

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 17 June 2009 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Professor N D Black, Dr T Cook, Professor C Curran, Mrs H Farley, Professor P Fleming, Dr C Gormley-Heenan, Professor K Greenan, Mr I Hanna, Ms A Honan, Dr P J Lundy, Mr L McCurry, Mr D McGivern, Mr M McKinney, Professor R J Millar, Professor A Moran

APOLOGIES

Professor J M Allen, Professor R R Barnett, Dr D Barr, Mr M Beagan, Professor S Boyd, Ms C Cochrane, Mr A Freaney, Professor D Hunter, Professor R Hutchinson, Professor E Lillie, Professor P Ó Dochartaigh

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Ms C Guyer (for min 09.81), Dr A Masson (for min 09.86), Mr V McNair (for mins 09.90 - 92)

UNRESERVED BUSINESS

09.55 MINUTES

The confirmed minutes of the meetings held on 1 and 8 April 2009 were signed by the Chair.

MATTERS ARISING

09.56 Curtailed Placement Years (Min 09.40)

The Chair reported that the Director of Finance had agreed to a fee rebate for those students obliged to withdraw from the placement year through redundancy and consequently ineligible for the DIS/DPP award.

09.57 Proposed FdSc Retail at Partner Colleges (Min 09.46)

The Committee noted that the evaluation panel which met on 30 April had set as a condition of approval that a revised course structure and academic calendar be submitted for consideration by panel members. This, together with Faculty comments and proposals, had been forwarded to panel members for consideration.

09.58 Review of Regulatory Framework (Min 09.53)

The Chair reported that, although Senate (10.6.09) had approved all twelve proposals (subject to further discussion in relation to Integrated Master's programmes (proposal 10)), it had agreed to introduce all the changes in a

phased manner commencing with new entrants in 2009/10. This differed from the Committee's recommendation that, except for the new rule to base the classification of awards with more than one level on performance in final level only, the proposals be implemented from the 2009/10 academic year for existing and new students. The Committee had considered that the proposals were in the best interests of all students.

The Committee received a paper from Mr McKinney which set out the potential disadvantages for current students, University staff and others. All members considered that these proposals were advantageous to current students and should, therefore, be implemented for all students from the next academic year. The operational difficulties of managing two sets of regulations over a prolonged period were noted. Should it become apparent that individual students were disadvantaged by the new regulations, such cases could be reviewed on their merit and the old regulations applied.

AGREED: that the paper be forwarded to the special meeting of Senate (24 June) for consideration with a strong recommendation that the Committee's previously proposed timetable be adopted.

CHAIRMAN'S COMMUNICATIONS

09.59 General Optical Council (GOC): BSc Hons Optometry

Following the re-visit by the GOC on 19 March 2009, the University received confirmation that the Council was satisfied that conditions in the 2007 visit report had now been met and that a recommendation would be made to the GOC Education Committee and to the Council that the programme be granted an additional three years' approval. The next visit would be due in March 2012.

09.60 British Dietetic Association (BDA): Accreditation of BSc Hons Dietetics

The Committee noted that following the joint Ulster revalidation/re-accreditation panel meeting held in November 2008 confirmation of approval had now been received from the BDA. The approval letter had drawn attention to the potential for nutrition students being encouraged to work outside their scope of practice, which could put their professional standing at risk. This issue had been referred to the Faculty for consideration and a response would be forwarded to the BDA in due course.

09.61 Director of Combined Studies (Coleraine)

The Committee endorsed the Faculty's nomination of Dr Maxim Fomin as Director of Combined Studies at the Coleraine campus to replace Tony Emmerson.

The Committee expressed its appreciation to Mr Emmerson for his work in this role.

09.62 Wednesday Afternoon Teaching

At its February meeting the Committee had discussed the convention of scheduling classes in the 12.15 – 1.15 pm slot on Wednesday afternoons, following a complaint forwarded by the Sports' Union President and the Pro-Vice-Chancellor (Information and Student Services) (min 09.8 refers). It had agreed that there would be merit in Information and Student Services Committee consulting more widely on this matter. The Chair reported that Professor Allen had consulted Physical Resources which reported that ending Wednesday afternoon teaching at 12.15 pm would be likely to result in the loss of many two-hour bookings (11.00 am – 1.00 pm) and to compensate Friday afternoons would need to be used. The President of the Sports' Union had not been able to quantify the scale of the problem.

The Committee noted that Professor Allen proposed that the present arrangement continue for the time being. The Committee supported this view.

09.63 Use of New Credit Levels

At its meeting in October 2008, the Committee had agreed that the new levels of 3 – 7, replacing A, 1 – 3 and M, should be adopted from the current year to accord with the introduction of the new FHEQ in 2008 (min 08.118 refers), and Student Administration had hoped to be able to implement this from the current academic year. It was noted that this would now apply from 2009/10, as the University's database had not yet been changed. Graduating students in 2008/9 would therefore receive transcripts using the levels with which they were familiar.

09.64 National Teaching Fellowship

The Chair congratulated Dr Tony Cook on his achievement of an award of a National Teaching Fellowship. The Chair encouraged all Faculties, and in particular those not yet successful in receiving such an award, to seek nominations for the competition in future years.

09.65 Honorary Fellow

The Chair reported that the University had agreed the appointment of Ms Marcia Ody, University of Manchester as an Honorary Fellow to be associated with the Centre for Higher Education Practice.

09.66 COURSE APPROVAL SUB-COMMITTEE (28.5.09)

Professor McAlister presented the report of the meeting held on 28 May 2009 (TLC/09/20).

09.67 Course Approval (Item 1)

The Committee noted that eighteen evaluation/revalidation reports had been considered. The Committee noted the revisions and course withdrawals approved by Faculties.

Recommendations for approval of the following new courses were made:

Advanced Diploma in Civic Leadership and Community Planning (ME/JN)
FdSc Design, Innovation and Manufacturing (SWC)
FdSc Financial Services (SRC, SWC, NWRC)
BSc Hons Food and Nutrition (HKU SPACE)
PgD/MSc Agri-Food Business Development (JN)
PgD/MSc Business Development and Innovation (JN)
PgD/MSc Marketing (JN)
MFA Photography (BT)
MPharm (CE)
MSc Service Quality Management (Stafford Associates outcentre, Dubai)

The Committee noted that the revalidation panel for Subject Unit 28B: Clinical Physiology had not recommended approval of the BSc Hons Audiology programme and that the team had been encouraged to bring forward a revised proposal for consideration in 2009/10 for a 2010 intake.

The revalidation panel for Subject Unit 6B: Counselling (Colleges) had agreed that Chair's action should be taken as appropriate regarding the FdSc Counselling at the Lisburn campus of South Eastern Regional College. A response had now been received from the College senior management and a decision regarding approval would be taken in the near future.

AGREED:

- i) that the course provision be approved and re-approved as set out in the Appendix;
- ii) that the following recommendations be made to Senate:
 - a) that a new award title of Master of Pharmacy (MPharm) be approved and added to the Schedule to Ordinance XXXI.
 - b) that the following five extensions to periods of approval be approved:
 - Certificate in Foundation Studies in Music – 2 years (2009 and 2010 intakes);
 - BSc Hons/PgDip Specialist Community Public Health Nursing – 4 years (2009 – 2012 intakes);
 - MRes – 1 year (2009 intake – suspended);
 - Undergraduate Hons Subject: International Development (Minor) – 1 year (2010 intake);
 - FdSc Events Management – 1 year (2010 intake).

c) that the following changes in course title and award title from those originally proposed to the Academic Development and Enhancement Committee be approved:

- FdSc Design, Innovation and Manufacturing at SWC – original course title of ‘Furniture Design’;
- MFA Photography – original award of MA.

09.68 Late Reports (Item 2)

The Committee agreed that Chair’s action be authorised on behalf of the Course Approval Sub-Committee and Teaching and Learning Committee in respect of the outcome of ten evaluation/revalidation events held in late May/June 2009.

09.69 ADEC Business (Item 3)

The Committee noted that since its last meeting the Academic Planning Sub-Committee had recommended to the Academic Development and Enhancement Committee that four new proposals be approved to proceed to planning for a September 2009 start of which one required evaluation. Eight new proposals had been approved to proceed to evaluation for a September 2010 start.

09.70 Enrolments on New Programmes Validated in 2007/8 (Item 4)

The Sub-Committee had received a statement of enrolments on new programmes validated in 2007/8 and had confirmed the importance of Faculties submitting proposals for new programmes as early as possible in order to allow sufficient time to develop and promote the provision.

09.71 Annual Report on Evaluation and Revalidation: 2008/9 (Item 6)

The Committee noted that 43 events had been held in the 2008/9 academic year, including eight joint PSRB events. A number of key changes to the evaluation/revalidation process, including extended deadlines for receipt of documentation, reduced documentation, reduced internal membership of panels, and inclusion of meeting with students had been implemented in 2008/9 following the previous year’s review. Overall these had worked well.

The Sub-Committee had agreed the following:

- i) that faculties be reminded of the need to submit a CA1 form for new or substantially revised provision;
- ii) that, where conditions of approval related to library resources, library staff be reminded to ensure that audits were carried out before the next intake;
- iii) that the reduced internal representation on panels be maintained, but be kept under review;

Changes for 2009/10

- iv) that the standards and regulatory matters in the Academic Office notes be made available to Panel members at the start of the private meeting of the panel;
- v) that a commentary section on relations with PSRBs be reinstated in the documentation;
- vi) that the CA4 form be amended to include an assessment by the relevant Faculty Head of Collaborative Courses of the adequacy of the physical and human resources at each proposed site of delivery;
- vii) that, where several campuses of regional colleges were involved, visits to all campuses by externals only be required where specialist resources were needed for delivery, subject to appropriate arrangements being put in place for Revalidation Panels to meet with students.

The Committee noted that it was the Chair of the Panel's responsibility to ensure that all relevant standards matters were adequately discussed at the meeting.

It was noted that the full report had been attached as an appendix to the report from the Sub-Committee and had been forwarded electronically to the Faculty Teaching and Learning representatives on the Sub-Committee. Section 3k) of the report highlighted key issues identified in 2008/9 which it would be useful for course/subject teams to consider in planning for future evaluation/revalidation events.

09.72 Evaluation and Revalidation Schedule 2009/10 (Item 7)

The Committee noted that to date 43 events comprising 116 courses were scheduled for the 2009/10 academic year.

The Sub-Committee had agreed that the use of currently active academic staff as external panel members should be encouraged and that nominations from a range of HEIs for provision in related subject areas were preferable to reliance on a small number of institutions. This would help to bring different perspectives.

09.73 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting of the Sub-Committee held on 12 March 2009 (TLC/09/21).

09.74 Review of Titles of Associate Awards – DIS/DPP/DAS (Item 1)

The Sub-Committee had established a Working Group to review the titles of the awards associated with the placement and study abroad years and to consider whether they should continue as coterminous awards. The Committee at its meeting on 1 April had noted that the topic of award titles had previously been considered in 2000/01 when generic award titles had been confirmed (min 09.38 refers).

The Committee noted that, following consultation with Faculties, the Working Group had concluded that the 'Industrial Studies' and 'Area Studies' titles were no longer meaningful and the Sub-Committee planned to work with Student Marketing to consider alternatives and to develop a strategy to promote the placement experience. The strategy should take into account the evidence of the benefits of undertaking a placement year in terms of improving student achievement in final year and the resulting degree classification (min 09.78 refers) and enhancing employment prospects. The Sub-Committee would, however, wish to avoid proliferation of titles. It had agreed that the awards should remain coterminous, with the associate award being made on completion of the related degree.

The Working Group had also considered the position of students who failed to complete the final year of their degree but had previously passed the placement year and had proposed that they should receive the Diploma award. The Chair advised that the Diploma was a coterminous 'associate' qualification and not a stand-alone award. It could not be awarded without a main qualification but could be awarded to students who left with an AB qualification.

To change the status of the awards would require the specific award titles and criteria to be revisited in the context of the Qualifications and Credit Framework. The Committee noted that a change of status would also have implications for funding and student support. At present the placement/intercalary year was considered an integral part of the related Honours degree.

The Committee noted that, as few students failed to complete the final year of Honours degrees, the case for introducing stand-alone awards was limited. The Committee considered that course teams were best placed to determine whether a placement year should be an integral part of their programmes. Should they find that many students wished to leave after the placement year, they could give consideration to introducing an AB, which would enable such students to receive the associated Diploma.

09.75 Graduate Studentship Scheme 2009 (Item 2)

The Committee noted that in April the Senior Management Group had endorsed a new conversion programme for non-IT specialists to provide 60 places (30 at Magee, 30 at Jordanstown) for unemployed 2009 graduates. The financial support from the University would include a £5,000 bursary and a fee waiver. In addition 25 five-month unpaid internships (five for each Faculty except Computing and Engineering) had been approved. Interns would be required to register on a 20-point PPD module and would be granted a fee waiver for a part-time programme for one year.

Mr McGivern clarified that, while there was a possibility that interns might obtain other employment or chose to leave the internship early, they would be encouraged to continue their programme of postgraduate study at the University. Such internships would not be replaced as the fee waiver would be maintained. It was intended that the University would track the impact of the scheme on student employability.

09.76 Innovation in Supporting Student Employability Conference (Item 3)

The Committee noted that feedback from staff attending this Conference held in May 2009 had indicated that the ability to identify and apply the transferable skills obtained during their course was particularly valuable to students in gaining employment. The Sub-Committee considered that there was a need to look more closely at how the University could work with students to enhance literacy and numeracy skills and had agreed to liaise with the Student Transition Co-ordinator on this matter. It was noted that a paper on central support for literacy and numeracy would be considered by the Information and Student Services Committee at its June meeting.

09.77 Placement Employer of the Year Awards (Item 4)

The Committee noted that the ceremony held on 7 May 2009 had been very successful and that photographs and video clips were available on the University's web pages. A number of matters would be considered for the organisation of future events.

Dr Lundy raised the issue of inclusivity in holding such an event, drawing attention to the need to ensure that those employers not successful in obtaining an award were not discouraged from providing placements. The Committee noted that the six distinct categories of awards ensured that all employers would be eligible and that all employers and staff had been encouraged to nominate. This event could not accommodate all providers but it was held in addition to any Faculty, School and course-level events and receptions currently organised.

The Committee approved the recommendation to hold an awards event annually (for a three year cycle).

09.78 Impact of Work Placement (or Internship) Year on Student Final Year Performance: an Empirical Study (Item 6)

The Committee noted that Dr P Green, Department of Accounting, had presented a paper which provided evidence that students undertaking work placement/internship were more likely to improve their final award classifications. It was noted that a bid might be made to the Centre for Higher Education Practice to develop this work further.

09.79 Work-Based Learning in Foundation Degrees (Item 7)

The Committee noted that Ms Claire Guyer, Chair of the Working Group on Work-Based Learning in Foundation Degrees, had consulted with the Sub-Committee on work-based learning opportunities for students on Foundation degrees. The Sub-Committee believed that work-based learning was an essential element of Foundation degrees and should not be diluted (see min 09.81).

09.80 Review of Application Process for University-Funded Student Placements (Item 9)

The Committee approved a revised application form.

WORKING GROUPS

09.81 WORK-BASED LEARNING IN FOUNDATION DEGREES

Ms Guyer present a report from a Working Group on Work-Based Learning in Foundation Degrees established to give consideration to the scale and nature of work-based learning within Foundation degrees in response to concerns raised by the HE/FE Steering Group and the Annual Course Review Sub-Group of ADEC about current difficulties in securing appropriate work-based learning for students on Foundation degrees at partner institutions (TLC/09/22).

The Committee noted that, at the time of the report, only eight (full-time) students from approximately 400 (full-time and part-time) had failed to secure appropriate work-based learning for the current year. In the next academic year approximately 350 (full-time) students would be required to complete work-based learning but the potential difficulty for those students was not yet clear. Given the current economic situation, anecdotal evidence suggested that the scale of the problem was likely to increase particularly in sectors such as construction, engineering, hospitality and tourism.

In reviewing the nature of work-based learning the Group had taken into consideration the QAA Foundation Degree qualification benchmark (2004), the QAA review of Foundation Degrees (2005), evidence of current practice within the HE sector in the UK and the views of the Sub-Committee on Work-Based Learning. The Group's opinion was that there could be little flexibility in the interpretation of what constituted 'work-based learning' and that in order to maintain the quality and integrity of the Ulster Foundation degree award the principle that work-based learning meant 'learning directly in the workplace through employment' should be upheld. The Committee noted the view that work-related activity, such as a project undertaken by a student for an employer, would not meet this requirement and was already used in other modules in many Foundation degrees.

Given the concerns about future availability of work-based learning opportunities the Committee was asked to consider possible contingency arrangements for those students unable to secure work-based learning. Three options had been identified by the Group together with the advantages and disadvantages of each.

Option 1: for students wishing to complete the Foundation degree but unable to secure work-based learning – grant leave of absence (up to two years) until such time as they secure appropriate work-based learning.

Option 2: for students unable to obtain work-based learning but wishing to complete an award (at Level 5) – develop a related Associate Bachelor's degree to include substitute Level 5 modules (normally 40 or 60 credit points).

Option 3: for students wishing to progress onto an Ulster degree programme - apply APL and admit to the appropriate point of University Honours degree programme. (No intermediate award made.)

The Committee noted that the options of leave of absence and progression to an Ulster programme through APL were available within current regulations. Option

3 would require negotiation with the relevant Faculty. It was noted that DEL was not supportive of new AB degrees as entry qualifications, but the provision of such an exit route might have to be considered as a means to recognise student achievement through a qualification in a period of recession when work-based learning opportunities were not available.

The Committee agreed that the options were valid and that the requirement for work-based (rather than work-related) learning should be re-affirmed unless the Foundation degree criteria were redefined. The current arrangements for dealing with students unable to secure appropriate work-based learning should be explained to partner institutions and they should be encouraged to be more proactive in pursuing work-based placements. If feasible, colleges could consider the possibility of providing an in-house placement (paid or unpaid). If the scale of the difficulty increased substantially, then the partner institutions might wish to enter into discussions with DEL regarding the provision of Associate Bachelor programmes as alternatives to Foundation degrees in certain subject areas.

09.82 STUDENT FEEDBACK ON THE QUALITY OF TEACHING

Mrs Farley presented the interim report of the Working Group on Student Feedback on the Quality of Teaching which dealt with implementation issues in the Student Survey (TLC/09/22b).

09.83 Semester 1 Survey: Administration and Analysis (Item 2)

The Committee noted an 80% response rate for Semester 1 with generally positive outcomes. Appendix 2 of the report set out aggregated University-level data and a sample form of presentation of Faculty-level data which included a University benchmark.

The Group had considered reporting mechanisms and how widely data should be published. Module co-ordinators had access to their respective module results and it was their responsibility to inform other members of the teaching team of the feedback received. University, Faculty and School-level reporting formats had been completed and results for the Semester 1 and 2 surveys would be distributed when the Semester 2 results were available. A report (quantitative data) for course/subject committees was currently being developed. Although it had been suggested that revalidation subject groupings might be a useful basis for a report (as these were the reporting units for the National Student Survey), the Committee believed that course data would be more valuable. Analysis by course reference number (CRN), ie versions of module, had also been suggested and would be considered in future years.

09.84 Semester 2 Survey (Item 4)

The Committee noted that for the Semester 2 survey the automatic default to 'neutral' had been removed and that access to data (qualitative and quantitative) had been extended to Deans and Heads of School to assist their scrutiny of issues such as student retention. The survey had gone live on 25 May and, although initially planned to close on 30 June, the deadline had been extended to 10 July.

09.85 Management and Further Development (Item 5)

The Group had given consideration to the future management of the survey as the activity had reached a point where it needed to be 'owned' and managed by a central department. The Working Group recommended that it should reside in the Quality Management and Audit Unit, alongside other student-centred quality assurance and enhancement activities such as annual and module monitoring, the NSS and the student complaints system.

AGREED:

- i) that Mrs Farley and members of the Working Group be thanked for their work and that the recommendations be endorsed;
- ii) that the Survey be entitled '*Student Survey on the Quality of Teaching*' and that this title be applied consistently in all University communications (recommendation i);
- iii) that online survey results be made available to Faculties and Schools on completion of the Semester 2 survey (recommendation iii) and that it include a University benchmark for each question for comparison purposes (recommendation iv);
- iv) that both qualitative and quantitative module level data be made available to Deans and Heads of School for the purpose of assuring the quality of the student learning experience (and not for staff appraisal purposes) (recommendation v);
- v) that the future management, oversight and development of the survey reside with the Quality Management and Audit Unit (recommendation ii);
- vi) that discussions be held with the Information Services Department regarding ongoing technical support in regard to longer term data storage and access (recommendation vi);
- vii) that the Working Group submits its final report to the October 2009 meeting.

09.86 EMERGING TECHNOLOGIES

Dr Masson presented the final report of the Working Group on Emerging Technologies (TLC/09/22c).

In pursuance of the 2008/9 Teaching and Learning Strategy objectives, the Committee in October 2008 had established a working group to undertake an audit of the use of emerging technologies in support of teaching and learning (min 08.185 refers). The paper set out the use of new and emerging technologies in UK higher education and the findings of an internal University staff survey on current use and awareness. This indicated that there was an established culture of embedding technology to support teaching and an openness among University staff to considering its use. Staff perceived that technology had particular scope to enhance instruction/content delivery,

collaborative learning and information gathering. Staff were particularly keen that development should be pedagogy rather than technology-led.

It was reported that informal and practice-based information sources such as peer recommendation were more likely to raise awareness or influence adoption of emerging technologies than institutional dissemination approaches.

The Committee noted the eight recommendations of the Working Group to manage a University strategy to embed the use of emerging technologies in support of teaching and learning. These included regular reviews of technologies; piloting of targeted technologies and pilot studies; awareness-raising activities; the development of appropriate educational and practical user guides for recommended technologies, and resources for face-to-face training and ongoing support; a review of online user policies and practices.

The Committee considered that the proposal 'to establish a forum to review and inform prioritisation, planning, implementation and evaluation of technologies relating to teaching and learning and associated business support processes' to be key to ensuring that a strategic approach was put in place, and believed that the forum should have a more formalised reporting relationship with the Committee.

AGREED:

- i) that Dr Masson and members of the Working Group be thanked for the work undertaken;
- ii) that a Sub-Committee, rather than a Forum, be established to take forward the Group's recommendations; this should report at least once per semester to the Teaching and Learning Committee, and to other University committees when appropriate;
- iii) that draft terms of reference and proposed membership of the Sub-Committee be considered at the Committee's October meeting.

TRANSITION POLICY

09.87 Faculty Implementation of the Transition Policy

The Committee noted the report on the implementation of the Transition Policy (TLC/09/23a) by the three Faculties involved in Annual Subject Monitoring and not participating in the 'Programme Management' pilot programme (Arts, Computing and Engineering, and Social Sciences). For those Faculties participating in the pilot evidence was recorded in course committee minutes.

It was noted that action relating to future reporting on the implementation of the policy had been included in the revised Transition Policy (min 09.88 refers).

09.88 Transition Policy for Undergraduate Students

The Committee received the updated Transition Policy for Undergraduate Students (TLC/09/23b) which had been revised in the light of experience and to

incorporate into the main text information previously provided as guidance in appendices. The policy was fundamentally the same as that approved by Senate in 2005.

The Committee considered the following three recommendations:

- i) that implementation reports should be required each academic year for faculties not participating in the Programme Management pilot;
- ii) that Faculties in the Programme Management pilot should make explicit reference to the implementation of the Transition Policy in Course/Subject Committee minutes at the appropriate time in the academic cycle;
- iii) that additional guidance should be provided to Faculties in the Programme Management pilot on what should be considered and minuted at Course/Subject Committees.

The activities and timescales relating to the implementation of recommendations were outlined in the paper.

AGREED: that the updated policy and recommendations be endorsed.

09.89 BUSINESS EDUCATION INITIATIVE STEERING GROUP

Mr McGivern presented the 2008/9 annual report (TLC/09/24).

The Committee noted that three meetings of the Steering Group had been held in the current year and that members had attended two British Council meetings.

The Group had developed a single module description for the DAS year for use by all courses with students participating on the BEI programme. The assessment weighting had been adjusted to give greater emphasis to the student's role as a self-manager of career development through reflective practice. It was noted that the assessment section of the description would be revised to clarify that the module pass mark was 40% rather than 50% which was the standard for the award of the Diploma. A pre-departure briefing about the University's assessment criteria had been introduced.

KPMG had been commissioned by DEL to undertake an evaluation of the BEI programme. The Department was expected to report its future policy in August 2009.

It was noted that there was a maximum of 100 places per year across all local HEIs and that 33 Ulster applicants had been successful for 2009/10.

09.90 PDP FORUM

Mr McNair presented a paper from the PDP Forum (TLC/09/25) which outlined how, since its establishment in February 2008, the Forum had begun to identify goals, the challenges to delivery, how its work was managed, and future plans.

09.91 Forum Goals (Item 1)

The Committee noted that the Forum had sought to build a wider team of informed staff to act as catalysts for change in their respective schools. The profile of PDP had been raised through a number of activities.

The Committee at its February meeting had endorsed an updated PDP Policy and noted that the strategy would be updated and forwarded to the Committee in June for consideration (min 09.22 refers). Faculties had been invited to update their own strategies in light of changes to the policy and the four Faculty strategies completed to date were provided. Strategies from the Faculties of Art, Design and the Built Environment and Social Sciences were expected to be received in the summer.

The Committee noted the ongoing development of the PDP website and the success of a bid to the Centre for Higher Education Practice for the design and implementation of a PDP toolkit which would help embed the process in teaching and learning at course/module level.

09.92 Challenges (Item 2)

Based on a recent survey, discussions with co-ordinators and reports from schools, the following were identified as the main challenges:

- confusion regarding the difference between PDP processes and the recording of these processes within the PDSystem;
- a perception that the application of PDP to course activity meant 'additional' work;
- a perceived lack of University commitment to support access by graduates to the PDSystem

The Committee noted the Forum's plans and timeframe to address these matters and also the intention to consider a new term to describe the process and to develop a PDP module within the CPPD framework.

The Committee recognised the particular challenges faced by the Forum and that many members had been exceptionally supportive through their contributions. It was suggested that the provision of a more sustained approach to PDP across the University needed to be resourced at School, Faculty and University levels with recognition for work undertaken in terms of time allocated to co-ordinators, duties and opportunities for training.

AGREED:

- i) that thanks be extended to Mr McNair and the Forum members for their work;
- ii) that Faculties and Schools be encouraged to support PDP activities;

- iii) that PDP continue to feature through key activities for Faculties and Schools in the Teaching and Learning Strategy action plan for 2009/10.

09.93 CAREER DEVELOPMENT CENTRE

Mr McGivern presented the Matrix Accreditation Review Report of the visit held in April 2009 and the Career Development Centre's response (TLC/09/26).

It was noted that the Centre had been successfully re-accredited to the 'matrix' quality standard for a further three-year period. The University's continued support for the work of the CDC had been commended and 10 notable strengths and seven areas for further development were identified. The areas for enhancement would be addressed in an action plan and some suggestions, for example to improve the service for part-time and postgraduate students, would require re-prioritisation of, or additional, resources.

Mr McGivern and staff of the Centre were congratulated on their achievement.

09.94 HIGHER EDUCATION ACHIEVEMENT REPORT (HEAR)

The Chair presented a paper on the Higher Education Achievement Report (HEAR) (TLC/09/27). The Committee noted that the University had been participating in a pilot for the development of an enhanced transcript. This was a national initiative arising from the work of the Scoping Group on Measuring and Recording Student Achievement (the Burgess review) which had considered replacements for the Honours degree classification system. The Steering Group hoped that within five years the HEAR would be the main vehicle for recording undergraduate higher education achievement in the UK.

Phase 1 of the pilot had been concerned with testing the feasibility of the HEAR, identifying issues and solutions and reviewing student experiences and perceptions. Eighteen institutions, including Ulster, had joined the pilot in Autumn 2008. National support was provided by the Centre for Recording Achievement (CRA), the Higher Education Authority (HEA) and Joint Information Systems Committee (JISC) which together acted as a Management Group reporting to the Burgess Implementation Steering Group (BISG).

It was noted that a small group at Ulster sharing responsibility for Phase 1 had developed a template for HEAR by integrating the Diploma Supplement (currently provided in two parts) and actual programme-level learning outcomes from a programme specification. The pilot had identified a range of purposes for the HEAR, as a summative or formative document and as an influence on or catalyst for curriculum development and reform. The Working Group's view was that, although it would be a summative record, it would also be useful as a formative tool and students should have access from year 1.

The document was intended to provide a wider range of information than the academic results in a programme of study. The group had discussed in detail the optional Additional Information section and had identified the type of verifiable information which might be included.

The production of HEAR data had not, however, been tested by the University, owing to the recent introduction of the new Banner system. It was noted that new systems would have to be developed to gather, integrate, verify and maintain versions of datasets and that this was a common challenge for all institutions. Professor Millar commented that the development of a database of programme-level learning outcomes would be very beneficial in supporting course teams.

Phase 2 of the pilot would involve the institutions testing data in active student record systems. A standardised national format and seven key principles for accepting content had been agreed. At Ulster this would be tested in relation to the subject of Accounting. The results of Phase 2 would inform the work of Phase 3 which would probably aim for the production of HEARs in 2011/12.

The Committee was asked to consider three recommendations to formalise arrangements for the ongoing development of HEAR at the University. In view of the timescale envisaged it was anticipated that it might be necessary to second or buy in some staff time to dedicate to the project.

AGREED:

- i) that it be recommended to Senate that the University support the introduction of Higher Education Achievement Reports in accordance with the national model, and that the University seek to include additional information through use of section 6.1;
- ii) that continuing participation in the pilot be endorsed;
- iii) that a HEAR Implementation Steering Group be established (terms of reference and membership as at Appendix 2 to the report).

09.95 AB EXIT AWARDS IN MODULAR PROGRAMMES LEADING TO COMBINED HONOURS DEGREES

The Committee, at its meeting on 1 April, had noted that subject teams had made proposals for AB exit awards in the modular subjects of Sociology and Communication in recent revalidation events. As the modular framework did not provide for exit awards, the Committee had agreed to ask the three Campus Co-ordinating Groups for their views on the matter (min 09.35 refers).

The Committee received a paper (TLC/09/28) which set out the principles for University awards and the response of the Campus Co-ordinating Groups.

University policy on awards was reflected in the QAA precept that 'qualifications are awarded to mark the achievement of positively defined outcomes, not as compensation for failure at a higher level, or by default' and the principle that the outcomes 'represent the integration of various learning outcomes resulting from designated and coherent programmes of study'. It was noted that each subject strand (Major, Main or Minor) would have to be presented as a programme of study with coherence and integrity in its own right and that it would not be sufficient for the coherence of one (Major) subject strand to allow the award of AB which covered another subject (Major/Minor). Thus, there would need to be evidence that two-thirds of a Minor strand was a coherent, meaningful

programme of study. The proposal could lead to confusion for students and staff and would only affect a small number of students, who would in any case receive credit for their success through their transcript and in due course HEAR.

It was noted that, while the Groups had no objection in principle to the proposal, the practical considerations of its implementation would require a considerable amount of work for little return.

AGREED: that Associate Bachelor exit awards be not made available within the modular framework for Combined Honours degrees.

09.96 JOINT AWARDS

The Committee, at its meeting on 1 April 2009, had considered a proposal to convert two part-time, distance-learning programmes from Ulster awards to joint awards, initially with University College, Dublin but possibly also with University College, Cork. The Committee had agreed that no recommendation be made pending clarification of the University's own criteria for joint courses/awards in light of sector practice. The Committee also sought confirmation that UCD and UCC had the authority to make a joint award and the legal relationship with the National University of Ireland (NUI) (min 09.36 refers).

Mr Faulkner presented a paper (TLC/09/29) which set out the University's definition, previous and current practice, investigation of published guidance in other UK institutions and in the Republic of Ireland and a set of principles for consideration.

09.97 Definition

The Committee noted that Senate in April 2008 had defined four categories of collaboration, one being joint courses. For joint courses it was explicit that each partner should contribute equally. Existing practice for the University had involved equal parts in curriculum delivery.

09.98 UK Practice

The Committee noted that QAA gave no specific guidance on contributions. Those UK institutions which had elaborated criteria focussed on broadly equal academic contributions, emphasising a substantial contribution to teaching and assessment, rather than administrative or infrastructure support. It was noted that one partner would often lead in these areas.

Heriot-Watt specified a requirement for each institution to deliver a substantial part of the course in terms of the curriculum. Imperial College required a substantial teaching and assessment contribution from itself. King's College, London expected an equal academic contribution. Sheffield defined contributions in terms of academic credit, and required a minimum of one-third to be achieved through itself and one-third from each partner. This had previously been one half from Sheffield but had been adjusted, probably to allow the possibility of two other partners.

09.99 Republic of Ireland

It was noted that degrees awarded by a constituent university of NUI were degrees of NUI. In November 2006 NUI had changed a Statute to make provision for joint awards. While the joint award was made by the constituent university, NUI required its name and crest to appear on the parchment for the single award. UCD's definition referred to 'the process by which two or more institutions collectively contribute to a programme leading to a single award from all participating institutions'. It was not prescriptive about the level or type of input. Trinity College, Dublin had set up a working party to look at the matter. HETAC, with which the University currently made a joint MSc award, required 'substantial involvement in teaching and assessment' from each partner.

09.100 Principles

It was proposed to maintain the requirement in joint courses for broadly equal contributions, and to define this in terms of the curriculum and the teaching and assessment undertaken, not other support.

The Committee noted that, where institutions make a significant non-academic contribution, eg physical resources, e-learning platform, library materials, this would require the co-operation of all parties and their respective contributions and responsibilities would be specified in the agreement between them. Contributions of particular academic or professional expertise insufficient for 'joint' status, and/or resource provision could be dealt with through Recognised Teacher status and formal memoranda of agreement (as at present with off-campus contributions in outcentres).

In some cases the quantification of respective contributions would be straightforward, such as where a partner was entirely responsible for particular module(s). In other cases module teams might be drawn from partners to combine expertise, but it would still be possible to arrive at a judgement of respective contributions. In any case such an assessment would have to be made as part of the finalisation of financial arrangements.

It was suggested to the Committee that as a guideline relating to the interpretation of 'broadly equal' a variation of up to 10 per cent might be accepted.

The Committee considered it important to maintain the distinction, as set out in the 2008 typology of collaborative courses, between joint courses and outcentre and validated provision. Joint evaluation and revalidation would be conducted for joint courses wherever possible.

AGREED: that it be recommended to Senate that the following principles for the designation of courses (and awards where the other body has legal authority to make a joint award) be approved:

- a) that joint awards only be made where the other institution(s) had legal authority to make a joint award;

- b) that joint courses/awards require a broadly equal contribution from each partner;
- c) that the contribution be determined by academic involvement, ie curriculum, teaching and assessment.

09.101 UCD/UCC/Ulster Collaboration

On the basis of these principles, the Committee discussed the proposal for a joint award with UCD and UCC in respect of the PgDip/MSc Food Regulatory Affairs and a joint award with UCD in respect of the PgCert Veterinary Public Health.

The Committee noted the particularly small contribution from UCC to the PgDip/MSc and that for the PgCert the course document identified only one member of staff from Ulster (contribution in one module only) out of a team of eight staff. The Committee considered that more information was required to determine the extent of the academic contribution of each institution in both programmes.

AGREED: that the Faculty be asked to revisit its proposals for joint awards in light of the principles.

09.102 VARIATIONS WITHIN UNIVERSITY REGULATORY FRAMEWORK

Senate had approved the principle that the final result and classification of all awards be based on performance at the highest level and authority to Teaching and Learning Committee to consider cases for exception on the basis of a professional body requirement or a detailed, evidenced rationale (min 09.58 refers). The Committee received three proposals for exceptions to this rule. In addition, a proposal was received in respect of the MPharm.

09.103 BSc Hons Clinical Physiology

The Committee considered a proposal from the Faculty of Life and Health Sciences for a Level 5 contribution to the classification of BSc Hons Clinical Physiology (Cardiology/Neurophysiology/Respiratory) (TLC/09/30a). The Committee noted that at the joint Ulster/Registration Council for Clinical Physiologists (RCCP) revalidation/accreditation event, the RCCP had set this as a condition of accreditation. Although not a RCCP requirement per se, RCCP had stipulated this condition because most of the specialist knowledge was acquired at Level 5 and Part 1 of the professional body examination was taken at that level.

The Committee noted that the University had not discussed with the professional body the fact that, as its requirements were met through its professional examinations and by the achievement of the module and programme level outcomes, it should not be concerned by the criteria for the summary classification of the University's award.

The Committee noted that a 36.8% Level 5 contribution was proposed, derived from equal contributions from four named modules in each pathway (70 credit points) and all Level 6 modules (120 credit points). This differed from the

'normal' model whereby all Level 5 modules contributed to the degree classification.

AGREED: that the proposal for a 36.8% Level 5 contribution to the Honours degree classification be approved.

09.104 BSc Hons Podiatry

The Committee considered a proposal from the Faculty of Life and Health Sciences for a 25% Level 5 contribution to the classification of the BSc Hons Podiatry (TLC/09/30b).

The Society of Chiropodists and Podiatrists (SCP), at the joint Ulster revalidation/ Health Professions Council (HPC) and SCP accreditation event had recommended that the University give consideration to including an element of work from second year on account of the significant amount of placement activity in that year and because it considered that it would be useful for graduates to demonstrate that performance in a particular module had contributed to their degree classification.

The Committee noted that the professional body did not require such a contribution. The Faculty case indicated that the profession-specific modules in year 2 were core to the assessment of fitness for purpose, practice and award.

AGREED: that the Faculty be asked to revisit the case to clarify whether it was proposing that all Level 5 modules contribute or only the profession-specific modules, as for BSc Hons Clinical Physiology (min 09.103 refers), so that a measure of consistency might be adopted for such exceptions.

09.105 BSc Hons Accounting (Jordanstown and Levels 4 - 5 at Southern Regional College, Newry campus)

The Committee, at its meeting in October 2008, had received a CA3 proposal from the Ulster Business School for a 25% Level 5 contribution to the classification of BSc Hons Accounting. A decision was deferred in light of the review of classification. The Committee received an updated case to depart from the recently agreed 'exit velocity' principle (TLC/09/30c). The Committee noted that there was no professional requirement for a contribution.

The rationale identified the following arguments:

- a Level 5 contribution would increase student motivation;
- some of the year 2 modules led to exemptions and some professional bodies required a 50% pass to be achieved;
- some external examiners had commented on the rigidity of the current regulations and the lack of discretion for Boards of Examiners;
- employers and students supported a year 2 contribution;

- a review of practice at a number of institutions had indicated that the second year contributed to varying extents.

Mrs Farley confirmed that as a whole the Faculty supported the final-level principle but had noted that the Accounting subject warranted a different approach. The Faculty clarified the intention to apply the change to students entering Year 2 (Level 5) in 2009 as well as the new first-year intake.

The Committee noted that the degree had an optional placement year and that the proposal did not take account of the Department's own research on the positive impact of placement on student performance in final year and subsequent degree classifications (min 09.78 refers).

The Committee was not convinced by the rationale for the proposal in light of the University's principle that at Ulster performance at the final level best represented the basis for summary assessment of a student's ability. However, it considered that there might be merit in undertaking a pilot exercise to ascertain whether a Level 5 contribution actually increased student motivation and resulted in improved performance in the second year and subsequently.

AGREED:

- i) that exceptionally, for a two-year pilot period only (2009/10, 2010/11), a Level 5 contribution for BSc Hons Accounting be approved for all new students entering Year 1 and (subject to the consent of each cohort) continuing full-time students entering Year 2 and continuing part-time students at Jordanstown and Southern Regional College at Level 4 or commencing Level 5;
- ii) that during the pilot the Faculty report regularly to the Committee on the impact on student performance in Year 2 (Level 5), and in final year (Level 6).

09.106 Master of Pharmacy

The Committee considered a proposal from the Faculty of Life and Health Sciences to vary the consequences of failure and the basis of classification for the recently evaluated MPharm (TLC/09/30d).

At the accreditation visit in April the professional bodies had set as a condition that policies for condonement, progression and classification be reviewed to ensure that these were sufficiently stringent. The Committee noted that condonement had been addressed at University-level.

The Faculty wished to derogate from the University regulation which allowed students to progress to the final year carrying failure in up to 20 credits after the August resits. This was a general University rule but course committees had discretion not to allow it if prerequisites were involved.

The Committee agreed that the case to amend University regulations was not required as the Faculty could designate all third year modules as prerequisites.

The Faculty also proposed to classify the MPharm into three bands (First, 2i, 2ii), a system which was used in most other schools of Pharmacy, including Queen's University, Belfast, instead of the Pass and Pass with Distinction bands used for integrated Master's degrees and other postgraduate awards at the University.

The Committee noted that the evaluation panel had not encouraged this proposal and that the sector through UUK and the QAA Framework had upheld the status of integrated Master's degrees as postgraduate, not undergraduate, awards, in the context of the Bologna process.

AGREED: that both proposals be not approved.

09.107 NEW PRIZES

The Committee received paper (TLC/09/31) which proposed the establishment of ten new prizes – two in each of the Faculties of Art, Design and the Built Environment, Computing and Engineering, Life and Health Sciences and four in the Ulster Business School.

The Committee noted that the course title relating to the Broadsoft Project Prize should be amended to read MSc Telecommunications and Internet Systems instead of Communications and Internet Systems.

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

09.108 DATES OF SEMESTERS 2009/10 – 2014/15

The Committee received paper TLC/09/32, Dates of Semesters 2009/10 – 2014/15, and considered the proposed dates for 2013/14.

The Committee noted that, with the publication of GCE results on 20 August 2009 and the new UCAS Adjustment process available until 2 September, the timeframe for completion of the admissions processes before the start of the next academic year was very tight. It was recognised that the dates approved might need to be revisited at a later stage by the Committee in light of such operational matters.

AGREED: that the proposed dates of semesters for 2014/15 be approved as follows:

Introductory period	Monday 15 September 2014 - Friday 19 September 2014	
<u>Autumn Semester</u>	Monday 22 September 2014 – Friday 23 January 2015	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 15 December 2014 – Friday 2 January 2015)	
Examinations begin	Tuesday 6 January 2015	
<u>Spring Semester</u>	Monday 26 January 2015 – Friday 29 May 2015	(16 weeks) 9+(2)+3+1+3
(Easter vacation	Monday 30 March 2015 – Friday 10 April 2015)	Easter Sunday 5 April

(Revision week	Tuesday 5 May 2015 – Friday 8 May 2015)	
Examinations begin	Monday 11 May 2015	
<u>Summer Semester</u>	Monday 20 July 2015 – Friday 11 September 2015	(8 weeks) 6+2
Examinations begin	Monday 31 August 2015	
<u>Supplementary Examinations</u>	Wednesday 12 August 2015 – Thursday 20 August 2015	

09.109 TERMS OF REFERENCE AND MEMBERSHIP

The Committee reviewed its terms of reference (TLC/09/33).

AGREED:

- i) that no amendments be made to the terms of reference or membership;
- ii) that Professor Hutchinson be thanked for his contribution to the work of the Committee.

09.110 DATES OF MEETINGS

The Committee noted its schedule of meetings for 2009/10.

Duration 3 ½ hours

17 July 2009

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Art, Design and the Built Environment	FdSc Design, Innovation and Manufacturing (with CertHE exit award) at South West College	√	√	2009 – 2013	Omagh	12	16
	MFA Photography (with PgDip exit award)	√		2009 - 2013	BT		
Life and Health Sciences	BSc Hons Food and Nutrition at University of Hong Kong School of Professional and Continuing Education (HKU SPACE)		√	Jan 2010 – Jan 2014			35
	Master of Pharmacy (MPharm) (with BSc Hons Pharmaceutical Sciences exit award)	√		2009 - 2013	CE		
Ulster Business School	Advanced Diploma in Civic Leadership and Community Planning (with Advanced Certificate exit award)		√	2009 – 2010	ME/JN		
	FdSc Financial Services at Southern Regional College	√	√	2009 – 2013	Newry	15	15
	South West College	√	√	2009 – 2013	Omagh	15	15
	North West Regional College	√	√	2009 – 2013	Derry/ Londonderry	15	15
	PgDip/MSc Marketing (with PgCert exit award)	√	√	2009 – 2013	JN		
	PgDip/MSc Agri-Food Business Development (with PgCert exit award)	√	√	2009 – 2013	JN		
	PgDip/MSc Business Development and Innovation (with PgCert exit award)	√	√	2009 – 2013	JN		
	FdSc Hospitality, Tourism and Events at South Eastern Regional College (with CertHE exit award)		√	2009 – 2013	Downpatrick		15
MSc Service Quality Management (with PgCert and PgDip exit awards) at Stafford Associates, Dubai (Outcentre)		√	2009 - 2013				

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Arts	14B	BA Hons Irish History and Politics	√	√	2009 – 2013	ME		
		UG Hons Subject: International Politics (Single Hons/Major/Main/Minor)	√		2009 – 2013	ME		
		UG Hons Subject: Irish History (Major/Main/Minor)	√	√	2009 – 2013	ME		
		MA Cultural Heritage and Museum Studies (with PgDip exit award)	√	√	2009 – 2013	BT		
		PgDip/MA Museum Practice and Management (with PgCert exit award)		√	2009 – 2013	DL		
		PgDip/MA Irish History and Politics	√	√	2009 – 2013	ME		
		PgDip/MA Peace and Conflict Studies	√	√	2009 - 2013	ME		
Life and Health Sciences	28H	FdSc Sport, Exercise and Fitness (with CertHE exit award) at Northern Regional College	√	√	2009 – 2013	Coleraine	1 st intake: 15 Subsequent intakes: 30	1 st intake: 14 Subsequent intakes: 14
	28I	FdSc Sport, Exercise and Fitness (with CertHE exit award) at South Eastern Regional College	√	√	2009 – 2013	Bangor	1 st & 2 nd intakes: 35 Subsequent intakes: 40	1 st & 2 nd intakes: 25 Subsequent intakes: 30
	28J	FdSc Sport, Exercise and Fitness (with CertHE exit award) at Southern Regional College	√	√	2009 – 2013	Newry	1 st intake: 45 2 nd & 3 rd intakes: 50 Subsequent intakes: 55	15
	28B	BSc Hons Clinical Physiology (Cardiology/Neurophysiology/Respiratory) with DPP [Note from 2010 separate entry pathways will apply.]	√		2009 – 2013	JN		
	28E	BSc Hons Podiatry	√		2009 - 2013	JN		

Social Sciences	6A1	UG Hons Subject: Communication (Single Hons/Major/Minor) (with optional DAS)	√	√	2009 – 2013	JN		
		UG Hons Subject: Advertising (Minor)	√	√	2009 – 2013	JN		
		UG Hons Subject: Counselling (Minor)	√	√	2009 – 2013	JN		
		UG Hons Subject: Language and Linguistics (Single Hons/Major)	√	√	2009 – 2013	JN		
		UG Hons Subject: Linguistics (Minor)	√	√	2009 – 2013	JN		
		UG Hons Subject: Public Relations (Single Hons/Minor) (with optional DPP/DAS)	√	√	2009 – 2013	JN		
	6A2	BSc Hons Communication, Advertising and Marketing (with optional DPP/DAS)	√	√	2009 – 2013	JN		
		PgDip/MSc Communication, Advertising and Public Relations (with PgCert exit award)	√	√	2009 – 2013	JN		
		PgDip/MSc Counselling and Therapeutic Communication (with PgCert exit award)	√	√	2009 – 2013	JN		
		PgDip/MSc Political Lobbying and Public Affairs (with PgCert exit award)	√	√	2009 – 2013	JN		
		PgDip/MSc Health Communication (with PgCert exit award)	√	√	2009 – 2013	JN		
6B	PgDip/MSc Language and Linguistics (formerly Communication and Linguistics) (with PgCert exit award)	√	√	2009 – 2013	JN			
	Certificate in Counselling Studies at Belfast Metropolitan College		√	2009 – 2013	Gerald Moag		Max no of students: 60 Max cohort size: 20	

		South West College	√	2009 – 2013	Enniskillen		Max no of students: 20 Max cohort size: 20
		Northern Regional College	√	2009 – 2013	Antrim		Max no of students: 80 Max cohort size: 20
		North West Regional College	√	2009 – 2013	Limavady		Max no of students: 25 Max cohort size: 25
			√	2009 - 2013	Derry/ Londonderry		Max no of students: 65 Max cohort size: 25
		Southern Regional College	√	2009 – 2013	Banbridge		Max no of students: 30 Max cohort size: 20
			√	2009 - 2013	Newry		Max no of students: 40 Max cohort size: 20
			√	2009 - 2013	Portadown		Max no of students: 30 Max cohort size: 20
		FdSc Counselling (with Diploma in Counselling Studies [subject to review], CertHE in Counselling Studies and CertHE in Counselling exit awards] at Belfast Metropolitan College	√	2009 – 2013	Gerald Moag		Max no of students: 60 Max cohort size: 20
		Northern Regional College	√	2009 – 2013	Antrim		Max no of students: 60 Max cohort size: 20
		North West Regional College	√	2009 – 2013	Limavady		Max no of students: 25 Max cohort size: 25

		Southern Regional College		√	2009 - 2013	Derry/ Londonderry		Max no of students: 25 Max cohort size: 25
				√	2009 – 2013	Banbridge		Max no of students: 35 Max cohort size: 20
		South Eastern Regional College [subject to Chair's action being taken following receipt of response from SERC and Panel Chair's consideration of response.]		√	2009 – 2013	Lisburn		Max no of students: 50 Max cohort size: 25
Ulster Business School	15F	FdSc Hospitality, Tourism and Events at South Eastern Regional College (with CertHE exit award)	√	√	2009 - 2013	Bangor	20	15

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and The Built Environment	BA Hons Art and Design	BT
Arts	CertHE Ulster and Scottish Studies	CE/ME
Computing and Engineering	FdSc Automation Engineering FdSc Industrial Electronic Engineering Associate Bachelor's Degree in Engineering BSc Hons Computing Science (Mathematical Applications)	South Eastern Regional College (Lisburn campus) South West College (Enniskillen campus) JN JN
Life and Health Sciences	DipHE Health and Social Care	South East Regional College (Downpatrick campus)
Social Sciences	Access Diploma in Humanities and Social Sciences CertHE in Community Development and Education	South Eastern Regional College (Lisburn campus) North West Regional College
Ulster Business School	FdSc Culinary Arts PgDip/MSc Business and Information Innovation	Belfast Metropolitan College CE