ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

17 June 2019   Agenda Item 8

REVISION OF REVALIDATION / EVALUATION DOCUMENTATION FOR 2019/20

COVER SHEET

In attendance to present: Dr R Curran

Action is required of the Committee as indicated below.

To consider a paper.

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
17 June 2019   Agenda Item 8

Revision of revalidation/evaluation documentation

Dr R. Curran
Ms C. Murphy
Prof D. Hazlett
CHERP

Context
Following discussion of the development of the Integrated Curriculum Design Framework (ICDF) at the University's L&T committee on 19 February 2019, CHERP have further consulted with the Associate Deans (Education) in March 2019 specifically on its alignment with the documentation required for Evaluation/Revalidation. A draft of the revised headings for Evaluation/Revalidation was agreed, based on a pilot with UUBS, and this was shared and discussed with Professor Bartholomew and Academic Office in April 2019. Subsequently, revisions were made incorporating additional feedback from central departments. In May 2019, the documentation was further revised following a consultative meeting with the Education Departmental Heads, chaired by Professor Bartholomew.

In addition to the revision of the headings (see Appendix 1), which represents appendix 20 of the Programme Approval Management and Review Handbook, it is proposed that a template is provided (see Appendix 2) to course teams to further support the development of the documentation. This template aligns with the phases of the ICDF and supported by CHERP, it is planned that teams will be able to agree and complete sections of the document as they go through the curriculum design process. Overall, the revisions aim to achieve efficient alignment between the curriculum design and (re)development processes and the final documentation produced, while continuing to satisfy the requirements of a robust standards assurance process. In addition, commentary headings are refreshed to reflect better current institutional priorities, with an emphasis on briefly capturing the outcomes from contextualised research and stakeholder engagement carried out, the philosophy, structure and key learning, teaching and assessment of the programme(s), and how priority areas within the curriculum are integrated.

Approval requested
The Committee is asked to approve the revisions presented in Appendix 1 and 2. The same format will be used for Collaborative provision. Early events scheduled in 2019/20 may use the current format for Section A and Commentaries, depending on their current state of progress.

Summary of changes

- Expanded Section A to include the following 'Commentaries' items transferred from Section B (Course Provision) and from Section C (Resources):

  o Curriculum design process (now to be addressed in A3 as Contextualised Research and Analysis, and A4, Stakeholder Engagement)
    Recent and proposed changes (now to be addressed at A5, as Revisions and Innovations)
    Research and or scholarship informed curriculum (now to be addressed at A4 as Academic Excellence and Research-based Teaching)
    Creativity, innovation and good practice (now to be addressed at A5, as Revisions and Innovations)
  o Standards (now to be addressed as a sub-heading at A3, Contextualised Research and Analysis)

- o Relations with PSRBs (now to be addressed at A4, under Stakeholder Engagement as 'PSRBs' sub-heading)
- o Graduate Qualities and Student Experience Principles (now to be addressed at A4, Stakeholder Engagement with the identification of Graduate Qualities as a sub-heading - and at B1.2, Course structures)
- o Staff Development and relevance of teaching and research areas represented by staff expertise to the subject (Section C) (now to be addressed at A4, under Academic Excellence and Research-based Teaching sub-heading)
- o Additional section on 'Quality Indicators' added under A3.

- Reduced Section B Commentaries

  Transfers as above and:

  - o New section 'Subject/Course Philosophy' at start (B1.1). This section will include a commentary on Education for Sustainable Development (including global citizenship) – previously addressed under Graduate Qualities and Student Experience Principles.
  - o Student support and guidance, induction, development of study skills now a separate heading (B1.3) – previously within learning and teaching strategy
  - o Information literacy and digital capabilities now a separate heading (B1.4) – previously within learning and teaching strategy
  - o Learning and teaching and assessment strategies now separated (B1.5 and B1.6)
  - o Employability now 'Employability and Enterprise' (B1.7).

  Within Section B order swopped for Commentaries – now B1 - and Programme Specification(s)- now B2.

- Reduced Section C (Resources)

  - o Two sections on Staff Development and Relevance of teaching and research areas represented by staff expertise to the subject moved to Section C.

- Sections retitled: A from 'Introduction' to 'Introduction (Subject and Programme Context)'. Section B from 'Course Provision' to 'The Programme(s): Programme Design Commentaries, Programme Specification(s), Programme Regulations'.

- Additional document 'Curriculum Design at Ulster' to be provided to panel.
except for partner institutions

- Assessment rubrics are to be provided to panels for all modules.

Appendix 1: Course Evaluation/Revalidation Headings (Appendix 20 of Programme Approval Management and Review Handbook)

COURSE EVALUATION/REVALIDATION DOCUMENT (INTERNAL PROVISION)

Proposed structure AY 2019/2020

SECTION A: INTRODUCTION (SUBJECT AND PROGRAMME CONTEXT)	A	Introduction (Subject and Programme Context) Title page *to identify provision* (*in accordance with template*) Course/Subject Committee membership *(for evaluation/revalidation of single course) (also identify members of course/subject planning committee)* • 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 the 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	Brief Commentaries differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies: • 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) 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	Programme Specification(s) (*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.*)
PROGRAMME REGULATIONS	B3	Regulations (*in accordance with standard template). A link to the standard template with a statement of specific requirements and proposed departures, or set(s) may be provided.*
MODULE DESCRIPTIONS	B4	Module descriptions *(in accordance with standard format). See the ICDF Module Design Planner. Modules are indexed and grouped by level automatically*
SECTION C: RESOURCES available to the course(s)/subject	C1	Resources (physical) Specialist rooms/facilities/equipment/ resources required beyond the standard provision should be clearly identified and detailed. Library resources should specifically identify whether they are available from the library catalogues. For revalidation, dedicated resources for particular courses should be clearly identified.
	C2	Resources (staff) Summary statement and brief CVs for all staff contributing to the subject unit (with particular reference to more recent activities). (These staff form the course or subject committees. CVs should be no longer than 1 or 2 pages each.) 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, and recognised teachers.
IN ADDITION: 'Curriculum Design at Ulster' is provided centrally to the panel; external examiner reports for the last two academic years are also provided to the revalidation panel. Assessment rubrics for all modules should be uploaded as a supporting document by the team.		

Appendix 2: Course Evaluation/Revalidation Template

UNIT/SUB-UNIT AND NUMBER:

UNIT PROVISION:

FACULTY:

REVALIDATION UNIT CO-ORDINATOR:

UNIVERSITY APPROVAL

OF DOCUMENT: _____   _____

                                     Chair of Revalidation Panel   Date

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

EVALUATION DOCUMENT TITLE PAGE

THE COURSE :

DURATION :

LOCATION :

MODE :

SPONSORING
FACULTY:

HEAD OF SCHOOL
RESPONSIBLE:

CHAIR OF COURSE/
SUBJECT PLANNING
COMMITTEE:

UNIVERSITY APPROVAL
OF DOCUMENT

_____   _____
Chair of Evaluation Panel   Date

Revalidation/Evaluation Unit: Programme Title (UG/PG, Campus)

Table A1: COURSE/SUBJECT COMMITTEE MEMBERSHIP

COURSE/SUBJECT COMMITTEE MEMBERSHIP	COURSE/SUBJECT COMMITTEE MEMBERSHIP	Programme Title	Members of the Course Planning Team	Members of the Course Committee
School/Department of [Insert Title]				
Institutional Support Services				
	CHERP		X	
	Employability and Careers Consultant		X	
	Sub-Librarian		X	
	Instructional Design Consultant		X	
	Student Health and Wellbeing		X	
Students' Union				
	Students' Union Officer		X	
	Student Representatives		X	

Revalidation/Evaluation Unit: Programme Title (UG/PG, Campus)

CONTENTS

SECTION A: INTRODUCTION (Subject/Programme Context)

SECTION B: THE PROGRAMME(S)

- B1 PROGRAMME DESIGN (Commentaries)

- B2 PROGRAMME SPECIFICATIONS

- B3 PROGRAMME REGULATIONS

- B4 MODULE DESCRIPTIONS

SECTION C: RESOURCES

- C1 PHYSICAL RESOURCES

- C2 STAFF

SECTION A

INTRODUCTION
(Subject/Programme Context)

SECTION A – Introduction (Programme Context)

A1 Rationale and Origins
What are the origins and rationale of the programme(s)? Include the programme(s)' unique selling points and relationship with other courses in the School/Faculty/subject (if applicable).

A2 Projected Intake
Based on market research and previous recruitment numbers, provide projected intakes for the next five years including the minimum and maximum cohort numbers.

Table X: [Unit Title] - Projected intake

Year	2020/2021 Projected		2021/2022 Projected		2022/2023 Projected		2023/2024 Projected		2024/2025 Projected	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Programme I										
Programme II										

Give a brief commentary on your market research including international markets where relevant.

A3 Contextualised Research and Analysis
Opportunity to highlight any artefacts developed through ICDF support (SharePoint)

- ***Standards***

The following reference points informed and guided the course (re)design:

For example: Qualification descriptors and Subject Benchmark Statements and/or PSRBs and HE influencers
- *X*
- *X*

Briefly summarise, using examples, 'findings' from the reference points and any other discipline influencers that shapes your (re)design. Areas of attention may include: curriculum, pedagogical and digital advances.

- ***Quality Indicators (course, learner and employability analytics)***

Analysis should be drawn from:
- *CAEC Course Analytics (including NSS, attrition, External Examiner reports)*
- *Learner Analytics (including student feedback, student health and wellbeing data (if applicable))*
- *Employability Analytics (if applicable)*

Briefly summarise findings from the analysis of all analytics and how this informs your (re)design.

A4 Stakeholder Engagement
Informed by your contextualised research, identify stakeholders consulted and summarise the key findings which have informed your programme(s) design. As well as staff, stakeholders may include: PSRBs, Service Users, Employers, Alumni, and Students, as relevant.

PSRBs
Comment on the extent to which the programme continues to meet the requirements of Professional, Statutory or Regulatory Bodies if relevant. Include detail of any dual accreditation or recognition.

Identification of Graduate Qualities
Following stakeholder engagement, identify the specific attributes for a graduate in your discipline consistent with the broad expectations for an Ulster graduate.

- **Academic Excellence and Research-based Teaching**

Briefly summarise, using examples, how discipline research, impact and professional activity of the course team inform the programme design?

A5 Revisions and Innovations

Drawing on the analysis from your contextualised research, stakeholder engagement and past enhancements, highlight recent significant and proposed high-level changes and innovations in your programme(s) design.
[This may be a summary bullet list of major changes and new approaches.]

SECTION B1

Programme Design
(*Commentaries*)

B1.1 Subject/Course Philosophy

Briefly state your subject/course philosophy. This is the statement agreed by the team, which sets out, for example, the programme(s)' purpose(s), education and subject/discipline/professional values; the nature of the learning environment for students; the key approaches to teaching, learning and assessment.

How is Education for Sustainable Development, which includes ethical internationalisation, integrated into your curriculum toward fostering 'global citizens' who are central to building a safer and more sustainable future?

B1.2 Course Structure(s)

*Include diagram(s) of the programme(s) structure illustrating the levels of learning and the sequencing of the modules **or** refer to the Programme Specification(s) diagram(s). Briefly comment on:*

- *how the graduate qualities referred to in Section A4 are progressively developed over the programme levels*
- *Academic Progression, Internal Coherence and Opportunities for Student Choice*
- *Transfer to and from Programmes*

Diagram X: [Programme Title] Structure Map

B1.3 Student Support and Guidance, Induction, Development of Study Skills

What is the overall wellbeing strategy for the programme to increase student engagement, empowerment and resilience? Briefly describe opportunities to incorporate a programme ethos of community building, staff-student partnership, and sense of belonging e.g.: through induction processes for each level that support transition in, through and out of HE; engagement with UUSU; discipline-based societies; community projects. How will the programme design promote 'inclusivity for all'?

B1.4 Information Literacy Skills and Digital Capabilities

Briefly comment on how information skills and digital learning capabilities are developed progressively across the programme levels.

B1.5 Learning and Teaching Strategy

Briefly comment on the key Learning and Teaching approaches and the delivery methods used to engage students (Pedagogy to inform Curriculum Delivery) making use of innovative learning technologies as appropriate.

B1.6 Assessment Strategy

Briefly comment on the assessment strategy for the programme(s), variety of assessment methods, inclusive design, exemplar assessment schedule (see provided table) and arrangements for feedback.

B1.7 Employability and Enterprise

Provide brief examples of effective practice that you would like to showcase to the panel e.g. curricular, co-curricular, extra curricular, work-based learning, outward mobility.

Revalidation/Evaluation Unit: Programme Title (UG/PG, Campus)

Exemplar Assessment Schedule

AY/ Sem	Module Title/ Code/ Status/ Credits	Week of Semester/Assessment Type/Weighting/Word Count Equivalence												
		1	2	3	4	5	6	7	8	9	10	11	12	13
2019/20 Sem. I Sept. '19														

SECTION B2

Programme Specifications

To be completed on CMS

Template available at:
https://www.ulster.ac.uk/__data/assets/word_doc/0019/251713/2018-ProgrammeSpecification.docx

SECTION B3

Regulations

URL Link to the standard regulations
Course teams may provide full regulations or <u>only include specific requirements and exceptions</u> to the standard regulations.

SECTION B4

Module Descriptions

To support a new/revised module design utilise the MODULE DESIGN PLANNER
(available on ICDF Sharepoint)

Note: All module descriptions must be input on the Course Management System (CMS)

SECTION C

Resources

C1 Resources (physical)
ONLY APPLICABLE IF SPECIALIST RESOURCES ARE USED
Clearly identify and detail any specific rooms/facilities/equipment/specialist resources required beyond the standard provision. Library resources should specifically identify whether they are available from the library and, through consultation with the subject librarian, consider any possible cost impact on licensing for access to electronic resources.

C2 Resources (staff)

C2.1 Summary Statement
Summary statement and brief CVs for all staff contributing to the subject unit (with particular reference to more recent activities). (These staff form the course or subject committees. CVs should be no longer than 1 or 2 pages each and use the template available).

C2.2 Teaching Teams by Programme
For revalidation, a summary matrix indicating which staff contribute to which courses or subject strands should be provided.)

Table C-2A: Course Teaching Team and Roles Matrix

Course Director:	
Name and Role	**Course(s) and Module(s)**
Title and name *Role e.g. Module Co-Ordinator, Module Tutor*	

C2.3 Use of Part-time lecturers, postgraduate teaching assistants and demonstrators, and recognised teachers

Where part-time lecturers, postgraduate teaching assistants and demonstrators, and recognised teachers are supporting the programme delivery, indicate the extent of their contribution.