academic portfolio
- Benefits of maintaining the partnership
- Strengths of the partnership
- Areas requiring further development and enhancement and suggestions for taking these areas forward
- Plans for developing the partnership

SECTION B: General Background

- Brief description of the partner, nature, location and size
- Mission, background and history of the institution
- Staff and student numbers, by category with appropriate profiles in relation to experience and qualifications of staff in subject areas
- Experience and current range of Higher Education provision and links with other HEIs and private providers both locally and internationally
- Strategic and academic plans

SECTION C: Management and Resources

- Constitution, governance and management structure; information on academic structures, and academic governance to include HE committee structures, terms of reference and membership
- Current and projected financial position, business plan, published accounts, financial statements, resource allocation process
- Staff recruitment, induction and development policy
- Learning resources strategy and provision
- Administrative support structures
- Building maintenance policy
- Health and safety policy
- The most recent QAA IQER report and institution response and action plan
- The most recent PSRB report and institution response and action plan.

SECTION D: The Student Experience

- Student application, admission, enrolment, and fee collection procedures
- Equality of Opportunity and Admission policies including response to Special Educational Needs and Disability Order (SEND O) or similar
- Arrangements for the conduct of examinations and assessment (including anonymity and for dealing with cheating and plagiarism), security and retention of award certificates
- Quality and standards assurance processes including assessment policies and procedures
- Involvement of students in the quality processes
- Student induction, support, guidance and welfare
- Staff/student consultation arrangements
- HE student satisfaction data
- Disciplinary, appeals and complaints procedures
- Arrangements for provision of information to prospective and current students
- Arrangements for the storage and retention of transcripts

INSTITUTIONAL RE-APPROVAL: FACULTY PARTNERSHIP MANAGER		
1.	PARTNER INSTITUTION:	
2.	FACULTY PARTNERSHIP MANAGER(S): QUALITY ENHANCEMENT STAFF:	
3.	DATE EVALUATION UNDERTAKEN:	
4.	Report on the Strengths of the Partnership:	
5.	Report on Management within the Institution:	
6.	Report on Resources: <i>(Include accommodation, staff, learning and teaching facilities, ICT resources and library provision)</i>	
7.	Report on the Student Experience:	
8.	Report on areas requiring attention:	
	SIGNED: Date:	

CRITERIA FOR THE PLANNING OF PROGRAMMES

Proposals should:

1 GENERAL

Be consistent with the broad objectives of the University as contained in the Charter and as interpreted in its Strategic Plan, Learning and Teaching Strategy, academic policies and guiding documents, and policy on equality of opportunity.

2 AWARD AND STANDARDS

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

3 PERSONAL

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

4 COMMUNITY

Aim to satisfy the community interest as regards professional, commercial, industrial and similar requirements. Programmes should enhance student employability by reflecting student and employer needs regionally, nationally and internationally, and as appropriate government policy on skills (see Appendix 21 for University policy).

5 GRADUATE QUALITIES

For undergraduate degrees, ensure consistency with the qualities expected of a University of Ulster graduate, in accordance with the statement at the Annex.

6 DEMAND

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

7 RESOURCES

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

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

GRADUATE QUALITIES

The following statement of the expected qualities of graduates reflects Ulster's aspiration to be the leading provider of professional education for professional life.

University of Ulster graduates will demonstrate:

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

Approved by Teaching and Learning Committee, June 2011 (revised October 2011). This statement replaces one adopted in October 1998. The following guidance has been endorsed by the Committee to assist course teams.

Background

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

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

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

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

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

Articulation of the graduate qualities through the subject disciplines is not a new concept. Emphasising them at a programme-of-study level helps to make them more transparent and more explicit; course teams and students are more conscious of them, more alert to looking for opportunities to express them.

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

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

Evidence that the Graduate Qualities have been achieved.

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

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

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

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

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

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

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

Relevant examples and evidence could be garnered from exchange programmes, Study USA and Erasmus, placement, visiting speakers, work with multi-national corporations; as well as the curriculum and learning and teaching and assessment methods in appropriate modules.

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

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

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

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

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

(The University adopted in 2015 a set of Principles underpinning the Student Learning Experience for its own students. These cover the Ulster Learning Model, Employability, Internationalisation, Digital Literacy, Research/Teaching Nexus, and Ethics and Sustainability and support the achievement of the Graduate Qualities.)

CRITERIA FOR THE PLANNING OF ACCESS TO HIGHER EDUCATION COURSES

Course proposals should:

- a) be consistent with the broad objectives of the University, the expectation of the generic programme specification for Access Diplomas (see Academic Office website), and possess the following key features, in that they:
 - facilitate entry to Higher Education
 - are designed and taught to meet the needs of mature students (normally aged 19 years and over at the commencement of the course)
 - cater for those without conventional entry qualifications who do not yet feel ready for direct entry to Higher Education
 - meet the needs of specific groups in the community, identified as under-represented in Higher Education, and therefore facilitate the implementation of equal opportunities policies
 - offer a curriculum which recognises the strengths and prior experiential learning of mature students and which values their diversity of culture
 - provide a planned programme of studies, or an organised educational experience which is an alternative to the courses provided by other educational, vocational or professional examining authorities
- b) show evidence of demand for the course and of opportunities for progression to further study;
- c) show evidence that adequate resources will be available to allow the course to proceed;
- d) demonstrate that there will be a satisfactory framework within which the course will be organised and managed;
- e) fulfil the criteria for an Access Diploma award of the University, with 120 credits (1200 student effort hours). At least 60 credit points in the final year must be at Level 3. There may be a 10 credit point introductory Mathematics module at Level 1.

Courses are taken over a period of two years part-time or one year full-time study.

The content of a programme depends on its nature and subject area but the crucial difference between Access and other provision at this level is an emphasis on learning skills as well as content, on 'learning to learn' as well as learning 'facts'. Students are encouraged to integrate learning skills with discipline knowledge.

The aim of Access provision is to develop transferable skills which can be used by the student who will enter Higher Education for the first time, and there is usually a core consisting of study skills, communication skills, literacy, numeracy, information technology and tutorial support.

All Access courses are expected to meet GCSE equivalence in English. They may also provide a GCSE standard of competence in Mathematics. The former NICATS project developed standard modules in Mathematics at this level, whose GCSE equivalence has been approved by the University, the Council for the Curriculum, Examinations and Assessment (CCEA) and the Department of Education for Northern Ireland.

Assessment usually encompasses both coursework (essays, seminar presentations, etc) and timed seen or unseen written examination papers, as a process of student assessment and as a preparation for study in higher education.

UNIVERSITY OF ULSTER**VALIDATED COURSE PROPOSAL FROM AN EXTERNAL INSTITUTION**

(The University's Partnership Handbook should be consulted)

SECTION A: COURSE OUTLINE**Form CA2****1 COURSE TITLE:****COURSE CODE:****2 NAME OF INSTITUTION:**

Faculty/Department:

Address:

3 CONTACT NAME/CONVENOR OF COURSE PLANNING COMMITTEE:

Tel No:

EMail:

4 PROPOSED STARTING DATE:**5 LOCATION:****6 MODE OF ATTENDANCE:**

FULL-TIME

☐

PART-TIME DAY

☐

PART-TIME EVENING

☐**7 COURSE DURATION:**

Please specify years and semesters

8 REASON FOR COURSE PROPOSAL

(Reference should be made to the aims of the course and to the University's purpose and strategic objectives and those of the institution. Comment on the way in which it will satisfy the community as regards professional, industrial or other social requirements.)

9 PROPOSED STUDENT ENROLMENTS

(Distinguish between modes of study where applicable.)

Year of course	Year of First Intake	Year of Second Intake	Year of Third Intake	Year of Fourth Intake	Year of Fifth Intake
Year 1					
Year 2					
Year 3					
Year 4					

MINIMUM COHORT SIZE: FT**PT:****10 EVIDENCE OF STUDENT DEMAND FOR THE COURSE**

(If possible, information should be provided on surveys of the catchment population.)

11 PROGRESSION OPPORTUNITIES AVAILABLE TO STUDENTS

(If possible, information should be provided on the potential employment, further study and training opportunities available on completion. Distinguish between modes of study.)

12 RELATIONSHIP WITH OTHER COURSES IN COGNATE AREAS

(if appropriate)

(a) Within the Institution

- (b) Within the University of Ulster
- (c) Elsewhere
(Is the proposal part of a subject network?)
- (d) Impact of enrolment on other courses

13 RELATIONSHIP WITH EXTERNAL AGENCIES, INDUSTRY, PROFESSIONAL BODIES

SECTION B: ACADEMIC ASPECTS OF THE COURSE

14 ENTRY REQUIREMENTS

Refer to general entry requirements (qualifications) and any subject requirements. Also give the proposed initial offer standard.

15 AIMS

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

For an Access course, indicate if it is intended to provide an alternative to GCSE Mathematics.

YES/NO

16 COURSE STRUCTURE AND OUTLINE OF COURSE CONTENT

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

17 EXPECTED DATE OF SUBMISSION OF EVALUATION DOCUMENTATION

SECTION C: RESOURCES TO BE AVAILABLE TO SUPPORT THE COURSE

18 STAFFING RESOURCES

	Hours/Week and Weeks/ Year	Total Hours/ Year
a) Academic		
b) Technical		
c) Clerical/Secretarial		
d) Other		

19 MEMBERSHIP OF COURSE PLANNING COMMITTEE

Members:

Advisers:

20 EXPERIENCE OF STAFF IN PLANNING AND DELIVERING COURSES AT THE PROPOSED LEVEL

21 ACCOMMODATION

Room Type (specialist, general teaching)	Approximate Group Size	Estimated Demand (Hours/week and weeks/year)

22 FACILITIES

22.1 Centrally Managed IT Services

(to be completed in consultation with the partner institution's IT department, which should provide budget estimates for any additional resources, and confirm that the amount will be made available if course is approved)

	YES	NO
1. Basic IT literacy training e.g. e-mail, web browsing, word processing, presentation software.		
2. Need to host new subject-specific software in support of course. Please state operating system required, if different from currently available via present services.		
3. Does present level of availability of IT laboratory services meet demands of course? If 'NO' then please state additional requirements:		
4. State clearly any additional IT provision required that presently cannot be provided or supported.		
Estimate of additional budget needed to provide services <i>(to be completed by representative of institution's IT department)</i>	Capital £ Recurrent £	

Any IT provision to be met by the University of Ulster must be identified to its Information Services Department and a statement of provision should accompany this form. Any provision sought?

YES/NO

Signed: _____

IT Dept (Partner Institution)

Date: _____

22.2 Library

(to be completed in consultation with staff from the partner institution's library, which should provide budget estimates for any additional resources, and confirm that the amount will be made available if course is approved)

Does adequate library stock exist?

YES/NO

Will a significant increase in library stock be necessary?

YES/NO

If so, please give details and costs, after consultation with library staff.

Initial Cost:	Annual Cost:

Signed: _____

Librarian (Partner Institution)

Date: _____

22.3 Equipment

Initial:

Annual thereafter: new

replacement

22.4 Other

23 RECURRENT EXPENDITURE

Specify the estimated initial and subsequent annual recurrent costs for:

	Initial	Annual
Class materials		
Fieldwork		
Placement		
Minor works		
Renting of accommodation/facilities		
Staff travel and related costs		
Others (please specify)		

SECTION D: ENDORSEMENT OF PROPOSAL

Does the proposal require approval of another educational or government body? YES/NO

If yes, provide evidence of approval or state the process and timescale for obtaining it.

If this application is successful, the institution is expected to give a commitment that it will not simultaneously seek validation links within the same subject area with another partner.

If the proposal is successfully validated, the institution undertakes to provide the necessary resources to support the course.

Signed: _____ (Head of Institution)

Date: _____

The completed form should be sent to the associated Faculty for assessment.

SECTION E: FACULTY ASSESSMENT

The Faculty is required to provide an assessment of the proposal and state whether it supports it. Please refer to the University's strategic plan, collaborative policy, and Widening Participation or Internationalisation Strategy as appropriate. The Faculty should comment on the viability of the programme for the proposed starting date and intake and the capability of the institution to deliver it in the light of identified resources and the history and experience of the institution.

The Faculty should also comment on its own expertise in the proposed area, and the likely impact on the Faculty's and the University's academic plans. The educational advantages for both partners should be assessed.

The Faculty should prepare, in consultation with the Faculty Accountant, a business case (resourcing plan), with indicative costings which demonstrates the viability of the programme.

Signed: _____ Date: _____

If the Faculty supports the proposal and it requires full validation, please indicate

- (a) the name of a member of Faculty staff to advise the institution during the course planning phase
- (b) the names, positions and addresses of a minimum of three persons who might be considered as external members of an evaluation panel. At least two will be selected by the Academic Office. (These should be subject-specialist academic staff who are UK or European Economic Area nationals working in other higher education institutions with a strong reputation in their field and in pedagogy and with recent experience of curriculum design. Membership of the Higher Education Academy is recommended. There must be a sufficient number to cover all subject areas within the course.) A professional body or employer representative may be proposed as an additional member. Employer representation is required for a Foundation degree. Nominees should not be closely associated with the Faculty or institution eg through having recently been a member of staff or an external examiner within the last five years, nor should members of the course team be closely associated with the institution of the external nominee, e.g. in the role of external examiner.

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

Name	Position	Dept/Faculty	Institution	Area of Subject Expertise/ Employer Representative

If the Faculty believes that a new course, which has a distinct title and aims and objectives but derives substantially from existing provision, need not be validated by an evaluation panel, please attach a supporting statement and evidence of external approval of the proposal and the staff designated to deliver new modules (eg. a report from the external examiner; refer to CA1 supplement for guidance).

In addition, the following material should be supplied:

- programme specification
- new and revised module descriptions
- course regulations
- CVs for staff not already approved

The Academic Planning Advisory Group will determine whether to recommend approval.

SUBJECT BENCHMARK

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

REVALIDATION UNIT/SUB-UNIT

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

Unit Name/No

Indicate whether it should undergo single course revalidation as a new sub-unit. **YES/NO**

Signed: _____ Date: _____
Dean of Faculty

The completed form should be forwarded to the Academic Office, Room J410, Coleraine, who will arrange for the proposal to be considered by the Academic Planning Advisory Group.

August 2019

Planning and Approval Process

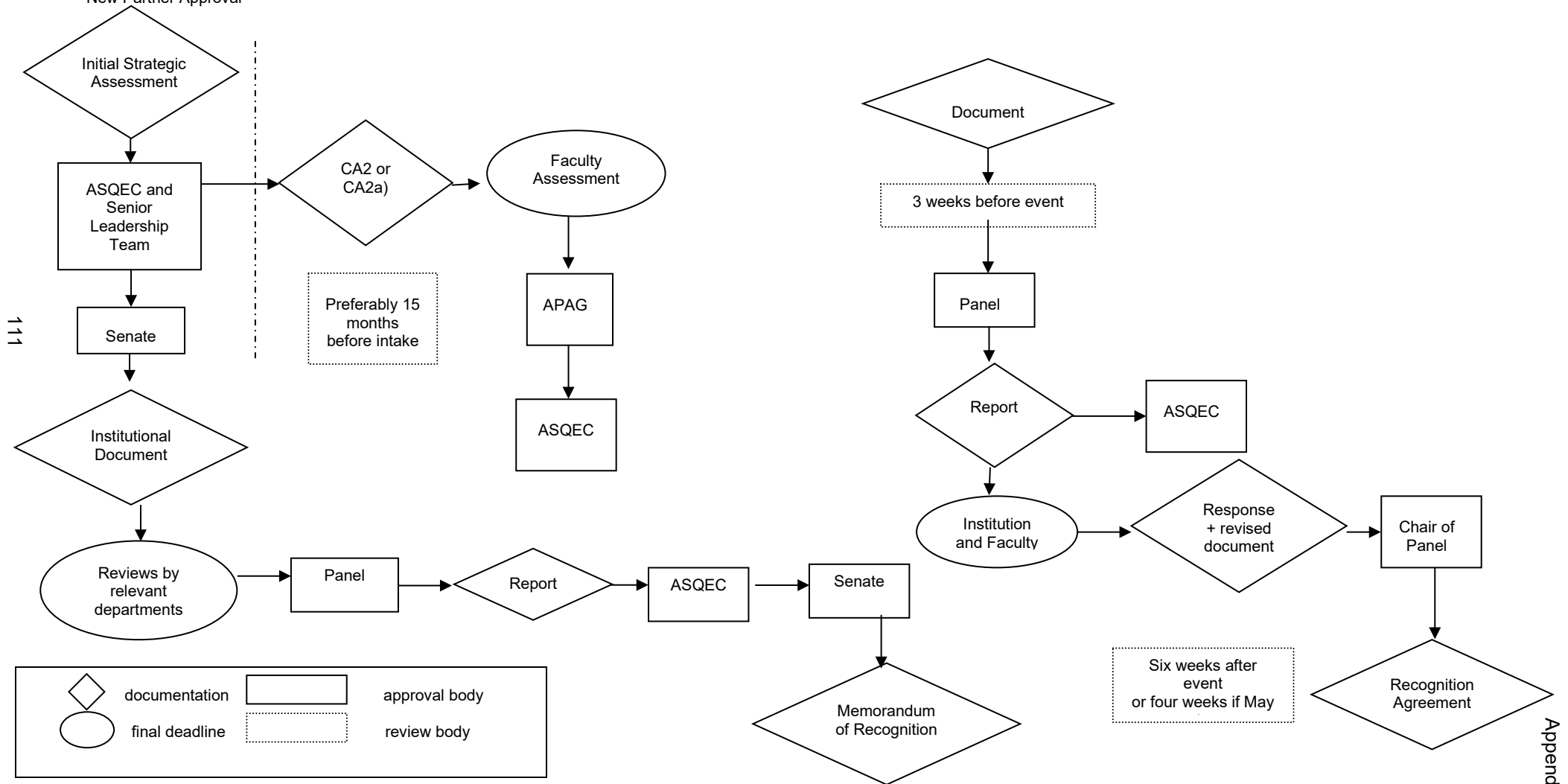
Approval for Planning

New Partner Approval

Development

Evaluation

Approval of Proposal



GUIDELINES ON Minimum and Maximum Cohort Sizes (Intake)

Policy II - External (Validated Provision)

- (i) Cohorts sizes in validated provision will be monitored at least annually.
- (ii) A minimum cohort size of no less than 15 per intake across both full-time and part-time cohorts will normally apply (15 per mode when taught separately).
- (iii) Where recruitment patterns are consistently above or below the expected and approved cohort sizes, the sponsoring Faculty will engage in a rebalancing plan with the provider.
- (iv) Significant recruitment above the maximum (>20%) may carry sanction of suspension of subsequent intakes until the sponsoring Faculty is assured that processes are in place to effectively manage cohort intake.

APAG 24.1.19

PRINCIPLES GOVERNING CHAIR'S ACTION

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

That:

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

Approved by APAG 27.9.18

PRINCIPLES OF ASSESSMENT AND FEEDBACK FOR LEARNING

Assessment and Feedback for Learning should:

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

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

EMPLOYABILITY AND ENTREPRENEURSHIP

1. Ulster's Employability Strategy

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

The Staff Employability Portal provides detailed guidance and resources to assist internal programme teams with embedding Employability and Enterprise in the curriculum. The following is a reduced version of the internal statement on employability.

The key drivers for employability include:

Embedding Employability in the Curriculum

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

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

Embedding employability is important to:

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

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

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

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

Employer Engagement

Ulster University recognises the centrality of employer engagement in the design and delivery of the curriculum, enhancing student employability and responding to local and national demand for skills.

Work Experience

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

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

Widening Participation

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

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

Entrepreneurship

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

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

2. Employability and Employment

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

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

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

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

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

3. The University's Framework for Employability

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

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

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

4. Go Global (Outward Mobility)

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

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

The University's Employability Strategy 2018-2023 affirms our commitment to increasing the opportunities for Ulster students to access international work experience, through internships,

placements and work-related learning, and where appropriate, for these experiences to be assessed and accredited.

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

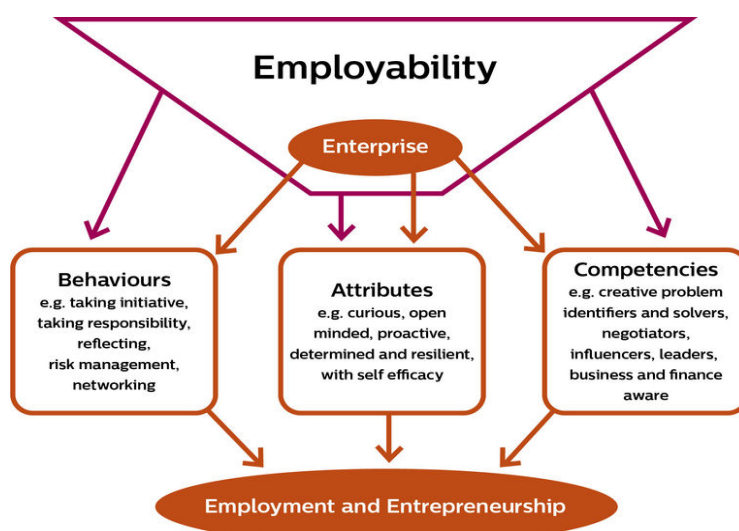
5. The relationship between Employability, Enterprise and Entrepreneurship

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

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

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

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



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

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

June 2019

COURSE EVALUATION/REVALIDATION DOCUMENT (PARTNER INSTITUTIONS)

SECTION A: INTRODUCTION (SUBJECT AND PROGRAMME CONTEXT)	A	<p><u>Introduction</u> (Subject and Programme Context) Title page to identify provision (in accordance with template at Annex A/Appendix 33) Course/Subject Committee membership (for evaluation/revalidation of single course) (also identify members of course/subject planning committee)</p> <ul style="list-style-type: none"> • A brief summary of the rationale, origins and (if applicable) relationship with other courses in the School/Faculty/subject • Projected intakes for next five years with minimum/maximum cohort numbers with a brief commentary on market research including international markets where relevant • Contextualised Research and Analysis – to include how standards and quality indicators inform curriculum (re) design • Stakeholder Engagement – to include a brief summary of consultation with e.g. PSRBs, employers, alumni, students; and • Identification of graduate qualities • A brief commentary on academic excellence and research-based teaching which shows how discipline research, impact and professional activity of the course team inform the programme design • A summary of revisions (revalidation only) and innovations in programme design based on the analysis from contextualised research, stakeholder engagement and past enhancements
SECTION B: THE PROGRAMME(S) PROGRAMME DESIGN COMMENTARIES	B1	<p><u>Brief Commentaries</u> differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies:</p> <ul style="list-style-type: none"> • Subject/Course philosophy agreed by the team • Course structure(s), academic progression and internal coherence and opportunities for student choice within the programme(s). Transfer to and from programmes • Student support and guidance, induction, development of study skills • Information literacy skills and digital capabilities • Learning and teaching strategy - to include key approaches and delivery methods • Assessment strategy and exemplar assessment schedule(s) [Annex B] and arrangements for feedback • Employability and enterprise – to showcase examples of effective practice e.g. curricular, co-curricular, extra-curricular, work-based learning, outward mobility
PROGRAMME SPECIFICATION(S)	B2	<p><u>Programme Specification(s)</u> (For each course or undergraduate honours degree subject (with information relating to each strand), a summary statement of its main features and learning outcomes in accordance with standard template [Annex C].)</p>
PROGRAMME REGULATIONS	B3	<p><u>Regulations</u> (in accordance with standard template [Annex D].) A link to the standard template with a statement of specific requirements and proposed departures or full set(s) may be provided.</p>
MODULE DESCRIPTIONS	B4	<p>Module descriptions (in accordance with standard format [Annex E].) Modules should be indexed and grouped by level (or course if limited commonality).</p>
SECTION C: RESOURCES available to the course(s)/subject	C1	<p><u>Resources (physical)</u> Specialist rooms/facilities/equipment/resources required beyond the standard provision should be clearly identified and detailed. Library resources should specifically identify whether they are already held by the Library. For revalidation, dedicated resources for particular courses should be clearly identified.</p>
	C2	<p><u>Resources (staff)</u> Summary statement and brief CVs for all staff contributing to the subject unit (with particular reference to more recent activities.) (CVs should be no longer than one or two pages each. Recommended format at Annex F. These staff form the course or subject committees.) For revalidation, a summary matrix indicating which staff contribute to which courses or subject strands should be provided. Information on the use of part-time lecturers, postgraduate teaching assistants and demonstrators.</p>
SECTION D: SUBJECT NETWORK OR FRANCHISE MANAGEMENT (if applicable)	D	<p>Commentary on the arrangements for the operation of the network or relations between the University course committee and franchised course committee.</p>
<p>IN ADDITION: reports from University departments on Library and IT resource matters are provided centrally to the evaluation panel and exceptionally for revalidation, for example if a new location is proposed; external examiner reports for the last two academic years are also provided to the revalidation panel. The Faculty Partnership Manager provides a statement on the nature of the Faculty's engagement with each institution in the preparation of documentation and any recommendation regarding adjustment to the approved intake sizes. Assessment rubrics should be provided as a separate document.</p>		

TITLE PAGE

THE COURSE

DURATION

MODE OF ATTENDANCE

INSTITUTION

ASSOCIATED FACULTY

CHAIR OF COURSE
PLANNING COMMITTEE

COURSE DIRECTOR

INSTITUTION APPROVAL

SIGNATURE_____
DATE

FACULTY APPROVAL

SIGNATURE_____
DATEUNIVERSITY APPROVAL
OF DOCUMENT_____
CHAIR OF EVALUATION
PANEL_____
DATE

*This document © [] [Year]

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

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

*Copyright may rest with the University and/or the institution, depending on the extent of contribution of syllabus material. For franchised courses copyright of the curriculum rests with the University.
Annex C

UNIVERSITY OF ULSTER

*INSTRUCTIONS OR GUIDANCE IN ITALIC TEXT [Blue in online version] SHOULD BE DELETED.
OTHER ITALIC [Blue] TEXT SHOULD BE ACCEPTED, DELETED OR AMENDED AS APPLICABLE.*

(The Quality Assurance Agency published Guidelines on preparing Programme Specifications in 2006)

EXEMPLAR ASSESSMENT SCHEDULE

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

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

PROGRAMME SPECIFICATION

COURSE TITLE:

Exit Awards:

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

**indicate as appropriate.*

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

9 EDUCATIONAL AIMS OF THE COURSE

[Broad statement of the overall purpose of the course. Specify any exit award.]

10 MAIN LEARNING OUTCOMES

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

[add partner institution's references]

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

The course provides opportunities for students to achieve and demonstrate the following learning.

Successful students will be able to:

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

10K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

K1
K2
K3
K4
K5

10I INTELLECTUAL QUALITIES

I1
I2
I3
I4
I5

10P PROFESSIONAL/PRACTICAL SKILLS

P1
P2
P3
P4
P5

10T TRANSFERABLE SKILLS

T1
T2
T3
T4
T5

[Add Learning Outcomes for exit awards.]

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

10	<p>PROGRAMME LEARNING OUTCOME MAP: [Title]</p> <p>Please Note: The matrix displays only the measurable programme outcomes and where these are developed within the modules offered in the programme. <i>[All modules should be listed. It would be unusual for every programme learning outcome to be met by all modules. Due consideration should be given to modules specified as compulsory or optional to ensure that all programme learning outcomes are achievable.]</i></p>
----	--

[illegible]

[Insert/delete columns as required]									
-------------------------------------	--	--	--	--	--	--	--	--	--

11 STRUCTURE AND REQUIREMENTS FOR THE AWARD

Language of instruction: English

[Provide a summary statement of the requirements for the award with reference to academic progression and internal coherence and opportunities for student choice, duration, credit requirements at each level and any particular, distinctive features].

<u>Year</u>	<u>Semester</u>	<u>Level</u>	<u>Credit Value</u>	<u>Module Title</u>	<u>Code</u>	<u>Status</u> [Compulsory/optional]
-------------	-----------------	--------------	-------------------------	-------------------------	-------------	--

[Use this space to present structure in a table format. List modules in level order].

12 SUPPORT FOR STUDENTS AND THEIR LEARNING

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

[LIST]

- *Induction process*
- *Course Director*
- *Advisers of Studies*
- *Career Development Centre*
- *Library*
- *Information Services Department*
- *Student Support Department*
- *Sport and Recreation Department*
- *Students' Union*
- *Chaplaincy*

13 CRITERIA FOR ADMISSION

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

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

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

[Reasons for particular standards as distinct from general entry requirements should be articulated in section A3 (standards) of validation document.]

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

[List the processes used referring to]

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

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

15 REGULATION OF STANDARDS

Assessment rules

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

External examiners

[There are x external examiners]

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

16 INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

Examples are:

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

Academic Office July 2019

FORMAT OF REGULATIONS

Information should be provided under the following headings:

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

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

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

TEMPLATE FOR MODULE DESCRIPTION

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

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

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

CREDIT POINTS

MODULE INSTANCE(S)	Location	Semester	Module Co-ordinator	Teaching Staff

PREREQUISITE(S)**COREQUISITE(S)**

MODULE CO-ORDINATOR(S) Other A N (Dr), [Campus, School]

TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY

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

TOTAL EFFORT HOURS This is the number of credit points multiplied by 10. The total of effort hours detailed above must match this figure.

ACADEMIC SUBJECT as required for module database

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

AIMS State the educational aims of the module

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

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

LEARNING AND TEACHING METHODS Specify the methods to be used

ASSESSMENT AND FEEDBACK Specify the methods to be used with examples as appropriate
Give the distribution of marks between
% Coursework % Examination

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

SUMMARY DESCRIPTION

Up to 480 characters (for use in module database and related publications)

Module Description Template

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

*Please fill in and then delete all italic text (blue in online version) which are notes of guidance before you print it. **In completing this module description, Arial font size 12 is recommended for accessibility.***

MODULE TITLE	<i>Full title (maximum 65 characters) and short title if over 30 characters</i>
MODULE CODE	<i>Allocated by Module Office</i>
EFFECTIVE FROM	<i>Month and Year in which this version of the module is first taught</i>
MODULE LEVEL	<i>3, 4, 5, or 6 for sub-degree and undergraduate courses; or 6 or 7 for postgraduate courses. The level should be determined by reference to the level descriptors.</i>
CREDIT POINTS	<i>1 credit point per 10 hours of notional student effort.</i>

MODULE INSTANCE(S)	Location	Semester	Module Co-ordinator	Teaching Staff
	<i>[Campus or Fully Online]</i>	<i>1, 2 or 3 or 1 and 2</i>	<i>[Name]</i>	<i>[Names]</i>

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

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

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

Lectures	hrs
Seminars	hrs
Tutorials	hrs
Practicals	hrs
Independent study (including assessment)	hrs

TOTAL EFFORT HOURS *This is the number of credit points multiplied by 10. The total of effort hours detailed above must match this figure.*

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

RATIONALE

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

AIMS

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

LEARNING OUTCOMES

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

Learning outcomes should:

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

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

Learning outcomes should be compatible with the level descriptors. See Appendix 3 for further information.

All learning outcomes should be equally achievable by disabled students, even if variations in assessment tasks are necessary to achieve their assessment. (See guidance at ulster.ac.uk/data/assets/pdf_file/0007/119815/Revised-SEND0-Staff-Guidance-Booklet-2016.pdf.)

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

Successful students will be able to:

1

2

3

4

CONTENT

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

LEARNING AND TEACHING METHODS

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

Lectures will ...

Seminars will ...

Tutorials will ...

Practical exercises will ...

Students will be directed to read ...

Students will be expected to ...

The module is offered fully online or by blended learning.

Add other Learning and Teaching Methods as relevant

ASSESSMENT AND FEEDBACK

Indicate the methods to be used, with examples as appropriate. In modules assessed by coursework and examination, where both elements must meet the threshold standard for the module to be passed, specify this. If appropriate, indicate if this standard must be achieved in particular coursework components. Take account of the University's Principles of Assessment and Feedback for Learning.

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

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

Coursework 1:

This should comprise

- *short description of the type of work involved, summary assessment criteria/marking scheme*
- *an indication of its percentage contribution*
- *method of feedback*

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

Coursework 2: if applicable

Written Examination: **if applicable**

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

- *the number of questions, and duration*
- *the extent of choice within the paper*
- *the number of sections*
- *whether it is open or closed book*
- *compulsory sections etc*
- *nature of generic feedback*

Examples:

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

OR

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

Give the distribution of marks between coursework and examination.

% Coursework

% Examination

READING LIST

Guidance on good practice in effective reading lists is available from CHERP.

List all the required and indicative recommended reading. These should include electronic sources. Use the Harvard referencing system throughout: for books – Author, Year, Title, Edition, Place of Publication, Publisher

Required

Recommended

SUMMARY DESCRIPTION

Up to 480 characters (for use in module database)

Academic Office July 2019

LIST OF SUBJECTS FOR CODING MODULES (BY FACULTY)

Faculty of Arts, Humanities and Social Sciences

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

Faculty of Computing, Engineering and Built Environment

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

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

Faculty of Life and Health Sciences

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

Ulster University Business School

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

All Faculties

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

MODEL FOR CURRICULUM VITAE**Name:** Dr John SMITH**School:** Specify School**Position:** Lecturer in [subject]**Academic and Professional Qualifications/Membership**

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

Brief Outline of Career History

(Most recent first)

(Years)	(Post)	(Employer)
---------	--------	------------

Teaching Experience:	xx years
Professional or Industrial Experience:	yy years

Teaching Disciplines:

Subject areas (eg Quantitative Methods)

Course-related Responsibilities:

(with dates)

eg course director, selector, module co-ordinator for [module code(s)]

Professional Activities outside the Institution:

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

Research Interests:

Give general areas

Total Number of Publications/Public Output to Date (if relevant):

15+

Details of Three Recent Publications/Public Output (if relevant):(Author(s), *Title*, Publication, Publisher, Place, Year)**Recent Professional Development Activity in Teaching and Learning Support**

UNIVERSITY OF ULSTER

COURSE EVALUATION/REVALIDATION

PRELIMINARY COMMENTS FORM

Form CA7

COURSE/SUBJECT:

DATE OF VALIDATION:

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

Please return the completed form or submit comments electronically to:

.....@ulster.ac.uk

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

Name:

Date:

Position:

1 INITIAL OVERVIEW

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

3 MATTERS WHICH REQUIRE FURTHER DISCUSSION OR CLARIFICATION

4 MATTERS OF CONCERN LIKELY TO REQUIRE SPECIFIC ACTION

Academic Office
June 2008

UNIVERSITY OF ULSTER

COURSE EVALUATION/REVALIDATION

Form CA4

PRELIMINARY COMMENTS FORM: FACULTY PARTNERSHIP MANAGER

COURSE:**PARTNER INSTITUTION:****DATE OF VALIDATION:****Name:****Date:****Faculty:**Please return the completed form electronically to:**1 OVERVIEW OF ENGAGEMENT WITH COURSE/SUBJECT TEAM**

Title page document copyright statement: confirm accuracy of document copyright statement i.e. Ulster only / College only / Joint Ulster / College.

2 ASSESSMENT OF ADEQUACY OF PHYSICAL AND HUMAN RESOURCES AT EACH SITE OF DELIVERY**3 MINIMUM/MAXIMUM COHORT SIZE FOR EACH PROGRAMME AT EACH SITE OF DELIVERY [Repeat table for each programme]**

[NOTE: ASQEC has agreed that as a guideline a minimum enrolment for the first year cohort be set at 15 per mode unless FT and PT students are to be taught together where the minimum number shall be 15 combined.]

	Mode of Attendance	Year of 1 st Intake	Year of 2 nd Intake	Year of 3 rd Intake	Year of 4 th Intake	Year of 5 th Intake
Cohort size for each site proposed by Institution (year 1)	FT					
	PT					
Maximum cohort size for each site recommended by Faculty	FT					
	PT					
Minimum cohort size for each site recommended by Faculty	FT					
	PT					

4 FOUNDATION DEGREES ONLY

a) Minimum Entry Requirements and Expected Offer Standard

The Foundation degree entry requirements and offer standard (*i.e. asking grades*) are confirmed below.

[NOTE: The offer standard set by the College to control demand is not related to the offer standard for the linked Ulster Honours degree.]

Entry Requirements

[NOTE: include any additional subject requirement e.g. subjects at A or GCSE level (or equivalent).]

Applicants must satisfy the University's general entry requirements for Foundation degrees which include competence in written and spoken English (GCSE grade C or equivalent) [and the following additional requirements] or demonstrate their ability to undertake the course through the accreditation of prior experiential learning (APEL).

[NOTE: add a comment if the Faculty proposes different requirements from those set out in the proposed course regulations.]

Offer Standard

The initial offer standard may vary from year to year but in the first year the offer standard will be *[asking grades]*.

b) Progression Route to Ulster Honours Degree Programme

[All Foundation degrees must have clear articulation routes for progression to at least one Honours degree at the University. The University's model involves some bridging between Level 5 and 6 with modules from 0 – 120 credits delivered at the University by University staff. The amount of bridging required depends on the curriculum match.]

Honours degree(s) programme title(s) and mode(s):

- 1.
- 2.

c) Offer standard to the bridging component

[NOTE: The University uses an 'equivalence' table to set the offer standard for entry to the bridging component for subsequent progression to entry to full-time degrees based on the standards used for Year 1 – see Partnership Handbook, Section O12.]

In order to be considered for progression to the above full-time programme(s), a graduate must have achieved an average mark in the Level 5 Foundation degree modules of **XX%** in line with the standard used for Year 1 entry to the related Honours degree programme.
(NOTE: The initial offer standard may vary from year to year.)

The articulation of the Foundation degree to Honours degree programme(s) at Ulster is confirmed as follows *[select applicable route]*:

entry to year 2 (or part-time equivalent): 2 + 2 model	
bridging to final year (or part-time equivalent): 2 + bridging + 1 model with up to 120 credits of bridging. Students enrol in Year 2	
entry to final year (or part-time equivalent) (with no bridging): 2 + 1 model	

Where the 2 + bridging + 1 model is to be adopted, the following information should be provided about the bridging course (in respect of each programme if applicable).

1) Honours degree programme title and mode(s):

Module Title	Level	Points	Semester	Status Compulsory/Optional	Location (specify University campus)
TOTAL: [] credit points at Level(s) [].					

2) Honours degree programme title and mode(s):

Module Title	Level	Points	Semester	Status Compulsory/Optional	Location (specify University campus)
TOTAL: [] credit points at Level(s) [].					

ANNEX

Foundation Degree General Entrance Requirements

- 1 Applicants for entry to a programme leading to a Foundation Degree must satisfy:
 - (a)(i) the General Entry Requirements of the University as specified in 2 below; and
 - (a)(ii) such additional requirements as may be prescribed for admission to particular programmes of study;or as an alternative to (a)(i) and/or (a)(ii):
 - (b) provide evidence of their ability to undertake the programme through the accreditation of prior experiential learning.
- 2 To satisfy the General Entry Requirements applicants must:
 - (a) provide evidence of competence in written and spoken English (GCSE grade C or equivalent) and, where specified within individual programme entry requirements, in numeracy (GCSE grade C or equivalent); and
 - (b) have attained passes in four different subjects, of which one should be at GCE Advanced (A) level and three at GCSE level (grades A, B or C) or an equivalent standard in an approved alternative qualification.

The requirements of 2(a) hereof may be met within 2(b).

For the purpose of fulfilling the General Entry Requirements, two Advanced Subsidiary (AS) level subjects are regarded as 40% of one GCE A level provided that the applicant's profile also contains one GCE A level.

The University will accept as alternative qualifications:

- (i) One VCE/GCE Applied A level and either three passes at GCSE (grade C or above) or an Intermediate GNVQ or two Double Award Vocational GCSEs.
- (ii) A BTEC National Certificate or Diploma awarded by the Edexcel Foundation.
- (iii) OCR National qualifications.
- (iv) Four Highers and/or Advanced Highers of the Scottish Qualifications Authority
- (v) The European, International or Welsh Baccalaureate.
- (vi) An Irish Leaving Certificate with passes in four approved subjects at grade D Higher level.
- (vii) Satisfactory completion of an approved Access programme.
- (viii) For entry to Art and Design degree courses, satisfactory completion of a full-time foundation course in Art and Design of not less than one academic year in duration.

No subject may be counted at more than one level except in the case of the VCE/ GCE Applied A level combined with the Intermediate GNVQ.

Applications from persons who hold other qualifications will be considered on their merit.

- 3 The Senate may accept studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution or evidence from the accreditation of prior experiential learning, as exempting candidates from part of an approved programme provided that candidates shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level and meet such other conditions as shall be specified in programme regulations. For candidates registered on approved programmes at recognised institutions, the same regulation shall apply in respect of the institution.

UNIVERSITY OF ULSTER

Course Evaluation/Subject Revalidation

Form CA10a)

Library Resources Assessment Report

Partner Institutions

General Information

Institution/Campus Information

Name of Institution	
Name of Campus	
Total number of students on Campus	

Course Administration

Name of Course	
Validated or Outcentre Provision (<i>as applicable</i>)	
Ulster Faculty	
Duration of course	
Expected/Actual number of students enrolments	

Course Personnel

Ulster Course Director/Revalidation Unit Co-ordinator	
Course Co-ordinator (<i>Partner Institution</i>)	
Librarian (<i>Partner Institution</i>)	
IT Officer (<i>Partner Institution</i>)	
HE Co-ordinator (<i>Partner Institution</i>)	

Report completed by:

Name: Faculty Librarian (Ulster)

Library Services and Facilities

Library website address	
Current term-time opening hours	
Number of user spaces available	
Availability of full Library Catalogue	
Number of photocopiers available	
Availability of an Inter-Library Loan service	
Number of student PCs available in library	
Access hours to IT facilities on campus	

Library Resources**Staff**

Total number of staff in library - Full Time - Part time	
Number of professional librarians	

Budget

Current book budget	
Current journals budget	
Current electronic information resources budget	

Book stock

Total number of books in library	
Approximate number of subject-related books in stock	

Journals

Total number of journals taken	
Approximate number of subject-related journals in stock – print or electronic (Attach list)	

Electronic Information Resources

Total number of databases taken	
Number of subject-related databases available (Attach list of titles taken)	
Is off-campus access available?	

Resource (Reading) Lists

Are current resource/reading lists available?	
---	--

User Education

Provision of a student induction programme	
Subject-specific user education programme	
Provision of library documentation – both print and online. Attach print examples.	

Comments on the adequacy of library resources and facilities

--

Recommendations (Including costings for additional resources needed)

--

Date:

Faculty Librarian:

Provision of Learning Resources in Partner Institutions

When programmes of study offered by partner institutions are being evaluated and approved by the University, there are agreed procedures for undertaking this process which are outlined in the University's Partnership Handbook.

The Guide specifies that, with regard to library provision in the partner institution, liaison between the Faculty, the University's Faculty Sub-Librarian and the partner institution's Librarian will 'provide the mechanism for identification of the required information resources' to support the programme. The HEFCE guidelines on good practice for [Library and Learning Resource Provision for Franchised and other Collaborative Courses](#) also provide guidance on the areas of library provision which need to be assessed as part of the validation/revalidation process. To augment these guidelines, the University Library has prepared a checklist to help in the auditing of existing learning resources in the partner institution. For approved courses, the resources of the providing institution are expected to be sufficient to support the proposed programme – students completing franchised programmes do not have borrowing rights or rights of access to the University Library's electronic information resources.

To help in the evaluation process, a copy of the completed checklist is prepared and submitted to the Evaluation Panel for their consideration. If additional information resources are required first to develop and subsequently to maintain the programme, these are identified as recommendations for action and costed with the understanding that it is the responsibility of the partner institution to provide these.

In carrying out the audit of resources and in completing the library checklist the following basic guidelines will be used:

- An up-to-date catalogue of materials is accessible to all users;
- The library will purchase at least one copy of every item contained on the current reading lists for the approved programme of study including subscriptions to specific journal titles;
- Additional copies of required texts will be purchased commensurate with the number of students undertaking the programme and dependent on anticipated use, cost and availability;
- Up-to-date editions of required and recommended texts will be purchased as necessary to reflect current thinking and developments in a subject area;
- To encourage wider reading, additional material will be purchased on recommendation of teaching staff;
- Access to appropriate electronic resources should be provided where they are cost-effective and provide improved access to required material;
- Redundant material will be withdrawn from the shelves dependent on usage, currency of information, condition and relevancy;
- While the library cannot expect to meet all the information needs of staff and students, there should be a facility available to users to exploit the resources of the British Library.

January 2005

IT Resources Assessment Report

Partner Institutions

General Information

Institution/Campus Information

Name of Institution	
Name of Campus	
Total number of students on Campus	

Course Administration

Name of Course	
Validated or Outcentre Provision (<i>as applicable</i>)	
Ulster Faculty	
Duration of course	
Expected/Actual number of students enrolments	

Course Personnel

Ulster Course Director/Revalidation Unit Co-ordinator	
Course Co-ordinator (<i>Partner Institution</i>)	
Librarian (<i>Partner Institution</i>)	
IT Officer (<i>Partner Institution</i>)	
HE Co-ordinator (<i>Partner Institution</i>)	

Report completed by:

Name: ICT Contact (Ulster)

Information Technology Resources

(Please attach a copy of the Institution IT/IS Strategy (if available) to this report)

Staffing Complement of IT Department	
Full time staff	
Part time staff	
Number dedicated to end-user support services	

IT Strategy and Resource Planning
Outline the key features of the Institution's mechanism for management of software licence portfolio.
What provision is made for the use of personal laptops and similar hardware?
Has the Institution implemented a desktop computing replacement programme? If "Yes", please outline in brief.

Services and Facilities	
How many IT classrooms are available for teaching	
What is the Institution's students:PCs ratio?	

What common software products are provided on student PCs?
Describe the range of technologies provided within general teaching space.
Is a wireless service available on campus? Outline its service scope.

User Services
Is information relating to IT facilities and services included in student induction programmes? If "yes", briefly describe.
Describe the IT support service for students. Highlight operating hours and the range of services offered to students in need of assistance.
What online IT support services are provided for students?
Outline specific IT facilities available to address the needs of students with disabilities.

Course-specific IT Resources
What specific/specialist software will be used on the course?
Are existing student desktop facilities sufficient to meet the demands associated with this course? If "No", what provision is planned?
Will new software be required for this course? If "Yes", has a budget allocation been agreed?
Identify potential Capital budget requirements necessary to establish provision for the course.
Identify potential Recurrent budget requirements necessary to establish provision for the course.

Comments on the adequacy of IT resources and facilities

--

Recommendations (Including costings for additional resources needed)

--

Date:

Faculty IT Contact (Ulster):

GUIDELINES FOR EVALUATION AND REVALIDATION PANELS FOR PROGRAMMES OFFERED BY PARTNER INSTITUTIONS

1 COURSE APPRAISAL

A critical but constructive and detailed appraisal of the course proposal or provision within a revalidation unit/sub-unit is to be carried out. The unit is a set of cognate courses grouped together for the purposes of revalidation, in accordance with a five-year cycle of approval. This grouping provides for efficiencies and economies in the organisation and presentation of information.

Panels should consider the individual merits of each course in accordance with the criteria at 2 and 3 below, and address generic subject-wide matters such as the broad aims of provision, overall learning and teaching and assessment strategies, and the efficient use of resources.

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

2 SOME GENERAL CRITERIA

Programmes should aim to:

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

3 THE PARTICULAR COURSE

The 'subject network' is the University's preferred model of collaboration in Northern Ireland, with partners collaborating in the development of a single course which is offered at a number of locations. The capability of each institution to deliver the course, as well as the co-operative arrangements for its management and the assurance of comparable standards through the operation of the network, should be considered.

Validated course proposals have been developed by the partner institution. Franchised courses adopt the curriculum of an identical course at the University. Consequently, for the latter proposals, panels pay particular attention to the course team's understanding of the curriculum, teaching and assessment methods, rather than the curriculum itself apart from exceptional variations, and its capacity to deliver the course, effective relations with the home

course team to ensure compatible standards and student experience, and the adequacy of resources.

With regard to each course, please consider:

- a) the appropriateness of its aims and learning outcomes within the context of the University's objectives, strategies and overarching guidance (see 4 – 7);
- b) the standards set with regard to the following:
 - i) the admission requirements;
 - ii) the structure and levels of the course including its academic progression and internal coherence, and its compatibility with the principles incorporated in the overall qualifications and credit framework of the University and its modular course structure;
 - iii) the relevance and currency of the syllabuses for the different components of the course; the extent to which they are informed by research or scholarship and taught by staff engaged in research or scholarship; the extent of consultation with industry, commerce and professions or other interested bodies;
 - iv) the forms, quality and management of the learning and teaching processes, including arrangements for the first year in undergraduate courses, group work and independent learning, and placement or study in other institutions where available;
 - v) the assessment strategy (including feedback), methods and criteria, and their likely effectiveness as learning aids and in judging student achievement, in relation to the course or subject strand and module aims and intended learning outcomes;
 - vi) relevant national benchmarks and codes of practice;
 - vii) the staff resources available and opportunities for development and the ability of staff to work together constructively;
 - viii) the adequacy of the provision and deployment of other resources, including accommodation, library, laboratory and computing, and student support and guidance;
- c) the steps taken to ensure the development of entrepreneurship;
- d) the achievement of employability; employment prospects and progression opportunities;
- e) strengths, creativity, innovation and good practice, and other aspects for commendation;
- f) the conditions and recommendations, if any, subject to which the course or subject strand is recommended for approval.

4 UNIVERSITY OBJECTS AND STRATEGIC PLAN

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

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

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

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

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

Courses at partner institutions should align with these priorities.

5 CURRICULUM DESIGN FRAMEWORK

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

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

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

6 GRADUATE QUALITIES

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

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

The team's approach to the development of such qualities and skills at a level consistent with the award should be explored.

7 EQUALITY OF OPPORTUNITY

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

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

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

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

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

UNIVERSITY OF ULSTER

AIDE-MEMOIRE FOR EVALUATION AND REVALIDATION (PARTNERSHIP INSTITUTIONS)

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

The questions and prompts are set out in the order of presentation of validation documentation. They supplement the topics identified in the Guidelines for evaluation and revalidation panels. They are neither exhaustive nor prescriptive. Some questions are those used by QAA academic reviewers and draw on chapters of the UK Quality Code for Higher Education. Validated courses are developed by partner institutions and delivered to their own students who are Associate Students of the University, while franchised courses adopt the curriculum which has already been developed by the University and the partner institution offers it to University students. Consequently, for the latter, panels focus on the course team's understanding of the curriculum and its ability to deliver it. Certain questions will be more valuable to external subject experts, others to internal University members conversant with University policies and processes.

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

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

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

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

B2	Programme Specification(s)	<p>Are these clearly and fully presented? Is there a clear relationship between the intended learning outcomes and the aims of the course/subject strand (including for any proposed pre-final exit awards)? Are the programme learning outcomes written at the final level of the award? Are they correctly mapped in the matrix? (Detailed comments on specific module outcomes, assessment methods and criteria should be made under B4.)</p> <p>Is the summary information on course structure consistent with that in the rest of the documentation?</p> <p>Are the summary statements about student support, admissions and the regulation of standards consistent with University policy and practice and the course regulations in section B3?</p>
COMMENTS		
B3	Regulations	<p>(Either full set(s) or a link to the standard template; a statement of specific requirements and proposed departures are provided.)</p> <p>Do course regulations accord with the requirements of the University's award regulations? (ulster.ac.uk/academicoffice under Regulations)</p> <p>Are there any specific admissions requirements (academic, experience, age or competence)? Are they justifiable? (For age or non-academic competence, take account of Employment Equality (Age) Regulation (NI) Order 2006 and SENDO.)</p> <p>Do qualifications proposed for accreditation of prior learning/exemption match the content and level of the modules in question?</p> <p>Are there modules in which the threshold standard must be met in both assessment elements? Is this reasonable, e.g. core modules?</p> <p>Are any departures from University regulations proposed? Are they appropriate?</p>
COMMENTS		
B4	<p>Module Descriptions (For each module)</p> <p>CHERP has developed guidance on module design, including writing learning outcomes, reading lists, assessment briefs, criteria and rubrics. ulster.ac.uk/cherp/academic-development</p>	<p>Does the module title adequately reflect the content? Is the credit level properly assigned? Is it reflected in the outcomes?</p> <p>Do the taught modules meet the University's acceptable sizes (any multiples of 5 from 10 credit points)? Has a sound rationale been given for modules smaller than 20 credit points (a curriculum design principle)?</p> <p>Do the credit points accord with the notional student effort hours (10 hours = 1 credit point)? Do the hours give an adequate breakdown between the different forms of teaching used and independent study?</p> <p>Is there a clear relationship between module rationale, aims and learning outcomes and those of the course?</p> <p>Are the design and organisation of the curriculum effective in promoting student learning and achievement of the intended learning outcomes and the fulfilment of Graduate Qualities and the Student Experience Principles including employability, global citizenship, education for sustainable development, internationalisation (see B1.1, 1.7)?</p> <p>Does the curriculum embed the development of academic skills (including learning to learn in higher education initial enquiring developed?) as an integral and integrated part of the first year (full-time) as a minimum? Are study skills explicitly assessed in accordance with University policy?</p> <p>Are the learning and teaching and assessment methods appropriate to the intended learning outcomes at the level of the module?</p> <p>Is the curriculum content appropriate for the objectives of the module and course? Will it encourage the achievement of the knowledge, understanding, skills and other qualities identified? Is it current and relevant? Is it informed by current research and scholarship (including the research interests of staff), the subject benchmarks, and any changes in the relevant occupational or professional requirements?</p> <p>In an Honours degree in accordance with University expectation, is there a sustained project or dissertation module? Are the arrangements for project/dissertation supervision adequate?</p>

	Course teams upload in a supplementary document assessment rubrics.	<p>Do the specific assessment criteria meet the University's generic level criteria as stated in the Assessment Handbook?</p> <p>Is the assessment weighting between coursework and examination appropriate? Is the rationale for different assessment weightings between modules sound? Are there more than two items of assessment? (An item may include more than one component (such as in a portfolio) but the overall item will have a single mark.) Has a case been made to depart from this curriculum design principle? Is sufficient information provided about the forms of assessment (e.g. duration and format of examination, length of assignment, summary assessment criteria/ marking scheme)? Is there equity and consistency in assessment, taking account of the University's workload equivalence guide for word counts (2018)? There should be approximately 2000 words (or equivalent) per 10 credit points. Are they appropriate for their diagnostic, formative and/or summative purposes? Does the assessment meet the University's Principles of Assessment and Feedback for Learning?</p> <p>Where a word limit is set, do penalties follow University's policy (2018)?</p> <p>Does the assessment of group work ensure that individual student achievement is recognised? The University expects that at least 25% of each student's assessment result in group work is based on his/her individual contribution in modules contributing to a final award, and significantly more where modules are wholly or mostly assessed by group work.</p> <p>What are the arrangements for moderation and external examining of work-based learning/placement?</p> <p>Are the reading lists and other sources of information appropriate? Are the texts current editions? Are they available in the Library? Are the texts appropriately identified as required or recommended reading? Is the amount of reading realistic?</p>
COMMENTS		
SECTION C: RESOURCES		
C1	Physical	<p>Are the physical resources (general and specialist accommodation, laboratory equipment, library, IT) available sufficient to ensure the successful delivery of the course(s), for the cohort size?</p> <p>Is there a renewal/updating policy for equipment?</p> <p>Comment on the general appearance/condition of buildings and classrooms. Are there adequate study facilities for students?</p> <p>Are the book and periodical stocks appropriate and accessible (opening hours; borrowing entitlements; electronic and remote access)? (Note in partner institutions, the University's central service departments will have made reports to the University as part of the initial approval of course planning; Library Services will also make detailed reports on partner institution proposals in accordance with a detailed checklist.)</p>
COMMENTS		
C2	Staff	<p>Are the staff sufficiently qualified and experienced to deliver the course successfully at its qualification level? Is there appropriate expertise? Is there evidence of research or scholarship in staff profiles?</p>
C2.1	Summary and CVs ulster.ac.uk/cherp/academic-development	<p>Are the staff numbers adequate? What is the balance between full-time and part-time staff? Will part-time contracts allow sufficient time to undertake expected duties?</p> <p>What arrangements are there for induction and mentoring of new staff? Have all recently appointed teaching staff received academic induction in line with University policy? Is there sound leadership in the course/subject and module teams? Are you confident that the staff can work together as an effective team?</p> <p>Is there adequate technical, administrative and other support staff?</p> <p>Is there a staff development plan? Will it contribute to the enhancement of teaching? What use is made of Peer Observation and Peer-Supported Review? How many staff have undertaken the University's Postgraduate Certificate and/or</p>

		MEd in Higher Education Practice or are otherwise qualified in teaching in higher education?
COMMENTS		
C2.2	Summary matrix (revalidation)	Does the matrix match the information in module descriptions?
COMMENTS		
C2.3	Part-time staff, PTAs	Is adequate support provided for postgraduate teaching assistants and demonstrators and part-time lecturers and their integration into the team?
COMMENTS		
INSTITUTIONAL ADMINISTRATION		
Network or franchise management		<p>Are there adequate arrangements for course committees to meet and to keep the curriculum under review and to consider other matters within their terms of reference? Is there a reasonable distribution of responsibilities among members of the course team?</p> <p>For a joint course or course which is delivered in a network of partners, how effective are the arrangements for its operation? Consider such matters as curriculum development, meetings of network members, staff development, assessment arrangements. Good practice includes forward planning with annual meetings including course directors and lead module co-ordinators built into a calendar of events; identification of lead module co-ordinators; possible meeting of module teams; common external examiner(s); internal cross-moderation; common timing for shared examinations; common examination board as permitted by University; co-ordination of revisions; consideration of student views across all partners; common template for course handbook.</p>
COMMENTS		
DOCUMENTATION		Is the documentation clearly presented and easy to follow? Is it generally free from typographical errors and spelling mistakes? Is the pagination and indexing accurate? Are relevant sections cross-referenced? Have the relevant University templates been used? Have assessment rubrics been provided?
COMMENTS		

Academic Office
July 2019

Relationship with other courses within the host institution	
1	If transfer into the course from existing provisions is planned, are the pathways clear and can admission be achieved in a way which does not weaken the academic integrity of the final award?
Benchmarks and reference points	
2	Where applicable has the course planning team taken account of: University of Ulster Qualifications and Credit Framework; Foundation degree Characteristics Statement; Subject Benchmarks; National Occupational Standards; Sector Skills Council Frameworks; HEFCE Prospectus.
Course Structure: Curriculum	
3	Does the design and content of the curriculum reflect the core features of the Foundation degree qualification (employer involvement; accessibility; progression and articulation; flexible delivery)?
4	Does the curriculum take account of national occupational standards and subject benchmarks or has the curriculum drawn upon the relevant Sector Skill Council Foundation degree framework?
5	Is there balance and integration of employment-related skills and broad-based academic study and content?
6	Do the Learning Outcomes demonstrate the integration of Work-Based Learning/Work Related Learning with the academic and theoretical content?
7	How is employer confidence in the programme content and output to be assessed?
8	Are the progression arrangements governing admission on to programmes within the University (and, if appropriate, accreditation pathways for professional and vocational bodies) explicit and achievable?
9	Are the students adequately prepared for Work-Based Learning?
Work-Based Learning (WBL)	
10	Are you confident that sufficient placement opportunities of appropriate level and nature will exist to service the needs of all students on the programme?
11	Will individual Learning Contracts be established between the student, the institute and the employer to facilitate the operation and assessment of the WBL component?
12	Are the arrangements for the marking, moderation and external examining of the WBL component satisfactory?
Learning and teaching and assessment	
13	Does the learning and teaching strategy serve the core features of a Foundation degree (providing the knowledge, understanding and skills that employers need)?
14	Does the assessment framework address a range of employment-related skills (generic, key, technical, work-related)?
15	How specifically does the learning and teaching strategy tie together academic learning and WBL (eg do modules use actual case studies; undertake 'real' briefs/projects; is any of the student output seen/commented upon/marked by employers)?
16	Where employers are contributing to the delivery of the programme, how are these contributions designed and integrated?
17	Are employers involved in the assessment of students? If so, how are they prepared to fulfil the role? Are they available to respond to student queries which may arise at times and locations which are accessible to the students?
Faculty Partnership Manager	
18	Is the role of the Faculty Partnership Manager understood?

UNIVERSITY OF ULSTER

COURSE

A meeting of the Evaluation Panel to consider approval of [institution] to offer a [validated/franchised] course leading to the University's award will be held on _____ at _____.

AGENDA and PROGRAMME

1 MEMBERSHIP

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

In Attendance: [The Faculty Partnership Manager is normally in attendance]

2 GUIDELINES FOR EVALUATION PANELS AND LEGAL AGREEMENT

To receive a copy of the Guidelines for Evaluation Panels.

To receive the Recognition Agreement to be signed between the University and the institution in accordance with Ordinance XXVIII: Recognition of Institutions.

[To receive a summary report on matters arising from the Institutional Approval process (if applicable).]

3 SUBJECT BENCHMARK STANDARDS

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

4 COURSE SUBMISSION

To receive from the Faculty Partnership Manager (CA4).

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

To receive reports from central University departments on Library and IT and digital learning resource matters (CA10A/B reports).

[To receive a draft Contract for Services Agreement (franchised course).]

To note assessment rubrics.

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

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

Innovations

Course philosophy

Course structure and coherence

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

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

Employability and enterprise

Programme specification and module descriptions

Regulations

Physical resources

Staff resources

5 [SUBJECT NETWORK/FRANCHISE] MANAGEMENT

To discuss the management of the [subject network/relationship with University course].

6 CONCLUSIONS AND RECOMMENDATIONS

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

To consider conclusions on standards and recommendations regarding approval.

OUTLINE PROGRAMME OF MEETING (COLLEGE-BASED PROVISION)

9.30 am - 10.15 am	Introductions and Tour of Facilities* (if required)
10.15 am – 11.00 am	Private meeting of Panel To note the agenda and to identify matters which should be discussed with a) the senior institution staff and b) the Course Planning Committee.
11.00 am - 11.30 am	Meeting with Senior Institution Staff and Chair of Course Planning Committee To enable the senior staff and the Chair of the Course Planning Committee to indicate how the proposal fits within the institution's course provision and to discuss with the Panel such matters as strategy for HE provision, staffing and other resources.
11.30 am - 1.15 pm	Meeting with Course Planning Committee To discuss the course submission (see main agenda).
1.15 pm – 1.45 pm	Lunch
1.45 pm - 3.00 pm	Further discussions with Course Planning Committee (if necessary)
3.00 pm - 3.30 pm	Private meeting of the Panel To note strengths, creativity, innovation, good practice, and other aspects for commendation. To confirm the qualification level of the course. To confirm the credit value and level of modules. To confirm course regulations. To finalise the Panel's conclusions and to consider: a) whether the course is to be approved and the minimum and maximum cohort sizes; b) conditions of approval, if any; c) recommendations for further consideration by the Faculty/Institution; d) the date by which a response should be received.
3.30 pm – 3.45 pm	Meeting with Senior Staff and Chair of Course Planning Committee a) To note that the requirements of the University Ordinance on the Recognition of Institutions and the Recognition Agreement apply. To note that financial arrangements have been agreed. To consider aspects of institutional administration and liaison with the University. b) To communicate the Panel's conclusions and recommendations.

* May not involve the whole panel.

COURSE EVALUATION/ REVALIDATION**INSPECTION OF PHYSICAL RESOURCES REPORT**

INSTITUTION/CAMPUS: _____

COURSE/REVALIDATION UNIT: _____

DATE OF VISIT: _____

PRESENT: _____ (Panel Members)

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

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

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

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

3	LIBRARY	
	Are the book and periodical stocks and other non-book media adequate and appropriate for the course(s)?	Yes/No
	Are the commitments to meet future needs adequate?	Yes/No
	Is electronic and remote access available? (External provision only.)	Yes/No
	Are opening hours adequate? (External provision only.)	Yes/No
	If No to any of the above, please give details. If Yes, please add comments, if desired.	

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

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

Academic Office
July 2014

Appendix 28b

GUIDELINES FOR CONDUCTING TOURS OF FACILITIES IN PARTNER INSTITUTIONS

The tour of partner institution resources is an essential part of the validation process. In an effort to ensure consistency in the approach taken by the Faculty Partnership Manager accompanying members of the validation panel the following checklist has been compiled.

- A visit to typical teaching accommodation and other relevant facilities in the area(s) used by the students concerned.
- A visit to the computing facilities available to the students.
- A visit to the library premises to enable the visitor to see what books are available. If books have recently been ordered that are not yet in the Library or the team intends to make purchases on confirmation of validation it is advisable to have a list of such books and the librarian briefed to indicate that they have been or are to be ordered.
- The student support facilities (counselling; careers; financial support) so that the visitor can see the sort of advice available to students and in particular to the type of (adult) learner who enters these programmes.
- The catering facilities might also be included – the opportunities such students have to sustain themselves during the day and/or evening. Visitors may want to know about out-of-hours provision if relevant.

Institutions should remember that the tour is their opportunity to show themselves off to best advantage and impress the visitor with their care, academic concern and support as well as the facilities and library and web support that are offered to students. Institutions may decide, where appropriate, to provide a presentation from subject experts, for example the Head of IT resources. This may be appropriate where an institution operates across a number of sites, and where students have access to facilities across sites in close proximity to each other.

The person in charge of the tour should devise a planned itinerary around the institution and send it to the relevant Partnership Manager in advance of the event. There should also be someone from the institution to take the visitors around whose name should be indicated in advance. The institution needs as well to suggest where the visitor should be taken on arrival.

It is probably wise to allow one and a half to two hours for the tour.

A CA8 form is used to record the conclusions of the visit.

RECOGNITION AGREEMENT [for a validated course]

AN AGREEMENT made the day of [month] [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ of _____ (hereinafter called '_____') of the other part.

WHEREBY the UNIVERSITY shall recognise the _____ to offer an approved programme of study at *[specify campus/site]* leading to the award of _____ of the UNIVERSITY.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall recognise and accept the conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions and shall comply with the directions of the UNIVERSITY in the provision of the validated programme of study leading to its award. The programme of study shall be that described in the official course document approved by the UNIVERSITY and its operation shall conform to the said document and the associated standards and quality assurance and administrative procedures of the UNIVERSITY.†
†For overseas agreements add "The language of instruction and assessment shall be English".
- (2) The _____ shall be responsible for the enrolment and satisfactory tuition of the students. The University shall accord the status of 'Associate Student of the University' to students of the course.
- (3) The _____ shall provide:
 - (a) adequate human and physical resources to ensure the successful delivery of the programme and its assessment and administration requirements;
 - (b) reasonable access to those resources and facilities as required by students for their attendance on the programme and completion of its assessment requirements;
 - (c) such access during the period of approval and as determined by the dates of attendance required by students on the programme.
- (4) So long as this Agreement remains in existence the UNIVERSITY shall confer its award on those students who to the UNIVERSITY's satisfaction complete the programme and pass any examinations or other form of assessment stipulated in the course regulations set by the _____ with the agreement of the UNIVERSITY.
- (5) The UNIVERSITY shall appoint one or more members of staff to oversee the operation of the programme and to promote liaison between the UNIVERSITY and the _____.

- (6) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the planning, supervision, delivery and assessment of the programme.
- (7) The _____ shall pay to the UNIVERSITY on demand such monies expressed in terms of sterling as shall be determined by the UNIVERSITY from time to time in connection with the operation of this Agreement as follows:
- (a) a licence fee for each approved programme leading to an award of the UNIVERSITY;
 - (b) a fee expressed as so much for each student registered on the approved programme for each year of the programme;
 - (c) and such costs as the UNIVERSITY shall reasonably incur, in connection with the design, evaluation, monitoring, review, examining, assessment and general supervision of each programme.

The _____ recognises that these financial arrangements will be monitored and reviewed by the UNIVERSITY throughout the period of the Agreement and are subject to change at the discretion of the UNIVERSITY.

- (8) The _____ acknowledges:
- (a) that at all times the students are the students of the _____ and are subject to the rules, ordinances and regulations of the _____, and are not Registered Students of the UNIVERSITY at any time;
 - (b) that the students shall be accorded the status of Associate Student of the UNIVERSITY and shall be subject to the General Regulations for Associate Students;
 - (c) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or students;
 - (d) that the UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this Agreement through the act or default of the _____;
 - (e) that the intellectual property rights, including copyright, in any course materials provided by the University shall remain the property of the University and shall be used only in connection with the provision of the herein referred to programme(s). If this Agreement is terminated by the University all course materials and the documents provided by the University shall be returned to the University together with all copies thereof.

- (9) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the [Director] of the _____ who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.
- (10) This Agreement shall be effective from the first day of _____ [year] and shall continue in force thereafter for the period of approval of the programme(s), unless terminated by:
- (a) Either party upon 12 months' written notice; or
 - (b) The _____'s failure to comply with the recognition conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions or the terms of this Agreement whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.

PROVIDED ALWAYS that where termination has been effected under paragraph 10(a) above students once registered on the approved programme and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said programme for the award.

- (11) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____. Proposed revisions to the content, structure, organisation, assessment of the programme or the resources which support it shall require the approval of the UNIVERSITY and shall be submitted in accordance with its standards and quality assurance arrangements.
- (12) A person who is not a party to this Agreement has no right under the Contracts (Rights of Third Parties) Act 1999 ("the Act") to enforce any term of this Agreement but this does not affect any right or remedy of a third party which exists or is available apart from the Act.
- (13) The _____ shall not without the prior written consent of the University assign, transfer, charge or deal in any other manner with this Agreement or any of its rights under it, or purport to do any of the same, nor subcontract any of all of its obligations under this Agreement.
- (14) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.
- (15) Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to the Programme. The _____ agrees that all publicity or promotional material connected with the Programme shall be approved in advance by the UNIVERSITY.
- (16) If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused

performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.

- (17) The _____ shall not wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. The _____ shall be responsible for and shall save, indemnify, defend and hold harmless the UNIVERSITY from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.
- (18) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name) (Title)
(INSTITUTION)
(Address)

(Name)
Pro-Vice-Chancellor (Academic Quality and Student Experience)
UNIVERSITY OF ULSTER [address]

- (19) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF
_____ WAS AFFIXED HERETO:

Signature: _____
[Director]

Date

PRESENT WHEN THE COMMON SEAL OF THE
UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Vice-Chancellor

Date

UNIVERSITY OF ULSTER

REVALIDATION SCHEDULE BY SUBJECT UNIT AND SUB-UNIT (Colleges): 2020/21 – 2024/15 (as at 31 July 2020)

YEAR WITHIN CYCLE	IV 2020/21	V 2021/22	I 2022/23	II 2023/24	III 2024/25
FACULTY					
Arts, Humanities & Social Sciences	26K Policing (ug/PSNI) 26L Prof Teaching (PSNI)	26J Prison Custody (ug/NIPS) 30B1 Access (Science / Social Scs/NRC) 30B3 Access (Social Scs/NWRC) 30B2 Access (Social Scs2/SRC) 30B4 Access (Social Scs/SWC)	17B Irish (ug/SRC) 26D Politics (H & Soc Care Man) (pg/Trusts)	2D Inter. Design (ug) (NRC) 6B Counselling (Colleges)	7D Digital Arts & Tech (SWC) 26F2 Social Work (pre-qual) Colleges)
Computing, Engineering & Built Environment		4B Arch Techn/Constr Eng (Colleges) 4E Property & Planning (BMC) 4H Energy & Bldg Services Eng (ug) (HKU SPACE)	4G Civil Eng (BMC) 16Aii Computing (QAHE)	10B2 Engineering (NRC/SERC) 10B3 Engineering (SERC/SRC) 10B4 Engineering (NWRC) 16G1 Computing (BMC/SRC) 16G2 Computing (SRC) 16G3 Computing (NRC) 16G4 Computing / IT (NWRC) 16G5 Computing (SERC) 16G6 Computing (SWC) 30F Access (Math&Phys) (BMC)	4D Civil & Env Eng (SWC) 10B1 Engineering (SWC) 16B2b Art Intel./inter of Thinks (pg) (HKU SPACE)
Life & Health Sciences	12D Horticulture (CAFRE) 12E Agric (CAFRE) 22K Paramedic (ug/NIAS)	25B Combined Social & Behavioural Sc (BMC) 22J Health & Soc Care (Network) 30D Access (Scs) (NWRC)	3G EU Reg Affairs (pg/DL UCD/UCC) 22H Drug & Alch (ug/NWRC) 28I Sports (pg) HKU SPACE)	3C3 App Ind Scs (SRC) 3C4c Dentistry (pg) (o.c. Birmingham) 3C5 App Med Scs (Colleges) 3E Nutrition (ug/pg/HK) 3F Food (CAFRE) 28H Sport (Network)	3C1b Biomed Sc (Joint/Sligo) 12C Equine Man (CAFRE) 28N Chiro (ug/pg) (o.c Manchester)
UU Business School	1Aii Accounting (ug/QAHE) 5E1ii Int Business (pg/QAHE) 15D Tour Guid./Event Mgt (BMC) 15G Intl Hospitality (HTMi ^{Switz})	5J Innov Man Public Serv (ME/Letterkenny) 15E Hosp Tour Mgt (Network)	1Biii Str. Acc (pg) (QAHE)) 1E Accounting (ug/BMC) 5Dii Business (ug) QAHE) 5Gii MBA (QAHE) 5P Marketing (ug/BMC)	5Giib Business (ug/pg) (Qatar) 5LAii Marketing (pg/QAHE) 5M Fin/Bus Serv (SWC) 5N Bus/Digital Tech (NRC)	5F1 Bus Improvement (pg/oc - HSC) 5Q Lead Man (SERC) 5R Bus & Enterprise (NWRC) 15H Intl Hospitality (HTMi ^{SGP})
Distributed Education Board		31B Foundation Studies (Dip) (Qatar)			
TOTAL: 69	9	14	12	22	12

UNIVERSITY OF ULSTER

REVALIDATION PREPARATION FORM**Form CA6a)**

CYCLE/YEAR: V

ACADEMIC YEAR: 2021/22

SUBJECT UNIT NAME:

UNIT NUMBER:

FACULTY:

MONTH/YEAR OF REVALIDATION EVENT:

ACADEMIC OFFICE CONTACT:

1. UNIT CO-ORDINATOR FOR REVALIDATION EVENT:

Please give the name and contact details for the member of staff who will be responsible for co-ordinating the unit submission and who will act as a contact for the Academic Office. (Course Director for single course event.)

2. CURRENT COURSES FOR REVALIDATION	REVISED TITLE (if applicable)	CAMPUS/PARTNER INSTITUTION	PSRB INVOLVEMENT (Yes, No, Not applicable)	WITHDRAWN (withdrawn)
--	---	-----------------------------------	--	---------------------------------

Please identify courses or undergraduate subject strands which are not to be submitted for revalidation within this unit. Identify outcentre where applicable. CA5 forms should be submitted for courses being withdrawn.

3. NEW PROPOSALS

For new course/subject proposals or new pathways with distinct award titles a CA1 or CA2 form should be submitted for consideration by the Academic Planning Advisory Group. For a new title for an existing course, a CA3 form should be submitted in advance of revalidation.

COURSE TITLE	CAMPUS/PARTNER	PSRB INVOLVEMENT (Yes, No, Not applicable)
---------------------	-----------------------	--

4. SUBJECT BENCHMARK

Please specify the relevant UK Quality Code's Subject Benchmark and any other relevant standard.

5. REVALIDATION PANEL

Please state the names, positions and addresses (and subject areas) of a minimum of three persons, who might be considered as external members of the revalidation panel. At least two will be selected by the Academic Office. (These should be subject-specialist academic staff who are UK or European Economic Area nationals working in other higher education institutions with a strong reputation in their field and in pedagogy with recent experience of curriculum design. Membership of the Higher Education Academy is recommended. There must be sufficient expertise in subject matter and level to cover the breadth of provision being revalidated. At least one nominee should be from an institution in Great Britain, in order to ensure familiarity with the UK higher education infrastructure.) A professional body or employer representative may be nominated as an additional member. Nominees should not be closely associated with the School or partner institution, for example through having been a member of staff or an external examiner within the last five years, nor should staff from the unit be closely associated with the institution of an external nominee, such as in the role of external examiner.

The University is required by the UK Government to verify the right to work in the UK of any person undertaking work at the University irrespective of the length or nature of that work. External panel

members formally invited by the Academic Office to participate in a validation event will be required to provide appropriate documentary evidence, eg passport.

Number of externals required for panel:

Name	Position	Department / Faculty	Institution	Area of Subject Expertise / Employer Representation

6. PROFESSIONAL, STATUTORY OR REGULATORY BODY RECOGNITION OR ACCREDITATION

Please indicate if a joint revalidation is possible ☐ Yes ☐ No

State names and contact details for PSRBs.

7. MEETING DURATION

(The meeting will take place on one campus. Where provision extends over more than one campus/outcentre/partner institution, preliminary visits may be organised to inspect specialist physical and library resources.)

Please estimate whether the revalidation event should be scheduled to last:

☐ Half day ☐ Full day ☐ 1½ days ☐ 2 days

Please indicate whether preliminary visits, where applicable, are included in the above ☐ Yes ☐ No

8. MEETING LOCATION

Please indicate preferred location for meeting.

Belfast ☐ Coleraine ☐ Jordanstown ☐ Magee ☐ Partner Institution ☐

9. FACULTY CONFIRMATION

SIGNED: _____ DATE: _____
Revalidation Unit Co-ordinator

SIGNED: _____ DATE: _____
(Associate) Head of School

SIGNED: _____ DATE: _____
Associate Dean (Education)

The completed form should be returned to the Academic Office, J410, Tower Building, Coleraine by [date].

UNIVERSITY OF ULSTER

REQUEST TO EXTEND APPROVAL AND POSTPONE REVALIDATION

Form CA6b)

SECTION A: FACULTY REQUEST

FACULTY:

SCHOOL:

REVALIDATION SUBJECT UNIT NUMBER AND NAME:

MONTH/YEAR CURRENTLY SCHEDULED:

PERIOD OF EXTENSION REQUESTED:

(eg one year to include the September 2018 intake)

COURSE(S):

(Identify specific courses unless the whole unit)

REASON FOR REQUEST:

CURRENCY AND VALIDITY:

(Please confirm that the curriculum remains current and valid and provide evidence of this (eg extract from most recent external examiner reports and those of relevant professional, statutory and regulatory body)

STANDARDS AND QUALITY:

(Please confirm that quality is high and there are no concerns. Provide evidence of this through external examiner reports and annual monitoring datasets and reports)

PSRB (if applicable):

(Please confirm that any deferral will be accommodated by the PSRB and that accreditation will be ongoing for the full duration of the deferral)

DEMAND:

FACULTY PARTNERSHIP MANAGER'S ASSESSMENT (for partner institutions only):

FACULTY CONFIRMATION:

SIGNED: _____
Associate Dean (Education)

DATE: _____

The completed form should be returned to the Academic Office, Room J410, Tower Building, Coleraine.

SECTION B: ACADEMIC OFFICE COMMENTS:

SIGNED: _____ DATE: _____
Academic Policy and Standards Manager or Head of Academic Office

SECTION C: QUALITY ENHANCEMENT ASSESSMENT (reflecting annual monitoring data)

SIGNED: _____ DATE: _____
Head of Quality Enhancement

**SECTION D: ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
(delegated authority from Senate)**

DATE OF COMMITTEE MEETING:

DECISION: Approve (Yes/No)

Late requests (in-year and no imminent committee meeting) (actioned by Chair on behalf of ASQEC)

DECISION: Approve (Yes/No)

SIGNED: _____ DATE: _____
Chair, ASQEC

DATE REPORTED TO ASQEC:

DUTIES OF REVALIDATION UNIT CO-ORDINATOR

Each unit or sub-unit has a Co-ordinator who is appointed by the Dean of the Faculty and has overall responsibility within the Faculty for the revalidation of the unit/sub-unit. The Co-ordinator acts as a central contact person for liaison with the Academic Office and other departments.

The main duties of the Revalidation Unit Co-ordinator are:

- 1 To consult with the Dean regarding completion of revalidation preparation form (CA6) and its return to Academic Office.
- 2 To liaise with the Subject Team, Heads of School, Course/Subject Directors, Module Co-ordinators and other teaching staff of the University and external institutions regarding planning, preparation and arrangements for the revalidation event.
- 3 To liaise with the Academic Office regarding joint validation arrangements and requirements.
- 4 With the approval of the Dean, to liaise with PSRB(s) regarding joint validation arrangements and requirements.
- 5 To support arrangements for site visits through liaison with the Academic Office, Information Services, Library, external panel members and the Faculty Partnership Manager and other staff as appropriate and to co-ordinate the programme for these visits.
- 6 To co-ordinate the preparation and submission of the requisite documentation for consideration by the revalidation panel.
- 7 To co-ordinate the Faculty's response to the revalidation panel's report and provision of final documentation for approval.

REVALIDATION DOCUMENT TITLE PAGE :

UNIT/SUB-UNIT
AND NUMBER :

UNIT PROVISION : (List courses, with mode and location, or provide
summary overleaf)

FACULTY/
+ ASSOCIATED FACULTY :

UNIT CO-ORDINATOR :

INSTITUTIONAL APPROVAL* :

FACULTY APPROVAL
OF DOCUMENT :

(Associate) Dean's Signature

Date

UNIVERSITY APPROVAL
OF DOCUMENT :

Chair of Revalidation Panel

Date

This document © [University of Ulster] [Year] #

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

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

+Associated Faculty if college provision only.

*For college provision only, separate page for each college.

#Copyright may rest with the University and/or the institution, depending on the extent of contribution of syllabus material.

UNIVERSITY OF ULSTER

REVALIDATION UNIT:

A meeting of the Revalidation Panel will be held on _____ at _____ in _____.

AGENDA and PROGRAMME**1 MEMBERSHIP**

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

In Attendance: [The Faculty Partnership Manager is normally in attendance]

2 REVALIDATION UNIT PROVISION

To note the provision:

3 GUIDELINES FOR REVALIDATION PANELS

To receive the Guidelines for Revalidation Panels.

4 STANDARDS

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

To receive external examiners' reports for the last two years.

5 REVALIDATION DOCUMENTATION

To receive a statement from the Faculty Partnership Manager (CA4).

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

To receive reports from central University departments on Library and IT and digital learning resource matters (CA10 reports).

[To receive a draft updated Contract for Services Agreement (franchised courses).]

To note assessment rubrics.

To discuss the revalidation document, and to consider inter alia:

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

Revisions and innovations

Subject philosophy

Course structures and coherence

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

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

Employability and enterprise

Programme specifications and module descriptions

Regulations

Physical resources

Staff resources

6 [SUBJECT NETWORK/FRANCHISE] MANAGEMENT

To discuss the management of *the [subject network/relationship with University course]*.

7 CONCLUSION AND RECOMMENDATIONS

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

To consider the Panel's conclusions on standards and recommendations regarding approval.

OUTLINE PROGRAMME OF REVALIDATION MEETING (ONE DAY EVENT) – COLLEGE-BASED PROVISION

9.30 am – 10.30 am	Introductions and Tour of Facilities*
10.30 am – 11.30 am	<p>Private meeting of Panel</p> <p>To note the agenda and to identify matters which should be discussed with a) senior institution staff, b) students and c) the Revalidation Unit team.</p>
11.30 am - 12.00 pm	<p>Meeting with Senior Institution Staff and Revalidation Unit Co-ordinator</p> <p>To consider how the unit's provision fits within the overall academic plans of the contributing institution(s) and the University; and to discuss such matters as strategy for HE provision, progression opportunities, staffing and other resources.</p>
12.00 pm – 12.45 pm	Meeting with students
12.45 pm - 1.15 pm	Lunch
1.15 pm – 4.00 pm	<p>Meeting with Revalidation Unit Team</p> <p>To discuss the provision: (see main agenda)</p>
4.00 pm – 4.30 pm	<p>Private meeting of the Panel</p> <p>To note strengths, creativity, innovation, good practice and other aspects for commendation.</p> <p>To confirm the qualification level of each course.</p> <p>To confirm the credit value and level of all modules.</p> <p>To confirm course regulations.</p> <p>To finalise the Panel's conclusions and to consider:</p> <ol style="list-style-type: none"> whether the provision within the Revalidation Unit remains current and valid and should be approved with minimum and maximum cohort sizes; conditions of approval, if any; recommendations for further consideration by the Faculty/institutions; the date by which a response should be received.
4.30 pm – 4.45 pm	<p>Meeting with institution representatives and Revalidation Unit Co-ordinator</p> <ol style="list-style-type: none"> <p>To note that the requirements of the University's Ordinance on the Recognition of Institutions and the Recognition Agreement(s) apply.</p> <p>To note that financial arrangements have been agreed.</p> <p>To consider aspects of institutional administration and liaison with the University.</p> To communicate the Panel's conclusions and recommendations.

* May not involve the whole panel

UNIVERSITY OF ULSTER

REVALIDATION

INFORMATION FOR STUDENTS (PARTNER INSTITUTION)

Background

The University of Ulster is committed to providing high quality courses, which meet national and international standards for the award and the subject, whether delivered by the University itself or by partner institutions. We expect courses to be well organised and delivered, and to provide appropriate challenges to students. We want them to be current, relevant and student-centred and to enhance students' prospects for employment and further study.

The University has a range of processes to assure the quality of courses on a periodic as well as an annual basis. Generally courses are approved for a five-year period. In their final year of approval they must undergo 'revalidation', with the course or subject team presenting the course in the form of a detailed course document for discussion with a University panel. For certain courses revalidation is organised to coincide with accreditation by a professional or statutory body. Related courses are grouped together in revalidation units.

Purpose of Revalidation

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

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

Process

The panel considers documentation submitted by the course/subject team and has an introductory meeting with relevant senior management of your institution to discuss how the provision fits within its academic plans and matters such as resources. A tour of facilities is normally undertaken by the panel. The panel meets with a representative group of students to discuss their views on the course provision, following which it has a detailed discussion with the course/subject team, during which it will clarify any issues arising from previous meetings and the submission.

The panel then meets privately to finalise its conclusions on whether the provision remains current and valid, to identify good practice and makes recommendations regarding the continuation of approval to the University's Academic Standards and Quality Enhancement Committee.

Panel Membership

The panel is normally chaired by a senior officer of the University and includes experienced members of academic staff from the University, a student representative, and at least two external subject specialist members from other universities. Industry/employer representatives and those of relevant professional or statutory bodies may be involved.

Meeting with Students

Members of the course/subject team will not be present at this meeting and individual views will not be attributed in any report of the meeting. The panel chair will introduce the panel members to you and may ask you to introduce yourselves.

They may ask you about your general experience at your institution, and you will have an opportunity to raise topics that you would wish to mention.

The panel may seek your views on some of the aspects of your studies listed. (These topics include those which have been identified by the national Quality Assurance Agency for Higher Education for its meetings with students.)

You are welcome to raise points not covered by the panel's questions.

Your contribution to the revalidation exercise is very much appreciated.

Curriculum Content and Organisation

- reason for choosing course
- match between curriculum and expectations (for example, flexibility, choice, content)
- appropriateness of the curriculum content to the development of knowledge and skills
- relevance to prospective career/further study
- timetable and workload
- opportunities for practical and vocational experience, where appropriate.

Learning and Teaching and Assessment

- range of learning and teaching methods experienced
- quality of teaching and contact with staff
- guidance and support for independent study
- understanding of assessment methods and criteria
- use of formative assessment
- feedback on assessed work.

Progression and Achievement

- advice on progression
- attainment of intended learning outcomes
- awareness of qualities and skills acquired
- perceptions of 'added-value'
- career aspirations.

Support and Guidance

- induction
- support during periods of practice, study abroad, work experience and other off-campus experience (if applicable).

Learning Resources

- course materials provided
- library services (opening hours, practical access, user support, availability of stock)
- IT provision (opening hours, practical access, user support, availability of terminals)
- specialist equipment, including relevant software
- teaching accommodation, including laboratory or studio provision
- space for study or other independent learning, including practical projects
- catering, social areas.

Student Consultation

- ways in which your views are sought
- representation on Staff/Student Consultative Committees or course/subject committees
- the degree to which your views are influential, with examples
- students' contribution to course development including preparation for revalidation.

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

Form CA8b)

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

1 OVERVIEW

2 MATTERS OF COMMENDATION IDENTIFIED

3 MATTERS WHICH REQUIRE DISCUSSION WITH THE COURSE/SUBJECT TEAM

4 MATTERS OF CONCERN LIKELY TO REQUIRE SPECIFIC ACTION
SIGNED: _____

Date: _____

 (Panel members)

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

Academic Office July 2019

TERMS OF REFERENCE OF A COURSE COMMITTEE AT A PARTNER INSTITUTION

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

The membership of a course committee at an educational institution should include:

- a) all members of the teaching staff on the course;
- b) the Faculty Partnership Manager;
- c) the Dean of the associated Faculty of the University (ex-officio);
- d) at the discretion of the institution:
 - i) student representatives (subject to their exclusion from consideration of reserved business), the number and manner of appointment to be determined by the institution;
 - ii) co-opted members, subject to such terms and conditions as the institution may determine.

The membership of a course committee for a franchised course should also include the Course Director of the home course at the University and the relevant Head of School.

DUTIES AND RESPONSIBILITIES OF COURSE DIRECTORS (PARTNER INSTITUTIONS)

The Course Director will be responsible for the organisation and management of the course. In particular the Course Director will:

- 1 act as Chair of the Course Committee;
- 2 in consultation with senior management as appropriate, keep under review the provision of human and physical resources for the course;
- 3 in consultation with senior management as appropriate, ensure that a module co-ordinator is appointed for each course module;
- 4 ensure regular liaison with the Faculty Partnership Manager and other University staff as appropriate, including for franchised courses the Course Director of the course at the University;
- 5 ensure that the Course Committee carries out its functions and be responsible in collaboration with other members of the Course Committee for:
 - a) preparation of course publicity material;
 - b) ensuring that information held on the University module database is updated to take account of revisions which affect the modules taught in the course;
 - c) oversight of the selection of applicants;
 - d) the timetabling of the course;
 - e) arrangements for student induction programmes, including the preparation and distribution of course handbooks and other material to students;
 - f) ensuring that students are adequately informed of both general health and safety matters and those specific to their course of study and for communicating relevant information to them;
 - g) allocation of advisers of studies to students;
 - h) the regular review of student attendance and progress and presentation of reports on such matters to the Course Committee, including evidence of extenuating circumstances submitted by students in relation to performance in examinations and assessment in semester one;
 - i) implementation of the Course Committee's decision regarding the method of staff/student consultation;
 - j) consideration of requests for permission for late submission of coursework on behalf of the course committee;
 - k) collation of draft examination papers and collaboration with external examiners and the University in the approval and moderation of examination papers and other forms of assessment. (For franchised courses this is the responsibility of the Course Director of the University course);
 - l) confirmation of the examination timetable;
 - m) arrangements for meetings of Boards of Examiners and for the attendance of external examiners. (For franchised courses the University Course Director will lead on this);
 - n) arrangements for the preparation of students' results profiles for presentation to the Board of Examiners;
 - o) communicating to unsuccessful students the Board of Examiners' decisions about their performance and progress;
 - p) preparation for consideration by the Course Committee of a draft response to the report(s) of external examiner(s);
 - q) preparation and submission of appropriate documentation, for initial consideration by the Course Committee, for annual monitoring and revalidation and for proposed revisions to the course.

The Course Director may be required to participate in the registration and enrolment of students and associated administrative procedures.

The Course Director of a franchised course is a member of the course committee of the home course at the University.

DUTIES AND RESPONSIBILITIES OF MODULE CO-ORDINATORS

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

The main responsibilities of the Module Co-ordinator are:

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

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

1 Planning the Module and Changes to the Module

The Module Co-ordinator:

- a) in respect of a new module, provides the course planning committee with the details of the new module for inclusion in the course document;
- b) in respect of changes to an existing module, in consultation with the Course Director(s), completes and submit to the Faculty for approval a CA3 form setting out the proposed changes.

2 Co-ordinating and Managing Teaching on the Module

- a) Modules may be taught entirely by one member of staff (who is the Module Co-ordinator) or by a team of lecturers headed by a Module Co-ordinator. The Module Co-ordinator in the former case or the lecturing team in the latter case is responsible for:
 - preparing and delivering lectures, seminars, tutorials and practicals in accordance with the syllabus;
 - preparing handouts for students covering the syllabus, timetable, reading list, assessment requirements, library arrangements and procedures for contact with students;
 - ensuring that the library and computer services have been made aware of the requirements for the module;
 - monitoring student attendance and progress and advising the Course Director and adviser of studies of any problems; and
 - attending meetings of the course committee;
- b) Where more than one member of staff delivers the module, the Module Co-ordinator:
 - convenes periodic meetings with the module team to plan teaching, to review assessment procedures and examination marks, etc.;
 - provides support for less experienced staff;
 - represents the views of the module team at relevant meetings; and
 - circulates to the module team relevant information.

3 Co-ordinating the Examining of Students on the Module

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

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

The Module Co-ordinator is responsible for:

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

4 Module Monitoring

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

Franchised Courses

In franchised courses items 1 and the second 3a and b) are carried out by the module co-ordinator at the University. Module co-ordinators of franchised courses are required to maintain close liaison with the module co-ordinator for the corresponding module at the University.

Course/Subject Handbook Template for taught courses

Refer to Academic Office website (Documents and Forms) for full text of templates including standard clauses to be included. It is suggested that some material to which students should be directed may be placed on the VLE's course support area or linked to/from that area. Course/Subject Directors should decide the appropriate medium through which the necessary information will be provided to students. This template relates to the University's students. Partner Institutions should adapt where appropriate and include their own links.

1. Introductory Section

- Welcome by Head of School and/or Course/Subject Director
- Photos of Course Team
- Guide on use of course/subject handbook including direction to Blackboard Learn Course/Programme Support Area and explanation for its use
- Faculty/School/Department location, map of key locations, and details of School/Department Office including opening hours
- Communication
 - Use of notice boards and other means of communication, including University email
- Learning and Teaching Support Charter

This Charter is for all students studying on a taught course at Ulster University. It underlines the University's commitment to the development of a partnership in learning and the provision of an enriching learning experience for its students. It sets out what you can expect from the University and what we expect of you in relation to the teaching you will receive, how you will be supported in your learning and in relation to assessment.

www.ulster.ac.uk/studentcharter/home

2. Course Section

- Induction
- Reference to induction process and any materials, and to the ongoing support that underpins the first year learning experience
- Programme specification
 - Introductory paragraph: explain programme specification and how it informs learning and teaching experience. Link to online version.
- Reference to Academic Calendar, with significant course dates added, e.g. dates of field trips, 1st year assessment hand-in

www.ulster.ac.uk/studentadministration/students/current-students/academic-calendar
- Course structure and the nature of the learning environment
- Contact/teaching and study hours: a brief description of learning and teaching methods - see 'Explaining Contact Hours' guidance (2011) including learning and teaching and assessment methods at QAA's website www.qaa.ac.uk, and use of Blackboard Learn
- Learning in Higher Education: brief paragraph on expectations of learners in HE, including use of non-contact hours for study, use of feedback (see also below), and fixed nature of deadlines
- Course regulations
 - Introductory paragraph and full set
- Module Information
 - Information on modules (including choice where applicable). Supplemented by more detailed information in module handouts and module areas in Blackboard.
- Information on availability of additional study support through 'Studiosity'

addl.ulster.ac.uk/yt-sso/
- Assessment criteria
 - How work will be assessed: to include brief explanation of University marks/grades/classification, use of formative and summative assessment, assessment criteria (with appropriate links), reference to self and peer evaluation, if used, anonymous marking, and consequences of failure.

The following statement should be included:

You will receive information and feedback on your performance in coursework and examinations. You should note that marks and grades are subject to a process of moderation, which ensures their validity and reliability, and that no result is finalised until confirmed by the Board of Examiners.

- Feedback and how it can support your learning
How feedback will be given (normally within 15 days), formative and summative, how to use it constructively.
- Referencing and plagiarism
Importance of accurate referencing and link with avoidance of plagiarism. Introduction to specific style of referencing that is to be used. Examples of correct referencing and plagiarism relevant to subject.
- Definition of Plagiarism
Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Plagiarism is said to occur when ideas, texts, theories, data, created artistic artefacts or other material are presented without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own work is re-presented without being properly referenced. Plagiarism is a form of cheating and is a disciplinary offence.
- Student Declaration of Ownership
*(This should also be used when assignments are being submitted electronically.)
I declare that this is my own work and that any other material I have referred to has been accurately and consistently represented. I have read the University's policy on plagiarism and understand the definition of plagiarism. If it is shown that material has been plagiarised, or I have otherwise attempted to obtain an unfair advantage for myself or others, I understand that I may face sanctions in accordance with the policies and procedures of the University. A mark of zero may be awarded and the reason for that mark will be recorded on my file.*
- Electronic Detection System
At the discretion of the module co-ordinator, coursework may be submitted to an electronic detection system in order to help ascertain if any plagiarised material is present. At enrolment you have given your consent to your work being submitted to electronic detection systems.
- Plagiarism Offences
Where a member of staff suspects that your coursework contains plagiarised material, you may be asked to attend for interview to discuss the piece of work. A record of the meeting will be kept. You may also be required to undertake an oral examination on the content of your work. If plagiarism is found to have occurred, you will be penalised in accordance with the Framework of Penalties for Plagiarism Offences in Taught Programmes and Master of Research (look at the Course Handbook in your Blackboard Course Support Area for the framework). A note will be placed on your file and the offence will be recorded on the central register of plagiarism and other forms of cheating.
- Link to Policy and Penalties:
www.ulster.ac.uk/studentadministration/students/current-students/examinations/cheating-and-plagiarism
- Other key learning resources (Library, laboratories, performance spaces, studios)
- Any additional costs incurred in doing the course – books, equipment, material, field trips
- Copyright: You should be aware of the limits on photocopying and scanning materials required by copyright law.
As an individual student what amount can I photocopy?
 - You should seek to observe the extent limits or so called “safe copying” limits of:
 - one whole article from an issue of a journal.
 - one whole chapter from a work
 - one short story, poem or play (not exceeding 10 pages in length) from an anthology
 - one whole scene from a play
 - one whole paper from a set of conference proceedings
 - one whole report of a single case from a volume of judicial proceedings

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

3. Course Organisation

- Brief details of staff involved in course
- Roles of key members of staff
(The text in italics below is also set out in the Student Guide – Courses and Modules - Organisation Management)
 - Course /Subject Director
A course committee is responsible for the organisation and management of the course. It is made up of all the academic staff associated with its delivery. One of these staff is appointed the Course Director who looks after its day-to-day running. You should contact this person if your Adviser of Studies, the module co-ordinator or other lecturing staff are not able to help you with a particular problem or query relating to the course.
(If relevant) For major, main and minor subject strands contributing to modular Honours degrees a Subject Director and Subject Committee take on these roles and a campus co-ordinating group, comprising all subject directors, and chaired by the Director of Combined Studies, consider inter-subject matters.
 - Module Co-ordinator
Each module has a Module Co-ordinator who has overall responsibility for the module. The main responsibilities of the Module Co-ordinator are:
 - *Planning the module and changes to the module*
 - *Co-ordinating and managing teaching on the module*
 - *Co-ordinating the examining of students on the module. In cases where a module is delivered by more than one member of staff, some responsibilities will be shared.*
 - Studies Adviser
Nature of Studies Advice system – what students should expect.
Each registered student on a taught course is assigned an Adviser of Studies who provides guidance in matters relating to choice of modules, assessment and progress. You are encouraged to talk to your adviser about your work and progress and to seek assistance, if required, with study or examination skills.
Studies Advisers will be pleased to provide students with information about the range of support available e.g. from Student Wellbeing, Chaplaincy, Employability and Careers and, if requested, will make arrangements for students to seek specialist advice or help.

You will be given the name of your Studies Adviser during the first week of the semester. You should meet with your Adviser at least once each semester. Your Adviser will agree with you the frequency and format of these meetings.

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

See Academic Office Policies: A

www.ulster.ac.uk/academicoffice/policies

Description of the following roles:

- Placement Tutor
- Head of School
- External Examiner

- Timetable and attendance
Explanation of nature of different sessions in the timetable and preparation for them. Importance of regular attendance and procedure for monitoring and following-up on non-attendance. Absence reporting.
- Submission of coursework (procedure, submission sheet, normally electronic, or physical location). Downloadable submission sheet - see Academic Office Policies: C
www.ulster.ac.uk/academicoffice/policies
- Changing an optional module
The University's regulations allow you to replace optional modules provided that you notify the Registry Office on a [Module Amendment Form](#) signed by your Course Director or Studies Adviser within the first two weeks of the semester in which the module is taught.
www.ulster.ac.uk/studentadministration/students/current-students/my-academic-record
- Staff-Student Consultative Committee – see Student Guide: course Organisation and Management and www.ulster.ac.uk/quality/procedures/student-engagement/staff-student-consultative-committees
Explain purpose of Committee, including sharing of External Examiners' reports
 - Procedures for electing Course representatives. Further details and link to Students' Union site: www.uusu.org/student-voice
- How students provide feedback on their learning experience
 - Module Feedback Survey
 - National Student Survey
- Health and Safety – subject related Health and Safety information
- Rooms used for teaching - maps

4. Community Engagement and Employability

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

engage in Science Shop activities come from a variety of disciplines including, architecture, communications, social policy, geography, business and management, law, environmental health, and computing.

www.ulster.ac.uk/flexible-education/community/science-shop

- Support provided by Employability and Careers:
www.ulster.ac.uk/employability/home

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

Services provided include:

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

5. Other Enrichment Opportunities

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

For example:

- Students' Union: <https://www.uusu.org/>
- Clubs and Societies
- Being a course representative
- UUSU Volunteering Centre
The University of Ulster Students' Union Volunteering Centre supports students who want to lend a helping hand in their local community or Students' Union whether they are passionate about social change, seeking to gain valuable experiences and skills or whether they just want to meet new friends and have fun.
- Voluntary organisations e.g. Young Enterprise
- Mentoring schemes
- Being a Peer Leader
- Prizes
- Competitions

6. Support

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

Who to talk to:

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

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

- Students' Union www.uusu.org/

7. Other Useful Information

- Student Charter and associate charters for:
 - Learning and Teaching
 - Information Services
 - Library Services
 - Residential Serviceswww.ulster.ac.uk/studentcharter
- Student Complaints Procedure
www.ulster.ac.uk/quality/procedures/student-engagement/student-complaints

Disclaimer

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

** as applicable*

*** delete if not applicable*

Retention of Information

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

Academic Office August 2021

MODULE HANDOUT

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

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

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

* Essential for teaching plan

CODE OF PRACTICE FOR ADVISERS OF STUDIES

- 1 Each registered student on a taught programme of study shall have an adviser of studies.
- 2 Advisers of studies are encouraged to attend induction programmes for new students and to establish contact with their students.
- 3 Advisers of studies will agree with their students the frequency and format of meetings which will normally take place at least once during each semester.
- 4 Advisers of studies have a responsibility to guide their students in matters regarding their choice of optional modules, curriculum content, assessment, progress, and study and examination skills.
- 5 Advisers of studies are encouraged to make themselves conversant with the academic and personal background of their students, and, as necessary, to consult other members of staff who teach or supervise them.
- 6 Advisers of studies are responsible for reporting on their students' progress in accordance with the procedures approved by the course committee.
- 7 Advisers of studies are also encouraged to act in a general advisory capacity and to assist their students in meeting the requirements of study for the course. Where necessary, they should seek, or advise their students to seek, guidance and assistance from the range of support provided by institution. They should make themselves conversant with the facilities and resources available.
- 8 Advisers of Studies are responsible for referring to the course committee and/or the board of examiners, through the Course Director, information relevant to their students' progress or academic performance.

In May 2012 the then Academic Development and Enhancement Committee endorsed guidance for the operational action of the University's Code of Practice for full-time undergraduate students. See Academic Office webpage on Policies under Advisers of Studies. This includes:

- a minimum of four timetabled meetings in year 1, some of which may be conducted in a group environment
- at least one individual meeting in year 1, semester 1, to include a discussion about interpreting and using feedback
- indicative timetables and agendas
- information for course/subject handbooks

Partner Institutions should consider this and develop their own guidance for ensuring an effective studies advice system.

REGULATIONS GOVERNING EXAMINATIONS IN PROGRAMMES OF STUDY

[Note: arrangements relating to undergraduate Honours subject-based provision do not apply in partner institutions – regulations 6-12 are not reproduced.]

Appointment and Duties of Examiners

- 1 Subject to the final responsibility of the Senate the examinations for programmes of study, and the assessment of performance and determination of the academic progress of the students enrolled therein, shall be undertaken by Boards of Examiners. There shall be Course Boards of Examiners for integrated courses of study and Subject Boards of Examiners and Progress and Award Boards of Examiners for combined undergraduate Honours degrees. [...]

The Senate may annul a decision of the Board of Examiners, and substitute its own decision, where circumstances make it appropriate to do so.

- 2 The membership of the Course Board of Examiners shall include internal examiners and one or more External Examiners. The Head of School in which the programme is located shall be an ex-officio member of the board. The Chairperson of the Course Board of Examiners shall be the Dean or Associate Dean of the Faculty in which the programme is located, or a Head or Associate Head of School in the Faculty, other than the School in which the programme is located. [*In partner institutions this role is usually taken by a senior member of staff from the institution trained in the role and not directly associated with the course.*] In the absence of the designated chairman, the board shall be chaired by a person appointed by the Senior Officer¹ responsible, acting on the authority of the Senate. Members of the board are required to declare personal interest, involvement or relationship with a student being assessed to the Chairperson of the board.

- 3 All members of the Course Committee engaged in teaching and assessment shall be internal examiners for the programme. Internal examiners are required to inform their Head of School and the Course Director of any personal interest, involvement or relationship with a student being assessed.

Course External Examiners shall be appointed by the Senior Officer¹ responsible acting on behalf of the Council on the recommendation of the designated committee under delegated authority of the Senate after consideration of reports from the boards of the faculties.

Appointments shall be for a period of not more than four years but may exceptionally be extended for a period of not more than one year.

- 4 The duties of Course Boards of Examiners shall be:
 - a) to determine the module results obtained by candidates;
 - b) where such results lead directly to a degree, diploma, certificate or other academic distinction, to forward to the Senate and, where appropriate, to external bodies, lists of successful candidates, classified in accordance with the relevant course regulations, with recommendations for the award of degrees, diplomas, certificates and other academic distinctions;
 - c) to determine on behalf of the Senate the academic progress of students on the basis of their performance in examinations and other forms of assessment;
 - d) to ensure that the examination and assessment of candidates are conducted in accordance with regulations and procedures prescribed by the Senate;
 - e) if regulations regarding the classification of final results have been revised during a candidate's period of registration, to apply the regulation which gives the most favourable outcome;
 - f) to deal with such other matters as the Senate may refer to them from time to time. All assessed work shall be available to the Course Board.

¹ Pro-Vice-Chancellor (Academic Quality and Student Experience)

All assessed work shall be available to the Course Board.

The Course Board shall not adjust the marks awarded or progress decisions made by an earlier Course Board, except in accordance with the procedures for the Review of Decisions and the Consideration of Offences in Connection with Examinations and other Forms of assessment.

5 The duties of Course External Examiners shall include:

- a) consultation with the internal examiners, through the Course Director, in relation to the approval and moderation of examination papers and other forms of assessment;
- b) consideration of the standard of marking of examination papers and other forms of assessment and reporting to Course Boards of Examiners on such revisions of the marking as they consider necessary;
- c) attendance at meetings of Course Boards of Examiners;
- d) attendance with or without one or more internal examiners at such oral examinations as are determined by the Course Board of Examiners;
- e) confirmation, by joint signature with chairpersons of Course Boards of Examiners, of results and the pass and classified lists of candidates including recommendations for the award of degrees, diplomas, certificates and other academic distinctions;
- f) submission of an annual report to the Senior Officer² responsible in the first instance;
- g) submission to the Senate or to committees of the Senate, as requested, of comments on any matters relating to the teaching, organisation, syllabus and structure of the course;
- h) such other duties as the Senate may specify from time to time.

[6-12 not reproduced]

- 13 Course and Subject External Examiners need not be involved in the examining process for first year undergraduate degree modules which do not contribute to the final award.
- 14 Unresolved disagreement between examiners shall be reported to the Senate.
- 15 External Examiners shall be entitled to attend meetings of Boards of Examiners of which they are members. Subject to clauses 16 and 17, they shall be present at all meetings where the performance of candidates which contributes to the final result is being considered. The Senate may prescribe that the External Examiners shall be present for consideration of all stages of the examining of the course.
- 16 In linked Postgraduate Diploma and Master's programmes, the Faculty may determine in accordance with approved procedures whether the External Examiner should attend one or both award stages.
- 17 In exceptional circumstances, the Senior Officer² responsible, acting on the authority of the Senate, shall make arrangements for External examining during the absence of the External Examiner(s), which may include the submission of written reports or the appointment of substitute examiner(s) or both.

Conduct of Examinations

- 18 Examinations for degrees, diplomas, certificates and other academic distinctions shall be conducted under conditions determined by the Senate.
- 19 To be admitted to an examination a candidate shall have complied with the conditions laid down in ordinances and regulations and paid the prescribed fees.

² Pro-Vice-Chancellor (Academic Quality and Student Experience)

- 20 Teaching and assessment (coursework and examinations) shall normally be through English. Where the subject of study is a language other than English, the Course/Subject Committee may require or permit teaching and/or assessment to be conducted in that language.
- 21 Candidates shall not take into the examination room any books or papers or information recorded in any form relevant to the examination except with the permission of the examiners or the senior invigilator.
- Candidates shall not take paper or electronic translation or other dictionaries into the examination room, unless their use is permitted by the examiners as stated in the rubric of the examination paper.
- Candidates shall not take mobile phones, smart watches or similar electronic devices into the examination room.
- Electronic calculators, provided that they are operationally quiet, hand-held, contain their own power source, do not have an SD card slot and cannot communicate with other devices, may be used by candidates in an examination unless the use of any type of calculator or of particular types of calculators has been expressly forbidden by the examiners.
- Candidates shall not bring food or drink into the examination room without prior permission from the senior invigilator.
- 22 No information relating to the examination paper, additional to that contained in the paper, shall be conveyed to candidates during the examination, unless there is an error in the paper, in which case the information shall be provided to all candidates taking the examination.
- 23 Candidates shall not remove from an examination any answer books or material provided for the examination, other than the question paper unless it is specified that it may not be removed.
- 24 During an examination candidates shall not communicate with one another or leave their places except to obtain additional stationery or to speak to an invigilator.
- 25 Candidates shall not be admitted to an examination later than one hour after it has commenced, except with the permission of the senior invigilator.
- 26 Candidates shall not leave an examination until one hour after it has commenced, or within the last fifteen minutes, except with the permission of the senior invigilator. Candidates who leave before the end of an examination shall do so in such a way as to cause the minimum of disturbance to the other candidates.
- 27 Candidates may leave an examination temporarily only with the permission of the senior invigilator, and when accompanied by an invigilator or other person authorised by the senior invigilator.
- 28 Except when prevented by medical reasons or other sufficient cause, candidates who fail to present themselves for an examination, or to submit cumulative or other forms of assessment work by the due date, shall be deemed by the Board of Examiners to have failed in that examination or assessment.
- 29 Candidates shall ensure that all their examination scripts and other work submitted for assessment are legible. The examiners may decide not to mark examination scripts or other work judged by them to be illegible.
- 30 A person who is considered by the senior invigilator to be disruptive during an examination may be required to withdraw from that examination.
- 31 If the senior invigilator considers that annotation of prescribed texts used in an examination could give a candidate an unfair advantage, the texts may be retained at the end of the examination.
- 32 Except with the permission of the senior invigilator, no person other than the candidates for the examination and other invigilators shall be allowed in the examination room.

- 33 It is the responsibility of each candidate to ensure that his or her script is received by an invigilator.
- 34 Instructions to invigilators setting out the details of the procedures to be followed in the conduct of examinations shall be approved by or on behalf of the Senate.

Offences in Connection with Examinations and Other Forms of Assessment

- 35 It is an offence for a candidate to infringe, or attempt to infringe, the above regulations or to engage, or attempt to engage, in conduct for the purpose of gaining for himself or herself, or for another candidate, an unfair advantage with a view to obtaining a better result than he or she would otherwise achieve.

Examples of such conduct are:

- a) copying from the examination script or other work undertaken for assessment by another candidate;
- b) personation of others;
- c) fabrication of results;
- d) plagiarism;
- e) collusion;
- f) use of inadmissible material;
- g) 'contract' cheating.

Reports of alleged offences shall be considered under procedures approved by the Council in consultation with the Senate in accordance with the Ordinance on Student Discipline.

Presentation of Evidence of Extenuating Circumstances

- 36 Save in exceptional circumstances:
- a) i) written medical evidence, or evidence of compassionate circumstances, relevant to the performance of a candidate in a written examination must be presented to the Course/Subject Director not later than five days following the examination;
 - ii) written medical evidence, or evidence of compassionate circumstances, relevant to the performance of a candidate in coursework must be presented to the Course/Subject Director not later than five days following the date on which the work was due to be submitted.
 - b) For periods of more than five working days, evidence of ill-health must be authenticated by the candidate's doctor or registered counsellor. Medical certificates from doctors and appropriate documentation from counsellors should be forwarded directly to the Course/Subject Director. Self-certification will not be accepted for periods of more than five working days.

The term 'exceptional circumstances' will be given a restrictive interpretation. The Senate through the relevant committee shall determine exceptional circumstances which allow alternative forms of authentication of ill-health in respect of clause (b). Such circumstances may include an epidemic or pandemic. A candidate claiming exceptional circumstances in relation to the late submission of evidence under clause (a) must do so in writing in accordance with clause 42.

- 37 Evidence of extenuating circumstances shall be considered, as appropriate, by the Board of Examiners or, in respect of semester one performance, by the course committee.

Publication of Results

- 38 The list of results obtained by candidates in each examination, and the decisions about the academic progress of candidates, shall be drawn up by the appropriate Board of Examiners. The Board shall forward:
- a) to the Senate the pass and classified lists of candidates who have successfully completed the final examinations leading to a degree, diploma, certificate or other academic distinction of the University;
 - b) to the appropriate national or professional body results of candidates in examinations leading to an award of the body concerned.
- 39 The results of individual candidates shall be made available to them in their student record. The final pass and classified lists of successful candidates shall be placed in the public domain. It is the responsibility of all candidates to find out their results, and of unsuccessful candidates to request their Course/Subject Director to provide them with a written record of the decision which the Board of Examiners has taken about their progress.

Retention of Examination Material

- 40 Except where alternative arrangements have been approved by or on behalf of the Senate, a candidate's written examination scripts and work on which cumulative and other forms of assessment have been based shall be preserved for six months following the Board of Examiners which has confirmed the candidate's results in the assessments.
- 41 For the purpose of providing feedback on examination performance candidates may be given access to examination scripts in the presence of a member of academic staff. Candidates shall not be permitted to retain examination scripts. Work on which cumulative and other forms of assessment have been based may be returned to candidates. It shall be given back, if required, at any time within one year from the examination. Failure on the part of a candidate to return work as required will be a sufficient reason for a Board of Examiners not to take the work into account in determining the results of a candidate.

Appeals

- 42 A candidate may appeal against a decision on academic progress:
- a) on the basis of evidence of extenuating circumstances, relevant to his/her examination performance which, in his/her view, was not in the possession of the board of examiners at the time of the Board's initial decision about his/her academic progress; or
 - b) on the basis of procedural or other irregularities in the conduct of the examinations or in the decision-making process.

The decision shall be reviewed in accordance with the procedures established by the Senate.

- 43 Students should raise any concerns or complaints about any aspect of programme delivery or supervision as soon as they arise.

UNIVERSITY OF ULSTER**REVISIONS TO COURSE DURING ITS PERIOD OF APPROVAL**

(Please attach supporting documentation as appropriate)

Form CA3

- 1** **COURSE TITLE:** **COURSE CODE:**
- COURSE CODE:**
- 2** **LOCATION:**
- 3** **MODE OF ATTENDANCE:**
 (full-time, part-time, both)
 Teaching pattern – standard semester
 other (please specify)
- 4** **SPONSORING FACULTY:**
Sponsoring School:
- 5** **COURSE/SUBJECT DIRECTOR:**
- 6** **ASSOCIATED FACULTY OR FACULTIES:**
- 7** **OUTLINE OF PROPOSED REVISIONS TO:**
 (Please relate to relevant aspects of the existing course and attach updated module descriptions, if appropriate)
- 7.1** **COURSE LOCATION, MODE OR STRUCTURE**
- 7.2** **COURSE CONTENT AND SYLLABUSES**
 (Please attach revised/new module descriptions. Indicate whether new module is Compulsory or Optional.)
- 7.3** **COURSE REGULATIONS AND ASSESSMENT**
- 7.4** **RATIONALE FOR CHANGES**
 (Include student number projections for new location or mode. If module departs from the norms of the curriculum design principles, explain.)

8 RESOURCE IMPLICATIONS

(Please specify any additional resource requirements: staffing, equipment, specialist accommodation, computing, library. These should be met through the Institution and/or (for University provision) discussed with the relevant central department if applicable.

9 PROPOSED DATE OF IMPLEMENTATION:

ACADEMIC YEAR: 20 /
COURSE YEAR GROUPS:

10 HAS THE SUPPORT OF THE EXTERNAL EXAMINER(S) BEEN OBTAINED?

YES/NO

11 STUDENT CONSULTATION

(Certain substantive changes, e.g. course title or assessment regulations, require the consent of every student in each year group which will be affected. Other changes should be discussed with students.)

Have current students been consulted about the proposed change(s)?

YES/NO/NOT APPLICABLE

(Form of consultation)

- | | |
|--|---|
| <input type="checkbox"/> Staff-student consultative committee | <input type="checkbox"/> Student representatives |
| <input type="checkbox"/> Student focus group | <input type="checkbox"/> Email |
| <input type="checkbox"/> Other (please specify) | |
- (Explain if no consultation)

Outcome

12 IF THE REVISION WILL AFFECT ANOTHER COURSE, HAS IT BEEN DISCUSSED WITH THE COURSE/SUBJECT DIRECTOR? YES/NO/NOT APPLICABLE

IF IT WILL AFFECT A LINKED EXTERNAL PROGRAMME, HAS THE SUBJECT PARTNERSHIP MANAGER BEEN ADVISED? YES/NO/NOT APPLICABLE

13 INFORMATION FOR STUDENTS

(Please ensure that the (online) prospectus entry, course leaflet, programme specification, course/subject handbook, and module information are updated following approval.)

Signed : **Date:**
Course/Subject Director

Signed: **Date:**
(Associate) Head of School (if required)

Signed : **Date:**
Faculty Partnership Manager (if applicable)

Signed: **Date:**
(Associate) Dean

The completed form should be returned to the Academic Office, J410, Tower, Coleraine, in good time prior to the proposed implementation of the revisions in accordance with University approved deadlines (see Handbook).

CHECKLIST FOR REVISIONS (new and existing modules)**1 Curriculum Design, Content and Organisation**

- a) Have the 2017 curriculum design principles been followed? If not, is a rationale provided for modules smaller than 20 credit points in award-bearing courses and for more than four learning outcomes in a module?
- b) Do(es) the module(s) impact on student choice and progression? If yes, please attach a current and proposed course or subject diagram.

2 Learning and Teaching and Assessment

- a) Is a case made for more than two items of assessment (an item may include more than one component, but will result in one overall mark)?
- b) Is the assessment consistent with the proposed credit value and level? Is the load approximately 2000 words (or equivalent) per 10 credit points?
- c) Do the proposed assessment criteria relate to the learning outcomes?
- d) Is sufficient information provided, e.g. duration and format of class test/examination, length of assignment, summary assessment criteria/marking scheme?
- e) Is the rationale for the assessment clear?

3 Student Progression and Achievement

Does this proposed module impact on the current regulations with reference to progression, and achievement? If yes, please provide new regulations.

4 Learning Resources

Has the library been informed of the learning resources needed to underpin this module?

5 Quality Management and Enhancement

- a) Does the module fulfil all the requirements of the module template?
- b) Is the start date appropriate, i.e. not retrospective?
- c) For modules proposed as a result of 'exceptional circumstances' have explanatory details been provided?
- d) Has written approval from the External Examiner (critical reader) been provided?
- e) Have students been consulted and consented to an appropriate extent?
- f) Can the module be delivered within the current academic, clerical and technical provision? If no, please include a statement on the plans to ensure that appropriate provision is provided.

(Adapted from checklist of former Faculty of Social and Health Sciences and Education October 2000, supplemented for e-learning, June 2008 and updated in July 2017 to refer to curriculum design principles and student consultation.)

UNIVERSITY OF ULSTER

COURSE WITHDRAWAL

(Please attach supporting documentation as appropriate)

Form CA5

1 COURSE TITLE:

COURSE CODE:

2 LOCATION:

3 MODE OF ATTENDANCE:
(full-time, part-time, both)

4 SPONSORING FACULTY:
Sponsoring School:

5 COURSE/SUBJECT DIRECTOR:

6 ASSOCIATED FACULTY OR FACULTIES:

7 REASON FOR WITHDRAWAL:

8 LIST ANY COURSE-SPECIFIC MODULES TO BE WITHDRAWN:

9 RESOURCE IMPLICATIONS
Please specify any resource implications: staffing, equipment, specialist accommodation.

10 PROPOSED DATE OF WITHDRAWAL:

LAST INTAKE: ACADEMIC YEAR 20 /

11 NOTIFICATION TO APPLICANTS AND CURRENT STUDENTS

HAVE APPLICANTS AND CURRENT STUDENTS BEEN ADVISED OF THE WITHDRAWAL OF THE COURSE?

YES/NO/NOT APPLICABLE

IS THE COURSE TO BE CONTINUED UNTIL CURRENT STUDENTS COMPLETE?

YES/NO/NOT APPLICABLE

WHAT ARRANGEMENTS HAVE BEEN MADE FOR APPLICANTS AND CURRENT STUDENTS?

(Principles to be followed in the event of course closure are set out in the Partnership Handbook.)

Signed :

Course/Subject Director

Date:

Signed:

(Associate) Head of School (if required)

Date:

Signed :

Faculty Partnership Manager (if applicable)

Date:

Signed:

(Associate) Dean

Date:

The completed form should be returned to the Academic Office, J410, Tower, Coleraine, in the academic session prior to the proposed withdrawal.

The external examiner should be advised of this withdrawal. Prospectus and other publicity material should be updated.

Academic Office
July 2018

UNIVERSITY OF ULSTER

COURSE SUSPENSION

(Please attach supporting documentation as appropriate)

Form CA5b

1 **COURSE TITLE:**
COURSE CODE:

2 **LOCATION:**

3 **MODE OF ATTENDANCE:**
(full-time, part-time, both)

4 **SPONSORING FACULTY:**
Sponsoring School:

1 **COURSE/SUBJECT DIRECTOR:**

6 **REASON FOR SUSPENSION:**

7 **LIST ANY COURSE-SPECIFIC MODULES TO BE SUSPENDED:**

8 **PROPOSED DATE OF SUSPENSION: INTAKE: ACADEMIC YEAR 20 /**

9 **PROPOSED NEXT INTAKE: YEAR 20 /** (This should be no more than 12 months from above)

10 **NOTIFICATION TO APPLICANTS AND CURRENT STUDENTS**
HAVE APPLICANTS AND CURRENT STUDENTS BEEN ADVISED OF THE SUSPENSION OF THE COURSE?
YES/NO/NOT APPLICABLE
WHAT ARRANGEMENTS HAVE BEEN MADE FOR APPLICANTS AND CURRENT STUDENTS? (Principles to be followed in the event of course suspension are set out in Section M of the Partnership Handbook.)

Signed : **Date:**
Course Director

Signed: **Date:**
College approval **Designation**

The complete form should be sent to the University Faculty Partnership Manager by 30 June in the academic semester prior to suspension.

The college admissions office and the external examiner should be advised of this suspension. Prospectus and other publicity material should be updated. For continuing suspension, a form CA5b is submitted annually for a maximum of three years.

Signed : **Date:**
Faculty Partnership Manager

Signed: **Date:**
(Associate) Dean

The completed form should be forwarded to the Academic Office, J410, Tower, Coleraine. Suspension will be noted by the Collaborative Courses Unit, Finance Department and Academic Planning Advisory Group.

PRINCIPLES FOR ASSURING THE ACADEMIC STANDARDS AND THE QUALITY OF THE STUDENT EXPERIENCE ON WITHDRAWN COURSES IN PARTNER INSTITUTIONS

BACKGROUND

In light of the increase in the number of courses being withdrawn or suspended in partner institutions the Academic Standards and Quality Enhancement Committee agreed that some principles and guidance be developed to:

- Assist Colleges in the management of the course closure process;
- Ensure the consistent, comparable and equitable treatment of students enrolled on these courses;
- Provide assurance to students, employers and other stakeholders that academic standards and the quality of the student experience are maintained until courses have been closed;
- Provide assurance to the University as the awarding body that effective processes are in place for the delivery, management and monitoring of closing courses;
- Reduce the risk of decreased student satisfaction as expressed in NSS outcomes or through internal or external complaints and associated reputational risk.

In all instances information provision and protocols are governed by the CMA guidance published in March 2015: *UK Higher Education Providers Advice on Consumer Protection Law*³ which sets out the providers' responsibilities under consumer protection law. CMA guidance applies to all provision but is of particular relevance for withdrawn or closing courses where changes may be made to advertised provision and its associated terms and conditions as they affect both prospective and current students.

In essence this guidance makes it clear that changes to the terms and conditions of course offerings must be clearly and unambiguously communicated to students at the (1) research and application stage (2) offer stage and (3) enrolment stages by providing them with the material information they need to make informed choices so that they can opt out or make alternative choices on a timely basis. Students must be advised of their right to cancel and all information must be provided in plain and intelligible language. Where material changes are made to existing provision the express agreement of students must be sought. Material information does not necessarily include all of the information that might potentially be of interest to a student but is the information which the student needs to make an informed choice. An HE provider's terms and conditions and any changes made to them must not be deemed to be unreasonable in terms of fairness to the student.

PRINCIPLES

In arriving at the Principles and associated guidance notes consideration has been given to the student experience cycle.

Applicants

- 1. *Successful applicants for entry to closing courses must receive formal notification of the fact that they will be the final intake to the course including details of any changes to the terms and conditions of their offer as advertised in the prospectus and associated course materials and handbooks.***

A standard communication will be sent to all applicants affected by course withdrawals seeking to reassure them that the College has appropriate processes in place to manage the delivery of courses to which there will be no further intakes and to advise them of the rationale for closure. Applicants will be advised that the academic standards of their course are assured as is the quality of their student experience. They may also be advised that the College and the University will monitor this closely and that their views will be sought and any issues identified addressed in a timely manner.

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf

It may be too late in the admissions cycle for applicants to alter their course / institution choices but, if there is any scope to offer an applicant who indicates that they would prefer to enrol on a course not scheduled for closure an alternative, this should be followed up. Any such offer will be subject to the entry requirements to the programme being met and the capacity of the course to accommodate additional students. At this stage an applicant may elect to choose an alternative course at another campus of the College.

Communications to students should make it plain that in the light of the decision to close the course some of the previous discretionary terms and conditions may no longer apply. For example deferred entry will not be an option and opportunities for leave of absence during the period of the course will be severely restricted.

Action Point: Colleges to draw up standardised templates for written communications to prospective applicants advising them of the status of the course, of any changes to the advertised programme and its associated terms and conditions and their options, including rights to cancel, as appropriate.

Admissions

- 2. Students will complete their course on the campus on which they have enrolled and within the cohort with which they have enrolled.***

After a student has been admitted to a course they cannot be required to change campus even if the long term intention is to move the subject area to another location. In the interests of protecting the student experience and in order to avoid the risks associated with course delivery to small numbers, post enrolment students should not be offered the choice of moving to another campus where the same or a similar course is available. Such an approach would **only** be acceptable if **all** students in a cohort were willing to transfer.

Course Delivery and Assessment

- 3. Modules must be delivered and assessed in the same manner as described in the approved course document or as amended by subsequent approved course revisions.***

The standard of teaching and assessment must be maintained and the arrangements for this must remain as described for the approved course. For example where a module is delivered by a number of staff each contributing to a different element this number should not increase, although the staff may be employed on a casual hourly basis. Similarly the balance of coursework and examination should not be varied unless there are sound pedagogic reasons for doing so and in this case the proposed change should come forward for consideration in the usual way. Changes to modules in year must receive student and external examiner consent exactly as for all other courses. It will not be appropriate to amalgamate classes at different levels.

There should be no reduction of class contact hours, changes to small group teaching or laboratory / practical work. Opportunities to use staff with some direct link to the provision should always be considered to preserve, where possible, some continuity of experience for students.

The number of optional modules can be reviewed in advance of student enrolment and applicants advised of any change to the advertised programme but options cannot be removed part way through the course except with the consent of all students.

In terms of the regulations governing courses these should follow the general regulations and students should have the same opportunities for first sit and resit assessments as all other students. Boards of Examiners will of course retain the normal discretion in arriving at their judgements but must ensure that students are not treated unreasonably or unfairly because they are on a closing course. However it may be helpful for Faculties to review the availability of exit awards in closing courses to ensure that Boards of Examiners have the maximum flexibility in determining the fairest and most appropriate student outcomes.

Action Point: Course teams to consider the introduction of exit awards in closing courses where these do not already exist.

Course Management

- 4. *The standard approach to course management must be maintained.***
- 5. *The Course Director must be either be a permanent member of staff or on a contract which covers the duration of the course.***
- 6. *Students must be kept informed of any changes and where necessary their consent to these must be sought.***

The Course Committee should continue to meet as should the Staff Student Consultative Committee (SSCC). The Course Director should, wherever possible, be located on the same campus as the course and should fulfil the standard set of duties associated with the post. The role of the course director will be of particular importance in securing the effective management of the course to closure while preserving the student experience and staff must be allocated adequate time for this function. The role of module co-ordinator can be filled by a non-permanent member of staff but hours assigned must take account of this and must include time for attendance at Course Committee meetings and progress and Examination Boards and other associated administrative duties.

Exceptionally, where some change in the delivery arrangements for a course is unavoidable, students must be informed in a timely fashion and must be advised of the new arrangements.

Student Complaints

- 7. *Student complaint handling processes and practices should be accessible, clear and timely.***

Notwithstanding the College's best endeavours, it may still be the case that some students are disappointed or dissatisfied with their experience. Poor complaints handling can undermine positive relationships with students and results in spending time and expense dealing with grievances which could have been resolved sooner. Investing time in the early diagnosis and resolution of complaints will pay dividends in terms of academic and support staff time and the continued positive experience of students.

At all relevant engagements, including induction and SSCCs, the opportunity should be taken to receive feedback, and as appropriate, to advise students of both their rights and obligations and of the College procedures for complaints and appeals.

Student Support

- 8. *The arrangements for the provision of Studies Advice must be maintained.***

Students must be assigned an Advisor of Studies and be accorded the opportunity to meet with them to discuss matters related to their academic progress. Where courses have adopted alternative patterns of studies advice provision these should be maintained. Meetings should take place on the campus where the student is located.

Monitoring

- 9. *Colleges and course teams should be alert to any issues arising in relation to closing courses and take urgent action to resolve these.***

Indications that a course is at risk of failure might include increased student complaints, SSCC meeting minutes reporting concerns, reduced student engagement (poor attendance, failure to submit coursework or attend examinations), retention issues, poor performance or increased failure rates.

The University will also review this group of courses in detail as part of the annual course review process and will require action to be taken to address any concerns identified. This review may include discussions with students and staff.

ANNUAL REPORT FORM [YEAR]: FACULTY PARTNERSHIP MANAGER

FPM Name	
Partner Institution	
Campus(es)	
Programme Title(s)/Code(s)	
FT/PT/2Y3S	

This form should be completed annually by the Faculty Partnership Manager for each active programme at each partner institution. The form should be forwarded to n.bartholomew@ulster.ac.uk in Quality Enhancement by XX September 20XX.

ARTICULATION PREVIOUS YEAR	
Articulation Route	Total Progressing Students
Course Title (PT/FT)	
Course Title (PT/FT)	

COMMENT ON ARTICULATION

FACULTY PARTNERSHIP MANAGER COMMENTS			
1. Adherence to entry requirements	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:
2. Operation of Ulster quality assurance procedures	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:
3. Operation of Staff/Student Consultative Committee Meetings	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:
4. Operation of Course Committee Meetings	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:
5. Accuracy of published information	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:
6. Interaction with Faculty	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:

Partnership Manager			
7. Operation of network (where appropriate)	Satisfactory <input type="checkbox"/>	Action/Review Required <input type="checkbox"/>	Comment:

EVIDENCE OF GOOD PRACTICE

AREAS FOR ENHANCEMENT

CONFIDENCE REPORT	
Provide confidence assessments of the academic year for the following statements (delete as appropriate):	
1. Academic standards have been met.	Met/Not Met
2. Resources continue to support a quality student learning experience.	Resources adequate / Resources not adequate
3. Students can be recruited to the agreed intake.	Yes / No
4. Students have robust representation within the programme.	Confident/Not confident
5. Do you support the programme being put forward for revalidation?	Yes/No

TERMS OF REFERENCE OF COLLABORATIVE PARTNERSHIPS FORUM

- 1 To keep under review, advise and make recommendations to the Academic Standards and Quality Enhancement Committee on the development, monitoring and enhancement of national, EU, and international collaborative provision in line with the University's strategic objectives and to report on matters relating to:
 - a) admissions and enrolment;
 - b) initial course planning, evaluation and revalidation;
 - c) standards management;
 - d) quality assurance and enhancement;
 - e) resources;
 - f) student support and guidance.
- 2 To report to the Academic Standards and Quality Enhancement Committee on the outcomes of each meeting of the Forum.
- 3 To promote, encourage and facilitate the planning of collaborative provision at home and overseas, in the context of the University's corporate strategies.
- 4 To contribute to the development of foundation degrees, linked to the Academic Planning process.
- 5 To contribute to the University's objectives of widening access and increasing social inclusion.
- 6 To ensure efficiency, promote innovation and disseminate good practice in course provision.
- 7 To ensure that technical and academic resources for digital outreach and digital learning are appropriate and of high quality to support flexible and distributed provision.
- 8 To consider any other matters relating to collaborative provision which the Academic Standards and Quality Enhancement Committee or other relevant University committees may require.

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

Composition

The Forum comprises representatives nominated by each Faculty (Faculty Partnership Managers and Head of Partnership), one representative for each of the Northern Ireland regional colleges and the College of Agriculture, Food and Rural Enterprise, the Head of Quality Enhancement, the Head of Admissions, and a representative from each of the Collaborative Courses Unit, Marketing and Communications, and Access and Education Outreach.

UNIVERSITY OF ULSTER

CODE OF PRACTICE FOR EXTERNAL EXAMINING OF TAUGHT PROGRAMMES OF STUDY

(Note: arrangements in relation to undergraduate Honours subject-based provision [subject and Chief External Examiner] do not apply in partner institutions. Sections 9,12,19 omitted.)

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

[...]

APPOINTMENT

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

a) Every external examiner will be expected to have:

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

Where a nominee has no previous experience as an external examiner, appointment is, where practicable, to a team of external examiners and/or with agreement that a more experienced external examiner will act as mentor. Where such an arrangement is not practicable, consideration may be given to supporting an appointment through development or mentoring by

an experienced external examiner in a different field. Mentoring may not always be appropriate for a nominee with a substantial record of experience in course design or assessment.

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

EXCEPTIONS AND SPECIAL CASES

- 7 Nominations which do not fulfil the appointment criteria may be made in respect of, for example:
- nominees drawn from business, industry or the professions who possess considerable professional experience but not the formal qualifications anticipated, the academic background, or sufficient experience of assessment;
 - a researcher, with eminent standing in the respective discipline, but lacking experience in providing and enhancing student learning experience;

- nominees to disciplines which are very small and specialist and where the pool of potential external examiners is therefore restricted.

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

DUTIES

8 The duties of Course and Subject External Examiners include:

- consultation with the internal examiners, through the Course or Subject Directors, in relation to the approval and moderation of examination papers and other forms of assessment;
- consideration of the standard of marking of examination papers and other forms of assessment and reporting to Boards of Examiners on such revisions of the marking as they consider necessary;
- attendance at meetings of Boards of Examiners;
- attendance with one or more internal examiners at such oral examinations as are determined by the Course Board of Examiners.
- confirmation of results, progress decisions by the Board and, as applicable, the pass and classified lists of candidates including recommendations for awards;
- submission to the Pro-Vice-Chancellor (Academic Quality and Student Experience) in the first instance of reports on: the standards and coherence of the course or subject; the standards of assessment; the standards of student performance; and the comparability of the standards with those of similar courses; and the assessment schemes and processes. Account should be taken of the relevant national subject benchmarks, the national qualifications framework and professional, statutory and regulatory body requirements (where appropriate);
- such other duties as the Senate may specify from time to time.

[9 omitted]

PARTICIPATION IN THE ASSESSMENT PROCESS

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

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

- all draft examinations papers and coursework assessment schemes for the modules in each External Examiner's area of responsibility are approved by the External Examiner in advance; (the deadline for submission of draft examination papers to External Examiners is week 3 of the semester. Final versions are submitted to the Examinations Office by week 8). External Examiners have the authority to approve all coursework but are not required to approve every piece of coursework set. The nature and extent of involvement in the coursework assessment schemes must be discussed and agreed in advance;
- External Examiners have access to all examination scripts and coursework for the modules in their area of responsibility;
- where it is agreed that the External Examiner should see a selection of the scripts and

coursework, the principles for such a selection are agreed in advance; External Examiners are given enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent; External Examiners should see a sample from the top, the middle and the bottom of the range. They must sample the work of candidates at classification boundaries. They should also see all work assessed internally as failures.

- d) where External Examiners are to attend oral examinations, the arrangements are agreed with them in advance. Where at the discretion of the Board of Examiners it is agreed that interviews are held with selected candidates to assist External Examiners in judging the standards of assessment and the quality of student learning, the principles for the selection and the form of the interviews are discussed with the External Examiners in advance. (It should be made clear to students that such interviews are not part of the assessment process and will not contribute to their individual results.) External Examiners may choose to meet with groups of students.
- e) External Examiners are entitled to attend all meetings of Boards of Examiners of which they are members. With the exception of BSc Hons Nursing Studies, they shall be present at all meetings where the performance of candidates which contributes to the final result is being considered. In BSc Hons Nursing Studies, at least one external examiner shall be present at each Board of Examiners which considers final results. In the case of linked postgraduate diplomas and master's degrees, the Faculty may determine in accordance with approved procedures whether the External Examiners attend for one or both award stages.

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

[12 omitted]

- 13 Unresolved disagreement between examiners shall be reported to the Senate.
- 14 The signature of the External Examiners must be included on the course result sheets to indicate endorsement of results and decisions.

REPORTS

- 15 Course and Subject External Examiners are encouraged to discuss with the internal examiners the structure, content and coherence of the course and the assessment schemes and procedures.
- 16 External Examiners are required to submit a written report to the Interim Dean of Learning Enhancement within one month of attending the last meeting of the Board of Examiners in each academic session. They are asked to report as appropriate on the topics in 8f).
- 17 Reports of Course and Subject External Examiners are distributed to faculties and partner institutions for consideration during the annual review of the operation of the course. It is open to External Examiners to submit to the Vice-Chancellor or Pro-Vice-Chancellor (Academic Quality and Student Experience), in addition to the annual report, a confidential communication about the course(s)/subject with which they are involved.
- 18 The report (or a summary) of each Course/Subject/Chief External Examiner will be discussed with student representatives and each report will be made available in full to all students on the course. A confidential report made to the Vice-Chancellor or Pro-Vice-Chancellor will not be made available to students.

[19 omitted]

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

August 2021

CAQE (Coll)
Quality Monitoring Datasets for Validated Partners

Data generation:

Cohort size >10 – review cohort performance (by year)

Cohort size <10 – FPM to report on business model and action plan to build cohort size

University Benchmarks:

Attrition:

- Fd Degree - 10% (or attrition of 2+ students if cohort <10)
- 2Y3S – 10%
- Access course - 20%

First Sit:

- Year 1 – 65%
- Year 2 – 70%

Success 2 – End of Year:

- Fd Degree, Yr 1 - 75% progression
- Fd Degree, Yr 2 – 80% progression
- Access Course – 70% progression

Other Course Data:

- EE/PSRB reports
- CA3/revalidation outcomes
- FPM Annual Report

Programme falls below required Benchmarks:

Attrition: >3% below benchmark

Success 2 (End of Year):

- Fd Degree, Yr 1 <75% progression
- Fd Degree, Yr 2 <80% progression
- Access Course <70% progression

Concerns raised in EE/PSRB reports

Concerns raised in FPM annual report

CA3/revalidation – refused or with conditions

Continuous Assurance of Quality Enhancement Action Plan

Use one form for each programme under review and indicate whether the intervention is designed to address an attrition, progression, cohort size issue.

FACULTY:

Programme:

Intervention	Deadline	Responsibility for undertaking intervention	Responsibility for confirming intervention complete
<u>Inhibitors identified by programme team</u>			

Head of Department comments/actions:

HE Coordinator comments/actions:

Assistant Director of Curriculum (Approval of action plan and confirmation of resource required)

GENERAL REGULATIONS FOR ASSOCIATE STUDENTS

- 1 Associate students are persons who have been formally admitted to a partner institution as candidates for an award of the University. The partner institution and course of study shall have been approved under Ordinance XXVIII Recognition of Institutions.
- 2 Associate students shall be subject to the rules and regulations of the institution at which they are registered students.
- 3 Upon payment of the appropriate charges by the partner institution in accordance with Ordinance XXIX a student record shall be created for each associate student. Associate students shall be accorded the following rights and privileges of the University:
 - a) borrowing and access rights in the University's Library. There is no automatic right of access to the University's electronic journals (ie databases, electronic journals and electronic books). Core electronic resources for Associate students will be provided by the College Library;
 - b) membership of the University's sports centre, subject to payment of the appropriate charge by the individual student;
 - c) entitlement to join the University's Sports Union. The rights of associate students to participate in competitions organised by national student or other sports organisations as representatives of the University of Ulster shall be determined by the rules and regulations of the respective bodies;
 - d) right of appeal and complaint to the University following completion of the internal procedures of the partner institution. Such appeals shall only be heard on the grounds of procedural irregularity.
- 4 Associate students shall not:
 - a) be eligible for membership of the Students' Union;
 - b) have access to University bursaries, scholarships, prizes or other financial support packages offered by the University;
 - c) have access to University academic and pastoral support, including careers guidance and counselling;
 - d) be eligible for the privileges afforded to the families of registered students of the University.
- 5 Associate students shall be subject to the Charter, Statutes, Ordinances and Regulations of the University, including the Student Discipline procedure as set out in Ordinance XLI, while using University facilities or present on University premises. Conduct outside the University which brings, or is liable to bring, discredit upon the University or disrupts or interferes with the normal working and good order of the University or impedes members or employees of the University going about their lawful University business or results in substantial complaints from the general public or responsible authorities outside the University will also be considered a breach of University discipline.
- 6 Associate student status shall cease when a student ceases to study for an award of the University at a partner institution or the status has been revoked by or on behalf of the Council and Senate of the University.

UNIVERSITY OF ULSTER**FRANCHISED COURSE PROPOSAL**

(The University's Partnership Handbook should be consulted)

SECTION A: COURSE OUTLINE**Form CA2a) (CMS)****1 COURSE TITLE:** **COURSE CODE:****2 NAME OF INSTITUTION:****3 CONTACT NAME/COURSE DIRECTOR:**

Tel No:

EMail:

4 PROPOSED STARTING DATE:**5 LOCATION:****7 MODE OF ATTENDANCE:**

FULL-TIME

☐

PART-TIME DAY

☐

PART-TIME EVENING

☐**7 COURSE DURATION:**

Please specify years and semesters

8 REASON FOR COURSE PROPOSAL

(Reference should be made to the aims of the course and to the University's purpose and strategic objectives and those of the institution. Comment on the way in which it will satisfy the community as regards professional, industrial or other social requirements.)

9 PROPOSED STUDENT ENROLMENTS

(Distinguish between modes of study and intakes within year where applicable.)

Year of course	Year of First Intake	Year of Second Intake	Year of Third Intake	Year of Fourth Intake	Year of Fifth Intake
Year 1					
Year 2					
Year 3					
Year 4					

MINIMUM COHORT SIZE: FT**PT:****10 EVIDENCE OF STUDENT DEMAND FOR THE COURSE**

(If possible, information should be provided on surveys of the catchment population.)

11 PROGRESSION OPPORTUNITIES AVAILABLE TO STUDENTS

(If possible, information should be provided on the potential employment, further study and training opportunities available on completion. Distinguish between modes of study.)

12 RELATIONSHIP WITH OTHER COURSES IN COGNATE AREAS

(if appropriate)

(a) Within the Institution

(b) Within the University of Ulster (*Confirm the name and campus of the home course which is to be franchised.*)

(c) Elsewhere

(d) Impact of enrolment on other courses

13 RELATIONSHIP WITH EXTERNAL AGENCIES, INDUSTRY, PROFESSIONAL BODIES

SECTION B: ACADEMIC ASPECTS OF THE COURSE

14 ENTRY REQUIREMENTS

Refer to general entry requirements (qualifications) and any subject requirements. Also give the proposed initial offer standard. (*Do these differ from those of the home course?*)

15 AIMS

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

16 COURSE STRUCTURE AND CONTENT

Describe the structure, preferably in diagrammatic form. *Clearly identify any exceptional changes proposed to the content to add areas of study required for local or cultural conditions, and provide a rationale for such changes.*

17 EXPECTED DATE OF SUBMISSION OF EVALUATION DOCUMENTATION

SECTION C: RESOURCES TO BE AVAILABLE TO SUPPORT THE COURSE

18 STAFFING RESOURCES

	Hours/Week and Weeks/ Year	Total Hours/ Year
a) Academic		
b) Technical		
c) Clerical/Secretarial		
d) Other		

19 MEMBERSHIP OF COURSE PLANNING COMMITTEE

Members:

Advisers:

20 EXPERIENCE OF STAFF IN PLANNING AND DELIVERING COURSES AT THE PROPOSED LEVEL

21 ACCOMMODATION

Room Type (specialist, general teaching)	Approximate Group Size	Estimated Demand (Hours/week and weeks/year)

22 FACILITIES

22.1 Centrally Managed IT Services

(to be completed in consultation with the partner institution's IT department, which should provide budget estimates for any additional resources, and confirm that the amount will be made available if course is approved)

	YES	NO
1. Basic IT literacy training e.g. e-mail, web browsing, word processing, presentation software. 2. Need to host new subject-specific software in support of course. Please state operating system required, if different from currently available via present services. 3. Does present level of availability of IT laboratory services meet demands of course? If 'NO' then please state additional requirements: 4. State clearly any additional IT provision required that presently cannot be provided or supported. 		
Estimate of additional budget needed to provide services <i>(to be completed by representative of institution's IT department)</i>	Capital £ Recurrent £	

Any IT provision to be met by the University of Ulster must be identified to its Information Services Department and a statement of provision should accompany this form. Any provision sought?

YES/NO

Signed: _____

IT Dept (Partner Institution)

Date: _____

22.2 Library

(to be completed in consultation with staff from the partner institution's library, which should provide budget estimates for any additional resources, and confirm that the amount will be made available if course is approved)

Does adequate library stock exist?

YES/NO

Will a significant increase in library stock be necessary?

YES/NO

If so, please give details and costs, after consultation with library staff.

Initial Cost:	Annual Cost:

Signed: _____

Librarian (Partner Institution)

Date: _____

22.3 Equipment

Initial:

Annual thereafter: new

replacement

22.4 Other

23 RECURRENT EXPENDITURE

Specify the estimated initial and subsequent annual recurrent costs for:

	Initial	Annual
Class materials		
Fieldwork		
Placement		
Minor works		
Renting of accommodation/facilities		
Staff travel and related costs		
Others (please specify)		

SECTION D: ENDORSEMENT OF PROPOSAL

Does the proposal require approval of another educational or government body? YES/NO

If yes, provide evidence of approval or state the process and timescale for obtaining it.

If this application is successful, the institution is expected to give a commitment that it will not simultaneously seek validation *or franchise* links within the same subject area with another partner.

If the proposal is successfully validated, the institution undertakes to provide the necessary resources to support the course.

Signed: _____ (Head of Institution)

Date: _____

The completed form should be sent to the associated Faculty for assessment.

SECTION E: FACULTY ASSESSMENT

The Faculty is required to provide an assessment of the proposal and state whether it supports it. Please refer to the University's strategic plan, collaborative policy, and Widening Participation or International Strategy as appropriate. The Faculty should comment on the viability of the programme for the proposed starting date and intake and the capability of the institution to deliver it in the light of identified resources and the history and experience of the institution.

The Faculty should also comment on its capacity to supervise delivery for the projected cohorts and to provide additional support where a need has been identified, and the likely impact on the Faculty's and the University's academic plans particularly if there are MaSN restrictions. The educational advantages for both partners should be assessed.

The Faculty should prepare, in consultation with the Faculty Accountant, an outline business case (resourcing plan), with indicative costings, which demonstrate the viability of the programme (annex).

If the Faculty supports the proposal, please indicate

(a) the name of a member of Faculty staff to advise the institution during the course planning phase

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

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

Name	Position	Department / Faculty	Institution	Area of Subject Expertise / Employer Representative

SUBJECT BENCHMARK

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

REVALIDATION UNIT/SUB-UNIT

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

Unit Name/No

Indicate whether it should undergo single course revalidation as a new sub-unit. **YES/NO**

The completed form should be submitted by the Dean/Associate Dean on behalf of the Faculty Board through the CMS not later than 16 months before the proposed intake.

Academic Office July 2019

RECOGNITION AGREEMENT [for a franchised course]

AN AGREEMENT made the day of [month] [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ of _____ (hereinafter called '_____') of the other part.

WHEREBY the UNIVERSITY shall recognise the _____ to offer an approved programme of study at [*specify campus/site*] leading to the award of _____ of the UNIVERSITY.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall recognise and accept the conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions and shall comply with the directions of the UNIVERSITY in the provision of a franchised programme of study leading to its award. The programme of study shall be that described in the official course document approved by the UNIVERSITY and its operation shall conform to the said document and the associated standards and quality assurance and administrative procedures of the UNIVERSITY.†

†For overseas agreements add "The language of instruction and assessment shall be English".

- (2) The _____ shall be responsible for the enrolment and satisfactory tuition of the students, who shall be Affiliate Students of the UNIVERSITY [*OR Ulster University Overseas Students, if abroad*].
- (3) The _____ shall provide:
 - (a) adequate human and physical resources to ensure the successful delivery of the programme and its assessment and administration requirements;
 - (b) reasonable access to those resources and facilities as required by students for their attendance on the programme and completion of its assessment requirements;
 - (c) such access during the period of approval and as determined by the dates of attendance required by students on the programme.
- (4) The UNIVERSITY acknowledges that, during such periods as Affiliate Students of the UNIVERSITY, [*Ulster University overseas students, if abroad*] may be required to attend the _____, they shall be subject to the relevant regulations and codes of the _____ governing the conduct of students.
- (5) So long as this Agreement remains in existence the UNIVERSITY shall confer its award on those students who to the UNIVERSITY's satisfaction complete the programme and pass any examinations or other form of assessment stipulated in the course regulations set by the UNIVERSITY.
- (6) The UNIVERSITY shall appoint one or more members of staff to oversee the operation of the programme and to promote liaison between the UNIVERSITY and the _____.

- (7) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the planning, supervision, delivery and assessment of the programme.
- (8) The UNIVERSITY shall accord the status of Recognised Teacher to those staff of the _____ engaged in the teaching and assessment of the modules of the course.
- (9) The respective responsibility of the UNIVERSITY and the _____ shall be set out in a Contract for Services Agreement.
- (10) The _____ shall pay to the UNIVERSITY on demand such monies expressed in terms of sterling as shall be determined by the UNIVERSITY from time to time in connection with the operation of this Agreement as follows [*or as set out in the Contract for Services Agreement for the Course*]:
- (a) a licence fee for each approved programme leading to an award of the UNIVERSITY;
 - (b) a fee expressed as so much for each student registered on the approved programme for each year of the programme;
 - (c) and such costs as the UNIVERSITY shall reasonably incur, in connection with the design, evaluation, monitoring, review, examining, assessment and general supervision of each programme.

The _____ recognises that these financial arrangements will be monitored and reviewed by the UNIVERSITY throughout the period of the Agreement and are subject to change at the discretion of the UNIVERSITY.

- (11) The _____ acknowledges:
- (a) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or students or by Affiliate Students of the University during their attendance at the _____;
 - (b) that the UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this Agreement through the act or default of the _____;
 - (c) that the intellectual property rights, including copyright, in any course materials provided by the University shall remain the property of the University and shall be used only in connection with the provision of the herein referred to programme(s). If this Agreement is terminated by the University all course materials and the documents provided by the University shall be returned to the University together with all copies thereof.
- (12) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the [Director] of the _____ who, if they are unable to resolve

the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.

- (13) This Agreement shall be effective from the first day of _____ [year] and shall continue in force thereafter for the period of approval of the programme(s), unless terminated by:

- (a) Either party upon 12 months' written notice; or
- (b) The _____'s failure to comply with the recognition conditions specified in the UNIVERSITY's Ordinance on the Recognition of Institutions or the terms of this Agreement whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.

PROVIDED ALWAYS that where termination has been effected under paragraph 13(a) above students once registered on the approved programme and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said programme for the award.

- (14) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____. Proposed revisions to the content, structure, organisation, assessment of the programme or the resources which support it shall require the approval of the UNIVERSITY and shall be submitted in accordance with its standards and quality assurance arrangements.
- (15) A person who is not a party to this Agreement has no right under the Contracts (Rights of Third Parties) Act 1999 ("the Act") to enforce any term of this Agreement but this does not affect any right or remedy of a third party which exists or is available apart from the Act.
- (16) The _____ shall not without the prior written consent of the University assign, transfer, charge or deal in any other manner with this Agreement or any of its rights under it, or purport to do any of the same, nor subcontract any of all of its obligations under this Agreement.
- (17) In any of _____'s dealings with employees or students of the UNIVERSITY, _____ shall have due regard to:
- (a) the UNIVERSITY's equality of opportunity and anti-discrimination policies; and
 - (b) any anti-discrimination or health and safety statutory provisions in force from time to time in Northern Ireland; and
 - (c) Section 75 of the Northern Ireland Act 1998 as if it were a public authority within the meaning of the Act.
- (18) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.

- (19) Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to the Programme. The _____ agrees that all publicity or promotional material connected with the Programme shall be approved in advance by the UNIVERSITY.
- (20) If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.
- (21) The _____ shall not wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. The _____ shall be responsible for and shall save, indemnify, defend and hold harmless the UNIVERSITY from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.
- (22) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:
- (Name) (Title) (INSTITUTION) (Address)
- (Name)
Pro-Vice-Chancellor (Academic Quality and Student Experience)
UNIVERSITY OF ULSTER [address]
- (23) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF
_____ WAS AFFIXED HERETO:

Signature: _____
[Director]

Date

PRESENT WHEN THE COMMON SEAL OF THE
UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Vice-Chancellor

Date

Agenda for Joint Meeting of Home and Franchised Course Committees

Agenda / Provided By	Information/Data Provided by	Guidance Notes
Matters Arising	Previous minutes Course Director	Review matters arising from previous course committee meetings which affect both home and franchised course.
Communications from other School / Faculty Committees	Faculty and School Office	Consider any reports received from School or Faculty Committees
Current Year Delivery		
Student Progression	Quality Enhancement website	Consider course level first sit data
Semester 1& 2 first sit module data	Quality Enhancement	Identify modules in which students are under or over performing and consider what further investigation / action is required
Resits / resubmissions	Course Director	Review resit/resubmission arrangements in terms of assessment requirements and support for students
Feedback from meeting between Head of School and Student Transition Director	Course Director	Receive report and consider matters identified / actions required
Staff / Student Consultation	SSCC/ CC minutes Course	Consider any outstanding issues arising from staff/student consultative committee or course committee meetings held during the year and evaluate progress on actions taken during year
External Examiner	Contact during year and at Boards of Examiners	Consider any issues raised by external and agree actions
Preparation for next year		
Organisation of next academic year		<p>Marketing and recruitment</p> <ul style="list-style-type: none"> • Review activity and current position • Consider Prospectus, open days, website, outreach activity <p>Consider Semester 1 activity and agree:</p> <ul style="list-style-type: none"> • arrangements for induction

		<ul style="list-style-type: none"> • review accuracy of course and module handbooks • course/subject delivery and the need for part-time hours, demonstrators, e-tutors, other resources • Scheduling of assessment • Agreed course changes arising from CA3s and SSCC review <p>Also</p> <ul style="list-style-type: none"> • Identify any timetabling issues
Course / subject development		Consider any changes required to course and consequent CA3s
Other Agenda Items as applicable:		
Evaluation/revalidation		<ul style="list-style-type: none"> • Preparation for revalidation • Outcomes of evaluation / revalidation and progress on recommendations
Employer engagement/feedback		<ul style="list-style-type: none"> • Keep under review methods of contribution to course/subject development • Development of case studies • Guest lectures • Consider feedback from employers on course content/delivery
Resources		<ul style="list-style-type: none"> • Communication of resource requirements / provision
Proposals for new courses/subjects and progress on approval		<ul style="list-style-type: none"> • Course/subject development • Recruitment/demand
Additional agenda items identified by course/subject committee members		

CODE OF PRACTICE FOR THE DESIGNATION OF RECOGNISED TEACHERS

1 Designation

Recognised Teachers are designated by Council on the recommendation of the Academic Standards and Quality Enhancement Committee, acting under delegated authority from Senate, after consideration of nominations from the Boards of the Faculties.

In recommending Recognised Teachers for designation the Faculty shall have regard to the following:

- 1.1 Recognised Teacher status may be conferred on University staff who are not Academic staff (and whose contract of employment would not normally require them to be engaged in teaching duties) to participate in the teaching, supervision, assessment and examination of students of the University.
- 1.2 Recognised Teacher status may be conferred on persons employed by other organisations who are to be engaged over a significant period in the teaching, supervision, assessment and examination of students of the University in settings in which members of Academic Staff of the University cannot be accessible to students on a day-to-day basis, for example in the delivery of franchised courses or of modules at outcentres, or in the facilitation of work-based-learning in programmes that do not have a formal placement setting.
- 1.3 Recognised Teacher status shall be accorded only to persons whose qualifications and experience of their discipline and practice are comparable to those of members of Academic Staff of the University.
- 1.4 Recommendations for the granting of Recognised Teacher status should be submitted by the Faculty Board to the Academic Standards and Quality Enhancement Committee of Senate in the first instance.
- 1.5 Recommendations shall be made in accordance with the approved University procedure and should be accompanied by a CV and a statement of duties and responsibilities, which have been agreed between the nominee's organisation and the Faculty.
- 1.6 The period for which Recognised Teacher status is granted should be not more than four years in the first instance, and may be extended at intervals of not more than four years thereafter on the recommendation of the Faculty Board.
- 1.7 Subject to the overall responsibility of the Head of School and the Course/Subject Committee, a Recognised Teacher may be designated as the person responsible for the delivery of specified parts of a programme of study and for the internal assessment of candidates' performance in associated coursework and examinations.
- 1.8 Recognised Teachers shall be members of the relevant Course/Subject Committee and Board of Examiners.
- 1.9 Recognised Teachers shall be expected to participate in University quality assurance processes including those used for the purpose of obtaining feedback on the quality of teaching.
- 1.10 Recognised Teachers shall report as required to the Head of School, Course/Subject Committee, Board of Examiners, Faculty Board, or other body specified by the University.
- 1.11 Recognised Teacher status is not conferred on staff of other institutions where University of Ulster students are enrolled to undertake studies, for example, under exchange/intercalary schemes or the Study USA scheme, nor on supervisors of industrial placement or clinical or social work practice placement.
- 1.12 Recognised Teacher status is not conferred on staff of partner institutions teaching on validated courses listed in the Schedule to the Ordinance on the Recognition of Institutions.

2 Process

- 2.1 The process of designation is instigated by the Faculty through the completion of a Recognised Teacher Nomination Form (available from the Academic Office website). The Faculty verifies the qualifications and experience of the nominee before submitting the form. The Faculty identifies the module(s) which the nominee will teach and assess.
- 2.2 The Nomination Form and accompanying curriculum vitae are forwarded to Academic Office for scrutiny and processing.
- 2.3 The Academic Office reviews the proposal to ensure that it conforms to the standards set out in the Code of Practice.
- 2.4 The Academic Office prepares and submits a summary to the Academic Standards and Quality Enhancement Committee.
- 2.5 The Academic Standards and Quality Enhancement Committee, under delegated authority from Senate, considers the nomination and if endorsed makes a recommendation to Council to bestow Recognised Teacher status on the nominee. The Pro-Vice-Chancellor (Academic Quality and Student Experience) approves the nomination on behalf of Council.
- 2.6 The People and Culture Department receives the approved nominations, issues letters of designation and adds the names to the University's database of Recognised Teachers.
- 2.7 For Recognised Teachers who require 'Associate' status for access to the University's online and library resources, the relevant procedure should be followed including annual renewal of this status.
- 2.8 If an existing Required Teacher is to take on responsibility for other modules, another nomination form is submitted.
- 2.9 During the final year of the Recognised Teacher's term, the Faculty considers whether to extend the designation and, if so, submits a new nomination form.

3 Duties

- 3.1 The duties of a Recognised Teacher shall include: teaching, supervision, assessment and examination of University students as determined by the Head of School.
- 3.2 Recognised Teachers shall attend meetings of Course/Subject Committees, Boards of Examiners and of staff student consultative committees as required.
- 3.3 Recognised Teachers are expected to attend induction organised by the Faculty and to avail of appropriate staff development opportunities.
- 3.4 Recognised Teachers shall not normally act as module co-ordinators or advisers of studies, except in respect of franchised courses.

4 Withdrawal

- 4.1 The Faculty notifies the Academic Office of withdrawal of the status.
- 4.2 The Academic Office informs the Academic Standards and Quality Enhancement Committee and the People and Culture Department.
- 4.3 The Faculty removes privileges of Associate status in accordance with the procedure.

MEMORANDUM OF AGREEMENT BETWEEN THE UNIVERSITY OF ULSTER AND _____
[Joint Course]

AGREEMENT made the _____ day of [month] [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ of _____ (hereinafter called 'the _____') of the other part.

WHEREBY the UNIVERSITY and the _____ agree a Memorandum of Agreement for the provision of a programme of study in _____.

IT IS AGREED AS FOLLOWS:

- (1) The UNIVERSITY and the _____ shall jointly contribute to the delivery of a programme of study leading to the award of _____ of the UNIVERSITY or of _____ (or a joint award of the University and _____).
- (2) The programme shall be that described in the official course document approved by the UNIVERSITY and its operation shall conform to the said document and the associated standards and quality assurance and administrative arrangements of the UNIVERSITY and the _____.
- (3) The UNIVERSITY and the _____ shall be responsible for the delivery and assessment of those elements as specified in the said document.
- (4) Students admitted to the course shall be enrolled in both the UNIVERSITY and the _____.
- (5) Students shall be subject to the regulations and codes governing the conduct of students of the relevant institution during their attendance at each institution.
- (6) So long as this Agreement remains in existence, registered students of the programme who, to the satisfaction of the UNIVERSITY and the _____ complete the programme, and pass any examinations or other form of assessment stipulated in the approved regulations and satisfy any other requirements of the UNIVERSITY and the _____, shall receive an award from either the UNIVERSITY or the _____ [or a Joint award of the University and _____] in accordance with procedures described in the course document.
- (7) The UNIVERSITY and the _____ agree to use their best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between their staff in relation to the planning, supervision, delivery and assessment of the programme.
- (8) The UNIVERSITY and the _____ shall provide:

- (a) adequate human and physical resources to ensure the successful delivery of the programme and its assessment and administration requirements;
 - (b) reasonable access to those resources and facilities as required by students for their attendance on the programme and completion of its assessment requirements;
 - (c) such access during the period indicated in the course document and as determined by the dates of attendance required by students on the programme.
- (9) The UNIVERSITY and the _____ agree to co-operate and participate in each other's standards and quality assurance procedures and in the quality assessment or assurance arrangements of relevant funding council or other statutory bodies, as they relate to the programme.
- (10) The UNIVERSITY and the _____ shall agree a single tuition fee and arrangements for their collection and apportionment. The amount shall be reviewed annually.
- (11) (a) The UNIVERSITY and the _____ acknowledge that either party, their servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the other party, their staff or by students of the course while they are attending the premises of the other party.
- (b) The UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this agreement through the act, neglect, default or other action of the _____.
- (c) The _____ shall be indemnified by the UNIVERSITY against all claims whatsoever arising in any manner under this agreement through the act, neglect, default or other action of the UNIVERSITY.
- (12) The intellectual property rights, including copyright, in any materials created solely by one party and supplied to the other party in connection with the programme shall remain the property of the originating party and shall be used only in connection with the provision of the programme. If this Agreement is terminated, all materials related to the programme shall be returned to the originating party together with all copies thereof.

Each party warrants that the use by the other party of materials provided by it under this Agreement shall not infringe the intellectual property rights of any third party and each party shall fully indemnify, keep indemnified and hold harmless the other against any losses or expenses (including, but not limited to, legal expenses) suffered by the other as a result of any claim or action by a third party arising out of the indemnifying party's breach of the warranty.

- (13) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the _____ of the _____ who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of

the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.

- (14) This Agreement shall be effective from the first day of _____ [year] and shall continue in force thereafter for the period of approval of the programme, unless terminated by:
- (a) either party upon 12 months' written notice; or
 - (b) either party's failure to comply with the terms of this Agreement, whereupon the other party shall be entitled to give written notice of termination forthwith.

PROVIDED ALWAYS that where termination has been effected under paragraph 14(a) above students once registered on the approved programme and whose academic progress is deemed satisfactory shall have the opportunity to complete the course.

- (15) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____. Proposed revisions to the programme, its content, regulations or delivery require the approval of the UNIVERSITY and the _____ and shall be submitted in accordance with their standards and quality assurance arrangements.
- (16) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.
- (17) Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to the Programme. Both parties agree that all publicity or promotional material connected with the Programme shall be approved in advance by the parties.
- (18) If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.
- (19) Neither party shall wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. Each party shall be responsible for and shall save, indemnify, defend and hold harmless the other party from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.
- (20) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name)
(Title)
(INSTITUTION)
(Address)

(Name)
Pro-Vice-Chancellor (Academic Quality and Student Experience)
UNIVERSITY OF ULSTER [address]

(21) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF
THE _____ WAS AFFIXED HERETO:

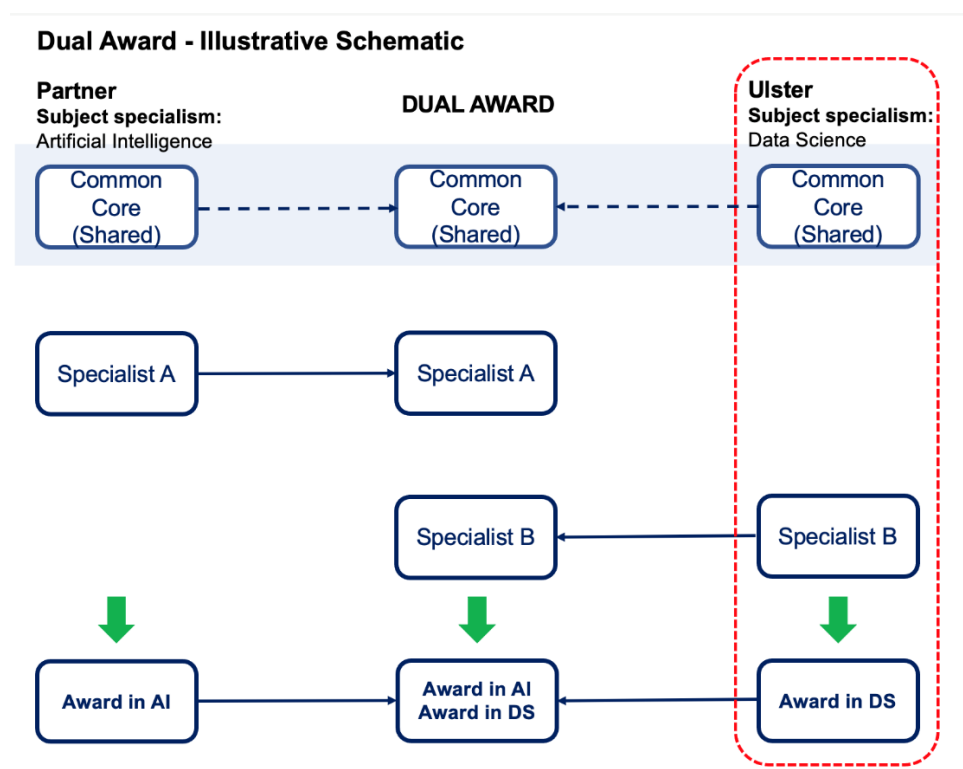
Signature: _____
[Director] Date

PRESENT WHEN THE COMMON SEAL OF
THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Vice-Chancellor Date

Dual Award - Illustrative Schematic

- This is a schematic model, not a representation of years of study or diet of modules;
- The rows do not correspond to academic years, nor are they necessarily in chronological order. For example, it is possible that a dissertation may be jointly supervised if at the intersection of the two disciplines;
- It is possible that any row be delivered across a number of academic years;
- The model can be applied to all award levels, UG and PG;
- The size of each box/element is entirely abstract in this schematic and will depend entirely on the individual programme;
- Note: a student's experience must involve substantial engagement with both partners. Each partner must deliver a significant proportion of the course at the level of the qualification they award



MEMORANDUM OF AGREEMENT BETWEEN THE UNIVERSITY OF ULSTER AND _____
[Outcentre – Staff and Facilities]

AGREEMENT made the _____ day of _____ [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ (hereinafter called 'the _____') of the other part.

WHEREBY the UNIVERSITY and _____ agree a Memorandum of Agreement for the provision of part of a programme of study by the _____.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall contribute to the delivery of a programme of study leading to the award of _____.
- (2) The programme shall be that described in the official course document of the UNIVERSITY and the modules delivered by the _____ shall be those specified in Schedule 1 to this Agreement.
- (3) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the planning, supervision, delivery and assessment of the specified modules.
- (4) The _____ shall provide:
 - (a) adequate human and physical resources to ensure the successful delivery of the specified modules and their assessment and administration requirements;
 - (b) reasonable access to these resources and the facilities of the _____ as required by UNIVERSITY students [Ulster University Overseas Students, *if outcentre abroad*] for their attendance at the modules and completion of their assessment requirements;
 - (c) such access during the periods indicated in the course document and as determined by the dates of attendance required by students on the programme.
- (5) The UNIVERSITY acknowledges that, during such periods as students of the UNIVERSITY may be required to attend the _____, they shall be subject to the relevant regulations and codes of the _____ governing the conduct of students.

- (6) The UNIVERSITY shall accord the status of Recognised Teacher on those staff of the _____ engaged in the teaching and assessment of the modules specified. Recognised Teachers shall be members of the course committee and Board of Examiners for the programme.
- (7) The _____ agrees to co-operate and participate in the UNIVERSITY's standards and quality assurance procedures and in the quality assessment or assurance arrangements of relevant funding council or other statutory bodies, as they relate to the programme.
- (8) The UNIVERSITY shall pay to the _____ such monies as shall be agreed in connection with the operation of this Agreement and specified in Schedule 2 to this Agreement. Payment shall be made by 1 January in each year. The amount shall be reviewed annually.
- (9) The _____ acknowledges:
- (a) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or students attending the module(s);
 - (b) The UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this agreement through the act, neglect, default or other action of the _____.
- (10) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the [Director] of the _____ who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.
- (11) This Agreement shall be effective from the first day of [month] [year] and shall continue in force thereafter for the period of approval of the programme, unless terminated by:
- (a) either party upon 12 months' written notice; or
 - (b) the _____ 's failure to comply with the terms of this Agreement, whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.
- PROVIDED ALWAYS that where termination has been effected under paragraph 11(a) above students once registered on the approved programme and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said modules.
- (12) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____. Proposed revisions to the schedule of modules, their content or

delivery shall require the approval of the UNIVERSITY and shall be submitted to the UNIVERSITY in accordance with its quality assurance arrangements.

- (13) In any of _____'s dealings with employees or students of the UNIVERSITY, _____ shall have due regard to:
- (a) the UNIVERSITY's equality of opportunity and anti-discrimination policies; and
 - (b) any anti-discrimination or health and safety statutory provisions in force from time to time in Northern Ireland; and
 - (c) Section 75 of the Northern Ireland Act 1998 as if it were a public authority within the meaning of the Act.
- (14) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.
- (15) Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to the Programme. The _____ agrees that all publicity or promotional material connected with the Programme shall be approved in advance by the UNIVERSITY.
- (16) If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.
- (17) The _____ shall not wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. The _____ shall be responsible for and shall save, indemnify, defend and hold harmless the UNIVERSITY from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.
- (18) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name)

(Title)

(INSTITUTION)

(Address)

(Name)

Pro-Vice-Chancellor (Academic Quality and Student Experience)

UNIVERSITY OF ULSTER [address]

- (19) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF

THE _____ WAS AFFIXED HERETO:

Signature: _____

[Director]

Date

PRESENT WHEN THE COMMON SEAL OF

THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____

Vice-Chancellor

Date

SCHEDULE 1

SCHEDULE 2

MEMORANDUM OF AGREEMENT BETWEEN THE UNIVERSITY OF ULSTER AND _____

[Outcentre – Facilities]

AGREEMENT made the _____ day of _____ [year]

BETWEEN: the UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry (hereinafter called 'the UNIVERSITY') of the one part and _____ (hereinafter called _____) of the other part.

WHEREBY the UNIVERSITY and _____ agree a Memorandum of Agreement for the provision of resources to support the delivery of *[part of]* a programme of study by the UNIVERSITY at _____.

IT IS AGREED AS FOLLOWS:

- (1) The _____ shall contribute to the delivery of a programme of study leading to the award of _____.
- (2) The programme shall be that described in the official course document of the UNIVERSITY and the modules delivered at the _____ shall be those specified in the attached schedule.
- (3) The _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between its staff and the staff of the UNIVERSITY in relation to the delivery of the programme.
- (4) The _____ shall provide:
 - (a) adequate human and physical resources to ensure the successful delivery of the specified modules and their assessment and administration requirements;
 - (b) reasonable access to these resources and the facilities of the _____ as required by UNIVERSITY staff and UNIVERSITY students [Ulster University overseas students, *if outcentre abroad*] for their attendance at the modules and completion of their assessment requirements;
 - (c) such access during the period indicated in the course document and as determined by the dates of attendance required by students on the programme.
- (5) The _____ agrees to co-operate and participate in the UNIVERSITY's standards and quality assurance procedures and in the quality assessment or assurance arrangements of relevant funding council or other statutory bodies, as they relate to the programme.
- (6) The UNIVERSITY acknowledges that, during such periods as students of the UNIVERSITY may be required to attend the _____, they shall be subject to the relevant regulations and codes of the _____ governing the conduct of students, staff or visitors.

- (7) The UNIVERSITY shall pay to the _____ such monies as shall be agreed in connection with the operation of this Agreement as specified in the Schedule to this Agreement. Payment shall be made by 1 January in each year. The amount shall be reviewed annually.
- (8) The _____ acknowledges:
- (a) that the UNIVERSITY, its servants and agents shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever and however sustained by the _____, its staff or students attending the module(s);
 - (b) that the UNIVERSITY shall be indemnified by the _____ against all claims whatsoever arising in any manner under this Agreement through the act, neglect, default or other action of the _____.
- (9) In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of the UNIVERSITY and the person authorised by the management of _____ who, if they are unable to resolve the dispute, shall refer it to an independent Arbitrator to be appointed by the President of the Law Society for Northern Ireland and the decision of the Arbitrator shall be final and binding upon both parties.
- (10) This Agreement shall be effective from the first day of [month] [year] and shall continue in force thereafter for the period of approval of the programme, unless terminated by:
- (a) either party upon 12 months' written notice; or
 - (b) the _____'s failure to comply with the terms of this Agreement, whereupon the UNIVERSITY shall be entitled to give written notice of termination forthwith.
- PROVIDED ALWAYS that where termination has been effected under paragraph 10(a) above students once registered on the approved course and whose academic progress is deemed satisfactory by the UNIVERSITY shall have the opportunity to complete the said modules.
- (11) Proposed amendments to this Agreement during its period of operation shall require the approval of the UNIVERSITY and the _____.
- (12) In any of _____'s dealings with employees or students of the UNIVERSITY, _____ shall have due regard to:
- (a) the UNIVERSITY's equality of opportunity and anti-discrimination policies; and
 - (b) any anti-discrimination or health and safety statutory provisions in force from time to time in Northern Ireland; and
 - (c) Section 75 of the Northern Ireland Act 1998 as if it were a public authority within the meaning of the Act.

- (13) This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement.
- (14) Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to the Programme. The _____ agrees that all publicity or promotional material connected with the Programme shall be approved in advance by the UNIVERSITY.
- (15) If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.
- (16) The _____ shall not wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. The _____ shall be responsible for and shall save, indemnify, defend and hold harmless the UNIVERSITY from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.
- (17) All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:
- (Name) (Title) (INSTITUTION) (Address)
- Pro-Vice-Chancellor (Academic Quality and Student Experience)
UNIVERSITY OF ULSTER [address]
- (18) Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF THE _____ WAS AFFIXED HERETO:

Signature: _____
[Director] Date

PRESENT WHEN THE COMMON SEAL OF THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Vice-Chancellor Date

MEMORANDUM OF AGREEMENT BETWEEN THE UNIVERSITY OF ULSTER AND _____
[Articulation] (under review: contact globalpartnerships@ulster.ac.uk)

This Agreement is made on the ____ day of _____ 20__.

BETWEEN

The UNIVERSITY OF ULSTER, of Cromore Road, Coleraine, County Londonderry, BT52 1SA, Northern Ireland (Ulster) of the one part and _____ of _____ ('_____) of the other part in respect of the course _____ provided by _____ ('the _____ Course') and the course _____ provided by Ulster ('the Ulster Course')

IT IS HEREBY AGREED AS FOLLOWS:

1. Accreditation of Prior Certificated Learning (APCL)

The University shall offer accreditation of prior certificated learning to students of _____ as per the terms of this Agreement. During the operation of this Agreement, students who meet the required criteria shall be eligible to apply for admission to the University of Ulster at an entry point level which has been agreed as a result of mapping of the relevant learning, prior to entry onto the Ulster Course. The final decision on the acceptability of each student application rests with Ulster.

2. Acceptance

- 2.1 Prior to acceptance onto the Ulster Course, students must demonstrate to Ulster's satisfaction that they have met the required English Language Criteria and Prior Learning Criteria set out in the annex to this Agreement.
- 2.2 Subsequent to acceptance onto the Ulster Course, students shall pay any applicable Course fee and satisfy any applicable immigration laws and visa requirements of the United Kingdom in order to facilitate their entry into the United Kingdom and study at Ulster. While Ulster will provide successful applicants with appropriate documentation which will assist with visa applications responsibility for obtaining an appropriate visa rests with individual students.
- 2.3 Subject to satisfaction of the provisions of Clauses 2.1 and 2.2 above, the University shall map prior certificated learning in respect of students in order to permit their entry onto the Ulster Course.
- 2.4 The target number of students attending the Ulster Course shall be as set out in the annex of this Agreement and _____ shall, prior to March of each year inform Ulster of the actual number of enrolled students due to apply for admission to the Ulster Course. The deadline for the receipt by Ulster of application forms from prospective students in the year of entry is 30 April.

3. Awards

Whilst this Agreement remains in force, Ulster shall confer the relevant award on those students who to Ulster's satisfaction complete the Ulster Course and pass any examinations or other form of assessment stipulated in the Ulster Course regulations set by Ulster.

4. Co-ordination

Both Ulster and _____ shall nominate one or more members of staff to monitor this Agreement. The primary links are those members of staff named in the Annex to this Agreement. *[Insert, where applicable, staff visits required and their frequency.]*

5. Implementation

- 5.1 _____ agrees to use its best endeavours to encourage the implementation of this Agreement and in particular to encourage a close liaison between its staff and staff of Ulster in relation to the planning, supervision, delivery and assessment of the _____ Course.
- 5.2 _____ agrees to provide suitable office space, computer and library facilities to enable Ulster staff who are attending _____ to properly conduct any necessary business related to this Agreement. A reciprocal arrangement shall apply in the case of staff from _____ visiting Ulster.

- 5.3 Any passing of student information between Ulster and _____ shall comply with the requirements of the Data Protection Act 1998 (notwithstanding any other provision in this Agreement).
- 5.4 Each party shall obtain the written consent to use the name and/or logo of the other party, in advance and prior to each use, in any materials or communications not related to this Agreement. The _____ agrees that all publicity or promotional material connected with the Programme shall be approved in advance by Ulster.
- 5.5 If either party is prevented from or hindered or delayed in performing any obligations under this Agreement by reason of any circumstances beyond its reasonable control, it shall be excused performance to the extent affected by the circumstances concerned so long as it shall both have given notice to the other party of those circumstances promptly after they first affected performance and use all reasonable endeavours to remove or avoid their cause or effect.
- 5.6 The _____ shall not wilfully make any promises or representations to the general public, students or potential students, which are incorrect or misleading. The _____ shall be responsible for and shall save, indemnify, defend and hold harmless Ulster from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of its misrepresentations or negligence or breach of contract.

6. General

_____ acknowledges:

- 6.1 That students attending the _____ Course shall be subject to the rules of _____. Once admitted to the Ulster Course students shall conform to Ulster's rules, policies, ordinances and regulations.
- 6.2 That Ulster, its servants and agents, shall not be liable for any act, neglect, default, loss, damage, personal injury or theft whatsoever sustained by _____, its staff or students which is not as a result of Ulster's (or its servant's or agent's) negligence, act or default.
- 6.3 That Ulster shall be indemnified by _____ against all claims whatsoever arising in any manner under this Agreement through the act, negligence or default of _____.
- 6.4 That Ulster and _____ shall have in place public liability insurance and either party shall on request confirm details of their public liability insurance to the other party.
- 6.5 That the intellectual property rights, including copyright, in any Ulster materials shall remain the property of Ulster and shall be used only in connection with the provision of the herein referred to Ulster Course. If this Agreement is terminated all Ulster Course materials and any documents provided by Ulster shall be returned to Ulster together with all copies thereof. Intellectual property of Ulster may not be transferred, copied, assigned, sold, or used in any other matter without the express prior written agreement of Ulster.
- 6.6 *Insert applicable IPR law for Partner.*

7. Dispute Resolution

In the event of any dispute arising in respect of any provision herein, the dispute shall be referred to the Vice-Chancellor of Ulster and the *President /Chief Executive* of _____ who, if they are unable to resolve the dispute, shall refer it to an independent arbitrator to be agreed and appointed by both Ulster and _____, and the decision of the Arbitrator shall be final and binding upon both parties.

8. Data Protection

In certain circumstances, the University of Ulster may be obliged to disclose personal information to competent authorities for the purposes of the Data Protection Act 1998 and other legislation. It is acknowledged by _____ that such disclosure can be made without consent, as the University of Ulster in its absolute discretion shall determine.

9. Commencement and Termination

This Agreement shall be effective from the _____ day of _____ 20____ and shall continue in force thereafter until _____ 20____; or shall be terminated earlier by:

- 9.1 Twelve months' written notice of expiry served to the other party; or

9.2 Either Party's failure to comply with the terms of this Agreement whereupon the Party not at fault shall be entitled to give written notice of termination forthwith.

PROVIDED ALWAYS that where termination has been effected under clause 9 above students registered on the approved _____ Course and whose academic progress and application for admission are deemed satisfactory by Ulster shall have the opportunity to complete the Ulster Course for the Award. Written notices may be served by either party to the Vice-Chancellor or *President/Chief Executive* of the other party by way of post, facsimile or email.

10. Waiver or Amendment

Proposed waivers of or amendments to this Agreement during its period of operation shall require the prior written approval of Ulster and _____. Any relevant change to the Ulster Course specification and any necessary revision to the APCL arrangements will be notified in advance to _____ by Ulster, and _____ shall update the _____ Course as appropriate. Similarly, _____ shall notify Ulster in a timely manner of any change in the _____ Course specification to facilitate any revisions to the APCL arrangements that may be deemed necessary.

11. Contract (Rights of Third Parties) Act

A person who is not a party to this Agreement has no right under the Contracts (Rights of Third Parties) Act 1999 ('the Act') to enforce any term of this Agreement but this does not affect any right or remedy of a third party which exists or is available apart from the Act.

12. Assignment

_____ shall not without the prior written consent of Ulster assign, transfer, charge or subcontract any or all of its obligations under this Agreement.

13. Interpretation

This Agreement shall be construed and governed in accordance with the laws of Northern Ireland. Both parties agree that the courts of Northern Ireland shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement and which cannot be resolved under the process outlined in clause 7.

14. Communication

14.1 All notices and communications in respect of this Agreement shall be sent by registered mail to the representatives and addresses noted below:

(Name) (Title)

(Address)

(Name) Deputy Vice-Chancellor (Research and External Affairs)
UNIVERSITY OF ULSTER [address]

14.2 Modification, renewal, extension, waiver, cancellation or termination of this Agreement or any provision herein contained shall not be valid unless made in writing and signed on behalf of the respective parties.

IN WITNESS WHEREOF the parties have hereunto affixed their seals.

PRESENT WHEN THE COMMON SEAL OF
THE _____ WAS AFFIXED HERETO:

Signature: _____
President / Chief Executive

Date

PRESENT WHEN THE COMMON SEAL OF
THE UNIVERSITY OF ULSTER WAS AFFIXED HERETO:

Signature: _____
Deputy Vice-Chancellor (Research and External Affairs)

Date

ANNEX

1. Contact Details

University of Ulster

Faculty/School/Department:

University of Ulster Contact:

_____ (Name)

Telephone:

Fax:

Email:

_____ (Partner Institution)

Faculty / School / Department:

_____ Contact:

_____ (Name)

Telephone:

Fax:

Email:

2. Programme and Course Details

_____ (Partner Institution Programme Name(s)/Code(s):

_____ Ulster Course(s) Name(s)/Code(s):

3. Requirements for Progression to Ulster Course(s)

Precise details of levels/modules/performance to be included in the accreditation of prior certificated learning, whether or not sample assignments/exam scripts are required and if so, which ones, frequency etc, any Professional Body requirements that need to be taken into account and monitoring of quality and standards.

4. English Language Criteria

Students shall have obtained a certified written and verbal proficiency in the English language of IELTS Band 6 or above with no contributing band below IELTS Band 5.5 or alternative certification to an equivalent standard. *(Modification will be required for those courses with a higher IELTS requirement.)*

5. Target Numbers

Minimum/Maximum numbers acceptable for progression per annum.

6. Ulster Course Publicity

Details of how this will be provided if applicable and the process to be observed in respect of promotion noting that Ulster's processes for the approval of advertisements are required to be adhered to. Consideration also needs to be given to the translation of advertisements where relevant.

7. Staff Visits

Details of any visits including monitoring if required and when, promotional visits – may be International Office or Faculty staff, Guest Lectures, and reciprocal visits to Ulster – staff development/observation of classes.

8. Financial Arrangements

Details in regard to tuition fees/commission and/or discounts – when and how payable. Funding arrangements for staff visits, if applicable.

CONTACTS AT THE UNIVERSITY

Pro-Vice Chancellor (Academic Operations & Portfolio Development)	Professor T Scott	Campus Coleraine	Direct Line 028 7012 4145
Pro-Vice-Chancellor (Academic Quality and Student Experience)	Professor O Hutchinson	Coleraine	028 7012 4143

Deans of Faculties

Arts, Humanities and Social Sciences (Interim)	Professor F Lyons	Belfast	028 9536 7530
Computing, Engineering and the Built Environment	Professor B Meenan	Jordanstown	028 9036 8939
Life and Health Sciences	Professor C Curran	Jordanstown	028 9036 6500
Ulster University Business School	Professor M Durkin	Belfast	028 9036 5143

Faculty Partnership Managers

<u>Faculty</u>	<u>Area of Responsibility</u>	<u>Name</u>	<u>Direct Line</u>
Arts, Humanities and Social	All except:	Dr P Brogan	028 9036 6957
	Policing and Criminology	Mr M Davidson	028 9036 8445
Computing, Engineering and the Built Environment	All	Mrs M Paris	028 7167 5212
Life and Health Sciences	Biomedical, Geography and Environmental, Pharmacy and Pharmaceutical Sciences	Dr M McCann	028 7012 3969
	Health Sciences, Nursing, Psychology and Sport	Mr J Marley	028 9036 6520
Ulster University Business School	Business and Hospitality Management	Ms C Reid	028 9036 8309
	QAHE Head of Partnership (Business)	Dr P Green	028 9036 8359
	QAHE Head of Partnership (Computing)	Prof P Hanna	028 9036 8282

Collaborative Courses Unit (validated courses) (registration, enrolment, records, examinations, parchments, transcripts)

Jordanstown	028 9036 6750
For registration contact registryjn@ulster.ac.uk	
For examination matters contact examsjn@ulster.ac.uk	

Fees Office University Librarian

ICT Service Centre Manager

Ms H Hogg	Coleraine	028 7012 3288
Ms J Peden	Coleraine	028 7012 4743
Miss A McSherry	Jordanstown	028 9036 6940

Global Engagement Department

Director of Global Engagement	Ms C McCarthy	Jordanstown	028 9036 8220
Articulations	globalpartnerships@ulster.ac.uk	Jordanstown	028 9036 6717

Education Portfolio

Academic Office (academic policy, course validation)	Mr G Kendall	Coleraine	028 7012 3167
Quality Enhancement (Institutional Recognition, Annual Monitoring)	Mrs J M H Alleyne	Coleraine	028 7012 4560
(International Partnership - due diligence)	Mrs N Bartholomew	Coleraine	028 7012 3091

Campus Addresses**Telephone**

Belfast, York Street, Belfast BT15 1ED

028 7012 3456

Coleraine, Cromore Road, Coleraine, Co. Londonderry BT52 1SA

028 7012 3456

Jordanstown, Shore Road, Newtownabbey, Co. Antrim BT37 0QB

028 7012 3456

Magee College, Northland Road, Londonderry BT48 7JL

028 7012 3456

Websites

University: ulster.ac.uk/

Academic Office: ulster.ac.uk/academicoffice

Quality Enhancement: ulster.ac.uk/quality

Global Engagement: ulster.ac.uk/connect/global/partnerships

Associate Students: ulster.ac.uk/study/undergraduate/associate-students

Centre for Higher Education Research and Practice: ulster.ac.uk/cherp/

INDEX

	Section/Paragraph/Appendix	Page No
A		
Academic Standards and Quality Enhancement Committee	E94, G105, H139, H140, J240, P364	11, 13,17, 28, 44,
Academic Office notes	I196, J229, P356, P388	23, 27, 43, 47
Academic Planning Advisory Group	I174, I182, L267, P335, P338, S427	20, 21, 32, 40, 51
Academic Subjects : module database	App 22, Annex E2	118, 132
Academic Year	B	3
Access Courses, Criteria	C33, App 15b	4, 105
Accreditation by PSRBs	J224, Q383	27, 46
Administration, Franchised course	V	53
Administration, Validated course	O	35
Advertising of new courses	O293, V456	35, 54
Advice, Studies	K3, R3, App 41	29, 49, 187
Affiliate College	D80-81, E99, H4-7, T448, App 8, App 12b	9-10, 12, 17-19, 53, 84, 96
Affiliate Student	D80, E99, H144, R419, Y541, Y546, App 4, App 8, App 54	9, 12, 17, 50, 65, 66, 78, 85, 214
Agenda and Programme – Evaluation	I200, P362, App 27	23, 43, 156
Agenda and Programme – Recognition (Institution)	App 10	88
Agenda and Programme – Revalidation	J232, Q391, App 34	27, 47, 171
Agreement (Articulation)	BB2, App 61	69, 237
Agreement (Franchised Course)	P10, Q11, App 54	45, 48, 214
Agreement (Joint Course)	W4, App 57	59, 225
Agreement (Outcentre)	Y11, Y552, App 59, App 60	67, 230, 234
Agreement (Partner Institution)	H6, App 12a	18, 93
Agreement (Validated Course)	I10, J11, App 29	25, 29, 160
Aide-Memoire – Validation/Franchise	I199, P359, App 26	23, 43, 148
Appeals, Student	K6, 08, R6, V9	30, 37, 50, 56
Appeals, Student (joint course)	W10	59
Approval of course (franchised)	P, Q	40, 45
Approval of course (validated)	I, J	20, 25
Approval of institution	H, W1, Y1	14, 58, 65
Articulations	D, Part VIII	9, 69
Assessment Handbook/Principles/Assessment Strategy	I179, J225, P341, R401, R416, App 20	21, 27, 41, 48, 50, 114
Assessment Schedule, exemplar	Appendix 22, Annex C	115, 121
Associate Awards	A66	8
Associate Status for Staff	K1, N4, U4, V1, Y8, App 56	29, 35, 53, 66, 223
Associate Student	O3, App 52	35, 211
Attendance Monitoring	K248, R407	29, 49
Award titles	A71-74	8-9
B		
Benchmark statements	I179, I199, J229, P341, P359, Q388	21, 23, 27, 41, 43, 47
Board of Examiners	K5, O317, R5, V477	30, 37, 50, 56
C		
CA Forms	See Forms	
Changes to courses	See R: Revisions	
Checklist for revisions	L265, S426, App 44	31, 51, 195
Collaborative Partnerships Forum	K263, N276, App 48	31, 33, 204
Collaborative policy and principles	E	10
Collaborative Register	D83, I9, P9, W3, Y2, BB562	10, 25, 44, 58, 65, 69
Communication flows	K7, R7	31, 50
Complaints, Student	K6, O8, R6, V9, W12	31, 37, 50, 56, 60
Conferment of awards	O9, V10, W11	38, 56, 60
Consultation with students	K3, R3	29, 49
Contacts	G	13, 237
Continuous Assurance of Quality Enhancement	N3	33
Contract for Services Agreement	H7, P354, P10, Q388, Q11, V453, V460, V483	19, 43, 45, 47, 48, 53, 54, 56
Course Approval, New	See Approval of course	

	Section/Paragraph/Appendix	Page No
Course Committee: terms of reference	K1, R1, App 36	29, 48, 176
Course Director: duties	K2, R2, App 37	29, 49, 177
Course handbook: contents	App 39	180
Course management (franchised)	R	48
Course management (validated)	K	29
Credit framework	C, App 1	3, 69
Credit levels	C30, App 3	4, 75
Credit points	C34	4
Criteria for planning of new programmes	I179, P342, App 15a/b	21, 41, 102, 105
Curriculum design principles	I179, App 26	21, 148
Curriculum vitae, Model	App 22 Annex F	118, 133
D		
Deadline: CA2/CA2a	I171, P332	20, 40
Deadline: CA3	L267, S428	32, 51
Deadline: evaluation document	I186, I206-209, P346, P365-368	22, 24-25, 41, 44
Deadline: revalidation document	J227, J237-9, Q386, Q396	27, 28, 46, 48
Deadline: Institutional document	H159	19
Departments, University	G	13
Document (evaluation/revalidation)	I5, J6, P5, Q6, App 22	22, 27, 41, 46, 118
Dual Awards	X, App 58	61, 229
E		
E-learning	C77	9
Employability	I180, P342, App 21	21, 41, 115
Enrolment, Student	O4, V5, W7, Y6	35, 54, 59, 66
Equality of Opportunity	App 25	144
Evaluation	I3-9, P3-9	21-25, 41-44
Evaluation: agenda and programme	I200, P360, App 27	23, 43, 156
Evaluation document	I5, P5, App 22	22, 41, 118
Evaluation document: title page	I187, P348, App 22 Annex A	22, 42, 115, 119
Evaluation Panel: comments	I196, P355, App 23A	23, 43, 134
Evaluation Panel: composition	I6, P6	22, 42
Evaluation Panel: guidelines	I199, P359, App 25	23, 43, 144
Evaluation Panel: meeting	I7, P7	23, 42
Evaluation Panel: report	I8, P8	24, 44
Examination and assessment	K4, O7, R4, V8, W10, Y7	30, 37, 50, 55, 59, 66
Examination regulations	K4, K5, R4, R5, App 42	30, 30, 50, 50, 188
Examinations (joint course)	W10	59
Examiners, Board of	K5, R5, W10	30, 50, 59
Exit awards	C75	9
External examiners	N2, U2, W10	33, 53, 59
External examining, Code of Practice	App 49	205
F		
Faculty Partnership Manager	I168, I174, I177, I197, J228, J230, N1, O1, O2, P331, P335, P346, P357, U1	20, 20, 21, 23, 27, 27, 33, 35, 35, 40, 40, 41, 43, 52
Faculty Partnership Manager: Annual Report	N275, U446, App 47	33, 52, 202
Fees and charges	O6, V7, W8, Y10, Z554	36, 55, 59, 67, 67
Flow chart – Course Planning and Approval	I173, P334, App 17	19, 40, 111
Flow chart – International Partner Approval	H116, App 7	14, 82
Form: CA1 (joint course)	W2	58
Form: CA2	I2, L269, App 16	20, 32, 106
Form: CA2a	P2, S440, App 53	40, 52, 212
Form: CA3, Course Revision	L, S, App 43	31, 51, 193
Form: CA4, Preliminary Comments (SPM)	I197, J228, P357, App 23b	23, 27, 43, 135
Form: CA5, Course Withdrawal	M, T, App 45a	32, 52, 196
Form CA5b, Course Suspension	M, T, App 45b	32, 52, 198
Form: CA6, Revalidation Preparation	J4, Q4, App 31a	26, 46, 165
Form: CA7, Preliminary Comments (Panel)	I196, J228, P356, Q387, App 23a	23, 27, 43, 47, 134
Form: CA8a, Inspection of Physical Resources	I207, J7, P360, Q389, App 28a	24, 27, 43, 47, 158

	Section/Paragraph/Appendix	Page No
Form: CA8b, Report on Meeting with Students	S234, Q393, App 35b	28, 47, 175
Form: CA10a, Library Resources Assessment Form	I185, J218, P341, Q373, App 24a	22, 26, 41, 45, 139
Form: CA10b, IT Resources Assessment Form	I198, J231, P358, Q390, App 24b	23, 27, 43, 47, 142
Forum: Collaborative Partnerships	N276, App 48	33, 204
Foundation degrees	C58, C60, I179, App 1, App 2, App 26	7, 7, 21, 69, 70, 148
Franchised courses	D80, H118, H123, Part IV	9, 14, 15, 40
G		
Graduate qualities	I180, P342, App 15a, Annex	21, 41, 102, 103
Graduation	O9, V10, W11	38, 56, 60
Guidelines for validation panels	I199, J227, P359, Q388, App 25	22, 27, 43, 47, 144
H		
HE Co-ordinator	K264, R435	31, 51
I		
Induction	K247-248, R406-407	29, 49
Information for students	K249, R408	29, 49
Initial Strategic Assessment	H119, H127, App 6, 17	14, 15, 80, 108
Inspection of physical resources	I207, J7, P367, Q7, App 28b	24, 27, 44, 47, 159
Institutional Recognition Document	H4, App 9	15, 86
J		
Joint courses	D, H119, Part V	9, 14, 58
L		
Leave of absence	O5, V6	36, 55
Level, Credit, descriptors	C31, App 3	4, 75
Level, Lowest, in qualification	C47-49, App 1	5-6, 69
Levels, Qualification	C29, App 2	3, 70
Library resources	I181, J7, O297-298, P343, P358, Q7, App 24a	21, 27, 35, 39, 47, 54, 139
M		
Manager, Faculty Partnership	I168, I174, I177, I197, J228, J230, N1, O1, O2, P331, P335, P346, P357	20, 20, 21, 23, 27, 27, 33, 35, 35, 40, 40, 41, 43
Module Co-ordinator: duties	K2, R2, App 38	29, 49, 178
Module description	App 22, Annex E1	118, 127
Module handout: contents	K249, App 40	29, 186
Monitoring, Course	N, U	33, 52
Module database: academic subjects	App 22, Annex E2	118, 132
Monitoring, Partner institution	H7	19
Module data	O2, V3	35, 54
Modules	C34	4
N		
Network, Subject	I4, I201, J232	21, 24, 27
O		
Objects, University	A5	1
Online delivery	C77	9
Ordinance XXVIII, Recognition of Institutions	I174, P335, P370, App 8	20, 40, 44, 84
Ordinance XXIX, Degrees, Diplomas, Certificates and other Academic Distinctions	A72, W491, W495	8, 58, 59
Outcentres	D80, Part VII, App 11	9, 65, 89
Overseas Students, Ulster University	D80, V4, Y541-542, App 4, App 8, App 54, App 59, App 60	9, 54, 65, 78, 85, 217, 230, 234
P		
Partnership: Faculty, Manager	I168, I174, I177, I197, 228, J230, N1, O1, O2, P331, P335, P346, P357, U1	20, 20, 21, 23, 27, 27, 33, 35, 35, 40, 40, 41, 43, 52
Partnerships: Collaborative, Forum	K263, N276, App 48	31, 33, 204

	Section/Paragraph/Appendix	Page No
Planning, Course	I3, P3	21, 41
Planning criteria	I179, App 17	21, 111
Policy, Collaborative	E	10
Postgraduate programmes (award criteria)	C52-C54	6
Principles of Assessment and Feedback for Learning	I180, K257, P342, R416, App 20	21, 30, 41, 50, 114
Principles for Assuring the Academic Standards and Quality of Student Experience/Withdrawn Courses	App 46	199
Principles for Collaborative Strategic Partnership	App 5	79
Principles of Standards Assurance and Quality Management	F	12
Professional, Statutory and Regulatory Bodies	F102, J224, Q382	12, 27, 46
Programme Approval, New	I, J, P, Q	20, 25, 40, 45
Programme Management System	U3	53
Programme Specification	I187, J217, P347, Q376, App 22 Annex B	22, 26, 41, 45, 115, 120
Progression to University of Ulster	O12	38
Q		
Qualifications and Credit Framework	C, App 1	3, 69
Qualification Descriptors	C29, App 2	3, 70
Qualifications, Framework for Higher Education	C28, C29, App 2	3, 3, 70
Qualities, Graduate	I180, P342, App 15a, Annex	21, 41, 102, 103
Quality Code, UK: Managing HE provision with others/Partnerships	E93, F100, I175, P337	11, 12, 20, 40
R		
Re-approval of Partner Institution	H7	19
Re-approval, Partner Institution, Form	H157, App 13A	19, 99
Re-approval, Partner Institution, Document	H159, App 13B	19, 100
Recognised Teachers	V1, Y8, App 56	53, 66, 223
Recognition, Institutional, Documentation	H5, App 11	18, 89
Recognition of Institutions, Ordinance XXVIII	I174, P335, P370, App 7	20, 40, 44, 82
Recognition panel visit	H6	18
Recognition visit: Agenda and Programme	H127, H164, App 10	15, 19, 88
Records, student, Retention of	O11, V12	38, 57
Recruitment of students (validated courses)	O1	35
Registration (joint course)	W7	59
Registration (outcentre)	Y6	66
Register, Collaborative	D83, I9, P9, W3, Y2, Z553, AA557	10, 25, 44, 58, 65, 67, 68
Registered Students	R408, V4, W7, Y540	49, 54, 59, 65
Regulations, Course	C28, E95, I187, P347, W5, App 22 Annex D	3, 11, 22, 41, 59, 118, 126
Representatives, Student	K252, R411	30, 49
Revalidation	J, Q	25, 45
Revalidation: agenda and programme	J232, App 34	27, 171
Revalidation cycle: schedule	J2, Q2, App 30	25, 45, 164
Revalidation document	J6, Q6, App 22	27, 46, 118
Revalidation document: title page	J226, Q384, Q6, App 33	27, 46, 46, 170
Revalidation: notes of guidance - students	J234, Q393, App 35a	28, 47, 173
Revalidation Panel: composition	J5, Q5	26, 46
Revalidation Panel: guidelines	J229, Q388	27, 47
Revalidation Panel: report	J9, Q9	28, 47
Revalidation Postponement Form, CA6b)	J4, Q4, App 31b	26, 46, 167
Revalidation Preparation Form, CA6a)	J4, Q4, App 31a	26, 46, 165
Revalidation Unit	J1, Q1	25, 45
Revalidation Unit Co-ordinator: duties	J4, Q4, App 32	26, 46, 169
Review, Annual Course	N3	33
Revisions, Course	L, S, App 43, App 44	31, 51, 193, 195

	Section/Paragraph/Appendix	Page No
S		
Senior Leadership Team (Institutional approval)	H2-H4	14-17
Staff development	I187, I194, N4, P347, P354, U4	22, 23, 34, 41, 43, 53
Staff/student consultation	K252-253, R411-412	30, 49
Staff/student consultation (joint course)	W9	59
Student support and guidance	K3, O297, R406, V459, Y4	29, 35, 49, 54, 65
Student representation	K252, R411	30, 49
Study Load	C39-44	5
Subject Benchmark	I179, I199, J229, P341, P359, Q388	21, 23, 27, 41, 43, 47
Subject Network	I4, I201, J232	21, 24, 27
Suspension, course	M, T, App 45b	32, 52, 198
T		
Title page – evaluation	I188, P348, App 22, Annex A	22, 42, 118, 119
Title page – revalidation	J225, Q384, App 33	27, 46, 170
Titles of awards	C71-74	8-9
Transcripts	O10, V11	38, 56
Types of collaborative arrangements	D	9
U		
Undergraduate programmes (award criteria)	C55-67	7-8
Unit, Revalidation	J1, Q1	25, 45
University	A	1
V		
Validated courses	D, E, H2, Part III	9, 10, 14, 20
Vision, University	A5, A6	1, 1
W		
Web-supported delivery	C77	9
Withdrawal, Course	J4, M, Q4, T, App 45a, App 46	26, 32, 46, 52, 196, 199
Withdrawal, Student	O5, V6	36, 55
Y		
Year, Academic	B	3