

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 12 April 2006 at the Magee campus

PRESENT

Professor D A McAlister (Chair), Professor R R Barnett (Vice-Chancellor), Professor N D Black, Mrs H Farley, Mr P Fleming, Dr P Hanna, Dr D A Heenan, Professor D Hunter, Professor E M Lillie, Mr T McLernon, Dr M Murphy, Ms N O'Hagan

APOLOGIES

Professor J M Allen, Professor I Banat, Dr M Davidson, Ms A Fearon, Professor B M Hannigan, Professor R Hutchinson, Mr L McCurry, Mr D McGivern, Dr R J Millar, Professor A Moran, Professor C W Mulholland, Professor R A Welch

IN ATTENDANCE

Mrs J M H Alleyne (for mins 06.101 – 06.119, Mrs C G Avery, Ms C Browning (for min 06.110), Dr C Carter (for min 06.120), Mr H Deighan (for mins 06.101 - 102), Mr A G Faulkner, Dr S Maguire (for min 06.82)

UNRESERVED BUSINESS

06.55 MINUTES

The confirmed minutes of the meeting held on 8 February 2006 were signed by the Chair.

MATTERS ARISING

06.56 National Teaching Fellowship Scheme (Min 06.3 refers)

The Chair congratulated Dr D Heenan on being selected by the University for nomination for an Individual National Teaching Fellowship Award. The outcome would be announced by the Higher Education Academy in July 2006. Disappointingly, no submissions had been received in the learning support staff category.

06.57 Guidance on Safety in Fieldwork (Min 06.8)

Professor McAlister reported that Faculties may obtain copies of the Guidance on Safety in Fieldwork directly from UCEA.

06.58 BSc Hons Applied Biosciences (Min 06.11)

Professor Black reported that the Faculty had now identified a new partner for the above top-up degree to be delivered by distance learning and intended to draw up a memorandum of agreement.

06.59 Skills Councils (Min 06.19)

Professor Black reported that the matter of the role of the Skills Councils in future Foundation degree development would be raised with DEL at a meeting scheduled for 10 May 2006.

06.60 APL Limits (Mins 06.25 – 06.31)

The Committee, at its February meeting, had recommended to Senate approval of the Guiding Principles and Policy for APC/EL and revisions to regulations. In relation to limits to APL the Committee had agreed to extend the Working Group's recommendation of a new 50% maximum for postgraduate programmes to Intermediate awards as well, but that Certificate and Honours level awards should retain the current two-thirds limit.

Under the current two-thirds rule, postgraduate students who leave from a Master's programme with a Postgraduate Diploma and who wish to return to complete the Master's award, would only undertake the dissertation module (60 points). The Committee noted, however, that under the proposed 50% limit, students returning with a Postgraduate Diploma would be required to complete modules to the value of 90 credits. In recommending the 50% limit for postgraduate level, the Group had wished to ensure that due regard was taken of the issue of double counting. The Chair reported that, as it was not the intention of the Group to disadvantage such returning students who have taken a break from studies, it had since been proposed that, rather than link the limits to award levels, the limits be related to the credit volume of awards as follows:

- programmes of 180 or more credit points – two-thirds maximum;
- programmes below 180 credit points – 50% maximum.

In addition to maintaining the current arrangements for the progression of PGDip holders, this would result in the limit for Certificate level awards (ie Certificate, CertHE and Diploma) being changed to 50% in line with Access Diploma and Intermediate awards of one calendar year or shorter duration, and Intermediate awards of more than one calendar year reverting to the current two-thirds maximum.

The Chair reported that Senate had approved the associate revisions to policy, principles and regulations at its April meeting.

06.61 QAA Collaborative Audit 2006 (Min 06.35)

It was noted that comments on the draft SED had been submitted to the Quality Management and Audit Unit.

06.62 Quality Assurance Reporting Process – Edexcel Programmes (Min 06.38)

The Chair reported that the University annual report had now been submitted to Edexcel.

06.63 Nursing Pre-Registration Programmes (Mins 06.45 – 06.46)

The Committee noted that, in response to the Committee's decision, the Faculty now proposed to offer an Honours degree with a non-Honours degree exit award only. Students performing less well could have the option of transferring to the non-Honours degree.

Mr Fleming reported that the matter of the non-Honours exit award would be discussed with the DHSSPS at a forthcoming monitoring meeting.

06.64 MSc Higher Education Practice (Min 06.49)

The Committee noted that the Faculty had now decided to grade the MSc component on a pass/fail basis only, in line with the Postgraduate Certificate and Diploma awards. A Distinction award would not, therefore, be available.

06.65 PDP Legal Issues Document (Min 06.54)

The Committee, at its February meeting, had noted that the PDP process lay within the remit of the Pro-Vice-Chancellor (Teaching and Learning) and that responsibility for the PDP system lay within the portfolio of the Pro-Vice-Chancellor (Academic Development and Student Services). The Chair reported that Governance Services had advised that approval of the legal issues document lay with Academic Development and Student Services. It was noted that the document had yet to be forwarded to the University solicitors for consideration.

CHAIRMAN'S COMMUNICATIONS

06.66 Integrated Master's Degrees (Bologna)

The Committee noted that the UUK Europe Unit had urged institutions to make two awards to Integrated Master's students such as the MEng, ie a Bachelor's degree as well as a Master's degree, in order to help ensure continued recognition of Integrated Master's degrees in the rest of Europe. This arrangement would go against the University's principle of making only one award for a continuous period of study.

The Chair reported that the Academic Office had consulted the Academic Registrars Council on this topic and of the nine universities who responded, only two were currently awarding both degrees on completion of the Master's. The remainder preferred to ensure that there was a national consensus for such a development.

It had been agreed that it would be premature to change the University's own arrangements for the MEng but that the matter should be kept under review.

06.67 Future Work of Charter Review Group

The Chair reported that, once the ongoing charter development and review of the Student Charter had been concluded, there were no further new areas of work required, and the Charter Review Group, a sub-committee of the Teaching and

Learning Committee, would meet once a year to review the key performance indicators embedded in the current suite of support charters. A report would be made to the June meeting of the Committee in accordance with the objectives in the Teaching and Learning Strategy.

06.68 Student Discipline

The Committee, at its October meeting, had received a paper on Faculty use of the University protocol on student attendance (min 05.151 refers). It had been noted that University regulations permitted Faculties to discontinue students absent for more than four weeks and Heads of School and Deans had the authority to discipline students but that it had been reported that Heads of School were unclear about the scope of sanctions available under the Ordinance on Student Discipline. The Chair reported that Governance Services had since written to Heads of School on the range of disciplinary penalties available to them and on the meaning of the term 'suspension of privileges'.

06.69 Guidelines on Design and Conduct of Research on Human Subjects (Taught Courses)

The Committee, at its December meeting, had indicated that taught student projects that were of a type covered by the University's Research Governance procedures should be subject to a similar level of review (min 05.206 refers). The Chair reported that the Research Governance Steering Committee (RGSC), at its February meeting, had noted that the decision would have implications for the workload and frequency of meetings of peer reviewers and filter committees.

RGSC had agreed that Research Governance, in collaboration with Teaching and Learning, should seek to identify the likely numbers of courses/modules that might include projects requiring direct access to human subjects to provide an estimate of workload and timing. Also, it was recommended that where projects requiring access to human subjects were an essential component of a course or module, ways should be sought of reducing the need for access to vulnerable populations or to data that might have implications for ethical approval; and where an element of risk was present in any project, it should be submitted for review through the filter committee system.

RGSC had also agreed that the University would accept decisions made by external ethics committees or their equivalent if these were constituted and maintained by an appropriate host organisation and included members with the necessary combination of experience and independence.

06.70 Challenge and Change Conference

Professor McAlister reminded members of the Challenge and Change conference at Magee to be held on 4 – 6 September 2006. Although there had been a good response to date, the deadline had been extended to 5 May. The Chair encouraged colleagues to attend and, if possible, submit proposals as it would be beneficial to have strong representation from across the University.

06.71 TQEF

The Chair reported that DEL had advised that £1.5m was to be made available to the University and Queen's University, Belfast for the period 2006/7 – 2008/9 as an extension to an existing stream of TQEF. This would equate to approximately £275,000 per year, per institution. An economic appraisal was required to be submitted and a small working group would be established to develop proposals in the areas of student retention, first year student experience, skills development and employability.

06.72 National Professional Standards

It was noted that Professor Rob Norris, HEA Adviser, would approach DEL on behalf of the University regarding the possibility of securing funding for the implementation of the new National Framework for Professional Standards.

06.73 Step-Up – Belfast

Professor Black reported that the Step-Up, Belfast project proposal had been approved by DEL. Dr D O'Kane would present an overview of the project at the April meeting of the Academic Development and Student Services Committee.

06.74 COURSE APPROVAL SUB-COMMITTEE

The Chair presented the report of the meeting held on 14 March 2006 (TLC/06/16).

06.75 Course Approval (Item 1)

The Committee noted the revisions approved by Faculties and course withdrawals. The Sub-Committee had also recommended an extension of approval by one year, to include the 2006 intake for the following provision:

Revalidation Unit 5J: MSc Innovation Management in the Public Service;

Revalidation Unit 25A2: MSc Applied Psychology (subject to APSC consideration of relocation to Magee).

The Committee noted the following business in particular:

FdSc Sports Leisure and Event Management at Omagh College

DEL had not approved the course which had been evaluated in October 2005 to replace an HND. The College intended to continue to work to meet the Panel's conditions and recommendations in the hope that DEL would reconsider its decision. [Note: subsequently allowed on appeal.]

The Chair reported that she had written to the Department asking them to notify routinely the University of its decisions on HE proposals involving the University and to consider reviewing deadlines for new proposals in order to harmonise these with the University's own planning approval timeframes.

Subject Unit 22A: Nursing (Pre-Registration)

The Faculty had been asked to give particular attention to the student experience on these innovative web-dependent programmes through the ASM process.

AGREED the following be recommended to Senate:

- i) that recommendations regarding course approval be endorsed as set out in Appendix 1;
- ii) that one year extensions to the period of approval be granted for subject units 5J and 25A2 and that the revalidation events be postponed.

06.76 Evaluation and Revalidation Schedule (Item 2)

The Committee noted that the 2004/5 Annual Course Review had identified four institutions, including Hong Kong College of Technology, with quality assurance concerns, and that the Committee had agreed that a University delegation visit these institutions (see min 06.101). The Sub-Committee had previously deferred a decision on the request to extend approval of the two current degrees at HKCT so that this was held after the revalidation of the parent course at the University, pending the outcome of the annual course review. The Faculty of Engineering had now been asked to provide evidence to support the case for extension of approval of the two degrees at HKCT.

The Committee also noted that ADSSC had made a recommendation to Senate that planning and evaluation of a proposed FdSc Architectural Technology at North-East Institute of Further and Higher Education should proceed for a September 2006 intake. NEIFHE had, however, been identified as one of the four Colleges with quality assurance concerns. Although the evaluation was to proceed, a decision on whether the programme should be allowed to run would be taken in light of the visit to that institution and the evaluation.

06.77 SUB-COMMITTEE ON WORK-BASED LEARNING

Mr T McLernon presented the report of the meeting of the Sub-Committee held on 13 February 2006 (TLC/06/20).

06.78 SEND0 (Item 3)

It was noted that it would be important for the Sub-Committee to give consideration to the implications of SEND0 in relation to placement, particularly in terms of the anticipatory duty and the need to ensure students were not disadvantaged. It was suggested that other subject areas might wish to consider the approach of the Faculty of Social Sciences to use practice educators to help with training.

06.79 Report from Working Group on Engaging with Employers (Item 5)

The Committee noted that the possibility of involving employers in events such as open days was being investigated. Mr McGivern would be preparing a paper outlining proposals for consideration by the Sub-Committee.

06.80 Technologies for Placement Working Group (Item 6)

The Committee noted that the piloting of the online placement system was ongoing and that the Sub-Committee would receive a paper on this matter at its next meeting.

06.81 HEIF 10 Project – The Student Business Link (Item 7)

The Committee noted that alternative models to the conventional one-year sandwich placement had been discussed and that pilot schemes were being considered.

AGREED:

- i) that the Sub-Committee ensure that due consideration be given to the requirements of SENDO;
- ii) that the Faculty of Social Sciences forward to the Sub-Committee examples of good practice for consideration.

06.82 SUB-COMMITTEE ON CONTINUING PROFESSIONAL DEVELOPMENT FOR ACADEMIC STAFF

Dr Maguire presented the reports of the meetings of the Sub-Committee held on 13 and 28 February 2006 (TLC/06/21a) and TLC/06/21b)).

28 February 2006

06.83 Review of the Uptake and Implementation of the Staff Development Policy and Supporting Framework (Item 1)

The Committee noted that some interim reports had been received from Faculties and that the report of the review would be presented to the May meeting of the Sub-Committee and the June meeting of the Committee. Issues which had been identified to date included communication, workload of new staff, support in schools, mentoring, and monitoring.

06.84 Review of Peer Observation (Item 2)

The Committee noted that a paper outlining the review findings and making recommendations for changes in a new 'Peer Review Scheme' had now been circulated to Faculties for discussion. Feedback would be discussed at the May Sub-Committee meeting and a paper submitted to the Committee for consideration at its June meeting.

06.85 Working Group: Professional Portfolio System

The Committee noted the ongoing development of an online system to support the continuing professional development of all staff within the University. A series of pilots was now planned to obtain feedback on the system.

06.86 FACULTY HEADS OF COLLABORATIVE COURSES FORUM

The Committee noted that the meeting of the Forum scheduled for 29 March 2006 had been postponed to 6 April. Although the report of the meeting would be received by the Committee in June, Dr Hanna reported to the Committee on four matters which would benefit from early consideration.

06.87 Faculty Representation at Examination Boards

The Committee noted that at present Faculty Heads of Collaborative Courses were formally required to attend a sample of Boards of Examiners meetings, ensuring coverage of all collaborative provision over a period. In practice FHCCs attended the majority of Boards and other Boards, for example in networks, might be chaired by a University member of staff, but it was possible for a Board to take place without a University presence. Given that the meetings determined progress on University awards, the Forum wished to recommend to the Committee that suitable Faculty attendance be required at all Boards of Examiners, including supplementary Boards. This might be through the FHCC, the subject contact person or nominee, or an (Associate) Dean/Head of School if chairing the meeting.

AGREED: that Faculties ensure that there be appropriate Faculty representation at all Boards of Examiners for collaborative provision from summer 2006.

06.88 Faculty Reporting Structures for the Management of Standards and Quality in Partner Institutions

The Forum considered that, while the new FHCC arrangements and the central ACR process were clearly delineated, Faculty structures for reporting the management of the assurance of quality and standards were not so evident and that practices varied. The Forum recommended that Faculties be asked to outline to the Committee how the reporting of quality and standards assurance was managed by the Faculty and in particular the arrangements in place to consider FHCC annual reports and responses to annual course review reports.

AGREED: that Faculties be asked to provide details of their arrangements for reporting on quality and standards assurance of collaborative activity.

06.89 Institutional Approval and Re-approval

The Forum had noted that the new CA9 process was being reviewed and proposed that consideration of institutional-level governance and management processes such as contained in the Institutional Supplementary Document, would be better addressed through a more formal approval and re-approval process.

AGREED: that it be recommended to the Academic Development and Student Services Committee that it consider extending the CA9 institutional strategic assessment process to introduce more formal institutional approval and periodic review arrangements.

06.90 Timing of Examinations

The Forum had discussed the issue of security of examinations where common papers were taken at a number of locations (including the University), given that at present afternoon examinations held on University campuses commenced at 2.00 pm and some partner institutions had an earlier start time of 1.30 pm. The Forum considered that all common examinations should start at the same time.

AGREED: that the Examinations Office be asked to liaise with partner institutions to ensure that the start times of such examinations were harmonised.

06.91 WORKING GROUP ON PLAGIARISM

Professor Lillie presented the interim report from the Working Group on Plagiarism (TLC/06/22), which had been established to review University policy and procedures regarding plagiarism, taking account of e-plagiarism, and to ensure consistency of approach across the University. It was noted that members of the Group had consulted within their own areas and Faculties.

06.92 Definition and Guidance on Plagiarism

The Committee noted that the Working Group proposed to expand the definition of plagiarism currently provided to students in the University Student Handbook. The Committee considered that the definition should be placed in the context of current referencing and academic practice. Students were already expected to receive such guidance through induction processes and course/subject and research student handbooks.

The revised definition should be combined with examples relevant to the students' subject area in the course/subject handbooks as part of the advice given to students on proper academic practice.

06.93 Framework of Penalties

The University had, to date, left discretion to Faculties in dealing with plagiarism. The Working Group had been impressed by the explicit framework of penalties adopted by the School of Environmental Sciences and recognised that, by adopting such a schema, plagiarism was dealt with in a consistent manner across the School and the consequences were clearly known to students and staff. The Group had drafted a University-wide framework, taking account of the School of Environmental Sciences' schema, arrangements in other institutions and advice given in a JISC Plagiarism Advisory Service briefing paper.

06.94 Undergraduate and Taught Postgraduate Programmes

It was noted that for undergraduate and taught postgraduate programmes the proposed framework of graduated penalties took into account the level of study and volume of offences and allowed scope for academic judgement.

In recognition of the need to take a holistic approach, which maintained an appropriate balance between deterrence and detection and between formation

and punishment, the Group proposed an initial formative period and lighter penalties at the beginning of Year 1. After the initial formative advice, offences would be cumulative and work in which plagiarism was detected would receive a mark of zero with the normal consequences of failure resulting. In addition a series of disciplinary penalties were proposed. No special dispensation would be offered from Level 2 for direct entry students as such students would be expected to have received instruction on proper referencing and avoiding plagiarism at their previous institutions.

Offences would not be carried over from undergraduate study to postgraduate study as no information would be available on the number of offences committed by students who have completed their undergraduate study elsewhere.

06.95 Research Degrees

The Group had considered the framework of academic penalties which currently applied for plagiarism offences in research degrees and was of the view that there should also be disciplinary penalties, in line with the proposed framework for taught programmes, adopting a graduated approach that reflected the gravity of the offence at this level.

The Committee agreed that, while common principles, including disciplinary penalties, should apply, the differences in the organisation of study and assessment would mean that a different process would be adopted.

It was noted that the Research Office/Research Degrees Committee had been asked to consider a framework to include proposals for disciplinary penalties and further clarification regarding guidance for supervisors should plagiarism be detected outside the formal assessment stages.

The Committee noted that the Group would be considering research degrees matters further at its next meeting, in order to present a comprehensive framework for the University.

06.96 Record System

The Group proposed that, in accordance with recommendations for the JISC Plagiarism Advisory Service for a plagiarism register, a process to record plagiarism offences should be established centrally. This would be necessary to allow staff to ascertain the number of previous offences.

Professor Black reported that an analysis of the new Student Records System would be undertaken to determine what recording arrangements would be possible.

06.97 Electronic Detection Software

The Committee noted that the University's licence for the use of the Turnitin electronic detection system had been renewed by the Research Office for the academic year 2005/06. Current usage of this detection system within the

University had not been extensive but it was recognised that the system had not been widely publicised among University staff.

The recommendations of the Group included the renewal of the University's licence for the Turnitin system, more publicity for the system and staff training.

AGREED:

- i) that it was appropriate for there to be both academic and disciplinary penalties associated with plagiarism offences for taught programmes and research degrees;
- ii) that Faculties and Students' Union representatives forward comments on the proposals to the Academic Office as soon as possible.

06.98 QAA AUDIT 2005: INTERNAL MODERATION

The Committee, at its February meeting, had received Faculty responses in relation to the possible elaboration of a University policy and had agreed that the Academic Office bring forward proposals on a minimum University policy on internal moderation (min 06.33 refers). The Committee considered paper TLC/06/23.

It was proposed that, with the exception of projects/dissertations, all work (both coursework and written examinations) at all levels which was first marked as failed or 70%+ should be internally moderated. In addition, a sample of 20% should be selected for moderation. Faculties would determine the type of moderation, ie double-marking or monitoring, taking account of the form of the assessment, the subject area, and the level of study. All projects/dissertations (level 3 undergraduate and postgraduate) should be double-marked. Faculties should only exceed the sample size if there were concerns regarding marking practice or to support a new member of staff.

Following discussions it was agreed that the sample size should be 20% of the remainder rather than the total. The definition of double-marking, as stated in the Assessment Handbook, indicated that the final mark was calculated as 'the average of the two marks' and it was agreed that it would be more appropriate for the two markers to agree a mark.

AGREED:

- i) that, subject to the above revisions, it be recommended to Senate that the draft University policy on internal moderation be endorsed for implementation from the 2006/7 academic year (Appendix 2);
- ii) that the implementation of the policy be reviewed by the Committee during the 2007/8 academic year;
- iii) that the revised definition of double-marking be included in the next edition of the Assessment Handbook.

UNDERGRADUATE HONOURS MODULAR PROVISION

06.99 Jordanstown Campus Co-ordinating Group Annual Report 2004/5

A report from the Jordanstown Campus Co-ordinating Group on the operation and management of the arrangements for combined undergraduate subjects in 2004/5 was received (TLC/06/24) (min 05.195 refers).

The Committee noted that there had been an increase in enrolments and an expansion in the uptake of the subject combinations, with Law being the most popular subject. Procurement had been introduced as a Minor subject.

The Committee noted that the outcomes of a recent meeting to discuss issues raised through the Faculty of Social Sciences ASM exercise would feed into the University's themed audit on the experience of students following modular programmes.

The Committee noted that the Chief External Examiner for Jordanstown had been given dispensation by the University not to attend in 2004/5 and that a report was not submitted.

06.100 Authorisation of First Sits for Combined Students

The Committee received a paper on the authorisation of first sits for combined students (TLC/06/25).

It was noted that in May 2004 the Committee and Senate had agreed changes to regulations to authorise course and subject committees to make first sit decisions so that these might be undertaken in May. In practice, for combined students, decisions were made at campus rather than subject level through the Campus Progress and Awards Board where student performance in all subjects was reviewed.

The Committee endorsed a recommendation that the position for Semester 1 be regularised so that:

- a) campus Progress and Award Boards were formally authorised to make first sit decisions for combined students;
- b) subject committees' authority to make first sit decisions was restricted to relevant Single Honours candidates (this would be the same as for course committees).

AGREED that it be recommended to Senate:

- i) that Regulation 37 of the Regulations Governing Examinations in Programmes of Study be amended as follows:

Evidence of extenuating circumstances shall be considered, as appropriate, by the ~~relevant~~ Board of Examiners or, in respect of semester one performance, by the course *committee* or by the subject committee *for Single Honours degree candidates on modular programmes. The*

Progress and Award Board shall consider such evidence in respect of Major/Minor, Joint and Combined Honours candidates.

- ii) that the terms of reference of Subject Committees be amended as follows:
 - d) To consider evidence of extenuating circumstances presented by students in relation to performance in assessment in semester one and, *if applicable in respect of Single Honours candidates, to decide*, on behalf of Senate, whether to permit them to take the assessment as for the first time.

ANNUAL COURSE REVIEW

06.101 Annual Review of Collaborative Courses 2004/5

Mr Deighan presented a report (TLC/06/26) which summarised responses received to date from Faculties, internal departments, FHCCs and partner institutions in relation to the 2004/5 annual course review report, and identified action taken or proposed (min 06.37 refers). The Committee also received a tabled response recently received from Omagh College.

It was reported that since the last meeting Chair's action had been taken on an annual report received from Westcare Business Services. The Sub-Group had also considered late submissions received from East Tyrone, North East and Upper Bann Institutes.

The Committee was asked to consider and confirm whether the responses were satisfactory. The following matters were highlighted:

- 2006 would be the last intake to the HND Business and Related Studies in the University and the Faculty was exploring with Colleges the possibility of a management-based Foundation degree as a replacement;
- a CA5 had been submitted to withdraw the BSc Hons Mathematics with Computing programme at SCAU;
- although the postgraduate courses in Dietetics and Human Nutrition at Hong Kong University had no intake in 2004/5 or 2005/6, an intake of approximately 20 was expected in 2006.

At the last meeting the Committee had endorsed a recommendation that a University delegation should visit four Colleges (Castlereagh, Fermanagh, Hong Kong and North-East Institute) to discuss quality assurance processes at institutional level with senior managers. It was noted that Fermanagh had since been visited (see also min 06.76).

The Committee noted that the provision of transcripts for students studying for University awards in partner institutions was currently being resolved.

The Committee noted that responses to issues identified at course level had been forwarded to the appropriate FHCC for consideration and sought confirmation that these had been adequately addressed. Dr Hanna advised that

follow-up to course matters was reported on by the FHCC in their annual reports which were subsequently received in the following year's Annual Course Review process.

AGREED:

- i) that the responses received were satisfactory;
- ii) that the FHCC Forum and the Quality Management and Audit Unit be asked to consider the process of ensuring confirmation that issues identified at course level were appropriately addressed.

06.102 Annual Review of Collaborative Courses 2005/6

Mr Deighan presented a paper on proposals for the conduct of the 2005/6 annual course review exercise (TLC/06/27).

The Committee was asked to consider the following revisions to the process:

- The Self Evaluation Report (SER) to include a section on appeals and complaints;
- partner institutions to provide in the SER details of good practice identified and its dissemination within the institution (see also min 06.118);
- copies of the minutes of Course Committee meetings to be attached to the SER;
- the guidelines on staff development to be revised to make explicit the need for partner institutions to offer staff development on pedagogy-related issues. Partners would also be asked to clearly identify in the SER staff development needs which they believed would be best addressed by the University;
- the FHCC Annual Report to be amended to reflect feedback from partner institutions, the review Sub-Group and the Faculty Heads.

The Committee noted that the FHCC Forum was currently revisiting the process by which the University reviews 'subject networks'.

AGREED: that the proposed revisions to the process and the composition of the Sub-Group for the 2005/6 exercise be approved.

ANNUAL SUBJECT MONITORING

06.103 Annual Subject Monitoring 2004/5: Report of the Sub-Group

Mrs Alleyne presented the report of the Sub-Group of the Committee which considered Faculty and Subject Annual Subject Monitoring reports for 2004/5 (TLC/06/28).

The Sub-Group had confirmed confidence in standards and quality for all subject areas. The Committee noted the summary of 33 recommendations relating to general issues and those to be addressed at Faculty level. A number of Faculty and subject-specific issues had also been identified as well as matters raised by Faculties for consideration at University level.

The Committee was asked to endorse the recommendations. In addition, the Committee was asked to consider the action required of the Committee in relation to recommendations 3, 5, 6 and 8.

The Committee noted the update on action taken in relation to outstanding/ongoing issues from the Sub-Group's report for 2003/4.

06.104 Faculty Processes (2.2)

It was noted that the Sub-Group, having received information on the Faculties' various methodologies for annual monitoring, was generally satisfied that Faculties had developed robust processes. A number of minor recommendations in relation to processes had been made for each Faculty.

06.105 University Objective for 2004/5 (2.3)

The Sub-Group had reviewed the achievement of the University objective, viz to evaluate the existing formal and informal mechanisms for ensuring employer contribution to subject development and the student learning experience and to identify proposals for enhancement. It was concluded that there was a wide range of employer contributions at all levels with the majority of activity taking place, appropriately, at course level. The Sub-Group had recommended the inclusion, as an additional standing agenda item on Staff/Student Consultative Committees, of discussion of the effectiveness of employer interactions; that Faculties should continue to include this element in their ASM review process; and that an overarching University strategy on employability be developed.

06.106 Specific Courses (3)

The Committee noted that the Sub-Group, in reviewing Faculty and Subject reports, had identified only three courses which warranted further consideration. The Sub-Group had met with groups of students from the BA Hons Visual Culture and BA Hons Architecture programmes to obtain direct evidence of the student experience. A meeting with students on the Postgraduate Certificate in Further and Higher Education had been arranged for 21 April 2006.

06.107 Matters Raised by Faculties for Teaching and Learning Committee (2.4)

Recommendation 3 asked the Committee to determine appropriate action in response to issues raised by the Faculty of Business and Management in regard to the 2005 Online Student Satisfaction Survey. The Committee noted that this matter related to feedback from students on the standard of teaching accommodation on the Jordanstown campus, the availability of study spaces and computers on campus.

Recommendation 5 asked the Committee to consider the need for a central learning support unit offering literacy and numeracy support. The Committee discussed whether such support should be provided centrally or at Faculty level. Members supported, in principle, the concept of such support being provided centrally, as the Faculties felt that they did not always have the relevant expertise for such work which would benefit from the critical mass of campus-based or online University support, especially if students were participating on a voluntary basis. It was also noted that much useful information was already available from HEA subject centres or other resources (eg the HEFCE FDTL/HEA resource: www.mathtutor.ac.uk). It was recognised that some current Faculty initiatives could feed into such a central resource, which might be linked to the continuation of the TQEF initiative (min 06.71 refers).

Recommendation 6 asked the Committee to consider strengthening the regulation on Leave of Absence. The Committee noted that there was no detailed guidance on leave of absence which was granted at the discretion of the Faculty on the basis of the particular circumstances of a student. It was noted that the Academic Office advised that leave of absence should be considered for periods requiring an interruption to a student's registration such that the student would not complete the semester/year and its assessments. (Shorter periods of absence, which were not likely to affect progress, should be managed through the Notification of Absence system and/or in accordance with the consideration of extenuating circumstances.) Normally a request should be approved for no more than one year in the first instance, which might be renewed for a maximum of a further year. After that, the student should be withdrawn but might apply for readmission, under the standard APL regulation, to an appropriate stage in the course, at a later date, when he/she was ready to resume studies. This was preferable to maintaining an ongoing commitment to a student, when the course might develop significantly over a period of time or be withdrawn, and the student's prior knowledge might no longer be current or relevant.

Recommendation 8 asked the Committee to consider the provision of support to students at risk without detriment to potential high achievers. It was noted that the Faculty of Social Sciences had identified a risk from the increasing amount of time spent by staff supporting mixed ability groups. Retention strategies risked impacting on the ability to provide sufficient challenge for potential high achievers. It was appropriate to ask all Faculties to consider their approaches to this matter, although it might be possible in due course to link it to Recommendation 5 and the TQEF initiative.

AGREED:

- i) that the proposed recommendations be endorsed and (except for four recommendations referred to the Teaching and Learning Committee) be taken forward with the appropriate committee/department/faculty by the Quality Management and Audit Unit;
- ii) that the QMAU invite the Directors of Physical Resources and Information Services to comment on the issues raised in the Online Student Satisfaction Survey (recommendation 3);

- iii) that the University explore further the means to support the development of students' literacy and numeracy through a central resource (recommendation 5);
- iv) that it be recommended to Senate that University policy on leave of absence be confirmed as set out above (recommendation 6);
- v) that Faculties be asked to invite course/subject committees to give consideration to how their teaching, learning and assessment strategies provide sufficient challenge and support to students (recommendation 8); Faculties should report to the Committee in the 2007/8 academic year.

06.108 Equality Monitoring Data

The Committee received paper TLC/06/29.

In the 2003/4 Annual Subject Monitoring exercise a query had been raised in relation to the provision of equality monitoring data and how such data might assist the ASM process. The Committee noted that the Equality and Diversity Advisory Group recommended that, wherever appropriate (depending on cohort size), information should be gathered at subject level and should reflect as much information as possible in relation to Section 75 categories. The Committee noted that the Head of the Equality Unit had investigated the matter further with Deans and made a number of recommendations on the provision and use of equality monitoring data for consideration by the Committee. The Chair considered that better use should be made of the data collected at institutional level in the first instance.

AGREED that the following recommendations in the paper be endorsed:

- i) that data only be made available in connection with the faculty's annual subject monitoring process, and not on an ad hoc basis;
- ii) that data only be made available in relation to cohorts of greater than 50 students, whether this related to a course or subject;
- iii) that faculties be required to liaise with the Equality Unit on what action, if any, they proposed to take as a result of considering the data, and subsequently to report to Equality and Diversity Advisory Group in the first instance, on an annual basis, on the outcome of the exercise.

06.109 REVIEW OF ANNUAL SUBJECT MONITORING AND REVALIDATION

The Committee received papers on the review of Annual Subject Monitoring (TLC/06/30a) and Revalidation (TLC/06/30b) which included extracts from a previous paper (TLC/06/9) considered by the Committee at its February meeting and Faculty responses received in relation to the above (min 06.40 – 42 refers).

06.110 Annual Subject Monitoring

Ms Browning presented the paper which noted that there was no consensus on the proposed revised method with a minority of Faculties in favour of the proposal

but most expressing concerns particularly in relation to the proposed revised timetable.

Given the view (confirmed by the ASM Sub-Group in paper TLC/06/28) that a revised process should only be introduced if it was broadly anticipated that the effort involved in introducing the change would bring increased benefits, the Quality Management and Audit Unit recommended that the current ASM process should continue with the following proposed enhancements:

- QMAU to provide more detailed guidelines on risk to assist Faculties.
- Reporting within the Faculty should be at **either** individual course level **or** in small groups of courses in cognate areas as determined by the Faculty. In determining which unit of reporting Faculties wish to use, Faculties should take account of:
 - the outcomes of the consultation on the revalidation process;
 - how National Student Survey information will be considered (results are produced by revalidation unit).
- Faculties should not submit course reports for consideration by the Sub-Group. The Sub-Group would consider Faculty reports only but, as currently, would have available to it data which are held centrally. This would allow the Sub-Group to test the validity of Faculty conclusions and sample as required.

AGREED: that the current process continue with the above enhancements.

06.111 Revalidation

Mr Faulkner presented the paper which included the Faculty responses and the recommendations of the Academic Office.

06.112 Size of Sub-Units (Item 2)

The Committee noted that a particular problem identified was the very large size of some units, which gave rise to some concern about the feasibility of panels confirming the validity of all courses and modules. The Committee noted a number of options which would limit the size of sub-units, but allow faculties to make a case to depart from the norm where they believed it appropriate.

It was also proposed to evaluate all new proposals separately. Faculties might however submit a case to CASC justifying the evaluation of a new proposal as part of a subject unit re-validation eg if there were substantial commonality with other provision in the unit.

At the time of revalidation, Re-validation Panels would be asked to comment on the appropriateness of the subject unit in terms of size and the range of programmes included with the possibility of recommending that the size and/or composition be reviewed for the future.

06.113 Contextual Reports

The Committee noted that revalidation panels received the latest annual monitoring report and the relevant minute of the Teaching and Learning Committee Sub-Group, the last two annual reports from External Examiners and relevant external review documentation to provide a context for discussion. The Academic Office often provided additional extracts from subject level reports to Panels for information.

It was noted that the revised arrangements for annual monitoring would not normally involve direct consideration of course/subject-level reports by the Teaching and Learning Committee Sub-Group (min 06.110 refers). Re-validation Panels would continue to make a judgement regarding the achievement of learning outcomes and the delivery of programme specifications for TQI purposes based on the Sub-Group minute, the Faculty summary report and the external examiner reports.

The Committee noted that the Office could provide a digest of statistical information which was publicly available from the TQI website.

06.114 Link with Annual Subject Monitoring

It was proposed that, as part of the annual monitoring exercise, Faculties should give specific consideration to aspects of provision that an evaluation or revalidation panel may have recommended should be kept under review. Such topics might not be conditions of approval but could be matters that require close monitoring, for example in relation to a new course.

06.115 Guidance on Documentation

The report identified three areas in documentation which would benefit from greater elaboration. As there was often an absence of evidence of continued demand for provision it was proposed that Faculties/Subject Teams should provide statistical evidence of continuing demand, comment on the size of current and projected intakes and provide evidence of market research. Sophisticated datasets were not required; simply that some evidence of continuing demand was provided.

The Committee also noted the need for Faculties/Subject Teams to ensure that the Internal and External Review section of the document provided a comprehensive statement of actions taken and evidence of a suitably reflective response to issues.

In addition, the Teaching, Learning and Assessment section of the document expected an analytical overview of approaches which would demonstrate the effectiveness of strategies in promoting student learning.

AGREED:

Size of Units

- i) that the Academic Office discuss with Deans the size of re-validation subject units with a view to reducing where feasible the number of large units and single course units and to consider the implications for the period of approval of new units in the context of the five year re-validation cycle;
- ii) that new proposals should normally be evaluated separately. Faculties might however be permitted to submit a case to CASC justifying the evaluation of a new proposal as part of a subject unit revalidation;

Contextual Reports

- iii) that the revised ASM process was a sufficient basis for a benchmark judgement on the quality of student achievement and programme delivery for TQI purposes;
- iv) that the value of TQI datasets in revalidation be tested in 2006/7 revalidations and a report be made in May/June 2007 to the Course Approval Sub-Committee and the Teaching and Learning Committee;

Links with ASM

- v) that Faculties should ensure that consideration was given to relevant matters identified at evaluation or revalidation through Annual Subject Monitoring;

Academic Planning

- vi) that Faculties and subject teams be encouraged to provide some statistical evidence for ongoing demand and that Academic Development and Student Services (with Corporate Planning and Governance) be asked to advise Faculties on the data resource that was available to them, internally and externally, to support academic planning.

THEMED AUDITS

06.116 Operation of Boards of Examiners: Extenuating Circumstances Panels

The Committee at its December meeting had received the report of the audit on the operation of boards of examiners (TLC/05/96) and had agreed that Faculties be invited to consider the establishment of Extenuating Circumstances Panels (Recommendation 8). This would not be a requirement provided Faculties were satisfied that their own arrangements ensured that there was fairness and consistency in the treatment of claims (min 05.199 refers).

The Committee now received a paper TLC/06/31 which set out Faculty responses on whether to establish Extenuating Circumstances Panels.

The Committee noted that all Faculties, with the exception of the Faculty of Engineering which already operated Extenuating Circumstances Panels, had responded that they were satisfied with their own arrangements. It was also noted that since the report had been prepared the Faculty of Social Sciences had drawn up detailed guidance on the consideration of extenuating circumstances.

AGREED:

- i) that the Faculty of Social Sciences' guidelines be circulated to other Faculties for consideration;
- ii) that guidance on extenuating circumstances be considered at the next meeting.

06.117 Academic Appeals and Student Complaints in Partner Institutions (Min 05.200 refers)

Mrs Alleyne presented the report of the themed audit on academic appeals and student complaints in partner institutions (TLC/06/32).

It noted that all but one partner had formal complaints procedures in place, which met the expectations of the QAA Code of Practice and were broadly compatible with those adopted by the University. However, with a few exceptions, partner institutions did not have appeals procedures equivalent to those used by the University and that there was considerable variation between institutions.

The Committee noted the recommendation that all partner institutions offering programmes leading to University awards adopt appeals procedures for those courses leading to University awards or relevant Edexcel awards and that these should be modelled on those of the University and following the same principles and timescale. It was proposed that the guidance set out in Appendix 3 to the report be recommended to partner institutions as a basis for revisiting their own procedures.

The Chair reported that this matter had been raised with FE College representatives at a recent seminar and some legitimate concerns had been expressed in relation to the proposed initial implementation in the current academic year, given that current students would already have been informed of the Colleges' appeals arrangements.

AGREED: that all partner institutions offering programmes leading to University awards or Edexcel awards under the University's auspices adopt appeal procedures for those courses modelled on those of the University for implementation by 2006/7 and that the detailed recommendations in the report for the achievement of this be endorsed.

06.118 Dissemination of Good Practice in Relation to Collaborative Provision
(Min 05.200 refers)

The Committee received the report of the audit of good practice in relation to collaborative provision (TLC/06/33) and was asked to consider the recommendations made.

The Committee noted that partner institutions have a wide range of informal processes for identifying and disseminating good practice but that there were no formal processes in place for recording good practice or monitoring or evaluating its dissemination.

The report recommended that the FHCCs through the Forum should forward guidance to partner institutions on the identification, recording, dissemination and monitoring of good practice. Course teams would be required, through the annual course review process, to report on areas of good practice identified during the year. FHCCs through the Forum would prepare an annual report on examples of good practice for dissemination to all partner institutions and the annual staff development for course directors would be used to promote this good practice.

AGREED: that the recommendations outlined above be endorsed.

06.119 Operation of Staff-Student Consultative Committees in Partner Institutions
(Min 05.200 refers)

Mrs Alleyne presented the report of the audit on the operation of Staff-Student Consultative Committees in partner institutions (TLC/06/34), which was a follow-up to the themed audit into the operation of Staff-Student Consultative Committees across the University undertaken during the 2003/4 academic year.

The Committee noted that the audit had revealed a wide variety of approaches to the constitution, operation and recording of Staff-Student Consultative Committees. In general, however, most course directors did operate a minuted process of student consultation and these minutes were presented as part of annual course review. In recognition of the need to provide sufficient evidence of resolution of student concerns, four recommendations had been made for consideration by the Committee.

Recommendation 1 proposed that consideration be given to relaxing the formal requirement to establish SSCCs in full-time courses for cohorts of fewer than 10 students. In such cases course directors would continue to be required to consult with students and report on issues raised in the Self Evaluation Report. This statement would then be considered by the course committee as a standing item. Some concern was expressed that the relaxation of this requirement in full-time courses might undermine recent progress made in relation to staff-student consultation and the achievement of viable cohorts.

The second recommendation was that QMAU, building on existing good practice within partner institutions, devise a proforma to assist course directors in producing minutes of SSCCs that give clear evidence for the actioning, tracking and resolution of issues.

The third recommendation was for QMAU to provide additional guidelines for the completion of the Annual Course Review institutional overview to ensure that all student issues concerned with resourcing, facilities and student support were tracked through to senior management level and that a formal response was given to these in the institutional overview.

Recommendation 4 asked that consideration be given to the desirability of moving to a two-tier process of approval of quality and standards for validated provision, the first part of which might focus on a comprehensive review of institutional processes for assuring the quality of standards and awards, including governance structures, the mechanisms for student consultation and the recording and resolution of any issues. The second part would focus solely on individual programme approval. The Committee considered that this recommendation was more wide ranging than the topic of staff-student consultation.

AGREED:

- i) that recommendation 1 be not endorsed and that the current requirement for full-time courses to constitute Staff-Student Consultative Committees (or to have student representation on the course committee) be maintained;
- ii) that recommendations 2 and 3 be endorsed;
- iii) that recommendation 4 be considered by Academic Development and Student Services as part of the current review of the institutional approval (CA9) process (see min 06.89 above).

06.120 TRANSITION POLICY FOR UNDERGRADUATE STUDENTS

The Committee, at its meeting in June 2005, had endorsed the draft Transition Policy (min 05.111 refers).

Dr Carter presented paper TLC/06/35 which outlined the progress of Faculties in implementing the policy together with six recommendations made by the Progress Files, Induction, Retention Progression Working Group.

The Committee noted the good practice reported and possible future enhancements. In relation to monitoring and evaluation it was suggested that feedback on transition arrangements should be collected from Staff/Student Consultative Committees annually and should be an annual item on the course/subject committee agenda. Campus coordinating groups should also ensure that students on modular courses had the opportunity to participate in all possible activities in their subject areas in order to ensure a full transition programme. The arrangements made should be considered at evaluation/ revalidation.

The Committee considered the six recommendations made, some of which were reflected in the Recommendation in para 6.24 of the Seven Year Review report:

- i) that faculties consider the effectiveness of the interactions that they have with applicants and students to whom they have made an offer: to ensure that prospective students have access to accurate information about the programmes, studying at university and our expectations of them; relevant information should also be available to parents/families;
- ii) that the Working Group liaise with the UU Portal Steering Group on the possibilities for use of the student portal in providing relevant information to applicants and incoming students;
- iii) that the Working Group review the arrangements for initial (week 0/1) induction;
- iv) that faculties consider their induction arrangements if they have students joining programmes in years other than the first;
- v) that the first year curriculum be considered for its fit with students' entry qualifications and experience;
- vi) that the central provision of study skills support for students be reviewed.

The Committee noted the view that the University should clarify its minimum expectations for induction by Faculties and central departments, to ensure that all new students had a similar induction experience, and the resourcing of this activity. There was a need for good practice to be applied in order to make a positive impact on retention and progression rates at institutional level.

The use of week 0 was discussed and it was noted that if it were to be used more fully the University's semester dates might need to be revised to ensure that students would be eligible for student loans to include their attendance during the introductory period.

AGREED:

- i) that the recommendations be endorsed;
- ii) that recommendation vi) be progressed through the proposal for central learning support (mins 06.71 and 107 refer).

06.121 TEACHING QUALITY INFORMATION

The Committee received the annual report on the provision of Teaching Quality Information (TQI) (TLC/06/36). It was noted that most of the operational difficulties encountered during the first year had been eradicated by minor adjustments to the external examiner report form, University records and the HERO website.

It was also noted that currently a national Review Group was considering three strands of evidence in relation to the impact of the introduction and operation of

TQI on applicants and advisers, employers and related groups, and on HEIs. The University had agreed to participate in the latter strand which involved a review of the costs and benefits. The Review Group would report in the summer of 2006.

06.122 NEW PRIZES

The Committee received a paper on three proposed new prizes in the Faculty of Social Sciences and one in the Faculty of Life and Health Sciences (TLC/06/37).

AGREED: that it be recommended to Senate that the following prizes be established:

The Sweet and Maxwell Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First Year (full-time and part-time) undergraduate students on LLB programmes (Magee)	Best first year undergraduate performance	Board of Examiners	£200 book voucher	Sweet and Maxwell Publishers
The Committee on Administration of Justice Essay Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
LLB students (Magee) who choose to do a specific essay on civil liberties in Human Rights and Business and Human Rights Law modules	Most outstanding essay	Board of Examiners	£50	Committee on the Administration of Justice
The Oxford University Press Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All 2 nd year undergraduate students (full-time and part-time) on Public Law module (LAW304) of the LLB programmes (Magee)	Most outstanding student in Litigation and Advocacy: best legal brief	Board of Examiners	£100 book voucher	Oxford University Press
Cousteau Society Award in Marine Science				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BSc Hons Marine Science students	Highest average mark for final year	Board of Examiners	Letter and Certificate from Cousteau Society	Cousteau Society

06.123 HIGHER EDUCATION ACADEMY ACCREDITATION VISIT REPORT

The Committee noted the report from the Higher Education Academy of the visit to the University in October 2005 which granted accreditation, subject to conditions being met, to the Postgraduate Certificate in Higher Education Practice (intakes 2005 – 09) when undertaken at the University (TLC/06/38).

The accreditation approved the Postgraduate Certificate in Higher Education Practice as a route to 'registered practitioner' status of the HEA and also provided for completion of appropriately mapped modules from the programme as a route to 'associate practitioner' status.

Duration 3 hrs 10 mins

8 May 2006

AGF/CA/lh

REPORT FROM THE COURSE APPROVAL SUB-COMMITTEE (14.3.06)

COURSE APPROVAL

The Sub-Committee considered business from each Faculty and noted revisions approved by the Faculties as detailed in the Annex.

FACULTY OF ARTS

Subject Unit 2G: Architecture

RECEIVED: the report of the Revalidation Panel.

RECOMMENDED: that, subject to the conditions of the panel being met, the following provision be approved for a period of five years (intakes 2006 to 2010):

BA Hons Architecture (FT) (BT)

Subject Unit 19B: Media Studies

RECEIVED: the report of the Revalidation Panel.

NOTED: (a) that this was a further review after the 2005 revalidation in respect of two aspects of provision;

(b) that the title of the 'Journalism and Publishing Studies' Subject had been changed to 'Journalism' and the Minor strand withdrawn.

RECOMMENDED: that, subject to the conditions of the Panel being met, the following provision be approved for a period of four years (intakes 2006 to 2009) in accordance with the University's revalidation schedule.

Undergraduate Honours Subject: Media Studies (Single Honours; Major; Main; Minor)

Undergraduate Honours Subject: Journalism (Main)

PgDip/MA Museum Practice and Management (PT) (DL)

NOTED: (a) that the supplementary information required has been received and approved by all Panel members and that the Panel had agreed to recommend the programme's approval;

(b) that the Faculty had confirmed support from the Heritage Council and that a written assurance of support from the Chester Beattie Library for the programme would follow shortly.

RECOMMENDED: that the programme be approved for a period of five years (intakes 2006 to 2010).

FACULTY OF BUSINESS AND MANAGEMENT

Subject Unit 5A: Business and Management (Undergraduate/Coleraine)

RECEIVED: the report of the Revalidation Panel.

NOTED: that the new Single Honours degree in Business replaced the previous Management degree and that new Minor Subjects had also been considered.

RECOMMENDED: that, subject to the conditions of the Panel being met, the following provision be approved for a period of five years (intakes 2006 to 2010):

Undergraduate Honours Subject: Business Single Honours; Major (with optional DIS/DAS); Minor)

BSc (Hons) Business Finance and Investment (with optional DIS/DAS)

Undergraduate Honours Subjects: Accounting, Marketing, Retail Studies (Minor)

Revalidation of Subject Unit 5J: MSc Innovation Management in the Public Service

RECEIVED: a request for a one year extension to the period of approval (to include the 2007 intake) for provision within the above unit and to postpone the revalidation to 2007/8.

NOTED:

- (a) that the programme had been validated as a joint award with Letterkenny Institute of Technology (through the Higher Education Training and Awards Council of the Republic of Ireland (HETAC)) in September 2003 and had been approved for four years rather than the normal five;
- (b) that, in order to provide more comprehensive data i.e. information from three cohorts to the revalidation panel, the Faculty had requested a postponement of revalidation to the second semester 2007/8;
- (c) that positive feedback from the external examiner and sponsoring bodies has been received;
- (d) that HETAC would need to be consulted regarding the new timetable for the review.

RECOMMENDED: (i) that a one year extension be granted to the period of approval;

- (ii) that the revalidation be postponed to 2007/8.

FdSc Sports Leisure and Event Management at Omagh College of FHE

- NOTED:
- (a) that DEL had not approved the course which had been evaluated in October 2005 to replace an HND;
 - (b) that the Faculty had reported that the College wished to continue to work to meet the Panel's conditions and recommendations in the hope that DEL would reconsider its decision;
 - (c) concern that DEL's strategic planning timeframe was not harmonised with the University's.

AGREED: that DEL be asked to advise the University of its decisions on recent HE proposals involving the University and that it be asked to review its planning approval timetable to ensure that College and University staff did not waste time and effort developing proposals within the University's one year standards assurance timeframe.

Programme Withdrawals

NOTED: that the following programmes had been withdrawn:

HNC Retail and Customer Services Management at Limavady College of FHE
HNC Business and Marketing at Limavady College of FHE
BSc Hons Travel and Tourism Management at Hong Kong College of Technology.

FACULTY OF ENGINEERING

FdSc Multimedia at North West Institute of FHE (FT/PT)

RECEIVED: the report of the Evaluation Panel.

- NOTED:
- (a) that notification of DEL approval had not yet been received;
 - (b) that the Director of the Institute was to confirm in writing that all outstanding resources would be in place, in respect of the library provision (for year one of the programme) before the start of the programme, and in respect of the IT provision before the start of year two.

RECOMMENDED: that, subject to the conditions of the Panel being met, and, subject to DEL approval, the programme be approved for a period of two years (intakes 2006 to 2007) in line with the University's revalidation schedule for Subject Unit 16D, for cohort sizes of 18 full-time and 14 part-time.

BSc (Hons) Housing with DPP

RECEIVED: a CA3 proposal to rename the above programme BSc (Hons) Housing Management with Diploma in Industrial Studies.

NOTED: that the Academic Planning Sub-Committee had already endorsed the change.

AGREED: that the change in title be approved.

Programme Withdrawals

NOTED: that the following programmes had been withdrawn:

Limavady College of FHE

Diploma in Computing
FdSc Computing
DipHE Computing
DipHE Computing with eMedia
HNC/D Computing (Software Engineering/Business Information)

East Down Institute of FHE

HND Building Engineering (FT/PT)
FdSc Timber Technology (FT/PT)
HNC Mathematical Studies (Mathematics, Statistics and Computing)

Belfast Institute of FHE

HND Architectural Technology (with CIS)

FACULTY OF LIFE AND HEALTH SCIENCES

Subject Unit 25A1: Psychology

RECEIVED: the report of the Revalidation Panel.

RECOMMENDED: that, subject to the conditions of the panel being met, the following provision be approved for a period of five years (intakes 2006 to 2010):
Undergraduate Honours Subject: Psychology: Single Honours (with optional DIS); Minor (CE)
BSc (Hons) Social Psychology (with optional DIS) (CE)
Undergraduate Honours Subject: Psychology: Single Honours; Minor (ME).

Subject Unit 22A: Nursing (Pre-Registration)

RECEIVED: the report of the Revalidation Panel.

- NOTED:
- (a) that the Teaching and Learning Committee had not approved the proposal made by the Faculty requiring a mark of 55% to progress to the final stage of the Honours programme with other students completing a non-Honours degree;
 - (b) that the Faculty was to consider alternative ways of providing a non-Honours degree;
 - (c) that the Committee had endorsed a proposal to hold examination boards at the end of each semester, subject to the attendance of at least one external examiner at each Board of Examiners' meeting and proposed arrangements for the consequences of failure;
 - (d) that revised documentation had not been submitted by the 6 March deadline but that NIPEC had agreed to an extension to 5 May (with a paper to NIPEC by 15 April).

RECOMMENDED: that, subject to the conditions of the Panel being met, the following provision be approved for a period of five years (intakes 2006 to 2010):

BSc (Hons) Nursing (FT - Web-dependent) (CE/ME)
BSc Nursing (FT - Web-dependent) (CE/ME)
Graduate Diploma in Nursing (FT - Web-dependent) (ME)

AGREED: that the Faculty should give particular attention to the student experience on the programmes through the Annual Subject Monitoring process.

Master of Pharmacy (MPharm)

RECEIVED: the report of the Evaluation Panel.

NOTED: that the Planning Committee in June 2005 had decided not to support the development of Pharmacy at this time.

Revalidation of Subject Unit 28J: Rehabilitation (Pg) (JN) – MSc Physiotherapy

NOTED: that the revalidation of the above programme was to be rescheduled to 2007/8 in view of the suspension of intake in 2006 and 2007.

Subject Unit 30C: Diploma in Foundation Studies for Mature Students (Science and Technology) at BIFHE and Diploma in Foundation Studies in Science at NWIFHE

RECEIVED: the report of the Revalidation Panel.

NOTED: that the Teaching and Learning Committee (December 2005) had agreed to amend the award title for Access programmes to

'Access Diploma' and that the term 'Foundation Studies' was not to be included in the title of Access Diploma programmes.

RECOMMENDED: that, subject to the conditions of the Panel being met that:

- (i) the Access Diploma in Science and Technology (with Certificate in Adult Learning exit award) (PT) at BIFHE be approved for a period of five years (intakes 2006 to 2010) for a maximum annual intake of 200 students;
- (ii) the Access Diploma in Science (FT/PT) at NWIFHE be approved for a period of five years (intakes 2006 to 2010) for a maximum annual intake of 20 for each mode of attendance (NWIFHE to consider exit award).

Msc Applied Psychology

RECEIVED: a request for a one year's extension of approval to include the 2006 intake (at Magee).

- NOTED:
- (a) that the programme had not been submitted for revalidation in 2005/6;
 - (b) that the course was currently offered at Jordanstown and a proposal to transfer the programme to Magee would be considered by the Academic Planning Sub-Committee.

RECOMMENDED: that the request be approved.

FACULTY OF SOCIAL SCIENCES

Diploma in Social Sciences (PT) at East Tyrone College of FHE

RECEIVED: the report of the Evaluation Panel.

RECOMMENDED: that, subject to the conditions of the Panel being met, the programme be approved for four years (intakes 2006 to 2009), in line with the University's revalidation schedule for a maximum cohort of 30 students.

PGCert in School Library Management

RECEIVED: a request to defer the revalidation as intakes from March to September 2007 took place in the second rather than first semester.

AGREED: that the request be approved but that the Faculty be informed that this might affect the timing of the next intake.

Programme Withdrawals

NOTED: that the following programmes had been withdrawn:

Diploma in Women's Studies (BIFHE)
Diploma in Foundation Studies (Humanities and Social Services) (BIFHE)
Diploma in IT Studies and Professional Development for Women (BIFHE)
DipHE Play and Playwork (BIFHE)
DipHE Early Years Practice (EDIFHE)
Diploma in Community Development and Leadership/CertHE Community Development and Leadership (LCFHE)
Diploma Social Sciences/CertHE Social Sciences (NDAIFHE)
Certificate in IT and Professional Development for Women (NDAIFHE)
Diploma in Women's Studies (NWIFHE)
Diploma in IT Studies and Professional Development for Women (NKIFHE)

2 EVALUATION AND REVALIDATION SCHEDULE

Computing

NOTED: (a) that the Faculty of Engineering now planned to reconfigure provision in the Unit into different sub-units;

(b) that the Annual Course Review 2004/5 had identified Hong Kong College of Technology as one of four institutions with quality assurance concerns, and that the Teaching and Learning Committee had agreed that a University delegation visit such institutions;

(c) that the Sub-Committee had previously deferred a decision on the request to extend approval of the two degrees at Hong Kong College of Technology so that this was held after the revalidation of the parent courses at the University, pending the outcome of the ACR.

AGREED: that the Faculty be asked to provide evidence to support the extension of approval of the two degrees at Hong Kong College of Technology.

Report from Academic Planning Sub-Committee (9.2.06) and Academic Development and Student Services Committee (20.2.06)

NOTED: (a) that recommendations had been made to Senate that planning and evaluation of the following proposals proceed for September 2006 intakes:

FdSc Architectural Technology at NEIFHE (FT), OCFHE (PT), UBIFHE (FT) as part of revalidation of subject unit 4B: Built Environment;

BSc Hons Nursing (FT) as SAAD Nursing and Allied Health Science College, Al-Khabar, Saudi Arabia (outcentre);

Certificate in Education (Post Compulsory) (PT) at the Police College, Garnerville (outcentre);

- (b) that NEIFHE was one of the four Colleges with quality assurance concerns;
- (c) that the Faculty was to clarify whether the Certificate in Education would be taught by University staff or recognised teachers and that careful consideration was to be given to the staff and physical resources supporting the Certificate in Education and to course management.

AGREED: that the evaluation of FdSc Architectural Technology should proceed as part of the Unit 4B: Built Environment revalidation but that a decision on whether the programme should be allowed to run would be taken in light of the institution visit and revalidation.

COURSE APPROVAL SUB-COMMITTEE

14 March 2006

FACULTY OF ARTS

Undergraduate Honours Subject Strand: Irish

To replace IRS305C2 with a new module in Translation Studies.

FACULTY OF BUSINESS AND MANAGEMENT

AB Consumer Studies

To replace module HTM414P2 by 2 x 10 credit point NICENT modules, Entrepreneurship Awareness and Entrepreneurship Applied;

BSc Hons Leisure Events and Cultural Management

To replace module HTM414P2 by 2 x 10 credit point NICENT modules, Entrepreneurship Awareness and Entrepreneurship Applied;

Undergraduate Honours Subjects at Magee: Business, Marketing (Minor) HRM (Minor)

To revise the assessment weighting in modules BG554M1/M2 to 50% coursework and 50% examination;

Master of Business Administration (MBA)

To revise the assessment weighting in modules BMG910J2/3/M2 and BMG913J2 to 100% coursework

PgDip/MSc Management and Corporate Governance

To revise the assessment weighting in module PUP09J1B to 100% examination;

FdSc Culinary Arts (FT/PT)

FdSc International Hospitality Operations (FT/PT)

To revise the course regulations and programme specification to reflect the availability of the CertHE exit award after 120 credit points of study.

FACULTY OF ENGINEERING

BEng (Hons) Electronics and Software (with DIS)

To introduce an Associate Bachelors degree exit award from 2005/6 for students with this degree who have fulfilled the requirement for the award but have been unsuccessful in their final year.

BSc (Hons) Housing with DPP

To revise the title of the above course to BSc Hons Housing Management, with the associate word of 'Diploma in Industrial Studies'.

FACULTY OF LIFE AND HEALTH SCIENCES

BSc (Hons) Applied Physiology

To change status of CLS332J2 Entrepreneurship Applied from compulsory to optional; to introduce a new optional module 'Controversial Issues in Clinical Sciences';

PgDip/MSc Human Nutrition & Dietetics, Human Nutrition

To revise credit value of NUT807C2 to 30 credits and to remove NUT514C2 from Human Nutrition & Dietetics course;

BSc Hons Human Nutrition with DIS/DAS

To revise the status of BMS310C1 to optional and introduce NUT315C1 as alternative option;

BSc Hons Biomedical Science (with DIS/DAS/DPP)

To update course regulations;

BSc Hons/BSc Nursing

BSc Hons/BSc Nursing (Mental Health)

To review the assessment weighting in module NUR556C2 and M2 to 100% examination;

BA (Hons) Clinical Physiology with DPP

To identify one of the four named Specialisms (Audiology, Cardiology, Neurophysiology and Respiratory Physiology) on student parchments and transcripts and to introduce four separate versions of three modules;

BSc Hons Pharmacology

To replace one year 1, semester 2 module; to move one year 1 module to year 2 and revise title and content; to revise title and update content of one year 2 module; to move one year 2 semester 1 module to year 2 semester 2; to introduce a year 2 semester 2 module for 2005/6 only; to move one year 3 semester 1 module to semester 2; to revise and update four year 3 modules (three changes of title);

PgDip/MSc Dementia Studies

To provide a postgraduate certificate as an entry and exit point;

BSc (Hons) Biomedical Science

To change the weighting in module BMS301C2;

BSc (Hons) Biology

To make BUS318C2 available as an optional module.

BSc Hons Physiotherapy

To amend regulations to allow progression carrying one failure in accordance with University regulations.

Graduate Certificate in Biomedical Sciences (Distance Learning)

To update module descriptions; to revise assessment weighting BMS517C1X; to update course regulations.

FACULTY OF SOCIAL SCIENCES

Undergraduate Honours Subject: Politics

To revise module PUP313J2 Research Methods;

PgDip/MSc Irish History and Politics

To revise regulations to reflect the fact that full-time and part-time students do not formally undertake the dissertation module during the summer. Full-time students finish the degree in semester 1 of Year 2 and Part-time students in semester 1 and 2 of their final year;

Undergraduate Honours Subject: Procurement (Minor)

To revise the assessment weighting in module PUP518J1/2/3 to 100% coursework;

MPA

To raise the assessment weighting in module ECO809J2 to 100% coursework.

PgDip/MSc Psychological Trauma Management

To restructure the taught components of the programme by replacing one 15 point module in year 1 semester 1 with a 30 point module; moving the other compulsory semester 1 module to semester 2 as an option and to introduce another option in semester2; to replace the compulsory generic Communication module with a specialist Health with Therapeutic Communication module; to replace one option in year 2, semester 1 by two additional optional modules (one transferred from year 1 semester 2); to revise and re-title the year 2 semester 2 module.

POLICY FOR INTERNAL MODERATION

Preamble

Moderation is designed to check the reliability of marking. Clear assessment criteria and marking schemes are used to guide markers.

1 All Work except Project/Dissertation

- a) At all levels and for both coursework and written examinations, the assessment of all work which is first marked as failed or 70%+ shall be moderated.

In addition a sample of 20% of the remainder shall be selected for moderation, subject to the following:

- where there are fewer than 12 scripts in total, all scripts shall be selected;
- where there are 12 or more but fewer than 60 scripts in total, a minimum of 12 scripts shall be selected;
- where there are more than 150 scripts in total, a maximum of 30 scripts shall be selected;
- the scripts shall be selected in a random manner subject to at least two being selected from each of the classification bands.

b) Form of Moderation

Faculties shall determine the type of moderation, taking account of the form of the assessment; the subject area; and the level of study. Moderation may either involve double-marking or monitoring.

Double-Marking: A process whereby each script is marked by two markers. The final mark is determined by agreement between the two markers. Faculties/subject areas may determine whether the second marker has sight of the first marker's marks or not (blind double-marking). In the case of oral examinations and presentations a panel of members may agree a single mark.

Monitoring: A system whereby one person marks an assessment and a second person 'validates' the mark and feedback given by the marker. (This may be more appropriate for courses with a technical subject base with a reasonably precise specification of the required answers and marking schemes.)

In certain circumstances (eg to assist a new member of staff or where poor marking practice has been identified), double-marking may take place rather than monitoring and/or the sample size above may be exceeded.

2 Projects/Dissertations

All projects (level 3 undergraduate and postgraduate) shall be double-marked.