

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 13 October 2010 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Dr G Armstrong, Dr D Barr, Professor N D Black, Professor P Carmichael, Miss C Cochrane, Professor T Cook, Professor C Curran, Ms A Honan, Mr N Macauley, Professor N McClenaghan, Professor M McColgan, Mr D McGivern, Professor M McHugh, Professor H McKenna, Mr M McKinney, Professor R J Millar, Professor I Montgomery, Professor P Moore, Dr I Taylor

APOLOGIES

Professor J Allen, Professor R R Barnett, Mr I Hanna, Mr L McCurry, Mr C Nelson, Professor P Ó Dochartaigh

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Professor K Greenan

UNRESERVED BUSINESS

10.132 MINUTES

The confirmed minutes of the meeting held on 16 June 2010 were signed by the Chair.

MATTERS ARISING

10.133 Composition and Terms of Reference of the Committee (Min 10.130 refers)

Composition

At the June meeting the Committee had noted that the composition of the Committee in respect of the National Teaching Fellow category would be reviewed. The Committee was asked to consider the removal of this category and its replacement by the Director of the Centre for Higher Education Practice. It was noted that Professor Cook, the Faculty of Life and Health Sciences' representative on the Committee, was a National Teaching Fellow. Professor Greenan, Director of CHEP, was in attendance at this meeting, pending Senate approval.

AGREED: that it be recommended to Senate that the National Teaching Fellow category be replaced by the Director of the Centre for Higher Education Practice ex officio in the Committee's composition.

Membership

Dr Ian Taylor, the new Senate representative in place of Professor Carmichael, and Mr Nigel Macauley, a new Students' Union representative, were welcomed to their first meeting. The Committee noted that the other Students' Union representative was Mr Christian Nelson.

Terms of Reference

The Chair reported that it was intended to replace the Information and Student Services Committee by two committees of Senate, the Student Services and Support Committee and the Library, Information and Student Administrative Services Committee (LISASC), the latter to support the work of the new Finance and Information Services Directorate. Senate would consider draft terms of reference at its November meeting. It had been proposed that the formalities surrounding graduation ceremonies and the conferment of degrees (including academical dress) should become the responsibility of Teaching and Learning Committee. Given that graduation ceremonies might be considered part of the administrative service to students, delivered by the Department of Student Administration, rather than the teaching and learning experience, the Committee was of the view that responsibility for this activity should more appropriately lie with LISASC.

It was noted that, if Senate chose to delegate this function to the Teaching and Learning Committee, an annual report would be expected by the Committee, in line for other functions of which the Committee had oversight.

It was also intended that the Emerging Technologies Sub-Committee should become a sub-committee of LISASC which, if approved, would mean that Professor Moore, Chair of the Sub-Committee, would cease to be a member of the Teaching and Learning Committee.

10.134 CLA Survey and Audit 2010/11 (Min 10.79 refers)

It was noted that the current Copyright Licensing Agency audit was focussing on print/scanned course packs. Online resources hosted on systems such as the VLE were not being considered, but the issue of copyright compliance applied equally to electronic resources. It had, therefore, been agreed that a systematic self-audit should be undertaken this year to ensure full compliance. Ms S Alexander would bring to the Committee's next meeting a paper outlining the proposed method and reporting timeframe.

10.135 Module Data Quality Enhancement Working Group (Min 10.101 refers)

The Committee had endorsed the recommendations of the Working Group and forwarded the report to the Information and Student Services Committee and the Information Services Strategy and Governance Committee for information and ongoing monitoring of this area. The Committee noted that ISSC (now LISASC) had also endorsed the recommendations and had agreed to carry out a review in light of the findings of the Data Integrity Internal Audit Review which was due to be submitted in the autumn.

10.136 Certificate of Personal and Professional Development (Min 10.118 v) refers)

At its June meeting the Committee had agreed to extend approval of the CPPD framework by two and a half years to include the 2012/13 academic year, subject to satisfactory annual reports and the outcome of a themed audit scheduled for 2011/12, as referred to in paper TLC/10/27. The Chair reported that Ms Alexander and QMAU had since clarified that an audit was not scheduled and would only be added if annual reports or other comments suggested heightened risk in this area.

10.137 Non-Credit Bearing Programmes (Min 10.119 iii) refers)

At its June meeting the Committee had received a paper reviewing non-credit bearing activity across the University and had agreed to establish a Working Group to consider the feasibility of developing a centralised system for the development, oversight, management and administration of non-credit bearing programmes.

The Committee considered the proposed terms of reference and membership of the Working Group (TLC/10/35). A reporting timeframe of February and June 2011 was noted.

AGREED that:

- i) the terms of reference and membership be endorsed;
- ii) Professor McAlister be asked to identify a senior academic to chair the Working Group.

CHAIR'S COMMUNICATIONS

10.138 The Undergraduate Awards of Ireland and Northern Ireland 2010

The Chair reported that nine of the 109 Ulster submissions had been shortlisted in the following categories: Business, Celtic Studies and Irish, Computer Science and Information Studies, Economics, Environmental and Geo-sciences, Law, Medical Sciences, and Nursing and Midwifery. The awards ceremony was to be held on 30 October 2010.

Professor McAlister asked Faculties to be proactive in encouraging submissions in the 2011 competition.

10.139 QAA Institutional Review consultation

The Committee noted that the QAA had called for views on the proposed new higher education review method. Key changes included more flexibility in approach to enable timely consideration of areas of current public concern; a greater emphasis on the public information institutions make available, and separate judgements on four areas: threshold academic standards, the quality of students' learning opportunities, the quality of public information, and the enhancement of students' learning opportunities.

QMAU was co-ordinating the University's response for a closing date of 26 November 2010; a draft would be considered by the Academic Development and Enhancement Committee.

10.140 Academic Calendar: Semester 1 Examination Period

The Chair reported that Dr G O'Brien, Faculty of Life and Health Sciences, had suggested that the start of Semester 1 examinations so soon after the Christmas and New Year vacation appeared to have an adverse impact on student performance. Professor McAlister stated that, although the statistical evidence was that student success rates were less strong in Semester 2 examinations, there might be some merit in not scheduling examinations for first year students in the first week of the three-week examination period, in order to support transition and retention strategies for this cohort. This would allow students an extra week for revision and Faculties would be able to provide structured revision support during that week as in the Spring Semester. It was considered that this approach would be less disruptive than a review of the academic calendar.

Members and the Students' Union representatives were broadly supportive of the suggestion.

AGREED that:

- i) the Students' Union officers consult with course representatives to ascertain the level of support for such a proposal;
- ii) the Director of Student Administration be consulted regarding operational implications;
- iii) this matter be considered further by the Committee at its December meeting;
- iv) Dr O'Brien be thanked for his active consideration of ways to enhance the student learning experience.

10.141 COURSE APPROVAL SUB-COMMITTEE

Professor McAlister presented the report of the meeting held on 15 September 2010 (TLC/10/36a).

The Committee noted that 12 evaluation and revalidation reports relating to courses with 2010 intakes had been approved by Chair's action. The Committee noted the revisions approved by Faculties and course withdrawals.

The Chair reported that the Faculty of Computing and Engineering were to discuss with QMAU and herself its strategies to address a number of teaching and learning issues identified in the panel reports for the Engineering provision in two revalidation units in the context of the forthcoming professional body re-accreditation visit.

Professor Curran clarified that, with reference to Unit 22F Nursing, only in exceptional circumstances would a module be delivered for one student.

The Committee noted that the Sub-Committee had confirmed that students on undergraduate Certificate (Level 4) and PgDip/Master's (Level 7) programmes should not normally be taught together and that the Faculty of Social Sciences was to ensure that the external examiner reported explicitly on standards for each award in respect of the exceptional common teaching permitted in its Restorative Practices courses.

AGREED that:

- i) the course provision be approved and re-approved as set out in the Appendix;
- ii) the following recommendations for approval be made to Senate:
 - a) changes in title from that originally proposed:
 - PgDip/MA Professional Translation (previously Translating and Interpreting);
 - FdA Performing Arts – Acting, Dance and Production at SWC (previously Acting, Dance and Creative Technologies);
 - b) a one year extension to the period of approval to include the 2011 intake for the provision in Unit 22A: Nursing (Pre-Reg) and Unit 9I: PgCert Education (Further Education).

PROFESSIONAL, STATUTORY AND REGULATORY BODY ACCREDITATION

10.142 Summary Annual Reports

The Committee noted that summary reports on progress made in respect of reports and responses for the 2008/9 and 2009/10 academic years and the schedule of proposed activity for 2010/11 would now be received at the December meeting of the Committee (min 10.123 refers).

10.143 British Computer Society (BCS) Accreditation Visit

The Committee at its June meeting had noted the reports of the accreditation visit held in November 2008 for provision in the three Computing Schools together with the '90 day response' in respect of programmes considered to be below threshold standard (min 10.126 refers). The Faculty now provided the formal response to the 'at threshold' and other comments (TLC/10/36ci). The Committee noted that the response confirmed that points had been addressed or would be considered at revalidation due in 2012, and it questioned whether there might be scope for some actions to be brought forward, for example in relation to the coverage of mathematical principles in undergraduate Computing Major. Professor Millar clarified that the 'partial' accreditation of the Major strand in Computing was the normal successful outcome for an undergraduate programme before its first output. This was a significant achievement for a Major strand given the constraints on content compared to a Single Honours programme. At present there was no room to extend the mathematical content due to its complex inter-relationship with other programmes. However the scope for doing so would be

considered at the revalidation of the Computing provision as a whole in 2012, along with the points made in relation to postgraduate provision.

10.144 British Council Report

The Committee received the British Council Accreditation Report in respect of the 2009 inspection of English language teaching on the Diploma in Foundation English for Academic Purposes and in-sessional and pre-sessional courses provided by the Centre for English Language Teaching (CELT) together with CELT's response (TLC/10/36cii).

The Committee noted that continued accreditation had been recommended. Points of excellence included course design, learner training, teachers' qualifications and pastoral care. A supplementary inspection in summer 2011 would assess pre-sessional courses (not running at the time of the inspection) and progress on procedures for monitoring staff.

CELT's response highlighted a need to improve aspects of academic leadership and staff management. Professor Adair acknowledged the importance of strong academic leadership and the difficulties for programmes which were not located within the academic faculty structure. This was a matter of particular concern in view of the departure of two key staff. The service level agreement with the Faculty of Social Sciences might need to be re-visited.

AGREED: the Pro-Vice-Chancellor (Communication and External Affairs) report progress on these matters to a future meeting of the Committee.

10.145 ETI Report on Certificate in Teaching

The Committee noted that while the ETI report had been received and published, the Faculty's response would not be available until the December meeting.

10.146 SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS

The Committee noted paper TLC/10/36d, Schedule to Ordinance XXIX: Recognition of Institutions, detailing the courses offered by partner institutions under validation arrangements from the 2010 intake.

10.147 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting held on 21 September 2010 (TLC/10/37).

10.148 University's Health and Safety Policy (Item 1)

The Committee noted that the Head of Health and Safety Services was currently incorporating ASET guidelines into the University's Health and Safety Policy. When finalised the document would be presented to the Sub-Committee for consideration.

10.149 Rebranding of University Placement Awards (Item 2)

Professor Millar had met with the Market Intelligence Manager and it was noted that a review of the placement award titles was now underway.

10.150 Self-Employment as a form of Placement (Item 3)

The Committee noted that discussion had taken place about the possibility of students participating in the placement process through self-employment. While the DIS award did not currently allow for this form of placement, the Sub-Committee had felt that, given the economic climate, it was an option worth exploring. Draft guidelines would be considered by the Sub-Committee.

10.151 Number of Students Entering Placement in 2010/11 (Item 4)

The Sub-Committee had taken a snapshot of the proportion of students placed and those proceeding to final year in 2010/11 and members had been encouraged by the improved profile compared to last year. The Committee noted that the information was not a full picture of availability across the University but reflected the discussion among those present at the meeting.

While the report gave a sense of the availability of placements, it was suggested that the Sub-Committee should receive on an annual basis a detailed report from all Faculties for courses with a compulsory or optional placement year, to include information on the proportion of year 2 students proceeding directly to final year in accordance with the exceptional arrangements approved by the Committee in respect of compulsory placements (min 10.92 refers). This would assist the University in assessing trends and academic planning.

10.152 ASET Conference (Item 5iii)

The Committee congratulated Dr D McCulloch and Mr P Houston on being elected to the ASET Executive.

10.153 Placement Employer of the Year Awards Ceremony 2011 (Item 6)

The Committee noted that Thursday 5 May 2011 had been set as the date for the Placement Employer of the Year Awards Ceremony 2011. The number of organisations to be shortlisted in the category 'Self-Nominations – Over 50s' would be increased from three to four.

10.154 CODE OF PRACTICE FOR eLEARNING

At the June meeting of the Committee it had been agreed that the draft Code of Practice be re-presented as a succinct statement of definitions, centrally provided resources, processes and references (min 10.96 refers). The Committee received the revised Code of Practice (TLC/10/38).

AGREED: that the Code of Practice be endorsed and disseminated by Faculties to those staff involved in fully online and blended learning.

TEACHING AND LEARNING STRATEGY

10.155 Achievement of Key Central Teaching and Learning Priorities in 2009/10: Outstanding Response and Follow-Up Reports

The Committee at its June meeting had asked the Chair of the Continuing Professional Development Sub-Committee to forward the outstanding response for 2009/10 for consideration. Lead agents who had provided interim reports had also been asked to provide final reports (min 10.120 iii) refers). The Committee considered the response from the Chair of the CPD Sub-Committee together with further updates from the Director of Information Services and the Centre for Higher Education Practice (TLC/10/39a).

AGREED: that these reports be endorsed.

10.156 Draft Action Plan: 2010/11

In September 2010, lead agents in central departments and Deans of Faculties had been asked to consider a table of new key activities proposed for 2010/11 by the Pro-Vice-Chancellor (Teaching and Learning), together with other activities rolled over from the 2009/10 action plan, and to add to or amend it as appropriate.

The Committee considered the draft plan which set out proposed actions, performance measures, target dates and likely sources of evidence (TLC/10/39b). The table was presented in line with the revised reporting format to link activities to specific objectives in the Strategy and to identify sources of evidence (min 10.121 iii refers). It was noted that the Faculty of Social Sciences' draft action plan had now been confirmed by the Faculty's Committee for Academic Affairs and that proposed activities in the Finance and Information Services Directorate had yet to be confirmed. At present, these contained a large number of operational activities which might be better subsumed in broader themes directly associated with the Strategy.

AGREED that:

- i) subject to departments and Faculties advising the Academic Office of any missing performance measures and sources of evidence and ensuring that the latter were prospective, and finalisation of activities in Finance and Information Services, the plan be approved;
- ii) lead agents report on progress on the achievement of objectives and further action planned by late May and identify definitive sources of evidence (paper reference numbers and minute references where available) and on any additional in-year activities, for consideration by the Committee at its June 2011 meeting;
- iii) full reports be forwarded to the Critical Friend in late June/July for consideration as part of the evaluation process.

10.157 Summary of Evidence in Action Plans of Activities to Achieve Supporting Objectives 2008/9 – 2010/11

The Committee noted paper TLC/10/39c which summarised evidence contained in the three action plans and reports to date. It was intended to give an 'at-a-glance' mid-term overview by indicating whether or not there was activity against each of the key supporting objectives in the Teaching and Learning Strategy. The table provided a summary of activities in 2008/9 and 2009/10 and ticks for 2010/11, as the latter activities were detailed in TLC/10/39b.

The Committee commended Faculties and Departments on an impressive range of activities in progressing the Strategy to date. It was noted that no activity was explicitly recorded in action plans to meet the following objectives:

Aim 1 To enhance the quality of the student learning experience.

1 vii) to develop personal tutoring/studies advice/peer mentoring systems which meet the needs of students;

1 viii) to enhance possibilities of EU and international exchanges and outreach for students;

Aim 3 To promote and foster creativity in curriculum design and delivery.

3 vii) to enhance and extend the entrepreneurship agenda to include non-SET constituencies;

3 xii) to keep under review established internal funding mechanisms in order to counter any perceived disincentives to collaboration between schools and Faculties;

Aim 4 To promote learning, professionalism and employability through the integration of academic theory and relevant professional and vocational practice.

4 viii) to monitor PDP in its role of promoting employability;

Cross-Cutting Supporting Aim 2 To enhance the quality of the physical and social learning environments for students and staff.

CC2 ii) to review space management procedures to ensure effective decision-making processes.

It was acknowledged that there might be activity outside the Teaching and Learning Action Plans to address these and other objectives. For example, it was noted that under 1 iv) (scholarship/research-informed teaching) where the first activity was identified for 2010/11, the annual report from CHEP referred to a Research and Practice theme active in both 2009/10 and 2008/9, which had not been recorded (min 10.159 refers) in the Teaching and Learning Strategy action plans.

AGREED that:

- i) any evidence of activities being undertaken in relation to identified gaps but not reported in the action plans be notified to the Academic Office;
- ii) the Academic Office be thanked for its work in constructing reports on the Teaching and Learning Strategy.

10.158 Critical Friend

The Committee noted that Chair's action had been taken on behalf of the Committee to appoint as critical friend Mr Gabriel Jezierski, Head of Learning and Teaching, University of Wales Institute, Cardiff (min 10.121 refers).

10.159 CENTRE FOR HIGHER EDUCATION PRACTICE

Professor Greenan presented the 2009/10 Annual Report which had been prepared by Professor Hunter (TLC/10/40).

The paper provided a commentary on several significant developments, including the establishment of the Centre journal, *Perspectives on Pedagogy and Practice*, launched in September 2010, and the work on Peer Assisted Study Sessions. The Committee noted that the University was the first in the UK to develop accredited training for PASS leaders.

It was noted that the Creativity in the Curriculum Sub-Committee of the Centre had organised two evaluation/revalidation workshops in April 2010 to facilitate the sharing of practice. The focus was on enhancement to complement the annual autumn seminar organised by the Academic Office. It was noted that the Centre hoped to offer similar events early in the New Year. The Committee also noted that a number of events had been held in relation to pedagogic research and research-informed teaching.

The Centre had developed its links with the student body and, among other engagements, a student focus group had been held in May 2010 to consider the student experience of teaching. The relatively small number of entries and the quality of the entries in the 2010 Student Competition reflected the lack of appeal of the chosen topic 'Effective Learning Environments – what has worked for me'. Although a prize had not been awarded, four entries were 'Highly Commended'. It was noted that the Centre intended to liaise with Students' Union officers in the selection of a topic for the 2011 competition.

Eighty-eight staff had attended the Festival of Innovative Practice held in June 2010, but it was felt that the wide range of practices show-cased would have been appreciated by a larger audience.

AGREED that:

- i) the Committee's appreciation be extended to Professor Hunter for his excellent contribution to the foundation and development of the Centre and to the work of the Teaching and Learning Committee;

- ii) staff in the Centre, Faculties and other central departments involved in Centre activities be thanked for their valuable contributions;
- iii) Faculties encourage attendance at the 2011 Festival of Innovation.

QUALITY ASSURANCE AGENCY

10.160 Institutional Audit Report 2010

The Committee at its June meeting had received key extracts from the draft QAA report highlighting points of commendation and recommendations for action (min 10.122 refers). The Committee now received the full, final report and the University's response (TLC/10/41a).

While the outcome was very positive, the report had drawn attention to a number of inconsistencies in practice which were familiar to the Committee such as in information to students, plagiarism, and nomination of external examiners and recognised teachers.

It was noted that all but one recommendation relating to the Committee's business had been actioned during the previous session: recording of plagiarism offences; explicit consideration of research-informed teaching; and student participation in revalidation. In respect of the 'desirable' recommendation regarding the External Examiner's role in moderating Level 4 work in degrees and attendance at Boards of Examiners relating to such work, consultation would take place with Faculties and external examiners in the light of the conclusions of the current national review of the external examiner system (min 10.167 refers).

AGREED that:

- i) thanks be extended to Faculties, Quality Management and Audit Unit, Academic Office, and other central departments for their work in relation to the audit visit;
- ii) Faculties and departments take account of the report in their ongoing activities.

10.161 Code of Practice for Assurance of Academic Quality and Standards in Higher Education – Section 8: Careers, Education, Information and Guidance 2010

The Committee noted that a Working Group with membership drawn from the Career Development Centre and Faculties had been established in June 2010 to review the new Code of Practice for Careers, Education, Information and Guidance and the University's compliance with it.

Mr McGivern presented paper TLC/10/41b which confirmed that the University complied with all aspects of the Code and provided examples of evidence of adherence to the 13 precepts. The report highlighted the need continually to raise awareness among staff of the careers, education, information and guidance needs of students and the relevant policies and resources. Although the Career Development Centre provided support for preparing students for graduate-level

employment, it worked in partnership with Faculties in developing skills relevant to employment.

AGREED that:

- i) the paper be endorsed;
- ii) Mr McGivern and the Working Group be thanked for their work.

10.162 DESTINATION OF LEAVERS FROM HIGHER EDUCATION

Mr McGivern gave a presentation on the Destination of Leavers from Higher Education (DLHE) survey which was carried out by all UK universities six months after graduation. The outcome of the survey was considered a performance indicator and was used for league tables by national newspapers.

The Committee noted that there had been a response rate of 82% in 2008/9 with the following results:

All Leavers:	Employed 70%; Unemployed 8.05%
Undergraduates:	Employed 64.49%; Unemployed 10.37%
Postgraduates:	Employed 82.80%; Unemployed 2.67%

The majority of the remainder entered further study. It was noted that the 'employed' category included those in non-graduate occupations, but this proportion was hidden in the headline figure. A number of changes were proposed for the 2010/11 survey, including the inclusion of international students, more specific coding for graduate jobs and an additional question on how the institution prepared leavers for employment.

More data were available through Cognos in a range of reports, including actual employer and job title for each leaver. Faculties, schools and course teams were, therefore, in a position to consider in detail the nature of the destination of their graduates and possible trends and issues of concern. The publicly available Unistats website (<http://www.unistats.direct.gov.uk/>) allowed for comparison with courses in other institutions.

The Chair emphasised the importance of Faculties, Schools, Course and Subject Teams giving consideration to the extent to which their degree programmes enhanced employability prospects and how their performance compared with other institutions, particularly as it was likely that prospective students would pay increased attention to such information in view of changes to the cost of higher education. It was noted that a range of University initiatives, such as EDORT, were available to help Faculties in their engagement with the employability agenda.

AGREED: that Faculties ensure that relevant staff were aware of the graduate destination information, and that they reflected on it to inform curriculum development and, in conjunction with Student Marketing, used it in marketing materials as appropriate.

10.163 CALCULATION OF SUMMARY MARK FOR AWARDS

The Committee received paper TLC/10/42 from Professor Ó Dochartaigh proposing to change the method for calculating and reporting summary marks for awards.

Currently each module was weighted by its credit point value as a share of 100%, with the score calculated to two decimal points. These were then added up, and the total was rounded up or down to the nearest whole number which identified the appropriate degree classification. Professor Ó Dochartaigh proposed that in future marks be multiplied by the number of credits in the module and that these figures be added together and the sum divided by the total credits to give a final overall mark.

The Committee noted that all borderline cases were subject to close internal and external moderation and that the effect of the change would be marginal. It would, however, assist the process of reconciling the summary mark and classification, where a borderline candidate whose result had been rounded down merited a higher class than the final mark indicated. The Students' Union representatives were supportive of the proposed change.

AGREED:

- i) that the new method for calculating summary marks be adopted with immediate effect;
- ii) that the Director of Student Administration be asked to introduce the new method in the presentation of future result sheets;
- iii) that marks continue to be calculated to two decimal points.

PLAGIARISM OFFENCES

10.164 Report on Plagiarism Offences in 2009/10

The Committee received the annual report on plagiarism offences recorded in 2009/10 (TLC/10/43a).

It was noted that an 'advisable' recommendation of the QAA Institutional Audit Report was to ensure that plagiarism offences were consistently identified and recorded in order to provide an evidence base to monitor the success of the policy. This recommendation had derived from the Committee's own concern about inconsistency in recording of cases (min 10.28 refers).

The Committee noted that the total number of cases recorded in 2009/10 was 266, compared to the 207 cases recorded in 2008/9, but that disappointingly the majority of offences related to Level 6.

A number of discrepancies between figures reported by Faculties and the number of cases recorded on the central register for 2009/10 was considered in the main to be due to 2008/09 offences not being entered on the register until the 2009/10 academic year and Faculties not discounting these 2008/09 offences. (The

additional records for 2008/9 offences meant that the total number of cases was broadly the same in each year.)

All Faculties had reported on measures put in place to reinforce the policy and procedures among both staff and students.

Dr Taylor sought clarification on whether any record was kept of cases of cheating in examinations. While the Examinations Office received reports for senior invigilations in accordance with procedures for dealing with cheating in examinations, it was not known whether an overview report was made to the responsible committee. Members also discussed the question of extending the University's plagiarism policy and procedures, which had been designed to deal with offences in coursework, to cover plagiarism in examinations. While cheating in examinations was a disciplinary offence, the procedures for dealing with such cheating were not explicit with regard to possible plagiarism which was usually discovered during marking when apparently memorised text was not attributed.

The Committee noted the five recommendations for improvements in the plagiarism register and reporting had been made.

AGREED that:

- i) the following recommendations be approved:
 - a) Faculties be asked to ensure that all information recorded on the register is correct, for example the 'Plagiarism Type' code;
 - b) Student Administration be asked to investigate the possibility of including in the register some basic validation checks at the data input stage, for example it should not allow the user to input a postgraduate 'Plagiarism Type' code for an undergraduate programme;
 - c) Student Administration be asked to investigate the possibility of searching the register by date of offence rather than by the date the offence is recorded on the register (this has not been possible to date);
 - d) Faculties and ADL be asked to ensure that all plagiarism offences in 2010/11 are recorded on the register by 12 September 2011;
 - e) Faculties and Access and Distributed Learning provide reports to the Academic Office by 30 September 2011 with a commentary on issues arising and actions proposed or taken in light of the 2010/11 records and trends since the introduction of the Plagiarism Policy in 2006/7;
- ii) the Working Group on Plagiarism (2011/12) be asked to consider whether to extend the University's plagiarism policy to include certain aspects of cheating in examinations.

10.165 Report on the Fourth International Plagiarism Conference at Northumbria University

The Committee received a report on the International Plagiarism Conference at Northumbria University in June 2010 (TLC/10/43b), provided by Professor S Steacy who had agreed to chair the University's Working Group on Plagiarism.

The Committee noted the range of attitudes and practices in dealing with plagiarism across the sector. Professor Steacy was of the view that the University's sanctions and policy were fair and had considerable merit in their clarity and simplicity. The devolved model for dealing with offences also encouraged engagement with the process.

EXTERNAL EXAMINERS

10.166 Annual Report on External Examiner Nominations and Appointments in 2009/10

Professor McAlister presented the 2009/10 report on external examiner nominations and appointments (TLC/10/44a).

In considering the 2008/9 report, the Committee has asked Faculties to ensure a more timely submission of nominations in 2009/10 and to promote greater awareness of the existence and expectations of the University's Code of Practice among staff (min 09.146 refers).

The Committee had noted that of the 154 nominations made in 2009/10, 52 (34%) had been late, 46 (30%) had been incomplete and 36 (23%) involved departures from the Code. Although there had been an improvement in the number of late nominations, the high incidence of such appointments remained a concern, with potential implications for standards assurance in terms of the extent and timing of external examiners' involvement.

The number of nominations requiring either clarification or additional information was 46 (30%), a significant increase on the 2008/09 figure. Seven of the 36 which did not accord with the Code were not approved. The Chair asked that, where nominations were not approved, Faculties should not attempt to re-negotiate the decision made.

Once again there was an apparent lack of awareness not only of the contents of the Code but, on occasion, its very existence.

AGREED that:

- i) Faculties be reminded of the importance of timely appointments and of the requirement that nominations should be considered by boards of faculties in time for consideration by the June meeting of the Teaching and Learning Committee. (A submission date is advised to Faculties in the published Examinations and Associated Activities Calendar);
- ii) Faculties ensure that staff who are involved in making, processing and checking nominations are aware of the Code of Practice and its contents;

- iii) progress in relation to 2010/11 appointments be reviewed through the report received in October 2011.

10.167 Review of External Examining Arrangements in the UK

The Committee noted the University's response to the UniversitiesUK, GuildHE and QAA discussion paper (TLC/10/44b). The full discussion paper was available at www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/QualityAssurance/HowTheSystemWorks/Pages/ExternalExaminers.aspx The outcome of the review was expected by the end of 2010.

10.168 CONFERMENT OF RECOGNISED TEACHER STATUS: ANNUAL REPORT 2009/10

Professor McAlister presented the annual report for 2009/10 (TLC/10/45) during which 78 nominations had been submitted.

It was noted that nominations continued to be made within the academic year for which conferment was required and that these should be made in good time, preferably in the preceding academic year. This issue had been mentioned in the QAA Institutional Audit report (paras 77/158).

The Committee noted the distribution across the Faculties of the 234 nominations for the period since 2007/8 when Senate had delegated its responsibility to the Committee. Faculties were reminded that the status was bestowed for a four year period, and that 2007/8 nominations (and any from earlier years) needed to be reviewed and renewed, if necessary, for 2011/12.

The Committee was asked to consider an issue raised by the School of Sociology and Applied Social Studies in relation to the BSc (Hons) Social Work with regard to practice placement. It was noted that the Regulation explicitly applied the title 'Recognised Teacher' to persons who 'not being members of Academic Staff of the University, may be invited to engage in the teaching, supervision, assessment and examination of students on University courses (notably those which involve an element of practice placement as part of a professional qualification)'.

Professor McColgan advised that in her School 220 students participated in placements each academic year in undergraduate degrees in Social Work. Students were allocated an agency-based social work practice teacher on a one-to-one basis throughout the period of placement learning. All such practice teachers held a Northern Ireland Social Care Council (NISCC) approved qualification awarded by the University or Queen's University, Belfast and were involved in the assessment of the students' placement learning. Academic staff formally assessed student work which accompanied practice. The supervision and assessment of student practice conducted by the practice teacher was verified and quality assured through a Social Work Practice Assessment Panel which was administered by academic staff.

The pool of approximately 300 qualified practice teachers involved fluctuated on a semester to semester basis as individuals moved between different jobs or left the social work profession. Under these circumstances the School considered that it

would be impractical to confer Recognised Teacher status on such practice teachers.

The Dean and Associate Dean of the Faculty of Life and Health Sciences also reported that it had not applied the regulation for professional staff involved in practice placement assessment in its Allied Health Professions programmes and envisaged that this would be a time-consuming process.

It was noted that a change in the Regulation to exclude practice teachers would be a fundamental departure from the intention of the Regulation as originally introduced in 1985, to recognise the important (and unremunerated) contribution made by professional staff of external agencies to the delivery of courses and assessment of students for its awards, which also led to fitness to practise. It also served the development of relations between the University and those external agencies and individual practitioners, through an honorary status.

If the Committee wished to exclude practice teachers, and to confine the Regulation to classroom-type activities, this should be applied consistently across the University and exclude all such individuals.

AGREED that:

- i) the Faculties of Life and Health Sciences and Social Sciences be asked to consider this matter further in consultation with the Academic Office;
- ii) a paper be submitted to the Committee for consideration at its December meeting.

PRIZES AND AWARDS

10.169 2009/10 Annual Report

The Committee noted paper TLC/10/46a, the annual report on prizes for 2009/10. Forty-four new prizes had been established and 32 discontinued.

There were no submissions for four University-wide prizes and it was proposed to ask the University's Web Editor to consider how the profile of University prizes might be raised through the University's website/Student Portal.

10.170 New Prizes

The Committee received a paper (TLC/10/46b) which proposed a new prize in the Faculty of Computing and Engineering: Ulrich Nehmzow Annual Robotics Prize in memory of a member of staff.

AGREED: that it be recommended to Council, through Communications and External Affairs Committee, that the prize be approved.

10.171 BSc HONS ACCOUNTING

The Committee had approved exceptionally a two year pilot period (2009/10 and 2010/11) for a 25% Level 5 contribution to the classification of BSc Hons

Accounting (min 09.115 refers). It had received the first monitoring report from the Ulster Business School on the impact on student performance at its March 2010 meeting (min 10.72 refers).

Dr Armstrong presented the second monitoring report (TLC/10/47) which showed an improvement in overall performance of second year students in 2009/10 compared to the previous two years. Since 2008 those with a year average of 60%+ had increased by 17% and resits had decreased by 11%.

Students had welcomed the pilot as a means of reducing the perceived pressure associated with the final year of the programme.

The Faculty acknowledged that it was difficult to make a direct comparison due to changes to the programme in the last year and differences in the student intake. Although student motivation and performance could have been enhanced by the second year contribution, the analysis did not attempt to take account of the effect of other actions which might have been taken to encourage student engagement and retention, or changes made in the assessment strategy, the entry profile and module content.

It was noted that the current evidence was unlikely to be sufficient at the end of the pilot for the University to abandon the 'exit velocity' principle and require Level 5 contributions for all degrees.

AGREED: that consideration be given to the possibility of Teaching and Learning funding for the Faculty to develop a more robust statistical tool to allow a multi-factoral analysis to be undertaken.

10.172 MODULE CODING

Professor McClenaghan reported that he had been asked by the Director of Student Administration to encourage Faculties and course teams not to seek to proliferate academic subject codes, which were used in module codes. It was noted that some students appeared to be influenced by their perceptions of certain subject areas in choosing optional modules, for example between Human Nutrition (NUT) and Food Technology (FOT).

10.173 REFURBISHMENT OF TEACHING ROOMS AT COLERAINE

Professor McClenaghan reported that the delay by Physical Resources in finishing the refurbishment of three teaching rooms at the Coleraine campus had caused significant timetabling difficulties for courses in the Faculty of Life and Health Sciences. The Faculty had been unable to resolve this matter.

AGREED: that the Director of Physical Resources be asked to expedite the commissioning of the rooms.

Duration 3 ¼ hours

25 October 2010

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Arts	Cert/CertHE/AdvCert/AdvDip in Irish Cultural Studies	✓		2010 - 2014	CE		
	Cert/CertHE/AdvCert/AdvDip in Irish Studies	✓		2010 - 2014	ME		
	Undergraduate Hons Subject: American Studies (Major/Main/Minor) (with optional Diploma in Area Studies)	✓	✓	2010 - 2014	ME		
	PgDip/MA Professional Translation	✓	✓	2010 - 2014	CE		
	FdA Creative Media Production (with Specialisms) at South West College	✓	✓	2010 - 2014	Dungannon, Enniskillen & Omagh	15 at each campus	20 at each campus
	FdA Performing Arts – Acting, Dance and Creative Technologies at South West College	✓	✓	2010 - 2014	Cookstown	15	15
Life and Health Sciences	MSc Applied Sport and Exercise Psychology (with PgDip exit award)	✓	✓	2010 - 2012	JN		
	MSc Sports Development and Coaching	✓	✓	2010 - 2012	JN		
Ulster Business School	BSc Hons Accounting and Managerial Finance (with optional DIS) (with AB exit award)	✓		2010 - 2014	ME		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Computing and Engineering	10A1	BEng Hons Electronic Engineering (with IFY and DIS) (with AB exit award)	✓	✓	2010 - 2014	JN		

		BEng Hons Engineering Management (with IFY and DIS) (with AB exit award)	✓		2010 - 2014	JN		
		BEng Hons Mechatronic Engineering (with DIS) (with AB exit award)	✓	✓	2010 - 2014	JN		
		BEng Hons Mechanical Engineering (with IFY and DIS) (with AB exit award)	✓	✓	2010 - 2014	JN		
		BEng Hons Clean Technology (with IFY and DIS) (with AB and CertHE exit awards)	✓		2010 - 2014	JN		
		MEng Mechatronic Engineering (with DIS) (with BEng Hons, AB and CertHE exit awards)	✓		2010 - 2014	JN		
		MEng Mechatronic Engineering and Diplom Ingenieur (Dual award Ulster, Augsburg or Kempten)	✓		2010 - 2014	JN/Augsburg/ Kempten		
		MEng Mechanical Engineering (with DIS) (with BEng Hons, AB and CertHE exit awards)	✓		2010 - 2014	JN		
		MEng Electronic Engineering (with DIS) (with BEng Hons, AB and CertHE exit awards)	✓		2010 - 2014	JN		
		MEng Engineering Management (with DIS) (with BEng Hons, AB and CertHE exit awards).	✓		2010 - 2014	JN		
	10A2	BSc Hons Technology with Design (with IFY and optional DIS) (with AB and CertHE exit awards)	✓		2010 - 2014	JN		
		BSc Hons Biomedical Engineering (with IFY and optional DIS) (with AB and CertHE exit awards)	✓		2010 - 2014	JN		

		BSc Hons Sports Technology (with IFY and optional DIS) (with AB and CertHE exit awards)	✓		2010 - 2014	JN		
Life and Health Sciences	22F	CertHE Health and Wellbeing (Learning Disability) (with Cert exit award)		✓	2010 - 2014	JN/DL		15
		BSc Hons Health and Wellbeing (with AdvCert exit award)	✓	✓	2010 - 2014	JN/ME/South West College (Dungannon Outcentre)		
		PgDip/MSc Health and Wellbeing (with PgCert exit award)	✓	✓	2010 - 2014	JN/ME		
		Advanced Diploma in Health Promotion and Public Health Practice (with Adv Cert exit award) (formerly Advanced Diploma in Health Promotion)		✓	2010 - 2014	Belfast Metropolitan College (College Sq East)		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Arts	Diploma in Belfast: A Social and Cultural History of a Changing City	BT
Social Sciences	Access Diploma in Social Sciences	South East Regional College (Downpatrick campus)