

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 14 June 2006 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor I Banat, Professor R R Barnett (Vice-Chancellor), Professor N D Black, Ms C Carter (for Miss C Cochrane), Mrs H Farley, Ms A Fearon, Mr P Fleming, Dr P Hanna, Professor B M Hannigan, Professor R Hutchinson, Dr D A Heenan, Professor E M Lillie, Mr L McCurry, Mr D McGivern, Mr T McLernon, Dr R J Millar, Professor A Moran, Professor C W Mulholland, Dr M Murphy

APOLOGIES

Professor J M Allen, Professor D Hunter, Ms N O'Hagan, Professor R A Welch

IN ATTENDANCE

Mrs C G Avery, Ms C Browning (for mins 06.179 – 06.181), Mr A G Faulkner, Ms C Guyer (for min 06.177)

UNRESERVED BUSINESS

06.124 MINUTES

The confirmed minutes of the meeting held on 12 April 2006 were signed by the Chair.

MATTERS ARISING

06.125 Nursing Pre-Registration Programmes (Min 06.63 refers)

The Chair reported that, following a meeting with the DHSSPS, the Faculty had agreed to retain a Foundation degree, in addition to the non-Honours degree already proposed in this programme. Students might be counselled to transfer to these routes or transfer following failure in the Honours degree. The relevant statutory bodies had confirmed that conditions of approval had been met.

06.126 TQEF 2006/7 – 2008/9 (Min 06.71 refers)

A draft economic appraisal had now been submitted to DEL as part of the University's bid for TQEF funding. Feedback was expected in the following week and a final submission would be made by the end of June.

06.127 Internal Moderation (Min 06.98 refers)

The Committee noted that Senate had endorsed the draft University policy on internal moderation for implementation from the 2006/7 academic year subject to the following amendments to 1 a):

*In addition a sample of **at least** 20% of the remainder shall be selected for moderation, subject to the following [...]*

and to the third bullet point:

*where there are more than 150 scripts in total, **normally** a maximum of 30 scripts shall be selected.*

Professor Lillie reported that, although the original policy stated that Faculties should only exceed the sample size if there were concerns regarding marking practice or to support a new member of staff, the School of Art and Design considered there to be a need to double-mark all work routinely. The Chair stated that Senate had introduced the revisions in order to accommodate subject-specific requirements but that an overall aim of the policy had been to reduce the burden of unnecessary assessment and moderation on staff.

06.128 Annual Review of Collaborative Courses (Min 06.101)

At the April meeting the Committee had noted that Fermanagh College had been visited following the decision that a University delegation should visit four Colleges (Castlereagh, Fermanagh, Hong Kong College of Technology and North East Institute of Further and Higher Education) to discuss quality assurance processes at institutional level with senior managers.

The Chair reported that together with Professor Black she had met with senior managers of HKCT at the beginning of June and they were satisfied that appropriate institutional quality assurance arrangements were in place.

06.129 Academic Planning (Min 06.115 vi)

The Committee had agreed to encourage Faculties and subject teams to provide some statistical evidence from internal and external sources of ongoing demand in evaluation and revalidation documents to support academic planning. Professor Black reported that information on the data resource available had now been collated and would shortly be circulated to Faculties.

CHAIRMAN'S COMMUNICATIONS

06.130 UVAC Annual Conference

The Chair reported that the UVAC Annual Conference, *Putting Work-Based Learning into Practice*, would be held on 30 November – 1 December 2006 in York. (Further details may be obtained at <http://www.uvac.ac.uk/0502.html>.)

06.131 COURSE APPROVAL SUB-COMMITTEE

The Chair presented the report of the meeting held on 30 May 2006 (TLC/06/39).

06.132 Course Approval (Item 1)

The Committee noted course withdrawals and the revisions approved by Faculties including the introduction by the Faculties of Business and

Management and Engineering of Associate Bachelor degree exit awards in a number of honours degree programmes (Appendix 1).

The Sub-Committee had recommended an extension of approval by one year, to include the 2007 intake, for Revalidation Unit 14B: International Affairs.

The Committee noted the following business in particular:

#### Revalidation of Subject Unit 16E: Computing at Hong Kong College of Technology

The Sub-Committee had considered a statement of evidence from the Faculty of Engineering to support a proposed one-year extension of approval to include the 2007/8 academic year for the two degrees at HKCT and had agreed that a decision on this be taken in the light of the University's visit to HKCT to discuss concerns identified in the annual course review (min 06.128 refers).

The Chair reported that, whilst the University was now satisfied with institutional arrangements, a number of issues had been raised by the College regarding the currency of the programme. Dr Millar reported that neither the external examiners nor the British Computer Society had identified currency of the curriculum as a problem. Professor Black and Dr Millar had recently met with a College representative and it was considered that fitness for the Hong Kong market was an issue but they were constrained by the Hong Kong Council for Academic Accreditation which expected that the programme content should be identical to that of the parent programme.

The College considered that the introduction of named specialisms in the final year, eg in Networking, would better meet market needs in Hong Kong. The Faculty would consider the possible introduction of such a specialism in the University's programme. It was noted that as there had been difficulty in attracting students, there would not be an intake in 2006/7.

#### Evaluation of Certificate in Counselling Studies

The Committee noted the recommendation that, subject to the conditions of the Panel being met, the above programme be approved from the 2006 intake at seven Institutes of Further and Higher Education. The Committee noted that the programme provided a progression route onto the existing DipHE/FdSc Counselling and that the Faculty was encouraged to give the provision particular attention through its risk register for annual monitoring.

#### Revalidation of Subject Unit 9I: Postgraduate Certificate/Diploma in Further and Higher Education

The Sub-Committee had received the approved conditions and recommendations of the report of the revalidation panel and had recommended that, subject to the conditions of the Panel being met, the programme be re-approved. It had agreed however that, if the conditions could not be met within the required timeframe, the Faculty be asked to submit a formal request for an extension of approval for the current programme and to consider introducing some of the enhancements from the newly approved programme by CA3.

The Committee noted that a meeting with Directors of partner institutions had been arranged to discuss the proposed Memorandum of Agreement which was to be signed with each institution. The issue of the proportion of the fee income to be allocated to the colleges had been raised, given that more responsibility for delivery now lay with them.

BSc Hons Applied Biosciences (DL) (min 06.58 refers)

The Sub-Committee had recommended the approval of Hong Kong College of Technology (subject to a satisfactory outcome of the visit to HKCT) as the new partner recruited by the Faculty as a replacement partner for the Institute of Vocational Education for the provision of accommodation for induction, study and examinations and invigilation arrangements.

The Committee noted that the University was satisfied with the physical resources of HKCT to support the programme. In light of the visit, clarification was, however, now needed from the Faculty regarding the role of alumni in student recruitment and of the arrangements for e-tutors.

AGREED:

- i) that the following be recommended to Senate:
  - a) that recommendations regarding course approval be endorsed as set out in Appendix 1;
  - b) that one year extensions be granted to the periods of approval for subject units 14A: International Affairs and 16E: Computing (HKCT) and that the revalidation events be postponed to the 2007/8 academic year;
- ii) that the Chair be granted authority to approve outstanding reports from recent panels on the Committee's behalf;
- iii) that Hong Kong College of Technology be approved as a new partner for the BSc Hons Applied Biosciences, subject to the Faculty providing clarification of any proposed changes to the arrangements for the course which were not considered by the evaluation panel.

06.133 Statement of Evaluations and Revalidations 2005/6 (Item 2)

The Sub-Committee had received a statement of validations conducted during 2005/6 and on the progress in the submission of final documents together with a statement on the submission of outstanding final documents for 2004/5, 2003/4 and 2002/3.

06.134 Annual Review of Evaluation and Revalidation 2005/6 (Item 4)

The Sub-Committee had forwarded the annual report on evaluation and revalidation activity in 2005/6 to the Committee for information. It had approved the following improvements to the process for 2006/7:

a) CA6 Forms

that the CA6 form be revised to require that CA5 forms be returned with the CA6 for courses being withdrawn;

b) Panel Membership

that CA1, CA2 and CA6 forms be amended to include identification of the area of subject expertise of each external panel member nominated by the Faculty;

c) Faculty Co-ordination of Activity

that FHCCs continue to provide preliminary comments to Panels to include Faculty recommendations in terms of maximum cohort sizes, for full-time and part-time modes, based on an assessment of current and proposed resources (a new pro forma would be drawn up to assist in this); it was also agreed that FHCCs ensure that students on validated programmes were informed of the admissions process and the specific entry requirements of related University programmes;

d) Inspection of Resources

that, exceptionally, where an inspection of partner institution resources by external panel members was not possible, the FHCC provide a report to the Panel in consultation with University subject experts.

The Committee noted that it had agreed to consider a review of Faculty/College performance in meeting conditions of approval in 2005/6. The Committee received a summary statement and noted that there had been a significant improvement in 2005/6 over previous years. The Chair thanked Deans and Faculty representatives for their work in ensuring the submission of documentation by required deadlines and encouraged them to continue to work to finalise outstanding documentation from previous years.

06.135 FACULTY HEADS OF COLLABORATIVE COURSES FORUM

Dr Hanna presented a composite report from the Faculty Heads of Collaborative Courses Forum (FHCCF) covering the meetings of the 6 April and 31 May 2006. A verbal report from the April meeting of the Forum had been made to the April meeting of the Committee on four matters requiring early consideration (mins 06.86 – 06.90 refer).

06.136 Chairing Examination Boards (Item 1)

The Committee noted that the staff development event for Partner Institutions on the chairing of examination boards held on 17 May 2006 had gone well with positive feedback from attendees.

06.137 Management of Work-Based Learning (Item 4)

The Committee noted that the University had received an invoice for a substantial sum following a meeting of a FHCC with a Sector Skills Council representative. Professor Black would be discussing the matter of SSC charging structures with DEL. Although charges were a matter for each SSC, the University would explore the possibility of an arrangement whereby there might be an identified level of service provided free of charge.

06.138 Faculty Strategic Objectives for Collaborative Provision (Item 5)

The Committee noted that Faculty Strategic Objectives for collaborative provision had been received by the Sub-Committee.

06.139 Trends in Foundation Degree Development (Item 9)

Dr Hanna reported on a meeting with Mr Jonathon Doney, who was conducting research into Foundation Degree development in GB on behalf of HEFCE. One of the emerging key findings related to the 2+1 versus 2+2 structure for progression to Honours, where it was becoming clear that the 2+2 arrangement was succeeding as the norm. It seemed that the 2+1 model could not achieve adequate output standards, an argument that had been particularly stressed in Northern Ireland already. It also appeared that employer engagement in GB had been much weaker than anticipated.

There would be further discussion of this topic at the University's staff development event for Course Directors in October.

06.140 Report on the Themed Audit: Academic Appeals and Student Complaints Procedures in Partner Institutions (Item 14)

At its April meeting, the Committee had 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 (min 06.117 refers). The Chair reported that many partners had since confirmed that they would be compliant from 2006/7.

06.141 GCSE and Essential Skills Equivalence (Item 15)

The Committee was asked to consider the Forum's recommendation for the proposed establishment of a Standing Group on Entrance Qualifications prior to consideration by the ADSSC. It was hoped that this would give a more structured approach to consideration of the suitability of new qualifications for entry. Dr Hanna advised that the University's current position was that it did not recognise the academic equivalence of Key Skills Level 2 and the relevant GCSE. The Committee noted that UCAS already undertook assessment of national entrance qualifications and had located Key Skills within the UCAS tariff.

AGREED:

- i) that, as the University would not wish to diverge from the national equivalences set out in the UCAS tariff, Professor Black seek clarification from the Head of Student Recruitment on the assessments made of national qualifications by UCAS and the subsequent need for such a Standing Group;
- ii) that, subject to i) above, the proposal be referred to ADSSC for consideration of the terms of reference and membership which should ensure that the Standing Group had access to the necessary expertise to assess equivalence.

06.142 Proposal for an Online Web Discussion Board for Collaborative Provision (Item 18)

The Committee, at its February meeting, had supported in principle the establishment of an online forum but had requested further information on the proposal for an online discussion forum to facilitate and archive discussions on collaborative issues with partner institutions (min 06.17 refers).

The Committee noted the following recommendations:

- a) that a mailing list system be established rather than a message board;
- b) that members of the Faculty Heads of Collaborative Courses Forum monitor and respond to queries;
- c) that the list be “private” to those registered.

It was expected that a small amount of administrative support would be needed to register participants and subsequently handle requests for updates to the membership. The list should not require the moderation of postings.

AGREED:

- i) that the recommendations be endorsed;
- ii) that the Forum report in due course to the Committee on the usefulness of the discussion forum and its operation.

06.143 Annual Review of Collaborative Courses (Item 19)

The Committee noted that QMAU had organised a Conference on Foundation Degrees on 13 June with speakers from DEL, the SSDA and Foundation Degrees Forward. Approximately 150 delegates had attended which included representation from the FE and HE sectors, ETI, DEL and the Sector Skills Councils.

The Committee noted that the annual staff development event for Course Directors would be held on 11 October 2006.

06.144 Processes for the Selection of Chair and Vice-Chair of the FHCCF (Item 22)

Dr Hanna presented a proposal from the Forum for a formal process for the selection of the Chair and Vice-Chair of the FHCCF.

The Chair advised that the proposed process for appointing a Chair was at variance with the general arrangements for Senate sub-committees, whereby the parent committee appointed the chair. The parent committee might consult with the sub-committee in this regard. The Forum might however select a vice-chair if it wished.

AGREED: that the proposal for the selection of a chair be not endorsed.

06.145 Support for Students with Disabilities: University Responsibilities within Collaborative Provision (Item 23)

The Committee noted that the Forum had discussed the University's responsibilities to students with disabilities enrolled on validated courses at partner institutions and also to students progressing to final level studies at the University from partner institutions.

Although it was noted that all NI educational providers were bound by The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), the University's Disability Awareness Officer and the Student Adviser on Disability had advised that the recognition agreement between the University and a partner institution needed to state specifically that support based on, and in compliance with, the Order should be available to students with disabilities. The Sub-Committee recommended to the Committee that the content of the recognition agreements with partner institutions be reviewed as soon as practicable.

The Sub-Committee had agreed that Dr Hanna discuss with QMAU the possibility of a themed audit of partner institutions' arrangements to identify and support students with disabilities. The Chair reported that as part of this year's annual business plan for Teaching and Learning it was proposed to draw up a Code of Practice for SENDO, which the University could consider using as a tool for audit, but of its own practices initially, before seeking to investigate partner arrangements in detail.

It was noted that the University's registration procedures should identify students with disabilities who would progress to study at the University.

AGREED: that Governance Services be consulted about a possible addition to the institutional-level agreement (Memorandum of Recognition) regarding an institution's compliance with SENDO (and other legislation), taking account of the implications for overseas partners.

06.146 Programme-Level Learning Outcomes in Programme Specifications (Item 25)

The Committee considered a paper from the Forum (Appendix 4 to report) offering guidance on programme-level learning outcomes in programme specifications and the identification of learning outcomes for exit awards.

Although the norm would be for learning outcomes to be expressed at the level of the final award, the Committee considered that there may be certain circumstances where a programme-level outcome might not be assessed at the final level. Professional bodies might require coverage of core subjects which would not necessarily be demonstrated at the level of the final award. It was noted that QAA guidelines for programme specifications did not specify a requirement for all programme-learning outcomes to be at the level of the final award.

Members considered that such guidance would be useful generally to course and subject teams, not just those in partner institutions.

AGREED:

- i) that, subject to amendments to reflect the above, the guidance be endorsed and commended to Faculties, Staff Development and partner institutions;
- ii) that the University's template for programme specifications be revised to clarify the expected level of achievement of such outcomes.

06.147 HE Coordinator Role – Generic Task List (Item 26)

The Committee, at its February meeting, noted that the Forum was to forward a draft role specification for consideration (min 06.18 refers).

The Committee noted that the Forum had decided not to develop a job description, as it was institutions' responsibility to determine their own arrangements to achieve the efficient organisation of links with the University.

The Committee considered an 'Indicative List' of the coordination and management tasks that the Forum had identified as needing to be undertaken by colleagues in partner institutions in order further to enhance communication and to refine programme management processes (Appendix 5 to report).

AGREED:

- i) that the indicative task list for partner institutions be endorsed;
- ii) that the Forum/QMAU liaise with Directors of partner institutions regarding its implementation.

06.148 FACULTY ARRANGEMENTS FOR REPORTING ON QUALITY AND STANDARDS ASSURANCE OF COLLABORATIVE COURSES

The Committee, at its April meeting, noted a number of matters raised at the April meeting of the Faculty Heads of Collaborative Courses Forum. The Forum had 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 (min 06.88 refers).

The Committee considered paper TLC/06/41 which set out how the reporting of quality and standards assurance was managed by each Faculty and in particular the arrangements in place to consider FHCC annual reports and responses to annual course reviews.

While there were some differences in the approach and in a number of proposed enhancements, the Committee was content that the arrangements in place were satisfactory.

AGREED: that no further action was required of the Committee.

06.149 ANNUAL REPORT ON COLLABORATIVE ACTIVITY 2005/6

The Committee received the QMAU annual report on collaborative activity for the 2005/6 academic year (TLC/06/42) and noted in particular the areas identified for themed audits, the University's engagement in a number of partnership initiatives with other service providers in the sector, staff development activities, the review undertaken of the role of the FHCC, the monitoring visit to the School of Hotel and Tourism Management (HTMi) and preparation for the QAA collaborative provision audit.

06.150 COLLABORATIVE PROVISION AUDIT: SELF EVALUATION DOCUMENT

The Committee received the final draft of the Collaborative Provision Audit SED (TLC/06/44) and noted subsequent changes to reflect developments in the University's Vision and core strategic aims.

06.151 ACHIEVING EFFECTIVE STUDENT REPRESENTATION: RESPONSES TO CONSULTATION EXERCISE

The Committee received a paper on achieving effective student representation which incorporated responses to a consultation exercise (TLC/06/43).

The Committee noted that in January 2006 a report examining examples of good practice in student representation systems in universities in the UK and Ireland had been circulated to Faculties and the Students' Union for consideration.

The paper concluded that the general view was that the Students' Union had a key responsibility in relation to the coordination and development of student representation within the University. Ms Fearon spoke on how the Union envisaged it would progress this matter. The Committee particularly welcomed the appointment from the end of May 2006 of Ms Lou McMaw as the Student Representation and Development Coordinator (SRDC) in the Students' Union.

The six recommendations agreed by all parties related to training for course representatives, the development of a form of accreditation for student representatives, the construction of a user-friendly website, the organisation of regular campus meetings between Students' Union officers and course representatives, the development of an agreed job description for representatives and a pilot of a new election process for representatives. Ms McMaw would play a leading role in taking these initiatives forward.

The Committee agreed that it would be useful to co-opt Ms McMaw in order to provide continuity and assist communication.

Mr McGivern advised that although key competencies and skills achieved in the role of student representation could be mapped into their PDP, as yet no discussion had taken place about other means of accreditation.

AGREED:

- i) that the recommendations be endorsed;
- ii) that the Student Representation and Development Coordinator be co-opted to the Committee.

#### 06.152 SUB-COMMITTEE ON WORK-BASED LEARNING

Dr Millar present the report of the meeting of the Sub-Committee held on 24 May 2006 (TLC/06/45).

#### 06.153 Preparation for Placement (Item 2)

The Committee noted that the School of International Business had raised the matter of ways of ensuring that students on sandwich courses engage properly with the placement experience. A number of proposals relating to preparation for placement had been circulated to Deans for consideration but there had been no support for the development of a University-wide approach.

#### 06.154 Hosting of Events (Item 4)

The Committee noted that the Sub-Committee had commended to Faculties the suggestion that they include employers in their Information Evenings for applicants.

#### 06.155 Online Placement Management System (Item 5)

The Committee noted that the Placement Management System was now known as the Online Placement Management System and could be accessed on <http://opus.ulster.ac.uk>.

#### 06.156 Update on HEIF 10 Project (Item 6)

The Committee noted that the project would be evaluated this year and that the marketing material would include information on new models of placement.

06.157 CD Promoting Placement (Item 8)

The Committee noted that a CD promoting placement within the Faculty of Engineering was being made.

06.158 QAA Code of Practice for Assurance of Quality and Standards in Higher Education: Section 9: Work-Based Learning (Item 9)

The Committee noted that national round-table discussions on section 9 of the QAA Code of Practice had taken place in May and that the University would be invited to comment on the revised section in due course.

06.159 TQEF 2006 – 2009 (Item 11)

The Committee noted the submission of a proposal for a project on employability and the work experience agenda as part of the University's submission to DEL for the second round of TQEF funding.

06.160 Equality of Opportunity

Professor McAlister reported that a recent sex discrimination case against the University and placement employer brought by a student on placement had been upheld by the Industrial Tribunal. The University had been asked by the Equality Commission to undertake a review and reaffirm its equal opportunity policy and procedures in respect of students on placement. The matter had been referred to the Sub-Committee on Work-Based Learning who had been asked to work with the Equality Unit on this matter and review the guidance issued to staff and students.

06.161 CHARTER REVIEW GROUP: CHARTER DEVELOPMENT 2005/6

The Committee received a report from the Charter Review Group on activities undertaken during 2005/6 and the proposed future work of the Sub-Committee (TLC/06/46).

The Committee noted that the Careers and Research Student Support Charters had been published and launched and that the Residential Services Charter would be launched in late September/early October. Senate, at its recent meeting, had approved, subject to revisions, an e-Learning Support Charter and this would be published in the summer. A charter for students with disabilities would not be developed as the Equality Commission had advised that it would not be in the spirit of mainstreaming disability.

The Committee noted that the revised Student Charter was currently being printed and would be widely publicised among staff and students.

Feedback from the Committee and the Students' Union about further areas in which support charters should be developed had indicated that the areas of most importance to students had already been covered. The Group had recommended that no further support charters be developed in 2006/7 and that the Group should next meet in January/February 2007 to consider performance results

against targets in all support charters and any updating. It would then report to the Committee on its future role.

AGREED: that the recommendations be endorsed.

#### 06.162 FORUM FOR INNOVATION AND TEACHING AND LEARNING SUPPORT

Dr Heenan presented the annual report of the Forum on behalf of Professor Hunter (TLC/06/47).

The Committee noted that the Forum had been established in October 2005 with responsibilities to promote and manage the revised internal awards scheme; to encourage engagement with the scholarship of teaching and learning; to provide a focus for initiatives in teaching and learning support; to organise seminars and workshops, providing opportunities for recipients of internal awards and other champions in teaching and learning support to disseminate their work and to generate case studies and exemplars.

In its first year of operation, the Forum had progressed its involvement in a range of activities, including the awards scheme, a programme of seminars and an assessment symposium. The 2006 internal awards process was already underway and the closing date for the receipt of applications was 8 September 2006. It was also playing a leading role (in collaboration with the Faculty of Arts and Staff Development) in the organisation of the international conference *Challenge and Change in the Higher Education Learning Environment: Process and Practice* to be held on the Magee campus, 4 - 6 September 2006.

The Committee noted that the web pages for the Forum may be accessed on the Staff Development site ([www.ulster.ac.uk/staffdev/forum\\_innovatio/index.html](http://www.ulster.ac.uk/staffdev/forum_innovatio/index.html)).

Future work of the Forum would have a greater emphasis on enhancement aspects of teaching and learning support.

AGREED: that the Forum be commended for its valuable contribution to teaching and learning support and that the Committee's appreciation of the work undertaken be extended to Professor Hunter and members of the Forum.

#### 06.163 CONTINUING PROFESSIONAL DEVELOPMENT FOR ACADEMIC STAFF

Professor Banat presented the report from the meeting of the Sub-Committee on Continuing Professional Development for Academic Staff held on 4 May 2006 (TLC/06/48) together with a paper on the review of the implementation and uptake of the framework for professional development since July 2004 (TLC/06/49) and the report on the review of the peer observation scheme (TLC/06/50).

#### 06.164 Sub-Committee on Continuing Professional Development for Academic Staff

The Committee noted that extensive discussions had taken place on the review of the uptake and implementation of the policy and supporting framework and

that it had been decided, owing to the length and detail of the report, to produce an executive summary for the Committee (see min 06.165) although the full report would be made available to Deans and other colleagues on request. The Sub-Committee had endorsed recommendations in relation to the development of the Peer Observation Scheme (see min 06.166).

The Committee noted that the development of the Professional Portfolio System was well underway and that a pilot would take place in June.

06.165 Review of Implementation and Uptake of the Framework for Professional Development since July 2004

The Committee noted the findings of the review of the University's scheme, which had been adopted by Senate in May 2004, and the summary recommendations presented in relation to a CPD Code of Practice; New Staff Information; Induction; Support for CPD; Mentoring; and Communication and Dissemination. Full details of Faculty reviews were available from Staff Development.

The UK Professional Standards Framework (PSF) for teaching and supporting learning in higher education had been launched by UUK, SCOP and the HEA in February 2006. It acted as a single reference point for the higher education sector. The Postgraduate Certificate in Higher Education Teaching had now been developed into a Master's programme in Higher Education Practice.

The Committee noted that there would be resource implications associated with some of the recommendations, eg creation of a CPD channel on the new staff portal, the funding of which would require consideration.

Members considered that, although the recommendations were appropriate, some of the timescales might be unrealistic, as all were proposed for completion by September 2007.

AGREED:

- i) that Professor Banat and the Sub-Committee be thanked for their valuable report;
- ii) that the recommendations be endorsed and forwarded to Senate (Appendix 2);
- iii) that the Sub-Committee be asked to give further consideration to the timetable with a view to prioritising the recommendations within a realistic timeframe.

06.166 Review of Peer Observation Scheme

The Committee noted that the review had gathered information on practice in the sector which had informed consultation with around 250 academic staff and Faculties on the University's current scheme. The paper outlined three models for Peer Observation of Teaching ie evaluative, development and collaborative, their advantages and disadvantages, the key findings and the following recommendations for development of the University's scheme:

- a) to retain the current arrangements for the direct observation of teaching during a new member of staff's probationary period and within the PGCHPEP;
- b) to move to a peer-supported review model for other staff, which would extend the scope of review from traditional teaching to the wider range of teaching and learning activities that impact on the student experience (this should result in clear enhancements being made to the student experience);
- c) that the ASM process be used to review subject-level information summarising levels of involvement, the focus of the review activity and an overview of the outcomes of the review activity.

AGREED:

- i) that it be recommended to Senate that the proposed model for the Peer-Supported Review Process be adopted (Appendix 3);
- ii) that, if supported, the following implementation plan be adopted:
  - July 2006: Identification of pilot Schools (preferably one per faculty)
  - July 2006: Establishment of a Working Group comprising representatives of pilot scheme and Staff Development Unit to further develop the procedures for the operation of the new scheme and to manage and review the implementation and evaluation of the pilot phase
  - August/September 2006: Dissemination of scheme and training of participating staff (training and support by Staff Development Unit)
  - October - May 2007: Peer-supported Review undertaken
  - April - May 2007: Evaluation of participating staff experience
  - May 2007 onwards: Dissemination and training for remainder of Schools
  - September 2007: Full implementation of Peer-Supported Review
  - Annual Institutional monitoring of staff involvement, areas of review activity and reported outcomes
- iii) that, in due course, the ASM exercise be used to review subject-level information summarising levels of involvement, the focus of the review activity and an overview of the outcomes of the review activity.

06.167 EXTENUATING CIRCUMSTANCES

The Committee, at its April meeting, had agreed that the Faculty of Social Sciences' guidelines on extenuating circumstances be circulated to other Faculties for consideration (min 06.116 refers).

The Committee received paper TLC/06/51 which set out Faculty comments and the University's current guidance to students and was asked to consider whether the Faculty of Social Sciences' detailed guidelines should be adopted for the University (with any agreed amendments).

AGREED: that Mr C Crean, Head of Faculty Administration, Faculty of Social Sciences, be asked to take on board the Faculty comments with a view to bringing forward a revised set of guidelines to the October meeting of the Committee.

#### 06.168 PLAGIARISM

The Committee, at its April meeting, had discussed the interim report from the Working Group on Plagiarism and agreed that there should be both academic and disciplinary penalties for both taught and research degrees (mins 06.91 – 06.97 refer).

Professor Lillie presented a further report from the Working Group (TLC/06/52) focusing on the key recommendations and the further changes made in response to comments received from Faculties and the Students' Union. This had resulted in the simplification of the framework of penalties for taught courses with the graduated approach being based on numbers of offences without reference to year/level of study.

The Committee noted that the framework for research programmes had been circulated to members as a late paper (Appendix 1B) and had not yet been considered by the Working Group. Professor Hannigan reported that, since the last committee meeting, the Research Degrees Committee had reviewed the proposed framework for research programmes and now proposed disciplinary penalties. There were, however, still some issues which required to be addressed, including whether an oral examination should proceed when plagiarism had been found, the need for terminology to reflect both the taught and research context, as well as the changing roles of Research Office, Faculties and Research Degrees Committee in the regulation of research students.

A view was expressed that the possibility of a taught student committing five offences before being expelled from the University was too lenient and did not take into sufficient account the seriousness of the offence committed.

Professor Lillie added that there was scope for academic judgement of a member of staff, so that if the plagiarism was of a very minor nature attributed to poor referencing, it might be penalised as such, rather than as plagiarism.

The Students' Union representative indicated that there was a need for greater consistency in the advice provided to students by academic staff in relation to referencing and the application of penalties in this regard. It was noted that referencing and plagiarism were expected to be addressed in students' introductory classes and induction.

Some concern was expressed about information being held on a central register rather than solely on the student's paper file in the Faculty, which was already accessible to all staff. Professor Lillie commented that such a register was recommended by JISC. Dr Scott had advised on how the register could be incorporated into the new Student Record System.

The Chair emphasised the need for common ownership of the proposed University policy and procedures for plagiarism to ensure its consistent application.

AGREED:

- i) that the Working Group be asked to review matters raised by the Pro-Vice-Chancellor (Research and Innovation) and other members of the Committee with a view to bringing forward a revised version of the framework for consideration by the Committee at its October meeting;
- ii) that further consultation take place on the resource requirements for the renewal of the Turnitin software and central recording on the Student Record System;
- iii) that the recommendations in the report relating to definition (Item 2), guidance (Item 3), and the student declaration of ownership (Item 7) be endorsed and implemented with effect from the 2006/07 academic session.

#### ELECTRONIC SUBMISSION OF COURSEWORK

##### 06.169 Electronic Submission and Receipting of Assignments

Professor Mulholland presented a paper on the receipting of assignments which were submitted electronically (TLC/06/53).

The Committee noted that in 2001 the Committee had agreed that all coursework should be receipted in order to acknowledge the fact of its submission and to record the date of submission. A University-wide process for the receipting of coursework had been approved.

At its meeting in January 2006, the e-Learning Sub-Committee noted that a large number of students were submitting their assignments electronically using e-mail, and that different arrangements were being applied across Faculties in respect of acceptance and receipting of coursework submitted in this way. The Sub-Committee was of the view that consideration should be given to adopting a standard University-wide policy, based on the practice in place within the Faculty of Engineering which required all coursework being submitted electronically to be submitted using the University's approved virtual learning environment (WebCT) as this automatically generated a receipt for the coursework and notifies the member of staff of the time of submission. Indisputable evidence was available as to whether the assignment had been submitted by the deadline.

Mr McGivern reported that the PD System could also be used for submitting assignments as a receipt was issued.

AGREED: that, where assignments are submitted electronically, Faculties be required to use a system that issues an electronic receipt and provides a secure back-up, eg WebCT or PDS.

06.170 Electronic Submission and Storage of Master's Dissertations

The Committee received a paper from the Information Services Department on the electronic submission of Master's dissertations (TLC/06/54).

At its meetings in May and June 2005, the Committee had considered the question of how to continue to ensure public availability of Master's dissertations, given pressure on space in the Library. It was noted that, if the pilot of a scheme for the electronic storage of research theses was successful, it was to be extended to Master's dissertations (min 05.82 refers).

The Committee noted that the technical elements of an eThesis service were being set up. A review of operational aspects and consideration of the resource implications of adding dissertations would be undertaken by ISD in Spring 2007 with a view to reporting to the Committee later that academic year.

06.171 PROGRESS FILES/INDUCTION, RETENTION AND PROGRESSION WORKING GROUP

Dr Millar presented the report from the meeting of the Progress Files/Induction, Retention and Progression Working Group held on 26 May 2006. A number of reports on retention, progression and transition matters had been made.

06.172 Studies Advice (Item 1)

The Committee noted that the Working Group had still to report to the Committee on the Studies Advice system.

06.173 PDSsystem (Item 2)

A breakdown of School and programme statistics showing PDSsystem usage for 2005/6 would be circulated to Deans for comment. Across the University 61% of full-time undergraduate students made use of the system, although uptake varied between Faculties.

06.174 PDP Developments (Item 3)

The Committee noted that PDP at undergraduate level was being evaluated and that a pilot of PDP at postgraduate level (taught and research) would be undertaken this year.

In response to a number of requests for clarification the Working Group had proposed a role description for the School PDP coordinator.

The Committee noted that the list was intended as guidance only for the types of activities to be undertaken and it was not intended that each Faculty should be required to appoint a PDP coordinator in each School, although many Schools had already done so.

AGREED: that, in order to retain flexibility in how Faculties manage their PDP responsibilities, the tasks be endorsed as an indicative list

of duties to be undertaken by staff identified by Heads of School with responsibilities in relation to PDP.

#### 06.175 ATTENDANCE MONITORING

The Committee, at its meeting in October 2005, had received the report of the Sub-Group on the 2003/4 ASM exercise which included a recommendation that the First Year Student Experience Project Manager review existing online attendance monitoring systems (mins 05.152 refers). Dr C Carter presented paper TLC/06/56.

Monitoring is required as a minimum for all small group teaching. University Regulations, Protocol on Student Attendance, Student Handbook and the Student Charter set out expectations regarding attendance.

The Committee noted the evidence that attendance monitoring supports 'at risk' students and improves retention and progression and the importance of follow-up to non-attendance in this regard. The two basic systems in use in the University for collecting information on attendance involved manual input and scanner input. The Committee was asked to consider whether the introduction of a central University monitoring system would be desirable and if the benefits of monitoring would be sufficient for investment in recurrent and/or staff budgets.

The Committee noted that in some subject areas, eg health, there was a requirement to monitor attendance to meet professional requirements. Assessment could be devised as to encourage attendance. The disruptive effect of non-attendance for small group work was noted.

Ms Fearon advised that students were adults who paid for a substantial component of their tuition and very often there were valid reasons for non-attendance. There was considered to be a need for a supportive rather than a punitive approach to be adopted by the University. The Students' Union would be exploring aspects of the Students in Transition (STAR) project in this regard.

AGREED:

- i) that there appeared to be sufficient evidence that attendance monitoring was effective in improving progression and retention rates to support the introduction of a central system of recording attendance;
- ii) that the Pro-Vice-Chancellor (Academic Development and Student Services) be asked to explore further the technical solutions to support attendance monitoring and the investment needed to introduce a central system of recording attendance.

#### NATIONAL STUDENT SURVEY (NSS) DATA

#### 06.176 Online Student Satisfaction Survey

The Committee, at its meeting in October 2005, considered the summary report of the online student satisfaction survey and noted that the response rate of 7% was very low in comparison with the 60% response rate in the first year of the

National Student Survey. The Committee had asked the Quality Management and Audit Unit to undertake an analysis of the NSS data with specific reference to the University's results and that an evaluation be made of the extent of complementarity between the two surveys. A decision on the future of the University's own survey was to be made in light of this report (min 05.160 refers).

The Committee noted that the Online Student Satisfaction Survey had since been discontinued.

#### 06.177 NSS and University Student Questionnaire

The Committee, at its meeting in December 2005, noted the report on the assessment of teaching student questionnaire for 2004/5 and had agreed that further analysis of the data be undertaken if possible, together with a comparative analysis with the findings of the National Student Survey (min 05.205 refers).

Ms C Guyer presented a report from the Student Questionnaire Discussion Group (TLC/06/57) and outlined options for the dissemination of NSS results and a recommendation regarding further consideration of the Student Questionnaire.

The Committee noted that Faculties could make use of the summary NSS data publicly available on the TQI website in the ASM exercise. Of more value were the detailed results available by main revalidation unit, which included qualitative comments, but to which at present there was restricted access. The Committee was asked to consider the two options for dissemination of results, either to allow full access to detailed results for all revalidation units or for analysis of NSS data to be undertaken by specified personnel within the University who would provide to each unit more limited results. The Committee noted that the NSS results would be available earlier in future, which would fit with the University's timeframe for ASM.

The Committee considered that there should not be a problem with staff being given access to results for all units in the University. Staff development should however be provided to guide staff in the use of the data for the purposes of monitoring.

Regarding the student questionnaire, it was noted that linkage of outcomes from the Student Questionnaire with NSS was considered to be problematic as they had two different purposes: the Student Questionnaire was primarily a tool for staff development (targeted at individual members of staff) whereas the NSS assessed general teaching quality and the student experience. The Discussion Group proposed further discussion on this matter, to include the design and implementation of the Student Questionnaire, but the Committee did not support further work on the questionnaire instrument which had already been accepted as valid.

#### AGREED:

- i) that full access be given to staff to detailed NSS results;
- ii) that no further review of the Student Questionnaire be undertaken at the present time.

## 06.178 MODULARISATION OF POSTGRADUATE PROVISION

Mr McCurry presented a paper (TLC/06/58) outlining a proposal for the extension of the undergraduate modular scheme for combinations of non-integrated subjects to postgraduate provision. It was proposed that this be piloted initially at Magee campus. The proposal had been developed in response to anecdotal evidence of student needs particularly those of part-time students.

The Committee considered that the proposal required further elaboration and discussion particularly in relation to demand, level 3 underpinning in cognate areas, coherence, depth and focus at Master's level, and QAA generic and subject benchmark standards for Master's degrees.

The Committee noted that a themed audit of the experience of students following modular programmes was to be undertaken for 2006/07.

AGREED: that the outcome of the themed audit at undergraduate level be considered before further consideration was given to extending the scheme to postgraduate level.

## ANNUAL SUBJECT MONITORING

### 06.179 Responses to 2004/5 Annual Subject Monitoring Report

The report of the Teaching and Learning Committee's Sub-Group, which reviewed the Faculty and Subject reports for the 2004/05 Annual Subject Monitoring exercise, had been received and endorsed by the Committee at its April meeting (min 06.103 refers). The Sub-Group made a number of recommendations for action by Faculties and central Departments.

Ms Browning presented paper TLC/06/59 which summarised the responses received to date and the action taken. A response from the Faculty of Life and Health Sciences had since been received. A report on outstanding responses would be provided to the Committee in October 2006.

It was noted that the engagement of the Sub-Group with 'at risk' courses such as BA Hons Visual Culture had worked well.

AGREED:

- i) that the responses and action by Faculties and departments to date be endorsed;
- ii) that the outstanding responses be considered by the Committee at its October meeting.

### 06.180 Supplementary Report from the Sub-Group – Postgraduate Certificate in Further and Higher Education (PGCFHE)

Ms Browning presented a supplementary report from the Sub-Group which had concluded its review of the Postgraduate Certificate in Further and Higher Education (TLC/06/60). The Committee noted the feedback received from a

meeting held in April with students on the programme and the recommendations of the Sub-Group: for all members of the course team to meet and discuss the issues raised in the Sub-Group's report; and for the team to review specific matters identified in relation to assessment, the role of College Assessors, subject specialism, the balance of e-learning/blended learning, and the Reflective Practice module. It was also recommended that the course be reviewed again in 2006/7 by the ASM Sub-Group. The Chair reported that similar issues had arisen through the 2004/5 ASM exercise and the recent revalidation.

AGREED:

- i) that the recommendations be endorsed;
- ii) that the Faculty/course team forward a response to the Sub-Group's report for consideration by the Committee at its October meeting.

06.181 ASM 2005/6

Ms Browning presented paper TLC/06/61 which set out the draft guidelines for the ASM exercise to be conducted in 2006/7 for the review of courses and subjects delivered in 2005/6. The Committee noted that the enhancements agreed at its April meeting had been incorporated into the guidelines (min 06.103 refers).

The Committee noted that next year's proposed University-wide objective for Faculties was to outline and evaluate formal mechanisms for the consideration of PSRB reports and responses to such reports at course, subject and Faculty level.

AGREED: that the process, the University objective, the proposed Sub-Group membership and the timetable for the exercise be endorsed.

DEPARTURES FROM UNIVERSITY REGULATORY/MODULAR FRAMEWORK

06.182 BSc Hons Nursing Studies at SAAD College of Nursing and Allied Health Sciences, Saudi Arabia (Outcentre)

The Committee received paper TLC/06/61 from the Faculty of Life and Health Sciences which set out a case for the departure from the University's regulatory framework. The Committee noted that the curriculum of the proposed BSc Hons Nursing Studies evaluated in May 2006 was based upon the BSc Hons Nursing programme, which had been re-validated in December 2005.

06.183 English Language Requirement for Admission to the Programme

The Committee noted that the English language requirement for admission had been agreed in the ten-year contract signed between the College and the University as a score of TOEFL 400. The University's regulations however stated that the minimum English language requirement for admission to programmes of study is normally TOEFL 550 or IELTS 6.0.

The Committee noted that identified English language support was to be available by way of a pre-sessional English module followed by three modules of English within the programme (one module being taken by students in each semester for the first three semesters). These would be compulsory for all students. By the end of the first semester in Year 2, students would be required to have reached a level of competency in English equivalent to IELTS 6.0 in order to progress to the second semester.

The Committee expressed concern that there appeared to be some inconsistency in the University's approach to implementing its minimum English Language requirements and there was a need to ensure that students had achieved an appropriate level in English language in order to be able to cope with the academic requirements of the programme from the start.

06.184 Admission with Advanced Standing

The Committee noted that the University's regulations permitted exemption but one of the conditions of approval set by the Panel at the evaluation meeting was that, for at least the first two years of the programme's existence, Year 1 entry only be permitted, with no students being admitted with advanced standing. This was to ensure the quality of the programme and enable it to become established.

06.185 Examination Boards and Progression

The Committee noted that, according to University regulations, Boards of Examiners usually meet once annually, and only 20 credits of failure may be carried into the next year, with automatic progression between semesters in a year.

It was proposed however that for the BSc Hons Nursing Studies, as for the BSc Hons Nursing programme, examination boards would be held at the end of each semester and that students might be permitted to carry 30 credits of failure in taught modules into the next semester in a year. It was also proposed that students failing 60 credit points in a semester or 30 credit points at the second attempt, should not proceed, but be required to resit in the next academic year. The Committee, at its meeting on 8 February 2006, had endorsed these arrangements for the BSc Hons Nursing programme (min 06.46 refers).

AGREED:

- i) that the matter of the University's minimum English language requirements for entry be referred to the Pro-Vice-Chancellor (Academic Development and Student Services) for a review of the current English language entry requirements with a view to ensuring that a clear and consistent approach was adopted by the University;
- ii) that Governance Services ensure that any teaching and learning matters stipulated in any future agreements/contracts be referred to the appropriate Department for comment before agreements were finalised;
- iii) that the BSc Hons Nursing Studies be placed on the Faculty's risk register;

- iv) that the proposal regarding admission with advanced standing be endorsed;
- v) that it be recommended to Senate that:
  - a) the proposal to hold examination boards at the end of each semester be approved, subject to the attendance of at least one external examiner at each meeting;
  - b) that the proposed arrangements for the consequences of failure be approved;
  - c) that general Regulations for Honours degrees and non-Honours degrees be revised as follows:

Consequences of Failure

25 and 26 The consequences of failure in BSc/BSc Hons Nursing ADD *and BSc Hons Nursing Studies* shall be as specified in the programme regulations.

- d) that the University's Code of Practice for External Examining be revised as follows:
  - 10 e) External Examiners are entitled to attend all meetings of Boards of Examiners of which they are members. With the exception of the BSc/BSc Hons Nursing ADD *and BSc Hons Nursing Studies*, they shall be present at all meetings where the performance of candidates which contributes to the final result is being considered. In the BSc/BSc Hons Nursing ADD *and BSc Hons Nursing Studies*, at least one external examiner shall be present at each Board of Examiners which considers final results. In the case of linked postgraduate diplomas and master's degrees, the Faculty may determine in accordance with approved procedures whether the External Examiners attend for one or both award stages.

06.186 BSc Hons Mathematics with Computing

The Committee considered a case from the Faculty of Engineering (TLC/06/63) to introduce an additional optional module in Advanced Modelling as an alternative to the final year project and to make the project an optional module. A standard principle for the assessment of the final year of an Honours degree is that one or more modules should normally be assessed solely by dissertation (defined as a substantial report on a major project).

The Committee noted that in many UK degrees in mathematics the project module was optional and that some did not have a project module at all. The proposed change would allow students to select an alternative taught module to the project. In such cases, the learning outcomes of the project module had been

incorporated in the alternative module and in other core modules. External examiners had given their consent to the proposal.

AGREED: that the proposal be approved.

06.187 BA Hons Fine and Applied Arts

The Committee considered the case made by the Faculty of Arts (TLC/06/64) to replace two 20-point modules in the second semester of second year with a single 40-point module. This change in format was designed as preparation for the large 60 point 'Resolution' module in final year. The University's modular framework allowed for taught modules of the following sizes: 10, 15, 20 or 30 points. Only the dissertation/project may be of a different size.

The Committee noted that, in discussions at staff/student consultative committee meetings, students had strongly supported the opportunity to undertake larger practice-oriented modules as a way of helping to provide focus and direction.

AGREED: that the proposal be approved.

06.188 FdA Three Dimensional Design and Heritage Crafts at Limavady College

The Committee noted that the recently evaluated course included a proposed departure from the University regulation that at level 1 at least 50% of the modules shall normally be assessed by a combination of coursework and written examination with the remainder of the assessment being assessed by coursework or examination.

The Committee considered a case from the College (TLC/06/65) and noted that, in common with other art and design courses in the College and at the University, the course had outcomes which were based on process and the evolution of products and ideas. Assessment of level 1 modules by coursework only was in line with art and design programmes at the University.

AGREED: that the proposal be approved.

06.189 Postgraduate Diploma/MA Teaching English to Speakers of Other Languages (TESOL)

The Committee noted that, following the revalidation held in April 2006, the Faculty of Social Sciences had been asked to submit a case for departure from the University's regulatory framework in respect of the normal study load and the basis for the classification of the award.

The Committee considered the case made by the Faculty (TLC/06/66) and noted that, owing to the Teaching Practice element of the programme undertaken in semester 2, underpinning theoretical modules had to be taken in semester 1. It was necessary for full-time students to complete these modules before commencing the Teaching Practice and this appeared to result in students taking modules worth 75 credit points in semester 1 and 45 credit points in semester 2. However, the University's regulations state that the workload for a full-time programme of study is 60 credit points per semester.

The Committee noted that the modules were effectively long-thin and that, if the structure diagram represented this accurately, the description of the full-time mode would conform to University expectations.

The Committee was also asked to consider a case that, in order to be awarded a Pass with Distinction in the Postgraduate Diploma, candidates must achieve, in addition to the normal requirement of a module mark of at least 70% in modules amounting to 60 credit points, 'sufficient merit' in Teaching Practice, which was to be defined as 60% or more.

The Committee noted that, since this was a vocational course, it was important for future employers to know that graduates with Distinction were particularly proficient in the practical as well as the theoretical parts of the programme. Although unlikely, it was theoretically possible, under standard rules, for a candidate to meet the criteria for Distinction without doing very well in the Teaching Practice module. The course team was, however, unwilling to require a Distinction level of achievement in Teaching Practice. The Committee believed the definition 'sufficient merit' should not be used in the context of the Distinction award and preferred that the numeric mark only be used.

AGREED:

- i) that the course documentation be amended to reflect the long-thin delivery of modules;
- ii) that a mark of at least 60% in the teaching practice be approved as part of the basis for determining the overall grading of candidates and that the regulation be approved as follows:

*The following shall be the minimum percentages used in determining the overall grading of candidates:*

<i>Pass with Distinction</i>	<i>70%</i>
<i>Pass</i>	<i>50%</i>

*The Board of Examiners shall recommend the award of a Pass with Distinction to candidates who have obtained an overall average of 70% or more, with a mark of 70% being achieved in modules which constitute at least 60 credit points and a mark of at least 60% in Teaching Practice. The weighting of each module's contribution to the overall mark shall be determined by its credit value.*

06.190 BEng Hons Civil Engineering (with DIS) and BSc Hons Environmental Health (with DIS)

The Committee noted the course had recently been revalidated in Subject Unit 4A: Built Environment. The Panel had supported the proposal that the basis for calculating the honours classification should continue to include performance in the second year of the programmes. As University regulations state that the assessment results for the final level of an Honours degree shall normally contribute 100% to the final result (except where professional bodies require pre-final level study to contribute to classification for recognition purposes), the

Faculty was asked to submit a case for ongoing approval in this regard to the Committee.

The Committee considered paper TLC/06/67 and noted that the professional accrediting bodies supported the continuation.

AGREED: that the requests be approved.

#### 06.191 DRAFT EMPLOYMENT EQUALITY (AGE) REGULATIONS (NI) 2006

The Committee noted a paper from the Head of Equality on the draft Employment Equality (Age) Regulations (NI) 2006 (TLC/06/68) which was anticipated to be introduced on 1 October 2006 and which would prohibit discrimination on the grounds of age in employment and in vocational education. The implications of the draft Regulations for the University as an employer and as a provider of vocational education were being considered.

The Committee was asked to note the anticipated implications in relation to teaching and learning matters. Action identified included consideration of whether the University confers any awards which would be included in the definition of 'professional or trade qualification' and if so, whether there were any age requirements.

The Committee noted that the only generic University award regulations with age requirements were for Access courses, where applicants must normally be 19 years of age on entry in line with QAA's expectation, and in addition that it was a condition of the Edexcel Licence that HNC/D students be at least 18 years of age.

AGREED:

- i) that Faculties ensure that Course/Subject Teams be mindful not to build into regulations age-related criteria unless there is sufficient justification;
- ii) that consideration of the identified action in relation to admissions and support matters be referred to the ADSS Committee for consideration.

#### 06.192 NEW PRIZES

The Committee received a paper (TLC/06/69) on proposals for the establishment of 25 new prizes from the Faculties of Business and Management, Engineering, Life and Health Sciences and Social Sciences.

The Chair reminded Faculties that, as prizes were established by Senate, these should be brought forward for approval in good time before Boards of Examiners meetings, ie by the April meeting of Senate in the year of award.

AGREED: that it be recommended to Senate that the 25 prizes be established as set out in Appendix 4.

06.193 DATES OF SEMESTERS 2006/07 – 2011/12

The Committee received paper no TLC/06/70: Dates of Semesters 2006/07 – 2011/12 and the recommendation for the approval of the proposed dates for 2011/12, together with minor adjustments to the start of examinations in Semester 1, 2009/10 and the Christmas vacation 2010/11.

AGREED: that it be recommended to Senate that the proposed dates of semester for 2011/12 and adjustments to other dates be approved (Appendix 5).

06.194 TERMS OF REFERENCE

The Committee reviewed its terms of reference (TLC/06/71).

AGREED: that no change be proposed for 2006/07 but that the Student Representation and Development Coordinator be co-opted as a member (min 06.151 refers).

06.195 DATES OF MEETINGS 2006/07

The Committee noted that it was scheduled to meet as follows:

Wednesday 18 October 2006	2.15 pm	H215, Coleraine
Wednesday 6 December 2006	2.15 pm	Boardroom, Jordanstown
Wednesday 7 February 2007	2.15 pm	H215, Coleraine
Wednesday 25 April 2007	2.15 pm	Council Chamber, Magee
Wednesday 20 June 2007	2.15 pm	Boardroom, Jordanstown

Duration 4 hours 10 minutes

23 June 2006

AGF/CA/lh

## REPORT FROM THE COURSE APPROVAL SUB-COMMITTEE (30.5.06)

## COURSE APPROVAL (Item 1)

The Sub-Committee considered business from each Faculty and noted revisions approved by the Faculties as detailed in the Annex. A number of AB exit awards had been introduced by the Faculties of Business and Management and Engineering.

## FACULTY OF ARTS

FdA Three Dimensional Design and Heritage Crafts at Limavady College of FHE (with CertHE exit award) (PT)

RECEIVED: the report of the Evaluation Panel.

- NOTED:
- (a) that the course title was to be revised to remove the 'Three Dimensional' component and to review the philosophy and underpinning rationale for the programme, clearly identifying the type of student which the programme is aimed at;
  - (b) that the CertHE exit award would replace the existing CertHE in Traditional (Heritage) Crafts.

RECOMMENDED: that, subject to the conditions of the panel being met, the programme be approved for a period of five years (intakes 2006-2010) for a maximum cohort size of 16.

Undergraduate Hons Subject: Journalism

RECEIVED: a CA3 proposal to re-introduce a Minor strand under the title of Journalism (previously 'Journalism and Publishing Studies') for 2006/7 intake only.

NOTED: that the Minor was not submitted as part of last year's revalidation, but as it had been retained in UCAS for 2006 (as Journalism and Publishing Studies) and there was a small number of CF/CI applicants, the Faculty wished to offer it for one year only.

AGREED: that the proposal be approved.

Revalidation of Subject Unit 14B: International Affairs

- NOTED:
- (a) that the Chair supported a recommendation to the Sub-Committee to extend approval of provision and defer the revalidation to 2007/8;
  - (b) that the Faculty had provided confirmation of the ongoing achievement of standards and quality management as evidenced in external examiners' and ASM reports.

RECOMMENDED: that the period of approval of provision within Unit 14B be extended by one year to include 2007 intake and the revalidation be deferred to 2007/8.

Proposed BA Hons Irish Language and Gaeltacht Studies (Joint UU/NUI)

NOTED: that the Faculty had confirmed that the proposal was to be withdrawn.

Proposed Foundation Degree in Commercial Imaging at Casltereagh College of FHE

NOTED: that the College had confirmed that it did not wish to proceed with the evaluation of the programme.

PgDip/MA Newspaper Journalism

RECEIVED: a CA3 proposal for a change of title.

NOTED: that the proposed change of title to 'PgDip/MA Journalism' had already been endorsed by the Academic Planning Sub-Committee.

AGREED: that the change of title be approved.

FACULTY OF BUSINESS AND MANAGEMENT

Subject Unit 5B: Business and Management (Undergraduate/Jordanstown) (including outcentres and the evaluation of Advanced Diploma in Social Enterprise)

RECEIVED: the report of the Revalidation Panel.

- NOTED:
- (a) that the Panel agreed that it be a condition that the Course Team for the Advanced Diploma in Social Enterprise keep under close review the resourcing of the programme, particularly given that new legislation (to be introduced in 2007) may result in a considerable increase in demand for places;
  - (b) that the final revised documentation had not been received but that the Head of School had advised the Academic Office of staff illness.

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

BSc (Hons) Business Studies (DIS/DAS) (FT) (JN) (with AB Business Studies exit award)  
BSc (Hons) Business Studies (PT) (JN and Outcentres) (with AB Business Studies exit award) (Level 1, 2 and 3 modules at Fermanagh College, Newry and Kilkeel Institute, North East Institute - Ballymena/Magherafelt) (Level 1 and 2 modules at Omagh College and Upper Bann Institute)  
Advanced Diploma in Management Practice (PT) (with Advanced Certificate exit award) (JN and Outcentres): for SME

Developing Managers (JN), Bankmore (JN), SME ROI Developing Managers (on premises), Sustainable Futures (JN), Local Government (JN and CAFRE - Greenmount campus), Northern Ireland Council for Voluntary Action (on premises), Explorers and Connections (hotel venue), Police Rehabilitation and Training (on premises), Procurement (JN)  
Certificate in Management Practice (PT): Business 2 Arts (hotel venues), Arts and Business (JN), Community Groups (JN and various premises), Child Support Agency (on premises), Purchasing (JN) Advanced Diploma in Social Enterprise (PT) (with Advanced Certificate exit award) (JN).

Subject Unit 5K: Business and Management (Innovation/Executive Leadership)

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 further period of five years (intakes 2006 – 2010):

MSc Innovation and Entrepreneurship (PT) (with PgDip exit award)  
MSc Executive Leadership (PT) (with PgDip exit award)

FdSc Sports Leisure and Event Management at Omagh College

NOTED: that DEL had now approved the above programme (to include the FdSc award) from 2006/7.

FACULTY OF ENGINEERING

FdSc Building Technology and Management (FT/PT) at Causeway Institute of FHE

RECEIVED: the report of the Evaluation Panel.

- NOTED:
- (a) that a CertHE exit award would be available;
  - (b) that written confirmation of DEL approval had been received for the part-time mode only as the Institute was only permitted to offer HE on a part-time basis at present;
  - (c) that this restriction might be lifted in the light of new FE configuration;
  - (d) that the final document had been received.

RECOMMENDED: that, subject to the conditions of the panel being met, the programme be approved for a period of five years (intakes 2006-2010) for a maximum cohort size of 14 part-time and 14 full-time; (the Faculty to review cohort sizes in light of DEL's current restriction on full-time provision).

Subject Unit 4A1: Built Environment (UG)

RECEIVED: the report of the Revalidation Panel.

NOTED: that staffing and capital resource issues were to be kept under review.

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

BSc Hons Architectural Technology and Management (FT/PT)  
BSc Hons Building Surveying (FT/PT)  
BSc Hons Construction Engineering and Management (FT/PT)  
BSc Hons Housing (FT)  
BSc Hons Property Investment and Development (FT/PT)  
BSc Hons Quantity Surveying (FT/PT)  
BSc Hons Urban Planning and Property Development (FT/PT)

Subject Unit 4A2: Built Environment (PG)

RECEIVED: the report of the Revalidation Panel.

NOTED: (a) that the Panel had agreed, on the basis of evidence produced, that the Postgraduate Certificate in Architectural Conservation was not demonstrably fit for purpose and consequently was not approved;

(b) that the Team had been encouraged to re-submit documentation for the PGC Architectural Conservation for a separate evaluation and to confirm if this would be added to the 2006/7 schedule;

(c) that a proposal to merge the suite of programmes into a single generic Master's degree with pathways was to be reconsidered.

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

PgDip/MSc Infrastructure Engineering (FT/PT)  
PgCert/PgDip/MSc Construction and Project Management (FT/PT)  
PgDip/MSc Housing Studies (PT only)  
PgDip/MSc Renewable Energy and Energy Management (replacing two separate PgDip/MScs) (DL)  
PgDip/MSc Fire Safety Engineering (FT/PT) Block Release

Subject Unit 4A3: Built Environment

RECEIVED: the report of the Revalidation Panel.

NOTED: (a) that the Panel had agreed that, in the absence of subject expertise in respect of the BEng Hons Civil Engineering and the

BSc Hons Building Services and Energy Engineering programmes during the revalidation event, the documentation in respect of those programmes be forwarded to suitably qualified external experts for their comment on programme structure and content. These comments had now been received;

- (b) that condition (iv) 'Masters' should read 'Honours';
- (c) that Level 2 in the BEng Hons Civil Engineering contributed to the final award and that the Faculty would be making a case to the Teaching and Learning Committee to continue with this departure.

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

BEng Hons Building Services and Energy Engineering (to replace BEng Building Services Engineering and BEng Hons Environmental Engineering) (FT/PT)  
BEng Hons Civil Engineering (FT/PT)  
BSc Hons Environmental Health (FT)  
BSc Hons Transport with Specialisms (new title for Transport and Supply Chain Management) (FT)

Revalidation of Subject Unit 16E: Computing at Hong Kong College of Technology (HKCT)

RECEIVED: a statement of evidence from the Faculty to support the proposed one-year extension of approval of the two degrees at HKCT (revalidation in 2007/8 rather than 2006/7).

AGREED: that the Chair be authorised to permit a one year extension on the basis of a satisfactory outcome to a University of Ulster visit to HKCT at the end of May in light of concerns identified at ACR.

PgDip/MSc Informatics

RECEIVED: a CA3 proposal to change substantially the existing programme and supporting statement.

- NOTED:
- (a) that, as the changes involved the replacement of all compulsory modules and revisions to other modules, the Sub-Committee was asked to determine whether a validation was in order or whether the changes should be processed by CA3;
  - (b) that the changes followed on from recommendations made by an internal Faculty panel which reviewed the course in November 2005;

- (c) that, although the External Examiner had not formally been invited to comment on the November 2005 Review Document or the February 2006 CA3 revision, he had been kept informed of all changes.

AGREED: that the proposal be approved, subject to a clearer explanation of any changes to the Programme Specification and learning outcomes and confirmation that it was simply a repackaging of existing but updated content, and confirmation of external examiner approval.

FdEng Electronic Engineering (PT) with CertHE exit award at Fermanagh College and Omagh College

NOTED: that in line with a recommendation of the Evaluation Panel, the Course Team had changed the title of the above programme to FdEng Industrial Electronic Engineering from 2005/6 intake to reflect better the programme content.

Proposed PgDip/MSc Real Estate

NOTED: that the Faculty had confirmed that it wished to withdraw the above proposal.

Programme Withdrawals

NOTED: that the following programmes had been withdrawn:

PgDip/MSc Housing Studies (ME)  
BSc Hons Mathematics with Computing (South China Agricultural University)

FACULTY OF LIFE AND HEALTH SCIENCES

MSc Applied Behaviour Analysis (with Postgraduate Diploma exit award)

RECEIVED: the report of the Evaluation Panel.

NOTED: (a) that a condition of the Panel was that the new member of staff hold or be eligible for Board Certified Behaviour Analyst (BCBA) or Board Certified Associate Behavior Analyst (BCABA) status of the US Behaviour Analyst Certification Board, the relevant professional body;

(b) that the final revised document had not been received yet.

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

Subject Unit 25B: CertHE Combined Social and Behavioural Sciences (PT) at BIFHE

RECEIVED: the report of the Revalidation Panel.

- NOTED: (a) the requirement for GCSE Mathematics for progression;
- (b) that the Panel had referred to the Teaching and Learning Committee the disparity between this Level 1 qualification which allowed progression to Level 2 at the University and Fds which also articulated to Level 2 after a longer period of study. The CertHE predated Fds and no Fds were currently available in the areas for progression such as Sociology and Social Policy, Psychology.

RECOMMENDED: that, subject to the conditions of the panel being met, the programme be approved for a period of five years (intakes 2006-2010) for a maximum annual cohort of 75 part-time students.

NOTED: that the issue of disparity be not referred to the Teaching and Learning Committee.

#### BSc Hons Applied Biosciences (DL)

- NOTED: (a) that the Faculty had now recruited the Hong Kong College of Technology as a replacement partner for the Institute of Vocational Education. It would provide induction, study and examination space and manage invigilation. A revised programme document, Agreement and financial plan had been lodged with the Academic Office;
- (b) the Agreement covered the detailed contractual obligations of both partners.

AGREED: that the new partner be approved, subject to a satisfactory outcome to the University of Ulster visit to HKCT at the end of May.

#### FACULTY OF SOCIAL SCIENCES

Certificate in Counselling Studies (PT) at Belfast Institute, Fermanagh College, Limavady College, Lisburn Institute, North East Institute, North West Institute and Upper Bann Institute.

RECEIVED: the report of the Evaluation Panel.

- NOTED: (a) that the learning outcomes for each of the modules were to be revisited to ensure that they were stated in language which using measurable, and that appropriate mapping of the module level outcomes to the programme level outcomes was carried out;
- (b) that the programme would provide a progression route onto the DipHE/FdSc Counselling (first intake from Certificate: September 2007).

RECOMMENDED: (i) that, subject to the conditions of the Panel being met, the programme be approved in part-time mode for a period of three years (intakes 2006-2008), in line with the

University's revalidation schedule for Subject Unit 6B for maximum cohort sizes as follows:

Belfast Institute of FHE	20 students x 5 cohorts
Fermanagh College of FHE	20 students x 2 cohorts
Limavady College of FHE	20 students x 2 cohorts
Lisburn Institute of FHE	20 students x 2 cohorts
North East Institute of FHE	20 students x 2 cohorts
North West Institute of FHE	20 students x 3 cohorts
Upper Bann Institute of FHE	20 students x 2 cohorts

- (ii) that the Faculty be encouraged to give the provision particular attention through its risk register for annual monitoring.

#### International Development (Minor)

RECEIVED: the report of the Evaluation Panel.

- NOTED:
- (a) that it had been agreed that the revised documentation and Team's response was to be sent to the external panel members for further scrutiny, with particular reference to the appropriateness of the programme specification, the internal coherence and progression of the programme, and the content of two modules;
  - (b) that the final document had not been received;
  - (c) that an award from the Department of International Development to the University to support one of four UK centres should help to embed the subject and delivery of the strand on a secure basis.

RECOMMENDED: that, subject to the conditions of the Panel including approval from the externals on the revised documentation being met, the programme be approved for a period of five years (intakes 2006-2010).

#### Subject Unit 9B1: Education : PgD/MA TESOL

RECEIVED: the report of the Revalidation Panel.

- NOTED:
- (a) that the structure outlined in the submission for the full-time programme was not in accordance with University regulations ie students were expected to take 75 credit points in the first semester and only 45 in the second (maximum permitted by the University for a full-time student is 60 credit points per semester); a case was to be made to the University's Teaching and Learning Committee in support of these arrangements for minor teaching which related to a requirement in semester 1;

- (b) that a case was also to be made to the Teaching and Learning Committee regarding the classification of the final result;
- (c) that there was a heavy reliance on part-time staff and that clarification was to be provided regarding the staffing resources for the programme, in particular the sustainability of staffing resources in the short-medium term. The Panel strongly advised that the anticipated new appointment should be made as soon as possible.

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

Subject Unit 9I: PgCert/Dip Further and Higher Education

RECEIVED: approved conditions and recommendations of the report of the above revalidation meeting.

- NOTED:
- (a) that a detailed staff resourcing and action plan was to be provided to give assurance of a cohesive and integrated course team and of adequate staffing resources to deliver the programme;
  - (b) that a Memorandum of Agreement was to be signed with each partner institution;
  - (c) that the document was to be revisited to demonstrate clearly the embedding and use of existing and emerging standards within the programme. A response and revised submission were due on 30.6.06 and would be circulated to external Panel members for comment.

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

- AGREED:
- (i) that, if the conditions were not met within the required time, the Faculty be asked to submit a formal request for an extension of approval to the current programme and to consider introducing some of the enhancements from the newly approved programme into the current programme, by CA3;
  - (ii) that the Chair be authorised to consider such a proposal on the Sub-Committee's behalf.

Revalidation of Subject Unit 26B: Community Youth Work

RECEIVED: a request to grant a postponement from December 2006 to March 2007 for the meeting to revalidate the above subject unit.

- NOTED: (a) that this would be a major revalidation of all Community Youth Work courses;
- (b) that the decision to move to an all-degree profession had only officially been taken in February 2006 by the professional body in Northern Ireland.

AGREED: that the request be approved.

#### Revalidation of Subject Units 26G1 and 26G2: Social Work (Post Qualifying)

RECEIVED: a request to grant a postponement from November 2006 to April 2007 for the meeting to revalidate the subject unit.

- NOTED: (a) that the Faculty had formally requested that the PgDip/MSc Specialist Cognitive Therapy (currently 26G1) be included in Sub-unit 26G2 along with PgDip/MSc Advanced Social Work. This programme runs jointly with Queen's University Belfast;
- (b) that the PgDip/MSc Advanced Social Work carried full professional credits and that the DHSSPS had not yet endorsed the revised professional requirements although these were anticipated in the Spring of 2007.

AGREED: that the request be approved.

#### Programme Withdrawals

NOTED: that the following programme had been withdrawn:

Diploma in Foundation Studies for Mature Students Science and Technology at East Down Institute of FHE.

#### Revisions to Access programme titles from 2006/7 intake

RECEIVED: paper no CASC/06/21 giving progress in introducing the Access Diploma award titles from 2006/7 intake and the specific titles to be used.

NOTED: that CA3s had now been completed for all courses.

#### Late Reports

NOTED: that a number of reports of evaluation/revalidations conducted in 2005/6 had not yet been provided to the Sub-Committee and that these reports would be received at the first meeting of the Sub-Committee in 2006/7.

AGREED: that authority be granted to the Chair to approve outstanding reports from panels on the Sub-Committee's behalf as follows:

Revalidation 4B: Built Environment (Colleges)

Revalidation 15G: BSc Hons Hotel and Tourism Management at HTMi, Switzerland

Revalidation 9I: PgCert/Diploma in Further and Higher Education

Evaluation of BSc Hons Nursing Studies (Saudi Arabia – outcentre).

COURSE APPROVAL SUB-COMMITTEE

30 May 2006

**FACULTY OF ARTS**

**Undergraduate Hons Subject: Drama**

To revise and re-title module DRA501M1;

**Undergraduate Hons Subject: Film Studies**

To revise title of module FLM102C2;

**Undergraduate Hons Subject: Spanish**

To amend the assessment weighting module to 100% coursework in 2005/6 only;

**Undergraduate Hons Subject: Film Studies; Spanish**

To change semester from proposed module Latin American Film and to make it available as an option within the Spanish undergraduate subject;

**All Undergraduate Honours degrees in School of Art and Design (FT) (BT) (ME)**

To introduce an optional intercalary year leading to award of DAS;

**BA Hons Fine and Applied Arts**

To replace two 20pt modules by a single 40pt module (to be considered by the Teaching and Learning Committee);

**BA Hons Media Arts**

To withdraw one module; to add a new module; to switch semester for two modules;

**BA Hons Dance**

To revise the content and assessment strategies of modules DAN103M1 and DAN106M2;

**Undergraduate Hons Subject; Media Studies (Single Hons, Major, Main, Minor)**

To withdraw a module; to introduce a new module; to switch semester of two modules; to change status of one module;

**Undergraduate Hons Subject: European Studies**

To introduce two new replacement modules;

**BA Hons History**

To add a new optional module on 'Revolution and Civil War in Russia';

**BDes: Design and Communication**

To remove one module; to change semester of one module; to introduce a new year 2 module; to re-title a year 3 module;

### **Undergraduate Hons Subject: Journalism**

To consider a proposed change of title from 'Journalism and Publishing Studies' to 'Journalism'; to consider a proposal to introduce a Minor Strand for 2006/7 intake only;

### **Undergraduate Hons Subject: English**

To introduce four new optional modules; to move module ENG506C2 to semester 1; to change the assessment weighting in module ENG106C2A;

### **BA Hons Humanities (JN, BT and NKIFHE [Outcentre])**

To introduce two new level 3 modules and to remove AMS501J1K;

### **PgDip/MA Cultural Heritage and Museum Studies**

To revise module CUS805B1 to a 30pt module to remove module CUS803B2;

### **PgDip/MA Newspaper Journalism**

To introduce a new optional module;

### **PgDip/MA Local History**

To introduce two new modules;

## **FACULTY OF BUSINESS AND MANAGEMENT**

### **BSc Hons Business Finance and Investment**

To change the semester to two modules and the assessment strategy in two modules;

### **BSc Hons Management with DIS (FT/PT)**

To rename a Year 2 semester 1 optional module and to introduce a level 2 semester 2 optional module; to add an additional final level module in semester 1;

### **BA/BSc Hons Business Studies with Computing**

To replace an optional module;

### **BA/BSc Hons Business Studies (FT/PT) at Jordanstown, Outcentre**

### **BA/BSc Hons Business Studies (Level 2) at BIFHE**

To introduce level 2 and 3 modules revised and updated at revalidation;

### **BSc Hons Business Studies (FT) at Jordanstown**

To revise the assessment strategy in module ECO109J1/2;

### **BSc Hons Consumer Studies**

To introduce a replacement module; Consumer Marketing;

### **BA Hons Hotel and Tourism Management at HTMI**

To raise the assessment weighting in all modules to 50/50 (with a combination of coursework and examination), and to revise the coursework elements, to reflect the 24 week long-thin delivery mode;

### **BA/BSc Hons Culinary Arts (with DIS)**

### **BA/BSc Consumer Studies (with DIS)**

### **BA/BSc Hospitality Management**

### **International Hospitality Management (with DIS)**

### **BA/BSc Hotel and Tourism Management/International Hotel and Tourism Management (with DIS)**

### **BA/BSc Travel and Tourism Management/International and Tourism Management (with DIS)**

### **BA/BSc Leisure Events and Cultural Management**

### **BSc International Hospitality (with French, German and Spanish)**

### **BSc International Hotel and Tourism Management (with French, German and Spanish)**

### **BSc Travel and Tourism Management (with French, German and Spanish)**

### **BA Hons Hotel and Tourism Management at Newry and Kilkeel Institute (Outcentre) Level 3**

### **BA Hons Hotel and Tourism Management at HTMI**

To revise module HTM513;

### **BSc Hons Marketing**

### **BSc Hons Human Resource Management**

### **BSc Hons Business Studies (PT)**

To revise the assessment strategy in module ECO109J1/2, Business Economics;

### **BSc Hons Business (with DIS/DAS) (FT/PT)**

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

To introduce an AB exit award from 2006/7;

### **BA/BSc Accounting (FT/PT) at Jordanstown and NKIFHE outcentre**

To revise the assessment strategy in Business Economics module ECO109J1/2, ECO117J4;

### **PgD/MSc Finance and Investment**

To change the status of module ACF807C2 to compulsory;

### **PgD/MSc Cultural Management**

To revise the title of module ACF851P1X/ACF851P2X.

## **FACULTY OF ENGINEERING**

### **FdSc Interactive Multimedia at NKIFHE**

To amend the learning outcomes for the programmes and to introduce two new modules;

### **FdSc Computing and Network Systems at NKIFHE**

To amend entry standards in regulations;

### **Undergraduate Hons Subject: Computing (CE)**

#### Major Strand

To introduce COM551 as a final level option; to allow the placement year to be optional for students undertaking Computing with Education Minor combinations;

#### Main Strand

To introduce COM551 as a final level option;

#### Minor Strand

To combine two optional modules into a single compulsory module, 'Applications and Introductory Scripting'; to remove the year II 10 point optional module in Professional Issues and Entrepreneurship and make the remaining modules compulsory; to introduce COM551 as a final level option;

### **BSc Hons Computing with DIS**

#### **BSc Hons Computing (Artificial Intelligence) with DIS**

#### **BSc Hons Computing (Digital Games Development) with DIS**

To update module COM551C1; to update and re-title module COM523C2;

### **BSc Hons Computing Science**

#### **BEng Hons Electronics and Computer Systems**

#### **BEng Hons Computer Games Development**

#### **Undergraduate Hons Subject: Computing (ME) Major Strand**

To update content of five modules; to change semester of two modules; to remove two modules;

### **BSc Hons Computing Science**

#### **BEng Hons Software Engineering**

To revise two modules;

### **BSc Hons Computing Science with DIS**

#### **BEng Hons Software Engineering with DIS**

To clarify wording in the module description for project COM562J4 and to revise the assessment weightings in the module;

### **BEng/BEng Hons Electronics Software**

To transfer current year 3 and 4 students to BEng/BEng Hons Electronics, Communications and Software as appropriate;

### **BEng Hons Electronics Communications and Software (with DIS)**

To introduce modules approved at the recent revalidation for current students; to introduce Professional Studies module; to change semester of EEE310J1; to replace final year option in Medical Electronics; to revise regulations in relation to transfer to Honours;

#### Coleraine

### **BSc Hons Computing with DIS**

### **BSc Hons Computing (Artificial Intelligence) with DIS**

### **BSc Hons Computing (Digital Games Development) with DIS**

To introduce AB exit awards;

#### Jordanstown

### **BEng Hons Biomedical Engineering**

### **BEng Hons Electronics and Software**

### **BEng Hons Engineering**

### **BEng Hons Engineering (Mechanical)**

### **BEng Hons Engineering (Electrical/Electronic)**

### **BEng/BEng Hons Engineering Management**

### **BEng/BEng Hons Mechanical Engineering**

### **BSc Hons Technology and Design/Technology with Design**

To introduce AB exit awards;

#### Magee

### **BEng Hons Electronics and Computer Systems**

### **BSc Hons Computer Science**

To introduce AB exit awards;

### **BEng/MEng Engineering (Electrical/Electronic) and Mechanical**

To revise the programme structures and content including as applicable; the introduction of a new 10pt module in Professional Studies; increasing the number of options and changing status of some modules; changing semester of delivery of some modules; removing some modules; updating and revising module EEE535J2; updating and changing assessment weighting in module EEE514J2;

### **BSc Hons Housing Management with DIS**

To introduce three replacement modules (one new);

### **BSc Hons Interactive Multimedia with Design**

To introduce a replacement module for COM554J1 within the degree;

### **BSc Hons Technology with Design**

To introduce an additional optional module MEC509J2;

### **BSc Hons Mathematics with Computing (with DIS)**

To introduce an additional optional module in Advanced Modelling and as an alternative to the final year project and to make the project an optional module (to be considered by the Teaching and Learning Committee);

### **BEng/BEng Hons Mechanical Engineering (+ DIS)**

To introduce a new module 'Professional Studies' to replace MEC498J2 Entrepreneurship Awareness;

### **PgDip/MSc Intelligent Systems**

### **PgDip/MSc Computing and Design**

### **PgDip/MSc Information Systems Management**

### **PgDip/MSc International Business**

To update the module description for COM844M1;

### **PgC/D/MSc Web Information Systems**

To provide a revised module description for COM901J1; to replace COM900J1 by a new module 'Introduction to the Capability Maturity Model Integration'.

## **FACULTY OF LIFE AND HEALTH SCIENCES**

### **FdSc Food Manufacture at CAFRE**

To introduce two new optional modules and to revise the status of three modules;

### **FdSc Rural and Countryside Management at CAFRE**

To introduce two additional optional modules;

### **CertHE Combined Social and Behavioural Sciences**

To introduce an additional optional module for Year 2 students in 2006/7;

### **BSc Hons Biomedical Science with DIS/DAS/DPP**

### **BSc Hons Biology**

### **BSc Hons Molecular Bioscience**

To replace Pharmaceutical Biotechnology with a new module: Pharmacology;

### **BSc Hons Marine Science**

To change status of three modules and remove one module for Marine Science students;

### **BSc/BSc Hons Geography (with DIS/DAS)**

### **Undergraduate Hons Subject: Geography**

To introduce a new optional module in Modern Historical Geographies to replace GEO318C2;

### **BSc Hons Sports Studies**

To revise assessment weighting in module SLS338J1 to 50% Coursework/50% Examination;

### **BSc Hons Biology**

To move module BIO501C1 to semester 2;

### **BSc Hons Nursing Sciences**

### **PgDip/MSc Health and Social Care**

To revise the assessment weighting in module NUR650J1A/B/P;

**DipHE/FdSc Sport, Exercise and Fitness at Armagh College of FHE, Causeway Institute of FHE and North Down and Ards Institute of FHE**

To confirm DEL's approval of the use of Foundation degree (FdSc) award title instead of DipHE from 2005/6;

**BSc Hons Biomedical Sciences with DIS/DPP**

To revise the professional practice module (BMS309C2) to incorporate entrepreneurship (from 2007) and to revise the Research Project (from 2007/8) to reflect application at level 3 (from 2007/8);

**PgD/MSc Human Nutrition (FT/PT)**

**PgD/MSc Dietetics (FT)**

To amend regulations;

**MSc Biomedical Sciences**

To introduce a Postgraduate Certificate exit award in addition to the Postgraduate Diploma exit award;

**MSc Biomedical Sciences**

To introduce a research-focussed pathway by incorporating a 90 credit point Research/Project;

**MSc/PgD/PgCert Biomedical Sciences**

To introduce an optional 'core' module in 'Evidence Based Practice Healthcare'.

**FACULTY OF SOCIAL SCIENCES**

**Undergraduate Hons Subject: Government**

To revise the assessment weighting in two modules to 40% exam and 60% coursework;

**Undergraduate Hons Subject: Social Policy**

To change the module code for the Dissertation module to SOP531M4; to change the semester of two optional modules;

**Undergraduate Hons Subject: Sociology**

To introduce three new year 1 modules (one compulsory two optional) and to make two final year modules available in both semesters 1 and 2;

**Undergraduate Hons Subject: Law (Jordanstown)**

To introduce two new modules and to revise four modules (including semester of delivery of two);

**Undergraduate Hons Subject: Law (Magee)**

To change status of one module and to move one module from Year 2 to Year 3 and to amend its level from 2 to 3 (from 2005/6);

**Undergraduate Hons Subject: Law (Magee)**

To amend the assessment strategy in four modules and update content in two;

**BSc Hons Social Work**

To introduce two new replacement modules and revise one module;

**BSc Hons Criminology and Criminal Justice**

To introduce three replacement modules, four new modules and to revise the dissertation module to a 20 point module;

**BSc Hons Social Work (2 year degree)**

To revise title and content of Service User Pathway Option;

**LLM Human Rights Law**

To make module LAW820J2 Equality Law available at Magee as well as Jordanstown campus and to change module co-ordinator;

**PGCE (Primary and Post Primary)**

To revise the structure of the above programme to two 20-point modules at level M and two 10-point modules at level 3;

**PgCert/Dip/MSc Education (eight distinct pathways) (outcentre)**

To introduce a new module in 'Counselling/Relationship Skills – the foundation for personal development work'.

REVIEW OF IMPLEMENTATION AND UPTAKE OF THE FRAMEWORK FOR PROFESSIONAL DEVELOPMENT SINCE JULY 2004:  
SUMMARY RECOMMENDATIONS

	TOPIC	ACTION	RESPONSIBILITY
1.	<b>CPD Code of Practice</b> <i>(Policy and Procedure)</i>	<p>Development of a straightforward 'Code of Practice for the Induction of New Academic Staff' which includes the following:</p> <ol style="list-style-type: none"> <li>I. A clear definition of CPD in the context of the UU CPD Framework</li> <li>II. A clear explanation of the relevant processes and procedures, setting out each party's duties and obligations.</li> <li>III. An explanation of the <i>modus operandi</i> of engaging with the PGCHEP or equivalent course</li> <li>IV. An outline of the respective duties, obligations and responsibilities of the stakeholders.</li> <li>V. Guidelines on the criteria and process of evaluating new staff's CPD requirements and their communication, including staff who have previous HEI experience</li> </ol>	<p>Teaching and Learning Committee</p> <p>(Developed by CPD sub-Committee through a working group including representation from line managers and human resources and considered at TLC)</p>
2.	<b>New Staff Information</b> <i>(Implementation)</i>	<p>Provision of records that are accurate, consistent and commonly understood. This recommendation includes:</p> <ol style="list-style-type: none"> <li>I. Up-to-date records of appointed, recently resigned, part time and full time staff which should be available to Heads of School and key Staff Development personnel;</li> <li>II. Elimination of duplication and non-entry of names in the Human Resource database to avoid confusion (through frequent checking at Faculty Level).</li> </ol>	Human Resources / Line Managers

3.	<b>New Staff Information</b> <i>(Monitoring Progress)</i>	Provision of accurate records of new staff attendance at Induction / PGCHEP sessions. The tracking of staff should result in prompt updating of their Human Resource details and should flag appropriate staff development needs while existing data should remain as an archive;	Records from: Staff Development / School of Education Tracking by line managers
4.	<b>Induction</b>	Reconsider Induction programme in relation to:  I. Explicit and clear course titles (e.g. use of “Day” to mean half a day is not helpful). II. A local induction list that is allocated to a small Faculty team but which has a designated person responsible for its implementation;	Staff Development  Heads of Faculty Administration
5.	<b>Support for CPD</b>	Development of strategies to release new and experienced staff to complete CPD requirements. Consideration should be given to the following:  I. Supporting the release of new staff from workloads to complete induction sessions and engage in accredited or non-accredited CPD; II. The development of processes within which Part-Time staff can be encouraged to undertake professional development associated with their teaching, possibly through payment for their time on mandatory elements (currently 1 day). III. The review the Leave of absence or sabbatical scheme for experienced academics to promote a culture of creativity and scholarship among academics.	Heads of School (Line managers)  Teaching and Learning Committee
6.	<b>Mentor</b>	The mentor system should be modified to include:  I. Clear guidelines for appointment panels on how to assign mentors with appointees; II. Better recognition of the mentor role in appraisal, promotions and APEL for experienced mentors through the PGCHEP; III. A review of current models of mentor training and dissemination of best	Teaching and Learning Committee  (Developed by CPD sub-Committee)

		<p>practice;</p> <p>IV. The implications for Faculties of “<i>Guidance on Mentoring in Higher Education for Academic Staff</i>” (December 2000, revised August 2004) need to be better disseminated and discussed among Faculties and key aspects of its content should be more widely implemented, including;</p> <ol style="list-style-type: none"> <li>1) Ensuring all Mentors for new staff are trained, The maintenance of records of meetings’ action points,</li> <li>2) More widespread use of the buddy system to supplement the more formal mentor relationship,</li> <li>3) Placing mentorship on a stronger footing in all Faculties,</li> </ol> <p>V. To clarify the distinction between the roles of buddy and mentor</p>	<p>through a working group including representation from line managers and human resources and considered at TLC)</p>
7.	<p><b>Communication and Dissemination</b></p>	<p>The development of effective strategies for communicating the UU CPD Framework Policy. Consideration should be given to the following:</p> <ol style="list-style-type: none"> <li>I. Each Faculty home page should have a CPD information button with links to the Staff Development CPD site, and other appropriate links such as the HEA and its Subject Centres;</li> <li>II. The use the Forum for Innovation on Teaching and Learning as a CPD vehicle for academic staff should be extended to encompass generic pedagogic research and development bringing with it a more focussed, disciplinary approach to scholarship in teaching and learning;</li> <li>III. Involvement of the HEA Subject Centres should be developed and should include mapping CPD activities to the HEA UK Professional Standards Framework using the HEA mapping tool;</li> <li>IV. A means of encouraging involvement with such Teaching and Learning CPD amongst all colleagues is given further consideration.</li> <li>V. The creation of a CPD channel on the new UU Staff Portal</li> </ol>	<p>Faculty TLC</p> <p>Forum for Innovation on Teaching and Learning</p> <p>Faculty CPD Coordinators and Staff Developers</p> <p>Faculty CPD Coordinators</p> <p>Academic Development and Student Support Committee</p>

## PROPOSED MODEL FOR THE PEER SUPPORTED REVIEW PROCESS

Between the end of one academic session and the beginning of the next, each teaching colleague should identify an aspect of their professional practice that they wish to review. The focus for a review might centre on a particular module (eg the evaluation of student responses to some new action learning activities) or it might relate more generally to the way in which a teacher organises or supports student learning (eg effective use of questioning to engage students in seminar discussions).

A review can be focused on any aspect of learning facilitation, assessment or curriculum development. The following list is designed to help generate ideas for peer-supported review

### Learning Facilitation

- Establishing a problem-based learning approach to learning
- Developing more active learning strategies
- Incorporating a WebCT element to support learning
- Incorporating video-links into an online site
- Using WebCT interactively
- Implementing on-line learning
- Testing out strategies for effective distance learning
- Promoting inter-professional learning
- Developing a more effective interface between technical and academic staff
- Teaching more efficiently without reducing the quality of learning
- Shifting the balance away from didactic styles of delivery
- Developing more varied approaches to the delivery of material
- Making the most of the inputs from external speakers
- Appraising the teaching strategy for a particular aspect of a module
- Developing effective student support strategies for more disparate student populations

### The Assessment of Learning

- Developing peer-marked formative assessment instruments to promote learning
- Making effective use of formative assessment
- Linking feedback more effectively to assessment criteria
- The development of examination instruments that test deep learning and which are less dependent on short term memory
- The development of on-line assessment instruments
- Peer marking of formative assessments
- Readability and issues of clarity in assessment instruments

### Curriculum Development

- Involvement in the review and development of a module/programme
- Shadowing a team preparing for re-validation
- Observation of a evaluation/re-validation event

**EXAMPLES OF P-S-R FORM**

**SUMMARY REPORT FORM**

**(PLEASE COMPLETE ELECTRONICALLY)**

**Name of Reviewee**

**Name of Reviewer(s)**

**SECTION A**

**THE FOCUS OF THE REVIEW**

1. Give a brief outline of the focus of the review

---

---

---

---

---

**SECTION B**

**THE REVIEW PROCESS**

2. Please describe the review process including the role of the reviewer and reviewee

---

---

---

---

---

---

**SECTION C**

**REVIEW OUTCOMES**

4. Please describe the outcomes of the review process indicating any changes you have made to your learning, teaching or assessment practice

---

---

---

---

---

---

---

5. Has the process in which you have been engaged produced anything that would be of interest to colleagues?

Yes  No  *Tick as appropriate* IF YES ANSWER Q6

6. Would you be willing to share relevant outcomes of the review process with colleagues at

a Subject Team event   
a Faculty LTA event  *Tick as appropriate*  
a University-wide event

7. Do you think an aspect of the review in which you have been engaged has potential for further development?

Yes  No  *Tick as appropriate*

If yes please give further details

---

---

---

---

**PLEASE RETURN THE COMPLETED FORM BY E-MAIL TO: .....**

## FACULTY OF BUSINESS AND MANAGEMENT

Milward Brown Ulster Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All final year students completing dissertation MSc Marketing and Entrepreneurship	Best Dissertation	Board of Examiners	£500	Milward Brown Ulster Ltd
Milward Brown Ulster Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All final year BSc Hons Marketing students – completing dissertation	Best Dissertation	Board of Examiners	£500	Milward Brown Ulster Ltd
NI Tourist Board Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All final year BSc Hons Marketing Students	Best overall student	Board of Examiners	£500	NI Tourist Board
Pierce Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All second year BSc Hons Marketing (except Retailing) students	Best overall second year student	Board of Examiners	£500	RW Pierce Group Ltd
Property News Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All students on module E-Marketing	Best overall student on module E-Marketing	Board of Examiners	£500	Property News
Wrightbus Award for Excellence				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All final year MSc Marketing and Entrepreneurship students	Best overall student	Board of Examiners	£500	Wrightbus Ltd

## FACULTY OF ENGINEERING

Asidua Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First year BSc Hons Computing Science students	Best first year student overall	Board of Examiners	£150	Asidua Ltd
Asidua Embedded Systems Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BEng Hons Electronics and Computer Systems students	Student with best embedded systems project or best mark in embedded systems final year module	Board of Examiners	£200	Asidua Ltd
Councillor Gerry Douglas Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BSc Hons Construction Engineering and Management students	Best dissertation relating to Building Control	Board of Examiners	£500	Building Control
The Farrans (Construction) Scholarship				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First year BEng Hons Civil Engineering with DIS students	Best overall performance in Year 1	Board of Examiners	£2000 (£1000 sponsorship in each of years 2 & 4)	Farrans (Construction) Ltd
Hamilton Architects Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
All final year BSc Hons Architectural Technology students	Best student in final year project (Design)	Hamilton Architects	£250	Hamilton Architects
Hays Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BSc Hons Construction Engineering and Management students	Best placement student (10 highest placed students will be called for interview)	Hays Interview Panel	£250	Hays Construction and Property PLC

Hays (Construction and Property) Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Students successfully completing placement year of BEng Hons Civil Engineering with DIS or BSc Civil Engineering with DIS	Best performance in interview of short-listed students from both courses	Panel from Hays Construction and Property	£250 + Trophy	Hays Construction and Property PLC
Institute of Asphalt Technology Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year students on any programme in Built Environment	Best student project in a subject related to asphalt materials for highway construction	Board of Examiners	£250	Institute of Asphalt Technology
Keystone Group Bursary				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 full-time BSc Hons Construction Engineering and Management students	Highest mark in Year 2	Board of Examiners	£1000	Keystone Group
The Lagan Holdings Prize for Most Improved Student				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 (excluding direct entrants) students on BEng Hons Civil Engineering with DIS and BEng Hons Civil Engineering	Greatest increase in average mark from year 1 to year 2	Board of Examiners	£250	Lagan Holdings Ltd
The Northern Ireland Geotechnical Society Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year students graduating from BEng Hons Civil Engineering with DIS, BEng Hons Civil Engineering, and BEng Hons Civil Engineering (part-time)	Best score in Soil Mechanics 4 module	Board of Examiners	£50	The Northern Ireland Geotechnical Society

Stirk Lamont				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 BSc Hons Computing Science, BSc Hons Information and Communications Technology, and BEng/MEng Software Engineering students	Best student on Networks and Data Communications module	Board of Examiners	£150	SLA Networks
F J Wilson Scholarship				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 1 BEng Hons Electronics, Communications and Software (full-time) students	Best entry qualifications	Board of Examiners	£1000	F J Wilson

#### FACULTY OF LIFE AND HEALTH SCIENCES

Ordnance Survey of Northern Ireland Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
MSc in Geographic Information Systems (PT & DL) students achieving a mark of at least 70% in MSc project module	Highest Distinction-level mark (70% or over) in MSc project module	Board of Examiners	£200	Ordnance Survey of Northern Ireland
Ordnance Survey of Northern Ireland Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Full-time MSc in Geographic Information students achieving a mark of at least 70% in MSc project module at the October exam board	Highest Distinction-level mark (70% or over) in MSc project module	Board of Examiners	£200	Ordnance Survey of Northern Ireland

#### FACULTY OF SOCIAL SCIENCES

Haines McGregor Prize*				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BSc Hons Communication students	Highest average grade	Board of Examiners	£100	Haines McGregor

\* Not transferable.

International Association of Business Communication Prize*				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
2 <sup>nd</sup> year students in BSc Hons Communication and Communication Modular programme	Best average in second year modules	Board of Examiners	Free membership of IABC (= £25)	IABC (Europe)
Morrow Communication Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First Year BSc Hons Communication, Advertising and Marketing and BSc Hons Public Relations students	Best group mark for videos produced on Corporate Broadcasting Module	Board of Examiners	Gift	Morrow Communications Ltd
OFCOM Jonathan Hanna Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BSc Hons Communication, Advertising and Marketing and BSc Hons Public Relations students	Best integrated communication student for Advertising, Public Relations, Marketing, Lobbying and Internal Communications	Board of Examiners	Trophy	OFCOM

---

\* Not transferable.

**1 2006/2007\***

Introductory period	Monday 18 September 2006 - Friday 22 September 2006	
<u>Autumn Semester</u>	Monday 25 September 2006 – Friday 26 January 2007	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 18 December 2006 – Friday 5 January 2007)	
Examinations begin	Monday 8 January 2007	
<u>Spring Semester</u>	Monday 29 January 2007 – Friday 1 June 2007	(16 weeks) 9+(2)+3+1+3
(Easter vacation	Monday 2 April 2007 – Friday 13 April 2007)	Easter Sunday 8 April
(Revision week	Tuesday 8 May 2007 – Friday 11 May 2007)	
Examinations begin	Monday 14 May 2007	
<u>Summer Semester</u>	Monday 23 July 2007 – Friday 14 September 2007	(8 weeks) 6+2
Examinations begin	Monday 3 September 2007	
<u>Supplementary Examinations</u>	Wednesday 15 August 2007 – Thursday 23 August 2007	

**2 2007/08\***

Introductory period	Monday 17 September 2007 - Friday 21 September 2007	
<u>Autumn Semester</u>	Monday 24 September 2007 – Friday 25 January 2008	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 17 December 2007 – Friday 4 January 2008)	
Examinations begin	Monday 7 January 2008	
<u>Spring Semester</u>	Monday 28 January 2008 – Friday 30 May 2008	(16 weeks) 7+(2)+5+1+3
(Easter vacation	Monday 17 March 2008 – Friday 28 March 2008)	Easter Sunday 23 March
(Revision week	Tuesday 6 May 2008 – Friday 9 May 2008)	
Examinations begin	Monday 12 May 2008	
<u>Summer Semester</u>	Monday 21 July 2008 – Friday 12 September 2008	(8 weeks) 6+2
Examinations begin	Monday 1 September 2008	
<u>Supplementary Examinations</u>	Wednesday 13 August 2008 – Thursday 21 August 2008	

### 3 2008/09\*

Introductory period	Monday 15 September 2008 - Friday 19 September 2008	
<u>Autumn Semester</u>	Monday 22 September 2008 – Friday 23 January 2009	(15 Weeks) 12+(3)+3
(Christmas vacation	Monday 15 December 2008 – Friday 2 January 2009)	
Examinations begin	Monday 5 January 2009	
<u>Spring Semester</u>	Monday 26 January 2009 – Friday 29 May 2009	(16 weeks) 10+(2)+2+1+3
(Easter vacation	Monday 6 April 2009 – Friday 17 April 2009)	Easter Sunday 12 April
(Revision week	Tuesday 5 May 2009 – Friday 8 May 2009)	
Examinations begin	Monday 11 May 2009	
<u>Summer Semester</u>	Monday 20 July 2009 – Friday 11 September 2009	(8 weeks) 6+2
Examinations begin	Monday 31 August 2009	
<u>Supplementary Examinations</u>	Wednesday 12 August 2009 – Thursday 20 August 2009	

### 4 2009/10\*

Introductory period	Monday 14 September 2009 - Friday 18 September 2009	
<u>Autumn Semester</u>	Monday 21 September 2009 – Friday 22 January 2010	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 14 December 2009 – Friday 1 January 2010)	
Examinations begin	Tuesday 5 January 2010	
<u>Spring Semester</u>	Monday 25 January 2010 – Friday 28 May 2010	(16 weeks) 9+(2)+3+1+3
(Easter vacation	Monday 29 March 2010 – Friday 9 April 2010)	Easter Sunday 4 April
(Revision week	Tuesday 4 May 2010 – Friday 7 May 2010)	
Examinations begin	Monday 10 May 2010	
<u>Summer Semester</u>	Monday 19 July 2010 – Friday 10 September 2010	(8 weeks) 6+2
Examinations begin	Monday 30 August 2010	
<u>Supplementary Examinations</u>	Wednesday 11 August 2010 – Thursday 19 August 2010	

## 5 2010/11\*

Introductory period	Monday 13 September 2010 - Friday 17 September 2010	
<u>Autumn Semester</u>	Monday 20 September 2010 – Friday 21 January 2011	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 13 December 2010 – <i>Monday</i> 3 January 2011)	
Examinations begin	Wednesday 5 January 2011	
<u>Spring Semester</u>	Monday 24 January 2011 – Friday 27 May 2011	(16 weeks) 12+(2)+1+3
(Easter vacation	Monday 18 April 2011 – Friday 29 April 2011)	Easter Sunday 24 April
(Revision week	Tuesday 3 May 2011 – Friday 6 May 2011)	
Examinations begin	Monday 9 May 2011	
<u>Summer Semester</u>	Monday 25 July 2011 – Friday 16 September 2011	(8 weeks) 6+2
Examinations begin	Monday 5 September 2011	
<u>Supplementary Examinations</u>	Wednesday 17 August 2011 – Thursday 25 August 2011	

(The dates for Semester 1 repeat the pattern in 2004/5 when New Year's Day fell on a Saturday.)

## 6 2011/12

Introductory period	Monday 12 September 2011 - Friday 16 September 2011	
<u>Autumn Semester</u>	Monday 19 September 2011 – Friday 20 January 2012	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 12 December 2011 – Monday 2 January 2012)	
Examinations begin	Wednesday 4 January 2012	
<u>Spring Semester</u>	Monday 23 January 2012 – Friday 25 May 2012	(16 weeks) 10+(2)+2+1+3
(Easter vacation	Monday 2 April 2012 – Friday 13 April 2012)	Easter Sunday 8 April
(Revision week	Monday 30 April 2012 – Friday 3 May 2012)	
Examinations begin	Tuesday 8 May 2012	
<u>Summer Semester</u>	Monday 23 July 2012 – Friday 14 September 2012	(8 weeks) 6+2
Examinations begin	Monday 3 September 2012	
<u>Supplementary Examinations</u>	Wednesday 15 August 2012 – Thursday 23 August 2012	

\*Already approved.