

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 15 October 2008 at the Coleraine campus

PRESENT:

Professor D A McAlister (Chair), Ms S Alexander, Professor R R Barnett, Mr M Beagan, Professor N D Black, Professor S Boyd, Miss C Cochrane, Professor C Curran, Dr B Dass, Mrs H Farley, Professor P Fleming, Mr A Freaney, Dr C Gormley-Heenan, Professor K Greenan, Professor D Hunter, Professor R Hutchinson, Dr P Lundy, Mr D McGivern, Professor H McKenna (in place of Dr A Cook), Mr M E T McKinney, Professor R J Millar, Professor A Moran

APOLOGIES:

Professor A Adair, Professor J M Allen, Dr A Cook, Ms A Honan, Professor P Ó Dochartaigh

IN ATTENDANCE:

Mrs C G Avery, Dr M Davidson (for min 08.196), Mr A G Faulkner, Professor E M Lillie, Professor P McGowan (for min 08.190)

UNRESERVED BUSINESS

08.156 MEMBERSHIP

Dr Gormley-Heenan, the Faculty of Social Sciences representative, Professor Boyd and Professor Greenan, Senate representatives, Mr Beagan and Mr Freaney, Students' Union representatives were welcomed to their first meeting of the Committee.

The Committee noted that Professor Lillie was in attendance as a Faculty of Arts Teaching and Learning Consultant and that a new Faculty Teaching and Learning representative was to be confirmed by the Dean.

08.157 MINUTES

The confirmed minutes of the meeting held on 18 June 2008 were signed by the Chair.

MATTERS ARISING

08.158 Student Placements and Intellectual Property (Min 08.126)

The Chair reported that Mr T Brundle was currently reviewing the University's policy on Intellectual Property which would incorporate, as requested by the

Committee at its June meeting, an explicit statement to clarify the ownership of Intellectual Property while students were engaged in placement.

08.159 University Code of Practice and Guide to Good Practice for All Programmes Incorporating an Element of Work Experience (Min 08.127 ii)

The Committee noted that Senate, at its October meeting, had endorsed the revised Code of Practice and Guide to Good Practice. At its June meeting the Teaching and Learning Committee had agreed that all course/subject committees should undertake a review in 2008/9 to ensure that they complied with the Code. The Chair reported that, as ASM was not being used in three Faculties in 2008/9 and would cease to exist as a separate exercise if the current pilot were successful, compliance could not be verified through that process. Detailed guidance to be issued by the Quality Management and Audit Unit to course/subject committees would, however, identify placement organisation and management as an agenda item for their meetings.

08.160 BEI Reciprocal Arrangements (Min 08.130)

The Committee noted that clarification of the reciprocal arrangements for US students to attend Ulster had been received. The University had an agreement to take 20 semesters' worth of students per annum from the USA through the BEI scheme. Nine students were expected to study at Ulster in the Autumn semester 2008/09 with the possibility of a further intake in the Spring semester. Thirty-seven Ulster students were expected to attend US institutions in 2008/9.

08.161 Review of Regulatory Framework (Min 08.134)

Senate, at its October meeting, had endorsed the Committee's recommendations arising from the review of the University's Regulatory Framework.

08.162 Certificate of Personal and Professional Development (Min 08.148)

Senate, at its October meeting, had approved the proposed regulations for the Certificate of Personal and Professional Development.

08.163 Membership (Min 08.154)

The Committee noted that Ms Honan, Student Representation and Development Co-ordinator, a co-opted member of the Committee, would be asked to consider whether she would wish to continue as a member of the Teaching and Learning Committee or to join the new Academic Development and Enhancement Committee.

08.164 BA Hons Creative Technologies (Min 08.150)

At its June meeting the Committee had not approved a case from the Faculty to offer two 60 point modules in the final year of the BA Hons Creative Technologies and had asked the Faculty to revisit the course structure and assessment arrangements. As the programme had now commenced, the Faculty was asked to ensure that a response was submitted to the Academic Office as a matter of

urgency for consideration by the Panel Chair and the Course Approval Sub-Committee/Teaching and Learning Committee.

CHAIR'S COMMUNICATIONS

08.165 Foundation Degree Strategy Group

Professor McAlister reported that she had been appointed as the University's representative on the recently established Foundation Degree Strategy Group which would be taking forward policy changes arising from the DEL consultation on HE in FE, including Foundation degrees, published in November 2007. Other staff may be invited onto relevant sub-groups. Specific matters to be considered by the Group included the following:

- to establish criteria for when it would be acceptable for colleges to seek validation from English Higher Education Institutions eg where the local universities were unable or unwilling to validate a Foundation Degree;
- to consider how Accreditation of Prior Experiential Learning (APEL) could be developed as an entry route to Foundation Degrees;
- to explore the benefits and implications for students, colleges and universities of the various Foundation degree/Honours Degree articulation models, and to recommend an articulation model for Northern Ireland.

08.166 HEAR Pilot Project

The Committee noted that the University was participating in a UK Pilot Project to develop a 'Higher Education Achievement Report' (HEAR), an enhanced version of the transcript, recommended by the Burgess Group in its report 'Beyond the Honours degree classification', which might in the long term replace the summary classification. Data from two subject areas would be used.

08.167 QAA Institutional Audit 2009/10

The Committee noted that the QAA were currently in discussion with the University regarding potential dates for the Institutional Audit in 2009/10. This was likely to be scheduled for March 2010. The Committee would receive a paper on proposed management arrangements at its December meeting.

08.168 STAR Fellowships

The Faculty of Life and Health Sciences, in collaboration with the STAR project, had offered five fellowships (£3,000) across the University to support the implementation and evaluation of teaching or student support practices which would achieve one or more elements of the First Year Undergraduate Teaching Guidelines.

The Chair reported that the four successful projects were all from the Faculty of Life and Health Sciences, which was disappointing given that broader engagement had been encouraged.

08.169 CETL Institutional e-Learning Services (CIES) Fellowship Programme

A formal call had been made to Deans in August inviting participation in the CETL Institutional e-Learning Services (CIES) Fellowship Programme, the purpose of which was to recognise staff making (or with the potential to make) an outstanding contribution to the operational and/or strategic endeavours of the University in respect of e-facilitated learning (min 08.106 refers).

Faculties were again encouraged to forward nominations for the fellowships.

08.170 Conference on Improving Teaching – Enhancing Learning: Connecting Evidence, Practice and Policy

The Chair informed members of a forthcoming conference at the University of London on 24 – 25 November, the second day of which would focus on HE, workplace and lifelong learning.

08.171 Centre for Higher Education Practice

The Committee noted that Professor Hunter had been seconded to Staff Development to lead the new pedagogic support unit, the Centre for Higher Education Practice, which would be formally launched in April 2009. An article outlining its vision would be in the November issue of *Inside*.

08.172 JISC Study on Timetabling

The Chair reported that the Director of Physical Resources had agreed that a representative would participate in an autumn study on timetabling and resource scheduling being undertaken by Oakleigh Consulting Ltd on behalf of JISC. A report would be made to a future meeting of the Committee.

08.173 Examination and Invigilation Arrangements – Belfast Campus

The Chair reported that an issue had arisen with the introduction of new course provision at the Belfast campus as students had been initially expected to travel to the Jordanstown campus to undertake formal examinations. This matter has now been resolved with the assistance of Dr A Scott and Mrs H Hall and arrangements were being made for examinations to take place at the Belfast campus.

Academic staff located at Belfast would now be expected, in accordance with long-standing policy, to undertake invigilation as part of their normal duties. The Dean of the Faculty of Arts had confirmed that staff in that Faculty would be undertaking such duties as required. Professor Hutchinson confirmed that Ulster Business School staff would also expect to invigilate. Confirmation from the Dean of Art, Design and the Built Environment was awaited.

08.174 Creativity and Innovation

The Chair reported that briefing events on the Review of the Regulatory Framework for Course/Subject Directors were underway at each campus. These included a presentation by Professor Hunter on Creativity and Innovation.

Professor McAlister referred members to a thought-provoking and entertaining video on the subject of creativity by Sir Ken Robinson which could be viewed at www.ted.com/index.php/talks/ken_robinson_says_schools_kill_creativity.html. It was suggested that Faculties might find this a useful introduction to engage staff at appropriate teaching and learning events.

08.175 Mobile Phones

The Committee noted that Senate had changed its Standing Orders so that mobile phones would no longer be prohibited at meetings, but should be switched off or in silent mode. This rule would also apply during meetings of the Teaching and Learning Committee.

08.176 COURSE APPROVAL SUB-COMMITTEE

Professor McAlister presented the report of the meeting held on 17 September 2008 (TLC/08/65).

08.177 Membership of Sub-Committee (Item 1)

The Committee approved the recommendation that membership of the Sub-Committee be extended to include an Access and Distributed Learning representative.

08.178 Course Approval (Item 2)

The Committee noted the successful validation of five new programmes and that seven evaluation and revalidation reports (with recommendations for 2008 intakes) had been approved by Chair's action. The Committee noted revisions approved by Faculties and withdrawals.

Chair's action had also been taken to recommend approval to Senate of one-year extensions to include 2008 intakes for three programmes, Certificate in Police Studies (PSNI), Certificate in Foundation Studies in Music (min 08.149 refers) and BSc Construction Engineering.

Three other recommendations for one-year extensions had been made by CASC in respect of the CertHE Ulster and Scottish Studies and provision within revalidation subject units 22B2 Community and Public Health (Post Registration) and 22F Nursing (including Colleges).

The Chair reported that, in respect of the Certificate in Police Studies the University had been successful in its tender for the PSNI student officer training programme. This would involve the development of a new CertHE programme. The Chair congratulated the Faculty, in particular Ms R Fee, and the Finance Department for its support in the preparation of the tender document.

Professor Hunter noted that a number of validation panels had raised concerns about group work arrangements and offered to prepare a paper on this topic for the Committee. The Committee agreed that group work as a teaching, learning and assessment approach merited review and thanked Professor Hunter for his offer.

AGREED:

- i) that the course provision be approved and re-approved as set out in the Appendix;
- ii) that it be recommended to Senate:
 - a) that a new integrated Master's award, Master of Science (MSci), and a new Master of Landscape Architecture (MLA) award be instituted and added to the Schedule to Ordinance XXXI;
 - b) that the following one-year extensions to periods of approval be approved:
 - Certificate in Police Studies – 2008/9 intakes;
 - BSc Construction Engineering – 2008 intake;
 - Certificate in Foundation Studies in Music - 2008 intake;
 - CertHE Ulster and Scottish Studies – 2008 intake;
 - Provision within Revalidation Subject Units 22B2 Community Nursing and Public Health (Post Registration) and 22F Nursing (including Colleges) - 2009 intake;
 - c) a reduced period of approval of three years for the Postgraduate Certificate in Professional Development (Researchers) 2008 – 2010 intakes.

08.179 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting held on 24 September 2008 (TLC/08/66).

08.180 Awards for Placement Providers (Item 4)

The Committee noted that the date for the awards ceremony had been agreed for Thursday, 7 May 2009 in the Loughview Lounge, Jordanstown.

A Working Group had been established to decide on the categories and types of awards and also to develop the criteria for nominations. While it was noted that the national scheme of awards organised by the National Council for Work Experience provided for a large range of awards, the Committee supported the view that the University should have a smaller number of awards so as not to devalue them. It was hoped that award winners might be nominated in the national competition.

08.181 University Code and Guide to Good Practice (Item 6)

Dr Millar reported that the review of placement handbooks received from Faculties had identified areas of inconsistency that needed to be addressed. It

was planned to include 'good examples' on the staff area of the PDSystem, under 'Placement Resources'.

The Sub-Committee sought clarification from the Committee as to when Faculties should demonstrate compliance with the University's Code and Guide to Good Practice, ie in the current or next academic year. The Chair confirmed that compliance was required with immediate effect and that Course/Subject Committees should review their practices in 2008/9 and ensure that any deviations or omissions were addressed as soon as possible.

STUDENT FEEDBACK ON QUALITY OF TEACHING

08.182 Survey Questions

At its June meeting the Committee had agreed that, given the context in which the survey was to be used, the proposed questions should be adapted for the University's own purposes (min 08.133 iii) refers). Mrs Farley presented the revised questions (TLC/08/67a).

The Committee noted that the aim of the questionnaire was to review the student experience of teaching at *module* level. The Chair clarified that feedback on the student experience at *course* level would be obtained from the National Student Survey and the University's staff/student consultative process. At the moment the University wished to focus on the module as the unit of analysis, but there was sufficient flexibility in the tool to add questions in future surveys. Although it was noted that the results relating to larger module classes might be less positively scored than smaller classes owing to the involvement of more than one member of staff, the value of the feedback to Course/Subject Committees and the University in reviewing the student experience would not be diminished. Students would also have the opportunity to provide qualitative feedback. An article on the new survey would be included in the November issue of *Inside*.

The use of some 'double-barrelled' questions was identified and it was suggested that the order of the responses should start with 'Strongly Agree' rather than 'Strongly Disagree'.

AGREED: that the questions be endorsed, subject to review of the order of responses.

08.183 Working Group: Implementation Phase

The Committee received the proposed terms of reference and membership of the Working Group for the implementation phase (TLC/08/67b). It would make recommendations and report to the Committee in June 2009.

AGREED: that the proposed terms of reference and membership be approved.

TEACHING AND LEARNING STRATEGY

08.184 Achievement of the 2007/8 Objectives

The Committee, at its meeting in October 2007, had endorsed specific objectives for 2007/8 (min 07.188 refers) which were to be reported through the Committee or other relevant committees. The Committee considered paper TLC/08/68a) which included statements from lead responsible agents and Faculty reports. The Committee was generally satisfied with the responses and noted that targets had largely been met. Although responses from the Director of Finance and the former Pro-Vice-Chancellor (Academic Development and Student Support) had not been received, the Committee recognised that a number of activities were ongoing and that where appropriate had been incorporated into the proposed 2008/9 action plan.

Although some of the responses lacked precision regarding progress made, it was clear that much activity had taken place with evidence elsewhere that outcomes were having a positive impact on the student learning experience.

08.185 Action Plan for 2008/9

The Chair presented paper TLC/08/68b) which set out for the 2008/9 academic year the key institutional activities and the specific actions and performance measures identified by Faculties and central departments (min 08.98 refers).

With regard to collaborative provision under Aim 2, the Chair reported that the Director of Finance would be contacted for a response on action to meet the recommendations arising from the report of the Working Group on Collaborative Provision Register (to include the related Value for Money Steering Group's report). It was also noted that a comment would be added to the column on the proposed action to review the Strategy for Collaborative Provision (page 5) to cross-reference this to a related objective, 'to progress, in consultation with the FE sector, the University's recommended partnership model for collaborative provision and its associated activities, including the establishment of a regional forum and the review of Intermediate-level qualifications as part of the DEL Strategy Group' (page 4) (min 08.165 refers).

The Centre for HE Practice would replace the Forum for Innovation in Teaching and Learning Support as the lead agent for a number of activities.

Following recent discussions with Professor Gillespie, action and performance measures would be included against the key activity 'to develop an online Professional Portfolio system' (Cross-Cutting Aim 1, page 9).

Faculty Plans

The Chair commended the extent to which Faculties had engaged with the Strategy in the identification of activities to meet 2008/9 objectives, although it was suggested that some could have been more specific about what they hoped to achieve. Faculties/Departments had been invited to add, if they wished, other activities in support of the Strategy, but only a small number had been identified.

The Chair encouraged Faculties to identify other activities which would meet their own Faculty strategic aims during the period of the Strategy.

Professor McAlister advised that the Employer of the Year Recognition Scheme was an institutional activity and that Faculties should revisit their proposed activities under this heading to distinguish any additional activities which they would be undertaking in relation to employer engagement (Aim 4).

Although it was recognised that the Committee had asked Faculties to identify plans for a phased roll-out of the Peer Review of Teaching scheme, the Chair reported some disappointment at the pace proposed in the Faculty responses (Cross-Cutting Aim 1).

The Committee noted that Senate at its October meeting had endorsed institutional and Faculty targets for retention. Although progress on meeting targets would be reported to Senate on an annual basis, Faculties were reminded that it had been agreed that interim reports might also be received. This would require Course/Subject Committees to ensure that up-to-date data were readily available for report to Senate.

AGREED:

- i) that Faculties revisit a) their activities/performance measures to ensure that they specify clearly what they hoped to achieve in 2008/9; b) proposed activities in relation to employer engagement and c) their timescales for the roll-out of the implementation of the peer review scheme;
- ii) that, subject to i) above and minor amendments identified at the meeting, the Teaching and Learning Objectives for 2008/9 be endorsed;
- iii) that a summary progress report from lead agents/Faculties be considered by the Committee at its meeting in October 2009.

08.186 CONFIRMATION OF RECOGNISED TEACHER STATUS

Under its delegated authority framework (2007) Senate had passed the responsibility for the scrutiny of proposed Recognised Teachers to the Teaching and Learning Committee.

The Committee considered TLC/08/69 reviewing the operation of the revised procedure and new Code of Practice during its first year. The following recommendations to enhance the process were made:

- that the relevant Course/Subject Director be notified when Recognised Teacher status had been formally conferred;
- that the Human Resources Department establish a process to remind Faculties when the Recognised Teacher status was coming to an end. If an extension to the period was required, a new nomination form would be submitted by the Faculty to the Academic Office for processing.

The Committee noted that, as nominations were formally submitted to Council, Faculties were encouraged to make nominations in good time so that the status might be conferred before the Recognised Teacher commenced his/her duties. The Vice-Chancellor reported that Council at its recent meeting had agreed to delegate its authority to approve nominations, which would streamline the process.

The Chair reminded Faculties that the new CPD Policy Framework required Recognised Teachers to complete specified academic induction during their first year. Faculties should ensure that they discuss expectations with the proposed Recognised Teacher before the nomination was submitted. It was noted that the Head of Staff Development had confirmed that the Ulster Business School's own induction for Recognised Teachers teaching on the Advanced Certificate in Credit Union Practice met University expectations. They would not be expected to attend the University's induction. It was, therefore, possible for Faculties to agree alternatives to University-level induction.

AGREED: that the above recommendations be endorsed.

08.187 PLAGIARISM OFFENCES RECORDED DURING 2007/8

The Committee, at its meeting in February 2008, had received a report on the operation of the University's plagiarism policy and procedures during the 2006/7 academic year. The Committee had agreed that all Faculties/Schools should forward information on recorded plagiarism offences to the Academic Office on an annual basis (min 08.32 refers).

The Committee considered paper TLC/08/70 which included information received by the Academic Office for 20 schools, with a full response from two Faculties. One-third of Schools had not responded to the summer survey (including a nil return).

The Committee noted the variability across Faculties in the level of plagiarism offences reported at both undergraduate and postgraduate level and recognised that it was crucial for a full institutional record of such offences to be available, inter alia, to ensure that students were being treated equitably, to inform good practice, to assess the effectiveness of University policy, and to demonstrate institutional knowledge on a matter of national interest.

It was noted that a facility had been created in the new Student Records System for School Office staff to enter details about plagiarism offences. Staff were currently undergoing training in the new system and it would be used to source information for the annual report in future.

AGREED: that Faculties ensure that all overdue responses for 2007/8 from Schools were forwarded immediately to the Academic Office.

08.188 QAA SECOND EDITION OF THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ) IN ENGLAND, WALES AND NORTHERN IRELAND

The Committee received paper TLC/08/71 which highlighted matters of note and for consideration in relation to the second edition of the Framework for Higher

Education Qualifications (FHEQ) in England, Wales and Northern Ireland, which had been published by QAA in August 2008.

The Committee noted that the new Framework included reference to the three cycles of the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) and their correspondence to FHEQ levels. QAA had started the self-certification process for the revised FHEQ against the European Framework as part of the Bologna process and this was due for completion by November 2008.

Although the Framework had not changed substantially, the Foundation degree was now cited as an exemplar qualification, replacing the non-Honours degree which had been relocated to a higher level. The text for qualification descriptors remained unchanged, but the descriptive titles for the three undergraduate and two postgraduate qualification levels had been replaced by numbers as set out below:

<u>FHEQ Qualification Levels</u>		<u>Current University Credit Levels</u>
<u>To 2008</u>	<u>From 2008</u>	
Certificate	4	1
Intermediate	5	2
Honours	6	3
Master's	7	M
Doctoral	8	D

Although the FHEQ was not a credit framework, the qualification level numbers reflected the numbers used for the complementary credit levels of the NICATS (now referred to as EWNI) credit level descriptors. These were widely used in the HE sector, and had been adopted by the Qualifications and Curriculum Authority (and CCEA in Northern Ireland) for its qualifications within the National Qualifications Framework/Qualifications and Credit Framework. The full credit framework included the lower levels of Entry, 1, 2 and 3.

The Committee was asked to consider whether the University should use the EWNI credit titles of 4, 5, 6, 7 and 8 instead of 1, 2, 3, M and D respectively to label the University's credit levels. If so, the University would also need to use level 3 for most current Level A modules and Level 2 for a small number of Level A modules in Access to HE course modules, and level 1 for one Basic Mathematics Access module. The University was not obliged to use these titles to refer to its credit levels and only needed to be explicit about how the University's system aligned with the FHEQ. The Committee noted that many other HEIs still used levels 1, 2, 3, and M and that the correspondence to national levels would continue to be mapped in the University's updated Qualifications and Credit Framework.

Members supported the use of the EWNI titles as this would provide ease of reference and clarity of alignment to the national FHEQ and guidance on credit in England, which made no reference to other usage; it would also allow better articulation with the FE sector, where the terminology was widely used. It was noted that the Student Records System could accommodate the change

retrospectively for current students so that it applied from 2008/9. This process would be undertaken after Easter 2009.

AGREED:

- i) that the University credit level titles of A, 1, 2, 3, M and D be replaced by 3, 4, 5, 6, 7 and 8 and 1 and 2 be used for specific Access modules;
- ii) that the change be introduced from later in the current academic year.

08.189 REVIEW OF REGULATORY FRAMEWORK: OUTSTANDING MATTERS

The Committee, at its June meeting, had agreed that the rules on condonement and the basis for the classification of Honours degrees should receive further consideration in the next academic year (min 08.134 i) – q), r) and ii) refer). Previously in April the Committee had agreed to defer consideration of proposals in relation to modular combined degrees pending consideration of the themed audit report on the student experience on modular programmes which was subsequently considered by the Committee at its June meeting (min 08.140 refers).

The Committee supported the establishment of a Working Group, comprising one representative from each Faculty and chaired by Mr McKinney, to consider these three outstanding matters.

Faculties were encouraged to consult widely on these matters as the Committee hoped to achieve consensus. It would be important for the Group to ensure that University standards were not compromised, that policy across the University was consistently applied and that students were treated equitably. It was noted that wide variability in classification regulations had been a regular criticism in QAA institutional audits of other institutions.

AGREED:

- i) that a Working Group be established with a view to making recommendations to the February or April 2009 meeting of the Committee;
- ii) that the basis of classification of all awards, not just Honours degrees, be considered by the Group.

08.190 ACHIEVEMENT OF ENTREPRENEURSHIP LEARNING OUTCOMES IN POSTGRADUATE COURSES

The Committee noted that during the review of the Regulatory Framework concerns had been raised that it was difficult to achieve Entrepreneurship outcomes in all postgraduate courses, especially for small specialist courses. At its June meeting the Committee had agreed to ask NICENT to present a paper on this (min 08.134 iv) refers).

Professor McGowan presented a paper (TLC/08/73) and reported that NICENT had sought to build the level of awareness and engagement with the innovation and entrepreneurship agenda within postgraduate programmes, through its

involvement with course planning teams as they developed programmes for validation. Professor McGowan emphasised that entrepreneurship was about more than starting business ventures and that it should be relevant to those working within existing business ventures and to those engaged in community development. The core learning outcomes for entrepreneurship at Level M had been recently revised to capture a wider, more generic perspective.

Although Strategic Aim 3 in the Teaching and Learning Strategy (Creativity) included a key supporting objective 'to enhance and extend the entrepreneurship agenda to include non-SET constituencies', it was noted that many course teams found difficulty in demonstrating how the revised entrepreneurship learning outcomes would be achieved given, inter alia, limitations of time, credit, content and the need to ensure students were not over-assessed. The first two learning outcomes were identified as being particularly difficult to achieve in all programmes. The term 'Entrepreneurship' itself contained certain connotations.

It was suggested that entrepreneurship skills might be best considered as part of a broader set of transferable skills including creativity, risk-taking, employability, and transferability which students might be expected to have achieved on completion of their undergraduate or postgraduate studies at the University. Given that a Working Group, chaired by Professor Black, had been established to consider the Skills Agenda, it was proposed that it might be useful to refer the University's policy 'to embed a culture of entrepreneurship and innovation in every student and throughout every programme' to the Group for consideration.

AGREED: that consideration of the achievement of Entrepreneurship outcomes in postgraduate courses be taken forward by the Working Group chaired by Professor Black.

08.191 DEPOSIT OF MASTER'S DISSERTATIONS IN UNIVERSITY LIBRARY

The Committee, at its June meeting, had agreed to consult further with the Assistant Director (Library) on the current requirement to deposit Master's dissertations in the Library (min 08.134 refers) and considered a follow-up paper (TLC/08/74) on this matter. The Committee noted that Mrs Urquhart had confirmed that the Library was not, and had not been for some time, receiving a bound copy of every Master's dissertation.

The Committee was asked to consider whether there should continue to be a requirement for public access to all Master's dissertations or whether only the best Master's dissertations should be made publicly available and the basis for selection. The Committee was also asked to consider whether such deposit should be in hard copy or electronic copy only, the latter being contingent upon the outcome of the Institutional Repository Project.

Members noted the expectation that the submission of two hard copies for examination purposes of the dissertation would continue. In terms of the current requirement for a bound final copy of each successful dissertation to be deposited in the Library, members considered that the submission of an electronic copy would be more appropriate and that only those dissertations awarded a distinction mark should be made available publicly through the Library. It was noted that separate arrangements might be made by Faculties with the

Library for the storage of dissertations in specialist subject areas where there was limited reference material available, and that a small number of exemplars might also be retained to assist students in the presentation of their dissertations.

AGREED:

- i) that two hard copies of the Master's dissertation continue to be required for examination purposes only;
- ii) that it be recommended to Senate:
 - a) that, from January 2009, the requirement for public access to all Master's dissertations in hard copy be rescinded;
 - b) that only those Master's dissertations with a mark of 70%+ (Distinction level) be made publicly available through the University Library and that only an electronic copy of such dissertations should be held in the University Library; the timeframe for public availability would be contingent upon the outcome of the Institutional Repository Project;
 - c) that regulations 12 and 13 for Master's degrees be revised to restrict lodgement in the Library as above and to revise conditions of Access statement so that it only applied to such published dissertations;
- iii) subject to Senate approval of the above, the Guidelines for the Preparation and the Guidelines for the Presentation of Dissertations be revised to reflect these decisions;
- iv) that, subject to Senate approval and pending the availability of the Institutional Repository, Faculties make their own arrangements with the University Library regarding publication of Distinction-level Master's dissertations and others which would be useful for their subjects.

VARIATIONS WITHIN UNIVERSITY REGULATORY FRAMEWORK

08.192 BA Hons Irish Language and Literature (Magee)

The Committee noted that, in light of the Committee's decision at its June 2008 meeting to recommend to Senate the removal of the normal expectation for 60 credits at Level A/1 to be examined by a combination of coursework and examination (min 08.134 i) l) refers), Chair's action had been taken to approve a request from the Faculty of Arts only to examine modules with a value of 40 credit points in this way in respect of the BA Hons Irish Language and Literature.

08.193 BSc Hons Environmental Health

The Committee noted that Chair's action had been taken to approve a 20% contribution from Level 2 [new 5] to the final degree classification in the BSc Hons Environmental Health, as supported by the Chartered Institute of Environmental Health.

08.194 BSc Hons Accounting

The Committee considered a CA3 form from the Ulster Business School (TLC/08/75a) proposing a 25% contribution from level 2 [new 5] to the classification for the BSc Hons Accounting.

AGREED: that, given the remit of the new Working Group on Regulations, a decision on this proposal be deferred (min 08.189 refers).

08.195 MSci Planning and Property Development

The Committee received a paper from the Faculty of Art, Design and the Built Environment requesting a level 3 [new 6] Diploma in Industrial Studies and a 20% contribution from level 3 to the final award.

The Committee noted that normally the DIS was at level 2 but, as the MSci optional placement would take place after the level 3 year, it was proposed that the DIS should be at level 3. It was also noted that the relevant professional bodies, the RTPI and RICS, had indicated a preference for pre-final level study to contribute to the classification.

AGREED:

- i) that the level 3 [new 6] DIS be approved;
- ii) that, as the Working Group on Regulations would also give consideration to the classification of Integrated Master's programmes, a decision on this proposal be deferred (min 08.189 refers).

08.196 PgCert in Professional Development (Researchers)

Dr M Davidson presented a paper (TLC/08/75c) from the course committee for the Postgraduate Certificate in Professional Development (Researchers) proposing three areas of departures from the University's Regulatory Framework.

The Committee noted that the programme was designed for research students and contract researchers and built on the University's Research Development Programme, which consisted of a range of generic skills workshops, attendance at which earned participants 'Research Training Credits' (RTCs). By assessing specific achievements, the training could be given academic credit for a postgraduate certificate qualification within the University's Qualifications and Credit Framework. Attendance at the specified RTCs was compulsory to gain the RTC credit.

The Committee noted that a proposal for departure from the University's regulations for doctoral awards, which precluded research students from registering for another award without the prior approval of Senate, would be considered by the Research Degrees Committee at its November meeting.

The following areas of departure were noted:

a) Programme Structure

The programme was structured on the basis of two 20 credit point modules (60 RTCs each) at Level M [new 7] and two 10 credit point modules (30 RTCs each) at Level 3 [new 6] to be completed over three years on a part-time basis. Modules could be taken in any order with no requirement for completion of one module before progression to another.

It was proposed that students would not be required to complete modules within an academic year and that research students could delay the submission of assessments until after the completion of their doctoral thesis; this did not fit within the University's regulatory framework for taught programmes which expected modules to be taught and assessed in the same year, so that Boards of Examiners might determine students' academic progress at the end of the year.

b) Assessment and Grading

It was intended to grade assessments and the overall award on a Pass/Fail basis only. A matrix framework would distinguish 'threshold', 'advanced' and 'exemplary' achievement in assessment, but these grades would be for informal feedback purposes and would not be recorded.

The Committee noted that the University already had a number of postgraduate courses assessed on a Pass/Fail basis where no classification of final award was made and some modules in professional practice were also assessed on a Pass/Fail basis. As University award regulations did not explicitly reflect this practice, the Committee was asked to consider a proposal to add the following sentence to each set of generic award regulations: 'Some or all assessment elements may be marked on a Pass/Fail basis.'

c) Registration Point, APL and Exemptions

The Evaluation Panel had noted the provision within the Research Development Programme for up to one-third of the total of 180 RTCs to be considered through APL. The Panel had also noted the desire for flexibility as to when students would be registered for the award and pointed to the need to align the provision for exemptions with the registration opportunities. The Research Development Programme Committee proposed differential processes to recognise either attendance or the learning associated with RTCs and to differentiate between learning undertaken at Ulster and learning from other contexts.

The University's Accreditation of Prior Learning (APL) Policy and Regulations for awards considered evidence of prior achievement, not attendance, and the basis for such consideration and exemption was the whole module. It was proposed to require attendance for at least two-thirds of the RTC workshops and to restrict APL opportunities to a

maximum of one-third, rather than one-half of the modules, as allowed under the University's APL Policy.

AGREED

- i) that the pass/fail basis for assessment in the Postgraduate Certificate in Professional Development (Researchers) be approved;
- ii) that it be recommended to Senate:
 - a) that the following clause be added to each set of University generic award regulations, following the regulation which states the pass mark at 40% or 50%: 'Some or all assessment elements may be marked on a Pass/Fail basis'.
 - b) that the University's APL Policy and Regulation 3 of the Regulations for Postgraduate Certificates be revised to specify the Postgraduate Certificate in Professional Development (Researchers) as an exception and to restrict the opportunity for APL to a maximum of modules amounting to 20 credit points in this course.

08.197 Undergraduate Course Regulations (Progression to Placement)

The Committee considered a proposal from the Faculty of Life and Health Sciences to prevent undergraduate students in the School of Biomedical Sciences with more than 20 credit points of failure in Year 2 proceeding to the placement year (TLC/08/75d).

The current regulation introduced in 1999/2000 stated that 'exceptionally second year students on sandwich programmes may be permitted to commence the placement period pending a requirement to represent themselves for supplementary written examinations or to repeat coursework'. There was no indication of the amount of failure which might prevent a student embarking on the placement year.

At that time the regulation was introduced there was concern about loss of good will of employers if a student were withdrawn from placement at short notice. The regulation, therefore, was worded in a way which left discretion to the Board of Examiners, taking account of the particular circumstances of the placement and the performance of the individual student. Thus a student with a small number of failures close to the pass threshold might be thought to be able to cope with resit requirements compared to the student who had failed a significant proportion of the course.

The Committee considered that there needed to be a common approach across the whole University and that the proposal was unnecessarily restrictive. The current regulation provided Boards of Examiners with the discretion to decide on an individual basis whether a student should be allowed to progress.

AGREED: that the request be not approved.

08.198 Subject Unit 6B: Counselling (Colleges)

Dr Gormley-Heenan presented a paper from the Faculty of Social Sciences (TLC/08/75e) requesting that the award of Diploma of Higher Education be reinstated in the interim for the Counselling courses undergoing revalidation in November 2008 (for 2009 entry), until the necessary support from a Sector Skills Council was obtained as required by DEL for its recognition of a Foundation degree.

Senate, at its October meeting, had agreed to rescind the award of DipHE and the Committee considered that a possible alternative would be to use the Associate Bachelor's degree award title.

The Committee noted that the course had been previously validated as a DipHE/FdSc with the FdSc being subject to DEL approval after the pilot of the new Foundation degree. However DEL recognition of this particular Foundation degree title was still unresolved and the requirement for Sector Skills Council involvement had been introduced subsequently.

The Committee noted that clarification was needed from DEL on whether it was prepared to support the continuation of Intermediate level (level 5) qualifications in vocational areas other than Foundation degrees and the nature of Sector Skills Council involvement required.

AGREED:

- i) that the Faculty consider using the award title of Associate Bachelor's degree;
- ii) that discussions be held with DEL and the Northern Ireland Social Care Council to determine if they envisaged the future development of Foundation degrees in the area of Counselling. The possibility of support from another Sector Skills Council should also be investigated with a view to a Foundation degree award being available for the 2009 intake.

08.199 VALIDATION PROGRAMMES: 2008 ENTRY

The Committee received paper TLC/08/76, Schedule to Ordinance XXIX: Recognition of Institutions for the Purpose of Offering Approved Programmes of Study Leading to University Awards, from the 2008 intake.

The following amendments were noted:

- Belfast Metropolitan College - FdEng Software Engineering located at Gerald Moag and Castlereagh campuses and not College Square East;
- South West College – Dungannon – Delete BSc Hons Health Sciences (Levels 1 and 2) and add FdSc Architectural Technology and FdSc Construction Engineering (approved APSC October).

08.200 SCHEDULE OF PSRB ACCREDITATION/RE-ACCREDITATION VISITS FOR 2008/9

At its June meeting, the Committee had asked the Quality Management and Audit Unit to provide an annual schedule of accreditation/re-accreditation visits of professional, statutory and regulatory bodies to include indicative deadlines for Faculties to forward reports with responses for consideration by the Committee (min 08.141 refers). The Committee noted a paper which listed the PSRB accreditation/re-accreditation visits scheduled for 2008/9 (TLC/08/77). These included three joint PSRB/University revalidation events, the reports from which would be considered by the Course Approval Sub-Committee. It was noted that most final visit reports were expected to be available approximately six months following a visit.

AGREED: that Faculties advise the Quality Management and Audit Unit of any PSRB visits in 2008/9 not included in the paper.

PRIZES AND AWARDS

08.201 Annual Report on Prizes

The Committee noted paper TLC/08/78a), the annual report on prizes for 2007/8. Seventy-nine new prizes had been established during the year and sixteen discontinued.

The Committee noted that all Faculties had confirmed that from 2008/9 they would subsidise endowed prizes without sufficient capital/return to fund awards; these decisions had been taken before the current economic crisis.

08.202 Proposals for New Prizes

The Committee received paper TLC/08/78b) which proposed two new prizes in the Faculties of Life and Health Sciences and Social Sciences and revisions to the terms of one cross-University prize.

AGREED: that it be recommended to Council through the Communication and External Affairs Committee that the prizes be approved.

08.203 CLASS REPRESENTATIVES

Mr Beagan asked Faculties for support in the identification of student class representatives. It was noted that training seminars were scheduled for later in October.

AGREED: that Deans ask Course Directors to encourage interest in this regard.

Duration 3 hours 15 minutes

28 October 2008

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Access and Distributed Learning	PgCert Professional Development (Researchers)		√	2008 - 2010	BT/CE/JN/ME		
Art, Design and the Built Environment	Master of Landscape Architecture (MLA) with PgDip Landscape Architectural Studies exit award)	√	√	2008 – 2012	BT		
	MSc Landscape Architectural Studies (with PgDip Landscape Architectural Studies exit award)	√	√	2008 – 2012	BT		
	MSci Planning and Property Development (with BSc Hons Urban Planning and Property Development exit award) (with optional DIS)	√	√	2008 - 2010	JN		
Life and Health Sciences	CerTHE Combined Social and Behavioural Sciences at Southern Regional College		√	2008 - 2010	Banbridge/Portadown		15 in 2008/09 20 in subsequent years
Ulster Business School	BSc Hons Management and Leadership Development	√		2008 - 2012	JN		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Art, Design and the Built Environment	4A5	BSc Hons Environmental Health with/without DIS (with AB exit award)	√		2008 - 2012	JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Faculty of Life and Health Sciences	PgDip/MSc Contemporary Developments in Geography PgDip/MSc Contemporary Developments in Geography and Education PgDip/MSc Maritime Archaeology	DL DL CE/DL
Faculty of Social Sciences	Undergraduate Hons Subject: Health Communication (Minor)	JN
Ulster Business School	International Hospitality Studies (Major) International Hotel and Tourism (Major)	CE CE