ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
17 June 2019　　　　　　　　　　　　　　　　　Agenda Item 6.3

EXTENSION OF APPROVAL

Access Digital and Distributed Learning

PgCert Higher Education Practice

COVER SHEET

To note that Chair's action has been taken on behalf of the Committee to approve the one-year extension to the period of approval.

UNIVERSITY OF ULSTER

REQUEST TO EXTEND APPROVAL AND POSTPONE REVALIDATION   Form CA6b)
_____

SECTION A: FACULTY REQUEST

FACULTY: **ADDL**

SCHOOL: **CHERP**

SUBJECT UNIT NUMBER AND NAME: **31C Higher Education Practice**

MONTH/YEAR CURRENTLY SCHEDULED: **November 2019**

PERIOD OF EXTENSION REQUESTED:
One year to include the 2019-20 intake

COURSE(S): **PgCHEP**
(Identify specific courses unless the whole unit)

REASON FOR REQUEST:

PgCHEP has recently undergone indirect scrutiny as part of the successful MEd Higher Education Practice evaluation (November 2018) to ensure its fitness for purpose as a feeder course for this new provision. Additional changes had previously been made through CA3 amendments which were submitted and approved (June 2017) to reflect the current institutional norm with regard to size of module, number of learning outcomes, number of assessment pieces and attendant rubrics. These enhancements were also designed to accommodate a January start for the course, which now operates across a calendar, rather than an academic, year, as requested by the PVC Education. As the PgCHEP sits within the Education portfolio and serves to model institutional practice in additional to providing initial CPD for new staff, the team is confident that the course is in step with procedural requirements.

In addition to interim changes through continuous enhancement (CA3), the programme is also currently engaging in a renewal of its Advance HE accreditation (March 2019). A consultation review conducted by Professor Mark Allinson (Head of Academic and Educational Developments, Regent's University London) on behalf of Advance HE has confirmed the innovation, standards and currency of the programme within the sector as evidenced by the following extract (February 2019) from the consultancy report:

PGCHEP looks to me to be a thoroughly designed, well tested and engaging programme. Some of the documents evidence excellent practice.

The PgCHEP comprises a small course team which has recently been diminished by the secondment of a key member of staff who plays a critical role within the delivery of both this course and the newly validated MEd in Higher Education Practice, and who was due to assume the role of Course Director 2019-20. Until this secondment is back filled, the rest of the team will be required to

configure roles and responsibilities for the coming academic year to cover delivery and additional duties. Additional pressure on the team is also anticipated (and is already starting to be evidenced) by increased numbers on the First Steps to Teaching in HE, as a result of new mandatory CPD for PhD researchers wishing to mark and assess as part of their PgTA role (agreed by ASQEC, 2018).

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)

The curriculum remains current and valid as evidenced by the following extracts from the most recent External Examiner report (2017-18):

- *Some adjustments have been made to the structure and content of the programme this year to ensure that it continues to offer appropriate, and relevant provision as a level 7 CPD course for the University. The curriculum continues to offer a highly practical course that is relevant to the needs of the individual participants and the strategic aims of the University, while also clearly mapping to the UK Professional Standards Framework for teaching and learning in HE and integrating the standard of scholarship required for a masters' level programme.*

- *This is a mature programme that has evolved over more than 25 years, and offers a robust preparation for staff new to the University. The programme has developed significantly over this time into its current form and continues to evolve as external factors and institutional priorities change. It continues to be highly practical and relevant to both the candidates' academic practice and the strategic aims of the University. The core modules require candidates to engage with an effective range of tasks which constitute both the work-based learning element of the course, and the preparation and evidence gathering for their assessments.*

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)

Extract from the most recent External Examiner's report (2017-18)
- *I have detailed knowledge of a number of equivalent programmes, most recently in my role as external examiner for the PGCAP at Coventry University. I can confirm that the PG CHEP at Ulster University is comparable with equivalent programmes in terms of the standards, assessment and student performance.*

Figures from the most Examination Board (February 2019) with regard to recent completions are as follows:

Module	Module Title	Enrolment numbers semester 1	Resubmission and/or EC1	No of Passes	Total progression	Total award at D1 (AFHEA)	Total exit award at D2 (FHEA) & full PgCHEP
Y1: PHE705	Learning & Teaching in HE	14*	2	8	8	8	
Y2: PHE707	Enhancing Learning and Teaching HE	39	4	35			34**
Y2: PHE708	Shaping the Curriculum in HE	41	2	39	2		
Total						8	34

***Includes:**
- **1 EC1 with submission in May 2019**
- **2 who have moved to the semester 2 iteration of PHE705**
- **1 LOA – exemption through previous completion**

- *18 students are currently enrolled for PHE705 (Y1 Semester 2)*

** Total number of enrolments that have completed the full award: some students opted to complete only one Y2 module in 2018-19 and will undertake the finale module in 2019-20

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)
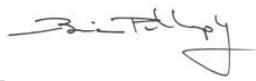
The course itself is accredited by Advance HE at D1/2 and contributes significantly to the Fellowship Target highlighted in the Ulster's 5&50 plan. The current course was reconsidered by Advance HE in 2017 under their Minor Amendment process, in the light of the structural changes made to the course alluded to above, and these changes were approved with no conditions (communication December 2017). The current accreditation period comes to an end in August 2019: the documentation to renew the accreditation has already been submitted to Advance HE, and given that there are no changes to the course that was reviewed as a minor change in 2017, the team does not anticipate any issue with this continuance. Accreditation will be notified in May 2019 and will be valid for 4 years.

DEMAND:

The PgCHEP constitutes a probationary requirement for all academic staff new to HE learning and teaching at Ulster: whilst numbers are, by necessity, dependent on recruitment, the course has consistently recruited above its target numbers (30 students per annum).

FACULTY PARTNERSHIP MANAGER'S ASSESSMENT (for partner institutions only):

FACULTY CONFIRMATION:

SIGNED: _____ _____22/3/19_____ DATE:
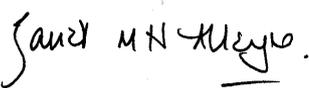_____
Director of Access, Digital and Distributed Learning

The completed form should be returned to the Academic Office, Room J410, Tower Building, Coleraine.
_____

SECTION B: ACADEMIC OFFICE COMMENTS:

The external examiner reports for the PgCHEP provide assurance that the quality and standards of that provision have been maintained to an appropriate level. The PgCHEP was due for revalidation in 2019/20. The Academic Office notes that the programme had indirect scrutiny as part of the MEd Higher Education Practice evaluation in late 2018 and supports the proposal for an extension of approval for one year to 2020/21.

SIGNED: ____ ___ DATE: _27/3/2019_____
Academic Policy and Standards Manager or Head of Academic Office

_____

SECTION C: QUALITY ENHANCEMENT ASSESSMENT (reflecting annual monitoring data)

SIGNED: _____27th March 2019_____
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 Pro-Vice-Chancellor (Education) on behalf of ASQEC)

DECISION: Approve (Yes/No)

SIGNED: ___P. Bartholomew_____ DATE: ____29 March 2019_____
                    Pro-Vice-Chancellor (Education)

DATE REPORTED TO ASQEC:

Academic Office
July 2018