UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 3 December 2020 by MS Teams

PRESENT

Professor B Murphy (Acting Chair), Dr D Barr, Professor H Farley, Professor R Fee, Mr C Keenan, Professor M Keenan, Professor A McKillop, Mrs M Paris, N Parkinson-Kelly, Ms C Reid, Professor C Turner

APOLOGIES

Professor P Bartholomew, Professor M Giles, Dr A Moore

IN ATTENDANCE

Mr A G Faulkner, Mr G Kendall, Ms C Hegarty (mins 20.81 and 20.82)

UNRESERVED

20.65   MINUTES

The confirmed minutes of the meeting held on 22 October 2020 were approved.

MATTERS ARISING

20.66   Two-Year Part-Time Foundation Degree Task and Finish Group (Mins 19.100, 20.19 and 20.39)

Professor Murphy had received a report on discussions between the Head of Apprenticeship Development and Hub and Faculty Partnership Managers and noted that it appeared that Belfast Metropolitan College had asked for the review of the part-time delivery model to be paused due to staff changes and the pandemic. Professor Keenan advised that this may be a misunderstanding and that the review should not be delayed as the preferred University model for accelerated part-time Foundation degrees needed to be determined. She noted that the 'two-year plus one semester' model was in place but this did not provide a basis for seamless progression to university.

AGREED: that a report on this matter be received at the March 2021 meeting.

20.67   Deregistration Task and Finish Group (Min 20.40)

It was noted that further to consideration of a draft of a revised de-registration policy by the Policy Unit (Secretary's Office) consultation was ongoing and it was expected that the policy would be received by the Committee at a later meeting.

20.68   <u>Policy on Mobile Phones in Examination Venues</u> (Min 20.44)

It was noted that a paper would be received at the March 2021 meeting. Professor Keenan noted that Provosts had an interest in this matter, as they chaired disciplinary hearings, and should be invited to contribute to the review.

AGREED: that Examinations Office be asked to consult with Provosts on this matter.

20.69   <u>Return of Coursework</u> (Min 20.46)

With regard to the new 20 working-day timeframe for the return of marks and feedback on coursework, the Students' Union had highlighted at Teaching Group Workstream 4 the need for firm adherence to the extended timeframe with 20 days being treated as an absolute limit, and also that the next assessment submission date should not be set within this feedback window in order to allow students to action this feedback in the next assessment.

20.70   <u>Amendment to Wording of Regulation to Extend the Range of Alternative Equivalent Admission Qualifications</u> (Min 20.47)

Professor Murphy reported that Senate had approved the proposed amendment to Regulations for Degrees, Honours Degrees and Integrated Master's Degrees.

20.71   <u>Assessment Rubrics</u> (Min 20.52)

Further to discussion of the provision of assessment rubrics to validation panels at the previous Committee meeting, the Academic Office had corresponded with Revalidation Unit Co-ordinators for events taking place in 2020/21 advising them on the process and the expectation that assessment rubrics be provided for all modules (in line with current and previous revalidation guidance). Provision of rubrics would continue not to be required after the event. Associate Deans (Education) took issue with the expectation that assessment rubrics be provided for all modules as they considered that the minute should have recorded a change of policy to reflect the concern they had raised at the meeting regarding difficulties that some staff might have in providing rubrics. While accepting that the former PVC (Education) had strongly articulated the view that the availability of rubrics at the point of design/re-design provided clear evidence of good assessment design they considered that a strategic approach to implementation might more readily ensure that good practice was embedded and might avoid a 'tick-box' approach that might otherwise be adopted.

Professor Murphy noted that Associate Deans (Education) had already discussed this matter with Professor Turner.

AGREED: that a paper from the Interim Dean of Learning Enhancement outlining a proposal for the provision of assessment rubrics at evaluation/revalidation be received at the March 2021 meeting.

20.72   ACADEMIC PLANNING ADVISORY GROUP

Professor Murphy presented the report from the meeting of the Advisory Group held on 7 November 2020 (Paper No ASQEC/20/28).

DfE Short-Term Skills Intervention (Item 1)

Professor Murphy reported on the outcomes of the Department for the Economy's scheme to upskill and retrain those whose jobs had been affected by the COVID-19 pandemic.

In the first round of funding the University had four programmes funded and had been successful in the second round with approval for a range of 16 Postgraduate Certificate courses, one Graduate Certificate and an Advanced Certificate, to be completed by March 2021. Subsequent to the second round additional funding had been awarded for Employability / Flexible Education and Ulster University Business School provision. The Chair thanked Mrs A McKenna and all others who had been involved in the preparation of bid submissions.

Pricing Governance (Item 2)

It was noted that the Pricing Governance Group would report to the Advisory Group as well as the Senior Leadership Team.

Course Planning (Item 4)

The Committee received recommendations (at Appendix 1) for two new course proposals at CAFRE to proceed to planning and evaluation and, from 2020/21, a change to semester of intake in one course, a new intake point in another course, and the introduction of two programmes (the last two recommendations related to the second round of DfE Skills Intervention). Professor Murphy also highlighted recommendations in relation to 2021/22 for a change of title and the introduction of a new 240-credit pathway and, from 2022/23, the introduction of BEng Hons Computing, BSc Hons Design Engineering and BSc Hons Mechanical Engineering (all Full-time, Level 6) at Shaanxi University of Science and Technology (SUST) as an outcentre. He reported that the developments at SUST were the outworking of an agreement made by the University in 2019 and informed the Committee that the current resourcing plan had shown a deficit. Professor Murphy noted that the University was moving from a contribution-based financial model to an establishment model which provided greater tolerance of such operations. The costing would be re-calculated on this basis.

Professor Murphy reported that he had taken Chair's action to approve recommendations from APAG from 2020/21 as follows: a temporary change to entry requirements in one course, a change of course title, the introduction of an Applied Research pathway and the introduction of a new mode of delivery for a pathway, and from July 2020 two fully online Postgraduate Certificate programmes as part of round 1 of the of the DfE Skills Intervention.

The Committee also noted programme suspensions and programme withdrawals approved by the faculties as set out in Appendix 1.

Resourcing Plans for Courses undergoing Revalidation (Item 5)

The Head of Planning and Information Development, Dr S Crothers, had presented the dashboard of information which had been developed to support faculties in portfolio management as well as in their consideration and selection of which courses to bring forward for revalidation. A traffic light system would highlight 'at risk' courses.

AGREED:

(i)   that the recommendations from the Academic Planning Advisory Group be approved and chair's action be endorsed as set out in Appendix 1;

(ii)   that Dr Crothers be invited to present the dashboard at the next meeting.

20.73   COURSE APPROVALS

Recommendations from Validation Panels

The Committee received Paper No ASQEC/20/29a which gave the outcome of one validation event since the last meeting. The panel chair had confirmed that conditions and recommendations of the panel for the six courses at a new partner, the College of Health, had been satisfactorily addressed.

AGREED:

(i)   that the recommendation of the panel for approval be endorsed as set out at Appendix 2;

(ii)   that it be recommended to Senate that a new award, Master of Chiropractic (MChiro), be added to the Schedule to Ordinance XXIX, Degrees, Diplomas, Certificates and Other Academic Distinctions.

20.74   Final Revalidation Document 2019/20

Mr Kendall presented a statement on progress made in relation to the submission of final evaluation/revalidation documents from the 2019/20 cycle of events (Paper No ASQEC/20/29b). The report showed that, as at 26 November, documentation from three events had not progressed to sign-off by Panel Chairs as follows:

10A1: Engineering (BEng/MEng, JN)
10A2: Engineering (PG, JN)
16E: Engineering (BEng/MEng, ME)

Mr Kendall reported that, with regard to 10A1, there had been delays in the Academic Office checking a resubmission as the relevant staff member had been absent through sick leave but was expected to return to work the following week.

Professor Keenan reported that work on the other units was ongoing, that steps had been undertaken to address problems with the compilation of the most recent data in CMS and that she had agreed with the Academic Office that approval in the CMS of certain provision associated with the DfE Skills Intervention would be achieved as part of the 10A2 resubmission.

20.75   <u>Requests for Extension to Approval</u>

The Committee received two requests for extension for approval.

<u>Unit 4A4 Civil and Safety Engineering</u>

Professor Keenan presented a proposal for one-year extension of approval and consequent deferral of revalidation to 2021/22 (Paper No ASQEC/20/29c) in respect of courses within Unit 4A4 Civil and Safety Engineering.

An extension to approval had been granted in June 2020 for all other Built Environment revalidation units but the Faculty had not included Civil and Safety Engineering courses in that request as a Joint Moderators Board (JMB) visit was pending in 2021 and wished to use revalidation to prepare for it. Professor Keenan advised that the JMB visit had now been postponed to 2022 and that the Faculty requested that the revalidation event should be scheduled in 2021/22. She commented that there would be other pressures on staff this year due to the campus transfer to Belfast in particular with regard to laboratories. There had been a good level of course improvement achieved within the provision due to iterative changes using the CA3 process and Professor Keenan suggested that this would continue in order to accord with new JMB requirements. The Faculty would ensure that the current JMB accreditation was extended.

AGREED: that the request for a one-year extension of approval to include the 2021 intake be approved.

<u>Unit 19Aia BSc Hons Interactive Media</u>

Professor Fee presented a request for an extension to approval for a further year to 2021/22. The BSc Interactive Hons Media had been due for revalidation in 2019/20 but was granted an extension and the event was rescheduled for March 2021. The request for a second extension was made on account of the pressures associated with the COVID-19 pandemic and the lack of suitable digital media technician resources. Professor Fee reported that delays in the restructuring of ISD had resulted in the Faculty being unable to move to appoint a digital media technician. The Faculty also proposed to combine another course within this unit by bringing forward (by two years) the revalidation of another programme, BA Hons Screen Production.

AGREED: that the request for a further one-year extension to include the 2021 intake be approved.

Professor Murphy noted that the extensions to approval impacted upon the revalidation schedule and that the significant number of extensions granted during

the pandemic had exacerbated an already imbalanced pattern of revalidation events such that the next three years presented an extremely heavy schedule and associated workload. He advised that the Academic Office was keen to rebalance the revalidation schedule, which would include consideration of the outcomes from CAQE. He noted that this might necessitate some radical measures.

AGREED: that the Academic Office with Associate Deans (Education) and Faculty Partnership Managers review the revalidation schedule.

20.76   Course Revisions and New Short-Course Modules

The Committee noted revisions and new modules approved by faculties and the Distributed Education Board since the last meeting of 21 October 2020 (Paper No ASQEC/20/29e) (Appendix 3).

20.77   DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

10A1 Engineering (undergraduate)

Professor Keenan presented a paper (Paper No ASQEC/20/30) from the Faculty of Computing, Engineering and the Built Environment arising from the revalidation of unit 10A1 Engineering (BEng/MEng, JN) that detailed four areas where approval for variations from regulations was requested:

It was proposed that a threshold pass rate comprising a weighted average of 60% at Level 5 apply for transfer from BEng Hons programmes to the linked MEng Hons programme, and that the same threshold requirement would apply for students on the MEng Hons programme to remain on that programme. This was a variation from regulations as the pass standard (40%) normally applied.

Mr Faulkner commented that the purpose of the threshold appeared to be a means to control numbers with limited places available on the MEng.

In order to qualify for the BEng Hons exit award (from the MEng Hons programme) a contribution from an individual project module was required by the University and by professional bodies and thus the Level 7 MEng dissertation module (EEE840) was used to contribute to the exit award. Normally a Level 7 module would not be part of a BEng award and there was no project-type module at Level 6 of the MEng.

It was noted that, although this would mean that students would need to complete all five years of the course in order to achieve this exit award, it would allow students to leave with a BEng Hons degree rather than an AB award. Mr Faulkner commented that the proposal gave an efficient way of providing for the exit award, which was likely to be a rare eventuality.

Consequent to this, for the exit award of BEng Hons a pass mark of 40% would be applied to meet the threshold for a Level 6 qualification.

It was noted that the above three variations had been previously approved after revalidation in 2011 and renewed in 2015.

In addition, the Faculty proposed that the proportion of failed modules which would allow a second attempt in the final year of the MEng programmes be increased from 40 to 45 credits' worth. The courses were structured around 15 credit point modules and a 45 credit point dissertation module at this level. In the final year of Honours degrees the maximum repeat opportunity was restricted to modules amounting to 40 credit points.

Professor Keenan confirmed that this was a new departure. It related in particular to the project which had previously been worth 60 credit points and she asked that a more generous resit opportunity be permitted. Professor Murphy noted that similar requests for such an exception had not been approved for any other degree in the past, most recently in relation to a course in the Faculty of Life and Health Sciences. Mr Faulkner reminded members that the University's curriculum design principles encouraged modules of a minimum of 20 credit points and he considered that, given the students would be in their fourth or fifth year on the course and had been selected with 60% performance at Level 5 and would be studying at Master's level, failure without extenuating circumstances would be highly unusual.

Associate Deans (Education) noted the importance of consistency in the application of regulations but suggested that the University's regulation governing the extent of failure in final year of an integrated master's degree should be considered further. Mr Faulkner noted that the regulation limiting the extent of failure was aligned to that for undergraduate programmes as was the Honours classification of these degrees.

AGREED that:

(i)   with the exception of the threshold for failure at Level 7, the requests for variations to regulations be approved;

(ii)   Associate Deans (Education) consider the proportion of failure in final year of integrated master's degrees and report back to the Committee.

20.78   PROFESSIONAL, STATUTORY AND REGULATORY BODY ACCREDITATION

It was noted that the summary report on activity during 2019/20 and schedule for 2020/21, normally received at the December meeting, would be received at the March meeting.

20.79   AFFILIATE STUDENT STATUS AND HESA REPORTING

The Committee received and noted information Paper No ASQEC/20/31, which provided an outline of the implications for HESA reporting and internal records of the new status of Affiliate Student (Ulster University Overseas Student) for students registered at a University outcentre abroad.

The paper had been prepared by Quality Enhancement and used the example of the UUBS arrangements with Dongbei University of Finance and Economics (DUFE) to

illustrate issues around the registration and reporting of Affiliate Students and how the requirements of the China Ministry of Education and HESA reporting were satisfied. During the initial two years of the 2 + 2 arrangement, the Faculty would use Recognised Teachers to teach short courses at DUFE and students were to be enrolled on a credit-bearing modules course-code. This ensured student access to University resources (Library) in accordance with their status as Affiliate Students. An appropriate flag ensured that no additional fee was charged and the correct statutory return (HESA) was made.

The Committee noted a summary table setting out the privileges of students in accordance with their status under the various collaborative models and their location (UK/Ireland or abroad). Members noted that students with Affiliate Student (Ulster University Overseas Student) status would have access to off-campus counselling services such as Inspire.

20.80   EXTERNAL EXAMINERS' REPORTS 2019/20

Mr Faulkner presented the annual overview report on external examiner reports for the 2019/20 academic year (Paper No ASQEC/20/32).

He highlighted that, from the 306 reports received to date, the vast majority of external examiners had commented positively, particularly in relation to the University's actions in response to the COVID-19 pandemic and all praised the timeliness and professionalism with which staff transitioned to fully online teaching and assessment without compromising quality and standards. With one exception all external examiners had praised the professional and efficient way in which Board of Examiner meetings had been conducted. The vast majority reported that standards were appropriate. Many externals commended aspects of provision, and while a few had made critical comments these numbered in single figures. Consultation with students in 2019/20 had been severely reduced during Semester 2 due to the pandemic.

The vast majority of examiners were satisfied with their participation in the process and the main complaint (as in previous years) related to incompleteness and/or inconsistency in the provision, presentation and access to documentation. The report made it clear that there was extensive good practice in regard to the provision of documentation but there was variation in the presentation of module sites on Blackboard Learn, and in the structure and organisation of online module files (which did not contain what was normally presented in paper-based folders). Sometimes a particular statistical dataset was sought (a standard dataset had previously been agreed for boards of examiners).

Mr Faulkner noted that external examiner access to Blackboard Learn had been raised in previous years and that the External Examiners' Handbook made clear that access would be provided.

One examiner for FdSc Hospitality and Tourism Management with Specialisms; FdSc International Hospitality Management; FdSc International Travel and Tourism Management Consortium (Colleges) had raised issues regarding the conduct of the June board of examiners and that they were not informed about the nature of

alterations to Semester 2 examinations due to the pandemic. Ms Reid contextualised the comment and explained that the provision was delivered to a network of colleges, that there was a team of external examiners involved, that this particular external had not been responsible for Semester 2 modules and none of the other externals had raised these issues. Professor Keenan noted some negative comments made by an external examiner for Architecture regarding arrangements for the provision of course materials but considered that the team had taken the initiative to make suitable arrangements by liaising with ISD to set up rooms in MS Teams. She advised that, in June, the issues had arisen due to the external's lack of diary flexibility but planning and measures to avoid similar issues were being put in place for the January board.

Assessment and feedback were praised by most examiners and the few matters raised related to inconsistency, quality and level of feedback provided and also over-assessment.

Marking standards were confirmed as appropriate by the vast majority of examiners and there was not one high-recurring matter identified. Where issues had been noted they were familiar: reluctance to use the full marking range (particularly in the upper range); lack of anonymity in marking; over-generous marking, particularly in work-based learning modules; failure to penalise non-adherence to stipulated word count; no evidence of secondary marking; use of marking scheme intermittent; not all module handbooks highlighted marking criteria; marking rubrics not specific to assessments and module learning outcomes; unclear whether generic marking criteria or specific assessment criteria being applied; inconsistency in the use of assessment criteria across modules and tutors; feedback comments inconsistent with the mark awarded.

The quality of candidate's work generally attracted favourable comments by externals. In a small number of programmes (Level 4/5) an issue of referencing and academic skills was a concern. All externals commented positively on comparability with other institutions and the quality of student learning.

Associate Deans (Education) thanked the Academic Office for the composite report, particularly its revised format, and also welcomed the overwhelmingly positive comments from external examiners. Members considered that the annual report provided a very useful overview of the issues that had been raised by external examiners.

Professor Murphy congratulated Faculties on the generally high standards evidenced by the reports and the complimentary comments in relation to the work undertaken to manage the impact of the pandemic on teaching and assessment. He noted that faculties would respond to course-specific comments and asked them also to be mindful of the general points highlighted in the report and ensure action was taken to prevent or limit recurrence.

Professor Turner informed members that he had reviewed all reports received to date and that it was evident that some development work would be necessary to ease the process for online access by external examiners. He opined that the RAD

system needed to be improved and that a mechanism to manage editing permissions was required for Blackboard Learn.

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;

(iii)   the report be provided to the Head of the Office for Digital Learning.

COMBINED STUDIES PROGRAMME

20.81   Annual Report on the Operation and Management of Undergraduate Combined Subjects: 2019/20

Ms Hegarty presented a consolidated review report from the three Directors of Combined Studies for Coleraine, Magee and Jordanstown (Paper No ASQEC/20/33a).

The report indicated that the enrolments showed a continuation in a gradual decline in the total number of students on combined courses: although student numbers at Magee and Jordanstown had increased (by 40 and 103 respectively) the number of combined students at Coleraine was 242 lower than the previous year and this was attributed to many combinations being taught out as a consequence of the closure/relocation of subject provision.

It was anticipated that the introduction of Education as a minor at Magee would help bolster numbers. Overall, across the three campuses, there was a sense of consolidation but members noted the final teach-out year of Business Economics at Jordanstown.

The Committee conveyed its thanks to the Chairs of the Campus Co-ordinating Groups for compiling the report and to Ms Hegarty for presenting it.

20.82   Annual Reports from the Chief External Examiners and Responses from the Campus Co-ordinating Groups 2019/20

The Committee received the Chief External Examiner reports for Coleraine, Jordanstown and Magee campuses (Paper No ASQEC/20/33b).

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.

20.83   PRIZES

Mr Faulkner presented Paper No ASQEC/20/34 which set out proposals from Ulster University Business School (UUBS) for two new prizes and amendments to the terms of two prizes, and amendments to five prizes (three in Life and Health Sciences and two in UUBS) which had been approved by Chair's action.

New Prizes

Ulster University Business School
Applied Consulting Project Prize
FD Insight Experience Second Year Award

Amended Prizes

Ulster University Business School
Funds-Axis First Year Excellence Award
Funds-Axis Final Year Excellence Award

New Prizes approved by Chair's Action

Faculty of Life and Health Sciences
Lindsay Gracey Award for Excellence in Professional Practice
Oxford University Press Bioscience Award

Ulster University Business School
Deloitte Best Student Award
Deloitte Best Technology Management Project Award

Amended Prize approved by Chair's Action

Faculty of Life and Health Sciences
Pharmaceutical Bioscience Award

AGREED that:

(i)   the two new and two amended prizes be approved on behalf of Senate and recommended for approval on behalf of Council to the Interim Dean (Academic Business Development);

(ii)   Chair's action in respect of four new prizes and one amended prize be endorsed.

Duration 1 hours 45 minutes

11 December 2020
GK/AGF/lv

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

REPORT FROM ACADEMIC PLANNING ADVISORY GROUP (17.11.20)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

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

SEPTEMBER 2021 START

Faculty of Life and Health Science

Proposed BSc Hons Food and Drink Manufacture (PT) at CAFRE (Loughry campus).

SEPTEMBER 2022 START

Faculty of Life and Health Science

Proposed Certificate of Higher Education in Equine Science and Management / Equine Science and Horseracing Management (PT) (DL), CAFRE.

NEW COURSE PROPOSALS APPROVED WITHOUT EVALUATION

JULY 2020 START

Faculty of Computing, Engineering and the Built Environment

Postgraduate Certificate in Artificial Intelligence (PT) (Fully Online) (DfE funded) [Note: approved by ASQEC Chair's action].

Postgraduate Certificate in Professional Software Development (Data Science) (PT) (Fully Online) (DfE funded) [Note: approved by ASQEC Chair's action].

SEPTEMBER 2020 START

Ulster University Business School

Postgraduate Certificate in Professional Development (Enabling Business Recovery) (PT) (JN and Fully Online) (DfE funded).

JANUARY 2021 START

Faculty of Computing, Engineering and the Built Environment

Proposed MSc Computer Science (FT/PT) (JN) [Note: approved by ASQEC Chair's action].

Ulster University Business School

Advanced Certificate in Management Practice – two new modules delivered by Belfast Metropolitan College (Transformation Management in a Digital World) (DfE funded) (PT) (Fully Online).

2022/23 START

Faculty of Computing, Engineering and the Built Environment

Proposed BEng Hons Computing (FT) at Shaanxi University of Science and Technology, China (Outcentre);
Proposed BSc Hons Design Engineering (FT) at Shaanxi University of Science and Technology, China (Outcentre);
Proposed BSc Hons Mechanical Engineering (FT) at Shaanxi University of Science and Technology, China (Outcentre).

PROPOSALS FOR NEW MODES OF STUDY FROM 2020/21

Faculty of Life and Health Sciences

BSc Hons Specialist Nursing (with Pathways)
Postgraduate Diploma in Specialist Nursing (with Pathways)
To offer the Learning Disability and Mental Health pathways in part-time mode (previously approved for full-time delivery only) [Note: approved by ASQEC Chair's action].

PROPOSAL FOR JANUARY INTAKE

Faculty of Life and Health Sciences

Advanced Certificate in General Practice Nursing [January 2021 intake only];
Postgraduate Certificate in General Practice Nursing [January 2021 intake only].

Ulster University Business School

FdSc Hospitality and Tourism Management with Specialisms (PT HLA route) at South Eastern Regional College (Bangor campus) [January 2021 intake only].

PROPOSAL FOR NEW NAMED PATHWAY FROM 2021/22

Faculty of Life and Health Sciences

PgCert/PgDip/MSc Nursing
To introduce a new pathway, 'Nursing Practice in the UK' [available to overseas nurses only].

PROPOSAL FOR CHANGE IN TITLE FROM 2020/21

Faculty of Arts, Humanities and Social Sciences

From: MSc Art Therapy
To: MSc Art Psychotherapy [Note: approved by ASQEC Chair's action].

PROPOSAL FOR CHANGE IN TITLE FROM 2021/22

Faculty of Arts, Humanities and Social Sciences

From: MFA Design
To: MA User Experience and Service Design.

PROPOSAL FOR CHANGE TO ENTRY REQUIREMENTS

Faculty of Arts, Humanities and Social Sciences

BSc Hons Community Development
To remove the requirement for applicants to "be working or volunteering for at least eight hours per week for an employer within the community / voluntary sector or public sector body (with community engagement focus)" for 2020/21 only [Note: approved by ASQEC Chair's action].

MSc Art Psychotherapy (previously MSc Art Therapy)
To set a higher entry requirement of IELTS 7.0 (with no band score less than 6.5) (HCPC requirement) instead of IELTS 6.0 [Note: approved by ASQEC Chair's action].

FOR INFORMATION [noted by the Academic Planning Advisory Group]

PROGRAMME SUSPENSIONS

Faculty of Arts, Humanities and Social Sciences

No intake 2020/21
FdA Interaction Design (FT) at Southern Regional College (Newry).

Faculty of Computing, Engineering and the Built Environment

No intake 2020/21
FdSc Computing at Northern Regional College (Newtownabbey);
FdSc Construction Engineering with Surveying (FT) at Southern Regional College (Portadown).

Ulster University Business School

No intake 2020/21
FdSc Business with Digital Technology (FT) at Northern Regional College (Ballymena and Newtownabbey);

FdSc Management (FT) at South Eastern Regional College (Lisburn).

PROGRAMME WITHDRAWALS

<u>Faculty of Computing, Engineering and the Built Environment</u>

<u>Last intake 2018/19</u>
FdEng Architectural Engineering and Energy (FT/PT 2Y3S) at South West College (Dungannon).

<u>Last intake 2017/18</u>
FdEng Engineering (Automotive Engineering) (FT/PT/2Y3S) at South West College (Dungannon, Enniskillen and Omagh);
FdEng Engineering (Wind Turbine Technology (FT/PT/2Y3S) at South West College (Dungannon, Enniskillen and Omagh).

<u>Last intake 2012/13</u>
BSc Hons Information and Communication Technologies (ME).

<u>Ulster University Business School</u>

<u>Last intake 2020/21</u>
Undergraduate Hons Subject: Management Studies (Minor) (ME).

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

2019/20

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
LIFE AND HEALTH SCIENCES	Access Diploma in Health		✓	2020 – 2024 [Jan 2021 start]	College of Health (Abingdon, Manchester)		Min 10 Max 10
	Graduate Certificate in Animal Therapy		✓	2020 – 2024 [June 2021 start]	College of Health (Abingdon)		Min 10 Max 10
	MSc Animal Manipulation (Chiropractic) (with PgCert Animal Studies and PgDip Manipulation (Chiropractic) exit awards)		✓	2020 – 2024 [Jan 2021 start]	College of Health (Abingdon)		Min 10 Max 10
	MSc Animal Manipulation (Osteopathy) (with PgCert Animal Studies and PgDip Manipulation (Osteopathy) exit awards)		✓	2020 – 2024 [Jan 2021 start]	College of Health (Abingdon)		Min 10 Max 10
	Master of Chiropractic (MChiro) (with CertHE Health Studies, AB Health Studies and BSc Hons Health Studies exit awards)	✓	✓	2020 – 2024 [FT – Sept 2021 start] [PT – Jan 2021 start]	College of Health (Abingdon, Manchester)	Min 15 Max 15	Min 15 Max 15
	MSc Chiropractic (Paediatrics) (with PgCert and PgDip exit awards)		✓	2020 – 2024 [Sept 2020 start]	College of Health (Abingdon)		Not provided

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

1   COURSE REVISIONS AND NEW SHORT COURSE MODULES 2020/21

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 Distributed Education Board.

The following revisions have been approved by them since 21 October 2020.

DISTRIBUTED EDUCATION BOARD

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework
To revise the rationale, aims, learning outcomes, content, learning and teaching methods (for 2021/22 only), assessment strategy and summary description in module PPD297, as well as to change the module from 'long-thin' to single-semester delivery.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

MSc Art Psychotherapy
To remove the 3-year part-time route; to correct the full-time mode to part-time, reflecting the study load per semester; to revise AAD738 from 30 credit points to 20 credit points; to revise AAD737 from 30 credit points to 40 credit points; to revise module titles in line with the new course title; to revise content of modules descriptions in line with the new course title; to change AAD736 from 20 credit points to 10 credit points by splitting content into two 10-point modules, with the formation of a new 10-point module, AAD739, 'Art Psychotherapy: Practicum 2 (Part 2)'; to revise structure so that 90 credit points are completed over three semesters in each year.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework
To add a fully online instance to module PPD354 and to revise its assessment strategy;

Postgraduate Certificate of Professional Development Framework
To add to the framework a new 10 credit point module, CYW721, 'Professional and Personal Development in Practice'.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

BSc Hons Civil Engineering
To revise the title and contact hours in module CIV514;

BEng Hons/MEng Hons Civil Engineering;
PgDip/MSc Civil and Infrastructure Engineering
To revise the learning outcomes, content and assessment strategy in module CIV807;

BSc Hons Computing Science;
BSc Hons Computing Technologies;
BSc Hons Interactive Computing;
BEng Hons Computer Science;
BEng Hons Software Engineering
To revise the learning outcomes, content and assessment strategy in module COM435, and its learning and teaching methods and contact hours;

BSc Hons Computing Systems
To remove the South West College outcentre location from module COM397 and the mandated involvement of industrial partners in its practicals and to revise its assessment strategy;

MSc Professional Software Development
To revise module COM810 from a 10-point module to a 20-point module; to remove 10-point module COM811.

LIFE AND HEALTH SCIENCES

Course Revisions

FdSc Horticulture at CAFRE (Greenmount)
To change the year / semester of module HRC119;

BSc Hons Football Coaching and Business Management
To replace optional modules SLS315 and 359 with SLS306 as a compulsory module; to make SLS306 available at National Football Stadium at Windsor Park and to revise its learning outcomes; to update regulations to reflect the new Honours classification algorithm; to ensure consistency in the description of the off-campus location of the course and modules and in the capitalisation of initial letters in module titles;

BSc Hons Paramedic Science
To add information on the accrediting body;

BSc Hons Sports Studies
To revise the assessment strategy in module SLS314;

PgCert/Dip/MSc Advanced Practice
To revise the wording in the assessment strategy for modules RAD701, 809 and 810 (and in the learning and teaching methods for RAD701);

PgCert/Dip/MSc Advancing Practice
To add three new optional modules, POD700, 'Podiatric Biomechanics of the Lower Limb', POD701, 'Steroid Injection Therapy for Podiatrists', and RAD829, 'Radiotherapy and Oncology – Advanced';

PgCert in Education for Healthcare Professionals;
PgCert/Dip/MSc Advanced Practice;
PgCert/Dip/MSc Nursing
To revise the assessment strategy in module NUR776;

MSc Orthodontics;
MSc Clinical Orthodontics;
MSc Advanced Clinical and Diagnostic Oral Sciences;
MSc Endodontics;
MSc Clinical Endodontics;
MSc Advanced Clinical Restorative and Aesthetic Dentistry, Oral Surgery;
MSc Clinical Oral Surgery;
MSc Oral Implantology;
MSc Clinical Oral Implantology;
MSc Digital Dentistry;
MSc Facial Aesthetics;
MSc Advanced General Dental Practice;
MSc Advanced Clinical Periodontics;
MSc Clinical Periodontics;
MSc Clinical and Diagnostic Oral Sciences
To add module instances to reflect the three approved entry points; to correct the title of MSc Clinical Restorative and Aesthetic Dentistry.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

Undergraduate Hons Subject: Accounting;
BSc Hons Accounting
To revise the title and content of modules ACF325 and 512 and assessment strategy in ACF512;

MSc Sport Management
To remove BMG800; to make SLS806 a 60-point module with revised title, rationale, aims, content, learning and teaching methods and assessment strategy.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework
To add to the framework modules HTM734 and HTM736;

Short-Course Modules

To create four new short-course 'bridging' modules, each of 40 credit points at Level 5: HTM394, 'Research Practice in Travel and Tourism Management', HTM396, 'Research Practice in Events Management', HTM397, 'Research Practice in Hospitality Management', HTM399, 'Research Practice in Culinary Arts Management'.