UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 5 December 2019 by video-conference

PRESENT

Professor B Murphy (Acting Chair), Dr D Barr, Ms C Cassidy, Professor H Farley, Professor R Fee, Professor M Giles, Ms A Honan, Dr M Keenan, Dr D Kerr (for Professor McKillop), Mrs M Paris, Ms C Reid

APOLOGIES

Professor P Bartholomew, Professor A McKillop, Ms N Parkinson-Kelly, Mrs R Wasson

IN ATTENDANCE

Mr A G Faulkner, Mr G Kendall

UNRESERVED

19.83   MINUTES

The confirmed minutes of the meeting held on 22 October 2018 were approved.

MATTERS ARISING

19.84   Proposal for Affiliate Student Status (Mins 19.50 and 19.63)

Following Senate's consideration of the proposal for a new student status at its October meeting it was noted that further consultation was ongoing with the Students' Union. The Vice-Chancellor would be asked to give approval to appropriate revisions to relevant Ordinances and Regulations on behalf of Senate before a recommendation was made to Council on the new status.

19.85   Failed Students coded U1 in Partner Institutions (Min 19.73)

Ms Reid reported that briefings would be undertaken to ensure that Boards of Examiners in partner institutions used the correct codes to record academic failure or leaver status.

19.86   Proposal for Course Accreditation by Hong Kong Council for the Accreditation of Academic and Vocational Qualifications (HKCAAVQ) (Min 19.74)

Professor Murphy advised that the Faculty of Life and Health Sciences was discussing further with the University of Hong Kong School of Professional and

Continuing Education (SPACE) on this matter. The Faculty might return to the Committee with a revised proposal.

19.87 <u>Toilet Breaks in Examinations</u> (Min 19.77)

The Committee had considered that the number of students taking toilet breaks from examinations was anomalous and had asked Student Administration to review practice in an attempt to reset expectations for student behaviour.

AGREED: that a report on this matter be received at the March 2020 meeting.

CHAIR'S COMMUNICATIONS

19.88 <u>Admissions Policy</u>

It was noted that the Committee's terms of reference included the review of 'policy and processes for the conditions for the admission and registration of students'. It had been decided that Academic Planning Advisory Group (APAG) should oversee the Admissions Policy and a revision to its terms of reference was proposed at minute 19.92. Consideration would be given to whether a separate APAG group should be established.

19.89 <u>Resubmission opportunities following failure in assessment</u>

It had been proposed in discussions between Associate Deans and the Deputy Vice-Chancellor (Academic) that Regulations be amended to remove the current cap on the volume of failed credits taken in the supplementary period (60) and that students be allowed to repeat assessments in up to an entire year's diet of modules at this time, with a further opportunity for some for a final attempt in the next year. Professor Fee advised members that the purpose of the proposal was to reduce the use of 'N' academic progress codes at the June boards which prevented students taking resits in the summer supplementary period, if they had failed in 60-70-80 credits (or 90 in postgraduate courses). It was felt that such students were more likely to disengage during that year than in the summer. Some members cautioned that there would be a higher risk of failure and discontinuation of study. Members noted that current students would have the option to be considered under the regulations in place at the time of their enrolment.

AGREED: that a position paper detailing the proposal and the rationale for the proposed changes be considered at the Committee's next meeting.

19.90 <u>Late Appeals</u>

Learning and Teaching Committee had asked the Committee to consider the latest date for the submission of late appeals (LTC Min 19.22). Professor Murphy noted that Student Administration would report on this matter in its

Annual Report on Appeals and Examinations 2018/19 which would be received at the March 2020 meeting.

19.91   DEGREE CLASSIFICATION DESCRIPTIONS

It was noted the QAA and UK Standing Committee for Quality Assessment had published in October 2019, as Annex D to the Framework of Higher Education Qualifications (FHEQ), a set of common degree classification descriptions which set out agreed general criteria that students across the UK should meet in order to achieve the different classes of qualification at bachelor's honours degree level: https://www.qaa.ac.uk/docs/qaa/quality-code/annex-d-outcome-classification-descriptions-for-fheq-level-6-and-fqheis-level-10-degrees.pdf?sfvrsn=824c981_10

Professor Farley confirmed that the University's generic assessment criteria for level 6 mark bands broadly aligned with the descriptions. She would discuss the new descriptions with other Associate Deans and consider any necessary adjustments.

The External Examiners' Handbook and report forms and the Assessment Handbook would be updated to include references to this resource.

AGREED: that the Faculties and CHERP take note of the descriptions in their ongoing development of assessment practice.

19.92   ACADEMIC PLANNING ADVISORY GROUP

Professor Murphy presented the report from the meeting of the Advisory Group held on 13 November 2019 (Paper No ASQEC/19/38).

Course Planning

The Committee received five recommendations for new course proposals to proceed to planning and evaluation (including the re-introduction of BSc Hons Marine Science which had been withdrawn in 2015) or to be approved without evaluation where appropriate, the introduction of a 240-credit pathway (Applied Research) for five Master's courses, and recommendations for a January intake for four existing courses and five recommendations for changes of course title, and one revision of award, as summarised in Appendix 1.

The Committee also noted course suspensions and withdrawals as set out at Appendix 1.

The Committee noted that the Group had considered and endorsed a proposal to change the DPP/DIAS year from compulsory to optional in four programmes in the Ulster University Business School but noted that impact on the number of students choosing to undertake the placement year would require close monitoring and review.

Amendments to Asking Grade/Entry Requirements

The Committee received recommendations for amendments to the asking grades or entry requirements for ten courses in the Faculty of Life and Health Sciences.

Terms of Reference

The Advisory Group also received a proposed change to the Group's terms of reference to include oversight of admissions policy (min 19.88 refers).

"To keep under review the University's Admissions Policy and to consider proposed amendments to published offer standards in undergraduate programmes".

AGREED:

(i)   that the recommendations for approval from the Academic Planning Advisory Group as set out in Appendix 1 be approved;

(ii)   that amendments to asking grades and entry requirements be endorsed;

(iii)   that the Advisory Group's terms of reference be revised as above.

19.93   COURSE APPROVALS

Recommendations from Validation Panels

The Committee received Paper No ASQEC/19/39a which gave the outcomes of validation events since the last meeting. Panel chairs had confirmed that conditions and recommendations had been satisfactorily addressed.

AGREED: that the recommendations of the panels for approval of BA Hons Screen Production and Postgraduate Diploma in Accounting and re-approval of provision within units 6A Communication and 1Ai Accounting be endorsed as set out at Appendix 2.

19.94   Final Revalidation Document 2018/19

The Committee noted that the one remaining submission of final revalidation documentation from events in 2018/19 was for unit 9C1 Education (Professional Development). Revised documentation had been resubmitted the previous day for checking by the Academic Office.

19.95   Extensions of Approval

The Committee received two requests for extension for approval.

Unit 22B1

Dr Kerr presented a proposal for two-year extension of approval and consequent deferral of revalidation to 2021/22 (Paper No ASQEC/18/39b) in respect of courses within unit 22B1 Specialist Nursing Post-Registration:

BSc Hons Specialist Nursing (with pathways), PgDip Specialist Nursing (with pathways) and PgDip/MSc Palliative Care.

The case was made on the basis of expected outcomes from a review of post registration standards. The Faculty had submitted a request for a one-year extension but Dr Kerr informed the Committee that, in light of the expected scale of changes to the current NMC Standards for Specialist Education and Practice, the Faculty wished to request a two year extension of approval.

AGREED: that the request for a two-year extension be approved.

Unit 22K

It was noted that Chair's action had been taken on behalf of the Committee to approve a two year extension of approval for the FdSc Paramedic Practice at Northern Ireland Ambulance Service to include a final intake in August 2021. It was anticipated that the provision would be replaced by an honours degree following an evaluation in 2020.

AGREED: that Chair's action to approve the request for a two-year extension be endorsed.

19.96   Revisions to the Revalidation Schedule 2019/20

The Committee noted that events for the following revalidation units have been rescheduled to take place late in the year:

Unit 9A1: Education (PGCE)
Unit 10A1: Engineering (UG) (JN)
Unit 10A2: Engineering (PG) (JN)
Unit 16E: Engineering (ME)

The Committee noted that the schedule for Semester 2 was now quite congested as a result of the delays and that there may be implications in terms of the timing of evaluation events and management of workload for the Academic Office.

19.97   Course Revisions and New Short-Course Modules

The Committee noted revisions and new modules approved by faculties and ADDL since the last meeting (Paper No ASQEC/19/39d) (Appendix 3).

19.98   <u>Professional, Statutory and Regulatory Body (PSRB) Accreditation</u>

The Committee noted the annual report on accreditation in 2018/19 and the expected schedule for 2019/20 (Paper No ASQEC/19/40).

In 2018/19 the majority of events had taken place as a joint University (re)validation and PSRB (re)accreditation and all were successful.

Dr Keenan advised that the relevant PSRB for MSci Planning, Regeneration and Development should be corrected to Royal Town Planning Institute.

AGREED: that Associate Deans (Education) advise Ms Grainne Dooher, Quality Enhancement, of any PSRB visits or activity expected in 2019/20 which were not listed in the paper.

19.99   INTERNATIONAL FOUNDATION YEAR (IFY)

At the Committee's October 2019 meeting members had noted that the introduction of the integrated International Foundation Year within 21 Honours degrees for September 2019 had proved a difficult process and only one student had been recruited to a different degree. It was agreed that a paper should be provided to report on lessons learnt (min 19.65 refers).

Professor Murphy presented Paper No ASQEC/19/41, briefing members on the origin and background to the IFY, feedback received from faculties and the factors which had impacted on its introduction such as academic ownership, the timing of the development and the effect of concurrent CMS approval processes.

Faculties had highlighted that the key activities associated with the development had taken place late in the second Semester and during the summer and were somewhat rushed; effective communication was difficult due to the timing and scale of the development and number and distribution of staff involved. Approval was complicated in some courses because of other concurrent approval processes, and this had been compounded by some technical issues in CMS for some of the courses.

Professor Murphy highlighted that the key lessons were to consider late-cycle development with caution in order to allow sufficient time for marketing and successful recruitment; to ensure that the strategic imperative was clear to all involved; to clarify ownership or co-ownership of the initiative and respective roles; and the need to be aware of potential unforeseen consequence of large-scale change.

19.100   TWO YEAR PART-TIME FOUNDATION DEGREES POSITION PAPER

Dr Keenan presented a position paper regarding the delivery model for part-time Foundation degrees (paper No ASQEC/19/42), as requested by the Committee (min 19.65 refers).

The University had had concerns about its Foundation degrees in the two-year, three-semester (2Y3S) delivery model, relating to unsatisfactory student progression rates, poor student retention and student workloads (in some instances this resulted in 12 hour teaching days for students). Employers had favoured a shorter part-time model for the delivery of Higher Level Apprenticeships (HLAs). In response to this operational context the University now wished to determine a more effective delivery model and one which would ensure the incorporation of authentic work-based learning.

The Foundation degree in Civil Engineering at Belfast Metropolitan College had been identified for a pilot redesign project and was supported by staff from the Faculty of Computing, Engineering and the Built Environment and CHERP. The pilot initially focussed on modules in the first year of the provision with delivery commencing in September 2018.

Dr Keenan highlighted that evaluation of the pilot outcomes had indicated its success in regard to student progression to Year 2 with 21 out of 22 students proceeding. She also noted that the delivery model had employed the full use of the 15-week teaching semester in order to avoid student workload issues. However, other quality and standards issues were noted, in particular that the Semester 3 examination board did not receive a full set of marks; the external examiner had required a scaled reduction in the cohort's marks in one module and a review of marking and assessment in another, with a review of the moderation process in both modules; and an absence of student consultative processes and course committee quality processes in the Semester.

The evaluation also noted that the redesign process had been very resource intensive for University staff, particularly as the redesign and delivery occurred concurrently. It was concluded that the resource-intensive nature of the re-design meant that roll-out of the model more widely was unsustainable.

A two calendar year duration for part-time completion of a Foundation degree was considered too demanding for participants, particularly given the constraints of required contact time for civil engineering and employers' needs which only left one day for class-based teaching per week. It was also noted that the three-semester model gave little scope to timetable classes and meet statutory leave entitlements of the apprentices with different employers. It was therefore recommended that the University maintain the standard 3 year part-time delivery model and, in terms of shorter duration part-time delivery, adopt an interim model of 2 Years plus 1 Semester (2Y+1S). In the 2Y+1S model students would undertake 40 credits in Semesters 1 and 2 and 20 credits in the intensive Summer Semester and then complete a synoptic Level 5 project in their final semester.

Members noted that students taking courses with the 2Y+1S model would face a delay to progression to full-time honours degree study but considered that progression to part-time study commencing in January was more likely to be sought by students in employment. It was noted that part-time degree study routes were not yet available for all honours degrees.

The report made the following recommendations on the strategic development of Foundation degrees:

1. Development of a strategy that aggregates demand within sustainable frameworks for sectors. (Apprenticeship Hub)
2. Development of a set of Ulster Principles for Higher Level Apprenticeships within Foundation degrees including how WBL may be incorporated. (Apprenticeship Hub, CHERP and Quality Enhancement)
3. Development of a 'rough guide' course design toolkit for incorporating an apprenticeship to share with the sector including advice on, the authentic use of work experience or work-integrated learning; modes of delivery; use of approaches to learning such as blended learning; work-based assessment. (Apprentice HUB, CHERP, Quality Enhancement)
4. Cascading a support model for Colleges to ensure the roll-out of the principles and rough/guide toolkit in a timely and effective manner. (CHERP, Faculty Partnership Managers, College representative and Course Directors)
5. The establishment of a task and finish group to oversee recommendations 1-4 above in Semester 2, 2019-2020.
6. Any further validated programmes should redesign their provision as a separate exercise to current delivery and bring forward the full revised curriculum for formal consideration.
7. The use of 2Y+1S or 3 year part-time delivery models until any further new model is agreed.

AGREED: (i) that the recommendations be endorsed;
     (ii) that Professor Murphy convene the Task and Finish Group (recommendation 5).

19.101 EXTERNAL EXAMINERS' REPORTS 2018/19

Mr Faulkner presented the annual overview report on external examiner reports for the 2018/19 academic year (Paper No ASQEC/19/43).

He highlighted that, from the 306 reports received to date, the vast majority of external examiners had reported that standards were appropriate and many positive comments had been made. While critical comments above specific courses were made in a few reports, they did not reflect any fundamental risk to standards. In many cases external examiners were effusive regarding the good work undertaken by staff and the achievement of students.

They made positive comments on access to Blackboard Learn (BBL) except in those instances where they had no previous experience of this VLE and had difficulty navigating the site. It was proposed that external examiners should be provided with an introductory briefing on BBL as part of the induction for their role.

The overwhelming majority of external examiners commented positively in relation to assessment and feedback and it was noteworthy that concerns about over-assessment were reducing and mainly now related to collaborative provision. There continued to be a small number of concerns expressed by students to external examiners about the assessment of group work, in particular when a common mark was assigned to all members of the group. The report also identified a small but significant number of reports where the adequacy or consistency of student feedback were issues and the mis-alignment between the mark awarded and language used in feedback was noted.

Generally marking standards were noted as appropriate and robust with clear evidence of moderation but the use of the range of marks remained an issue for some courses. A small number of programmes were criticised for over-generous marking. A few external examiners raised issues about a lack of anonymity in marking of coursework and a report also attributed this to the use of Turnitin. It was noted that Turnitin did support anonymous marking and that staff should consult the Office for Digital Learning for advice.

A number of external examiners commented on the benefits of the placement year in improving student performance in final year.

It was noted that a number of externals expressed concern over staffing levels and that the reasons given were staff attrition and an increase in student numbers without concomitant increase in teaching staff.

Members considered that the annual report provided a very useful overview of the issues that had been raised by external examiners.

AGREED that:
(i) Faculties ensure that specific issues identified by external examiners were addressed satisfactorily;
(ii) Faculties and CHERP take account of the general findings of the overview report in the development of assessment practice.

19.102   PRIZES

Mr Faulkner presented Paper No ASQEC/19/44 which set out proposals for two new prizes.

Heron Brothers Excellence Award
Niall Lyttle Red Carnation Placement Award

It was noted that the Heron Brothers Excellence Award was for the BSc Construction Engineering and Management (FT) in the Faculty of Computing, Engineering and the Built Environment and that the Niall Lyttle Red Carnation Award related to a range of undergraduate courses in the Department of Hospitality and Tourism Management.

AGREED: that the two new prizes be approved on behalf of Senate and recommended for approval on behalf of Council to the Deputy Vice-Chancellor (Academic).

COMBINED STUDIES PROGRAMME

19.103 <u>Annual Report on the Operation and Management of Undergraduate Combined Subjects: 2018/19</u>

The Committee received a consolidated review report from the three Directors of Combined Studies for Coleraine, Magee and Jordanstown (Paper No ASQEC/19/45a).

The report indicated that the total enrolment represented a continuation in a gradual decline in numbers of students on combined courses, although student numbers at Coleraine had maintained the level of the previous year. At Magee some of the decline in student numbers was attributed to many combinations being taught out as a consequence of the closure/relocation of subject provision. Overall, across the three campuses, there was a sense of consolidation but members noted the development of plans to introduce additional subjects at the Coleraine and Magee campuses.

The Committee conveyed its thanks to Dr Aideen Hunter, Chair, Coleraine Campus Co-ordinating Group for compiling the report.

19.104 <u>Annual Reports from the Chief External Examiners and Responses from the Campus Co-ordinating Groups 2018/19</u>

The Committee received the Chief External Examiner reports for Coleraine, Jordanstown and Magee campuses (Paper No ASQEC/19/45b).

Each of the reports was very supportive of the subject combination framework and praised its operation and oversight. The Committee noted that all three reports were very positive.

It was noted that Chief External Examiner for Coleraine had requested that an experienced administrator from the Examinations Office attend Campus Combined Board of Examiners meetings in future to deal with regulatory queries.

AGREED: that this request be conveyed to Student Administration.

Duration 1 hours 20 minutes

<u>16 December 2019</u>
GK/AGF

UNIVERSITY OF ULSTER

ACADEMIC PLANNING ADVISORY GROUP (13.11.19)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

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

SEPTEMBER 2020 START

Faculty of Computing, Engineering and the Built Environment
Proposed MEng Hons Biomedical Engineering (with DPP) (FT) (JN).

Faculty of Life and Health Sciences
Proposed MSc Advanced Nursing Practice (PT) (JN).

Ulster University Business School
Proposed MSc International Tourism and Hospitality Management [amalgamation of MSc International Tourism Management and MSc International Hospitality Management] with Advanced Practice Pathway.

NEW COURSE PROPOSALS TO BE APPROVED WITHOUT EVALUATION

JANUARY 2020 START
Ulster University Business School
Proposed Extended MSc Strategic Accounting (FT) (JN).

SEPTEMBER 2021 START
Faculty of Life and Health Sciences

Proposed BSc Hons Marine Science (with optional DPP/DIAS) (FT) (CE).

PROPOSAL FOR AWARD CHANGES FROM SEPTEMBER 2020

Faculty of Computing, Engineering and the Built Environment

From: BSc Hons Biomedical Engineering (with DPP)
To: BEng Hons Biomedical Engineering (with DPP).

PROPOSALS FOR TITLE CHANGE FROM SEPTEMBER 2020

Faculty of Computing, Engineering and the Built Environment

From: FdEng Civil and Environmental Engineering at South West College.

To: FdEng Civil Engineering [**subject to approval by revalidation panel**].

From: BEng Hons Safety Engineering and Disaster Management
To: BEng Hons Safety Engineering.

From: MEng Hons Safety Engineering and Disaster Management
To: MEng Hons Safety Engineering.

Faculty of Life and Health Sciences

From: Advanced Certificate in Non-Medical Prescribing
To: Advanced Certificate in Nurse and Midwife Prescribing.

From: Postgraduate Certificate in Non-Medical Prescribing
To: Postgraduate Certificate in Nurse and Midwife Prescribing.

Ulster University Business School

From: BSc Hons Management and Leadership Development
To: BSc Hons Management.

From: Proposed MSc Agri Food Global Competitiveness
To: Proposed MSc Food Design and Innovation [**subject to approval by evaluation panel**].

PROPOSAL TO CHANGE DPP/DIAS YEAR FROM COMPULSORY TO OPTIONAL FROM SEPTEMBER 2020

Ulster University Business School

BSc Hons Culinary Arts Management (FT) (BT);
BSc Hons International Hospitality Management (FT) (BT);
BSc Hons International Travel and Tourism Management (including Major and Minor) (FT) (CE);
BSc Hons Leisure and Event Management (FT) (CE).

PROPOSALS FOR NEW PATHWAYS FROM SEPTEMBER 2020

Faculty of Computing, Engineering and the Built Environment

MSc Artificial Intelligence (Full-time only)
MSc Civil and Infrastructure Engineering
MSc Energy Storage (Full-time only)
MSc Fire Safety Engineering (Full-time only)
MSc Internet of Things (Full-time only)
MSc Real Estate (Full-time only)
To introduce a 240 credit-point pathway (Applied Research).

PROPOSALS FOR NEW MODE OF STUDY FROM SEPTEMBER 2020

Faculty of Computing, Engineering and the Built Environment

FdEng Civil and Environmental Engineering at South West College
To introduce a new part-time three-year, two-semester mode [**subject to approval by revalidation panel**].

PROPOSALS FOR JANUARY INTAKE FROM 2020

Faculty of Life and Health Sciences

MSc Applied Behaviour Analysis (FT) (CE) [**January 2020 intake only**];
MSc Orthodontics (FT) at the College of Dentistry, Birmingham (Outcentre).

Ulster University Business School

BSc Hons Business Studies (Level 6) at City College, Doha;
MSc International Event Management (FT/PT) (BT);
MSc International Tourism Management (FT/PT) (BT).

PROPOSAL TO AMEND ASKING GRADES / ENTRY REQUIREMENTS

Faculty of Life and Health Sciences

BSc Hons Environmental Science
BSc Hons Environmental Science with Education
BSc Hons Environmental Science with Psychology
BSc Hons Geography
BSc Hons Geography with Education
BSc Hons Geography with Psychology
To lower the asking grades from current range BBB-CCC to BCC.

BSc Hons Geography
BSc Hons Geography with Education
BSc Hons Geography with Psychology
To replace compulsory A-Level Geography requirement with *preference* for a STEM / science A-Level.

BSc Hons Speech and Language Therapy
To remove compulsory A-Level subject requirements.

FOR INFORMATION [noted by the Academic Planning Advisory Group]

PROGRAMME SUSPENSIONS

Faculty of Computing, Engineering and the Built Environment

2019/20 intake

Access Diploma in Computing for the Economy at Belfast Metropolitan College (Millfield) (Part-time mode only);
FdEng Architectural Engineering and Energy at South West College (Dungannon) (Full-time mode only);
FdEng Civil Engineering at North West Regional College (Strand Road);
FdSc Construction Engineering with Surveying at North West Regional College (Strand Road).

Faculty of Life and Health Sciences

2019/20 intake

FdSc Health and Social Care at Southern Regional College (Banbridge) (Full-time mode only);
FdSc Sport, Exercise and Fitness at North West Regional College (Strand Road) (Full-time mode only).

2019/20 and 2020/21 intakes

FdSc Applied and Medical Science at Northern Regional College (Newtownabbey and Coleraine) (Full-time mode only).

Ulster University Business School

2019/20 intake

FdSc Financial Services Management at South West College (Omagh).

PROGRAMME WITHDRAWALS

Faculty of Arts, Humanities and Social Sciences

Last intake 2015/16
Certificate in Irish Immersion Education: Early Years at North West Regional College (Strand Road);
BSc Hons Creative Technologies (ME);
BDes Hons Design (with Specialisms) (ME);
PgDip/MDes Design Communication (ME).

Last intake 2019/20
AB in English and History at Southern Regional College (Newry);

Level 6 modules in English and History at Southern Regional College (Newry) (Outcentre delivery by the University).

<u>Faculty of Life and Health Sciences</u>

<u>Last intake 2019/20</u>
BSc Hons Social Psychology (CE);
PgDip/MSc Environmental Management and Geographic Information Systems (DL).

<u>Ulster University Business School</u>

<u>Last intake 2012/13</u>
BSc Hons International Hotel and Tourism Management (BT).

<u>Last intake 2013/14</u>
MSc Cultural Management (BT).

<u>Last intake 2019/20</u>
MSc International Hospitality Management (BT).

COURSE APPROVALS

1 **Recommendations**

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

COURSE APPROVAL

2018/19

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	BA Hons Screen Production (with CertHE and AB exit awards) *Note: the programme was approved at evaluation for FT and PT but PT mode was subsequently withdrawn.	✓	*	2019 - 2023	BT	Max40 Min 30	

2019/20

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
ULSTER UNIVERSITY BUSINESS SCHOOL	Postgraduate Diploma in Accounting	✓		2020 - 2024	JN	Max 30 Min 20	

COURSE RE-APPROVAL

2018/19

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	6A	BSc Hons Language and Linguistics (with optional pathway in Counselling Studies and optional DPP(I)) (with CertHE and AB exit awards)	✓	✓	2019 – 2023	JN	Max and Min cohort sizes not provided.	
		BSc Hons Communication, Advertising and Marketing (with optional DIAS/DPP(I)) (with CertHE and AB exit awards)	✓		2019 – 2023	JN		
		BSc Hons Professional Development in Counselling						
		BSc Hons Communication Management and Public Relations (with optional DIAS/DPP(I)) (with Diploma in International Foundation Studies (Business, Arts, Humanities and Social Sciences), CertHE and AB exit awards)	✓	✓	2019 – 2023	JN		
					2019 – 2023	JN, BT (Year 0)		
		BSc Hons Communication and Counselling Studies [previously BSc Hons Therapeutic Communication and Counselling Studies] (with CertHE and AB exit awards)						
		MSc Digital Marketing Communication and Leadership [previously PgDip/MSc Digital Media Communication] (with PgCert and PgDip exit awards)	✓	✓	2019 – 2023	JN		

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		PgDip/MSc Counselling Studies and Health Communication [previously PgDip/MSc Counselling Studies and Therapeutic Communication] (with PgCert exit award)	✓	✓	2019 – 2023	BT
		PgDip/MSc English Language and Linguistics (with PgCert exit award)	✓	✓	2019 – 2023	JN
		PgDip/MSc Communication and Public Relations (specialist pathways in Advertising, Political Lobbying or Healthcare) (with PgCert exit award)	✓	✓	2019 – 2023	JN
		MSc Linguistics and TESOL (with PgDip exit award)	✓	✓	2019 – 2023	JN
			✓		2019 - 2023	BT

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
ULSTER UNIVERSITY BUSINESS SCHOOL	1Ai	BSc Hons Accounting and Management (with CertHE and AB exit awards)		✓	2020 – 2024	JN		Max 20 Min 10
		BSc Hons Finance and Investment Management (with CertHE and AB exit awards)	✓		2020 – 2024	JN	Max 60 Min 50	
		BSc Hons Accounting (with pathways in Accounting, Forensic Services, Financial Economics, Management Consulting) (with CertHE and AB exit awards)	✓		2020 – 2024	JN	Max 60 Min 50	
		BSc Hons Accounting and Law	✓		2020 - 2024	JN	Max 20 Min 10	

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

5 December 2019

1   COURSE REVISIONS AND NEW SHORT COURSE MODULES 2019/20

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

The following revisions have been approved by them since 22 October 2019.

ACCESS, DIGITAL AND DISTRIBUTED LEARNING

Diploma in International Foundation Studies (IFP), Belfast and City College, Doha

To amend the entry requirements for the BAHSS pathway to remove a requirement for the equivalent of GCSE Mathematics; to replace module FCE013 with new module FCE006, 'Foundation in Mathematics for Business' in the BAHSS pathway;

Certificate of Personal and Professional Development Framework

To add to the framework two new 5 credit-point, Level 4 modules, PPD667, 'Graduate Resilience', and PPD367, 'Create Your Own Future'; to remove modules PPD082, 184, 222 and 303 from the framework.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

BA Hons Textile, Art, Design and Fashion

To revise the title of module TDF501 from 'Dissertation/Market Report' to 'Essay/Report', and to revise its assessment strategy;

MA Teaching of English to Speakers of Other Languages

To allow teaching practice to take place in Northern Ireland from 2020/21 in modules EDU702 and 710.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

FdEng Civil Engineering at Belfast Metropolitan College (Millfield)

To amend learning outcomes in module CIV357; to amend content and learning and teaching methods in CIV347;

FdSc Computing at South West College (Enniskillen, Dungannon and Omagh)

To revise the module COM456, 'Work-based Learning', to follow a standard model;

BA Hons Architecture

To revise the assessment strategy in module ARC523; to revise the learning and teaching methods, hours and assessment methods in module ARC323;

BSc Hons Building Surveying

BSc Hons Construction Engineering and Management

To revise delivery, learning and teaching methods, hours, learning outcomes and assessment strategy in module BEN500;

BSc Hons Computing Science

BSc Hons Computing Technologies

BSc Hons Interactive Computing

BEng Hons Computer Science

BEng Hons Software Engineering

To revise content, learning and teaching methods, hours and assessment strategy in module COM661;

BSc Hons Construction Engineering and Management

To revise the title, rationale, aims, content, learning and teaching methods, hours and assessment strategy in module BEN505;

BEng Hons Mechanical and Manufacturing Engineering

BEng Hons Renewable Energy Engineering

To add the accrediting body, IMechE; to revise the assessment strategy in module MEC102;

PgDip/MSc Civil and Infrastructure Engineering

MEng Hons Civil Engineering

To revise the rationale, aims, learning outcomes, content, learning and teaching methods, hours and assessment strategy in module CIV805;

PgDip/MSc Fire Safety Engineering

MEng Hons Safety Engineering

To revise content, assessment, aims, learning outcomes and learning and teaching methods in module FIR809;

MSc Data Science

To revise the assessment strategy in module COM739.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework

To add to the framework a new 60 credit-point, Level 4 long-thin short course module, PPD373, 'Architectural Professional Experience'.

LIFE AND HEALTH SCIENCES

Course Revisions

BSc Hons Applied Pharmaceutical Science

MSci Hons Pharmaceutical Bioscience

To revise content, learning and teaching methods (hours) and assessment strategy in module BIO543;

BSc Hons Physiotherapy

To correct the contact hours in module PTH108;

PgCert/MSc Nursing

To revise the word count in one piece of assessment.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

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

To introduce CertHE and AB exit awards and to replace module ACF569 with ACF564 from 2020/21;

BSc Hons Business Economics

To add optional module ECO511, 'Econometric Analysis', and an optional Dissertation ECO527; to add ACF564, 'Taxation', as an optional module from 2020/21.