

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

Minutes of a meeting held on 11 March 2021 by MS Teams

PRESENT

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

APOLOGIES

Professor P Bartholomew, Mr C Keenan

IN ATTENDANCE

Mr AG Faulkner, Mr G Kendall, Professor J McCoy (min 21.18), Mrs A McKenna (min 21.12), Mrs L Verner

UNRESERVED

21.01 MINUTES

The confirmed minutes of the meeting held on 3 December 2020 were approved.

MATTERS ARISING

21.02 Policy in relation to Student Mobile Phones in Examination Venues (Min 20.68)

It was noted that a report on student mobile phones in examination venues would be received at the June meeting.

21.03 Resourcing Plans for Courses undergoing Revalidation (Min 20.72)

It was noted that Dr Crothers had provided a briefing to the Associate Deans on the dashboard of information in February 2021. Professor Murphy advised that faculties should consider the information in their portfolio management and in the determination of programmes to come forward for revalidation. Associate Deans reported that colleagues in Planning and Information Development were completing further development work and that the dashboard would play an increasing role in the formulation of course groupings for revalidation from 2021/22 onward.

21.04 Integrated Master's Degrees (Min 20.77)

It was noted that a report on the proportion of failure in final year of integrated master's degrees would be received at the June meeting.

21.05 ACADEMIC PLANNING ADVISORY GROUP

Professor Murphy presented the report from the meeting of the Advisory Group held on 21 January 2021 (Paper No ASQEC/21/1).

DfE Short-Term Skills Intervention (item 1)

It was noted that APAG had considered documentation for five successful proposals in Round 2 and that, subsequent to Round 2, DfE had awarded funding for six upskilling modules.

Course Planning (item 3)

The Committee received recommendations for four courses to proceed to planning and evaluation for a September 2021 start and three courses to be approved without evaluation; two revisions to course title, the addition of a Semester 1 2020/21 intake for one course, and a new named pathway in Dietetics in MSc Advancing Practice from January 2021. It was noted that the Physician Associate Studies programme would relocate to Magee from January 2022.

With regard to the joint proposal for an MSc International Accounting, Taxation and Analytics with Letterkenny Institute of Technology (LYIT), it was noted that income distribution was now to be based upon teaching load. Professor Farley advised that it was unclear whether LYIT would now be in a position to organise evaluation for September or whether it would instead proceed under Ulster auspices.

The Committee noted programme withdrawals approved by faculties (item 5) as summarised in Appendix 1.

Professor Murphy reported the Chair's action he had taken to approve three programmes from September 2020 as part of Round 2 of DfE's Short-Term Skills Intervention, and, from January 2021, restructuring into two pathways of PgCert Global Capital Markets. He also highlighted the reorganisation of BSc Hons International Hospitality Management at HTMi Singapore to follow a standard two-semester year as part of approval by the relevant Singapore education authority (see also min 21.18).

Qualifications Equivalence Advisory Group (QEAG) (item 4)

The Committee noted four qualifications not suitable for University admission, and recommendations for five qualifications to be added to the schedule of approved alternatives to the general entry qualifications for undergraduate programmes. It was noted that a searchable database of qualifications was to be developed.

AGREED that:

- (i) the recommendations from the Academic Planning Advisory Group be approved and Chair's action on behalf of the Committee be endorsed as set out in Appendix 1;

- (ii) the additions to the schedule of alternative admission qualifications be approved as set out in Appendix 1.

COURSE APPROVAL

21.06 Recommendations from Validation Panels

The Committee received Paper No ASQEC/21/2a 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 in respect of:

- a) a 2019/20 evaluation panel for approval for five years of two new Engineering degrees with Enterprise Development at Magee (an evaluation element within the 16E revalidation event) and a 2020/21 panel for approval for five years of the BSc Hons and Graduate Certificate in Policing and Criminology and the BSc Hons Sustainable Agriculture (with Land Management and Agri-Business pathways) at CAFRE (Greenmount) (an evaluation element within the 12E revalidation event);
- b) 2019/20 revalidation panels for re-approval for a further period of five years of provision within two units, 16E and 10A2;
- c) 2020/21 revalidation panels for re-approval for a further period of five years of provision within four units (1Aii, 5E1ii, 12E and 26K).

AGREED: that the recommendations of the evaluation and revalidation panels be approved as set out at Appendix 2.

21.07 Outstanding Final Evaluation and Revalidation Documents for 2019/20 and 2020/21

Mr Kendall presented a statement on progress made in relation to the submission of outstanding final evaluation/revalidation documentation from events held in 2019/20 and 2020/21, which included final approval of provision identified in min. 21.06 (Paper No ASQEC/21/2b).

He noted that revised documentation from events held in Semester 1 of 2020/21 had been received by the deadlines set for submission by panels but that the event schedule for Semester 2 was more intense.

Mr Kendall reported that unit 10A1 (undergraduate Engineering at Jordanstown) was the remaining 2019/20 unit yet to be approved and that a revised document had recently been submitted for checking by the Academic Office. Professor Keenan commented that unit 10A1 was large and complex and that resubmission of the document had been delayed due to the recurrence of old CMS problems and a new but related issue with early versions of module information being collated within the document. She noted that Information Services had worked with the supplier to address these matters but was concerned that they had reappeared after previous resolution (mins 20.49 and 74 refer). Professor Murphy advised that a group was currently reviewing University information

systems and he considered that greater emphasis should be placed upon the software supplier's responsibility to resolve problems. Professor Turner offered to look into this matter.

21.08 Course Revisions

The Committee noted course revisions and new short-course modules approved by faculties and the Distributed Education Board since the last meeting on 26 November 2020 (Paper No ASQEC/21/2c) as set out at Appendix 3.

Professor Murphy highlighted the substitution of Level 4 modules for two Level 3 modules in the Diploma in International Foundation Studies and for one Level 3 module in the Integrated Foundation Year (Year 0) of BSc Hons Computer Science. He reported that the Course Director had advised that these revisions had been contingencies for particular students and the Computing cohort and provided more suitable subject content for their chosen degrees than was found in the generic introductory Level 3 modules. Professor Keenan advised that these modules would be re-examined in order to align them better with modules delivered as part of the faculty's foundation year and the expectations of the stand-alone foundation programme.

The Committee noted that revisions to the Advanced Certificate in Management Practice and some additional modules in the Postgraduate Certificate of Professional Development framework related to DfE's Short-Term Skills Intervention.

21.09 Extensions of Approval

The Committee considered nine requests for extensions. The impact of the pandemic featured in a number of these, and the Committee took account of underlying assurance of standards in reaching decisions.

Unit 28Da: Optometry (UG)

Professor McKillop presented a proposal for a further one-year extension of approval to a previously approved extension and consequent deferral of revalidation to 2022/23 in respect of BSc Hons/MOptom Hons Optometry (unit 28Da) (Paper No ASQEC/21/2d). The extension was requested on the basis of a review of requirements by the General Optical Council that the course team would need some time to review curriculum in light of the major changes expected. The Committee noted that the programme had strong performance indicators and that no issues around quality and standards had been identified for the course.

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

Unit 25B: Collaborative Provision (Psychology)

The Committee received a request for a one-year extension to the period of approval and consequent deferral of revalidation to 2022/23 for the CertHE Combined Social and Behavioural Sciences at Belfast Metropolitan College (Paper No ASQEC/21/2e). It was noted that this was the first of four cases citing

the effect of the pandemic on capacity and wellbeing of staff. Professor McKillop noted that no standards or quality issues had been identified through the CAQE process.

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

Units 31B and 31Bi: Diploma in International Foundation Studies (with Pathways) (Ulster and Doha)

Professor Murphy presented a proposal for a three-year extension of approval and consequent deferral of revalidation to 2024/25 in respect of the Diploma in International Foundation Studies (Paper No ASQEC/21/2f). The extension was requested on the basis of a delayed start and small initial intakes (latterly due to the pandemic) such that the course team desired a period of normal operation before revalidation. The Committee noted that no issues around quality and standards had been identified for the course. Mrs Reid noted that the new timing would decouple the course at City University College, Doha from the Business courses which were scheduled for 2023/24.

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

Units 18A and 18B: Law (UG) and Law (PG)

Professor Fee presented proposals for one-year extensions of approval and consequent deferrals of revalidation to 2022/23 in respect Law provision (Paper No's ASQEC/21/2g and ASQEC/21/2h). The extension was requested on the basis of the impact of the pandemic on revalidation preparations and staff wellbeing. Professor Fee reported that the course teams continued to make improvements to the programmes through the CA3 process and that they recognised that revalidation would present a good opportunity to consider a structured review of the provision. The Committee noted that no issues around quality and standards had been identified for the course.

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

Belfast School of Art: All units

Professor Fee presented a proposal for extensions to approval ranging from one to three years and consequent deferrals of revalidation to 2022/23, 2023/24 and 2024/25 (Paper No ASQEC/21/2i). The Committee noted that the Faculty had been in discussion with the Academic Office regarding the composition of units and the timing of events and that the request included a proposed reformulation of existing revalidation units in the School into five new units.

Professor Fee briefed the Committee in detail on the operational context for the requests noting that, whilst much of the School provision was strong, there had been elements where supportive measures had been ongoing for two years and that there had also been significant staff resource issues. She detailed how a rebuilding framework had been established across the School with five themes (pedagogy, curriculum content review, supporting curriculum, people and culture, and resources) and that the School had received project funding support through the Strategy for Learning and Teaching Enhancement. She advised that

rescheduling of revalidation, particularly in the wider context of a pandemic, would allow most value to be achieved through both the School rebuild and revalidation processes. An action plan had been devised for the School to include a series of audits and a review of the product design, animation and photography courses, where particular concerns had been identified in recent external examiners' reports.

Professors Murphy and Turner thanked Professor Fee for the comprehensive briefing and for the assurance she had provided in terms of detailing the ongoing measures in place to ensure improvement of quality and standards in the School which they wished to support. Professor Fee noted that the course teams would continue to make improvements to the programmes through the CA3 process.

AGREED: that the request for extensions be approved.

Unit 4A1: Planning, Property and Environment

Professor Keenan presented a proposal for a further one-year extension of approval to a previously approved one-year extension and a consequent deferral of revalidation to 2022/23 in respect of three undergraduate and two postgraduate programmes in Planning, Property and Environment (Paper No ASQEC/21/2j). The extension was requested on the basis of strong metrics presented within the CAQE process and ongoing work to improve provision through the CA3 process. The Committee noted that the programmes had strong performance indicators and that the only quality issues identified related to a single module.

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

Unit 16Ai: Computing, Engineering and Intelligent Systems

Professor Keenan presented a proposal for a one-year extension of approval and a consequent deferral of revalidation to 2022/23 in respect of MSc Data Science (Paper No ASQEC/21/2k). The extension was requested to facilitate the combination of this unit with another cognate unit to consolidate provision within a single unit in the revalidation schedule. The Committee noted that the programme had strong performance indicators and no issues in relation to quality and standards had been identified.

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

Unit 16B2a: Computing

Professor Keenan presented a proposal for a one-year extension of approval and a consequent deferral of revalidation to 2023/24 in respect of MSc Internet of Things (Paper No ASQEC/21/2l). The extension was requested in order to align with the schedule for the other course in the revalidation unit. No issues in relation to quality and standards had been identified.

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

21.10 DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

The Committee considered proposed departures or variations in respect of four courses.

BSc (Hons) Policing and Criminology

Professor Fee presented the Faculty's proposal to depart from the requirement for a compulsory final year dissertation/project in an Honours degree which had been a requirement of Senate since 2014 (Paper No ASQEC/21/3a). She highlighted that the request followed the recent evaluation event and that the course included assessment of those learning outcomes normally associated with a Criminology dissertation module through two 30-credit Level 6 modules. Professor Fee advised that the course structure was determined by careful consideration of that module's learning outcomes, QAA guidance regarding research learning outcomes in Honours degrees and also policing operational requirements. She also thanked Mr McArthur (Academic Office) for his help and assistance in this matter. Professor Murphy thanked the Faculty for the comprehensive case and the description of due diligence.

AGREED: that the variation be approved.

PgCert in the Theory of Independent Prescribing for Optometrists

Professor McKillop presented a proposed variation for PgCert in the Theory of Independent Prescribing for Optometrists. Approval was sought to depart from the provision of an Aegrotat award. (Paper No ASQEC/21/3b).

The request followed a revalidation event and was the continuation of an existing departure. The course led to a regulated professional qualification accredited by the General Optical Council which would not recognise an award where the professional requirements had not been satisfied.

AGREED: that the variation be approved.

PgDip/MSc Physician Associate Studies

Professor McKillop presented a request from the Faculty of Life and Health Sciences to approve three variations to regulations, following the recent revalidation (Paper No ASQEC/21/3c).

Exit Awards

It was proposed that the title of the PgCert and PgDip exit awards be Medical Studies as the Physician Associate Studies title was a 'protected title' which enabled a student to progress to the Faculty of Physician Associate National Examination (PANE) and qualified practitioner status. The Faculty therefore sought re-approval of a departure from the standard University practice that exit awards had the same title as the main award.

Exemptions

The Faculty sought a departure from the requirement to provide for exemption for prior certificated or experiential learning because the course follows a Competency and Curriculum Framework and featured large modules with multiple competencies which meant that accreditation of prior learning was not feasible. Members acknowledged that it would be unlikely that a student could fulfil the requirements for exemption but noted that exemption did not appear to be prohibited by the professional body and suggested that it would be preferable that the facility for exemption be maintained to provide the contingency for an instance when exemption could be granted. Professor McKillop agreed that the Faculty would consider this aspect of the request further with the Course Team.

Aegrotat Award

The Faculty proposed a departure whereby Aegrotat awards would not be made for the MSc as it carried the protected title. Aegrotat awards would be available for the exit qualifications.

AGREED that:

- (i) the departures in relation to exit and Aegrotat awards be approved;
- (ii) the Faculty report back on the proposal regarding exemptions.

Bachelor of Medicine, Bachelor of Surgery (MBBS)

The Committee considered a request from the Faculty of Life and Health Sciences to approve two variations to standard regulations: a different title for the exit award from that of the parent award and a departure from the requirement to have a final-year dissertation/project module. Professor McKillop presented Paper No ASQEC/21/3d. Members noted that part 3 of the paper dealt with new award regulations and was related to the next agenda item.

Exit Award

The Faculty proposed that the exit award title of 'Medical Sciences' should be used as Medicine was a legally protected title.

Dissertation/project

The exit qualification of BSc Hons Medical Sciences would be expected to follow the University's convention in respect of honours degrees which included a requirement for a final year dissertation or project. Whilst the MBBS course structure did not include a specific dissertation module, Professor McKillop highlighted that despite the programme's clinical focus it included two independent projects at Level 6 which represent a sustained piece of work and contended that these met the requirements of an honours degree.

Aegrotat Award and Exemption for Prior Learning

Mr Faulkner reported that he had identified two further departures from regulations from his review of the next paper (Paper No ASQEC/21/3e). He advised that the regulations made no provision for an Aegrotat award because of the protected title and that there was also no provision for exemption on the basis of prior learning. While the latter matter was the same as the point raised in regard to MSc Physician Associate Studies, he noted that the Faculty might be constrained by their adoption of the regulations of their contingency partner and the regulatory body's requirements in this case.

AGREED: that, subject to confirmation regarding exemption, the departures be approved.

21.11 NEW AWARD REGULATIONS

Bachelor of Medicine, Bachelor of Surgery (MBBS) Regulations

The Committee considered draft award regulations for the new qualification of Bachelor of Medicine, Bachelor of Surgery (MBBS) (Paper No ASQEC/21/3e).

The regulations were based on those of the contingency partner, St George's University, London (SGUL) and were modelled closely on the University's regulations for integrated Master's degrees which were delivered over four years and had a Level 7 final attainment. The regulations had been approved by the General Medical Council at Stage 3 and 5 approval events. Professor Murphy noted that the draft regulations were discrete for the new award and would not serve as a precedent for other courses. They followed some of the conventions of this subject area including the use of Bachelor's awards for postgraduate achievement and the absence of overall grading with provision for grading in four disciplines.

Professor McKillop thanked Mr Faulkner and Ms Troy for their comments and assistance in preparing the regulations. She noted that the course featured assessment in three 'domains' across each year of study and that translation to an Ulster template had been a complex exercise. The Ulster Honours degree classifications would only operate for the exit award and only one discretionary third attempt would be permitted during a student's period of study.

Mr Faulkner advised that a number of minor changes had been referred to the Faculty and that a finalised set of the draft regulations would be provided as an appendix to the minutes for Senate's approval.

AGREED that:

- (i) subject to minor revision, the draft regulations be endorsed and recommended to Senate for approval (Appendix 4);
- (ii) it be recommended to Senate and Council that the new award of Bachelor of Medicine, Bachelor of Surgery (MBBS) be added to the Schedule to Ordinance XXIX, Degrees, Diplomas, Certificates and Other Academic Distinctions.

21.12 TWO-YEAR PART-TIME FOUNDATION DEGREE TASK AND FINISH GROUP

Following discussion of a position paper on the two-year, three-semester Foundation Degree (Higher Level Apprenticeship) model in December 2019 (Paper No ASQEC/19/42) (min 20.66 refers) a task and finish group was established and Mrs McKenna presented a progress report (Paper No ASQEC/21/4). The paper set out the background to the establishment of the group, new objectives, a review of existing University Foundation degrees which have an associated HLA, the operating context and future actions.

Three existing models for Foundation degree HLAs were noted: two-years of three-semester duration (2Y3S) with three courses, two two-semester years and a further semester (2Y+1S - five semesters in total) with eight courses, and three years of two semesters (3Y - six semesters) with 14 courses. The paper indicated that the group would soon examine student performance data for each model in more detail.

Mrs McKenna acknowledged that there had been a delay to the Group's work due to the pandemic but considered that the current timing of the review was appropriate as the operating context was much changed. She noted in particular that apprenticeships were now seen to be a key component of the DfE's Economic Recovery Plan. It was noted that DfE did not require delivery of Foundation Degrees which were HLAs in two years but this was the minimum time period. It was suggested that the University should be involved in the allocation/approval of HLAs for courses it had validated.

Professor Keenan looked forward to progress on this important topic. It was noted that a further report from the Task and Finish Group would be received at the June meeting.

21.13 ASSESSMENT RUBRICS

Professor Turner presented a report prepared by CHERP (Paper No ASQEC/21/5).

The December meeting of the Committee had noted that the former PVC (Education) had strongly articulated the view that the availability of rubrics at the point of curriculum design/re-design provided clear evidence of good assessment design and that their provision would give confidence to validation panels in this matter at the point of periodic review. Associate Deans had considered that a strategic approach to implementation might more readily ensure that good practice was embedded and might avoid a 'tick-box' approach (min 20.71 refers).

Professor Turner commented that the current University expectation for assessment rubrics to be presented in evaluation and revalidation documentation was not considered effective by CHERP and faculties. CHERP had advised that good pedagogy suggested that assessment rubrics should be constructed alongside delivery and therefore proposed to change the approach to their development and how they might be quality-assured. The paper proposed that rubrics for all modules should no longer be provided as part of validation submissions. Instead their external quality assurance should be

achieved annually through external examiners. At evaluation and revalidation it was proposed that validation teams should be required to elaborate further their current narrative on assessment to explain the process linking outcomes to assessment, feedback and teaching and learning, and that all modules descriptions should indicate which learning outcomes were assessed by which piece of coursework.

Professor Turner considered that the main impetus of the proposals was a shift away from the perception that rubrics were being approved at validation events to an emphasis on improving and embedding good internal moderation practices and the role of peer review in that context. The paper indicated that further consideration was required on the timing of submission of assessment briefs and rubrics to external examiners and its alignment with internal moderation timescales. Learning Enhancement would review with Faculties internal and external moderation processes.

Ms Parkinson-Kelly raised a concern that module handbooks would require annual update but Professor Turner advised that the implications would require further consideration in light of the timelines associated with internal moderation and, in particular, the operation of the proposal for co-design of assessment with students before external moderation.

Mr Faulkner advised that the provision of assessment rubrics to validation panels was for information purposes and to provide assurance that the teams had completed their module design/re-design and that they were capable assessment designers. He emphasised that CHERP and Associate Deans would be aware that it was never intended that, given its quinquennial cycle, validation would take over the functions of internal and external moderation, which were long-standing requirements, nor to fix the rubrics for five years.

He noted that assessment rubrics were an academic matter and not a particular concern for the Academic Office in its management of the validation process, but advised that clarity was needed on the timing of any change and whether the Vice-Chancellor was aware of the proposal.

AGREED that:

- (i) the requirement for assessment rubrics for all modules in validation documentation be removed;
- (ii) Learning Enhancement and faculties develop proposals for the enhancement of internal and external moderation practices;
- (iii) CHERP provide an online repository of quality-assured exemplars of assessment rubrics;
- (iv) the proposal that module descriptions be required to map learning outcomes to assessment items not be adopted.

21.14 CONTRACT CHEATING

The Committee, at its meeting on 22 October 2020, had considered the annual report on plagiarism and other forms of cheating offences for 2019/20 (Paper No ASQEC/20/25b). It was agreed that, in view of increased prevalence of contract cheating in the sector, faculties, CHERP and the Students' Union reflect on the latest QAA guidance and report to a future meeting (min 20.59 refers). The second edition of QAA's guidance [[Contracting to Cheat in Higher Education – How to Address Essay Mills and Contract Cheating](#)] was published in June 2020.

Mr Faulkner presented a paper setting out the responses received (Paper No ASQEC/21/6). The background section in the paper outlined the updates provided in the second edition of the QAA guidance, in particular a renewed emphasis upon detection. This section also clarified that the University's current position was that contract cheating was a disciplinary matter and was not treated as plagiarism. The University had detailed policy and guidance on plagiarism because it was an area where academic discretion was needed particularly as students learnt about proper referencing and academic integrity. That guidance clearly stated that contract cheating was not dealt with through the graduated framework of penalties for plagiarism but through the disciplinary processes for cheating in coursework.

The QAA guidance also contained a recommendation that a designated member of staff be appointed to provide support and guidance and help ensure consistency.

The main emphasis of the joint response from faculties was a desire for a working group to review current arrangements and provide guidance for staff and students drawing on the QAA guidance, with practical support for staff in detecting cheating behaviours. This reflected the QAA's emphasis on supporting and resourcing staff to detect academic misconduct. It noted the guidance the Ulster University Business School had drawn up for investigatory 'vivas' and the student-facing guidance cited from Sheffield Hallam University in the QAA report.

The response from CHERP highlighted their work to promote good practice in assessment design, training in effective design, in particular a course on designing assessment for academic integrity. Members noted CHERP's willingness to work with others to develop approaches.

The Students' Union emphasised support for students so that they did not resort to essay mills in desperation due to extenuating circumstances. The 2020 edition noted that during the Covid-19 pandemic essay mills targeted students as they sought to take advantage of uncertainty and anxiety. Ms Parkinson-Kelly advised that she had been involved in earlier drafts through her work with QAA's Student Strategic Advisory Committee. The Students' Union would warn students that they were being targeted and reinforce the use of *Studiosity*. The Chair advised that the University had recently expanded *Studiosity* as a tool for final year students mentoring others.

AGREED that:

- (i) the 2020 guidance be endorsed and that Faculties, CHERP, the Students' Union and Student Support continue to work to safeguard standards, protect students from exploitation and deter and detect contract cheating and apply disciplinary procedures as required;
- (ii) Learning Enhancement be asked to establish a working group to review guidance and support on contract cheating in the broader context of assessment in an increasingly digital environment.

21.15 STUDENT ADMINISTRATION ANNUAL REPORT ON APPEALS: 2019/20

Dr Moore presented the annual report on appeals 2019/20 (Paper No ASQEC/21/7).

Section A: Student Appeals – on basis of new evidence (SA1)

The report presented comparative data by faculty for 2019/20 and 2018/19, and total data for the last five years. The 184 appeals in 2019/20 represented a decrease of 16% from the previous year, which was attributed to measures introduced during the pandemic, in particular automatic first sits for students failing Semester 2 modules. A downward trend in the number of appeals had been evident since 2015/16 but had stabilised in 2018/19.

Dr Moore noted that the percentage of changed decisions since 2015/16 was fairly consistent in the range of 82 to 87%.

Section B: Student Appeals – on basis of procedural irregularities (SA2)

The total number of SA2 appeals in 2019/20 (13) showed a significant drop from the previous couple of years and again this was attributed to the pandemic-related first sit policy for second semester modules. The proportion of successful SA2 cases was markedly higher in 2019/20 than in recent years although the actual number of appeals upheld was very similar at five.

Dr Moore advised that a small working group had been convened to review the appeals process and that a report, including recommendations for measures to improve the user experience, would be received at the June meeting.

21.16 COLLABORATIVE PARTNERSHIPS FORUM

Mrs Reid presented the report from the meeting of the Forum held on 27 January 2021 (Paper No ASQEC/21/8).

Online Admissions and Enrolments (OLA/OLE): Feedback and Review (item 1)

The report indicated that OLA/OLE processes had worked well for 2020/21 with only a number of minor issues identified. Forum members had been reminded of procedural matters, the dates for OLA/OLE operation for 2021/22 and were informed of new measures to provide timely and accurate admissions

information. It had been agreed to provide a list of FAQs and OLA/OLE training for HE Co-ordinators.

Digitisation of Course Result Sheets and Marks Upload (item 2)

It was noted that it was proposed to move away from the current manual system in order to reduce the administrative burden and risk of human error through transcription. A pilot was under way in Belfast Metropolitan College whereby one course would record marks electronically on Course Result Sheets and upload them onto the University's system, with a view to roll-out in 2021/22.

Work-based Learning (WBL) (item 3)

A total of nine CA3s had been received from colleges to establish an AB exit award as an option for those Foundation degree students who might not be able to complete WBL as a consequence of the pandemic. Mrs Reid advised that, despite the predictions of the colleges, very few students had availed of the option.

Continuous Assurance of Quality Enhancement (CAQE) (item 4)

The Forum discussed the CAQE report for 2019/20 (see min 21.17).

Marketing (item 5)

In December the University had arranged online seminars to promote University provision to students on validated Access Diploma courses. Although registration for the event was good, the number who attended the seminars had been disappointing. Provosts had also held meetings with College Principals and Directors of Curriculum from four of the six regional colleges and further follow-up sessions were planned for this month. On behalf of the Faculties, Professor Keenan expressed thanks for the work of Faculty Partnership Managers in supporting collaborative partners throughout the pandemic.

21.17 CONTINUOUS ASSURANCE OF QUALITY ENHANCEMENT (CAQE) (COLLABORATIVE PROVISION)

Mrs Reid presented the report on the outcomes from CAQE (Collaborative Provision) for 2019/20 (Paper No ASQEC/21/9).

Introduction (item 1)

Following a pilot the CAQE process was established for annual monitoring of validated collaborative provision with the expectation of improved Faculty oversight, reduced administrative workload, targeted enhancements and monitoring of articulation. The 2019/20 annual report was the first received by ASQEC.

Outcomes from the 2019/20 CAQE (Collaborative Provision) Review (item 2)

Further to Faculty review of quantitative and qualitative data, action plans had been requested and received for 37 programmes. The course teams had been

asked to reflect on high levels of attrition in Years 1 and 2, high levels of non-returners, poor first-sit outcomes and poor Success 2 outcomes. Across the six Colleges the numbers of action plans required ranged from four to 11. Subsequent to submission of action plans there was no requirement for follow-up meetings with senior management in Colleges.

Mrs Reid identified common themes reported by the faculties as follows:

- A number of courses with too small enrolments. Growth in student numbers in some areas was attributed to part-time HLA provision but this was severely affected by the pandemic. Faculties also noted the impact of increased intakes to QUB degrees.
- A switch from Ulster to Open University (or other) validated provision within some colleges, with both Foundation degree and final-stage Honours Degree available.

The faculties also recommended improved collaboration between the University and DfE in relation to HLA approval.

Key Finding from CAQE (Collaborative Provision) (item 3)

The Committee noted the following matters:

- The impact of the pandemic on entry-level qualifications (centre-assessed grades) in 2020 and 2021 admissions.
- A need to review the current funding model, the cap on fees payable and a differential fee for HLA provision in particular. There was also a concern that the full fees due might not be collected by the University.
- Increasing competition from other institutions and the need to implement measures to mitigate this by building stronger links.
- The effect of increased MaSN allowances for NI HEIs enrolments in colleges which would result in a reduction in the numbers of students who progress through articulation to Ulster.

Professor Murphy reported that he had previously raised the matter of competitor institutions providing Level 6 provision in the local colleges and advised that he and other senior staff would reiterate concern at all available opportunities.

21.18 HOTEL AND TOURISM MANAGEMENT INSTITUTE (HTMI) SINGAPORE

Institutional Approval

Professor Murphy presented the report of the Institutional Recognition Panel for HTMi Singapore as part of the Due Diligence B Stage 2 process (Paper No ASQEC/21/10a).

The report from Due Diligence Stage 1 had been approved at the Committee's meeting on 4 June 2020 meeting (min 20.29 refers) and the panel for Stage 2 had met online on 25 June when HTMi was in the process of being acquired by Ascendo International Holdings Pte. Ltd., a subsidiary of Wong Fong Industries.

The Committee had also previously endorsed the recommendation of the course evaluation panel for approval of delivery of Level 6 of BSc Hons International Hospitality Management by HTMi at its meeting in October (min 20.48). Section 4.1 of the report indicated that the Singapore Committee for Private Education had approved the condensed 20-week delivery model but this had subsequently been revised to reflect the delivery pattern at the University.

AGREED: that the report be endorsed and that it be recommended to Senate and Council that the Hotel and Tourism Management Institute, Singapore be approved as a Recognised Institution of the University under Ordinance XXVIII, Recognition of Institutions, for a period of five years: 2020/21 to 2024/25.

Collaborative Partnership

Professor McCoy presented a paper which set out a proposal to change the collaborative model for HTMi Singapore so that the course was formally designated 'franchised' instead of 'validated' and that the status of students be changed from Associate to registered students of the University as Affiliate Students (Paper No ASQEC/21/10b).

Professor McCoy advised that the letter of approval from the Committee for Private Education in Singapore required that students were fully registered students of Ulster University and that there should be no reference to HTMi on degree parchments (details were set out in Appendix 1 to the paper). She reported that the course had not recruited pending resolution of these matters.

The Faculty had consulted with relevant parties in the University and proposed a move to a franchise model whereby course delivery would formally be under Recognised Teacher arrangements and the students would belong to the University as Affiliate Students in the sub-category of 'Ulster University Overseas Students' instead of being Associate Students.

It was noted that the Faculty would complete formal University approval of the change of status for the course through the CA2a process and that the change of model would not affect the financial arrangement the Faculty had with the partner.

Professor McCoy thanked the Academic Office and Ms Troy for their assistance with this collaborative arrangement.

AGREED: that the report be accepted and that the change of collaborative model be recommended to Senate.

21.19 CONFERMENT OF RECOGNISED TEACHER STATUS: PROCEDURAL CHANGE

Mr Faulkner presented a paper setting out a proposed procedural change to the process for the conferment of Recognised Teacher status (Paper No ASQEC/21/11). At the Committee's October 2020 meeting the Chair had undertaken to review the conferment process as faculties had raised some concern (min 20.61 refers).

It was proposed to streamline the process so that in future submission of a new nomination form would not be expected each time the Faculty extended the responsibilities of a current Recognised Teacher to other modules on the same course. In future they would be appointed to a particular course and they would be deemed competent to teach and assess on any module in that course if it was within their expertise and they had capacity to take on additional responsibility. Faculties would be expected to maintain oversight of the staffing of courses and the workloads of Recognised Teachers who teach on their behalf.

Mr Faulkner considered that the previous process had been useful to ensure that faculties maintained oversight of their partners especially at a time when problems had been experienced with particular organisations with a high turnover of staff. Faculties were now better able to meet their obligations on behalf of the University.

A revised Curriculum Vitae template was also proposed in order to ensure that all academic and professional information was provided for a nominee.

The changes would reduce the volume of papers coming from Faculties to Academic Office, CHERP and People and Culture for review.

AGREED: that the proposed changes to procedure and clause 2.8 of the Code of Practice for Recognised Teachers be approved.

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

REPORT FROM ACADEMIC PLANNING ADVISORY GROUP (21.1.21)

RECOMMENDATIONS TO ASQEC FOR APPROVAL

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

SEPTEMBER 2021 START

Faculty of Arts, Humanities and Social Sciences

Proposed MSc Criminology and Criminal Justice (FT/PT) (BT).

Ulster University Business School

Proposed FdSc Logistics and Supply Chain (PT) at Northern Regional College (Newtownabbey and Ballymena campuses);

Proposed BSc Hons International Business (FT/PT) (ME);

Proposed MSc International Accounting, Taxation and Analytics (FT/PT) (ME) (joint course with Letterkenny Institute of Technology).

NEW COURSE PROPOSALS APPROVED WITHOUT EVALUATION

SEPTEMBER 2020 START

Faculty of Life and Health Sciences

Graduate Certificate in Molecular and Pharmaceutical Analysis (PT) (DL);

Postgraduate Certificate in Molecular and Pharmaceutical Analysis (PT) (DL);

Postgraduate Certificate in Pharmaceutical Analysis (PT) (DL).

[Note: all DfE Short-Term Skills Intervention and approved by ASQEC Chair's action.]

JANUARY 2021 START

Ulster University Business School

Postgraduate Certificate in Professional Development (Understanding International Business) (PT) (DL) (DfE Short-Term Skills Intervention).

SEPTEMBER 2021 START

Faculty of Life and Health Sciences

MSc Advanced Pharmacy Practice (PT) (DL).

PROPOSAL FOR A SEPTEMBER INTAKE

Faculty of Computing, Engineering and the Built Environment

Postgraduate Certificate in Artificial Intelligence (DfE Short-Term Skills Intervention) [September 2020 intake].

PROPOSAL FOR NEW NAMED PATHWAY FROM 2020/21

Faculty of Life and Health Sciences

PgCert/PgDip/MSc Advancing Practice

To introduce a new named pathway, 'Dietetics', from January 2021 [Note: approved by ASQEC Chair's action].

Ulster University Business School

Postgraduate Certificate in Global Capital Markets (Financial Risk Management)

To restructure the course into two named pathways: (i) Financial Risk Management (ii) Regulation and Compliance; to introduce the new pathway, 'Regulation and Compliance', at Irish Times Training, Dublin (University outcentre) from January 2021 and fully online from September 2021 [Note: approved by ASQEC Chair's action].

PROPOSAL FOR CHANGE IN TITLE FROM 2021/22

Faculty of Arts, Humanities and Social Sciences

From: LLM/MSc Corporate Law and Computing

To: LLM/MSc Corporate Law, Computing and Innovation.

Ulster University Business School

From: Advanced Certificate in Managing the Customer Contact

To: Advanced Certificate in Leading on Customer Operations;

From: Advanced Diploma in Managing the Customer Contact

To: Advanced Diploma in Leading on Customer Operations;

From: BSc Hons Managing the Customer Contact

To: BSc Hons Leading on Customer Operations.

PROPOSAL FOR CHANGE OF LOCATION FROM JANUARY 2022

Faculty of Life and Health Sciences

Postgraduate Diploma in Physician Associate Studies

From: Coleraine

To: Magee.

PROGRAMME WITHDRAWALS

Faculty of Arts, Humanities and Social Sciences

Last intake 2018/19

FdA Design (Product and Graphic) at South West College (Omagh campus).

Last intake 2019/20

FdA Digital Arts and Technologies at South West College (Omagh and Enniskillen campuses).

Faculty of Computing, Engineering and the Built Environment

Last intake 2016/17

FdSc Architectural Technology at South Eastern Regional College (Bangor campus);

FdSc Architectural Technology with Sustainable Design at South Eastern Regional College (Bangor campus);

FdSc Construction Engineering with Surveying at South Eastern Regional College (Bangor campus).

Last intake 2018/19

MSc Professional Software Development (FT) at QAHE.

Faculty of Life and Health Sciences

Last intake 2017/18

FdSc Applied Medical Sciences at Southern Regional College (Newry campus).

Last intake 2020/21

MSc Advanced Clinical Optometry.

PROPOSAL TO ADD QUALIFICATIONS TO SCHEDULE OF APPROVED ALTERNATIVES TO GENERAL ENTRY QUALIFICATIONS FOR UNDERGRADUATE PROGRAMMES

- i. BTEC Extended Certificate in Engineering when students take an optional unit (Calculus to Solve Engineering Problems) to make up the Mathematics deficit in the Extended Certificate;
- ii. ATHE Level 3 programmes, provided that the full course is taken (credits gained through prior learning not acceptable):

- Level 3 Diploma in Accounting
 - Level 3 Diploma in Applied Statistics
 - Level 3 Diploma in Business
 - Level 3 Diploma in Business English and Communication
 - Level 3 Diploma in Health and Social Care
 - Level 3 Diploma in Information and Digital Technologies
 - Level 3 Diploma in Law
 - Level 3 Diploma in Small Business and Social Enterprise Start-up
- iii. BTEC Level 3 National Extended Certificate in Children’s Play, Learning and Development (one A level equivalent) when taken as part of a programme of study that includes other appropriate Level 3 BTEC Nationals or A-levels;
- iv. for September 2021 and September 2022 only, BTEC Level 3 Extended Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge);
- v. a number of City and Guilds Technical courses for entry to Ulster validated courses delivered by CAFRE.

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 APPROVALS

2019/20

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	BEng Hons Electronic Engineering with Enterprise Development (with DPP(I)/DIAS) (with CertHE and AB exit awards)	✓	✓	2020 - 2024	ME	<u>1st intake</u> Min 7 Max 15 <u>2nd intake</u> Min 12 Max 20 <u>3rd intake</u> Min 17 Max 25 <u>Subsequent intakes</u> Min 22 Max 30	Min 3 Max 5
	BEng Hons Mechanical Engineering with Enterprise Development (with DPP(I)/DIAS) (with CertHE and AB exit awards)	✓	✓	2020 - 2024	ME	<u>1st intake</u> Min 7 Max 15 <u>2nd intake</u> Min 12 Max 20 <u>3rd intake</u>	Min 3 Max 5

						Min 17 Max 25 <u>Subsequent intakes</u> Min 22 Max 30	
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2020/21

FACULTY	COURSE TITLE	MODE		INTAKES (Years)	LOCATION	INTAKE	
		FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	BSc Hons Policing and Criminology (Applied Practice)		✓	2021 – 2025	BT & PSNI College		Max 20 per cohort [number of cohorts depends on PSNI recruitment]
	Graduate Certificate in Policing and Criminology (Applied Practice)		✓	2021 - 2025	BT & PSNI College		Max 20 per cohort [number of cohorts depends on PSNI recruitment]
LIFE AND HEALTH SCIENCES	BSc Hons Sustainable Agriculture (with Land Management and Agri-Business pathways) (with CertHE and AB exit awards) (with compulsory (FT) / optional (PT) DPP(I))	✓	✓	2021 - 2025	CAFRE (Greenmount)	<u>1st intake</u> Min 25 Max 33 <u>2nd intake</u> Min 25 Max 34 <u>Subsequent intakes</u> Min 25 Max 35	Min 10 Max 15

b) **COURSE RE-APPROVAL**

2019/20

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	INTAKE	
			FT	PT			FT	PT
COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT	10A2	PgDip/MSc Advanced Composites and Polymers (with Applied Research pathway) (with PgCert exit award) [previously separate PgDip and MSc]	✓	✓	2020 – 2024	JN	<u>1st intake</u> Min 5 Max 10	Min 3 Max 5
		PgDip/MSc Biomedical Engineering (with PgCert exit award) [previously separate PgDip and MSc]	✓	✓	2020 – 2024	JN	<u>Subsequent intakes</u> Min 10 Max 20	
		PgDip/MSc Biomedical Engineering (with PgCert exit award) [previously separate PgDip and MSc]	✓	✓	2020 – 2024	JN	<u>1st intake</u> Min 5 Max 10	Min 3 Max 5
		PgDip/MSc Manufacturing Management (with PgCert exit award) [previously separate PgDip and MSc]	✓	✓	2020 – 2024	JN	<u>Subsequent intakes</u> Min 10 Max 20	
	MSc Mechanical Engineering (with PgDip exit award)	✓	✓	2020 - 2024	JN	Min 0 Max 5	Min 3 Max 5	
	16E	BEng Hons Electrical and Electronic Engineering (with DPP(I)/DIAS) (with CertHE and AB exit awards)	✓	✓	2020 – 2024	ME	<u>1st intake</u> Min 12 Max 20	<u>1st intake</u> Min 3 Max 5

							<u>2nd intake</u> Min 17 Max 25 <u>Subsequent intakes</u> Min 22 Max 30	<u>Subsequent intakes</u> Min 3 Max 6
		BEng Hons Mechanical and Manufacturing Engineering (with DPP(I)/DIAS) (with Integrated Foundation Year (FT) and CertHE and AB exit awards)	✓	✓	2020 – 2024	ME	<u>1st intake</u> Min 17 Max 20 <u>2nd intake</u> Min 24 Max 30 <u>3rd intake</u> Min 29 Max 35 <u>Subsequent intakes</u> Min 29 Max 40	<u>1st intake</u> Min 3 Max 5 <u>Subsequent intakes</u> Min 6 Max 10
		BEng Hons Renewable Energy Engineering (with DPP(I)/DIAS) (with CertHE and AB exit awards)	✓	✓	2020 - 2024		<u>1st intake</u> Min 17 Max 25 <u>2nd intake</u> Min 22 Max 30 <u>Subsequent intakes</u> Min 24 Max 35	<u>1st & 2nd intakes</u> Min 3 Max 5 <u>Subsequent intakes</u> Min 6 Max 10

2020/21

FACULTY	COURSE TITLE		MODE		INTAKES (Years)	LOCATION	INTAKE	
			FT	PT			FT	PT
ARTS, HUMANITIES AND SOCIAL SCIENCES	26K	Advanced Diploma in Policing	✓		2020 - 2024	PSNI College	Max 20 per cohort [number of cohorts depends on PSNI recruitment]	
LIFE AND HEALTH SCIENCES	12E	FdSc Agriculture and Technology (with CertHE exit award)	✓	✓	2021 - 2025	CAFRE (Greenmount)	<u>1st intake</u> Min 30 Max 35 <u>2nd intake</u> Min 30 Max 36 <u>Subsequent intakes</u> Min 30 Max 38	Min 5 Max 15
ULSTER UNIVERSITY BUSINESS SCHOOL	1Aii	BSc Hons Accounting with Management (with CertHE and AB exit awrds)	✓		2020 - 2024	QAHE (London and Birmingham)	Min 11/12 <i>See appendix</i>	
	5E1ii	MSc International Business (with Human Resource Management and Data Analytics pathways and optional Advanced Practice pathway) (with PgCert and PgDip exit awards)	✓		2020 – 2024	QAHE (London and Birmingham)	Min 11/12 <i>See appendix</i>	
		MSc International Business (with Human Resource Management and Data Analytics pathways and optional Advanced Practice pathway) (with GradCert, PgCert and PgDip exit awards) (Extended Master's)	✓		2020 - 2024	QAHE (London and Birmingham)	Min 11/12 <i>See appendix</i>	

MSc IB International Business Actual/Projected Numbers		
Intake	MSc IB (Lon)	MSc IB (Bir)
Sept	210	80
Jan	180	60
May	90	30
20/21 Total	480	170
Intake	MSc IB (Lon)	MSc IB (Bir)
Sept	233	89
Jan	200	67
May	100	33
21/22 Total	533	189
Intake	MSc IB (Lon)	MSc IB (Bir)
Sept	259	99
Jan	222	74
May	111	37
22/23 Total	592	210
Intake	MSc IB (Lon)	MSc IB (Bir)
Sept	287	109
Jan	246	82
May	123	41
23/24 Total	656	232
Intake	MSc IB (Lon)	MSc IB (Bir)
Sept	319	121
Jan	273	91
May	137	46
24/25 Total	729	258

BSc Accounting with Management Actual/Projected Numbers

Intake	Accounting (Lon)
Sept	27
20/21 Total	27
Intake	Accounting (Lon)
Sept	35
21/22 Total	35
Intake	Accounting (Lon)
Sept	46
22/23 Total	46
Intake	Accounting (Lon)
Sept	59
23/24 Total	59
Intake	Accounting (Lon)
Sept	77
24/25 Total	77

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 26 November 2020.

DISTRIBUTED EDUCATION BOARD**Course Revisions****Diploma in International Foundation Studies (with Pathways) (Belfast and City University College, Doha)**

To add SOC103 at a Level 4 alternative to Level 3 module FCE007 in Semester 2 2020/21 only and BEN127 as a Level 4 alternative to Level 3 module FCE010.

ARTS, HUMANITIES AND SOCIAL SCIENCES**Course Revisions****Undergraduate Hons Subject: Criminology and Criminal Justice (Single Hons, Minor)**

To add a new optional module, PUP548, 'Rehabilitation and Desistance from Crime';

Undergraduate Hons Subject: Criminology and Criminal Justice;**Undergraduate Hons Subject: Politics and International Studies**

To add new optional module POL506, 'Transforming Violence'; to revise title, rationale, aims and learning outcomes, content and summary descriptions of POL320 and 501; to revise assessment strategy in POL516; to revise rationale, aims, learning outcomes, content, learning and teaching methods, assessment strategy and reading list in POL328;

Undergraduate Hons Subject: Drama

To add an optional module, CRE519; to revise the assessment strategy in module ENG511;

Undergraduate Hons Subject: English

To revise the assessment strategy in modules ENG511 and ENG515; to add a Southern Regional College (Newry) outcentre instance of module ENG502;

Undergraduate Hons Subject: Language and Linguistics

To revise title and content of module CMM351; to replace modules CMM165, CMM349 with new modules CMM175, 'Exploring the Languages of Ireland' and CMM384, 'Step into Sociolinguistics';

BSc Hons Communication Management and Public Relations;**BSc Hons Communication, Advertising and Marketing**

To revise the assessment strategy in module CMM507;

LLM Human Rights Law and Transitional Justice

To revise the title of module LAW806;

LLM International Commercial Law and ADR

To revise the title, rationale, aims and learning outcomes, content, learning and teaching methods, and assessment strategy in module LAW757;

MA User Experience and Service Design

To revise the structure of the course from 240 credit points to 180 credit points and from four semesters to three semesters; to remove module AAD727, 'Master's Project - Part 1'; to revise the titles of modules AAD718, AAD717 and AAD728; to revise modules AAD709, AAD717, AAD718, AAD720 and AAD728; to revise regulations accordingly.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework modules LAW757 and LAW759.

COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT

Course Revisions

FdEng Electrical and Electronic Engineering (NRC)

FdEng Mechanical and Manufacturing Engineering (NRC);

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

FdSc Information Technologies (NWRC);

FdSc Software Development (NWRC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

BEng/MEng Hons Architectural Engineering

To revise the rationale, aims, learning outcomes, content, learning and teaching methods (and hours), assessment strategy, reading list and summary description in module ENE323;

BEng/MEng Hons Architectural Engineering;

BEng/MEng Hons Civil Engineering;

BEng/MEng Hons Safety Engineering;

BSc Hons Architectural Technology and Management;

BSc Hons Building Surveying;

BSc Hons Civil Engineering;

BSc Hons Construction Engineering and Management;

BSc Hons Energy;

BSc Hons Quantity Surveying and Commercial Management

To revise the title, rationale, aims, learning outcomes and assessment strategy in module BEN136;

BSc Hons Computer Science

To replace Level 3 module FCE010 with Level 4 module BEN127 in Year 0 (International Foundation Year);

BSc Hons Computing Science;

BSc Hons Computing Technologies;

BSc Hons Interactive Computing;

BEng Hons Computer Science;

BEng Hons Software Engineering

To revise the hours and assessment strategy in module COM396;

BSc Hons Construction Engineering and Management

To remove the SWC outcentre location; to revise the aims, learning outcome map and indicators of quality; to replace modules CIV315 and 334 with BEN315;

BEng Hons Electrical and Electronic Engineering;

BEng Hons Renewable Energy Engineering

To add for final level students in Semester 1 2020/21 only new Level 6 module EEE609, 'Power Systems Analysis'; to apply the revalidated version of EEE550 from Semester 2 2020/21;

BSc Hons Quantity Surveying and Commercial Management;

BSc Hons Real Estate

To revise the assessment strategy in module BEN130.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add to the framework modules BEN700, BEN702, BEN703 and SUR828; to add to the framework and add fully-online Semester 2 instances for BME802, COM738, COM747, COM760, COM762, ENE705, MEC832 and MEC867, COM750 and COM754.

LIFE AND HEALTH SCIENCES

Course Revisions

FdSc Responding to Drug and Alcohol Use (NWRC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

Undergraduate Hons Subject: Psychology (Single Hons)

To add a new optional module, PSY114, 'Psychological Perspectives on Wellness and Resilience'; to make PSY113 optional, and to revise its learning outcomes, assessment strategy and reading list; to correct the Awarding Body and Teaching Institution;

Undergraduate Hons Subject: Psychology;

BSc Hons Social Psychology

To revise the assessment strategy in module PSY561; to revise learning outcomes, rationale and assessment strategy in module PSY562;

BSc Hons Biomedical Science (with DPP);

BSc Hons Applied Biomedical Science;

BSc Hons Human Nutrition

To revise learning outcomes, hours, learning and teaching methods, assessment strategy and reading list in module BMS310;

BSc Hons Dietetics;

BSc Hons Food and Nutrition;

BSc Hons Human Nutrition

To revise the learning outcomes, learning and teaching methods (and hours) and assessment strategy in module NUT303;

BSc Hons Podiatry

To revise content and assessment strategy in modules POD323 and POD516;

BSc Hons Specialist Nursing (with Pathways);

PgDip Specialist Nursing (with Pathways)

To add additional instances to specialist modules to facilitate the part-time modes in the Learning Disability and Mental Health pathways; to revise the semester of modules in the Palliative Care pathway; to amend the narrative in both programme specifications to allow for students to be exempted from V100 (NUR666 or NUR853); to revise the assessment strategy in module NUR519, 666, 711, and 853; to revise title, learning outcomes and role titles in NUS530; to revise learning outcomes in NUR730; to revise the regulations accordingly;

Graduate Certificate in Molecular and Pharmaceutical Analysis;

Postgraduate Certificate in Molecular and Pharmaceutical Analysis;

Postgraduate Certificate in Pharmaceutical Analysis;

BSc Hons Dietetics;

BSc Hons Food and Nutrition;

BSc Hons Human Nutrition

To introduce an alternative version of module PHA528 to allow fully online delivery and 100% coursework through new module PHA546; to revise the rationale, learning and teaching methods and assessment strategy in modules PHA516 (which also affects BSc Hons Pharmaceutical Sciences) and PHA715 (also affects MSc Pharmaceutical Sciences); to correct the instances in PHA519;

PgCert/PgDip/MSc Advancing Practice

To add a new 15-credit point module, NUT823, 'Advanced Communication and Behaviour Change for Dietitians';

PgCert/PgDip/MSc Nursing

To add module NUS735 as a fully online optional module;

MSc Advanced Clinical Optometry

To update learning outcomes in seven modules; to withdraw and permanently archive the modules as part of the withdrawal of the course;

MSc Applied Behaviour Analysis

To revise the learning outcomes and assessment strategy in module PSY838;

MSc Health Promotion and Public Health

To correct the effort hours for module HEP818;

MSc Sport and Exercise Psychology

To replace module SLS810 with new module SLS725, 'Group Dynamics and Organisational Psychology in Sport and Exercise';

Nursing modules

To archive permanently 109 redundant NUR and NUS modules.

Credit-bearing Short Courses

Postgraduate Certificate of Professional Development Framework

To add a Semester 2 fully online instance of BIO831;

Short Course Module NUS596

To revise the assessment strategy.

ULSTER UNIVERSITY BUSINESS SCHOOL

Course Revisions

FdSc Accounting (BMC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

FdSc Events Management (BMC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

FdSc Hospitality and Tourism with Specialisms (BMC, SWC and SERC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

FdSc Marketing (BMC)

To add an AB exit award and 40 credit point Project-Based Learning module as an alternative for students unable to undertake Work-Based Learning on account of the Covid-19 pandemic;

Advanced Certificate in Management Practice

To add two new fully online modules, delivered by Belfast Metropolitan College, to the Advanced Certificate in Management Practice from January 2021 and to provide fully online instances of BMG383 and BMG419 (DfE-funded Short-Term Skills Intervention (Round 2) - approved by APAG on 17.11.20);

BSc Hons Business Economics;

BSc Hons Economics

To revise content, learning and teaching methods, hours and assessment strategy in module ECO311;

BSc Hons Finance and Investment Management

To revise the title of module FIN104;

BSc Hons Marketing;**BSc Hons Business Economics**

To revise the assessment strategy in module MKT512 to meet University policy on assessment of individual contribution in coursework;

Postgraduate Certificate in Global Capital Markets (Financial Risk Management)

To add a new 15-credit point module FIN717, 'Regulation and Compliance'.

Credit-bearing Short Courses**Postgraduate Certificate of Professional Development Framework**

To add module HTM720 with fully on-line delivery across Semesters 2&3 from May 2021 in response to DfE's Short-term Skills Intervention;

Short-Course Modules: Partner Pathway DUFE (5791)

To offer the following modules at the Dongbei outcentre as part of the Dongbei University of Finance and Economics articulation arrangement: ACF134, ACF318, ACF319, ACF322, ACF339, FIN301 and FIN302.

Ulster University Programme Regulations

1. TITLE

Bachelor of Medicine, Bachelor of Surgery

2. MODE OF ATTENDANCE

Full-time

3. DURATION

Full-time: normally 4 years; maximum 6 years.

4. LOCATION

Magee campus

5. FACULTY

Life and Health Sciences

6. ADMISSION REQUIREMENTS

Applicants must:

- (a) satisfy the University's general entry requirements; and
- Have a minimum of a 2:1 Honours degree in any discipline; and
 - Sit the entrance examination GAMSAT; and
 - Pass Mini-Multiple Interview assessments; and
 - Have an Enhanced Disclosure from AccessNI or other relevant authority; and
 - Complete a medical declaration and have occupational health clearance

And

- Be aware of the *Medical students: professional values and fitness to practise* guidance from the GMC that will take into consideration their behaviour both before and during their period of study. Failure to comply with this guidance could impair eligibility for a student to register with the GMC and could affect continuation on the programme. The guidance is available at: (https://www.gmc-uk.org/-/media/documents/professional-behaviour-and-fitness-to-practise-0816_pdf-66085925.pdf)
- Achieve grade B in GCSE English or IELTS grade 7.5 with no individual mark below 7.0 if they are from a non-English speaking country.

or

- (b) provide evidence of their ability to undertake the programme through the accreditation of prior experiential learning (English requirement only).

7. EXEMPTIONS

- 7.1 Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of the programme provided that they shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level in respect of a Master's award.
- 7.2 It is anticipated that only in exceptional cases will an exemption[s] be permitted, and any exemption must be approved by the professional / regulatory bodies governing the profession.

8. PLACEMENT

There will be clinical placement experience periods throughout all four years of study:

9. ATTENDANCE REQUIREMENTS

- 9.1 Students are expected to attend all classes associated with the programme and be punctual and regular in attendance.
- 9.2 A student who has not been in attendance for more than three days through illness or other cause must immediately notify the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the University General Regulations for Students.
- 9.3 Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the University General Regulations for Students.
- 9.4 Attendance at placements is compulsory as described at paragraph 8.
- 9.5 In addition to managing non-attendance through University procedures it will normally also be considered through MBBS Fitness to Study or Fitness to Practice, whichever is more appropriate, to comply with regulatory procedures.

10. RULES GOVERNING STUDENT CHOICE

- 10.1 The programme is offered as indicated in the table at section 18. Revisions may be made in accordance with the University's quality assurance procedures.
- 10.2 Student Selected Components
Student Selected Components (SSC), in all years of the programme, shall allow students to study, in depth, areas of particular interest, building up a broad range of experience.
- 10.3 Final Year Elective

There will normally be a seven-week final year elective.

Any student in final year who is required to attend remediation or clinical attachment(s) for the purpose of a resit assessment, will forego the Final Year Elective for this purpose.

11. EXAMINATION AND ASSESSMENT

- 11.1 The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.
- 11.2 Candidates shall be assessed in the module for which they have enrolled in each year of study.
- 11.3 Within each module candidates shall be assessed by coursework in accordance with the attached table.
- 11.4 Students will be required to take formative assessments throughout the programme, which shall be for the information of the student and his/her teachers. The marks or grades obtained at such assessments shall not contribute to decisions concerning progress, although attendance at these assessments is mandatory.
- 11.5 Credits will be awarded at the end of each year on the basis of three assessment domains (**Professional Values and Behaviours**, **Professional Skills** and **Professional Knowledge**). Credits will be awarded on the basis of summative assessments. The total credits for each year are specified below. Credits will not be awarded for completion of part of a year's study and assessment.
- 11.6 Credit accumulation
The programme shall be based upon the accumulation of credit in each year of the programme, using the standard undergraduate UK framework and the European Credit Transfer Scheme (ECTS), as follows:

Year	Year name	Credit Level	UK framework credits	ECTS credits
Year 1	Clinical Science	Level 5	175	87
Year 2	Transition	Level 6	195	97
Year 3	Penultimate	Level 6	220	110
Year 4	Final	Level 7	190	95

- 11.7 Assessment shall be by a variety of methods which may include in-course assessment, written tests, practical and clinical assessments or such other forms of assessment as are specified in the Scheme of Assessment.
- 11.8 The pass standard for the written assessments shall be determined using recognised methods for standard setting.
- 11.9 The pass standard for the OSCE shall be determined using recognised methods for standard setting. In order to attain the pass standard in OSCE, candidates are required to achieve the numerical passmark for the assessment **and** pass 65% of stations (rounded to the nearest whole number).

- 11.10 For first year, for the summative elements of **the Professional Values and Behaviours** domain, candidates at the end of the year will be graded as either Acceptable, Cause for Concern, or Unacceptable as determined by an algorithm as detailed in the Scheme of Assessment.
- 11.11 For second year, for the summative elements of **the Professional Values and Behaviours** domain, candidates at the end of the year will be graded as either Acceptable, Borderline, Cause for Concern, or Unacceptable, as determined by an algorithm as detailed in the Scheme of Assessment.
- 11.12 For third year, for the summative elements of **the Professional Values and Behaviours** domain, candidates at the end of the year will be graded as either Acceptable, Borderline Acceptable, or Unacceptable, as determined by an algorithm as detailed in the Scheme of Assessment.
- 11.13 For final year, for the summative elements of the **Professional Values and Behaviours** domain, candidates at the end of the year will be graded as Acceptable or Unacceptable.
- 11.14 For all years except final year, for the summative elements of the **Professional Knowledge** domains, candidates at the end of the year will be graded one of the following categories:
- **A (Acceptable):** competent – the numerical pass mark or above
 - **C (Cause for Concern):** not yet competent – up to and including 2 Standard Errors of Measurement (SEM) below the numerical passmark
 - **U (Unacceptable):** poor – more than 2 Standard Errors of Measurement (SEM) below the numerical passmark
- 11.15 For final year, the summative elements of the **Professional Knowledge** domain will be assessed by the externally (GMC) prepared and moderated Prescribing Safety Assessment (PSA) and the Applied Knowledge Test (AKT) of the Medical Licensing Assessment (MLA). Candidates at the end of the year will be graded one of the following categories:
- **A (Acceptable):** competent – the numerical passmark or above for the Prescribing Skills test **and** the Knowledge Proficiency Test
 - **U (Unacceptable):** below the numerical passmark for the Prescribing Skills Test **and / or** the Knowledge Proficiency Test
- Candidates will be required to achieve a grade of **Acceptable** in **both** the Prescribing Skills Test and the Knowledge Proficiency test, in order to pass the written assessment element
- 11.16 For all years except final year, for the summative elements of the **Professional Skills** domain, candidates at the end of the year will be graded as one of the following categories:
- **A (Acceptable):** competent – the numerical passmark or above **and** pass at least 65% of stations
 - **C (Cause for Concern):** not yet competent – up to and including 2 Standard Errors of Measurement (SEM) below the numerical passmark **or** fail between 35% and 50% of stations

- **U (Unacceptable):** poor – more than 2 Standard Errors of Measurement (SEM) below the numerical passmark **and/or** fail more than 50% of stations
- 11.17 For final year, for the summative elements of the **Professional Skills** domain candidates at the end of the year will be graded as one of the following categories:
- **A (Acceptable):** competent – the numerical passmark or above **and** pass at least 65% of stations
 - **U (Unacceptable):** below the numerical passmark **and/or** pass less than 65% of stations
- 11.18 A grading algorithm will be used to determine the overall grade achieved each year which shall be detailed in the module handbook.

12 SUBMISSION OF COURSEWORK

- 12.1 Coursework shall be submitted by the dates specified by the Course Committee
- 12.2 Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation and in the case of illness by a medical certificate. This application shall be made to the Director of Education.
- 12.3 Coursework submitted without consent after the deadline shall not normally be accepted.

13 PROGRESS

- 13.1 Subject to 14 hereof, candidates are required to pass all assessments in each year of study in order to proceed to the next. Progress from semester 1 to semester 2 is automatic.
- 13.2 Students shall normally be required to complete the course of instruction and complete satisfactorily all the prescribed assessments within six academic years from initial enrolment. This period may be extended in exceptional circumstances in accordance with the MBBS Procedures.

14 CONSEQUENCES OF FAILURE

- 14.1 Candidates are permitted to submit their Student Selected Components up to three times in years one, two and three and twice in year four in order to achieve a pass.
- 14.2 Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 14.4 for one more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board.
- 14.3 A student may only have **ONE** discretionary 3rd attempt during the MBBS Programme. Under the *procedure for consideration for a final discretionary attempt at an assessment*, Boards of Examiners will have the authority to approve a discretionary third attempt if a candidate meets programme-

specific fast-track criteria. For candidates who do not satisfy the programme-specific fast-track criteria, a Discretionary Panel of Faculty will consider the student's application for a discretionary third attempt. Detailed information about the fast-track criteria, procedure and timescales is published on the Student Affairs section of the Programme Support Area in the Student Portal.

14.4 The consequences of failure in each year, other than the final year

The consequences of failure shall normally be as follows:

Failure at first attempt

A candidate, whose grade in any one or more assessment domain(s) (or element of) (including **either or both** elements of Professional Knowledge in Year 1) is **Cause for Concern**, will be given the option to enter the re-sit examination(s)/assessment(s) in each such assessment domain (or element of). Alternatively, a student may choose to repeat the year.

A candidate, whose grade in any one or more of the assessment domain(s) (or element of) (including **either or both** elements of Professional Knowledge in Year 1) is **Unacceptable** will be required to forego the re-sit examination(s)/assessment(s) and repeat the year. Candidates repeating the year will be required to sit all domains of assessment, regardless of whether they have passed the domain (or element of) in a previous academic year.

Failure at second attempt

A candidate, whose grade in any one or more of the re-sit assessment(s) is **Cause for Concern or Unacceptable** will be deemed to have failed the assessment and therefore the programme. Such students may be eligible for a 3rd discretionary attempt, in accordance with the *procedure for consideration for a final discretionary attempt at an assessment* (see paragraph 14.2). Candidates offered a final, 3rd attempt will be required to repeat the year and sit all domains of assessment, regardless of whether they have passed the domain (or element of) in a previous academic year.

Failure at third (discretionary) attempt

A candidate, whose performance in any one or more of the re-sit assessment(s) is **Cause for Concern or Unacceptable** is deemed to have failed the programme and will have their registration terminated.

14.5 Failure in the Final Year

In the final year, the consequences of failure shall normally be as follows:

Failure at first attempt

A candidate, whose grade in any one or more of the assessment domains is **Unacceptable**, will be required to forgo the student arranged Final Year Elective and enter the re-sit examinations(s)/assessments(s) in the assessment domain (or element of). In addition, if the grade of **Unacceptable** is achieved in the Professional Values and Behaviours domain, the candidate will be required to defer the first sitting of the written assessment and OSCE in addition to the student arranged formative Final Year Elective and enter the re-sit examinations(s)/assessments(s) in the

assessment domain (or element of). Alternatively, the candidate may choose to repeat the Final Year and sit all domains of assessment.

Failure at second attempt

A candidate, whose grade in any one or more of the re-sit assessment(s) is **Unacceptable** will be deemed to have failed the assessment and therefore the programme. Such students may be eligible for a 3rd discretionary attempt, in accordance with the *procedure for consideration for a final discretionary attempt at an assessment* (see paragraph 14.2). Candidates offered a final, 3rd attempt will be required to repeat the year and sit all domains of assessment, regardless of whether they have passed the domain (or element of) in a previous academic year.

Failure at third (discretionary) attempt

A candidate, whose performance in any one or more of the re-sit assessment(s) is **Unacceptable** is deemed to have failed the programme and will have their registration terminated.

- 14.6 A further period of study may be prescribed prior to re-entry to an assessment. This shall normally be satisfied by continued attendance on the course and/or remediation.

15 CLASSIFICATION OF FINAL RESULT

- 15.1 To be awarded the degrees of Bachelor of Medicine and Bachelor of Surgery, a student shall have completed the course of study prescribed above and have passed all assessments prescribed above.

- 15.2 The MBBS degrees are, under University Ordinances, honours degrees, but are awarded without classification by convention. At the end of final year, students who have passed all elements of assessment will be awarded a Pass.

- 15.3 Merits and Distinctions

15.3.1 Candidates who pass the Final Year and are awarded the MBBS degree will be eligible to be considered for the award of a University of Ulster grade of Merit or a University Distinction, in the following four disciplines:

- Medical Sciences (on the basis of performance in year one, Clinical science year)
- Clinical Science (on the basis of performance in year two, Transition year)
- Clinical Specialties (on the basis of performance in year three, Penultimate year)
- Clinical Practice (on the basis of performance in year four, Final year).

15.3.2 For the sole purpose of calculating Merits and Distinctions, a final grade for each year shall be determined, using the weightings specified in the table below:

Year one	Weighting (%)
Professional knowledge (BCS)	50
Professional Knowledge (CPH/PPD)	25

Professional Skills	25
Years two and three	
Written examination	50
OSCE	50
Final year	
Knowledge Proficiency Test (KPT) of the Medical Licensing Assessment (MLA)	25
Prescribing Skills Test	25
OSCE	50

15.3.3 A Distinction in any discipline will be awarded to candidates in the top 10% of that year. Candidates must also achieve a grade of Acceptable in the Professional Values and Behaviours domain at first attempt.

15.3.4 A Merit in any discipline will be awarded to candidates in the second decile of the cohort in that year. Candidates must also achieve a grade of Acceptable in the Professional Values and Behaviours domain at first attempt.

15.3.5 Candidates who have a re-sit attempt will have their mark capped at 40%, or 50% at Level 7, for the purpose of calculating a Merit or Distinction.

Classification of Final Result (exit awards)

- 15.4 Candidates who do not satisfy the requirements for the award of a Degree and have passed the required credit value at level 6 Penultimate Year shall be assessed for the award of a BSc (Hons) Medical Sciences, or
- 15.5 Candidates who do not satisfy the requirements for the award of a Degree and have passed the required credit value at level 6 Transition Year shall be assessed for the award of a Graduate Diploma in Medical Sciences, or
- 15.6 Candidates who do not satisfy the requirements for the award of a Degree or a Graduate Diploma and have passed the required credit value at level 5 Clinical Science Year shall be assessed for the award of an Advanced Diploma in Medical Sciences.
- 15.7 The assessment results for the level 6 Penultimate Year and the level 6 Transition Year shall determine the overall grading of the BSc (Hons). Normally the Transition Year shall contribute 30%. The assessment results for the level 6 Transition Year shall determine the overall grading of the Graduate Diploma; the level 5 shall determine the overall grading of the Advanced Diploma.
- 15.8 The following shall be the minimum overall percentages used to determine the final gradings of candidates.

BSc (Hons) Medical Sciences

Class I	At least 70%
Class II (division i) (Ili)	At least 60% and less than 70%
Class II (division ii) (IIii)	At least 50% and less than 60%

Class III	At least 40% and less than 50%
<u>Graduate Diploma, Medical Sciences</u>	
Pass with Distinction	70%
Pass with Commendation	60%
Pass	40%
<u>Advanced Diploma, Medical Sciences</u>	
Pass with Distinction	70%
Pass with Commendation	60%
Pass	40%

16 ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

16.1 In any year other than final year

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the programme, or whose results are substantially affected by illness or other sufficient cause:

- a. permit the candidate to complete, take, or repeat the assessment in one or more elements at an approved subsequent date; or
- b. deem the candidate to have passed and recommend the award of an Aegrotat Advanced Diploma OR Graduate Diploma OR Honours Bachelor's Degree (as appropriate)

16.2 Final year

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the final stage assessment or whose results are substantially affected by illness or other sufficient cause:

- a. permit the candidate to complete, take, or repeat as candidates for the Final Degree, the assessment in one or more elements at an approved subsequent date.

NOTE: Since Medicine is an accredited programme an Aegrotat MBBS degree cannot be awarded.

- 16.3 Before an Aegrotat award is recommended a candidate must have indicated that he or she is willing to accept the award.

17 REVISIONS TO REGULATIONS

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

18

18.1 MBBS programme

Year	Semester	Level	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award
							%Exam	%Coursework	
1	1/2	5	Clinical Science Year	MCN300	175	C	75	25	N/A
2	1/2	6	Transition Year	MCN500	195	C	50	50	N/A
3	1/2	6	Penultimate Year	MCN501	220	C	50	50	N/A
4	1/2	7	Final Year	MCN700	190	C	50	50	N/A

18.2 BSc (Hons) Medical Sciences (exit award)

Year	Semester	Level	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award
							%Exam	%Coursework	
1	1/2	5	Clinical Science Year	MCN300	175	C	75	25	0%
2	1/2	6	Transition Year	MCN500	195	C	50	50	30%
3	1/2	6	Penultimate Year	MCN501	220	C	50	50	70%

18.3 Graduate Diploma in Medical Sciences (exit award)

Year	Semester	Level	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award
							%Exam	%Coursework	
1	1/2	5	Clinical Science Year	MCN300	175	C	75	25	0%
2	1/2	6	Transition Year	MCN500	195	C	50	50	100%

18.4 Advanced Diploma in Medical Sciences (exit award)

Year	Semester	Level	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award
							%Exam	%Coursework	
1	1/2	5	Clinical Science Year	MCN300	175	C	75	25	100%