

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 13 March 2019 by video-conference

PRESENT

Professor P Bartholomew (Chair), Dr D Barr, Professor M Giles, Professor D Hazlett, Professor H Farley, Professor A McKillop, Professor B Murphy, Mrs M Paris, Ms C Reid

APOLOGIES

Ms M Downey, Professor R Fee, Ms A Honan, Mr C Keenan, Dr M Keenan, Ms R Wasson

IN ATTENDANCE

Professor O Barr (for min 19.17), Mr A G Faulkner, Mr G Kendall, Ms R McEvoy (for min 19.19), Ms C McGoran (for min 19.17), Professor C Turner (for min 19.20)

UNRESERVED

19.01 MINUTES

The confirmed minutes of the meeting held on 30 November 2018 were approved and signed by the Chair subject to the following revision to minute 18.123:

Penultimate paragraph: 'and' to be added between 'curricula' and 'reviewed', and under Agreed, 'standard' to read 'standards'.

MATTERS ARISING

19.02 Minimum and Maximum Cohort Sizes (Mins 18.89 and 18.112)

It was noted that the Chair had approved the revised wording of the policy statement which had been published on the Academic Office webpage for APAG.

19.03 Learning Outcomes for Exit Awards (Min 18.123)

The Chair had discussed this matter with Associate Deans (Education) and advised that although a single set of learning outcomes for both terminal and interim-stage exit awards was now permissible, further staff development work might be needed to ensure that each exit award outcomes subset remained aligned with the Qualification Descriptors in the Framework for Higher Education Qualifications. Staff queries should be addressed to Professor Bartholomew or CHERP.

19.04 Curriculum Management System (Min 18.126)

The Committee noted that training on CMS delivered on 6 March by Professor Turner, together with the standards assurance briefing by the Academic Office, had been well received. Professor Bartholomew reported that the recent business process review workshops held on three campuses had identified

potential improvements and aspects of the CMS such as its open access which might need to be reconsidered (see also min 19.20).

19.05 Payment of External Examiners' Expenses (Min 18.127)

The Chair updated the Committee on this matter. The Chief Operating Officer's report to Senate (January 2019) had noted that a small task and finish group had been set up to devise an automated process which would reduce the time for payment of expenses claims by external examiners and others to 30 days. He expected that externals would be able to submit scanned/electronic copies of receipts rather than originals and that this change would be applied to systems for claims from internal staff. The Finance Department would provide guidance in due course.

19.06 Annual Course Review: Collaborative Courses 2017/18 (Min 18.131)

It was noted that Quality Enhancement had developed guidance on the teach-out of collaborative courses, which would be considered at the next meeting of the Collaborative Partnerships Forum.

CHAIR'S COMMUNICATIONS

19.07 Course Regulations

Further to discussion between the Chair and Associate Deans (Education) on how the documentation requirements for revalidation might be reduced, the Committee was asked to consider a change of practice such that a link to a single set of regulations might be provided for each award level in a revalidation unit instead of a separate set of regulations for each course. The 'link to a single set' format would be accompanied by any proposed or continuing exceptions and variations. The Academic Office would accept either the new approach or the old course-specific regulations.

The Committee noted that this added some risk regarding the accuracy of regulations provided to students, and it was highlighted that Faculties should ensure that each course handbook contained information pertaining to the specific regulations, as part of the individual student contract. If course teams opted for the new format, the individual course regulations would not be reviewed by the Academic Office as part of revalidation.

19.08 Self-certification of Illness by Students

The Chair and Associate Deans (Education) had noted that student self-certification of short periods of illness was reported as common practice elsewhere in the sector but that higher education institutions had a variety of policies including those around the period covered. Professor Bartholomew noted that GPs did not give certification of sickness unless the patient presented in person with illness.

The Committee concurred in its support for the introduction of student self-certification and noted that Regulations, which did not permit self-certification, would need to be revised.

Members discussed aspects of the new approach:

- student self-certification should cover a maximum period of five days;
- faculties would be responsible for recording periods of self-certification;
- multiple submissions of self-certification which gave rise to suspicion of dishonesty could have fitness to study or disciplinary consequences;
- the requirement to complete an EC1 form would remain where the student considered that the short illness affected their performance in assessment, or to support a request for an extension to a deadline for submission of coursework, resubmission of coursework without penalty or first sit of an examination.

AGREED that:

- (i) it be recommended to Senate that self-certification of illness by students be permitted and that the following revisions [**in bold**] to regulations be approved:

General Regulations for Registered and Occasional Students

Attendance

8. A student who has been absent without permission for more than three days through illness or other cause must notify immediately either the Course/Subject Director or the research supervisor. Where the absence is for a period of more than five working days, **DELETE and/or ADD and** caused by illness which may affect the student's studies, the student shall arrange, save in exceptional circumstances, for a medical certificate to be presented in accordance with section 19 hereof and section 36 of the Regulations Governing Examinations in Programmes of Study.

Regulations Governing Examinations in Programmes of Study

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 an examination must be presented to the Course/Subject Director not later than five working 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 working days following the date on which the work was due to submitted.
- (b) **ADD 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 **ADD for periods of more than five working days.**

The term 'exceptional circumstances' will be given 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.

- (ii) Student Administration be asked to revise procedures and protocols in respect of Student Attendance, Notification of Absence and Extenuating Circumstances, to develop an online student self-certification form and provide an outline of the revised processes and associated guidance to the Committee's June meeting.

19.09 Arrangements for Commencement of Easter Vacation and Reading Days

It had been reported that an issue had arisen for some academic staff because of the designation of Good Friday as a student holiday and that similar problems had arisen with reading days at the St Patrick's Day period, as some lecturers had teaching scheduled for those days.

The Committee noted that the commencement of the student vacation on Good Friday 2019 had been approved by the Committee's predecessor in June 2013 when it considered the academic calendar for 2018/19. This reflected the custom and practice of earlier occurrences when Easter was late, including in 2004 and 2014, and had been approved for 2022 in June 2016. It was noted that dates of semesters and vacations were considered and approved by ASQEC six years in advance. The full six-year schedule was widely circulated annually (including to Physical Resources which was responsible for class timetabling). The Committee also noted that staff were permitted to teach during the vacation with the agreement of students, or for instance on part-time courses with closed cohorts commissioned for particular organisations, which operated to different attendance dates.

The decision not to schedule classes on particular days during the St Patrick's Day period was made by Senior Officers, in support of arrangements to improve community relations. The Committee noted that the designation of reading days had been made for a number of years and considered that this decision might be made in the previous academic year or in Autumn Semester so that the class timetable could be organised in advance to avoid the designated days.

AGREED that:

- (i) in receiving annually the dates of semesters and vacations, the Committee note in particular whenever the Easter vacation commenced

on Good Friday in the following year and remind Faculties and Physical Resources and others accordingly;

- (ii) it be recommended to Senate that it consider at its June meeting the arrangements for reading days during the St Patrick's Day period in the following year.

19.10 Final Year Dissertations/Projects

Professor Bartholomew informed the Committee that an Associate Dean had proposed that an Honours degree dissertation be replaced by a different module such as an employment-facing one. As Senate had made it a requirement in 2014 that all undergraduate degrees include a final year dissertation/project, he proposed to ask Senate to give this Committee the authority to permit exceptional departures from this rule on a case-by-case basis. The Committee noted that it would need to give consideration to a number of factors including whether the degree in question prepared students adequately for postgraduate study/research, the UK HE Quality Code's Honours Degree Qualification Descriptor and the relevant Subject Benchmark Statement.

COURSE APPROVAL

19.11 Academic Planning Advisory Group

Professor Murphy presented the report from the meeting of the Advisory Group held on 24 January 2019 (Paper No ASQEC/19/1a).

Terms of Reference (item 1)

The Committee received a proposal to include an explicit reference to outcentres in the terms of reference of the Group, following ASQEC's endorsement of the new procedures for their consideration and approval (min 18.125 refers).

AGREED: that the proposed revision to the Advisory Group's terms of reference be approved.

Course Planning (item 3)

The Committee received recommendations for 19 new course proposals for September 2019 start to proceed to planning and evaluation, and for one to be approved without evaluation, and recommendations for revision to two course titles, and for approval of a new outcentre in Abu Dhabi for the teaching of two Psychology short-course modules. Chair's action had been taken on behalf of APAG and ASQEC in relation to approval of January 2019 intakes to MSc Data Science and BSc Hons and PgDip Specialist Community Public Health Nursing and delivery of MBA (PT) (Executive version) at Axiom outcentre (Chicago/New York - January 2019, subsequently revised by Faculty to September 2019).

It noted programme withdrawals as summarised in Appendix 1. Actual enrolments on new programmes validated in 2017/18 for 2018/19 had been reviewed by the Advisory Group.

Professor Murphy reported that the proposal from the Faculty of Life and Health Sciences to teach sixteen MSc courses in a new subject for the University,

Dentistry, had been discussed at length. The Faculty would deliver the courses through a new outcentre arrangement at the College of Dentistry in Birmingham. The College staff had previously operated under the auspices of BPP University. Following review of the documentation submitted and clarification of a number of points at the meeting, APAG had asked the Faculty to revise the proposal and provide a comprehensive overview report on due diligence for consideration by the Chair and agreed that, if satisfied that the issues had been addressed satisfactorily, he might take Chair's action to recommend to ASQEC that the course be approved to proceed to planning and evaluation, and also that the full set of paperwork should be received by the Committee (Paper No ASQEC/19/1ai).

It was noted that risk assessment and due diligence for the new outcentre was being undertaken by APAG, ASQEC and Senate instead of SLT in line with the recently revised process for approval of new outcentres, as the new location was not overseas.

Professor Murphy had taken Chair's action to recommend conditional approval to ASQEC. Professor McKillop confirmed that the Faculty would meet the two conditions set by him and was addressing the seven matters outlined in the assurance notes, a response to which would be provided to the evaluation panel.

Professor McKillop reported that she had undertaken a visit to the proposed course delivery site with colleagues from Global Engagement and had considered the arrangements in place to ensure compliance with UKVI requirements. Professor Bartholomew advised that he would be writing to the Department for the Economy in order to extend the University's Tier 4 Licence to the proposed new outcentre, if the Committee approved the development.

The sixteen Master's courses were to be delivered in full or part-time modes with one in both modes. All but one full-time course took three years to complete (360 credit points). Eight of the courses would only be taught full-time on-campus in Birmingham, and nine of the part-time courses would be available both by blended learning and fully online. Professor Murphy highlighted that the migration to the Ulster VLE in the available time for September 2019 start would be very challenging.

Professor Bartholomew considered that both APAG and ASQEC had been provided with detailed information about the risks around the proposal and their mitigation. He noted that the courses offered a learning framework, not clinical assessment, and that all entrants would be professional independent learners aiming to update and reflect on their professional practice with overseas entrants practising through simulation rather than treating actual patients. UK-based students could practise on actual patients under the auspices of their own regulated professional practice.

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

19.12 Course Approvals

The Committee received Paper No ASQEC/19/1b) setting out recommendations for course approval. The Committee noted that the Panel Chairs of the evaluation

panel for MSc Energy Storage and the revalidation panel for History (Unit 14) had confirmed that conditions and recommendations had been satisfactorily addressed. Mr Kendall reported that, subsequent to the distribution of Committee papers, the revalidation document for Marketing (UG/PG) (Unit 5LAI) had been signed off by the Panel Chair.

Chair's action had been taken by Professor Bartholomew on behalf of the Committee to endorse four recommendations for approval and one recommendation for re-approval.

AGREED: that the recommendations of the evaluation and revalidation panels be approved, and Chair's action be endorsed as set out in Appendix 2.

19.13 Outstanding Final Evaluation and Revalidation Documents for 2017/18 and 2018/19

Mr Kendall presented a statement on progress made in relation to the submission of outstanding final evaluation/revalidation documentation from events held in 2017/18 and 2018/19 (Paper No ASQEC/19/1c).

He reported on further documents approved since the previous meeting (see Appendix 2).

One set of documentation from the 2017/18 cycle remained to be signed off: Computing (Magee) (Unit 16D) and new BEng Hons Artificial Intelligence. Mrs Paris reported on behalf of the Faculty that the finalisation of the document was in hand. Professor Bartholomew asked the Faculty to provide a precise date for submission.

With regard to the 2018/19 cycle Mr Kendall reported that revised documentation from five events had not been received by the deadline set for submission by panels:

Drama and Cinematics (Unit 7A)
Museum Studies (Unit 7E)
BSc Hons Music, Sound and Technology (Evaluation)
Computing (SERC) (Unit 16G5)
Personalised (formerly Stratified) Medicine (Unit 3B2)

The Chair stated that in future he would wish to follow up immediately with faculties/schools, as soon as any submission had passed its deadline.

AGREED: that the Academic Office notify Professor Bartholomew when documentation was not submitted by a panel's deadline detailing the requirements of the panel and the person(s) responsible.

19.14 Course Revisions

The Committee noted course revisions and new short-course modules approved by Faculties and ADDL since the previous meeting, as at 4 March 2019 (Paper No ASQEC/19/1d) as set out at Appendix 3. Professor Bartholomew welcomed the revisions undertaken to implement the design principles including assessment changes, and to improve student progression. He noted that a

revision to assessment in a Law module had led to the automatic generation of four CRNs in the Banner student record system and additional module support areas in Blackboard. He advised that it was important to identify such inefficient systems-related consequences in the drive for operational excellence.

19.15 Extensions of Approval

Professor McKillop presented a proposal for one-year extensions of approval and consequent deferral of revalidation to 2020/21 (Paper No ASQEC/19/1e) in respect of courses within unit 28Db (postgraduate Optometry):

PgCert Independent Prescribing
MSc Advanced Clinical Optometry

The request was made because the MSc had been approved to 2020/21 but the revalidation date had defaulted to that of the other course in the unit. Amendments had been made to the programmes to support better student progression.

Dr Barr presented three proposals for one-year extensions of approval and consequent deferral of revalidation to 2020/21 (Paper Nos ASQEC/19/1f-h) in respect of the following courses:

Unit 30B4 Access Diploma in Social Sciences and Humanities at South West College (Paper No ASQEC/19/1f)

Unit 30B2 Access Diploma in Adult Learning with Pathways at Southern Regional College (Paper No ASQEC/19/1g)

Unit 19B MA Journalism and MA International Journalism: Hostile Environment Reporting (Paper No ASQEC/19/1h)

It was noted that, as two other Access courses were already scheduled to be revalidated in 2020/21, it was sensible to hold the revalidation of units 30B2 and 30B4 in the same academic year. The MA Journalism had an excellent reputation in the media sector and the MA International Journalism: Hostile Environment Reporting was a new course which had its first intake in 2018/19. It was noted that there was an ongoing restructuring of Media provision and that an extension of approval would provide an opportunity to revalidate when resource and staffing implications of the restructuring were known.

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

AGREED: that the requests for one-year extensions be approved.

19.16 DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK: Food, Nutrition and Dietetics

The Committee considered proposed departures for BSc Hons and MSc Dietetics and BSc Hons Food and Nutrition (Paper No ASQEC/19/2). These were continuations of existing approved variations which the Faculty wished to maintain following revalidation:

(a) Modules contributing to classification of MSc Dietetics

In Master's degrees of more than 200 credit points, grading is normally based on the final 120 credits at Level 7. As this 315 credit point course involved competency-based practice modules, assessed on a pass/fail basis, the Faculty proposed that the grading be determined by performance in the other 200 credits at Level 7 across the two years.

(b) Progression between Semesters

University regulations expect automatic progress between Semester 1 and 2. It was noted that it was a professional body requirement that students reach a competence threshold in the relevant practice-based learning module in Semester 1.

(c) Consequences of Failure in BSc Dietetics

Regulations permit reassessment in a maximum of 40 credit points following failure in the final year. As the placement year in BSc Hons Dietetics was the final year, the final 'taught' year was Year 3. Consequently, the Faculty proposed a departure to apply the final-year rule in Year 3 and to allow a greater volume of repeated assessment in the final year.

(d) Title of CertHE Exit Awards in BSc Hons Food and Nutrition and BSc Hons Human Nutrition

The Faculty proposed to continue to use the subject title 'Science for Nutrition'.

It was noted that the departures would be made clear to students in regulations and handbooks.

AGREED: that the variations be approved.

19.17 PROPOSED AMENDMENTS TO ORDINANCE ON FITNESS FOR PROFESSIONAL PRACTICE

Professor Barr presented proposed minor changes to Ordinance XLII (Paper No ASQEC/19/3) as follows:

- Change in title from 'Fitness for Professional Practice' to 'Fitness to Practise' to align with the professional regulators' current terminology.
- The use of the term 'practice learning' to replace 'placement'.
- Amendments to the anonymous disclosure paragraph (paragraph 6) to encourage disclosure by complainants.
- Clarity on the steps for investigation (paragraphs 10-16), including timelines, and referral to the regulatory procedures for the relevant profession.

Ms McGoran highlighted that the proposed amendments included the new role of 'Investigating Officer', and that she had been discussing with People and Culture the establishment of a panel of trained individuals to undertake such

investigations. They would also be able to undertake other types of investigations such as student complaints. Members were given assurances that the process timescales which were within University control would be strictly adhered to.

AGREED: that the proposed amendments be recommended to Senate for endorsement and subsequent recommendation to Council for approval.

19.18 REVISION OF REGULATIONS FOR THE CLASSIFICATION OF INTEGRATED MASTER'S COURSES

The Committee considered a paper regarding the introduction of third class Honours for the Integrated Master's degree award (Paper No ASQEC/19/4).

It was noted that, when Honours classification was adopted for Integrated Master's degrees in 2012, a third class band was not needed as the then University policy in favour of exit velocity meant that Level 7 only was considered with a pass threshold of 50% applied at this Level. The Faculty of Life and Health Sciences proposed Level 5 and 6 contributions for MPharm Hons in 2015, but its paper did not mention a third class in the formal recommendation, and so it was not formally included in award regulations. The Faculty had identified the possibility that a weak student could pass Level 7 (where the pass mark was 50%) and yet have an overall average between 40 and 49% because of performance in Levels 5 and/or 6 (where the pass mark in modules was 40%). It was noted that this scenario was unlikely to arise in other Integrated Master's courses as they maintained higher thresholds (50 or 60%) for progression and transfer from Bachelor's stages to the related Integrated Master's. This structure was not used in the MPharm Hons where a Bachelor's degree was only available as an exit award.

The paper advised of two options: either to introduce a third class band or to require a progression threshold to obviate the need.

AGREED: that it be recommended to Senate that Regulation 27 of the Regulations for Integrated Master's degrees be amended to add a third-class Honours band:

Class III – at least 40% and less than 50%

19.19 ENGLISH LANGUAGE POLICY FOR ADMISSIONS TO TAUGHT COURSES

Ms McEvoy presented a paper from the Qualifications Working Group (Global Engagement) regarding English Language Policy (Paper No ASQEC/19/5).

The policy paper set out how the requirement for English Language competency was assessed for international applicants for admission to undergraduate and postgraduate courses at the University and QAHE and also for incoming exchange and study abroad students, in order to fulfil this aspect of the University's General Entry requirements and the University's responsibility as a Tier 4 sponsor. It sought to bring together established practice in relation to approved qualifications and tests and give guidance on cases where an applicant did not hold a formal English language qualification, for example in relation to postgraduate applicants from majority or non-majority English speaking countries

who had completed a University level qualification and on the purpose of QAHE's online test for re-assessment of applicants.

As a Tier 4 sponsor the University was permitted to make judgements on English Language competency and the paper would serve to demonstrate to UKVI the basis for responsible decisions. Whilst the paper did refer to qualification currency, Ms McEvoy advised that the Global Engagement webpages provided the full reference detail on the acceptability of qualifications to fulfil English language entry requirements.

Professor Bartholomew welcomes the codification of policy and practice. He noted that some aspects of the paper would benefit from greater clarity and Academic Office comments would be provided to Ms McEvoy to assist in this.

AGREED: that, subject to minor revision, the English Language Policy be endorsed and that the revised Policy be received by APAG to ensure that it was kept informed of this operational policy context.

19.20 CURRICULUM MANAGEMENT SYSTEM

Professor Turner reported that 28 staff had attended the recent Academic Office and CMS training sessions in Coleraine on 6 March and that an event in Jordanstown would take place shortly (min 19.04 refers).

Professor Bartholomew noted that the recent business process review workshops had identified some issues which would be explored further, such as the open-access nature of the system. He had been surprised that the system did not apply restricted role-defined edit functionality. Professor Turner advised that, when the CMS was introduced, the University did not have an electronic infrastructure which could be readily applied. Although Professor Bartholomew noted that some professional support staff took an input role in regard to curriculum, he considered that academic staff should be the primary owners.

19.21 ANNUAL REPORT (2017/18): CONTINUOUS ASSURANCE FOR ENHANCEMENT CYCLE (CAEC)

Professor Bartholomew presented the first annual report on the new Continuous Assurance process which replaced the previous monitoring arrangements (Paper No ASQEC/19/6).

The CAEC activities introduced for 2017/18 provided a directed enhancement agenda and had three main strands:

- Data Provision
- Monitoring meetings between the PVC (Education) and Associate Dean (Education) for each Faculty
- Special Measures meetings with Course Teams

In 2017/18, the focus of CAEC had been primarily on undergraduate degrees and full-time mode with 33 courses placed in Special Measures. Evidence of effective outcomes from the process was given by the fact that 21 of the 25 courses for which NSS results were subsequently received in 2018 showed significant improvement and in total only 14 courses were identified for inclusion in Special Measures as a result of NSS 2018 outcomes.

Actions in 2017/18 had focussed on enhanced information to students, greater clarity around assessment arrangements and good course organisation and management.

For 2018/19 indicators for Special Measures (to be renamed Supportive Measures in 2019/20) had been extended to include retention, progression and first sit success data.

Full-time, undergraduate courses had been assigned to three categories based upon 2017/18 data:

Active Monitoring (130 courses)
Local Enhancement (20 courses)
Academic Excellence (4 courses)

Those courses in the Academic Excellence category, BDes Hons Animation, BSc Hons Consumer Management and Food Innovation, BSc Hons Environmental Science, BSc Hons Geography, had been awarded a total of £32,000 from the Learning and Teaching Strategy Fund.

In terms of development for 2018/19 it was noted that consideration was being given to how to recognise excellence in part-time, distance learning, and postgraduate courses. Professor Bartholomew advised that first sit success was likely to be a key measure for postgraduate courses.

19.22 INSTITUTIONAL RE-APPROVAL

The Committee received two reports on institutional re-approval (Papers No ASQEC/19/7a and 7b), each recommending continuing approval of the Northern Ireland Prison Service College (NIPSC) and Northern Ireland Police College (NIPC).

Both institutions had been assessed as 'low risk' and the recommendations were based upon the findings of desk-based reviews by Quality Enhancement and were supported by the Faculty Partnership Manager.

NIPSC's approval was subject to a condition relating to informing students of their ultimate right of appeal to the University [post meeting note: Quality Enhancement confirmed that the condition has been fulfilled].

AGREED: that the reports be endorsed and that it be recommended to Senate that the Northern Ireland Prison Service College and the Northern Ireland Police College be granted continuing approval as Recognised Institutions of the University under Ordinance XXVIII, for a further period of five years: 2019/20 to 2023/24.

19.23 COLLABORATIVE PARTNERSHIPS FORUM

Mrs Paris presented the report from the meeting of 23 January 2019 (Paper No ASQEC/19/8).

Minimum and Maximum Cohort Sizes (item 1)

Mrs Paris reported College concerns about their ability to meet minimum cohort size of 15 students.

Online Admissions (item 2)

The Online Admissions System would be extended to all colleges from September 2019 enabling applicants to validated courses at Colleges to input their personal details and upload evidence of their Level 3 entry qualifications in the University's system. It was anticipated that this measure would help ensure adherence to University entry requirements.

It was noted that successful students would be Associate Students of the University and would not be using the system to gain a place on the course, application for which was made to the College. Associate Student registration with the University would now be initiated through the University's Online Admissions System, which should streamline the work of Faculty Partnership Managers in checking the acceptability of qualifications, and Student Administration in processing registration (min 18.115 refers). Mrs Paris highlighted that this development had cost implications for the University in terms of checking qualifications and training.

Student Retention and Success (item 3)

Mrs Paris reported as a continuing concern that the attrition performance benchmarks established in 2016 had not been achieved in most courses. The Success 2 benchmarks were achieved only after resits. Particular concern had been raised around progression in Access courses, and a working group had been established to look at the causes of student attrition and to make recommendations to address problems.

Attrition, Progression and Success Data – Two year, three semester (2Y3S) courses 2017/18 (item 4)

No college had met the progression benchmark of 85%. It was noted that the University no longer supports (by default) the continuation of this delivery format and that existing courses were being 'taught out'.

Annual Course Review (item 5)

The Forum had discussed the outcomes of the 2017/18 review (see also min 19.24). Data variance between University-generated data and that contained in College Self-Evaluation Reports (SERs) had been noted and college senior management had been asked to provide training in data management and critical evaluation.

The Forum noted that course viability and low intakes were the main concern for Colleges. It had discussed a matter noted by the Committee at its previous meeting (min 18.131): the standard of marks in work-based learning modules as a consequence of some employers' over-generous grading. A new WBL template had been provided to Colleges to address this issue (item 7).

The Forum had agreed actions to address matters referred to it by the Annual Course Review Sub-Group (min 18.131 refers).

Classification Algorithm in Foundation Degrees (item 6)

Following the adoption of Level 5 contribution to Honours degree classification, the Forum had considered a paper investigating a possible Level 4 contribution to Foundation degree classification. Results had been modelled for four courses with outcomes as follows: 42% of students would have seen their mark decrease and 58% increase, 14% would drop a class and 6% go up a class. It was thought that the introduction of an algorithm using Level 4 as well as Level 5 could help address poor first-sit performance and improve Level 4 performance in general. HE Co-ordinators had been asked to consult within their Colleges and report to the next meeting of the Forum.

19.24 ANNUAL COURSE REVIEW 2017/18

Professor Bartholomew presented a paper from the Annual Course Review Sub-Group (Paper No ASQEC/19/9), outlining the adequacy and appropriateness of responses to the Annual Course Review findings (min 18.131 refers).

The Sub-Group was satisfied with all responses received from faculties and considered that partners institutions had responded in a timely and appropriate manner. There were no significant standards or quality issues outstanding.

The HTMi course was classified as 'Amber' due to serious concerns relating to HTMi's ongoing infrastructure to oversee quality assurance because of temporary staffing issues. Professor Bartholomew had written to HTMi and it was required to provide an action plan to address concerns. It was noted that the Faculty was working closely with the new management teams at the College. Professor Bartholomew had also written to HKU SPACE regarding the timeliness of the return of its reports.

19.25 STUDENT ADMINISTRATION ANNUAL REPORT ON APPEALS AND EXAMINATIONS: 2017/18

Professor Bartholomew presented the annual report on appeals and examinations 2017/18 (Paper No ASQEC/19/10)

Section A: Student Appeals – on the basis of New Evidence (SA1)

The report gave comparative data for 2016/17 and 2017/18 on the numbers of SA1 appeals. A significant decrease of 32% was observed. This decline reflected a trend since 2013/14 but the 2017/18 reduction was much greater than in the previous three years, with 218 appeals in total.

The percentage of changed decisions on the basis of new evidence since 2013/14 remained consistent at around 85%.

Section B: Student Appeals – on the basis of Procedural Irregularities (SA2)

The number of SA2 appeals in 2017/18 showed a slight drop from previous years and appeared to be part of a general downward trend with 27 appeals, resulting in a change in decision in five cases (19%). The proportion of SA2 cases where

the decision was changed varied from year to year, but the actual numbers remained consistently low.

In 2017/18 the reasons for SA2 appeals being upheld related to timeliness of feedback, groupwork being uploaded, and the learning environment whilst on placement.

The number of appeals at QAHE (UUBS provision) was small (five) but appeared disproportionate in terms of total enrolments. Professor Bartholomew noted that this observation was long-standing.

Section C: Appeals from Associate Students (SA3)

These appeals were submitted to the University on the basis of procedural irregularity after the student had exhausted the partner institution's processes. Two SA3 appeals had been received of which one had been upheld.

Academic Misconduct in Examinations 2017/18

The second part of paper reported on misconduct in examinations managed by Student Administration (or QAHE), with 21 cases, 15 of which related to mobile phones. The number of incidents was similar to the previous year. Last year, disruption caused by student toilet breaks had been discussed at length (min 18.67 refers) and although it was not mentioned in the 2017/18 report members considered that it remained an issue at Ulster. It was noted that the Plagiarism Register had now been extended to allow faculties to record all types of cheating, including Contract Cheating as a distinct category.

19.26 PRIZES AND AWARDS

It was noted that four new prizes (one from each Faculty) and one amended prize title had been approved by Chair's action on behalf of the Committee and Council, to be awarded in the current year (Paper No ASQEC/19/11).

New Prizes

Faculty of Arts, Humanities and Social Sciences – Lighthouse Communications Award

Faculty of Computing, Engineering and Built Environment – McAvoy Group Construction Technology Prize

Faculty of Life and Health Sciences – Agnes Jones Gift of Nursing

Ulster University Business School – Lynas Placement Award

Amended Prize Title

Faculty of Life and Health Sciences – Land and Property Services Award

AGREED: that Chair's action in respect of four new and one amended prizes be endorsed.

Duration 2 hours 50 minutes

27 March 2019

GK/AGF/lv

UNIVERSITY OF ULSTER

ACADEMIC PLANNING ADVISORY GROUP (24.1.19)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

NEW COURSE PROPOSALS TO BE APPROVED WITHOUT EVALUATION

SEPTEMBER 2019 START

Faculty of Arts, Humanities and Social Sciences

Proposed LLM Employment Law and Practice (FT/PT) (BT).

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

SEPTEMBER 2019 START

Faculty of Arts, Humanities and Social Sciences

Proposed MSc Games Design (FT) (BT/DL) [previously reported as withdrawn, now reinstated as MA Games Design].

Faculty of Life and Health Sciences

MBBS Medicine (FT) (ME) – 2020 start

MSc Endodontics (FT); MSc Clinical Endodontics* (PT); MSc Advanced Clinical Restorative and Aesthetic Dentistry (FT); MSc Clinical Restorative Dentistry* (PT); MSc Oral Surgery (FT); MSc Clinical Oral Surgery* (PT); MSc Oral Implantology (FT); MSc Clinical Oral Implantology* (PT); MSc Orthodontics (FT); MSc Clinical Orthodontics* (PT); MSc Periodontics (FT); MSc Clinical Periodontics* (PT); MSc Clinical and Diagnostic Oral Sciences (FT); MSc Advanced General Dental Practice* (FT/PT); MSc Digital Dentistry* (PT); MSc Facial Aesthetics* (PT) at the College of Dentistry, Birmingham (Outcentre) and fully online*

Ulster University Business School

Proposed FdSc International Tourism, Hospitality and Events Management (FT/PT) at Belfast Metropolitan College, North West Regional College, South Eastern Regional College, Southern Regional College and South West College (Consortium).

Proposed BSc Hons Financial Technology (PT) (JN).

PROPOSALS TO INTRODUCE A JANUARY INTAKE FROM 2019

Faculty of Computing, Engineering and the Built Environment

MSc Data Science (ME).

Faculty of Life and Health Sciences

BSc Hons and PgDip Specialist Community Public Health Nursing (JN).

PROPOSAL FOR TITLE CHANGE

Faculty of Computing, Engineering and the Built Environment

From: Access Diploma in Computing, Business and Multimedia (at Belfast Metropolitan College – Millfield campus)
To: Access Diploma in Computing for the Economy [effective from 2019/20].

PROPOSAL FOR NEW OUTCENTRES

Faculty of Life and Health Sciences

Postgraduate Certificate of Professional Development

To offer two Psychology modules within the framework at a new outcentre (hotel) in Abu Dhabi from 2018/19. [Note: Preliminary approval by SLT (4.2.19) as first outcentre in new country.]

The College of Dentistry, Birmingham (subject to evaluation of Dentistry course above)

Ulster University Business School

Master of Business Administration (PT) (Executive version)

To offer the part-time MBA (Executive version) programme and stand-alone 15-credit point module BMG850 ('mini' MBA) at Axiom, Chicago/New York from September 2019. [Approved by Chair's action.]

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

Faculty of Arts, Humanities and Social Sciences

Last intake 2015/16

Postgraduate Certificate in Education in Further Education (JN/ME) (PT) - specialist pathways in Sign Language and Essential Skills [**Note: only pathways being withdrawn**];

Certificate in Teaching (JN/ME) (PT) - specialist pathways in Sign Language and Essential Skills [**Note: only pathways being withdrawn**].

Faculty of Life and Health Sciences

Last intake 2013/14

BSc Hons Food Management and Marketing (FT/PT) at CAFRE (Loughry College);

Last intake 2015/16

FdSc Food Manufacture (FT/PT) at CAFRE (Loughry College);

Last intake 2016/17

FdSc Holistic and Integrative Health Therapies (PT) at South West College (Enniskillen);

Last intake 2017/18

FdSc Holistic and Integrative Health Therapies (PT) at North West Regional College (Strand Road);

PgDip/MSc Marine Spatial Planning (DL) (PT).

Ulster University Business School

Last intake 2017/28

Undergraduate Hons Subject: Accountancy Studies (Minor) (JN)

UNIVERSITY OF ULSTER

COURSE APPROVALS

1 Recommendations

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

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	MSc Energy Storage (with PgCert and PgDip exit awards)	✓	✓	2019 – 2020 [in line with revalidation schedule for Unit 4]	JN	Max (FT & PT): 30 Min (FT & PT): 15	

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
			FT	PT			FT	PT
ACCESS, DIGITAL AND DISTRIBUTED LEARNING	31D	Postgraduate Certificate in Graduate Leadership (previously PgCert in Professional Practice)		✓	2019 - 2023	BT, CE, JN, ME		
ARTS, HUMANITIES AND SOCIAL SCIENCES	14	Undergraduate Honours Subject: History (Single Hons/Major/Main/Minor) (with CertHE and AB exit awards) [with optional DIAS – FT only]	✓	✓	2018 – 2022	CE		
		Undergraduate Honours Subject: History (Main) [Level 6 only]		✓	2018 – 2022	SRC (Newry campus) (Outcentre)		
		MA History (with PgDip exit award)	✓	✓	2018 – 2022 [2 intakes per year – Sept & Jan]	CE		
		MA Irish History and Politics (with PgDip exit award)	✓	✓	2018 – 2022 [2 intakes per year – Sept & Jan]	CE		
ULSTER UNIVERSITY BUSINESS SCHOOL	5Lai	Marketing ug/pg	✓	✓	2019 - 2023	JN		

1 COURSE REVISIONS AND NEW SHORT COURSE MODULES 2018/19

Authority for approval of course revisions, except for course titles, locations and modes of attendance, and short-course modules is delegated by Senate to Faculties and Access, Digital and Distributed Learning.

The following revisions have been approved by them since 30 November 2018.

ACCESS, DIGITAL AND DISTRIBUTED LEARNING

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To introduce to the framework a new Level 4, 10-credit point module, PPD359, 'Peer Assisted Study Skills 2', available on all four campuses;

Postgraduate Certificate of Professional Development Framework

To add to the framework three, 15-credit point modules, CMM709, 719 and 763.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

Undergraduate Hons Subject: Law

To revise the assessment strategy in modules LAW132, 313 and 323 from 2018/19 to allow students to choose between coursework and examination; to add an optional year of placement leading to the award of DPP or DPP (International) (module LAW340); to add a Magee instance for module LAW506;

Undergraduate Hons Subject: Sociology

To add a new optional module, SOC333, 'Ethnographic Writing' (Single Hons only);

BSc Hons Community Development

To revise optional module AED520, 'Community Education: Just Practice', including assessment weighting between the two components;

BSc Hons Health and Social Care Policy

To add module SOP339 as an optional module; to make module SOP330 optional;

BMus Hons

To revise the assessment strategy in modules MUS524 and 525;

LLM Employment Law and Practice

To correct the title of the PgDip exit award; to include the learning outcome reference points; to remove learning outcome T5 from the PgDip exit award; to correct the narrative for 'Structure and Requirements of the award so that it is consistent with the structure tables; to add a 15-point, semester 2 module, LAW811, 'Equality Law';

MSc Fashion and Textile Retail Management

To replace module AAD709 with DES707.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework:

- two new Level 4, 10-credit point modules, PPD354, 'Family Law and Practice', and PPD355, 'Supporting Syrian Refugee Pupils in Our Schools';
- a new Level 4, 15-credit point module, PPD357, 'Deep and Dark Web', to be taught each semester at JN and fully online;

To revise the learning outcomes and assessment strategy in module PPD272;

Postgraduate Certificate of Professional Development Framework

To add to the framework a 15-credit point module LAW757 and seven 30-credit point modules, PHE709, 710, 711, 712, 713, 714 and CYW829.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

FdSc Computing Infrastructure at Southern Regional College

To revise module COM335;

BEng Hons Architectural Engineering

BSc Hons Building Surveying

BSc Hons Construction Engineering and Management

To revise the assessment strategy in module ENE117;

BEng Hons Architectural Engineering

BSc Hons Civil Engineering (Geoinformatics)

BEng, MEng Hons Safety Engineering and Disaster Management

BEng, MEng Hons Civil Engineering

To revise learning outcomes, assessment strategy and content in module CIV133;

BEng Hons Biomedical Engineering

BEng Hons Engineering Management

BEng Hons Mechanical Engineering

BSc Hons Technology with Design

To remove information on duration of class tests from the module description MEC143;

BSc Hons Biomedical Engineering

BSc Hons Technology with Design

BEng Hons Electronic Engineering

BEng Hons Engineering Management

BEng Hons Mechanical Engineering

BEng Hons Mechatronic Engineering

To revise regulations to apply the new degree algorithm;

BSc Hons Building Surveying

To replace module SUR529 with module BEN509 (revised assessment strategy);

BSc Hons Building Surveying**BSc Hons Construction Engineering and Management****BEng Hons Safety Engineering and Disaster Management****MEng Hons Safety Engineering and Disaster Management**

To revise the assessment strategy in module BEN104;

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

To revise regulations to apply the new degree algorithm;

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

To update regulations to apply the new degree algorithm; to remove the identification of prerequisites in modules COM412, 498 and 583; to revise contact hours in COM583;

Undergraduate Courses in Computing (JN and ME)

To revise module COM367, 'Professional Practice – Computing', from 2019/20;

BSc Hons Construction Engineering and Management

To revise the assessment strategy in modules CIV315, CIV137 and BEN105;

BSc Hons Energy

To revise the assessment strategy in module ENE125;

BEng, MEng Hons Mechanical Engineering**BEng, MEng Hons Mechatronic Engineering**

To revise the learning and teaching methods to increase the time in laboratory practicals in module MEC145;

MSc Data Science

To amend an assessment type in module COM865;

MSc Internet of Things

To revise the module description for COM748 to reflect its intended use in the proposed MSc Artificial Intelligence.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add ten new 5-credit point modules to the framework: COM749 - COM758.

Short Course Modules

PPD356

To introduce a free-standing, 10-credit point, Level 4 short course module, PPD356, 'Mechanical Computer Aided Design (MCAD1)'.

LIFE AND HEALTH SCIENCES

Course Revisions

FdSc Health and Social Care (BMC, NRC, NWRC, SERC, SRC, SWC)

To withdraw the pathway leading to final year entry into BSc Hons Health and Social Care Policy (part-time) from 2019/20;

Advanced Certificate in Non-Medical Prescribing Postgraduate Certificate in Non-Medical Prescribing

To correct the assessment weightings in modules NUR644 and 850;

Undergraduate Hons Subject: Geography Undergraduate Hons Subject: Environmental Science

To revise programme specifications and regulations from 2018 intake in respect of a Level 5 contribution to degree classification; to remove identified prerequisites in modules EGM508 and EGM518;

Undergraduate Hons Subject: Psychology BSc Hons Social Psychology

To revise programme specifications and regulations to apply the new University-wide Honours classification algorithm with a 30% contribution from Level 5 (previously 25% for Psychology); to remove a bar from carrying failure from Year 1 to Year 2;

BSc Hons Applied Biomedical Science with DPP (Pathology)

To delay the use of the new title (above) to 2020 intake, and to continue to use BSc Hons Biomedical Science with DPP (Pathology) for 2019 intake;

BSc Hons Applied Medical Sciences BSc Hons Biomedical Science (Life Sciences) BSc Hons Biomedical and Bio-industrial Sciences

To revise regulations for the first two degrees to reflect the introduction of a 30% Level 5 contribution; to revise the assessment strategy in modules BMS125, 129, 336 and 339;

BSc Hons Biology BSc Hons Optometry MOptom

To revise regulations to reflect the new degree algorithm;

BSc Hons Diagnostic Radiography and Imaging

To revise, for the 2016 and 2017 intakes, the assessment strategy in all modules except RAD353 so that the 40% threshold is not required in all assessment components and to remove the bar on carrying failure in five modules and to revise regulations accordingly;

BSc Hons Diagnostic Radiography and Imaging

BSc Hons Healthcare Science (Clinical Physiology)

BSc Hons Healthcare Science (Respiratory and Sleep Physiology)

BSc Hons Health Physiology

BSc Occupational Therapy

BSc Hons Physiotherapy

BSc Hons Podiatry

BSc Hons Radiography and Oncology

BSc Hons Speech and Language Therapy

To revise programme specifications and regulations from 2018 in respect of a Level 5 contribution to the Honours degree classification (and to provide this option for students continuing from 2017/18); to remove the bar on carrying failure in 16 modules: CLS337, 339, 344, 345, 535 and 536, OTH500, 501 and 511, POD322, 515, 516 and 520, RAD528, 531 and SLT511;

BSc Hons Nursing (Mental Health)

BSc Hons Nursing (Adult)

To revise regulations to reflect the new degree algorithm;

BSc Hons Sport and Exercise Sciences

BSc Hons Sport Studies

BSc Hons Sports Coaching and Performance

BSc Hons Sport, Physical Activity and Health

To update programme specifications to introduce a Level 5 contribution to the Honours degree classification and to update the regulations accordingly, effective from 2018/19 (intake);

BSc Hons Sport Studies

BSc Hons Sport, Physical Activity and Health

To revise the assessment strategy in module SLS111;

PgCert, PgDip, MSc Advancing Practice

To remove the following named pathways from the programme: Orthoptics, Respiratory Health, Seating and Postural Management, Stroke Care and Cancer Care from 2019/20;

PgDip/MSc Physician Associate Studies

To remove the MSc component of the course (BMS708) so that it is now a Postgraduate Diploma; to remove the requirements for success in the National Certification Examination to be eligible for the award.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework a 20-credit point, Level 4 module, PPD358, 'Examining Interdisciplinary Practice: the Global Perspective in Health Sciences'.

Short Course Modules

MDS100

To introduce a new 20-credit point, Level 4 short-course module, MDS100, 'Examining Interdisciplinary Practice: the Global Perspective in Health Sciences';

NUR528 and NUR875

To update module NUR528 and to revise it in line with the curriculum design principles; to introduce a 30-credit point, Level 7 version, NUR875, 'Motivational Interviewing for Practice';

NUS594 and NUS743

To introduce two new 20-credit point modules at Levels 6 and 7, NUS594 and NUS743, 'Telephone Triage in Healthcare'.

ULSTER UNIVERSITY BUSINESS SCHOOL

BSc Hons Accounting and Management

BSc Hons Business Studies (JN, QAHE, Outcentre)

To adjust course content; to revise the assessment strategy.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework module BMG936.