UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 22 October 2020 by MS Teams

PRESENT

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

APOLOGIES

Ms A Honan, Professor P Bartholomew

IN ATTENDANCE

Dr M-T Charles (for min 20.56), Mr A G Faulkner, Mr G Kendall, Ms A Scanlon (for min 20.53)

UNRESERVED

20.37   MINUTES

The minutes of the meeting held on 4 June 2020 were approved.

20.38   TERMS OF REFERENCE AND MEMBERSHIP

The Committee received its Terms of Reference and Membership (Paper No ASQEC/20/17). The Chair welcomed members to the first meeting of the academic year and in particular new student member, Mr Conor Keenan.

MATTERS ARISING

20.39   Two-Year Part-Time Foundation Degree Task and Finish Group (Min 20.19)

It was noted that an update on progress would be provided at the December meeting.

20.40   De-registration Task and Finish Group (Min 20.20)

It was noted that a draft of a revised de-registration policy would be considered by the Policy Unit (Secretary's Office) and it was expected that it would then be received at the Committee's next meeting. It was considered that the revised policy might have implications for the work of the Pricing Governance Group.

20.41   Committee Membership (Min 20.21)

It was noted that Senate had approved a revision to the Committee's composition with the Director of CHERP being replaced by the Interim Dean of Learning Enhancement (Senate minute 20.16 refers).

20.42   Outstanding Final Evaluation and Revalidation Documents for 2019/20 (Min 20.24)

Professor Murphy reported that on the basis of a progress report from the Academic Office he had permitted all those courses which had not been signed off by chairs of evaluation/revalidation panels by 31 July in the 2019/20 validation cycle to proceed with admission of students, as the risk to standards and the quality of the student experience was deemed low (see also min 20.49).

20.43   Institutional Approval: Dongbei University of Finance and Economics (DUFE) (Min 20.29)

It was noted that Senate had approved a proposal for an outcentre model of collaboration for teaching Levels 5 and 6 using Recognised Teachers at DUFE.

20.44   Policy in relation to Student Mobile Phones in Examination Venues (Min 20.33)

It was noted that a paper from Student Administration, expected at this meeting, would now come to the December meeting.

CHAIR'S COMMUNICATIONS

20.45   In-Module Assessment Recovery (IMAR)

Professor Murphy noted that the pilot IMAR project established by Learning and Teaching Committee was originally to operate within first year full-time undergraduate programmes for Semester 2 of 2019/20 and reported that the pilot duration had been extended to include the full academic year 2020/21 and that it would now also apply to postgraduate programmes. He expected that Learning and Teaching Committee would monitor the pilot's progress and that a report would be received by ASQEC in due course.

20.46   Return of Coursework

Professor Murphy reported that, at its October meeting, Senate had approved the continuation of a number of measures in respect of the academic management of courses for 2020/21 in response to the ongoing Covid-19 pandemic (Senate minute 20.22 refers):

- for Honours degree students who had entered in 2019 and who were undertaking Level 5 modules in 2020/21, the better final award outcome from two classification algorithms;

- for the internal moderation of assessments, a reduction to the minimum sample size from 20% in each band to 10%, and a 10% sample for dissertations with a

credit value of 20 credits. Larger dissertations would continue to be double-marked. (Faculties were still able to apply a higher level of moderation);

- faculties to maintain brief records of any temporary changes to delivery not processed through CMS;

- boards of examiners to meet virtually.

With regard to the return of assignments and feedback to students, it was noted that an extension of the normal maximum period from 15 to 20 days which had been in operation as an interim measure had now been adopted as a permanent change to policy. This had been discussed by the Teaching Recovery Workstream where it had been supported by all faculties and the Students' Union.

> AGREED: that the policy revision in respect of feedback to students be endorsed and that the Assessment Handbook be revised accordingly.

20.47   ACADEMIC PLANNING ADVISORY GROUP

Professor Murphy presented the report from the meeting of 3 September 2020 (Paper No ASQEC/20/18).

Resourcing Plans for Programmes undergoing Revalidation (Item 1)

It was noted that a dashboard of information was under development and was expected to be considered at the Group's November meeting.

DfE Short-term Skills Intervention (Item 2)

The Department for the Economy had introduced a scheme to upskill and retrain those whose jobs were affected by the COVID-19 pandemic. In the first round, the University had four programmes funded which were to be completed by 30 November 2020. The University had received further support in the second round for programmes which were to be completed by March 2021.

Pricing Governance (Item 3)

It was noted that responsibility for Pricing Governance had transferred from Marketing and Communications to Academic Business Development. The report highlighted some of the decisions on 2021/22 tuition fees and in particular that part-time undergraduate fees were being brought into line pro rata with full-time fee rates with a consequent rise of 55% in 2020 and a further 55% in 2021. Professor Murphy assured members that the rationale for the increase was very clear. It was noted that part-time students were eligible for fees loans and grants and that the University had approved a 10% fee concession for students of a widening access background.

Global Online Education (Item 4)

It was noted that the University had appointed Pearson Education as its Global Online Education partner. The Chair considered that this was an important development and meetings with faculties to promote the initiative were in train.

<u>Course Planning</u> (Item 5)

The Committee received a number of recommendations: for one course to proceed to planning and evaluation for a September 2021 start; and from 2020/21: introduction of a 240 credit-point Applied Research pathway in one Master's degree and a new named specialism/pathway in three courses; two revisions to course titles; introduction in one course of a full-time campus-based mode from 2020/21 and retention for 2020/21 only in the same course of a full-time distance-learning mode; a higher IELTS entry standard than normal for one course; an additional Coleraine campus location for nine Dentistry programmes (College of Dentistry outcentre in Birmingham) in order to comply with the UKVI licence for Tier 4 visa international students.

Professor Murphy reported that the use of Coleraine as a location for the Dentistry provision related to delivery of the theory-based aspects of the courses and that it provided an interim 'safety net' for the collaboration and that the measure had been subject to significant due-diligence scrutiny. He had taken Chair's action on behalf of the Committee to approve the new location.

Committee noted Chair's action on behalf of APAG and ASQEC to approve the addition of a fully online version of a course; introduction of a 240 credit-point Advanced Practice pathway; and a Semester 3 intake for one programme.

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

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

<u>Admissions Policy and Qualifications Equivalence Advisory Group (QEAG)</u> (Item 8)

It was noted that QEAG had been established in 2018/19 to advise on the suitability of non-standard qualifications for admissions and that it had been determined that QEAG should now report its recommendations to APAG. Details of the recommendations agreed by QEAG to date were provided in an Annex to the report from APAG. Members were advised that APAG and QEAG had advisory roles and that approval rested with ASQEC.

Mr Faulkner noted the extent and range of qualifications detailed in the Annex. He advised that University regulations for honours degrees included a list of eight accepted alternative qualifications to GCE A levels which fulfilled the General Entry Requirements and that a revision was required to these regulations to regularise the acceptance of a growing range of these qualifications. He suggested that an additional clause be added, with a reference to a Schedule to the regulations which would list all other accepted alternative qualifications. He noted that QEAG should maintain and publish that schedule along with information on qualifications which it had reviewed and were not accepted.

AGREED that:

(i)   the recommendations in relation to admissions qualifications as detailed in the Annex to the APAG report be approved;

(ii)   it be recommended to Senate that the Regulations for Degrees, Honours Degrees and Integrated Master's Degrees be revised as follows:

4 [Minimum General Entry Requirements]

The University will accept as alternative qualifications:

[(i) – (viii)]

ADD new clause (ix) Such other qualifications as have been approved by the University as set out in the Schedule to these Regulations.

COURSE APPROVAL

20.48   Recommendations from Validation Panels

The Committee received Paper No ASQEC/20/19a which gave the outcomes of validation events since the report made to the last meeting. Panel chairs had confirmed that conditions and recommendations had been satisfactorily addressed.

AGREED: that the recommendations of the panels in respect of approval of BSc Hons Nursing Science and BSc Hons Paramedic Practice and re-approval of provision within revalidation units 26F and 22F, and Chair's action in respect of nine new courses and provision within seven revalidation units be endorsed as set out at Appendix 2.

20.49   Final Evaluation/Revalidation Documents 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/20/19b). Although the Interim Dean (Academic Business Development) had permitted all provision which had not completed the process to admit students (min 20.42 refers), the report showed that, as at 14 October, documentation from four events (three in 2018/19) 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)
Chiropractic (evaluation event)

Professor Keenan expressed confidence that work was progressing well to complete final corrections to the documentation and advised that unit 10A1 could be completed quickly if a particular problem with the automatic compilation of the most recent data in CMS could be resolved. She reported that the issue had occurred twice in the past and she had previously been given an assurance that it had been fixed. This matter had caused considerable frustration to staff.

Professor McKillop reported that the Chiropractic event had gone well but that a regulatory matter had caused some delay but that the team was now clear on how to fulfil the completion of the validation process.

Mr Kendall noted the variable time achieved between the deadline for submission and final sign-off. Many units had missed the resubmission deadline and/or had several iterations before completion while other units were able to meet deadlines and were signed off quickly.

AGREED: that Professor Murphy liaise with Professor Keenan and ISD to address the CMS issue.

20.50   Course Revisions and New Short-Course Modules 2019/20

The Committee noted revisions and new short-course modules approved by faculties and the Distributed Education Board since the last meeting (Paper No ASQEC/20/19c) as set out at Appendix 3.

20.51   Validated Provision: 2020 Intake

The Committee received Paper No ASQEC/20/19d, Schedule to Ordinance XXVIII: Recognition of Institutions, the annual statement of courses offered by partner institutions under validation or franchise arrangements, from the 2020 intake (Appendix 4).

20.52   EVALUATION AND REVALIDATION ACTIVITY 2019/20

Mr Kendall presented the annual report on evaluation and revalidation activity in 2019/20 (Paper No ASQEC/20/20).

Extent of Activity

Thirty-one events had been held comprising seven evaluations and 24 revalidations which had resulted in approval/reapproval of 87 courses. Seven new courses were also approved without evaluation.

Process

The main adjustment to the evaluation and revalidation process was due to the Covid-19 pandemic and involved a move from face-to-face to online events from March 2020. This affected 14 events and all participants had coped well with the challenges of the new format. Virtual meetings were being retained in 2020/2021. Mr Kendall highlighted the key role of the chairs in managing the events and noted the importance of timely submission of documents to panels and that preparation was key to a successful online event.

There had been an imbalanced distribution of events between semesters with 22 held in Semester 2 leading to some delays in the checking of revised documents from earlier events. Five events took place after May, all but one of which were expedited efficiently to meet deadlines and achieve final approval.

Panel Reports

Section 5 of the report set out the range of topics addressed in panel conditions and recommendations from events in 2019/20. The majority of issues related to assessment strategy and design. In terms of standards, the most frequent matter identified was the appropriateness of the wording of learning outcomes. Student views were overwhelmingly favourable and supportive.

Curriculum Management System (CMS)

It was noted that 2019/20 had been the sixth year using CMS for internal evaluation and revalidation and consequently it had probably been used for this purpose in all but a few courses (whose approval had been extended). The system worked well for the vast majority of exercises although recurring technical difficulties during document compilation had had a significant impact on the staff affected (see also min 20.49).

2020/21 Evaluation/Revalidation Schedule

It was noted that 21 events involving 45 courses had been scheduled for 2020/21 to date.

Recommendations

The report set out four recommendations:

That the Committee considers the requirement for assessment rubrics for all modules and if assessment rubrics might form a condition of approval in 2020/21 events (Section 4j).

The requirement to provide assessment rubrics for all modules was introduced in 2019/20 but it was agreed that it should not form a condition of approval. Whilst in some events rubrics were provided for all modules, most had provided a sample. Members were clear that the inclusion of rubrics in the documentation should not be viewed as a 'tick-box exercise' and highlighted the importance of a strong narrative about them to demonstrate the care taken in assessment design.

That faculties be reminded of the guidance on size and composition of revalidation units (Section 4m).

Previously guidance had been issued that revalidation units should not normally exceed a maximum size of 60 modules. There had been a few events where units were substantially larger which had led to concerns regarding the relative rigour and scrutiny achieved as well as the impact on co-ordination and management of the revalidation process in complex and cumbersome units.

That faculties and CHERP take account of the topics raised by panels and students in preparation for 2020/21 events (Sections 5 and 6).

That Revalidation Unit Co-ordinators (RUCs) be reminded of the importance of an adequate number of students meeting revalidation panels (Section 6).

It was noted that obtaining the views of students was an important element of the revalidation process but there had been events where the number of students provided was small, particularly in some of those affected by the restrictions of the Covid-19 pandemic. While there can be difficulty in getting students to attend, the Students' Union had offered to assist unit co-ordinators in this.

AGREED that:

(i)   the requirement for assessment rubrics for all modules be retained and that provision of assessment rubrics after the event should continue not to be a condition of approval;

(ii) faculties be reminded of the guidance on maximum revalidation unit size;

(iii) faculties and CHERP take account of the topics raised by panels and students in preparation for 2020/21 events (Sections 5 and 6);

(iv) faculties and RUCs be reminded of the importance of views of a representative group of students in the revalidation process and be encouraged to avail of support from the Students' Union's Academic Representation Co-ordinator.

20.53   DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

Diploma in Professional Practice (DPP) Award

Ms Scanlon presented a proposal from Employability and Careers for a University-wide contingency measure in light of the impact of Covid-19 on the student placement year (Paper No ASQEC/20/21a). It was proposed that the Diploma in Professional Practice (DPP) be awarded if a student successfully completes both a minimum 15-week placement and a new Semester 1, 20 credit, Level 5 Civil Economic Recovery module. It was noted that the placement year had a normal minimum duration for the placement experience of 25 weeks and that the introduction of the taught module would offset the difference in placement duration. Professor Farley noted the significant reduction in the minimum time in placement but was supportive of the proposal as it provided a very good alternative arrangement. Members noted that the proposal was not for a change to existing regulations, but explicit recognition of a departure from normal practice.

AGREED: that the variation be approved.

BSc (Hons) Paramedic Science

Professor McKillop presented a request from the Faculty of Life and Health Sciences, following an evaluation event, for a variation relating to the naming convention for the parent and exit award titles (Paper No ASQEC/20/21b). The BSc award enabled registration with the Health and Care Professions Council as a paramedic, which was a protected title, but the AB and CertHE Pre-hospital Care exit awards did not.

AGREED: that the variation be approved.

<u>BSc (Hons) and PgDip Specialist Nursing (District Nursing with integrated Nurse Prescribing pathway)</u>

Professor McKillop presented a request from the Faculty of Life and Health Sciences regarding a variation to regulations relating to the maximum credit value to be taken by students in a semester (60 credit points) (Paper No ASQEC/20/21c). The District Nursing pathway led to the award of a recordable qualification with the Nursing and Midwifery Council and required students to take an additional integrated and compulsory module worth 20 credit points across Semesters 2 and 3 (10 credits of effort in each semester), thereby exceeding the normal maximum in Semester 2. Only students who already held the prescribing qualification were exempt from the module. Professor McKillop explained that some students would take the recordable qualification through a CPD route rather than the degree or postgraduate diploma and advised that the additional module could not be moved into Semester 3 due to the limited availability of prescribing placements.

It was noted that the additional module did not appear to contribute to the classification of the awards and members queried the rationale for this given that it was an integral part of the pathway.

AGREED that:

(i)   the variation be approved;

(ii)   the Faculty review the classification methodology in relation to the pathway.

<u>BSc (Hons) Social Work</u>

It was noted that Chair's action had been taken to approve a request from the Faculty Arts, Humanities and Social Sciences (Paper No ASQEC/20/21d) regarding a departure from the new regulation that at least 50% of Level 5 must be studied at the University for it to count in Honours classification. The request related to students who undertook Levels 4 and 5 of the degree as Associate Students in partner Further Education colleges (Belfast Metropolitan College and South West College) but joined the University for the final year. Under the course's previous algorithm Level 5 had contributed to the final degree classification for all students.

<u>Advanced Diploma in Intelligence Practice at Police Service of Northern Ireland</u>

It was noted that Chair's action had been taken to approve a request from the Faculty of Arts, Humanities and Social Sciences, following an evaluation event, to depart from the regulation for automatic progression between semesters (Paper No ASQEC/20/21e).

The new programme was being delivered in part-time mode only over two years with one module being taught per semester. Each module was a prerequisite to the following module and must be passed to permit progression.

<u>MPharm (Hons) Pharmacy</u>

It was noted that Chair's action had been taken to approve a request from the Faculty of Life and Health Sciences following revalidation to diverge from the norm for module size, to have a higher than pass standard for progression from integrated foundation year (Year 0) to Year 1, and to continue to use a different title from that of the parent course for its exit awards (Paper No ASQEC/20/21f).

The MPharm had a wider variation of module size (10, 20, 25, 30, 40, 60) than most programmes, which was attributed to the curriculum design philosophy adopted. The higher than pass standard for progression from the integrated foundation year had been decided when the integrated year was introduced and was based upon comparison with admissions qualification equivalences. The term 'pharmacy' was a protected title and was restricted to a registered pharmacy or the pharmaceutical department of a hospital or health centre, and only people on the Register of Pharmacists could call themselves a pharmacist and practice as such. The BSc Pharmaceutical Sciences exit award did not permit registration.

<u>MSc Business in Technology</u>

It was noted that Chair's action had been taken to approve a request from the Ulster University Business School to have different exit award titles to that of the parent award (Paper No ASQEC/20/21g).

The awards had been developed around coherent module 'bundles' or academic subject themes, and aligned to different career stages. Whilst this was an integrated master's programme, separate stand-alone courses using the same modules for a PgCert in Business Analysis and Consulting and PgDip in Transformation Management and Leadership had also been approved at evaluation. These titles were proposed for the exit awards.

AGREED: that Chair's action to approve departures and variations from the University's regulatory framework in the above four courses be endorsed.

COLLABORATIVE ACTIVITY

20.54   <u>Collaborative Partnerships Forum</u>

Ms Reid presented the report from the meeting of the Forum held on 30 September 2020 (Paper No ASQEC/20/22a).

<u>Online Admissions and Enrolments (OLA/OLE)</u> (item 1)

Partner institutions had been provided with a guide for OLA and a guide and video for OLE. Lessons had been learnt during this year's activity which would be addressed in training for collaborative partners next year.
HE Co-ordinators had been reminded that the Faculty Partnership Manager (FPM) should approve overseas qualifications, APEL applications and publicity materials.

<u>Semester 1 and Semester 2 2020/21 Delivery and Assessment</u> (item 2)

Ms Reid reported that the Forum had noted that an Emergency Remote Teaching (ERT) form (pandemic-related adjustments) must be submitted to the FPM for any adjustment to delivery or assessment. Submission of ERTs by the colleges was ongoing.

<u>Work-Based Learning (WBL)</u> (item 3)

It was noted that College Principals had met with the Interim Dean for Learning Enhancement and discussed WBL matters including alternative options for Foundation Degree students for whom suitable WBL had not been put in place. Ms Reid explained that the options the Forum had considered included leave of absence, progression to the University and an alternative AB exit award and advised that approval requests for such a proposal might come forward in due course.

<u>Marketing</u> (item 5)

University dates for online Open Day and Applicant Events had been noted and Ms Reid reported that FPMs had agreed to support virtual open days specifically for those students on Access programmes.

The Chair thanked Ms Reid, FPMs and Mr Deighan (Quality Enhancement) for their work with collaborative partners in difficult circumstances.

20.55   <u>Affiliate College Executive Board (QAHE)</u>

Members noted the report from a meeting of the Executive Board of 12 August 2020 and received revised Terms of Reference (ASQEC/20/22b). Hitherto the Affiliate College Executive Board (ACEB) had reported directly to Senate but this had changed to ASQEC.

The ACEB for QAHE was chaired by Professor Farley who advised of an amendment to the report: the projected September intake number of 5500 actually referred to applications. The report mainly dealt with admissions matters and the Committee noted that the ACEB maintains an executive overview of the operation of the partnership.

Professor Farley noted that another institution had been recognised as an Affiliate College: City College, Doha. Seventeen students had been enrolled there to study for University awards.

It was anticipated that arrangements for the ACEBs would be clarified in terms of frequency of meetings and timetable for reporting to ASQEC.

20.56   POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES)

The Committee considered the results of the 2020 PTES (Paper No ASQEC/20/23) and Dr Charles (Quality Enhancement) attended to take questions. Dr Charles reported that the report's dataset was available on the QE website, and that aggregated data by school had been provided to 13 schools and the four faculties.

For five courses which had more than 10 respondents' qualitative comments had also been provided including to the relevant course directors.

It was noted that, due to the Covid-19 pandemic, the time window for participation had been extended and that the 2020 response rate was 14.6% compared to 11.4% the previous year (the national averages were 19.6% in 2020 and 31.5% in 2019). This was much closer to the national average than had previously been the case. It was noted that the publication of the findings from a 2019 pilot for a replacement survey which was expected in Spring 2020 had been delayed on account of the pandemic.

In a change from last year, most of the University's respondents (71%) were full-time students. The majority of Ulster students had selected their course in order to progress in their career path, a higher proportion than the benchmark, with course content (45%) and location (42%) the most significant factors.

The paper compared the University's results with the sector overall and Ulster's benchmark group of eight institutions. Results for Motivations and Overall Satisfaction were summarised at institution level, and those for Quality of Teaching and Learning, Engagement, Assessment and Feedback, Dissertation or Major Project, Organisation and Management, Resources and Services, and Skills Development were also analysed by faculty.

Generally, Ulster had exceeded sector averages and those for its benchmark group in all sections in 2016-2018 but the 2019 report had shown performance below the sector averages except for Assessment and Feedback. The 2020 report marked a return to the previous levels with the University exceeding the sector except for Resources and Services and Dissertation.

AGREED: that faculties and schools make use of the Survey results to support ongoing enhancement work.

20.57   DEGREE ALGORITHM DESIGN

The Committee received the United Kingdom Standing Committee for Quality Assessment (UKSCQA) publication, July 2020: Principles for Effective Degree Algorithm Design (Paper No ASQEC/20/24).

Professor Murphy reminded members that work to determine UK-wide principles for effective algorithm design had been undertaken by Universities UK (UUK), GuildHE, and the Quality Assurance Agency for Higher Education (QAA) and was part of the HE sector's response to criticism of the value of qualifications. The principles built on an overview of current practice in the sector and it was noted that a research report supporting the principles was available online.

The publication identified six principles for an effective algorithm, which must:

1.   *provide an appropriate and reliable summary of a student's performance against the learning outcomes, reflecting the design, delivery and structure of a degree programme;*

2. *fairly reflect a student's performance without unduly over-emphasising particular aspects, with consideration being taken at the design stage of how each element within a method of classification interacts with other elements;*
3. *protect academic standards by adhering to the current conventions and national reference points used to define classification bands and boundaries;*
4. *normally be reviewed at least every five years – or alongside national cyclical review timetables – to ensure algorithms remain relevant and appropriate, with input from across the provider, including students, academic and non-academic staff, and accrediting bodies;*
5. *be designed and reviewed in a way that is mindful of the impact of different calculation approaches to classification for different groups of students;*
6. *be communicated and explained clearly to students, both in how it works and why.*

The guidance provided illustrative models of practice for the implementation of the principles covering discounting, classification at the borderline, rounding up and multiple algorithms for individual students.

It was agreed that University practice generally appeared to accord with the guidance. Although the University did not have a formal cycle of algorithm review, it was noted that the University's Honours classification scheme had been reviewed on a number of occasions over the last 30 years in the context of national developments and most recently in 2016-2018. Although the University's new 70/30 weighting between Levels 6 and 5 was not one of the percentage distributions specifically mentioned in the publication for institutions which gave emphasis to exit velocity, its consistent application was in keeping with good practice. The absence of discounting and discretionary mark bands for upgrading also met the guidance.

The guidance noted that the additive effect of multiple rounding of marks could lead to an overall mark which did not reflect learner achievement. It proposed that rounding should ideally only occur for the final classification mark and that raw module marks should be used for that calculation.

The Examination Office had reported that at Ulster marks could potentially be rounded up twice. Firstly, individual module marks were potentially rounded up if the module was assessed by coursework and examination and, if the combined weighted mark fell within xx.5 – xx.9, this would be rounded up to the next whole number. Rounding up might also occur for the overall coursework mark where there were multiple pieces of coursework. Secondly, the average for Level 6 and Level 5 was calculated to two decimal points and when combined the final average could be rounded up. The same approach applied if only Level 6 was used in the classification.

AGREED: that the Learning and Teaching Committee be asked to convene a task and finish group to consider the guidance in detail and provide recommendations.

EXAMINATIONS AND ASSESSMENT

20.58   Meetings of Boards of Examiners

Dr Moore presented a paper addressing matters raised at a Covid-19 Workstream 4 sub-group in July relating to the holding of online boards of examiners in response to the restrictions caused by the pandemic (Paper No ASQEC/20/25a).

She reported that the adoption of an online format for boards of examiners in June had been overall a success, with everyone rising to the challenge of the new remote and online environment. A number of benefits were noted and following a process review involving Student Administration and the faculties changes had been introduced to improve the efficiency of these meetings. Dr Moore noted in particular that paperless meetings were to be retained. Course result sheets for the online boards had been shared through the Examinations Office SharePoint site and synchronisation issues had been addressed and guidance notes and a video developed.

Dr Moore highlighted that more external examiners had attended the online boards than the face-to-face boards held the previous year. Externals had also commented that they worked well.   The paper made four recommendations relating to the continuation of such a format, notwithstanding the pandemic:

- giving consideration to removing the normal expectation of physical meetings of boards of examiners, and the consequent requirement for special permission for an alternative video-conference arrangement for the participation of external examiners, if they were unable to come to the campus;

- greater flexibility in the timing of external examiner visits;

- that externals should normally attend the board of examiners on campus in their first year of appointment;

- that the expectation that external examiners attend boards be retained but that this might be either in person or remotely.

Some faculties had commented on their wish to provide greater flexibility in the timing of external examiner visits and it was noted that such flexibility already existed as examiners were able to visit two times per year and more frequently at the discretion of the faculty.

It was clear from the comments from faculties in the paper (Appendix) that there was widespread support for the continuation of online boards of examiners and faculty members re-affirmed that support. There was no intention to diminish external examiner participation in boards of examiners and the value of face-to-face engagement with course teams was recognised. The option for them to visit the campus, when operating normally, for meetings of boards of examiners, and to meet with students, would be retained.

Ms Paris noted that online boards of examiners were viable within the University for internal programmes using standard infrastructure and platforms but advised that

such uniformity did not exist for collaborative partner institutions and suggested that arrangements for these boards of examiners should be subject to FPM approval. Dr Moore proposed that early engagement with colleges to explore the capability of their platforms might enable better working arrangements.

AGREED that:

(i) the routine organisation of online meetings of boards of examiners be allowed;

(ii) the requirement for external examiners to participate in meetings of boards of examiners where results which contribute to awards were being considered be re-affirmed;

(iii) boards of examiners should normally be held in a face-to-face format in the first year of a new external examiner's appointment;

(iv) faculties be reminded of the existing flexibility in the timing of external examiner visits to campuses;

(v) further consideration be given to the arrangements for meetings of boards in partner institutions.

20.59   Annual report on Plagiarism and Other Forms of Cheating Offences in 2019/20

Mr Faulkner presented Paper No ASQEC/20/25b, the annual report on plagiarism and other cheating offences for 2019/20. The report summarised the instances of plagiarism and other forms of cheating recorded on the central Register and provided Faculty commentaries on the data and measures taken. The report also gave a five-year overview on plagiarism and set out summary information by faculty.

It was noted that the Plagiarism Register had been expanded last year in order to record in one place all other cheating under three category headings: cases of cheating in examinations, contract cheating and other forms of cheating.

Plagiarism

In 2019/20, while the number of plagiarism cases increased by 35%, which marked the end of a downward trend, the total of 217 instances (161 in 2018/19) recorded by the cut-off date involved less than 1% of the student population. Most instances were at Level 5 (78 cases) and there was a particular increase in Level 4 and Level 7 postgraduate course instances. A significant reduction (by almost 50%) was observed in Level 6 modules in postgraduate courses. (In the previous year these were largely in QAHE's extended Master's provision and the Faculty and the partner had taken steps to address the problem.) The majority of cases (207) were first offences (an increase of 42%), with only seven second offences, two third and one fourth offence.

Other Forms of Cheating

The 11 instances of cheating in examinations comprised undergraduate occurrences, one in Level 4, six in Level 5 and four in Level 6. The 28 instances of 'other forms of

cheating' comprised two in Level 4, two in Level 5 and nine at Level 6 (UG) and 15 in postgraduate courses. One case of contract cheating was recorded at Level 5. It was noted that there may have been more cases of contract cheating as some investigations were still ongoing. While most cheating was a first offence, four cases were second offences.

Mr Faulkner highlighted the recently updated national guidance in the second edition of QAA's publication, [Contracting to Cheat in Higher Education – How to Address Essay Mills and Contract Cheating](#) (June 2020). Members noted the importance for deterrence of following up suspected cases and that good assessment design was key to reducing opportunities for cheating.

The guidance suggested designating an institutional lead to support actions. It was noted that the University's devolved model of working favoured faculties taking responsibility with support from designated CHERP colleagues. Mr Faulkner advised that if one person was preferred in this role, it should be academically led as the emphasis was on assessment design rather than process.

Faculty Reports

The report noted that the increase in reported plagiarism was attributed to implementation of the Electronic Management of Assessment and Feedback Policy, alternative assessment employed as a result of the Covid-19 pandemic and increased stress on students during the pandemic.

AGREED that:

(i)   Faculties continue to maintain vigilance and rigour in the application of the Plagiarism Policy and Procedures for dealing with other forms of cheating and take account of good practice in other faculties as identified in Faculty reports;

(ii)   all offences in 2020/21 be recorded promptly using the correct codes in the Register and that faculties, Distributed Education Board and the Doctoral College provide annual reports by 21 September 2021;

(iii)   in view of increased prevalence of contract cheating in the sector, faculties, CHERP and the Students' Union reflect on the QAA guidance and report to a future meeting.

20.60   Annual Report on External Examiner Nominations and Appointments

The Committee received the Annual Report which covered the nomination process during 2018/19 and 2019/20 for appointments to take effect in 2019/20 (Paper No ASQEC/20/25c).

It was noted that, of the 125 approved nominations, 40 departed from the University's Code of Practice, which aligned to the UK Quality Code, mainly in respect of extensions. This was a marked increase on the previous two years (15 and 14). Of these departures 25 were for extensions (mostly for discontinued courses). Nineteen nominations were incomplete at first submission and 26 were received late (a reduction from 51 in the previous year).

Mr Faulkner welcomed the reduction in the number of late nominations but noted that at 21% it remained a sizeable proportion. He also welcomed the reduction in incompleteness of nomination forms which led to delay in the appointment process.

The report noted that 33 nominees had no previous external experience, the absence of which was no longer categorised as a departure from the Code of Practice, with all approved.

AGREED that the recommendations of the report be endorsed and that:

(i) Faculties maintain their efforts to ensure the timely submission of external examiner nominations for 2021/22 for consideration no later than the June meeting of the Committee (deadline of 28 May 2021);

(ii) Faculties ensure that staff responsible for making, processing and checking nominations were aware of the expectations of the External Examining Code of Practice;

(iii) Faculties remind such staff of the importance of providing all necessary information and ensuring that all issues, in particular departures from the Code, were addressed before submission.

20.61 CONFERMENT OF RECOGNISED TEACHER STATUS

The Committee received the Annual Report for 2019/20 (Paper No ASQEC/20/26).

A total of 329 nominations were processed in 2019/20, a substantial increase from 177 in the previous year, the majority of which were associated with QAHE (264). All nominations were approved and Ulster University Business School had notified the Academic Office of two individuals whose role had ended and for whom the status had been withdrawn.

The report welcomed a significant reduction in the proportion of late nominations – those received within three weeks of the start of the semester - which had been the main concern in recent years, from 89% to 45% to 28% in successive years to 2019/20. These figures suggested that Faculties' reviews of their processes were proving effective. Nominations received for 2020/21 subsequent to ASQEC's June meeting showed a continuing reduction in the proportion of late nominations (23% of 91).

The report explained that the new status of Affiliate Student recently approved by Senate had required a consequent change to the Regulation for Recognised Teachers.

The report set out two actions. The first was that Faculties comment on their processes to ensure the authenticity of nominees' qualifications. Mr Faulkner explained that in his new role Professor Murphy had queried the process to verify qualifications claimed in nominees' CVs. This had been last reviewed in 2013 when faculties had confirmed that they either verified these qualifications directly or had confirmed that the partner organisation had robust appointment processes which did

this. Associate Deans (Education) gave an assurance at the meeting that they met the expectations of the University's Code of Practice in this regard.

The second action involved the possibility of making CHERP's new three-week online induction course compulsory for Recognised Teachers with limited teaching experience and those who had not previously taught in the UK. Members noted that the CHERP reviewer sometimes recommended the course for nominees but recognised that it had been delivered for the first time in August and considered that it was perhaps premature to make the course mandatory.

Ms Reid advised that the process of confirming Recognised Teacher nominations had been quite slow. Professor Murphy undertook to review the process.

PRIZES AND AWARDS

20.62   Annual Report for 2019/20

The Committee received the Annual Report on Prizes and Awards for 2019/20 (Paper No ASQEC/20/27a). There were currently 509 prizes with 20 new prizes introduced and 18 discontinued during the year.

Six University-wide prizes had been awarded and the Committee noted the prize winners.

20.63   Proposals for New Prizes

The Committee received Paper No ASQEC/20/27b which set out proposals for two new prizes for consideration by the Committee and three prizes which had been approved by Chair's action.

New Prizes

Faith and Gould Cost Planning Prize
Faith and Gould Project Management Prize

New Prizes Approved by Chair's Action

Dr George Moore Data Analytics Prize
Dr George Moore Data Analytics applied Research Prize
Terex Engineer of the Year Award

AGREED that:

(i)   the two new 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 the three new prizes be endorsed.

20.64   DATES OF MEETINGS

The Committee noted that the remaining meetings for the 2020/21 academic year were scheduled for 3 December at 2.15 pm, 11 March at 10.15 am, and 3 June at 2.15 pm.

Duration 2 hours 45 minutes
3 November 2020
GK/AGF/lv

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

REPORT FROM ACADEMIC PLANNING ADVISORY GROUP (3.9.20)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

NEW COURSE PROPOSAL TO BE APPROVED TO PROCEED TO PLANNING AND EVALUATION FOR SEPTEMBER 2021 START

Faculty of Arts, Humanities and Social Sciences

Proposed BSc Hons Education with Digital Learning (FT/PT) (CE).

PROPOSAL FOR CHANGE OF LOCATION FOR 2020/21

Faculty of Life and Health Sciences

MSc Pharmaceutical Sciences
To continue to offer the programme in full-time mode by distance learning (for 2020/21) and to introduce the full-time mode at the Coleraine campus.

PROPOSAL FOR ADDITIONAL LOCATION FOR 2020/21 INITIALLY

Faculty of Life and Health Sciences

MSc Endodontics (FT)
MSc Advanced Clinical Periodontics (FT)
MSc Advanced Clinical Restorative and Aesthetic Dentistry (FT)
MSc Advanced General Dental Practice (FT)
MSc Oral Surgery (FT)
MSc Oral Implantology (FT)
MSc Orthodontics (FT)
MSc Clinical and Diagnostic Oral Sciences (FT)
MSc Advanced Clinical and Diagnostic Oral Sciences (FT).
To add the Coleraine campus as an additional location for 2020/21 initially.

Ulster University Business School

Postgraduate Certificate in Global Capital Markets (Financial Risk Management) (PT)
To offer the programme fully online [Note: approved by ASQEC Chair's action].

PROPOSAL FOR SEMESTER 3 INTAKE FROM 2019/20

Faculty of Life and Health Sciences

Postgraduate Certificate in Theory of Independent Prescribing for Optometrists [Note: approved by ASQEC Chair's action].

PROPOSAL FOR CHANGE IN TITLE FROM 2020/21

Ulster University Business School

From: Business Studies with Specialisms (Single Hons/Major) (ME)
To: Business with Specialisms (Single Hons/Major) (ME).

PROPOSALS TO REVISE TITLE OF PATHWAY FROM 2020/21

Faculty of Life and Health Sciences

BSc Hons, PgCert/PgDip/MSc Applied Health Studies
To revise the title of the generic pathway to 'Developing Practice'.

BSc Hons, PgDip Specialist Nursing (with Pathways)
To revise the title of the Nurse Practitioner pathway to 'Specialist Nursing (Adult)'.

PROPOSALS TO ADD A NEW NAMED SPECIALISM / PATHWAY FROM 2020/21

Faculty of Computing, Engineering and the Built Environment

MSc Professional Software Development
To introduce a new named specialism in 'Data Science'.

Ulster University Business School

MSc International Event Management (FT)
To introduce an optional Advanced Practice pathway [Note: approved by ASQEC Chair's action].

PROPOSAL TO ADD A NEW NAMED PATHWAY FROM 2021/22

Faculty of Computing, Engineering and the Built Environment

MSc Smart Manufacturing Systems (FT)
To introduce a 240-credit point Applied Research pathway.

PROPOSAL FOR DEPARTURE FROM STANDARD UNIVERSITY ADMISSION REQUIREMENTS

Ulster University Business School

MSc Management and Corporate Governance
To set a higher entry requirement of IELTS 7.0 (with no band score less than 6.0) instead of IELTS 6.0 [Note: programme revalidated in 2019/20; re-approval for higher entry requirement].

FOR INFORMATION [noted by the Academic Planning Advisory Group]

PROGRAMME WITHDRAWALS

Faculty of Life and Health Sciences

Last intake 2017/28
MSc Physical Activity and Public Health (FT/PT) (JN).

Ulster University Business School

Last intake 2019/20
FdSc Financial Services Management (FT/PT) at South West College (Omagh).

PROGRAMME SUSPENSIONS

Faculty of Computing, Engineering and the Built Environment

No intake 2020/21
FdSc Construction Engineering with Surveying (FT) at Southern Regional College (Portadown);
BSc Hons Computing Systems (PT) at South West College (Enniskillen) (Outcentre).

UNIVERSITY OF ULSTER
COURSE APPROVALS

1   Recommendations

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

a)   COURSE APPROVAL

2019/20

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
LIFE AND HEALTH SCIENCES	BSc Hons Nursing Science (Generic pathway and named pathways in Global Health, and Nursing Practice in the UK) (Level 6) Note: the Global Health pathway is only offered at Magee.	✓		2020 - 2024	JN and ME	See Appendix	

2020/21

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
LIFE AND HEALTH SCIENCES	BSc Hons Paramedic Practice (with CertHE and AB exit awards in Pre-Hospital Care) [HCPC approved]	✓		2021 - 2025	ME	Min N/A – DoH commissioned places. Max 50	

b) COURSE RE-APPROVAL

2019/20

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	26F	BSc Hons Social Work (with CertHE and AB exit awards in Applied Social Studies)	✓		2020 – 2024	ME	3 Year Course Min 15 Max 63	
					2020 - 2024	ME	2 Year Course Min 15 Max 40	
			✓ [Levels 4 & 5]		2020 – 2024	South West College (Dungannon)	Min 15 Max 15	
			✓ [Levels 4 & 5]		2020 - 2024	Belfast Metropolitan College (Millfield)	Min 15 Max 30	
LIFE AND HEALTH SCIENCES	22F	BSc Hons Applied Health Studies (Level 6) (with named pathways in Continence Care, Developing Practice, Neuroscience Care, Stoma Care, and Urology Care)		ü	2020 – 2024	DL		See Appendix
		BSc Hons Health and Wellbeing (Level 6) (Generic pathway and named pathways in Diabetes Care, Forensic Mental Health, and Stroke Care) (with AdvCert exit award) Note: the Generic pathway is offered in FT and PT modes at JN and ME but the named pathways are only offered in PT mode at JN.	✓	✓	2020 – 2024	JN and ME	See Appendix	See Appendix
		PgCert/PgDip/MSc Applied Health Studies (with named pathways in Continence Care, Developing Practice, Neuroscience Care, Stoma Care, and Urology Care) (with PgCert and PgDip exit awards)		✓	2020 – 2024	DL		See Appendix

| | | PgDip/MSc Health and Wellbeing (Generic pathway and named pathways in Diabetes Care, Forensic Mental Health, and Stroke Care) (with PgCert and PgDip exit awards)

Note: the Generic pathway is offered in FT and PT modes at JN and ME but the named pathways are only offered in PT mode at JN. | ü | ü | 2020 - 2024 | JN and ME | See Appendix | See Appendix |

2   Approved by Chair's Action

Professor Murphy has taken Chair's action on behalf of the Academic Standards and Quality Enhancement Committee to endorse the following recommendations for approval:

COURSE APPROVAL

2019/20

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	Advanced Diploma in Intelligence Practice		✓	2020 – 2024 [contract awarded for intake of 200 students over 3 years]	Specialist Operations Branch (SOB) Training, PSNI		2020 Max 66 2021 Max 68 2022 Max 66
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	MSc Planning and City Resilience	✓	✓	2020 - 2024	JN, DL [Note: DL from 2021/22]	Note: FT and PT taught together. Min 9 (JN) Max 15 (JN) rising to Min 11, Max 20 by 4th intake. Min 5-6 (DL) Max 15 (DL)	Min 6 (JN) Max 10 (JN) rising to Min 6, Max 15 by 4th intake. Min 5-6 (DL) Max 10

	MSc Artificial Intelligence (with PgDip exit award)		✓	2020 – 2024 [Note 1st intake postponed until September 2021]	HKU SPACE		Min 10 (1st intake) rising to 15 (subsequent intakes). Max 25 (1st intake) rising to 50 (subsequent intakes).
	MSc Internet of Things (with PgDip exit award)		✓	2020 – 2024 [Note 1st intake postponed until September 2021]	HKU SPACE		Min 10 (1st intake) rising to 15 (subsequent intakes). Max 25 (1st intake) rising to 50 (subsequent intakes).
ULSTER UNIVERSITY BUSINESS SCHOOL	MSc Food Design and Innovation (with PgCert and PgDip exit awards)		✓	2020 - 2024	BT		Min 12 Max not provided.
	BSc Hons International Hospitality Management (Level 6)	✓		2020 - 2024	HTMi, Singapore	Min 6 (1st intake due to Covid-19 impact); 15 (subsequent intakes). Max 60 (two cohorts).	
ULSTER UNIVERSITY BUSINESS SCHOOL	MSc Business in Technology (with PgCert in Transformation Management and Leadership and PgDip in Business Analysis and Consulting exit awards)		✓	2020 – 2024	BT, JN		Programmes are being delivered on a contract for a specific company.
	Postgraduate Diploma in Transformation Management and		✓	2020 – 2024	BT, JN		

		Postgraduate Certificate in Business Analysis and Consulting		✓	2020 - 2024	BT, JN		Not open recruitment.

2 COURSE RE-APPROVAL

2019/20

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	9F	Undergraduate Honours Subject: Education (Minor) (with CertHE and AB exit awards)	✓		2020 - 2024	CE, ME		
	27	Undergraduate Honours Subject: Sociology (Single Hons/Major/Minor) (with CertHE and AB exit awards) (with optional DPP/DIAS)	✓	✓	2020 - 2024	JN	FT & PT combined: Single Hons: Min 25, Max 30 Major: Min 37, Max 55 Minor: Min 15, Max 25	
LIFE AND HEALTH SCIENCES	3C4A	BSc Hons Applied Pharmaceutical Sciences		✓	2020 – 2024	CE		Min 5 Max 12
		BSc Hons Pharmaceutical Sciences	✓		2020 – 2024	CE	Min 1 Max 12	
		MPharm Hons Pharmacy (with BSc Hons Pharmaceutical Studies, AB Pharmaceutical Studies and Diploma in International Foundation Studies (STE) exit awards)	✓		2020 – 2024	CE, BT (Year 0)	Min 5 Max 41	
		MSc Pharmaceutical Sciences (with PgDip and PgCert exit awards)	✓ ✓	✓	2020 – 2024	DL CE	Min 1 Max 25	Min 1 Max 50
		MSci Hons Pharmaceutical Bioscience (with BSc Hons, AB, CertHE and Diploma in International Foundation Studies (STE) exit awards)	✓		2020 - 2024	CE, BT (Year 0)	Min 3 Max 14	

			FT	PT	Years	Campus	Numbers	
	28B	BSc Hons Health Physiology (with CertHE and AB exit awards)	✓		2020 – 2024	JN	Min 30 Max 55	
		BSc Hons Healthcare Science (Cardiac Physiology) (with CertHE and AB exit awards)	✓		2020 – 2024	JN	Note: all students register initially on BSc Hons Health Physiology and can opt to transfer to one of the Healthcare Science programmes at the end of Year 1.	
		BSc Hons Healthcare Science (Respiratory and Sleep Physiology) (with CertHE and AB exit awards)	✓		2020 - 2024	JN		
ULSTER UNIVERSITY BUSINESS SCHOOL	5H	MSc Management and Corporate Governance (with PgDip exit award)	✓	✓	2020 – 2024	JN	JN – FT & PT combined Min 15 Max 50	
			✓ [PgDip]	✓ [MSc]	2020 - 2024	Marino Institute, Dublin	Marino Institute – FT & PT combined Min 15 Max 50	
	5Q	FdSc Leadership and Management (with CertHE exit award)	✓	✓ [HLA]	2020 - 2024	South Eastern Regional College (Lisburn)	Min 15 Max 25	Max and Min not provided for PT [HLA].
	15Bi	MSc International Event Management (with PgCert and PgDip exit awards)	✓	✓	2020 – 2024	BT	FT & PT combined: Min 12 No Max provided.	
		MSc International Tourism and Hospitality Management (with optional Advanced Practice pathway) (with PgCert and PgDip exit awards) [formerly MSc International Tourism Management and MSc International Hospitality Management]	✓	✓	2020 - 2024	BT	FT & PT combined: Min 12 No Max provided.	

Max and Min Cohort Sizes for BSc Hons Nursing Science and provision within Revalidation Unit 22F

Year		2020/21 Projected		2021/22 Projected		2022/23 Projected		2023/24 Projected		2024/25 Projected	
		Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
BSc Health and Wellbeing FT UUM		25		20		20		20		20	
		15	25	12	20	12	20	12	20	12	20
BSc Hons Nursing Science (FT)	Nursing Practice in the UK	10		12		15		15		15	
		10	15	12	15	12	15	12	20	12	20
	Global Health	0		5		5		5		5	
		0	0	3	10	3	10	3	10	3	10
PGCert/PGDip/MSc Applied Health Studies (PT)		15		15		15		15		15	
		8	19	10	19	10	19	10	19	10	19
BSc Applied Health Studies (PT)		5		5		5		5		5	
		5	8	5	8	5	8	5	8	5	8
BSc Health and Wellbeing (PT/FT) UUJ		8		10		10		10		10	
		6	10	6	12	6	12	6	12	6	12
PGDip/MSc Health and Wellbeing (PT/FT) UUJ		11		11		11		11		11	
		8	11	8	11	8	11	8	11	8	11

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
22 October 2020

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 Distributed Education Board.

The following revisions have been approved by them since 29 May 2020.

DISTRIBUTED EDUCATION BOARD

Course Revisions

Diploma in International Foundation Studies (with Pathways) (Belfast and City College, Doha) and Honours degrees incorporating International Foundation Year
To revise the assessment strategy in modules FCE002, 003, 004, 014, 100 and 101; to replace FCE005 with FCE006 in the BAHSS pathway; to revise the Learning Outcomes of the programme so that achievement of I1 is supported through FCE005-007 and FCE009-012;

PgCert Graduate Leadership
To revise the admission criteria; to note University funding of students being restricted to recent Ulster graduates;

PgCert Higher Education Practice
To change module PHE705 to long-thin delivery;

MEd Higher Education Practice
To redesign module PHE714.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework
To add to the framework modules BMG864, FCE711 and FCE712;

Stand-Alone Level 5 Module: PPD383
To introduce a new stand-alone short-course Level 5 module, PPD383, 'Civic and Economic Recovery'.

ARTS, HUMANITIES AND SOCIAL SCIENCES

Course Revisions

Undergraduate Hons Subject: Criminology and Criminal Justice

To revise module PUP546 to a 10 credit point module and to revise aims, content, learning and teaching methods and assessment strategy accordingly (Single Hons strand); to revise the Dissertation module, PUP510, to a 30-point module and to revise its learning and teaching methods; to revise the structure set out in the programme specification (Single Hons strand); to add module POL329 as an option;

Undergraduate Hons Subject: English
To add new module ENG114, 'Pandemic Prose in the Viral Village' to replace ENG112; to withdraw and permanently archive ENG112;

Undergraduate Hons Subject: History
To change semesters of modules HIS134, 135, 357 and 363; to revise the assessment strategy in modules HIS130, 134, 135, 138, 140, 141, 325, 337, 357, 362, 363, 506, 515, 540, 556, 560; to revise the assessment strategy in modules HIS347 and 552;

Undergraduate Hons Subject: Journalism
To remove module MED330; to expand MED322 to a 40-point module, with revised rationale, aims, learning outcomes, content, learning and teaching methods and assessment strategy; to revise accordingly aims, learning outcome maps, and structure of the Subject; to revise learning outcomes for AB and CertHE exit awards; to correct MED322 and 333 to optional status for full-time students; to correct the Year of Level 6 modules in full-time mode to Year 4;

Undergraduate Hons Subject: Politics (Single Hons/Major/Minor)
To revise the titles and content of modules POL102 (new title 'Introduction to Government and Public Policy'), POL117 (new title 'International Relations'), and POL329 (new title 'The Comparative Politics of Democracy and Dictatorship');

Undergraduate Hons Subject: Social Policy;
BSc Hons Health and Social Care Policy
To add an optional year of study abroad and DIAS award through new module SOP341, Diploma in International Academic Studies; to provide an accurate descriptor of the off-campus location of the placement year in SOP340; to correct the part-time structure so that the DPP (and DIAS) modules are not taken with other modules in this full-time year; to correct the awarding body and teaching institution to the University's official name for Social Policy; to revise aims, learning outcomes, content, learning and teaching methods and assessment strategy in module SOP532;

Undergraduate Hons Subject: Sociology
To introduce the revalidated curriculum for current students, and to revise the effective dates of modules accordingly; to delay the start of SOC336 and SOC502 to 2021/22; to change temporarily the semester of module SOC536 to Semester 1 in 2021/22;

BSc Hons Cinematic Arts
To change semester of module CIN103 to Semester 2; to add a new compulsory module CIN105, Mobile Moving Image Production, to replace CIN104 (now permanently withdrawn and archived); to add a new optional module CIN314, Sound for Productions; to make CIN303 available in Semester 2 as well as Semester 1; to offer optional module CIN547 in Semester 1; to update locations for CIN310 and 311;to revise the programme's Learning Outcome Map in respect of achievement of outcome I5;

BSc Hons Communication Management and Public Relations;
BSc Hons Communication, Advertising and Marketing;
BSc Hons Communication and Counselling Studies;
BSc Hons Language and Linguistics
To swap semesters, for 2020/21, of modules CMM107 and CMM111 or, in the case of Language and Linguistics, CMM125; to remove an integrated foundation year from BSc Hons Communication Management and Public Relations; to revise title and learning outcomes of CMM166 (BSc Hons Communication and Counselling Studies); to revise the assessment strategy in CMM125 (BSc Hons Language and Linguistics); to change semesters of modules CMM320 and 349 (BSc Hons Language and Linguistics); to revise learning outcomes and associated maps for BSc Hons Language and Linguistics and its AB exit award; to add new optional module, CMM568, Multilingualism, to correct the Year for final level modules (full-time mode), to revise semester and hours in module CMM320, and semester and learning outcomes in CMM349; to correct the locations identified for modules CMM324, 338 and 381;

BSc Hons Community Development
To add a Semester 1&2 instance for module AED520; to remove references to using Grassroots Transitional Justice Toolkit Manual as case study and update the reading list in module AED520;

BSc Hons Music, Sound and Technology
To revise the assessment strategies in modules CRE105 and 334; to replace module CRE335 with reinstated module CRE305; to add new modules CRE339, 'Immersive Audio' and CRE518, 'Audio Application Development'; to remove CRE335, 338 and 517; to revise content and assessment strategy in CRE519; to swap temporarily semesters of modules CRE344 and 336, in light of the impact of the Covid-19 pandemic;

BA Hons Screen Production
To revise titles of modules MED133, 134, 136, 137, 138, 337, 338, 339, 541, 542, 543; to revise content of MED130, 134, 338 and 339; to revise rationale, aims and summary description in MED130, 134, 137, 338 and 339 (not aims in MED134); to revise learning outcomes in MED130 and 339; to revise hours in MED130, 136, 137 and 339 and learning and teaching methods in MED136; to revise assessment strategy in MED133, 134, 136, 137, 138, 339 and 541; to introduce new modules: MED340, The Live Broadcast; MED544, Virtual Production and Visual Effects; and MED543, Independent Research Project; to remove MED540; to make MED137 a Semester 1 module and MED130 a Semester 2 module (previously long-thin). The latter is not explicitly mentioned on the CA3 form but may be hinted at in the phrase 'intended delivery' and is necessary to complement MED137; to change MED337 from a 40 to 20 credit-point module, in Semester 1;

PgDip/MSc Communication and Public Relations
To remove temporarily modules CMM738 and 814 and the Political Lobbying pathway for 2020/21;

PgDip/MSc Counselling Studies and Health Communication
To replace module CMM759 with CMM722; to revise the programme's learning outcome map to reflect more accurately the achievement of outcomes; to revise learning outcomes (and rationale, aims, learning and teaching methods and summary accordingly) in module CMM722;

MA Animation;
MA Games Design
To replace DES707 with new module DES716;

MA History
To change the semester record for module HIS709 so that it is only available in Semester 2;

LLM Gender, Conflict and Human Rights
To revise aims; to revise structure to make module LAW805 a compulsory module; to correct the instances for the Dissertation module, LAW827 - Semester 3 for the full-time mode and Semesters 3&1 for part-time mode;

MSc Social Policy
To increase SOP708 to a 30-point module and to revise its hours, content and assessment strategy; to make SOP710 optional; to revise programme learning outcomes (exit awards) and narrative accordingly; to correct the instance for the dissertation module, SOP715, to provide the correct instance for the full-time mode.

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework
To archive permanently module PPD082 (last taught 2012/13); to add to the framework a 5-credit point, Level 4 module PPD382, 'Introduction to Music'; to introduce to the framework a new 10-credit point, Level 4 module, PPD375, 'Community-Led Tourism: Peace, Conflict and Change' from 2019/20;

Postgraduate Certificate of Professional Development Framework
To add module PCS704 to the Framework and to remove PCS705 and 706; to add modules LAW805 and 821 to the framework;

Short Course Module: LAW726
To change the module coordinator and teaching staff associated with LAW726;

Short Course Module PUP317
To introduce a new five credit point Level 5 short course module, PUP317, 'Introduction to Criminal Justice'.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

Access Diploma in Computing for the Economy at Belfast Metropolitan College (Millfield campus)
To change module COM087 from long-thin to single semester delivery (Semester 2); to make COM079 a long-thin module;

Access Diploma in Mathematics and Finance at Belfast Metropolitan College (Millfield campus)
To revise assessment strategies in modules FIN001, FIN002 and FIN003; to revise learning outcomes in FIN002 and the content of FIN003;

Access Diploma in Mathematics and Physics at Belfast Metropolitan College (Millfield campus)
To revise assessment strategy in modules MAT030, 031, PHY001, 002, 003;

FdSc Computing at Southern Regional College (Portadown and Newry campuses)
To revise Learning Outcome 3 in module COM109;

FdSc Construction Engineering with Surveying at Northern Regional College
To relocate temporarily the Coleraine course to Ballymoney campus during the rebuild of the Coleraine campus (2020-22); to move modules BLD137 and ARC124 to Semester 2 and BLD317 and 374 to Semester 1 in 2020/21 on account of COVID-19 restrictions;

FdEng Electrical and Electronic Engineering at Northern Regional College (Ballymena campus)
To revise the titles and content of modules MEC147 and 431; to move MEC146 for Year 2 Semester 1 to Year 1 Semester 2; to move EEE188 from Year 1 Semester 1 to Year 2 Semester 1; to move EEE189 from Year 1 Semester 2 to Year 1 Semester 1; to move MEC338 from Year 3 Semester 2 to Year 3 Semester 1; to move EEE371 from Year 3 Semester 1 to Year 3 Semester 2;

FdEng Mechanical Engineering at North West Regional College (Strand Road)
To make all modules of two semesters' duration (long-thin);

FdEng Manufacturing and Mechanical Engineering at Northern Regional College (Ballymena campus)
To revise the titles and content of modules MEC147 and 431; to move MEC146 from Year 2 Semester 1 to Year 1 Semester 2; to move MEC126 from Year 1 Semester 2 to Year 2 Semester 1;

FdSc Property Planning and Housing at Belfast Metropolitan College (Millfield campus)
To change semester of all Level 5 modules (full-time mode);

Undergraduate Hons Subject: Computer Science
To introduce an integrated foundation year (Single Honours strand); to replace COM529 and EEE521 with a 40-point version of EEE521;

BEng Hons Architectural Engineering;
BEng/MEng Hons Civil Engineering
BEng/MEng Safety Engineering;
BSc Hons Civil Engineering;
PgDip/MSc Civil and Infrastructure Engineering
To revise content of module BEN121 (AE, CE, SE); to revise credit value of CIV309 to 20 points (and Hours) and to revise its assessment strategy (CE); to remove CIV334 and to introduce new module BEN314, Safety in Design (AE, CE); to revise learning outcomes and assessment strategy in CIV319 and change to single-semester delivery (Semester 1) (CE, SE); to revise assessment strategy in CIV520 (CE, CIE); to revise learning outcomes and assessment strategy in CIV523 (CE, CIE); to revise rationale, aims, learning outcomes, content, learning and teaching methods and reading list in CIV524 (CE); to revise title, rationale, aims, learning outcomes, content, learning and teaching methods, hours and reading list in CIV801 (CE, CIE); to revise rationale, aims,

learning outcomes, content, learning and teaching methods, hours, and staff in CIV808 (CE, CIE); to revise learning outcomes and assessment strategy in ENE811 (CE, CIE);

BA Hons Architecture
To introduce an integrated International Foundation Year (for 2019/20 only);

BSc Hons Building Surveying
To revise the rationale, content, learning and teaching methods (and hours), reading list and summary description of module SUR345;

BSc Hons Building Surveying;
BSc Hons Construction Engineering and Management;
BSc Hons Quantity Surveying and Commercial Management
To revise content, learning and teaching methods and associated hours, assessment strategy and reading list in module BEN303; to remove the South West College outcentre location for the module;

BSc Hons Civil Engineering
To revise learning outcomes and assessment strategy in modules CIV312, CIV502 and CIV520; to revise content and learning and teaching methods (and distribution of hours) in CIV520, and learning and teaching methods in CIV502; to replace CIV334 and 354 with new module BEN314, Safety in Design; to replace BEN308 and 309 with new module BEN313, 'Mathematics for Technology';

BEng Hons Computer Engineering;
BEng Hons Electronics and Embedded Systems;
BEng Hons Electrical and Electronic Engineering;
BEng Hons Mechanical and Manufacturing Engineering
To revise the content and assessment strategy in module EEE422;

BSc Hons Computing Systems
To revise the learning outcomes and assessment strategy in module COM555; to delay the introduction of the revised version of COM555 to 2021/22; to revise the content, assessment strategy and reading list of module COM161;

BSc Hons Computing Science (FT) (JN)
To add an integrated International Foundation Year in the full-time mode;

BSc Hons Computing Science;
BEng Hons Computer Science;
BEng Hons Software Engineering
To revise the assessment strategy in module COM498;

BSc Hons Computing Science;
BSc Hons Computing Technologies;
BSc Hons Information and Communication Technologies;
BSc Hons Interactive Computing;
BEng Hons Computer Science;
BEng Hons Software Engineering
To revise the assessment strategy in module COM360;

BSc Hons Computing Technologies
To change semester of modules COM412 and 434;

BEng Hons Electronic Engineering with Enterprise Development;
BEng Hons Mechanical Engineering with Enterprise Development
To revise the assessment strategy in module BMG119;

BSc Hons Environmental Health
To revise title of BEN132 and ENH319; to revise rationale, aims and learning outcomes of BEN132, ENH314, 319 and 525; to revise content of BEN132 and 133, and ENH314, 319 and 525; to revise assessment strategy of BEN133 and ENH314, 319 and 525; to revise learning and teaching methods and hours of ENH314 and 319;

BSc Hons Interactive Multimedia Design
To revise the assessment strategy in modules COM533 and 602 for the final cohort of students to reflect that applied in 2019/20;

BSc/MSci Hons Planning, Regeneration and Development
To revise the learning outcomes, assessment strategy and contact hours in module SUR326;

BSc Hons/MSci Hons Planning, Regeneration and Development;
BSc Hons Real Estate
To revise learning outcomes, content, learning and teaching methods, hours and assessment strategy in module LAW339;

BSc Hons Quantity Surveying and Commercial Management
To revise the part-time structure of the course; to revise title, content, contact hours and assessment strategy of module BEN124; to revise assessment strategy in BEN312 and SUR505; to revise learning outcomes and assessment strategy in SUR308;

BEng Hons Safety Engineering;
BEng Hons Architectural Engineering;
BSc Hons Energy;
MEng Hons Safety Engineering
To make module CIV319 single-semester delivery (Semester 1); to revise learning outcomes, content, assessment strategy and teaching team for SAF300; to replace CIV334 and SAF303 with new module BEN315, Ethically Aligned Safety, Health and Wellbeing; to replace SAF302 with ENE326; to revise learning outcomes and assessment strategy (and rationale) in ENE326 (this module also taken by BEng Hons Architectural Engineering and BSc Hons Energy);

BSc Hons Technology with Design
To apply the revalidated Final Year curriculum to students entering Year 4 in 2020/21;

PgCert/PgDip/MSc Construction Business and Leadership (with Management Specialisms);
PgCert/Dip MSc Construction Management
To withdraw four of the optional modules to create one 'Construction Management' pathway comprising eight compulsory modules;

PgCert/Dip/MSc Construction Management
To revise title, rationale, aims, learning outcomes, content, learning and teaching methods, assessment strategy, reading list and summary description in module BEN704; to revise the title, rationale, aims, learning outcomes, content, learning and teaching methods and assessment strategy in module BEN702;

PgCert/Dip/MSc Real Estate
To replace module BLD705 with new module SUR831, Real Estate Valuation; to revise learning outcomes, content, learning and teaching methods and hours, and assessment strategy in module SUR831; to revise the programme's learning outcomes accordingly;

PgDip/MSc Fire Safety Engineering
To revise the learning outcomes, content and assessment strategy in module FIR804;

PgDip/MSc Renewable Energy and Energy Management
To revise the learning outcomes and assessment in module ENE812, 'Current Status of Energy Systems';

MSc Artificial Intelligence (FT / PT) MSc Artificial Intelligence (Applied Research)
To change semesters of modules COM760 and 761; to add a fully online instance to COM761;

MSc Data Science
To revise aims, learning outcomes, content, learning and teaching methods, assessment strategy and reading list in module COM739;

MSc Data Science;
MSc Professional Software Development;
Msc Smart Manufacturing Systems;
LLM/MSc Corporate Law and Computing
To revise the content and strategy in module COM738;

MSc Global Strategy in Environmental Health and Sustainability
To change semester of modules ENH702 and 706; to revise course regulations and module descriptions for ENH700-702, 704-707 and ENH821 so that the achievement of 50% pass mark is no longer stipulated for each coursework component;

MSc Smart Manufacturing Systems
To replace EEE837 with COM738, and to withdraw and archive permanently EEE837; to offer COM738 in Semester 1 and to move MEC704 to Semester 2;

Credit-bearing Short Courses

Certificate of Personal and Professional Development Framework
To introduce to the framework a new five-credit point, Level 4 module, PPD384, 'Concrete Technology and Construction: Concrete Practice';

Postgraduate Certificate of Professional Development Framework
To add to the framework modules BEN706, BLD705 and ENH706; to add Semester 1 and 3 instances to short-course modules COM750 and 754 within the Framework.

LIFE AND HEALTH SCIENCES

Course Revisions

Undergraduate Hons Subject: Geography;
Undergraduate Hons Subject: Environmental Science;
BSc Hons Marine Science
To revise module EGM347, including title, credit value, learning outcomes, content and assessment strategy; to remove and permanently archive module EGM312;

BSc Hons Dietetics; Human Nutrition [NUT315 only];
BSc Hons/MOptom Hons Optometry [OPT309 only];
MSci Hons Pharmaceutical Science [BIO329 only]
To revise the assessment strategy in the modules;

BSc Hons Nursing (Adult) and (Mental Health)
To change the timing (Year/Semester) of modules NUR167, 168, 424, 425, 448 and 449; to deliver NUR424, 425, 448 and 449 fully online; to revise the assessment strategy in modules NUR424, 425 and 448; to revise course regulations accordingly (COVID-19 pandemic); subsequently to remove the temporary Covid-19 changes (by reinstating the original timing of NUR424, 425, 448 and 449 (Semester 1) from 2021/22; revising the assessment strategy of NUR424, 425 and 448; revising course regulations accordingly); to remove NUR167 and 168; to revise the content of NUR452, 600 and 605;

BSc Hons Specialist Community Public Health Nursing;
PgDip Specialist Community Public Health Nursing
To include NUS544 in both courses and to complete the initial population of the module (not previously undertaken); to reflect updated terminology in the rationale in NUS545, 589, 590, 741 and 742;

MBBS
To change the responsible school to Medicine;

PgDip/MSc Geographic Information Systems
To add two optional modules, EGM702 and 705; to revise structure of course to increase student choice; to add an accrediting body;

PgDip/MSc Sport and Exercise Nutrition
To change the year of module SLS814 in part-time mode so that the course is completed in 3 academic years;

MSc Hons Biomedical Sciences;
MBiomedSci Hons Biomedical Sciences
To revise the learning outcomes and assessment strategy in module BMS855;

MSc Biomedical Science
To revise the assessment strategy and learning outcomes in module BMS858 and make consequent changes to course regulations;

MSc Clinical Oral Surgery
To retrospectively make module DEN838 available to start in Semester 2 to students of this course;

MSc Pharmaceutical Sciences
To correct the designated year for the module PHA734 in full-time mode and the structure of the part-time mode in respect of PHA719;

MSc Sport Management
To add a long-thin (Semester 1&2) instance of module SLS806 for part-time students admitted with advanced standing as an alternative to the three-semester instance.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework
To add to the framework modules PHA705, 714, 715, 734, 736, 738 and 743;

Short Course Module: Analytical Chemistry Workshop
To introduce a stand-alone 5-credit point short-course module at Level 4, BMS111, 'Analytical Chemistry Workshop'.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

Undergraduate Honours Subject: Business with Specialisms;
Undergraduate Honours Subject: Marketing;
BSc Hons Accounting with Specialisms;
BSc Hons Business Analytics
To revise the assessment strategy in module BMG119;

Undergraduate Hons Subject: Marketing (Main)
To replace module BMG132 with BMG259;

BSc (Hons) Accounting with Specialisms;
BSc Hons Business Analytics
To replace module BMG132 with BMG259; to revise the Content of module BMG259;

BSc Hons Accounting;
BSc Hons Accounting and Law;
BSc Hons Accounting and/with Management;
BSc Hons Business Studies
To revise the assessment strategy in module ECO109;

BSc Hons Accounting and Management
To introduce module ACF360 in 2020/21 (instead of 2021/22) and module ACF517 in 2021/22 (instead of 2022/23);

Undergraduate Hons Subject: Business Economics;
Undergraduate Hons Subject: Economics

To revise the assessment strategy in modules ECO313, 331, 514, 533, 540 and the learning outcomes in ECO533; to revise the assessment strategy in module ECO116; to revise the rationale, aims, learning outcomes, content and assessment strategy of module ECO332;

BSc Business Economics
To replace MKT354 with MKT329 and FCE005 with FCE006 and to revise learning outcome maps and narrative text accordingly;

BSc Hons Business Economics;
BSc Hons Business Studies, (JN, Outcentres and City College Doha);
BSc Hons Business Technology
To revise the assessment strategy in module ACF321;

BSc Hons Culinary Arts Management, International Hospitality Management
To revise the assessment strategy in module HTM542;

BSc Hons Finance and Investment Management
To reduce contact hours in modules FIN103, 105, 302, 304, 501-505; to replace in the IFY component module FCE005 with FCE006 and to revise the progression requirement accordingly; to identify Belfast as the location for Year 0; to change the admission criteria in line with revisions to the stand-alone Diploma in International Foundation Studies;

BSc Hons Marketing
To change semester of modules MKT353, 354, 544 and 546;

PgCert International Business
To replace module BMG872 with BMG814 for the DL version;

PgCert/Dip/MSc Advancing Practice
To add two new 30-point optional modules, AHP804, 'Collective Leadership: Independent and Collaborative Systems Leadership' and AHP805, 'Collective Leadership: Personal and Professional Perspectives and Approaches';

MSc Food Design and Innovation
To change semester of modules HTM734 and 735;

MSc Global Capital Markets
To revise regulations to identify the PgCert Global Capital Markets (Financial Risk Management) as a specific course which is accepted for admission with advanced standing;

MSc Human Resource Management;
MEng Hons Engineering Management
To revise the duration of the examination in module BMG721;

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework modules HTM713, 714, 719, 724 and 730, and to remove HTM709, 722, 727 and 728; to add a new 20-point module, BMG916, 'Strategic Digital Transformation'; to offer modules BMG852 and BMG857 fully online (BMG857 from Semester 3 2019/20).

SCHEDULE TO ORDINANCE XXVIII: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2020/21) (as at 1 September 2020)

(New programmes which have been approved for the 2020 intake are in bold)

(Exit awards are not included)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
BELFAST METROPOLITAN COLLEGE Castlereagh	CertHE Tour Guiding
Gerald Moag (Millfield)	Access Diploma in Computing for the Economy Access Diploma in Mathematics and Finance Access Diploma in Mathematics and Physics Certificate in Counselling Studies CertHE Combined Social and Behavioural Sciences FdSc Architectural Technology FdEng Civil Engineering FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice FdSc Health and Social Care FdSc Planning, Property and Housing FdEng Software Engineering BSc Hons Social Work (Levels 4 and 5)
Titanic Quarter	CertHE Tour Guiding FdSc Accounting FdSc Applied and Medical Sciences FdSc Event Management FdSc Hospitality and Tourism Management (with specialisms) FdSc Marketing
CITY UNIVERSITY COLLEGE Doha, Qatar	Diploma in International Foundation Studies (BAHSS Pathway) BSc Hons Business Studies MSc Marketing MSc Management Master of Business Administration
COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE Enniskillen	FdSc Equine Management BSc Hons Equine Management
Greenmount	FdSc Agriculture and Technology FdSc Horticulture (with three specialisms – Landscape Management, Sports Turf Management and Production Management)
Loughry	**FdSc Food Manufacture and Nutrition** BSc Hons Food Innovation and Nutrition BSc Hons Food Business Management BSc Hons Food Technology

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
COLLEGE OF HEALTH Abingdon	**Access Diploma in Health** **GradCert Animal Therapy** **MChiro (Hons) Chiropractic** **MSc Animal Manipulation (Chiropractic)** **MSc Animal Manipulation (Osteopathy)** **MSc Chiropractic (Paediatrics)**
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
NORTHERN IRELAND AMBULANCE SERVICE HEALTH AND SOCIAL CARE TRUST Knockbracken Healthcare Park Belfast	FdSc Paramedic Practice
NORTHERN IRELAND PRISON SERVICE PRISON TRAINING COLLEGE Hydebank Wood Belfast	Certificate in Custody Prison Officer Practice
NORTHERN REGIONAL COLLEGE Ballymena	Access Diploma in Science Access Diploma in Social Science Certificate in Counselling Studies FdSc Business with Digital Technology FdSc Computing FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdEng Mechanical and Manufacturing Engineering
Ballymoney	Access Diploma in Social Science
Coleraine	Access Diploma in Science Access Diploma in Social Science FdSc Applied and Medical Sciences FdSc Construction Engineering with Surveying FdSc Health and Social Care FdSc Sport, Coaching and Fitness
Magherafelt	Access Diploma in Science Access Diploma in Social Science Certificate in Counselling Studies FdSc Health and Social Care
Newtownabbey	Access Diploma in Science Access Diploma in Social Science FdSc Applied and Medical Sciences FdSc Business with Digital Technology FdSc Computing FdSc Health and Social Care

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
NORTH WEST REGIONAL COLLEGE Limavady	Access Diploma in Combined Studies Certificate in Counselling Studies FdSc Integrative Counselling Practice
Derry/Londonderry (Strand Road)	Access Diploma in Combined Studies Access Diploma in Science Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Architectural Technology FdSc Business and Enterprise FdSc Construction Engineering with Surveying FdSc Integrative Counselling Practice FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms) FdSc Information Technologies FdEng Mechanical Engineering FdSc Responding to Alcohol and Drug Use FdSc Software Development FdSc Sport, Coaching and Fitness
PSNI POLICE COLLEGE	**Advanced Diploma in Intelligence Practice** Advanced Diploma in Policing Advanced Diploma in Professional Teaching
QAHE Birmingham	Graduate Certificate in Business MSc International Business MSc International Business (Extended Master's) MSc Marketing MSc Marketing (Extended Master's) MSc Professional Software Development
London	BSc Hons Accounting and Management BSc Hons Computing Systems Graduate Certificate in Business Master of Business Administration MSc International Business MSc International Business (Extended Master's) MSc Marketing MSc Marketing (Extended Master's) MSc Professional Software Development MSc Strategic Accounting
SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SINGAPORE	**BSc Hons International Hospitality Management (Level 6)**
SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SWITZERLAND	BSc Hons International Hospitality Management (Level 6)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
SOUTHERN REGIONAL COLLEGE Armagh	Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Health and Social Care
Banbridge	Certificate in Counselling Studies FdSc Integrative Counselling Practice FdSc Health and Social Care
Newry	Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies Diploma in Irish Language FdSc Applied and Medical Science FdSc Applied Industrial Sciences (Chemical Sciences) FdSc Computing FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms) FdSc Integrative Counselling Practice FdA Interaction Design FdEng Mechatronic Engineering FdSc Sport, Coaching and Fitness
Portadown	Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences (Life Sciences) FdSc Architectural Technology FdSc Computing FdSc Construction Engineering with Surveying FdEng Mechatronic Engineering
SOUTH EASTERN REGIONAL COLLEGE Bangor	FdSc Architectural Technology FdSc Computing FdSc Construction Engineering with Surveying FdSc Sport, Coaching and Fitness
Downpatrick	FdSc Applied and Medical Sciences FdSc Computing FdSc Hospitality and Tourism Management (with specialisms)
Lisburn	Certificate in Counselling Studies **FdSc Computing** FdSc Integrative Counselling Practice FdSc Health and Social Care **FdSc Management** FdEng Mechatronic Engineering FdSc Sport, Coaching and Fitness

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
Newtownards	FdSc Health and Social Care
SOUTH WEST COLLEGE Dungannon	Access Diploma in Social Sciences Certificate in Counselling Studies FdEng Architectural Engineering and Energy FdSc Business Management FdSc Computing FdSc Construction Engineering with Surveying
Enniskillen	**FdEng Engineering (with specialisms: Manufacturing Engineering, Mechatronic Engineering)** FdSc Health and Social Care BSc Hons Social Work (Levels 4 and 5) Access Diploma in Social Sciences and Humanities Certificate in Counselling Studies FdSc Applied and Medical Sciences FdSc Business Management FdSc Computing FdSc Construction Engineering with Surveying FdSc Health and Social Care FdSc Hospitality and Tourism Management (with specialisms) FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management
Omagh	Access Diploma in Social Sciences Certificate in Counselling Studies **FdEng Engineering (with specialisms: Manufacturing Engineering, Mechatronic Engineering)** FdSc Architectural Technology FdSc Business Management **FdSc Civil Engineering** FdSc Computing FdSc Construction Engineering with Surveying **FdSc Integrative Counselling Practice**
UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION	BEng Hons Energy and Building Services Engineering (Levels 5 and 6) BSc Hons Food and Nutrition Postgraduate Diploma/MSc Dietetics Postgraduate Diploma/MSc Human Nutrition **MSc Artificial Intelligence** **MSc Internet of Things** MSc Sport and Exercise Nutrition
WESTERN HEALTH AND SOCIAL CARE TRUST	Postgraduate Diploma in Health and Social Care Management