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

EXTENSION OF APPROVAL

Faculty of Arts, Humanities and Social Sciences

Policing Studies at PSNI College (Revalidation unit 26K)

COVER SHEET

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

UNIVERSITY OF ULSTER

REQUEST TO EXTEND APPROVAL AND POSTPONE REVALIDATION   **Form CA6b)**
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SECTION A: FACULTY REQUEST

FACULTY: Arts, Humanities and Social Sciences

SCHOOL: ASPS

SUBJECT UNIT NUMBER AND NAME: 26K Policing

MONTH/YEAR CURRENTLY SCHEDULED: 2018/19

PERIOD OF EXTENSION REQUESTED:
Period of Extension requested until May 2020

COURSE(S):
The whole unit

REASON FOR REQUEST:

The PSNI tendered for accreditation of the existing student officer training programme, currently accredited by Ulster as an Advanced Diploma in Policing at level 5, and for a new level 6 award. Ulster University was successful in gaining the contract for both awards. It is proposed that both awards would be considered at one event in May 2020.

An integrated approach to validation is important in the context of consistency and coherence between the two awards as one will build upon the other. This was underscored by the External Examiner who noted in his recent report that:
"I would like to see a more integrated process between the students and the rest of the university as a whole, especially if it is to look to develop a full level 6 module and policing degree at some future stage in line with the PEQF. Having said that I have discussed this at length with the staff and, whilst I am no expert in the history of Northern Ireland, I am acutely aware that this wish may be a lot more difficult to achieve here than in some other areas of the UK".

CURRENCY AND VALIDITY:
Extracts from the most recent report from the External, Andrew Rose, follow below:

- "I am more than satisfied with the access I have had to the students, staff and course material."
- "The course mixes a number of pedagogical approaches together well and I believe that the students get to experience a range of learning styles and processes. I am satisfied that the delivery staff maintain their own professional knowledge and understanding of developments relevant to their respective disciplines"
- "The university is a national leader in successfully adapting very specific and detailed subject learning to HE standards and I am impressed with how well the subject matter, learning and assessment of that learning map to HE standards at the appropriate level. A large number of UK universities are, for the first time, mapping and developing police training into an educational framework capable of scrutiny at HE level and this course is a shining example of how that process can work."

STANDARDS AND QUALITY:
The quality of the programme is high and there are no concerns. I have appended the most recent EE report and the most recent SPM report in order to evidence this comment.

PSRB (if applicable):
N/A

DEMAND:
Demand for the programme remains high; this is a tendered-for programme and numbers are around 40-50 students every 5 weeks.

FACULTY PARTNERSHIP MANAGER'S ASSESSMENT (for partner institutions only):
The programme is an effectively administrated programme that has benefitted from a professional working relationship between the SPM and the course team. Students from PSNI attend Ulster campus sites at three points during their study, with frequent touch points at other stages in the award. This is a robust programme of study that has oversight from a range of internal and external agencies (e.g. the Policing Board) so QA processes as part of the award are exceptionally high.

Michael Davidson, SPM Policing and Prisons

FACULTY CONFIRMATION:

SIGNED: DATE: 07.05.19_____
           Associate Dean (Education)

The completed form should be returned to the Academic Office, Room J410, Tower Building, Coleraine.
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SECTION B: ACADEMIC OFFICE COMMENTS:

Unit 28K was granted an extension of approval so that revalidation was re-scheduled from 2017/18 to the 2018/19 academic year in line with the timing of the tender process. Now that the Faculty has been successful in the tender process it is seeking a further one year extension of the AdvDip in Policing programme so that an evaluation/revalidation event (one new programme and the one existing) might take place in 2019/20 academic year (the Academic Office will negotiate with the Faculty on the actual timing of the event). In addition to the external examiner report attached by the Faculty to this request form I have reviewed the two earlier reports from the previous external examiner (Mr Mallaby). Those earlier reports were also generally supportive of the quality and standards of the provision and it is evident that the delivery staff were responsive to his comments and recommendations and were positively engaged with the quality and standards agenda. Mr Mallaby noted in his 2015/16 report that although the programme modules operate on a pass/fail basis, that the pass mark is 67%, in-line with pass marks for probationary training programmes in mainland UK. Given the review of the external examiner reports and the timing constraints presented by the tender process that Academic Office endorses this extension of approval request as no substantial risk to quality and standards is evident.

SIGNED: _____   ____DATE: 7/5/19_____
           Academic Policy and Standards Manager or Head of Academic Office

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SECTION C: QUALITY ENHANCEMENT ASSESSMENT (reflecting annual monitoring data)
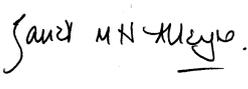
SIGNED: _____   _____8 May 2019_____ DATE:
_____
           Head of Quality Enhancement

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SECTION D: ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE (delegated authority from Senate)

DATE OF COMMITTEE MEETING:

DECISION: Approve (Yes/No)

Late requests (in-year and no imminent Committee meeting) (actioned by Pro-Vice-Chancellor (Education) on behalf of ASQEC)

DECISION: Approve (Yes/No)

SIGNED: _____   DATE: _____
           Pro-Vice-Chancellor (Education)

10 May 2019

DATE REPORTED TO ASQEC:

Academic Office
July 2018

EXTERNAL EXAMINER'S REPORT FORM

1 Name of External Examiner: Andrew Rose	**Academic Session 2017 / 18**
2 Address 63, Pinner Hill Rd., Pinner, Middx. HA5 3SG	
3 Telephone Number 07980 920653 **4 Email address Andrew.rose@uwl.ac.uk**	
5 Title of course(s) and/or Honours subject* 7359 Advanced Diploma in Policing	
6 Name of Course/Subject Director: School contact: Michael Davidson	
7 Number of External Examiners reporting on each of the above programmes 1	
8 Partner Institution (if applicable) PSNI Police College	
9 Subject areas of strands⁺ Policing	

*5   A course is a distinct integrated programme of study leading to an award. Subjects contribute to a range of combined undergraduate honours degree programmes. They have designated titles.

⁺9   For courses, please state subject areas covered. For Honours subjects within combined degrees, please state whether Single Honours, Major, Main and/or Minor subject strands.

NOTE: HEADINGS 1-9 SHOULD BE COMPLETED BY THE FACULTY BEFORE THE FORM IS FORWARDED TO

THE EXTERNAL EXAMINER. (HEADINGS 4 - 9 MUST BE COMPLETED IN FULL.)

Guidance notes on completion of report form

You are asked to submit your report using this form directly to Professor P Bartholomew, Pro-Vice-Chancellor (Education), within one month of attending the last meeting of the Board of Examiners in each academic session.

Your comments are sought on the areas indicated. Specific issues that may be addressed under each heading are itemised, and the University would be grateful if you would respond fully in each section.   A checklist, as recommended by the UUK/GuildHE Review of External Examining (2011), has been included for your use. Please indicate if any comments made in your previous report have not been addressed. Your report need not be restricted to the areas specified, and you should feel free to comment in Section 10 on any other matters that you consider relevant. **Please distinguish between suggestions for consideration and recommendations for action by the Course/Subject Committee**.   If you prefer, you may produce a word-processed report using the headings included in this form instead of using the actual form.

Your report will be considered on behalf of the Senate in the first instance by the appropriate Course/Subject Committee(s) and you will receive a response to the substantive matters that you raise. Your report and the response will be considered subsequently as part of the Annual Monitoring process. The report (or a summary) will also be discussed with student representatives and the report will be made available in full to all students on the course.   You are asked not to identify individual students or staff members by name.

In addition, you may choose to submit a confidential report to the Vice-Chancellor.

Final report

At the end of your period of appointment as External Examiner, it would be helpful if your final report would draw attention in Section 10 to any significant developments or changes in standards relating to the course or subject which you observed during your appointment, and include if appropriate any suggestions for modification to the programme of study. A copy of your final report will be sent to your successor as External Examiner.

Please send the completed report form by e-mail to: l.mailey@ulster.ac.uk

Your claim form should be sent to the relevant Faculty Office.

1   YOUR PARTICIPATION IN THE MODERATION PROCESS
Please include comments on: the sufficiency of the information given concerning your role as External Examiner; the usefulness of relevant documentation received (including regulations and assessment criteria); the opportunity given to approve examination papers and coursework assignments; opportunities for inspection and adequacy of samples of examination scripts and coursework submissions; attendance at oral examinations, student performances or presentations; involvement in meetings of examiners; and the conduct of the Board of Examiners. (The attached checklist may assist you.)

This role is slightly different from the standard EE role, in that the frequency of examination boards is far greater than the usual annual process. I was grateful to have been asked to attend an information day at the university on appointment, where I was able to meet the staff and review all the relevant documentation. I am more than satisfied with the access I have had to the students, staff and course material. It would be impractical given the nature of the course to view every piece of work on every occasion but, when present, I have been able to view, at random, any of the material I have asked for.

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2   APPROPRIATENESS OF THE STRUCTURE AND CONTENT OF THE COURSE OR SUBJECT AND MODULES

Please comment on whether the structure and content of the course/subject strand and its component modules are coherent and appropriate to the level of the qualification, the subject area, and the particular aims of the course/subject.   Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information. The University's Learning and Teaching Strategy expects courses to be underpinned by current and appropriate discipline-specific and pedagogic research and scholarship. Have you found evidence of research/ scholarship informing the curriculum and its pedagogy?

I am very familiar with the national PEQF process and have been part of a group looking at mapping police related learning to national HE QA benchmarks and am satisfied that this course follows those national guidelines. The course mixes a number of pedagogical approaches together well and I believe that the students get to experience a range of learning styles and processes. I am satisfied that the delivery staff maintain their own professional knowledge and understanding of developments relevant to their respective disciplines.

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3   ASSESSMENT
Please comment on whether the methods of assessment, marking, and classification (if applicable) are appropriate to the aims, intended learning outcomes, structure, and content of the course/subject strand; whether the assessment criteria, marking schemes and classification are set at the appropriate level; whether the method of final assessment allows for appropriate discrimination between candidates; and student awareness of the assessment scheme and criteria. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

The university is a national leader in successfully adapting very specific and detailed subject learning to HE standards and I am impressed with how well the subject matter, learning and assessment of that learning map to HE standards at the appropriate level. A large number of UK universities are, for the first time, mapping and developing police training into an educational framework capable of scrutiny at HE level and this course is a shining example of how that process can work.

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4   MARKING STANDARDS
Please comment on whether the internal marking was conducted rigorously and impartially, with the schemes for marking and classification being consistently applied; whether the final assessment of the candidates was fair and in accordance with the criteria for marking and classification; and the consistency of standards applied across modules.

Having had the opportunity to view some assessments and review some exam papers I am able to say that there is a consistency across different tutor groups and cohorts that demonstrates a robust and fair policy of marking and assessment. I have held detailed conversations with the PSNI academic QA staff and am happy with the exam criteria and that the assessment processes are varied and relevant to the students.

5   GENERAL QUALITY OF CANDIDATES' WORK
Please comment on your overall impression of the quality of the candidates and their achievements and whether you are satisfied that the general quality of work reflects the level of qualification and the aims and intended outcomes of the course/subject strand. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

Policing, along with nursing, the medical profession and the social care professions is often seen more of a calling than just a job. The students want to carry out this important work and that shines through in their manner, application and quality of academic and practical work. Taking the national PEQF framework and looking at how that relates across the UK these students certainly compare favourably with their peer group. They aren't just happy to be part of their communities serving in this valuable role but they are justifiably proud of the position in which they find themselves and this is reflected in their work ethic and general demeanour.

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6   STUDENT LEARNING
Please comment on whether the range of assessment methods and outcomes provides evidence of effective student learning. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.
Part of the issue with mapping traditional police learning to an HE QA framework is that policing traditionally has a vast amount of separate measures over a wide range of disciplines which need to be focussed into meaningful learning outcomes within an HE environment. The staff have done a good job in creating a variety of assessment methodologies which properly reflect the varied learning inputs and are fully compliant with the PEQF.

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7   COMPARABILITY WITH PROGRAMMES OF STUDY AT OTHER INSTITUTIONS
Based on your experience, please indicate whether you consider that the standards of the course/subject strand and its assessment, and of student performance, are comparable with those at other institutions. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

As stated elsewhere the university is a UK leader in the provision here of academic learning in a policing context. I am conversant with the ongoing processes in other HEIs and there is no doubt that this university is a leader in that field. I have discussed the PEQF at length with the staff and am satisfied that it continues to perform in line with the framework at the highest level.

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8   ADMINISTRATION OF THE ASSESSMENT PROCESS
Please comment on the procedures followed and the administrative arrangements and their appropriateness and effectiveness, and the adequacy of the support provided to you.
Given the unique nature of this award and the fact that there is a continual assessment and awarding process I am happy that the staff involved are able to administer the system on a day to day basis and that I am kept appraised of any developments or instances of note. I see all the board assessed marks and am comfortable that at any stage I could view anything I wished.

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9   STUDENT CONSULTATION
Please list any matters identified by you or by students (where you have met them) which might be appropriate for discussion with students at the Staff/Student Consultative Committee(s) or through other means.
I have held a number of focus groups with the students and they are, in many ways, like all other students at their level, nervous of exams, concerned that they may not perform well in practical tasks etc. There is no evidence that those fears have any justification in reality. They struck me as dedicated, hard working and proud members of the course and of the PSNI who wished to make a positive impact on their communities. I was able to discuss their concerns with staff and then feedback to them that they were no different from any

other group of young people going through a learning curve. They spoke very positively about the staff dedication and the support they get on the course.

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10   OTHER COMMENTS
Please indicate what you consider to be the best features of the course/subject, its strengths and weaknesses. Add any other comments which you would wish to make, including possible improvements, based on your experience elsewhere. Please distinguish between recommendations and suggestions for consideration.
I think the most positive thing about this blend of HE practice and a, traditionally, old fashioned training environment is how the staff have blended the needs of policing with the development and support of the students. There is no doubt that academia and policing are looking at a long future together and the university can be proud of its work in this area. I would like to see a more integrated process between the students and the rest of the university as a whole, especially if it is to look to develop a full level 6 module and policing degree at some future stage in line with the PEQF. Having said that I have discussed this at length with the staff and, whilst I am no expert in the history of Northern Ireland, I am acutely aware that this wish may be a lot more difficult to achieve here than in some other areas of the UK. It is my view that community integration has to be the long term goal of any policing process and that academia can lead the way in this process but I am sensitive to the difficulties that present themselves. Maybe a small start with some post graduate provision might work but whilst I consider myself a subject matter expert in policing and its work within academia I am by no means an expert in the specific issues facing the PSNI. I, therefore, would not be so foolish as the make any recommendations but would be happy to offer what assistance I could for the future.

Any use or publication of the report is the sole responsibility of the University of Ulster.

Signature: A. Rose   Date: 29/07/2018

Academic Office
November 2016

External examiner's report checklist

	Y	N	N/A
Programme materials			
Did you receive:			
a. Course/subject handbook(s)?	X		
b. Programme regulations (these may be in the course/subject handbook)?	X		
c. Module descriptions (these may be in the programme handbook)?	X		
d. Assessment briefs/marking criteria?	X		
Draft examination papers			
a. (i) Did you receive all the draft papers?		X	
(ii) If not, was this at your request?	x		
b. (i) Were the nature and level of the questions appropriate?	X		
(ii) If not, were suitable arrangements made to consider your comments?			
c. Were suitable arrangements made to consider your comments?	X		
Marking examination scripts			
a. (i) Did you receive a sufficient number of scripts?	X		
(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
b. Were the general standard and consistency of marking appropriate?	X		
c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	X		
Dissertations/project reports			
a. Was the choice of subjects for dissertations appropriate?	X		
b. Were the method and standard of assessment appropriate?	X		
Coursework/continuously assessed work			
a. Was sufficient coursework made available to you for assessment?	X		
b. Were the method and general standard of marking and consistency satisfactory?	X		
Orals/performances/recitals/appropriate professional placements			
a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?	X		
Final examiners' meeting			
a. Were you able to attend the meeting?	X		
b. Was the meeting conducted to your satisfaction?	X		
c. Were you satisfied with the recommendations of the Board of Examiners?	x		

Signed _____A. Rose_____ Date _____29/07/2018_____

SPM Name	Michael Davidson
Institution	PSNI
Campus(es)	Police College Garnerville
Course Title/Code	Advanced Diploma in Policing 7359

This form should be completed annually by the Subject Partnership Manager for each active course at each institution. Guidance notes are appended to this document. The form should be sent to the partner institution by **Friday 3 August 2018**, and e-mail copies should be forwarded to Cathy McIntyre (c.mcintyre@ulster.ac.uk) in the Quality Management and Audit Unit, and to the College HE Co-ordinator.

Evidence received by the SPM and used to compile this report:

REQUIRED	YES/ NO/ COMMENT
Course Committee Agendas, Minutes & Papers	Yes
Staff-Student Consultative Committee Agenda & Minutes	Yes. All relevant documents were collated by the Course Director and forwarded on a regular basis to the SPM, Michael Davidson (MD).
Response to SPM Report	Yes, no issues raised.
Annual SPM Meeting with Students	Yes – every 5 weeks, occasionally with External Examiner
New Staff CVs	The PSNI are currently going through a transitional period and new staff are being appointed the CV's will be updated accordingly once confirmation is received.
APEL Requests	None – not applicable due to operational requirements within PSNI

AGREED STUDENT ENROLMENTS 2017/18		
	Agreed First Year Intake	**Actual First Year Intake**
Full-time	N/A these figures vary due to the course being delivered at various stages within the year not always in line with academic calendar. Cohorts of 30-50 students progress every 5 weeks, in line with the tender and contract between Ulster and PSNI	
Part-time	N/A	N/A
2Y3S	N/A	N/A

COMMENT ON INTAKES
The academic year reporting structures in Ulster re success, attrition etc. do not correspond with the cohort sequencing within the PSNI policing programme structures. The SPM can confirm that student non-progression and/or success is monitored at course management meetings, course committees and relevant exam boards where the appropriate, advice is given and action undertaken. The SPM would also add that for security reasons the student data is restricted and not part of Ulster's organisational data collection procedures and therefore figures, cohorts and student details are not shared in the wider University Arena.

RETENTION AND PROGRESSION PREVIOUS YEAR		
	Success 2 %	**Attrition %**
Course Code (PT/FT)	N/A	N/A
Course Code (PT/FT)	N/A	N/A

COMMENT ON RETENTION AND PROGRESSION
The academic year reporting structures in Ulster re success, attrition etc. do not correspond with the cohort sequencing within the PSNI policing programme structures. The SPM can confirm that student non-progression and/or success is monitored at course management meetings, course committees and relevant exam boards where the appropriate, advice is given and action undertaken. The SPM would also add that for security reasons the student data is restricted and not part of Ulster's organisational data collection procedures and therefore figures, cohorts and student details are not shared in the wider University Arena.

FINAL YEAR STUDENT ENROLMENTS PREVIOUS YEAR	
	Total Students Enrolled in Final Year
Course Title (PT/FT)	The academic year reporting structures in Ulster re success, attrition etc. do not correspond with the cohort sequencing within the PSNI policing programme structures
Course Title (PT/FT)	N/A

ARTICULATION PREVIOUS YEAR	
Articulation Route	**Total Progressing Students**
Course Title (PT/FT)	N/A
Course Title (PT/FT)	N/A

COMMENT ON ARTICULATION
The academic year reporting structures in Ulster re success, attrition etc. do not correspond with the cohort sequencing within the PSNI policing programme structures.

SPM COMMENTS	
1. Course planning and revalidation	The team within PSNI are located in the Police College Garnerville with an experienced training and education record. The course was designed in response to a tender from PSNI to design a programme around the Student Officer Training Programme at PSNI. Ulster was successful in winning the

tender, and a course team was established in 2013 to take forward the planning for the programme. An Ulster panel met in March 2013 and the course was signed off by the Chair at the end of April 2013. PVC LTSE in July 2017 agreed to extend the period of approval of the programme by one year. This will ensure that the academic period of approval will align with the tender re-approval process. The contract for the accreditation of the programme was approved for three years in the first instance, with an option to extend.

In December 2016, some operational changes were made to the course addressing the findings of an independent review of the course. these changes did not require CA3 changes as there were no changes to course assessment weightings or learning outcomes.

During the last 12 months, the implementation of the findings of the independent review has continued. These have been minor adjustments without effecting the overall structure of the programme such as:

- Updating course outline document

- Update the student handbook include more pertinent information for the students

- Review of examination procedures, study clinics have been introduced for students and have already made a great impact on student performance.

- A move to electronic portfolios for easier assessment and provision of more streamlined and timely feedback. This is now working very well and has had an impact on both staff and student engagement.

- The introduction of a new QA manual to ensure the programme is delivered in line with the contract and policing requirements.

Several contract management meetings have been held maintaining the collaborative approach to programme design, development and delivery. There have also been recent discussions regarding UU's inputs on the programme and how best to ensure they are at the right level and are having the desired impact in terms of Policing With the Community. There is a current review ongoing internally to provide a full day for the students with UU staff to embed these principles and assist with research methods etc. It is worthy of note the current Head of College at PSNI has taken a personal interest in this relationship and has attended

	the meetings to ensure then desired pathways and outcomes are fully considered.
	By way of development taking into account the externals report, it is intended to hold tutorials for the students bringing them together in groups, allowing
	discussion around essay construction, referencing and how the referencing should relate to the research carried out in the context of its inclusion in the assignment. This should provide a platform for discussion and an opportunity for the students to ask questions and raise any concerns they may have. Also as a follow-on coaching and mentoring would be considered on a one to one basis if required.
	The contract will be fulfilled in March 2019 and there will be a retender process early 2019 which will require a University to provide a level 5 award programme similar to the current one and also options on a level 6 degree in policing for the student officers. UU have already submitted a response to a pre-tender request from the PSNI and have an initial meeting with PSNI to discuss it.
2. Operation of Ulster quality assurance procedures	The course committee meets every five weeks with the SPM or other subject experts and it is clear there is a process in place to ensure that Ulster QA processes are adhered to. The SPM also has regular communication with the Head of the Performance Audit and Assessment unit (PAA) at PSNI, Ms Ashleigh Bennett, to discuss enhancements to the programme and future developments. Course documentation in the form of course committee minutes and staff student minutes are forwarded to the SPM on a regular basis, and are focused and concise. A regular schedule of Contract Management Meetings are held between SPM/a School based subject expert and the CD and is working towards a more formalised and updated programme management structure creating a live document with regards to course development.
	The SPM or a School based subject expert is present at all formal Boards and these are conducted in line with Ulster procedures.
	The CD, SPM and other members of the School met with the External Examiner when he visited PSNI and met with students and staff. The course team and UU are in regular contact with the External.
	There has been an External Examiner, (EE), report, which was very positive, and complimentary regarding the course design, delivery and engagement strategies.
	The engagement strategies between the PSNI, EE and the SPM have been both regular and constructive.
	The External noted that he was impressed by the opportunities he had been afforded for involvement in the moderation and the level of reflective practice throughout

		the program. The EE was also impressed by the standard of the submitted portfolios.
		The team seek feedback from students often, during open consultative meetings and act upon information received in a timely fashion.
		Student support officers are incorporated within each cohort and are available throughout the programme to all students. There are also study clinics provided for all students on the programme and have proved very beneficial to student learning and progression.
		Nothing giving rise to any student appeals has become apparent but the training team has reviewed the appeals procedure and they are aware of the policy.
		Members of the School are at every induction session held at the Police College, UU also has teaching sessions on policing with the community with students during week one(4hours) and week 22(4hours), there is also a drop-in centre allowing students to discuss academic issues and queries with a School based subject expert during week 9 (4hours).
		There are no APEL issues at present.
		The team are to be commended on their professionalism and the student support services they provide which are above and beyond what would be normally expected.
3.	Operation of assessment procedures	All assessed elements of work are moderated via the examinations and PAA unit in PSNI. The SPM has been provided with all assessment elements of work and has had an input into the developmental nature of the assessment regime.
		The External Examiner has been provided with exemplar-assessed work throughout the year and has indicated that the standard is at an appropriate level and that students are given clear guidance regarding assessment schemes and criteria. The External Examiner made recommendations on a previous visit and commented: "I have been delighted, again with the highly professional response to my observations" he went on to say that the team had responded well to recommendations and that he was more than satisfied with the outcome.
		The SPM has randomly inspected some of the submitted assignments and the marking standards.
		Students are provided with written and with face to face feedback from assigned tutors on the programme. This is provided either at the end of practical assessments, or within a two-week turnaround period if the work is a written submission.
		The SPM has also been involved in the moderation and marking of the work based projects within the programme

	and the PSNI training have provided Ulster with comprehensive marking guides based on operational requirements. It is noted that these marking guides are of a very high standard but are constantly under review to ensure that they remain fit for purpose and that the case study topics afford all students a standard and fair opportunity. This adds to the range of the assessment and provides suitable academic rigour the process. The delivered course has very clear links to legal and criminological research. The SPM gives guidance on research methods etc. to the students at a drop-in session in week 9 of the programme

It is now common practice that all student portfolios presented are provided to the SPM for review in advance of the Board of Examiners, (BOE). These portfolios are now submitted as E portfolios for ease of access and to allow for more personal and directed feedback. It is evident that markers are assessing to a clear rationale which is being applied consistently and fairly. The SPM also noted that the course delivers high standards of student learning throughout.

Any extenuating circumstances arising are regulated within the PSNI and have not impacted on the students or the programme. The internal policies are robust and fair and the appeals procedure has been made available to all students. |
| 4. Concerns raised at Course Committee Meetings | No major issues have been raised within the Course Committee/Management meetings. The SPM has discussed any issues regarding submission of work, standards, or issues around referenced work, at the Course Management meetings.

There have been some concerns raised regarding the standard of work produced by students on the work-based projects and whether the UU sessions on Policing With the Community (PWC) were at the right level or having the desired impact. A review meeting was held and it was decided to amalgamate the week 22 session with the week 9 session and deliver a full day's session to the students in UUJ incorporating revised lessons on PWC and a more directed research methods lesson including a session in the UU library. It was also agreed that PWC should be included in the work-based projects to further underpin the learning. PSNI college team are currently looking to adjust the programme timetable to accommodate this amalgamated approach for new intakes from September 2018. There was also a request to deliver the UU PWC session to the PSNI training team members to standardise the approach across the college. |

		The issues raised in the last SPM report have been successfully dealt with. There were no other issues raised at course committee meetings that were not operational and easily resolved.
5.	Work-based Learning	The whole programme is centred upon work based learning and preparing students for a career within the PSNI. The External noted that within the portfolios are logs of evidence of specific skills and behaviours, and reflective pieces by the individuals demonstrating critical self-analysis and clear professional learning. All elements of the course are underpinned through the delivery of Hydra Minerva packages which are fashioned on work based learning and demonstrating the learned behaviours during replicated work place scenarios. The transferral of learning to workplace application has clearly been considered through close links with district policing where the students are located during the course and via line manager feedback.
6.	Student views	For administrative purposes, students are internally put into cohorts; the CD has worked with the Collaborative Courses Unit at Ulster with the result that the course results sheets also follow the cohort structure Students are, from the beginning of this course, encouraged to actively engage within student staff consultative committee meetings and to highlight any issues or development ideas for the course. This has highlighted some strengths and weaknesses within the course and delivery which are noted and acted upon at the earliest opportunity. Previously, the External Examiner has met with students who have all claimed that the course is found to be stimulating and demanding. They have claimed that they have a voice within the course through which their views and issues can be expressed without fear of reprisal. It is clear that the staff regularly seek student views and act on concerns. The students he spoke to were very complimentary about the availability of the staff for consultation, and also of the level of support offered to them. The detailed SSCC records and action plans, clearly detail all actions in response to student issues raised. The SPM has been provided with all copies of SSCC records. It is clear that the course team are very responsive to student feedback, and had modified the timetable, delivery and some course content in order to enhance the student experience. A safe and conducive learning environment remains a high priority within the college ethos.

	Students previously raised issues (year 2016/17), such as the showers, anxiety over firearms training, uniform and resit examinations. The majority of these issues have now been addressed and the course adapted where possible to assist the students. This has been evidenced in lower fail rates in firearms and PSP in 2017/18 than earlier classes in 2016/17. Where issues are raised they are well documented, and response and action was recorded in the next set of minutes. Some concerns relating to exams and consistency of feedback have been identified, these have been responded to effectively. An example of this is the introduction of study clinics for students, which have already made a great impact on student performance and exam pass rates. The External Examiner has offered advice and guidance on a number of occasions which like the student's concerns have acted upon in a timely fashion.

 The role of the Student Support Officer (SSO) remains core to the success of this programme. Their functions and responsibilities are reviewed regularly and they deliver the highest standard of pastoral care enhancing student health and safety. They have also greatly assisted student with learning disabilities etc. |
| 7.   Resources | The PSNI provides a well-resourced learning environment and supports the students extremely well, this is evidenced from SPM visits and through the SSCC minutes. The facilities are of a high standard and afford students the opportunity for personal time, reflection and peer interaction. The dining facilities have recently been up graded and made more comfortable. It is clear from the SPM interactions that the team spend a substantial period of time on pastoral care and managing risk. Students have access to the PSNI library and are well supported in terms of ICT facilities. These facilities are constantly reviewed for effectiveness and currency.

The teaching and learning facilities are of a high standard and students learn in a safe and comfortable environment. There is sufficient administrative and technical support provided. The tutors on the programme have access to internal and external educational opportunities and, depending on the type of course, can be supported by PSNI and/or Police Rehabilitation Retraining Trust. UU continue to monitor the programme and offer any assistance to the team by way of CPD to improve their digital presence and capabilities. |

8. Accuracy of published information	There is no marketing material associated with the programme, as it is only currently available to serving PSNI officers and staff.	
9. Interaction with SPM	Interaction between the course team and the SPM has been excellent, and the Course Director maintains a proactive approach to quality and standards management for the programme. The team have displayed an excellent attitude towards a student-centred learning environment, they continually maintain contact with the SPM discussing new initiatives, and desires to improve the programme. The team is to be highly commended on their professionalism and dedication to the programme and its partnership with UU.	
10. Operation of network (where appropriate)	N/A	
11. Operation of cross-campus provision (where appropriate)	The programme is delivered off site at the PSNI Training College Garnerville only.	

EVIDENCE OF GOOD PRACTICE
• contract management meetings have been held maintaining the collaborative approach to programme design, development and delivery.
• The introduction of tutorials for students bringing them together in groups, allowing discussion around essay construction, referencing and how the referencing should relate to the research carried out
• The team seek feedback from students often, during open consultative meetings and act upon information received in a timely fashion.
• Students are provided with written and with face to face feedback from assigned tutors on the programme
• It is evident that markers are assessing to a clear rationale which is being applied consistently and fairly.
• The role of the Student Support Officer (SSO) remains core to the success of this programme. Their functions and responsibilities are reviewed regularly and they deliver the highest standard of pastoral care enhancing student health and safety.

AREAS FOR CLARIFICATION	

SPM Date of Completion	23/07/2018
Associate Dean Education **Arts, Humanities and Social Sciences** **Professor Ruth Fee** **Date of Approval**	26th July 2018
Date sent to Partner Institution	
Date sent to QMAU	

Guidance Notes

When completing the report form, the SPM should consider the following and comment as appropriate.

Agreed Student Enrolments Current Year

- This information to be taken from Item 9 of the CA2 form.
- Actual Student enrolments to be taken from My Teaching/ Student Lists/ section of the portal
- Comment on intakes (compare and contrast where appropriate)

Retention and Progression Previous Year

This information should be taken from the QMAU statistics supplied to colleges, based on end-of-year data at course level.

Articulation Previous Year

The information on total enrolments in final year should be taken from the annual Collaborative Courses digest (March each year). The articulation information should be taken from the Cognos report run around November each year.

Course Planning and Revalidation

- What was the date of evaluation/revalidation?
- List CA3s or CA5bs submitted during the year.

Operation of Ulster Quality Assurance procedures

Make a general statement concerning the operation and conduct of procedures. Where elements are missing, please refer to the list below to identify issues.

- Self-Evaluation Report
- External Examiner Report and CC response
- Course Committee meetings
- Staff Student Consultative Committees
- Boards of Examiners
- Procedures for student appeals
- APEL

Operation of Assessment Procedures

Make a general statement concerning the operation and conduct of procedures. Where elements are missing, please refer to the list below in your comments:

- Anonymous marking of examinations
- Moderation of examinations and coursework assignments
- Moderation of assessed material
- Presentation of evidence of extenuating circumstances

Concerns raised at Course Committee Meetings

- Where issues have all been minuted, addressed and actioned, you may make a general statement.
- Were any issues left unresolved?

Work-based Learning
- Are there guidelines for the operation of work-based learning?
- What were student views on the level of support given?
- What interaction did the course team have with employers/industrial advisory panels?
- Comment on any trends in relation to work-based learning opportunities in the sector and/or region.

Student Views
- Comment on student views as expressed through the minutes of Staff/Student Consultative meetings.
- Was there evidence of student reflection on the External Examiner's report?
- Were the class representatives in place?
- Did the minutes address actions from the previous meeting?
- What issues were raised through meetings with the SPM?

Resources
- Did you receive CVs for new staff and if so, did these staff members align with University expectations?
- Were there resources and facilities in place to support programme delivery?
- Were library resources sufficient?

Accuracy of published material
What published material did you see about this course?
Comment on your involvement in the approval process of any publicly available information.

Interaction with SPM

Has the Course Director maintained effective communication with the SPM during the year?
Operation of Network
Comment on the interaction between partners where the same course is delivered across a number of partners.

Operation of Cross-Campus Provision
Comment on the interaction between teams on campuses where the same course is delivered across a number of campuses in one institution.