

ANNUAL REPORT ON EVALUATION AND SUBJECT REVALIDATION ACTIVITY: 2019/20

COVER SHEET

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Recommendations

The following recommendations are for consideration by the Committee:

Documentation for Events (section 4j, pages 6-7)

- That the Committee considers the requirement for assessment rubrics for all modules and whether assessment rubrics might form a condition of approval in 2020/21 events.

Size and Composition of Revalidation Units (section 4m, page 9)

- That faculties be reminded of the guidance in terms of the maximum size of revalidation units

Panel reports and student views (sections 5 and 6, pages 9-14)

- That faculties and CHERP note the relevant topics raised by panels and students at sections 5 and 6 in preparation for 2020/21 events and other curriculum development.

Student views (section 6, page 13)

- That Revalidation Unit Co-ordinators be reminded of the importance of an adequate number of students to meet revalidation panels in order to provide adequate representation of the provision

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

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2019/20

1 INTRODUCTION

The University's evaluation and revalidation processes provide the means for the University to assure the standards of its provision through reference to both external and internal benchmarks including the University's regulatory framework.

This paper summarises activity during the 2019/20 academic year and reviews matters relating to evaluation and revalidation.

The five-year revalidation schedule is shown in the Annex.

2 EVALUATION AND REVALIDATION ACTIVITY 2019/20

In the 2019/20 academic year, a total of 31 (49 in 2018/19) evaluation and revalidation events were held resulting in the approval/re-approval of 87 (120) courses. Nineteen (37) new courses were evaluated through 7 (7) evaluation events and four courses (1) were evaluated as part of a revalidation event. In total, 68 (83) courses were reapproved through the 24 (32) revalidation events, of which 7 (19) were in external units. All programmes presented for evaluation or revalidation were (re)approved for a five-year period.

A breakdown of the number of internal and external events is given below (information in brackets relates to previous year):

Events	Revalidation	Evaluation	TOTAL
Internal	17 incl. 4 eval (13)	3 (10)	20 (23)
External	7 (19)	4 (7)	11 (26)
TOTAL	24 (33) incl. 4 (1) eval	7 (17)	31 (49)

Faculties and partner institutions took the opportunity of revalidation to revise substantially provision and to withdraw courses. There were only three joint University and professional, statutory and regulatory body events (1 in 2018/19).

Fourteen events occurred after the Covid-19 lockdown.

3 REQUESTS FOR EXTENSION TO PERIOD OF APPROVAL

During planning for the 2019/20 revalidation/evaluation activities the Academic Office initiated discussions with faculties about the five-year revalidation schedule to achieve greater parity of distribution in terms of annual number of revalidations/workloads.

Extensions Approved during 2019/20

In 2019/20, the following programmes were given an extension to their period of approval and the revalidations have been rescheduled accordingly (14 units in 2018/19):

Extensions approved to include 2020 intake

BSc Hons Accounting and Management (QAHE) (unit 1Aii) and
MSc International Business (QAHE) (unit 5E1ii)
Advanced Diploma in Policing (unit 26K)

Extensions approved to include 2021 intake

FdSc Paramedic Practice (unit 22Kb)
BSc Hons Specialist Nursing; PgDip Specialist Nursing; MSc Palliative Care (unit 22B1)
Adv Dip Social Enterprise (unit 5C4)
BSc Hons / MOptom Hons Optometry (unit 28Da)
Access Diploma in Science (NWRC) (unit 30D)
MSc Human Resource Management (unit 5F2)
FdSc Health and Social Care (Network) (unit 22J)
Pgcert Higher Education Practice (unit 31C)
Planning, Property and Environment (8 courses) (unit 4A1)
Construction and Surveying (4 courses) (unit 4A2)
MSc Fire Safety Engineering (unit 4A3)
Building (Energy) (4 courses) (unit 4A5)
Postgraduate Certificate in Education (PGCE) (10 courses) (unit 9A1)

Whilst most of the extensions to approval were sought due to timing alignment with revalidation of other provision or introduction of new professional or statutory body requirements a number were sought in response to the Covid-19 pandemic and its impact upon preparations. Most units were given a year extension to approval however two units, identified as very low risk, were granted extensions of two years.

4 PROCESS

a) Covid-19

The main adjustment to evaluation and revalidation process due to the Covid-19 pandemic was a transfer to online rather than face-to-face events for the final 14 events. Initially Skype was used as the online event platform but subsequently MS Teams was adopted as it provided facility for greater interactivity during meetings. All events proceeded as scheduled and panels, course teams and students were satisfied with arrangements made.

The online meeting format did provide occasional technical difficulty and panels had to adopt meeting protocols to manage communication and to ensure effective interactivity. Meetings with large numbers of staff and students were most difficult to orchestrate but a combination of excellent direction from panel

chairs and efforts by both panels and course teams enabled successful management of events.

Arrangements for assessment of resources proceeded as normal although there were instances when, due to Covid-19 restrictions, alternative arrangements to a tour of resources were put in place.

Whilst online events have provided satisfactory outcomes in terms of ensuring standards and quality it was clear that events were not as interactive as a face-to-face meeting (as non-verbal signals were more difficult to see and contributions more difficult to co-ordinate), particularly in meetings with large course team (s) and meetings with students (revalidations only). Academic Office found the online events more difficult to record than a face-to-face event due to the lack of non-verbal signals and the occasional difficulty with sound volume and clarity. The move to online platforms presented a steep learning curve for the many staff concerned but most met the challenge well and confidence in the robustness of the technology has increased such that the onus is now upon more fully utilising the opportunities presented by the technology. There are aspects of online meetings that have provided clear efficiencies and increased effectiveness and it is anticipated that online events will remain the event format for 2020/2021 events.

Greater impact from the Covid19 pandemic was evident upon staff teams in their preparations for revalidations and revisions to revalidation documents (rather than evaluation events), particularly where the revalidation involved a large number of courses or a collaborative course network. The difficulties in such instances were associated with co-ordination and collaboration and were due to the involvement of a large number of staff. Some of these units sought an extension to approval whilst others were sufficiently advanced in their preparations to proceed.

c) Late Events

It is expected that all events should take place no later than 31 May for a course starting in September of the same year, unless there are exceptional circumstances. In 2019/20, two events took place in June, two in July and one in late August.

A number of events, mainly Engineering, were postponed from Semester one to later in the academic year resulting in more (22) in Semester 2. This led to these events taking place after the Covid-19 lockdown and to some delays in checking revised documents by the Academic Office as priority had to be given to servicing Panel meetings and, in turn, this had implications for final sign-off for some documents.

One event did require some minor rescheduling due to delays in the due diligence process for institutional approval.

However, the reduction to the period provided for course teams to submit their response and revised documentation did seem to help achieve more efficiency overall in the completion of the approval process (see section I).

The Academic Office continues to respond quickly to arrange events for proposals submitted to APAG late in the academic year provided that external Panel members are identified promptly by the Faculty.

d) Approval of new Course Proposals (CA1, CA2 forms) without Evaluation Event

The University normally requires new course proposals to be considered through a formal evaluation process, which involves the submission of a course document for discussion with an evaluation panel. A Faculty may recommend that a new proposal, which derives substantially from currently approved provision, be introduced without full evaluation. A CA1 supplement provides a checklist and guidance notes for externals in their consideration of such proposals. This should give, in the context of the existing approval of related provision, the same assurance of standards and quality that the University achieves through the validation process. APAG may then recommend that such proposals proceed without formal evaluation.

In 2019/20, seven courses (PgDip International Business at Irish Times Training (outcentre), BSc Hons Marine Science (re-introduction), MSc Strategic Accounting, Certificate in Community Youth Studies (ME /outcentres), LLM/MSc Corporate Law and Computing, PgDip/MSc Remote Sensing and Geographic Information Systems, BSc Hons Business Studies (Levels 4 and 5) at City College, Doha, Qatar) were approved without evaluation.

e) Revalidation Preparation

The Academic Office aims to achieve an even distribution of revalidation events between October and March and asks Associate Deans (Education) (normally in October/November) to consider a draft revalidation schedule for the following academic year.

Whilst it is still the norm that new course proposals should be evaluated separately, Faculties may however submit a case to APAG justifying the evaluation of a new proposal as part of a subject unit revalidation, for example if there is substantial commonality with provision in the unit. In 2019/20, four proposals were evaluated with other provision undergoing validation.

f) Foundation Degrees

In 2019/20, there were no evaluation events for Foundation degree proposals.

g) Panel Membership

Chairs

Panels were normally chaired by the Interim Dean of Academic Business Development, Associate Deans (Education or Global Engagement) or Heads of School. There is now a greater reliance on Heads of School to chair panels, and Associate Heads of School were involved in a few instances of non-availability of others.

The distribution of chairs for the 31 events in 2019/20 (2018/19 in brackets) is given below:

Interim Dean of Academic Business Development – 4 (2)

Interim Dean of Learning Enhancement - 0 (NA)

Executive Deans – 1 (0)

Associate Dean Education/Global Engagement – 7 (18)

Heads of School – 16 (20)

Associate Heads of School – 3 (6)

Externals

Faculties are asked to nominate a minimum of three external panel members and to identify their area of subject expertise. Often Faculties submit a CA1 or CA6 form without the nomination of external panel members. The omission, and subsequent delay, is a major obstacle for the Academic Office in making arrangements for an event.

Since February 2014, an employer representative is normally included on Panels convened to consider Foundation degree proposals.

Internals

In June of each year, the Academic Office writes to Heads of School asking them to update the list of staff nominated to serve as internal Panel members (requesting four per school) and reminds them of the need to ensure that the staff nominated are informed of the nomination and are willing to participate. The Office held an online briefing seminar in early autumn for nominees to update them on University policies and procedures in relation to evaluation and revalidation. One implication from the delay of events into late Semester 2 is that many of the internal panel members cite high workload pressures at that time as the reason for their non-availability.

Student Representation

Since 2011/12, a Students' Union Officer (from a pool nominated by the Student Representation Coordinator) has been included in all revalidation panels (excluding collaborative provision). The Students' Union has broadened its pool of students who can serve on panels to include Faculty representatives and has offered to assist (on request) Revalidation Unit Co-ordinators to recruit students to meet with revalidation panels.

i) Preliminary Comments

Panel members are invited to submit preliminary comments (CA7 form) on the submission for distribution to Panel members and the Faculty in advance of the meeting. In 2019/20, the majority of documents were submitted on time (see section j) and preliminary comments were received for the majority of events held. In previous years it was not uncommon for CA7 forms to be received at an event but Academic office has endeavoured to ensure that they are delivered in advance for online events in order to assist in the determination of the main issues by the Panel at the outset of the event.

Academic Office notes on the submission were provided only to the Chair in advance of the meeting and include a summary of key issues, relevant extracts from the CA1/2 proposal form (where applicable) and identify standards and regulatory matters. All Panel members and the Course/Subject team receive a list of the standards and regulatory matters on the day of the meeting.

j) Documentation for Events

The deadline for the receipt of revalidation documentation for cross-campus/College provision is four weeks in advance of the Panel meeting and for all single course events, the deadline is three weeks. In 2019/20, overall there was an improvement in the timely delivery of submissions and most were received by, or within one week of, the deadline. The documentation for internal events was generally submitted close to the submission date.

A revised format for revalidation and evaluation documentation was introduced in 2019/20 to increase its alignment with the Integrated Curriculum Design Framework. Revalidation Unit Co-ordinators adopted the new format with little difficulty and no significant issues were reported.

Another 2019/20 change in the requirements for documentation was the inclusion of assessment rubrics for all modules. It was agreed that assessment rubrics should not form the basis for a condition of approval as they were to inform panels on assessment standards and that some discretion would be shown, particularly during semester 1, in instances where rubrics for all modules were not provided. If rubrics were provided the Academic Office referred them to CHERP for comments (or to Mrs Bartholomew, Quality Enhancement, for units that had not engaged with CHERP) and the comments were part of the materials provided to the Panel. The commentaries from CHERP and Mrs Bartholomew were overwhelmingly supportive of the appropriateness of the assessment

rubrics provided. Whilst there were some course teams who provided rubrics for all modules, most units provided either a sample of rubrics or did not provide any rubrics (normally providing generic marking schemes). Overall in the 2019/20 events, assessment rubrics were not identified by Panels as an issue although three panels did make a recommendation for further development of rubrics. In terms of the materials submitted to Panels in 2019/20 events the University is unable to be completely confident about the utilisation and practice in relation to assessment rubrics.

The Office continues to provide as much support as possible to staff using CMS for the preparation and revision of validation documentation. The amount of pre-event support sought from the Academic Office in relation to the compilation of course/subject documentation in CMS appears to be reducing as academic staff, and other users, have developed capability in its use.

SharePoint sites were set up for events through which Panel members logged in to access all the materials for their event and normally documentation was emailed for download to panel members' devices for their convenience.

All Revalidation Unit Co-ordinators/Chairs of Course Planning Committees for internal events scheduled for validation in 2019/20 submitted documentation through the CMS.

k) Programme

Since 2008/9, a meeting with a representative group of students (to include class representatives) has been included in the programme for revalidation events. The Academic Office issues guidance, 'Revalidation Information for Students', to the Unit Co-ordinator in advance of the meeting for provision to each student attending to ensure that they understand the purpose of the event and their role at the meeting. Coordinators are asked to provide for the Panel, the name, year group and course of each student attending.

Meetings with students continue to work well. They assist panels in judging the effectiveness of the teaching and assessment methods, and allow members to obtain views on curriculum development. Unit Co-ordinators are asked to ensure, as far as possible, that the students selected to meet Panels are representative – not only in terms of the course of study, year group and mode of attendance but also where possible in terms of academic achievement.

Library tours and visits to specialist facilities continue to be conducted only for new internal provision and for all provision in partner institutions.

l) Approval of Final Documents

At the December 2017 meeting of ASQEC, the Committee agreed that it would consider approval of courses only after the evaluation or revalidation document had been signed off by the chairs of panels. The Committee noted that some approvals would, therefore, be undertaken by Chair's Action in the summer. If a document had not been signed off the Chair might exceptionally permit

admission. This would only be possible where Faculties had proven appropriate progress in addressing the conditions and recommendations of the validation panel and where the viability of the provision had been established. In early August the Interim Dean (Academic Business Development) received a report detailing the documents still to be signed off by the panel chair and he gave permission for all to proceed with admission as they had either made sufficient progress in relation to conditions of approval or the conditions were such that they presented a minimal risk to quality and standards.

Final documents for new courses/revalidated units are submitted for consideration by the Academic Office and final approval by the Panel chair. The deadline is, from 2018/19, normally six weeks after the event (eight weeks for large units) or four weeks for events held after 31 May. The Academic Office aims to ensure final documents are 'signed off' by the Panel Chair before a course starts, but the late timing of some events means that the checking of final documents may be delayed. This can affect preparations for Semester 1 events in the next academic year. The Academic Office sends a statement on outstanding documents to Faculties (Associate Deans, Heads of School, Faculty Administrative staff and FPMs as appropriate) at regular intervals, so that appropriate action may be taken in relation to overdue documentation. ASQEC receives a progress report at each meeting. As noted at a) above the reduction to the period for resubmission has appeared to help in achieving more timely completion.

Conditions and recommendations of Panels are rarely fully or clearly addressed in the first revised submissions and further amendments are usually required.

Module Office staff have access to course/module information on the CMS and are copied into the final evaluation/revalidation approval notification from the Academic Office. The Module Office will then review any new module codes automatically assigned in the CMS to ensure they are appropriate and if necessary, revise them. Revalidation Unit Co-ordinators/Chairs of Course Planning Committees are reminded by the Academic Office of the need to liaise with the Module Office regarding 'final' module codes following final approval of the revised documentation through CMS.

m) Size and Composition of Revalidation Units

The feasibility of Panels confirming the validity of all courses and modules, particularly in very large units, has previously been a concern. A review of the composition and the size of units in 2006 led to an overall increase in the number of units, the aim being to make it more manageable for Panels to confirm the validity of all courses and modules. Proposals to reduce the number of units in four of the then six faculties were agreed by the Course Approval Sub-Committee at its meeting in February 2015. This resulted in an overall reduction in the total number of units from 186 to 160 (now 164). Concern regarding the size of revalidation units and level of scrutiny of courses was also voiced during 2017/18 and the Academic Office now utilises 60 modules as indicative of the upper size limit for a revalidation event. Occasionally a faculty may put forward a larger number of modules due to common modules across many courses. Such a large unit was revalidated in 2019/20 and despite an assurance that a rationalisation of modules would bring the total to around the maximum number permissible the total number of modules in the submitted document amounted to approximately 100. The size of the unit presented problems in terms of co-ordination of the documentation both in preparation and event follow-up phases and also difficulties in compilation of the document on CMS. Unit size continues to be discussed with Associate Deans (Education) in planning for events.

5 PANEL REPORTS

a) Reports

Final course approval is delegated by Senate to ASQEC. The Committee considers Panel recommendations for the period of approval in a summary report. Panel reports are published on the 'Programme Approval' area of the Academic Office web pages.

b) Conditions and Recommendations

The following is a compilation of conditions/recommendations from across all reports of events held in 2019/20. One condition set by all Panels was the need to address the regulatory and standards matters identified by the Academic Office and most Panels set a small number of other conditions and identified a small number of recommendations. The majority of issues identified by panels related to assessment and feedback (iv below) and only a few panels raised matters related to support for students (v).

i) Recruitment and Marketing

- to consider a review of current practice for support and information provision in relation to selection of pathways with an increased focus on content rather than career;
- to articulate clearly and concisely the aims and objectives of the courses with a particular emphasis on the skills which students develop through the courses;

- that the unique selling points of the programme, such as its links with industry, the residential aspect of the programme, including guest speakers, and PSRB, be advertised more fully in the Online Prospectus;
- with respect to demand, articulate more fully how the proposed numbers will be met and how this is supported through the College's marketing interventions; to meet Competition and Markets Authority compliance, ensure that marketing material is explicit regarding the required backgrounds of applicants to give access to all modules within the programme;
- that the Faculty consider the development of foundation degree routes to support intakes into the undergraduate provision;
- to revisit some of the module titles to clearly differentiate between those at Level 6 on the corresponding undergraduate programmes;
- to investigate and explore other possible titles for modules in the programme with a view to developing other potential hybrid programmes.
- that the Course Teams seek to maximise transparency for both prospective and new students in terms of a participant's required commitment in terms of time, attendance requirements for residential aspects of the courses;
- that, in light of a competitive HE market, the College keeps the suitability of the course title and content under review;
- That the Course Team should reflect further on the key selling points of the programme to ensure that technology key words are adequately presented in the document and in marketing materials, that module titles are attractive and so that summary module descriptions would adequately represent the provision and can serve as effective marketing material as part of the online prospectus entry.

ii) Content and Standards

- to continue employer engagement in respect of ongoing review of [specific] skills with a view to development of a plan to ensure that these areas continue to be fully developed in the programmes;
- to reflect on the level of external stakeholder engagement;
- that a rationalisation of the programme learning outcome map be undertaken;
- to review the learning outcomes for all modules to ensure they are written at the correct level;
- to articulate more clearly in the revised documentation the Course Team's approach to digitisation;
- that consideration be given to offering a greater choice of elective modules on a rotational basis;
- to articulate the progressive development of key skills in section A of the course document and in the module descriptions;
- to create greater distinction between the programmes, review provision content to ensure the explicit inclusion of all discipline areas closely associated with each programme's subject area;
- more focused mapping of the modules to the programme level learning outcomes be carried out in line with discussions with the Panel;

- to ensure that the competency standards in the Work Based Learning Module are explicit in and aligned to the module learning outcomes;
- that the module learning outcomes are reviewed to better differentiate between levels;
- to assure that the articulation pathway is aligned with PSRB requirements, specifically in relation to the examination/coursework ratio;
- that the programme level learning outcome descriptors in the respective programme specifications be revised to demonstrate differentiation between the programmes;
- to review and revise the module learning outcomes at Level 6;
- to continue to explore opportunities to give students a greater range of options particularly at Level 5 (Year 2);
- to reflect on the size and credit value of modules and consider increased adherence to a standard module size in order to gain benefits in terms of greater flexibility in the provision;
- the Panel welcomed the Course Team's work to provide provision that is current and relevant and noted that the sector was one of very rapid change and therefore encouraged the Faculty and team to instigate measures to ensure that the currency and relevance of the programme would be maintained.

iii) Learning and Teaching

- To include more information in the Learning, Teaching and Assessment section of the revised document about the use of guest speakers and how their contributions help enhance the student experience;
- To clarify in the revised documentation that the college follows the University's group work policy;
- that the Team ensure that the exemplary synergy between research and teaching is supported and maintained;
- that Reading Lists be updated and added to in terms of specific concerns of recent times;
- to review the sequencing of modules in all modes of delivery to ensure that all Level 4 modules are undertaken before Level 5;
- to review the generic module descriptions to contextualise content in relation to the specific subject area;
- To consider the inclusion of digital globalisation cases in the curriculum;
- that the practice content in modules and input of service users in module delivery be made more explicit in relevant module descriptions;
- the Panel was impressed with the co-design approach adopted by the Course Team as explained at the evaluation event however it recommended that its operation should be more fully articulated in the course document to clearly explain how equity in student experience and reliability of the standard of academic rigour and fairness would be achieved.

iv) Assessment and Feedback

- that the student assessment workload across the programmes be reviewed to ensure greater consistency in workload across modules of similar credit value, within academic level and the proportionality of workload between modules of different credit value. Ulster University's assessment workload equivalence guide should inform the review;
- to consider more formal assessment of technology skills;
- to include in each module description details of the range of formative assessment which is already taking place in practice;
- to consider the introduction of a greater diversity of formative assessment aligned to the aims of the programmes;
- that a rationalisation of the programme's overall assessment strategy be carried out;
- that the feedback provided in relation to the assessment rubrics be taken into account;
- to review the balance of assessment in relation to exam and coursework;
- that the overall assessment strategy be reviewed to ensure that all modules align with the Ulster Curriculum Design Principles and, where they depart, that a narrative be included setting out the rationale;
- that assessment rubrics are developed for each individual assessment across all modules;
- that the Subject Team review the approach to feedback on summative assessments to increase its utility for students;
- that the assessment schedule for part-time students be reviewed;
- that further clarification be provided regarding the overall assessment strategy for awarding of credit to, and summative assessment of, preparatory work undertaken by students prior to the final summative assessment (particularly in terms of how this supports the students);
- To keep under review the assessment approach; to look at the dependency on exams and to find points going forward where this dependency might be reduced and the use of digital assessment techniques, where available and appropriate, increased;
- for the information of all parties concerned, including students, that it be made more explicit who is responsible for the management and conduct of the assessment of practice competencies during clinical placement;
- to ensure that students fully understand the process and arrangements for groupwork assessments, particularly how individual, group and peer assessment elements function;
- the Panel was impressed with the assessment rubrics provided and considered that the Course Team might enhance the rubrics further (to excellent) by adding weightings to all rubrics.

v) Support for Students

- that the Faculty keep under review the provision of unpaid placements, particularly for students undertaking DPP;

- that the Subject Team work further with UUSU to promote and integrate the system of Student Representatives into the student experience and to support student societies;
- vi) Resources and Staff Development
- that the Faculty commit to the ongoing support and facilitation of staff development, professional body membership, research, attendance at conferences and the development of links with industry;
 - that the team look at addressing potential resourcing issues and providing students with more 'hands on' experience throughout the provision
 - To ensure that further opportunities are provided for the development and enhancement of practice skills through greater access to equipment both within and without the University e.g. through industry visits;
 - that, as the student numbers continue to grow, the current resource base supporting the provision and any further needs, including for example, the number and availability of academic assessors that may be required be kept under review;
 - that a review of the roles of the course delivery staff is undertaken in consultation with the Faculty Partnership Manager;
 - that reading lists include actual journal articles rather than journal titles, and that the College gives consideration to the purchase and provision to students of the individual journal articles (to address student concerns regarding the availability of journal articles from Emerald and other sources).

Faculties and course teams preparing for future events will wish to take account of these matters.

6 STUDENT VIEWS

Meetings with students are scheduled as part of the revalidation event programme.

Generally, the feedback received from students at revalidation meetings has been very positive, with their respective programme of study having met their expectations. Many very favourable comments were made in relation to the variety of learning, teaching and assessment, the useful feedback provided, the approachability and supportiveness of staff, the valuable placement experience and materials available on Blackboard.

The willingness of the student group attending events to raise issues is helped by the presence of a student representative on the Panel and the training undertaken by internal SU Officers. For some events the move to online events in 2019/20 resulted in reduced numbers of students who met with panels. Whilst the reduction in student numbers meeting panels may be attributed to the pandemic and to difficulty in co-ordination of their attendance, the usefulness of the meetings with students is lessened if a representative student group does not contribute to the revalidation. Revalidation Unit Co-ordinators have attempted to compensate for student non-attendance at events by gathering written student submissions but most students are reluctant to make negative comments in writing. The Students' Union has offered

assistance to Revalidation Unit Co-ordinators in recruiting student groups to meet with panels. The following listing compiles suggested enhancements or less positive comments raised by students in the meetings held with Revalidation Panels:

i) Organisation and Delivery

- improve knowledge of technologies and provide further preparations for students prior to the commencement of internships or study abroad;
- additional opportunities to develop Excel and other digital/technology skills;
- additional opportunities to engage in real life, authentic business meetings or fieldwork activity outside of the University;
- more specialised subject content and incorporation of more design within the Research Methods module;
- more “hands on” and industrial visits;
- more general hands-on practical experience in the programme;
- final year project (skills preparation) – well prepared regarding office skills, research methods, critical analysis, data extraction, statistics etc. One student stated however that she had struggled with statistics because statistics had been covered in Year 2 and by the time of the final year project, much of what she had learned had been forgotten and she therefore struggled.

ii) Assessment and Feedback

- alternatives to examination assessment should be provided when permitted by the professional body;
- students identified as a ‘minor issue’ the number of assessments in final year and requested that some of the submission dates could be adjusted;
- coursework was not balanced throughout the year, mentioning exam-based pressures, while others felt the assessment was not sufficiently diverse or challenging;
- issues of the bunching of assessment submission;

iii) Resources

- students advised that as applicants they would have preferred more information on the module/course content rather than what the career options would be on completion;
- would welcome additional opportunities for guest speakers within the modules;
- had not been made aware of the possibilities of professional body membership but would be interested in this going forward.

Faculties and course teams preparing for future events should take account of these matters.

7 KEY AREAS DISCUSSED WITH COURSE/SUBJECT TEAMS

In 2019/20, Panels were asked to explore with teams, and look for evidence of, the extent to which teams addressed the curriculum design principles and those discussions are clearly evident both within reports and in the associated conditions of approval.

Panel chairs were reminded of the need to explore the following key areas with course/subject teams at evaluation/revalidation meetings:

- Curriculum Design Principles
- Assessment and Feedback for Learning
- WBL, Engagement with Industry, Placement and Employability
- Staffing
- Move to Belfast
- Digital Literacy
- Creativity, Innovation and Good Practice
- Student Experience Principles
- Graduate Qualities
- Research/Scholarship Informed Teaching
- Internationalisation of the Curriculum

In 2019/20, the vast majority of Panel reports included a substantial section outlining points of commendation; most identified good practice rather than creativity and innovation

Panels continued to explore how the Principles of Assessment and Feedback for Learning were being embedded in the provision and, in particular, the arrangements for feedback at course/subject and module level. Panel reports included evidence of substantial discussion of assessment and feedback matters.

Some reports included evidence of consideration/discussion of student experience and employability matters and the internationalisation of the curriculum.

Panels will continue to be encouraged in 2019/20 to explore with Course/Subject Teams their preparation process, engagement with the Curriculum Design Framework, innovative approaches to learning and teaching, assessment and feedback, employability, research/scholarship informed teaching and the internationalisation of the curriculum.

8 CURRICULUM MANAGEMENT SYSTEM

The Curriculum Management System (CMS) was developed to host in an electronic format, a single authoritative source of programme and module information and streamline the business processes involved in approval. It supports the preparation of documentation for evaluation and revalidation as well as course revisions.

2019/20 was the sixth year using CMS for evaluation and revalidation, and only a very small number of internal courses have not yet used it for this purpose (having received extensions to approval).

The CMS has continued to work well for the submission and final approval of validation documentation for events in 2019/20 and staff continue to become more familiar with the system.

The Academic Office often responds to calls/emails from staff seeking advice on the CMS and, as well as giving verbal assistance, direct staff to detailed set-by-step guidance available on the CMS site for help with basic operations. A small number of staff encountered technical problems such as information not saving and apparent data loss when compiling documentation. Such technical difficulties are referred to the ISD Service Desk for resolution by the externally contracted supplier if appropriate. Although infrequent, these have a large impact on the staff concerned. Subsequently some staff have reported issues in terms of timeliness of response and adequacy of the technical solution provided.

9 2020/21 EVALUATION/REVALIDATION SCHEDULE

CA6 preparation forms for 2020/21 revalidation events were forwarded to Associate Deans for completion by early February 2020 so that Revalidation Unit Co-ordinators could be identified at an early stage to allow sufficient time for preparation. The vast majority of CA6 forms have been received with a small number of these needing to identify proposed external Panel members.

Currently, 21 events involving 45 courses are scheduled for 2020/21; 17 events are revalidations, two of which combine an evaluation involving 41 courses) and four single-course evaluation events notably including Medicine. The number of evaluation events is expected to increase given that additional course proposals are likely to be approved by APAG to proceed to planning and evaluation for a January or September 2021 start.

The size of units will be affected by outcomes from CAQE which allow exemption from revalidation.

Gary Kendall
14.10.20

YEAR WITHIN CYCLE	IV 2020/21	V 2021/22	I 2022/23	II 2023/24	III 2024/25
FACULTY					
Art, Humanities & Social Sciences Units: 42	19Aia Interactive Media (ug) 19B Media Studies (pg) 26K Policing (ug/PSNI) 26L Prof Teaching (PSNI)	2A Fine Art/Photo (ug/pg) 2B Animation, G/I Design (ug/pg) 2C Applied (Arts/ug) 9A1 PGCE 21 Music (ug/pg) 18 Law (ug/pg) 26J Prison Custody (ug/NIPS) 30B1 Access (Science / Social Scs/NRC) 30B3 Access (Social Scs/NWRC) 30B2 Access (Social Scs2/SRC) 30B4 Access (Social Scs/SWC)	2K Design (ug) 9B TESOL (pg) 9C2 Library Info Mgt (pg) 11 English (CE/SRC/oc) 14 History (ug/pg) 17A Irish (ug/pg) 17B Irish (ug/SRC) 19Aii Journalism (ug) 2L Art Therapy (pg) 26A Community Stds (ug/pg) 26C Politics/Social Policy (ug/pg) 26D Politics (H & Soc Care Man) (pg/Trusts) 26G Social Work (pg)	2D Interaction Design (SRC) 6A Communication (ug/pg) 6B Counselling (Colleges) 7A Drama/Cinematics (ug/pg) 7B Music, Sound &Tech (ug) 7E Museum Studies (ug/pg) 9A2 Educ (CIT/PgC Educ (FE)) 9C1 Education (Prof Dev) 19Aib Screen Prod (ug)	9F Education (Minor) 26F1 Social Work (pre-qual) (ME) 26F2 Social Work (pre-qual) Colleges) 27A Sociology (ug) 26I Intelligence Prac (PSNI)
Computing, Engineering & Built Environment Units: 34	4A4 Civil &Safety Eng (ug/pg)	4A1 Plng, Prop&Envir 4A2 Con & Surv (ug/pg) 4A3 Fire Safety Eng (pg) 4A5 Building Energy (ug/pg) 4B Arch Techn/Constr Eng (Colleges) 4E Property & Planning (BMC) 4H Energy & Bldg Services Eng (ug) (HKU SPACE) 16Aiii Data Science (pg)	2G Arch (ug/pg) 4G Civil Eng (BMC) 16Ai Computing (ME/pg) 16Aii Computing (QAHE) 16B1 Computing (JN/ug) 16B2 Internet of Things (JN/ug) 16D Computing (ME/ug)	10B2 Engineering (NRC/SERC) 10B3 Engineering (SERC/SRC) 10B4 Engineering (NWRC) 16A2 Smart Manuf Sys (pg) 16B2 IOT/AI (pg) 16G1 Computing (BMC/SRC) 16G2 Computing (SRC) 16G3 Computing (NRC) 16G4 Computing / IT (NWRC) 16G5 Computing (SERC) 16G6 Computing (SWC) 30F Access Maths&Fin/Phys (BMC)	4D Civil & Env Eng (SWC) 10A1 Engineering (BSc/BEng/MEng) Engineering (pg) 10A2 Engineering (SWC) 10B1 Art Intel./inter of Things (PG/HKU SPACE) 16B2b Engineering (ME)
Life & Health Sciences Units:47	3A Bioscience (ug) 3C2C Phy Assoc Studies (pg) 12D Horticulture (CAFRE) 12E Agric (CAFRE) 22K Paramedic (ug/NIAS) 22G Healthcare (Dev Pr (ug/pg) 28Db Indep Prescrib (pg)	3C4B Pharm Mgt (ug) 25A Psychology (ug/pg) 25B Combined Social & Behavioural Sc (BMC) 22B1 Specialist Nursing Practice (post-reg) 22J Health & Soc Care (Network)	3C2Ai Biomed Sc (pg) 3C2Aii Biotech Research (pg) 3C2B Cat & RefSurg/Phy Assoc (pg) 3G EU Reg Affairs (pg/DL UCD/UCC) 22B2 Spec CPHN (postreg) 22H Drug & Alch (ug/NWRC)	3B2 Strat Med (ug/pg) 3C1a Biomed Sc (ug/pg) 3C3 App Ind Scs (SRC) 3C4C Dentistry (COD) 3C5 App Med Scs (Colleges) 3D Food, Nutrition & Dietetics 3E Nutrition (ug/pg/HK) 3F Food (CAFRE) GP Nursing	3C1b Biomed Sc (Joint/Sligo) 3C4A Pharm (ug/pg) 12A Env Studies (ug/pg) 12C Equine Man (CAFRE) 22A1 Nursing (pre-reg) 22Cb Nursing (pg) 22D Nursing (Non-Med Prescrib) 22F

YEAR WITHIN CYCLE	IV 2020/21	V 2021/22	I 2022/23	II 2023/24	III 2024/25
FACULTY					
		28Da Optometry /Clin Optom (ug) 30D Access (Scs) (NWRC)	28Gi Sport (ug) 28Gii Sport (pg) 28Giii Sport Medicine (pg) 28I Sport&Ex .Nut (pg HK) 28M Health Professions (ug)	22Ca Nursing Edn (pg) 22E Sport (Network) 28H Adv .Practice / Prescribing / Lower Limb (pg) 28L	28B Health & Wellbeing/ Health (ug/pg) Heath Phys(ug) 28N Chiro
UU Business School Units: 38	1Aii Accounting (ug/QAHE) 5B1 Bus Stds/Mgt Practice (ug/JN/o/c) 1Bii Bus Tech (ug/JN) 5B4 Customer Contact (ug) 5E1ii Int Business (pg/QAHE) 5K Ex L'ship (pg/JN) 15D Tour Guid./Event Mgt (BMC) 15G Intl Hospitality (HTMi ^{Switz})	5C4 Social Enterprise (ug) 5J Innov Man Public Serv (ME/Letterkenny) 5F2 HRM (pg/JN) 15E Hosp Tour Mgt (Network)	1B Acctg, Fin & Ecs (ug/pg/JN/oc) 1E Accounting (ug/BMC) 5C1 HRM/Mgt & L'ship (UG/JN) 5Di Global Bus & Ent (ug/ME) 5Dii Business (ug) (AQHE) 5Gi MBA/MSc (pg) 5Gii MBA (QAHE) 5P Marketing (ug/BMC) 15A Hospitality (ug/BT/CE)	1Aiii Fin Tech (ug) 5B2 Civic L'ship (ug/JN) 5Giiib Bus&Mktg, MBA (ug/pg City College, Doha) 5Lai 5LAii 5M Marketing (ug/pg) 5N Marketing (pg/QAHE) Fin/Bus Serv (SWC) Bus/Digital Tech (NRC)	1Ai Accounting (ug/JN) 5B2 Bus Tech (pg/BT&JN) Int Business (pg) 5Ei Bus Improvement (pg/oc-HSC) 5F1 Man & Corp Gov (ug/JN) 5H 5Q Lead Man (SERC) 5R Bus & Enterprise (NWRC) 15B Hospitality (pg/BT) 15H Intl Hospitality (HTMi ^{SGP}) 5B4 Business in Tech (pg)
Access, Digital & Distributed Learning Units: 3		31B+ Intl Foundation Studies (Dip) 31Bi	31C Higher Education (PgCHEP)/MEd)	31D Graduate L'Ship (PG Cert)	
TOTAL: 164	20	31	41	41	31