UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE
20 June 2012

REPORT FROM THE COURSE APPROVAL SUB-COMMITTEE (31.05.12)

PRESENT

Professor D A McAlister (Chair), Ms S Alexander, Professor A Erridge, Dr D Gray, Dr J McCann, Dr A McKillop, Ms U Quinn, Dr J A C Webb

1 COURSE APPROVAL

The Sub-Committee considered business from each faculty and the Department of Access and Distributed Learning and noted course withdrawals, revisions and the introduction of credit-bearing short courses approved by them as detailed in the appendix.

FACULTY OF ART, DESIGN AND THE BUILT ENVIRONMENT

Revalidation Subject Unit 2Ba: Fine Art (Postgraduate)

RECEIVED: the report of the Revalidation Panel for:

Master of Fine Art (with PgDip exit award) (FT/PT) (BT) (previously PgCert/PgDip/Master of Fine Art (FT))
MFA Art in Public (with PgDip exit award) (FT/PT) (BT) (previously MA Art in Public (with PgCert and PgDip exit awards)).

NOTED: (a) that recruitment to the MA Art in Public had been low and that the use of the MFA award title was expected to increase interest;

(b) that the key matters discussed by the Panel were the differentiation between the two courses, the experience of part-time students and their support and access to workshop space and materials;

(c) that both programmes comprised 240 credit points with the final ‘Public Output’ module of 120 credit points.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the provision be approved for a period of five years (intakes 2012 – 2016).

Revalidation Subject Units 2Bb and 2Ca: Design

RECEIVED: the report of the Revalidation Panel for:

Subject Unit 2Bb:

MFA Multidisciplinary Design with pathways in Communication Design; Computer Animation; Contemporary Applied Arts; Textiles (previously
MA Multidisciplinary Design with pathways: Communication Design; Computer Animation; Contemporary Applied Arts; Textiles (with PgDip exit award) (FT/PT) (BT)

Subject Unit 2Ca

BDes Hons Design for Visual Communication (With Diploma in Foundation Studies in Art and Design, CertHE and AB exit awards) (FT/PT) (BT)

and evaluation of:

BDes Hons Design for Interaction and Animation (with Diploma in Foundation Studies in Art and Design, CertHE and AB exit awards) (FT) (BT).

NOTED: (a) that the MFA Multidisciplinary Design comprised 240 credit points; as all modules were compulsory, the named pathway was determined by the Master’s Project which provided students with the opportunity to specialise in their chosen area;

(b) that, as in the MFA and MFA Art in Public, the final Master’s Project module was worth 120 credit points.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016) and the BDes Hons Design for Interaction and Animation be approved for a period of five years.

FACULTY OF LIFE AND HEALTH SCIENCES

Revalidation Subject Unit 22A1: Nursing (Pre-registration)

RECEIVED: the report of the joint University Revalidation and Nursing and Midwifery Council (NMC) Approval Panel for:

BSc Hons Nursing (Adult) (with Certificate of Higher Education in Health Care, Associate Bachelor’s degree in Health Care and BSc Hons Health Care exit awards) (FT) (ME)

BSc Hons Nursing (Mental Health) (with Certificate of Higher Education in Health Care, Associate Bachelor’s degree in Health Care and BSc Hons Health Care exit awards) (FT) (ME).

NOTED: (a) that the programme had been restructured and new modules developed; all modules now had the same value of 20 credit points;

(b) that the practice placement element of the new programme was not graded but was marked on a pass/fail basis and no longer carried any credit points; there was also a reduction in the number of practice hours students were required to complete;
(c) that CertHE and AB degree in Health Care exit awards had been introduced, as well as a BSc Hons Health Care for students who achieved success in their academic work throughout the programme but who did not achieve competence in their final progression point assessment in placement; students exiting with any of the exit awards would not be eligible for professional registration; a case for the distinct subject title of the exit awards would be considered by the Teaching and Learning Committee;

(d) that neither the University Panel nor the NMC representatives had set any conditions of approval; the provision was approved by the NMC for a period of five years.

RECOMMENDED: that, subject to the University Panel’s recommendation being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 22D: Nursing Independent Supplementary Prescribing

RECEIVED: the report of the joint University Revalidation and Nursing and Midwifery Council (NMC) Re-Approval Panel for:

Advanced Certificate in Non-Medical Prescribing (formerly Advanced Certificate in Nursing Independent Supplementary Prescribing) (PT) (JN)


NOTED:

(a) that the change in title to ‘Non-Medical Prescribing’ had been proposed at revalidation and approved by the Panel; the new title reflected the changing position on prescribing that now included not only nurses but also allied health professionals;

(b) that graduates of the programme would not only achieve the academic qualification but also the NMC ‘V300’ professional qualification which would permit them to practise as non-medical prescribers; completion of only two specific modules would be sufficient for the award of the professional qualification;

(c) that the undergraduate and postgraduate programmes comprised the same content in three 20-credit point modules; no distinction was made by the NMC in terms of practice aspects although students studying at postgraduate level were expected to demonstrate a higher level of intellectual skills in analysis, synthesis and evaluation for the postgraduate award; students on the two programmes were taught together but had separate seminar sessions;
(d) that no conditions of approval had been set by the University Panel and the provision had been re-approved by NMC for a further period of five years also with no conditions of approval.

RECOMMENDED: that the provision be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 25B: CertHE Combined Social and Behavioural Sciences at Belfast Metropolitan College

RECEIVED: the report of Revalidation Panel for CertHE Combined Social and Behavioural Sciences at Belfast Metropolitan College (Gerald Moag campus) (PT).

NOTED: (a) that two cohorts of students were admitted each year to either the part-time day or the part-time evening course;

(b) that approximately one-third of students progressed to Ulster, including the BSc Hons Psychology and BSc Hons Social Psychology.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the programme be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 28M: Health Professions

RECEIVED: the report of the joint University (Revalidation), Health Professions Council (HPC) (Approvals Visit) and Professional Bodies (College of Occupational Therapists (COT), Chartered Society of Physiotherapy (CSP), College of Radiographers (COR) and Royal College of Speech and Language Therapists (RCSLT) (Approval/Accreditation) Panel for:

BSc Hons Occupational Therapy (FT) (JN)
BSc Hons Physiotherapy (FT) (JN)
BSc Hons Diagnostic Radiography and Imaging (former title: Radiography Diagnostic) (FT) (JN)
BSc Hons Radiotherapy and Oncology (former title: Radiography (Therapeutic)) (FT) (JN)
BSc Hons Speech and Language Therapy (FT) (JN).

NOTED: (a) that a number of departures had been approved by the Teaching and Learning Committee;

(b) that the professional bodies had recommended accreditation / approval of the provision for a further period of five years, subject to conditions and recommendations being addressed.

RECOMMENDED: that, subject to the University Panel’s conditions and recommendations being addressed, and the HPC conditions and recommendations being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016).
Revalidation Subject Units 3C1: Biomedical Science (Undergraduate) and 3C5: Applied and Medical Sciences (College)

RECEIVED: (a) a request from the Faculty for a one-year extension to the period of approval for the provision within Subject Units 3C1 and 3C5, to include the 2013/14 intake, for the following provision:

- BSc Hons Biomedical Science with DPP (Pathology)
- BSc Hons Biomedical Science with DPP (FT & PT)
- Graduate Certificate in Biomedical Science (PT) (DL)
- FdSc Applied and Medical Sciences at North West Regional College and Southern Regional College (Unit 3C5);

(b) a request from the Faculty for the MBiomedSci to be re-assigned from Subject Unit 3C2 to Subject Unit 3C1 as undergraduate modules predominated in this programme and it therefore fitted more naturally into Unit 3C1.

NOTED: (a) that the Faculty was requesting an extension to the period of approval as the training and education of Biomedical Scientists was currently under review with the development of Practitioner Training Programmes in the Life Sciences by the Department of Health (England);

(b) that the external examiners’ reports for 2010/11 and 2011/12 had confirmed that standards were being achieved.

AGREED: that the re-assignment of the MBiomedSci to Subject Unit 3C1 be approved.

RECOMMENDED: that the request for a one-year extension to the period of approval, to include the 2013/14 intake, be endorsed.

Revalidation Subject Unit 3C3: Pharmacology

RECEIVED: (a) a request from the Faculty for a one-year extension to the period of approval for the PgDip/MSc Pharmaceutical Sciences to include the 2013/14 intake;

(b) a request from the Faculty for the PgDip/MSc Pharmaceutical Sciences programme to be re-assigned from Subject Unit 3C3 to Subject Unit 3C4A with the MPharm provision.

NOTED: (a) that there was considerable commonality between Level 7 modules in the MPharm and modules delivered in the PgDip/MSc Pharmaceutical Sciences and that the MPharm was currently undergoing minor improvements and modifications in preparation for accreditation visits from the pharmacy regulators;

(b) that, given the links between both programmes, the changes to the MPharm would be mirrored in the PgDip/MSc Pharmaceutical
Sciences and the Faculty therefore wished to delay the revalidation of the latter so that modifications could be implemented concurrently in both programmes;

(c) that the external examiners’ reports for 2008/09 and 2009/10 had confirmed that standards were being achieved.

AGREED: that the re-assignment of the PgDip/MSc Pharmaceutical Sciences programme to Subject Unit 3C4A be approved.

RECOMMENDED: that the request for a one-year extension to the period of approval, to include the 2013/14 intake, be endorsed;

FACULTY OF SOCIAL SCIENCES

LLM Clinical Legal Education (FT/PT) (JN)

RECEIVED: the report of the Evaluation Panel.

NOTED: that the programme included a ‘Clinical Legal Practice’ (CLP) module, a 60-credit point work-based module which provided students an opportunity to gain practical experience; it was a requirement of the CLP module that students formed a management board to develop the Ulster Law Clinic – an in-house advisory service open to the public which would facilitate student learning through practice; once the Clinic was operational, work placements would be hosted in-house at the Clinic; although it was envisaged that the Law Clinic would take two to three years to become fully operational, the Clinic would hold three open ‘surgeries’ each week for the general public in year one of the programme; the Panel had set as a condition of approval that procedural and organisational documentation be drawn up for the Clinic.

RECOMMENDED: that, subject to the Panel’s condition and recommendations being addressed, the provision be approved for a period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 18A: Law (Undergraduate)

RECEIVED: the report of the joint University Revalidation and Joint Academic Stage Board (JASB) Re-approval Panel for:

Undergraduate Honours Subject: Law (Major) (with optional DIAS) (FT/PT) (JN)
Undergraduate Honours Subject: Law (Major) (with optional DIAS) (FT/PT) (ME)
Undergraduate Honours Subject: Law (Single Honours) (FT/PT) (with optional DIAS) (JN/ME)
BSc Hons Accounting and Law (with optional DIAS/DPP) (FT) (JN) (included in revalidation of Unit 18A for purpose of reaccreditation of Law modules only).
NOTED: (a) that all of the programmes were professionally accredited as ‘Qualifying Law Degrees’ by JASB for the Solicitors’ Regulation Authority and the Bar Standards Board for England and Wales and by the Council of Legal Education (Northern Ireland); accreditation of the Single Honours provision would also be sought from the Honorable Society of King’s Inns, Dublin, which would permit entry to King’s Inns for professional practice training following graduation;

(b) that the relationship and consistency between provision at the two campuses had been discussed, with particular reference to the different status of the final year dissertation and levels of modules;

(c) that the JASB representative had agreed to recommend re-approval of the provision to JASB for a further five years.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 18C: Law (Postgraduate) and Evaluation of LLM Gender, Conflict and Human Rights

RECEIVED: the report of the Revalidation Panel for:

LLM Human Rights Law and Transitional Justice (with PgCert and PgDip exit awards) (FT/PT) (JN/ME)
MSc Human Rights and Peacebuilding (with PgCert and PgDip exit awards) (FT/PT) (ME)

and evaluation of:

LLM Gender, Conflict and Human Rights (with PgCert and PgDip exit awards) (FT/PT) (JN).

NOTED: (a) that the Transitional Justice Institute (TJI) and INCORE would be responsible for the delivery of the new proposal, which derived substantially from the existing LLM provision; the programme was expected to attract domestic and international students;

(b) that part-time students on the MSc Human Rights and Peacebuilding programme had been of the view that the lack of ‘connectivity’ between the TJI and INCORE had impacted detrimentally on their experience;

(c) that students had reported that not all of the optional modules were available each year at the Magee campus and that for some optional modules they were required to travel to Jordanstown; the Team had advised that from 2012/13 students would no longer be given the option of taking modules at other campuses.
RECOMMENDED: that, subject to the Panel’s condition and recommendations being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016) and the LLM Gender, Conflict and Human Rights programme be approved for a period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 26B: Community Youth Work

RECEIVED: the report of the joint University Revalidation Panel and the North/South Education and Training Standards Committee for Youth Work (NSETS) Professional Endorsement Panel for:

BSc Hons Community Youth Work (with CertHE and AB exit awards (FT) (JN)
BSc Hons Community Youth Work (with CertHE and AB exit awards (PT) (JN/ME)
PgDip/MSc Community Youth Work (with PgCert exit award) (PT) (JN).

NOTED: (a) that the part-time undergraduate provision would be delivered in alternate years at the Magee and Jordanstown campuses; the PgDip/MSc Community Youth Work would be delivered in alternate years at Jordanstown only;

(b) that the Faculty intended to seek external partners to deliver Level 4 of the undergraduate degree in order to improve access for potential Community Youth Workers to a pre-vocational training programme;

(c) that undergraduate and postgraduate students would be taught together, but would have separate tutorials and seminars; the Panel had set as a condition of approval that clarification be provided about the organisation and management of delivery.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 26G2: Social Work (Post-Qualifying)

RECEIVED: the report of the joint University Revalidation and Post Qualifying Education and Training Partnership, Northern Ireland Social Care Council (NISCC) Approval Panel for:

PgDip/MSc Professional Development in Social Work (with PgCert exit award) (PT) (Outcentres & JN [one module only])

MSc Professional Development in Social Work (with PgCert and PgDip exit awards) (PT) (Outcentres & JN [one module only]).

NOTED: (a) that the programme was offered as both a linked Postgraduate Diploma / Master’s and a Master’s only degree with exit awards for administrative purposes;
(b) that there was no set structure for the Postgraduate Certificate, Postgraduate Diploma and Master’s awards as there was no progression between modules and no compulsory modules; the ‘trellis’ nature of the programme permitted students to undertake part of their studies at another institution; the programme was part of a wider offering of modules available across Ulster, Queen’s University Belfast, the Beeches Management Centre and the further education sector;

(c) that no distinction had been made between the programme learning outcomes for the Postgraduate Certificate, Postgraduate Diploma and the Master’s award; the Panel had set as a condition of approval that the programme learning outcomes be differentiated for the different academic awards;

(d) that the NISCC had agreed to recommend approval of the provision for a further period of five years (intakes 2012 – 2016), subject to one condition and two recommendations being addressed.

RECOMMENDED: that, subject to the Panel’s conditions and recommendation being addressed, the provision be approved for a further period of five years (intakes 2012 – 2016).

Revalidation Subject Unit 26H: Peace and Conflict Studies

RECEIVED: the report of the Revalidation Panel for:

PgDip/MSc Applied Peace and Conflict Studies (previously PgDip/MA Peace and Conflict Studies) (FT/PT) (ME)

and evaluation of:

PgDip/MSc Applied Peace and Conflict Studies with Early Years (FT – with semester two delivered fully online and PT – with semesters two and four delivered fully online) (ME).

NOTED: (a) that the change in award from MA to MSc was a result of the transfer from the Faculty of Arts to Social Sciences; the inclusion of ‘Applied’ in the revised title sought to convey the new focus within the revised programme; the Panel had approved the change in title;

(b) that the first semester of the Early Years programme was the same as the first semester of the PgDip/MSc Applied Peace and Conflict Studies but that the second semester comprised different modules and was delivered entirely online; one module would be delivered by an external partner, ‘Early Years’, but all assessment would be carried out by University staff; external funding had been secured by Early Years for ten students to enrol on this programme for the first two years;
(c) that the Panel had set as a condition of approval that a formal agreement between the University and Early Years be in place prior to the start of the 2012/13 academic year;

(d) that very few modules were taught over a full semester; the majority of modules were either taught during weeks one to six or weeks seven to twelve.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the PgDip/MSc Applied Peace and Conflict Studies be approved for a further period of five years (intakes 2012 – 2016) and the PgDip/MSc Applied Peace and Conflict Studies with Early Years be approved for a period of five years (intakes 2012 – 2016).

PgDip/MSc Language and Linguistics

RECEIVED: a CA3 proposal from the Faculty to change the title of the course to ‘PgDip/MSc English Language and Linguistics’, with effect from 2012/13.

NOTED: (a) that the Faculty had advised that market research and enquiries from international students had indicated demand for degrees in linguistics which also involved a specific reference to the English language; a number of successful and long-standing MSc Linguistics programmes in the UK had a title which referred to English;

(b) that the external examiner was in favour of the change in title and was of the view that the proposed title would give the degree greater prominence within the international market;

(c) that the change in title had been approved by the Academic Planning Sub-Committee at its meeting on 20 April 2012.

RECOMMENDED: that the change in title be approved.

Diploma in Foundation English for Academic Purposes

RECEIVED: a request from the Faculty for the University revalidation of the Diploma in English for Academic Purposes to be brought forward from October 2012 to August 2012 so that the new curriculum could be applied for the University’s own 2012 intake as well as for a proposed franchised course at QA Business School.

AGREED: that the Faculty’s request be approved.
ULSTER BUSINESS SCHOOL

Revalidation Subject Unit 5I: Business and Management (Level 5) at Belfast Metropolitan College (Titanic Quarter)

RECEIVED: the report of the Revalidation Panel for:

BSc Hons Business Management (Level 5) (with AB exit award) (FT)
BSc Hons Business with Accounting (Level 5) (with AB exit award) (FT).

NOTED: (a) that, at the last meeting, the Sub-Committee had received the Ulster Business School’s strategic review of the Level 5 provision at Belfast Metropolitan College and a request for an extension to the period of approval; the College intended to develop Foundation degrees and the Level 5 provision would be phased out; the Sub-Committee had agreed that this anomalous provision of the intermediate level of a degree might be retained;

(b) that the progression route identified was to Level 6 of the degrees at Coleraine and it was also proposed that students might progress to Level 6 of the part-time Business Studies programme at Jordanstown; a mapping to this programme had not, however, been provided; the Panel had therefore set as a condition of approval that if the College and Ulster Business School wished formally to make this progression route available, then a mapping of the content of the HND programme and the Level 5 modules offered at the College to the current Business Studies programme should be undertaken;

(c) that the College envisaged an intake of 20 students but had requested flexibility in terms of the cohort size to allow the possibility of recruiting up to 25 or 30 students; the Team had been advised that, given the very high level of demand for the Ulster programmes, it was unlikely that this could be accommodated within the University’s academic plan since all students successfully completing Level 5 should be guaranteed progression to the relevant Level 6 programme at Ulster; while the Faculty had not initially proposed to accommodate all of the approved cohort in full-time mode at Coleraine, Ms Quinn reported that this could now be managed for the approved cohort size; the University would not be responsible for full-time progression of all students if the College exceeded the limit without permission;

(d) that, while students on the BSc Hons Business Management and the Business with Accounting programmes at Ulster had the option of undertaking DPP or DIAS, the Faculty did not propose to allow students enrolled on the degrees at Belfast Metropolitan College this option; the Panel had noted that the short placement undertaken in the HND programme at the College was not equivalent to the placement year available to students studying the same programmes at the University.
AGREED: that students entering Level 5 of the programmes at the College should be informed that within current MaSN constraints an optional placement year under University supervision was extremely unlikely, but that if the MaSN permitted and a student found a suitable placement, it might allow a placement year for DPP.

RECOMMENDED: that, subject to the Panel’s conditions and recommendations being addressed, the provision be approved for a further final period of three years (intakes 2012 – 2014) for a maximum cohort of 20 students.

Advanced Certificate in Contact Centre Management
Advanced Diploma in Contact Centre Management (with Advanced Certificate exit award)

RECEIVED: a CA3 proposal to introduce an Advanced Certificate award based on one 60-point module, ‘On-line Project’.

NOTED: (a) that a 60-point module was not common in undergraduate programmes, particularly programmes of such short duration as the Advanced Certificate and Advanced Diploma;

(b) that there would be implications for study load and consequences of failure;

(c) that, despite a lengthy set of learning outcomes, the assessment appeared light for 60 credit points;

(d) that a CA3 had also been received from the Faculty to introduce a 60-point ‘Placement Project’ module in the Advanced Certificate in Management Practice / Advanced Diploma in Management Practice, but in this case the Advanced Certificate was not permitted on the basis of this new module alone and another 20-point module would be completed.

AGREED: (i) that as this was a significant departure from normal practice, the request be considered by the Teaching and Learning Committee at its next meeting in June 2012;

(ii) that the Teaching and Learning Committee’s decision regarding the Advanced Certificate in Contact Centre Management could have an impact on the proposal to introduce a 60-point module in the Advanced Certificate in Management Practice ((d) above);

(iii) that the Faculty be asked to provide confirmation that the fully online Project module would be supported by Access and Distributed Learning.
2 LATE REPORTS

NOTED: that the reports of the following Evaluation Panels which had not yet met would be received at the first meeting in 2012/13:

FdSc Building Services and Renewable Energy at South West College
BSc Hons Healthcare Science (Cardiovascular, Respiratory and Sleep Sciences)
BSc Hons Computing Systems at QA Business School
BSc Hons Accounting / BSc Hons Business Studies / MSc International Business at QA Business School
MSc Professional Software Development.

AGREED: that authority be granted to the Chair to approve outstanding reports from Panels for the events identified above and any other proposals approved by the Academic Planning Sub-Committee in June for 2012 entry.

3 SUBMISSION OF FINAL DOCUMENTS

RECEIVED: a statement on the submission of outstanding final documents from 2010/11 and a statement on the submission of final documents from 2011/12.

NOTED: (a) that for 2010/11, 44 documents had been signed off; one was being checked by the Academic Office; one document was past the deadline and one document required further amendments;

(b) that for 2011/12, six documents had been signed off; five documents were with the Chair for approval; six documents were being checked by the Academic Office; four documents required further amendments and 13 documents were either not yet due or the event had not yet been held.

4 ANNUAL REPORT ON EVALUATION AND REVALIDATION ACTIVITY: 2011/12


NOTED: (a) that 34 evaluation and revalidation events will have been held during 2011/12; eight joint University and professional, statutory and regulatory body events were held during 2011/12; all programmes presented for evaluation or revalidation had been (re)approved for a period of five years, with the exception of a number of new courses approved for a shorter period in line with the schedule for the proposed revalidation subject unit;

(b) that six subject units had been given a one-year extension to their period of approval and two subject units had been given a two-year extension to their period of approval;
Process

(c) that in June 2011 Faculties had been reminded that for a new proposal to be introduced without full evaluation, a full report from the external and associated documentation should be submitted with the CA1 form for consideration in time for APSC; in 2011/12 APSC had agreed to recommend that two proposals which drew significantly from existing provision proceed to planning without formal evaluation for entry in September 2012, but had required evidence of external examiner endorsement and the submission of programme specification, regulations and module descriptions;

(d) that in 2011/12, seven new proposals were evaluated as part of a revalidation event; despite the requirement that a CA1/2 form for any such proposals should be submitted to APSC in advance of the revalidation event, as in previous years, a small number of proposals were not identified on the CA6 form and only came to light following discussion with the Faculty;

(e) that there had only been one new proposal from a regional college; another proposal had been turned down by the Faculty but the CA2 had not been received by the Academic Planning Unit (APU); all proposals should be received by APU before Faculty assessment;

(f) that a number of CA1 forms submitted did not identify the proposed external Panel members; that on occasion the externals nominated for events did not have sufficient expertise to cover the range of the subject provision to be considered;

(g) that, of the 34 events, 19 had been chaired by Pro-Vice-Chancellors, six by Deans/Associate Deans and eight by Heads/Associate Heads of School who were approached when Pro-Vice-Chancellors and Deans were unavailable;

(h) that membership of revalidation panels, excluding collaborative provision, had been extended to include a Students’ Union representative from the 2011/12 academic year and they had added considerable value; the Collaborative Partnerships Forum had been asked to consider arrangements for revalidation events in partner institutions, and proposed that, as the student body was not organised in a way to give HE representation, class representatives (in subjects other than that under review) take this role;

(i) that partner institutions which had undergone institutional approval were no longer required to include a course management section in validation documentation and this section of the document would be removed for 2012/13 as the first institutional approval cycle was now complete; management arrangements for subject networks would still need to be outlined in documentation;
(j) that, from 2011/12, Subject Unit Co-ordinators had been encouraged to ensure that the students meeting with revalidation panels represented a range of academic ability;

(k) that, on one occasion in 2011/12, in response to a late request from the Faculty, arrangements were made for some team members at another campus to participate in a revalidation event through video-conference; a number of difficulties had been encountered in terms of access to the room and the quality of the link;

(l) that the programme for meetings had been extended in 2011/12 to allow more time for the Panel to meet with the course/subject teams to discuss the curriculum; a visit to the University’s library was no longer included for the revalidation of internal provision, unless requested by external panel members on the day of the meeting or required by a PSRB, as in the past issues or concerns had rarely been identified; library tours continued to be conducted for new internal provision and for all provision in partner institutions;

(m) that a review of the composition and size of revalidation subject units in 2006 had led to an overall increase in the number of units; the number of subject sub-units had increased slightly with, for example, individual courses receiving an extension to the period of approval or new sub-units being created for new courses; this increase had an impact on the overall revalidation load and the efficient use of limited Faculty and central resources;

(n) that there continued to be an improvement in the number of responses / final submissions being submitted to the Academic Office by the three-month deadline; Faculties were also advised to forward electronic submissions to the Module Office and there was now a fine for Faculties for each late module submission to the Module Office (LISASC decision);

Pedagogical Matters

(o) that 18 CHEP focus groups established with students spanning 10 subject areas designing curricula for revalidation in 2012/13 had been held in 2011/12; very positive feedback had been received and a report would be submitted to the Teaching and Learning Committee at its meeting in October 2012;

(p) that, in line with a priority in the Teaching and Learning Strategy, in 2011/12 all Panel Chairs had been asked to explore how the Principles of Assessment and Feedback for Learning were being embedded in the provision under consideration and in particular the arrangements for feedback at course/subject and module level; assessment had been discussed at the majority of events and issues relating to arrangements for feedback had been highlighted in 16 of the 26 reports completed to date;
that the Teaching and Learning Committee had agreed that each programme demonstrate at validation how the University’s Graduate Qualities were to be achieved and course/subject teams were required to provide a commentary; eight out of 26 validation reports completed to date included evidence of consideration of evidence of the achievement of Graduate Qualities; where this section had been omitted from the validation documentation, this was a matter to be addressed as a Panel condition;

that in 2011/12, 16 of the 26 reports completed to date included evidence of consideration or discussion of research / scholarship-informed teaching; where this section had been omitted from the validation documentation, this was a matter to be addressed as a Panel condition;

that the section of the report summarising key points highlighted in the conditions and recommendations in 2011/12 reports and examples of suggested enhancements or less positive issues raised by students in meetings with revalidation panels would be useful to inform course teams preparing for future events [Annex].

AGREED:

(i) that the Annual Report be circulated electronically to Subcommittee members and Faculty Teaching and Learning Coordinators;

(ii) that Faculties be reminded of the need to nominate external Panel members for evaluation / revalidation events from Universities with a reputation for excellence in the specific subject areas;

(iii) that the following recommendations included in the Annual Report be approved:

(i) that Faculties/Subject Partnership Managers be reminded that CA2 forms should be sent to the Academic Planning Unit before a Faculty assessment is provided; that Subject Partnership Managers endeavour to ensure that they are involved as early as possible in any preliminary discussions regarding new proposals; that the Pro-Vice-Chancellors - Teaching and Learning and Educational Partnerships and International Affairs - be kept informed by Faculties of relevant strategic matters [(e) above];

(ii) that Faculties ensure that nominated externals have sufficient expertise to cover the range of the subject provision, hold a senior position and are included on all CA1, 2 and 6 forms at the time of submission [(f) above];

(iii) that the proposals for class representatives in partner institutions to be included as Panel members for revalidation events be endorsed for implementation from 2012/13 and that the Forum be asked to clarify proposed arrangements
for the involvement of student representatives from partner institutions outside Northern Ireland [(h) above];

(iv) that Subject Team members who wish to participate in a validation meeting be required to attend the meeting location and that video-conference not be used [(k) above];

(v) that Faculties / Schools keep the size and number of units under review to help ensure the more efficient use of resources [(m) above];

(vi) that Deans continue to be reminded of their responsibility to ensure that electronic documentation is submitted to the Module Office by its deadline [(n) above];

(vii) that the Principles of Assessment and Feedback for Learning, Graduate Qualities, employability matters and research / scholarship-informed teaching continue to be explicitly discussed at events [(p), (q) and (r) above];

(viii) that Faculties / teams preparing for future events take account of the matters at sections 4 and 5 of the Annual Report [(s) above].
UNIVERSITY OF ULSTER

COURSE APPROVAL SUB-COMMITTEE

31 May 2012

ACCESS AND DISTRIBUTED LEARNING

Course Revisions

Certificate of Personal and Professional Development (CPPD)
To introduce a new 10-point Level 4 module, ‘Professionalism in Information Practice’ within the CPPD framework;

Graduate Certificate in Professional Practice
To change the credit weighting of two modules; to change the academic subject of two modules;

PgCert in Professional Development for Researchers
To revise the assessment requirements for module PPD304.

FACULTY OF ART, DESIGN AND THE BUILT ENVIRONMENT

Course Revisions

BSc Hons Housing Management
To make modules SOP517 and SOP515 ‘long-thin’;

BSc Hons Building Engineering and Materials
To move module BLD321 to semester 1; to revise the module description; to move BLD301 to semester 2 (subject to approval for this transfer for three other degrees in the School);

BSc Hons Environmental Health (with optional DPP)
To move module EHN120 to semester 1; to replace module SOP101 with SOP114;

BSc Hons Transportation
MSc Transport Planning
To introduce one new compulsory module at Level 5 and three new optional modules at Level 6; to rename one module at Level 5; to revise assessment strategy and title of one module at Level 5; to reschedule three modules (and to retitle one of these).

FACULTY OF ARTS

Course Revisions

Undergraduate Hons Subject: European Studies, French, History
To change the semesters of module HIS532 and EUS503 for 2012/13;

BA Hons Creative Technologies
To replace two Year 1 modules and two Year 2 modules;
BA Hons Irish Language and Literature
To relocate the full-time course to the Belfast and Magee campuses; to introduce two compulsory modules in Year 1 at Belfast; to introduce an optional Level 6 module, ‘Research Topics and Methods’.

Course Withdrawal

Undergraduate Hons Subject: Irish (Minor/Main/Major) (CE) [last intake: 2011/12]
BA Hons Irish Language and Literature (CE) [last intake: 2011/12].

FACULTY OF COMPUTING AND ENGINEERING

Course Revisions

Certificate of Personal and Professional Development (CPPD)
To introduce a 5-point Level 3 module, ‘Introduction to Digital Imaging’ within the CPPD framework;

FdEng Engineering with Specialisms: Industrial Electronic Engineering, Motorsport Technology, Wind Turbine Technology
To revise the content and assessment of module EEE114;

BEng Hons / MEng Engineering Management
To introduce an additional optional module, EEE302 in semester 2;

BSc Hons Computational Finance (with DPP/DIAs)
To identify three replacement modules in Year 1; to identify two replacement modules in Year 2; to identify the optional modules and to provide the Level 6 compulsory ‘Project’ module for Year 4;

BSc Hons Financial Engineering
To change status of module ACF514 to optional;

BEng Hons Engineering, Electronic Engineering, Mechatronic Engineering, Mechanical Engineering, Clean Technology, Electronics and Software
BSc Hons Biomedical Engineering, Sport Technology
To revise the final year project modules, BME503, MEC512, EEE516;

BEng Hons/MEng Electronic Engineering (+ German Master’s)
BEng Hons/MEng Mechanical Engineering
BEng Hons/MEng Mechatronic Engineering (+ German Master’s)
BEng Hons/MEng Engineering Management
BEng Hons Clean Technology
BSc Hons Biomedical Engineering
BSc Hons Sports Technology
BSc Hons Technology with Design
PgDip/MSc Biomedical Engineering
PgDip/MSc Manufacturing Management
PgDip/MSc Nanotechnology
PgDip/MSc Advanced Composites and Polymers
To revise learning outcomes for all courses (as contained in programme specifications); to revise course aims and objectives for all courses; to revise modules EEE824 and EEE803;

**PgDip/MSc Advanced Composites and Polymers (FT, PT)**
**PgDip/MSc Biomedical Engineering (FT, PT)**
**PgDip/MSc Manufacturing Management (FT, PT)**
**PgDip/MSc Nanotechnology (FT, PT)**
To adopt common modules for the ‘Research Project 1’, ‘Research Project 2’ and the Master’s dissertation; to replace EEE804 and EEE809 with a revised EEE804.

**FACULTY OF LIFE AND HEALTH SCIENCES**

**Course Revisions**

**BSc Hons Biotechnology**

**BSc Hons Biology**
To make BIO531, ‘Enterprise in Biosciences’ compulsory; to remove optional module BMS501, ‘Systems Biology’;

**BSc Hons Food Technology**
**BSc Hons Food Design and Nutrition**
**BSc Hons Food Management and Marketing at CAFRE (Loughry)**
To revise module BIO508 and to introduce an optional year of study abroad leading to DIAS;

**BSc Hons Sports Coaching**
To revise the structure of the course in regard to year of delivery of two Level 4 modules;

**BSc Hons Environmental Science**
**BSc Hons Geography**
To introduce a module description for students during a year of study abroad through ISEP, and leading in due course to the DIAS award;

**BSc Hons Geography with DPP**
To replace module EGM351 with EGM300;

**BSc Hons Human Nutrition**
**BSc Hons Food and Nutrition**
To introduce CertHE and AB exit awards;

**BSc Hons Nursing Studies (SAAD)**
To represent the course as a four-year degree and to revise the regulations accordingly following introduction of a separate Graduate Certificate in Nursing Practice for the final internship year;

**BSc/BSc Hons Nursing (Adult, Mental Health)**
To introduce BSc Hons Health Care, BSc Health Care exit awards and an Aegrotat AB Health Care award;
BSc Hons Optometry
To introduce CertHE and AB exit awards;

PgCert in Systems Biology
To restructure the course to two 30-point modules at Level 7;

PgDip/MSc Applied Psychology (Mental Health and Psychological Therapies)
To make the PgDip an exit award only; to remove module PSY846; to revise module PSY848 to 30 points;

MSc Clinical Visual Science (with PgCert and PgDip exit awards)
To add a new optional 30-point module, ‘Paediatric Eyecare’;

MSc Applied Sport and Exercise Psychology
To revise module SLS812.

Course Withdrawal
Advanced Diploma in Health Promotion and Public Health at Belfast Metropolitan College (Titanic Quarter) [last intake: 2009/10].

FACULTY OF SOCIAL SCIENCES

Course Revisions

Certificate in Community Youth Studies
To introduce an additional optional module, ‘Community Youth Work in an Interface Context’;

Undergraduate Hons Subject: Economics (Major)
To replace ECO129 with ECO 130; to replace ECO530 with two 10-point modules, ‘Industrial Economics’ and ‘Regulatory Economics’, introduced in BSc Hons Business Economics;

Undergraduate Hons Subject: Economics (Minor)
To add an optional module ECO522;

Undergraduate Hons Subject: Law (JN)
To introduce a new optional Level 6 module, ‘Business and Commercial Law’;

Undergraduate Hons Subject: Politics
To remove module PUP507; to add two optional modules, EDU313 and SOP314; to remove two modules, PUP505 and PUP520; to change semesters of modules POL510 and POL533;

BSc Hons Criminology and Criminal Justice
To move PUP532 to semester 1; to recode POL526 as a PUP module; to introduce a new module, ‘Legal Skills for Criminology’ to replace LAW116B;

BSc Hons Economics
To replace a compulsory Year 1 first semester module with a choice from three options; to replace a compulsory Year 1 second semester module with a choice from
two options; to replace modules ECO129 with ECO130, and ECO515 with ECO530; to introduce two 10-point modules, ‘Industrial Economics’ and ‘Regulatory Economics’ available on BSc Hons Business Economics;

**PgCert/PgDip/MSc Restorative Practices**

To reintroduce module, ‘The Restorative School’, as a 30-point module;

**PgDip/MSc Language and Linguistics**

To revise the title of module CMM728; to make modules CMM706 and CMM735 compulsory in semester 1; to move CMM727 to semester 2; to remove CMM732; to introduce a new module, ‘Multilingualism’;

**PgDip/Master of Education**

To revise title and content of module EDU920;

**Master of Public Administration**

To revise the titles of three modules; to change the status of PUP801 to compulsory.

**Introduction of Credit-bearing Short Course**

To introduce a 15-point stand-alone credit-bearing module at Level 7, ‘Multilingualism’.

**Course Withdrawal**

DipHE Counselling (PT) at South West College (Fermanagh campus) [last intake: 2004/05].

**ULSTER BUSINESS SCHOOL**

**Course Revisions**

**Certificate of Personal and Professional Development (CPPD)**

To introduce a 20-point Level 4 module, ‘Digital Marketing’; to introduce a 10-credit point short course at Level 3, ‘GROW’ (Goal, Reality, Options and Will); to introduce a 10-credit point short course at Level 4, ‘Influencing – Leading and Inspiring Others’; to introduce two 10-point Level 4 short course modules;

**FdSc Business Services Management at South West college (Enniskillen campus)**

To revise the structure of the part-time FdSc so that students complete at the end of the Autumn semester in Year 3 instead of end of Spring semester of that year;

**FdSc Retailing at Northern Regional College (Lead College)**

To make four modules in Year 1 available in semester 2 or 3; to make two modules in Year 2 available in semester 1 or 2;

**FdSc Leadership and Management**

To replace module leaders in light of the withdrawal of four colleges from the consortium;
Advanced Certificate in Management Practice
Advanced Diploma in Management Practice (with Advanced Certificate exit award)
To change the status of modules BMG340 and 341 to optional; to introduce a 60-point ‘Placement Project' module;

BSc Hons Business Studies (JN, Outcentres and QABS)
To reduce the examination time for eight Level 6 modules to two hours;

BSc Hons Finance and Investment Analysis
To replace three Level 4 modules with two current 10-point modules, a current 20-point module and a new 20-point module; to revise the assessment strategy in module ACF502;

BSc Hons Business (PT) (CE)
BSc Hons Business Management (PT) (CE)
Undergraduate Hons Subject: Business (Major/Minor) (CE)
To revise the assessment weighting in module, ‘Supply Chain Management’ to 50/50;

BSc Hons Accounting (JN and Southern Regional College [Levels 4 and 5])
To replace ECO107 with ACF101, to be delivered in semester 1; to deliver ECO109 in semester 2 rather than ‘long-thin’; to revise content of ACF104; to introduce a CertHE exit award;

BSc Hons Accounting and Law
To replace ECO107 with ACF101, to be delivered in semester 1; to deliver ECO109 in semester 2 rather than ‘long-thin’; to revise content of ACF104;

BSc Hons Business Studies (FT) (JN)
To revise the title of the associate awards of DIS and DAS to DPP(I) and DIAS for current students;

BSc Hons Human Resource Management (with Diploma in Professional Practice)
To revise titles of three modules;

BSc Hons International Travel and Tourism Management
BSc Hons Leisure and Events Management
BSc Hons Culinary Arts Management
BSc Hons International Hospitality Management
BSc Hons International Hotel and Tourism Management
To revise the assessment weighting in module HTM313 to 100% coursework, comprising two class tests during the teaching period;

BSc Hons Accounting and Managerial Finance
To change the assessment weighting in three modules from 50% examination to 75% examination;

BSc Hons Business Studies with Specialisms (PT)
To introduce a 40-point Level 5 module, ‘Business Functions in Context’, to be available in semester 3, 2011/12 for students seeking to bridge from relevant HNDs;
**BSc Hons Business Studies (ME)**
To replace module BMG421 with a new module, ‘Business and Market Research’, MKT325, validated in 2011/12;

**BSc Hons Business Systems (FT)**
To replace module BMG421 with a new module, ‘Management Information Systems’, validated in 2011/12;

**BSc Hons Management Practice**
To offer the above course at the Police Rehabilitation and Retraining Trust’s (PRRT) premises as an outcentre;

**Master of Business Administration (JN & ME)**
To introduce an exit award of Postgraduate Certificate in Business Administration.

**Course Withdrawals**
Certificate in Management Practice at City Banking College, London (outcentre) [last intake: 2011/12]
Advanced Diploma in Management Practice at City Banking College, London (outcentre) [last intake: 2011/12].
PANEL CONDITIONS AND RECOMMENDATIONS

The following are key points highlighted in conditions and recommendations in 2011/12 reports to date which have occurred more than once. Teams preparing for future events may wish to give relevant matters particular attention:

- engagement with industry stakeholders in the development of programmes and establishment of industrial liaison board/committee;
- student induction arrangements and study skills in first year;
- title of programme/modules to better reflect aims and content;
- course structure (including diagrams), sequence of modules, specification of pre-requisite modules and internal coherence of the programme to be articulated more fully;
- provision of part-time study opportunities together with appropriate support arrangements including dedicated area within BBL;
- issues relating to shared teaching (undergraduate and postgraduate);
- provision of appropriate exit awards with coherent learning outcomes for each exit award, differentiated and expressed appropriately to reflect the exit award level;
- mapping of programme learning outcomes to modules to be made explicit together with achievability of all programme/module learning outcomes and their assessment to be made explicit;
- wording of module learning outcomes to ensure pitched at appropriate level and expressed as outcomes;
- elaboration of teaching, learning and assessment strategy and clarification of how Principles of Assessment and Feedback for Learning have been embedded;
- assessment – rationale for assessment weightings; more consistency in assessment load across modules to ensure equity in effort required in relation to credit value; rationale for and clarification of word length requirements/guidance and consistency across modules;
- more consideration and articulation of the appropriateness, nature, timing, consistency, quality of formative and summative feedback on assessment and the provision of clear guidelines for formative and summative feedback;
- the timing and nature of group work, management and support arrangements and assessment, in particular the weighting of marks for group/individual work in final year and compliance with University policy;
- regulations to be presented in line with University templates, in particular the need to specify explicitly any requirement to achieve threshold standard in each assessment component (examination and coursework) or in all or specified components of each element and modules specified as pre-requisites for progression;
- reading lists need up-dating to reflect course level, to include current texts, journals and online resources;
- need to identify placement providers and articulate assessment, management, monitoring and quality assurance arrangements for work-based learning;
- clarification of placement and employment opportunities;
- provision of more guidance regarding employment opportunities;
- the appropriateness of research methods in preparation for dissertations at both undergraduate and postgraduate level;
- more staff engagement with BBL and emerging technologies;
- extent of use of Turnitin;
- provision of evidence of research/scholarship-informed teaching;
- clarification of service level agreements in place;
- clarification of proposed outcentres and the resources available at each site.
These are similar to matters identified in 2010/11.

STUDENT VIEWS

Many very favourable comments were made in relation to the variety of teaching, learning and assessment methods including blended learning, the flexibility of part-time study, the availability of exit awards, the approachability and supportiveness of staff, placement, learning resources and BBL. Compared to previous years, the number of issues being raised by students at Panel meeting appears to have risen slightly. This could be due to an increased willingness of the student representatives attending events to raise issues which may in part, be helped by the presence of a Students’ Union Officer on Panels and the training undertaken by course representatives. The following are some examples of suggested enhancements or less positive issues raised by students in the meetings held with Revalidation Panels:

- group work - the different levels of commitment/participation of group members; practical difficulties in arranging meetings;
- student effort required for assignments not reflecting credit point value of module;
- variations between modules in terms of nature, amount, quality, timing of feedback on assignments and lack of formative feedback;
- inconsistent approach to referencing by lecturers;
- need for studies advisers to initiate meetings with students and perceived lack of interest in and support for ‘failing’ students;
- support and transition arrangements for students unable to secure placement and progressing directly from level 5 to level 6;
- more opportunities for practical experience would be welcomed;
- more guidance regarding expectations at level 7;
- lack of social opportunities for student bonding outside of class;
- timetabling of classes eg very late and late notification of changes disrupts work and domestic arrangements;
- some would prefer more block teaching but other felt that block teaching meant less time available to connect with content;
- studio space inadequate for cohort size;
- computing facilities not adequate to meet demand at peak times and need for access to PCs with required software;
- availability of wireless internet access and slow speed of internet access in some laboratories;
- more support needed in use of CAD software and training provided should reflect range of student experience/ knowledge;
- lack of digital and other inadequate equipment, lack of ‘wet’ areas for cleaning and lack of access to workshops in the evenings;
- expense of equipment/materials to be purchased by students and difficulties in sourcing and transporting materials to campus;
- no facilities to purchase basic materials on campus;
- constraints in the materials permitted to work with hence desired experience/skills not developed;
- lack of access to Library on Saturdays (partner institution);
- some international students experience difficulty with English language at postgraduate level.