

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 17 October 2007 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Professor N D Black, Miss C Cochrane, Dr T Cook, Dr B Dass, Ms N Duncan, Mrs H Farley, Dr P Fleming, Professor J Gillespie, Dr P Hanna, Professor D A Heenan, Professor D Hunter, Professor R Hutchinson, Professor E M Lillie, Mr L McCurry, Mr D McGivern, Mr M E T McKinney, Professor R J Millar, Professor A Moran

APOLOGIES

Professor J M Allen, Dr E M Boyle, Professor B M Hannigan, Dr P J Lundy, Ms M C M Roulston, Professor R Welch

IN ATTENDANCE

Mrs J M H Alleyne (for mins 07.191 - 195), Mrs C G Avery, Dr C Carter (for mins 07.184 - 185), Ms J Clements (for mins 07.191 - 195), Mr A G Faulkner, Professor P McGowan (for min 07.189)

UNRESERVED BUSINESS

07.158 MEMBERSHIP

Professor Adair, Dean of the Faculty of Art, Design and the Built Environment, Dr Dass, the Faculty of Art, Design and the Built Environment representative, Mr McKinney, the Faculty of Computing and Engineering representative, Ms Alexander, Director of Access and Distributed Learning and Ms Duncan, Students' Union representative, were welcomed to their first meeting of the Committee.

07.159 MINUTES

The confirmed minutes of the meeting held on 20 June 2007 were signed by the Chair.

MATTERS ARISING

07.160 BSc Hons International Hotel and Tourism Management (Level 3) at the School of Hotel and Tourism Management (HTMi), Switzerland (Min 07.146)

The Committee at its June meeting had agreed that the University's in-house English language test offered by the Centre for English Language Teaching (CELT) be recognised as an acceptable alternative to IELTS 6.0 or other equivalent qualifications for the purposes of satisfying the University's English language requirements.

Professor Black sought clarification of the Committee's request for ADSSC to consider whether to add the CELT test to the University's list of acceptable English language entry qualifications, as it was used for admission purposes. The Chair advised that this was a matter of formal recognition of the test's equivalence to the national and international qualifications which provided evidence of competence in written and spoken English. Professor Black agreed to ask ADSSC to add the test to the University's list of acceptable English language entry qualifications.

07.161 Employment Equality (Age) Regulations (NI) 2006: Implications for Admission to Access Courses (Min 07.141)

The Chair reported that the Equality Challenge Unit (ECU) had advised the Equality Unit that it planned to issue guidance in due course on the implications of retention of a specified minimum age for Access courses.

In the meantime, the ECU had consulted the Universities Association for Lifelong Learning which suggested that institutions might adopt wording indicating that Access courses were designed for people normally over 19/21 but that others who believed they would benefit from such a course might be considered. Entry criteria should be written in such a way that applicants should demonstrate a commitment to continuing education and a motivation to study. The Committee noted that it was now intended that Mrs R Fee, Faculty Head of Collaborative Courses, Social Sciences, draft an 'objective justification' for retention of the minimum age rule, for consideration by the Committee at its December meeting.

CHAIRMAN'S COMMUNICATIONS

07.162 National Survey of Plagiarism – Academic Misconduct Benchmarking Research (AMBeR) Project

The Chair reported that a national survey of the incidence of plagiarism in HE (excluding research degrees) was being conducted by JISC. The University had reported the number of offences recorded in 2006/7 from responses received from 16 Schools. Of the 134 cases formally recorded, 48 were at Level 1, 26 at Level 2, 36 at Level 3, and 24 cases related to postgraduate taught programmes. First offences were recorded in 125 cases.

07.163 Student Retention

The Chair reported that the recent National Audit Office report 'Staying the Course' which included case studies might be of interest to Faculties in considering their strategies for retention. The report is downloadable at www.nao.org.uk.

07.164 UNISTATS

The Committee noted that the autumn launch date of the website to replace the TQI website had still to be confirmed.

07.165 QAA Country Audits

The Committee noted that the University had commented on the draft report on the audit of the University's link with Hong Kong College of Technology, received in August, and that the final version was awaited.

Confirmation had been received that the University had not been selected to participate in an in-country audit of activity in Greece.

07.166 COURSE APPROVAL SUB-COMMITTEE

The Chair presented the report of the meeting held on 20 September 2007 (TLC/07/72).

07.167 Course Approval (Item 1)

The Committee noted that Chair's action had been taken on behalf of the Committee during the Summer in relation to recommendations for the approval and re-approval of provision which had been evaluated or revalidated in the May-July period.

The Committee noted that the MRes Cultural Heritages had been successfully validated in July and that there had been an intake of four students in September. The Research Office had been asked to consider the implications of the distinct programme regulations.

The Committee noted that the BSc Hons Sports Technology proposal included an Integrated Foundation Year, which had not been identified on the CA1 form.

Joint revalidation events had been held with HLSP, the new accrediting agency for the Nursing and Midwifery Council, in June in relation to Revalidation Sub-Units 22D: Nursing (Independent and Supplementary Prescribing) and 22E Nursing (Education). The conditions and recommendations set by the Panel for 22D had been met and the final documentation approved. The event for Unit 22E included the evaluation of two new proposals in Supporting Learning and Assessment. As the structure of these programmes did not conform to University expectations, the programmes were restructured following the event, after consultation with the Chair. Confirmation of HLSP approval was awaited.

The Committee noted that the Sub-Committee had approved a request from the Faculty of Social Sciences to postpone the revalidation of subject unit 26L: Certificate in Police Studies (PSNI) from January to April 2008. The University would, however, make a decision on whether to continue its engagement in this area in light of the ongoing public procurement process.

The Committee noted the revisions (Annex to Appendix 1) approved by Faculties and course withdrawals.

AGREED:

- i) that the course provision be approved and re-approved as set out in Appendix 1;

- ii) that it be recommended to Senate that the Integrated Foundation Year within the BSc Hons Sports Technology be approved.

07.168 ADSSC Business (Item 2)

The Committee noted that South Eastern Regional College (Downpatrick campus) had advised that it did not wish to proceed with the evaluation of the proposed FdSc Hospitality and Tourism, which had been scheduled for October.

The Chair reported that it had been agreed that an Evaluation Panel should consider the framework for the proposed Certificate in Personal and Professional Development which it was intended to award to students who accumulate 60 credit points through short courses. This was scheduled to be held in November.

07.169 Submission of Outstanding Final Documents (Item 3)

The Chair commended Faculties on the significant progress made in the completion of documentation following evaluation and revalidation events.

07.170 Review of Documentation (Item 4)

The Sub-Committee had received reports from Faculties on processes in place to review documentation. It was noted that some Faculties held mock events, whereas others used 'critical friends' or 'readers'. The Chair reported that mock events were useful if held at least two to three weeks in advance of deadline for submission for the University event, in order that any changes could be incorporated.

07.171 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting held on 28 September 2007 (TLC/07/73).

07.172 Training for Placement Tutors (Item 1)

The Committee noted that training on SENDO and bullying and harassment had been arranged for placement tutors.

07.173 'Making Practice-Based Learning Work' (Item 4)

The Committee noted that Mrs J Mulholland had given a presentation to the Sub-Committee on a TQEF project which had led to the development of learning materials and resources for use by practice educators in higher education, trusts, health authorities and others involved in learning in practice settings. It was considered that aspects of the material could be adopted by all programmes of study that included placement. Faculty representatives had received a copy of the materials on CD Rom and a hard copy was to be made available for reference in each of the University's Learning Resource Centres.

07.174 Employer Involvement in Assessment (Item 5)

The Sub-Committee had discussed the training of industrial supervisors to assist them in the assessment of students. Concern had been expressed that some employers might not wish to participate in the placement process if such training became a requirement. It was noted that the Sub-Committee had established a working group to develop guidelines and enhance the employer assessment template and assessment criteria through the addition of descriptors for benchmarking.

07.175 Policy for Good Practice: Work Experience (Item 6)

The Sub-Committee had been asked to review the title of the document to ensure that it reflected its purpose and, with the Equality Unit, to identify the minimum legal requirements within the document (min 07.122 refers). The Committee noted that in the revised version (September 2007) the title had been changed to 'Guide to Good Practice'. The Sub-Committee would review the guide and report to the Committee in light of the forthcoming publication of the revised section 9 of the QAA Code of Practice and the Association for Sandwich Education and Training (ASET) Good Practice Guide.

The Committee noted the importance of ensuring that staff were aware that they were not required to be knowledgeable in all legal aspects and that their main legal responsibility was to report any suspected unlawful discrimination or bullying and harassment to appropriate professionals within the University who were trained and responsible for advising on such cases.

07.176 Guidance Notes for University Staff Supporting Work-Based and Placement Learning (Item 7)

In June the Committee had asked the Equality Unit to consult with Professor Lillie on the applicability of the guidance in respect of study abroad. The Committee noted that a minor revision to the Guide had been made to clarify that the guidance notes applied both to paid and unpaid work placements and also to students who study abroad (Appendix 2).

Professor Millar emphasised the importance of ensuring that, where students were undertaking placement or study abroad, they were informed, as part of their preparation, of particular cultural differences and expectations of the country which might affect their experience.

The Committee discussed the extent to which the University's responsibilities extended to residential accommodation. (The Faculty of Business and Management had recently sought legal advice in relation to a particular case.) It was generally considered that, whilst the University had a responsibility to ensure that placements complied with the requirements of the University's Health and Safety Policy, this did not extend to accommodation secured privately by students on placement or studying at home or abroad, which was the students' own responsibility. If, however, the accommodation was provided as part of the placement it should be vetted by the Faculty.

If a student considered him or herself, or was considered by the University, to be at risk because the neighbourhood was unsafe and there was no alternative accommodation within a reasonable commuting distance, then the University would be expected to facilitate an alternative placement.

PROGRESS FILES/INDUCTION, RETENTION AND PROGRESSION

07.177 Progress Files, Induction, Retention and Progression Working Group

Professor Millar presented the report of the final meeting of the Working Group held on 17 September 2007 (TLC/07/74).

07.178 PDP Forum (Item 1)

The Committee noted that the Working Group had endorsed proposals for the establishment of a PDP Forum which was considered to be the best vehicle for ensuring the continued support for and development of this initiative. The Committee considered the proposed remit and membership of the proposed Forum, which would report annually to the Committee or as necessary.

The Committee noted that it was anticipated that the two representatives to be nominated by each Faculty were likely to include the Faculty PDP Co-ordinator and a School PDP Co-ordinator, ie staff who were already engaged in a PDP role.

AGREED:

- i) that the proposed terms of reference and membership be endorsed, subject to the monitoring of the implementation of Faculty PDP strategies being added to the Forum's remit (Appendix 3);
- ii) that the Chair would be nominated, once Faculty representation was confirmed;
- iii) that Professor Millar as Chair and all members of the Working Group be thanked for their valued contribution to the development of PDP.

07.179 Promoting PDP (Item 2)

The Committee noted that the PDP website had been updated to include a range of downloadable resources for both staff and students: <http://pdp.ulster.ac.uk>.

07.180 PDSystem Updates (Item 3)

The Committee noted that, following the University's decision in September 2006 to make both the PDP System and OPUS Free and Open Source Software (FOSS), the first source code had been released in February 2007. The University had hosted a one-day conference 'Supporting Student Employability Online' in June 2007 which had been attended by 90 delegates, of which around half were external to the University. It was noted that the University had benefited greatly and consultancy work was now being requested from other institutions in support of the implementation of the software. The University's PD

System had been identified as good practice at a recent ASET conference. In addition, the system was being developed for use by all teachers in NI as part of a career-long e-portfolio.

Version 4 of the PDS was now available and incorporated a range of new functionality in the e-portfolio and CV builder strands.

The Chair suggested that consideration should be given to the possibility of putting forward the University's PDS system for a Leveraging Excellence Award promoted by the National Consortium for Continuous Improvement in Higher Education (NCCI).

07.181 Faculty Strategies (Item 4)

Following the pilot of PDP at postgraduate level in 2006/7, the Committee noted Faculty strategies for full implementation.

07.182 Retention and Progression (Item 5)

The Committee noted that the other aspect of the Working Group's remit, the project dealing with induction, retention and progression, would now be taken forward as part of the new Teaching and Learning Strategy. The Working Group had suggested that the retention and progression information should continue to be supplied to Faculties, perhaps in the data for Annual Subject Monitoring. It was also proposed that the Marketing division be approached to supply the 'Information for Families' leaflet in the future. It was proposed that the Examinations leaflet for students ('What happens next?') which included definitions of RPT codes should be made available online with a link from the examination results page. A hard copy might also continue to be provided.

AGREED: that the Pro-Vice-Chancellor (ADSSC) be asked to consider the identification of resources to cover the cost of the continued production of the two leaflets.

07.183 **RETENTION AND PROGRESSION OF FIRST YEAR STUDENTS**

Dr C Carter presented a summary report on the Faculty retention meetings held in June 2007 and the HESA non-continuation performance indicators (TLC/07/75).

07.184 Faculty Retention Meetings (June) (Item 1)

The Committee noted that the 2006/7 full-time first year degree statistics reviewed at the meetings were based on the figures after the June examination boards. Overall early leavers amounted to 11.7% of entrants, the same as in the previous year.

Although the percentage of students (51.4%) proceeding to second year had improved, disappointingly the proportion of failed students (3.9%) and those required to repeat the year (3.4%) at this stage had increased from the previous year.

A development of concern was the higher attrition rates evidenced in year 2, which it was suggested might in part be caused by problems in teaching and learning not being adequately addressed in year 1. Unless addressed in the longer term, this could impact on year 3 success rates and even beyond in terms of the employability of graduates.

The Chair advised that the actions identified through the Faculty meetings and the STAR project were a matter of priority for the University. Senate at its November meeting would consider recommendations for broad guidelines on first year teaching arising from Faculty consideration of this matter in light of Senate's discussion on student retention statistics in January 2007.

07.185 HESA Non-Continuation Performance Indicators (Item 2)

The Committee noted that the summary non-continuation figures published by HESA in July 2007 for students who entered the University in 2004/5, and the University's performance in comparison with other benchmark institutions.

Whilst the University's figure had improved by 0.5% against the previous year, it was 3.4% over the benchmark. The University performed better than its benchmark in relation to mature students.

Professor Heenan and Dr Cook emphasised the importance of students making an informed choice of course, and having a clear understanding before they started. While applicant numbers might reduce, the evidence was that retention rates improved. The Committee noted that conversion events were considered to be very worthwhile in providing prospective students and their parents with course information. Interviews were also considered to be a valuable tool in providing information and in determining the potential of the applicant.

While there was a tension between meeting recruitment targets and ensuring that appropriate students were recruited, the University and Faculties needed to work on both aspects.

It was noted that the Director of Marketing would be involved in the consideration of retention issues. Mr McGivern also reported that the University would be responding to the DEL consultation document on Careers Education, Information, Advice and Guidance Strategy to be published at the end of October.

07.186 WORKING GROUP ON STUDENT FEEDBACK ON THE QUALITY OF TEACHING (TLC/07/76)

The Committee received draft terms of reference and membership for the proposed Working Group on Student Feedback on the Quality of Teaching (TLC/07/76). This had been approved in light of the Committee's discussion of the ASM report for 2005/6 (min 07.85 refers).

Mrs H Farley had agreed to chair the Working Group which would report to the Committee in June 2008 with interim reports to the Committee or Senate as appropriate. Recommendations would be considered for implementation from 2008/9.

Mr McCurry expressed his interest in joining the group, particularly in view of his role as a Director of Combined Studies.

It was suggested that Mrs Farley should meet with the Head of Staff Development and Ms P Devine to discuss the operation of the current student questionnaire (suspended for 2007/8). It might also be useful if the Group invited Ms Cochrane to discuss Staff Development matters (min 07.196 refers).

AGREED:

- i) that Mr McCurry be added as a member of the Working Group;
- ii) that the terms of reference and membership be approved (Appendix 4).

TEACHING AND LEARNING STRATEGY

07.187 Achievement of 2006/7 Objectives

The Committee, at its meeting in October 2006, had endorsed specific objectives for 2006/7 which were to be reported through the Committee or other committees/working groups as appropriate (min 06.239 refers). Faculties were not asked to add their own objectives as the University objectives were considered to be sufficiently embracing.

The Committee considered paper TLC/07/77 which included statements from lead responsible agents and Faculty reports. Although the Faculty of Life and Health Sciences had not used the template, all the required areas had been covered.

The Committee was generally satisfied with the reports and that targets had largely been met. It recognised that, as some activities were ongoing, these had been incorporated in the proposed 2007/8 objectives.

07.188 2007/8 Objectives

The Chair presented paper TLC/07/78 which set out specific objectives for the current year which had been drawn up in consultation with the Pro-Vice-Chancellor (Academic Development and Student Services).

AGREED:

- i) that, subject to minor amendments, the teaching and learning objectives for 2007/8 (revised at Appendix 5) be endorsed;
- ii) that a summary progress report from lead agents/Faculties be considered by the Committee at its meeting in October 2008.

07.189 ENTREPRENEURSHIP

Professor McGowan presented the annual report from NICENT for 2006/7 (TLC/07/79).

The Committee noted that, although NICENT phase 1 formally concluded at the end of the 2004/5 academic year, the project had been extended to the end of semester one of 2006/7. During phase 1, over 6,500 students within the Science, Engineering and Technology (SET) constituency of the University had been exposed to the 'core' learning outcomes for entrepreneurship awareness. In addition, over 1000 postgraduates underwent training.

Phase 2 was formally launched in February 2007 and the University of Ulster continued as the lead partner. It extended the project to embrace non-SET Faculties and Schools and to promote the 'Enterprise for Life' agenda.

The Committee was asked to consider the revised core learning outcomes for the Level 2 'Entrepreneurship Awareness' module which had been refined to reflect the extended constituency being addressed by NICENT and the Enterprise for Life agenda. (The Committee noted that the core learning outcomes (October 2003) had been revised in May 2004.)

Given their inter-relationship, the Committee recognised the need to bring together the agendas of creativity and innovation, entrepreneurship and employability.

The Committee noted that evidence of tracking the embedding of the learning outcomes was important for the funders and was informed that an audit was expected to take place in the Spring.

AGREED:

- i) that Professor McGowan be commended for his work;
- ii) that the revised core learning outcomes for 'Entrepreneurship Awareness' be approved (Appendix 6).

07.190 EXTERNAL EXAMINER NOMINATIONS

The Committee considered paper TLC/07/80 on the procedure and practice in relation to external examiner nominations.

The Committee noted that under Senate's Delegated Authority Framework external examiner nominations from Faculties were now considered by the Committee for recommendation for appointment by Council. The Council's authority to approve nominations had been delegated to the Pro-Vice-Chancellor (Teaching and Learning).

Nominations were expected to be submitted for consideration by the Committee no later than its June meeting preceding the year of appointment. The relevant documentation was reviewed to ensure compliance with the University's Code of Practice. Those that accorded with the Code were forwarded to the next meeting of the Committee; the Pro-Vice-Chancellor (Teaching and Learning) considered those nominations which did not accord with the Code.

The Committee discussed the issues raised in the paper relating to late nominations, incomplete nominations and the Code of Practice.

A significantly high proportion of nominations (75% in 2006/7) were late (sometimes after the commencement of semester two). This had implications for standards assurance in terms of the extent and timing of examiners' involvement in the moderation process, particularly in relation to the approval of examination papers and other assessments.

An increasing proportion of nominations received required clarification or additional information. A number of extensions of appointment had been made which did not accord with the Code of Practice.

The Committee was asked to consider undertaking a formal review of Faculty processes for considering nominations, in terms of accordance with the requirements of the Code of Practice as well as accuracy, completeness and timeliness, and a possible review of the conditions for extensions in view of recent experience.

AGREED:

- i) that no change be made to the Code of Practice;
- ii) that Faculties be encouraged to meet the expectations of the Code and to ensure timely submission of nominations in 2007/8 but not be required to submit details of their review processes at this point;
- iii) that the Committee review Faculty compliance with the Code during 2007/8 at its meeting in October 2008 and in light of this performance consider whether any further investigation be undertaken.

07.191 FOLLOW-UP ON ANNUAL SUBJECT MONITORING 2005/6

Ms J Clements presented additional responses received in relation to the Annual Subject Monitoring Sub-Group's report (TLC/07/81) (min 07.133 refers).

07.192 BA Hons Hospitality and Tourism Management (Item 1)

The Committee noted that the course team had been asked to confirm whether specific assessment criteria had been developed for all areas and to clarify what monitoring had been or would be put in place to ensure actions were effective.

It was noted that the External Examiner was to review coursework briefs and the assessment criteria in advance of their implementation and would be asked explicitly to comment on whether they had been set at the appropriate level.

The Faculty had provided assurance that specific assessment criteria had been developed for all modules and that all assessments would be approved by the External Examiner. It was noted that the course was due for revalidation in the current academic year.

In noting the Faculty's assurances, the Committee expected that these matters would not be raised by the External Examiner in future reports.

07.193 Potential of new Student Records System to Provide Modular Data (Item 2)

The Committee noted that the Planning Department had advised that, as the first complete live registration process on the new Student Records System would be in 2008/9, the first data would be produced in 2009/10. A decision regarding the reporting tool to be adopted had not yet made, and it was not yet possible to confirm whether the data structure would be suited to reporting performance of students on combined modular programmes in line with the specification agreed by the Teaching and Learning Committee at its June meeting (min 07.134 refers).

The Committee expressed its serious concern at the lack of information and reassurance from the Planning Department in this matter.

07.194 QAA MID-CYCLE REVIEW REPORT (AUGUST 2007)

Mrs Alleyne presented comments on the QAA Mid-Cycle Review Report (TLC/07/82) following the submission of a commentary from the University in June (min 07.137 refers). The review had taken the form of a paper-based exercise.

The QAA report confirmed (section 5) that it was satisfied that the University was making good progress in addressing issues raised in audit reports and dealt appropriately with internal review reports.

Section 3 of the report indicated that the effectiveness of new arrangements introduced by the University in response to the findings of previous audits would be explored in the next institutional audit. The Committee noted that it was therefore likely that a future Audit team would seek evidence on:

- implementation of the new staff appraisal scheme;
- employer involvement in subject development;
- development of a public register of collaborative courses;
- further development of Annual Course Review and follow-up activities (partner institutions).

Given that the mid-cycle report drew attention to the absence of direct student feedback in the revalidation process, the University was also likely to need to demonstrate how this was obtained and used in other monitoring and enhancement activity.

07.195 SUMMARY RESULTS OF 2007 NATIONAL STUDENT SURVEY (NSS)

Ms Clements and Mrs Alleyne presented the summary results of the 2007 survey (TLC/07/83).

The Committee noted that this was the third year of the survey and that the University's response rate of 56.9% in the main sample was close to the national average (60%), but with a particularly high response from students on health related programme (55.2%) surveyed for the first time in 2007 (36.2% nationally).

In terms of public access, the NSS data would be available on a new website www.unistats.com which had yet to be launched (min 07.164 refers). The University had signed an agreement with the information provider not to use the following data for publicity purposes:

- students' anonymised comments;
- data that fall below the reliability threshold for publication, ie less than a 50% response rate and at least 23 responses.

These data were provided for internal quality management and enhancement purposes only and were expected to be treated as confidential to the institution.

The Committee noted that the University summary satisfaction rating of 4 was higher than the figure of 3.82 published in the THES in September 2007. The higher figure was based on responses to question 22 in the questionnaire which asked students to assess their overall satisfaction with their course. The THES average was based on the responses to the individual questions 1 – 21 of the survey.

The Committee noted that generally there had been no change in the levels of student satisfaction. Assessment and Feedback remained the section in which the University scored lowest with a satisfaction level of 3.5%, but this reflected the lower score in the sector. Promptness of feedback and the level of detail of feedback were highlighted as issues. Only 49% of students felt feedback was helpful.

The Chair considered it preferable that, rather than being prescriptive, the University should identify good practice for dissemination to Faculties. Faculties and their teaching and learning committees (or similar) needed to give further serious consideration to their approaches to feedback on assessment, eg clear return times in accordance with University policy, quality of feedback and how this was monitored through the ASM exercise and evidence of discussion, for example in Staff/Student Consultative Committees and Course/Subject Committee where it might be a standing item.

The Committee noted that Staff Development was currently offering workshops on feedback, but was concerned that those staff who would benefit most from reviewing their approaches were unlikely to attend.

It was suggested that students should be made clearly aware of the School/ Faculty expectations for feedback and should be encouraged to bring to the attention of their class representatives and Course/Subject Directors or other staff when these standards were not met.

AGREED: that Faculties give consideration to their plans to address the findings of the survey, in particular the issue of assessment feedback, through the Annual Subject Monitoring exercise; the actions taken and proposed should be articulated in Faculty reports.

07.196 ASSESSMENT OF TEACHING: STUDENT QUESTIONNAIRE 2006/7

Ms Cochrane presented the report of the assessment of teaching student questionnaire for 2006/7 (TLC/07/84).

Analysis of the questionnaire results was provided at institutional level and at Faculty and School level (with 2005/6 results for comparison).

The Committee noted that over 16,194 responses had been received as against 12,535 in 2005/6. The number of lecturers participating had increased from 527 in 2005/6 to 683 in 2006/7.

Overall, the majority of students were satisfied with all aspects of teaching. Seventy per cent of students considered the quality of teaching to be good or very good, and a further 19% believed teaching to be outstanding. Almost 7% considered it to be poor or very poor. Sixty-six per cent strongly agreed that lecturers displayed interest and enthusiasm.

The Chairman noted that there was less satisfaction with 'assignment setting' (particularly with regard to feedback and timely return) but this response might in part be attributed to the high percentage of 'missing' and 'not applicable' responses. It was noted that the questionnaire was provided by Staff Development in September and should have been issued to students at an appropriate time for full completion, to include these questions.

The Committee was asked to consider the following recommendations:

- a) for those involved in the review of assessment teaching procedures to consider the best way of eliciting information on issues relevant to assignment setting;
- b) for all Heads of School to encourage all staff to participate in future;
- c) that a review be undertaken of the way in which the links between assessment of teaching and staff development programmes could be enhanced.

The Committee noted that recommendation c) would be within the terms of reference of the Working Group on Student Feedback (min 07.186 refers).

The questionnaire had been suspended for 2007/8 during which the Working Group would undertake a review of student feedback.

AGREED:

- i) that Ms Devine be thanked for her valued work in relation to the student questionnaire;
- ii) that the Working Group on Student Feedback on the Quality of Teaching take account of recommendation a) and that the Chair of the Working Group meet with Ms Cochrane and Ms Devine to discuss the operation of the student questionnaire (min 07.186 refers).

07.197 INTERNAL MODERATION

The Committee, at its meeting in April 2006 had agreed a policy on internal moderation with a review of the implementation of the policy to be reported to the Committee in 2007/8 (min 06.98 refers).

The Committee received paper TLC/07/85 which set out comments received from Faculties and the Chair of the Faculty Heads of Collaborative Courses Forum. It was noted that all were broadly satisfied with the implementation of the policy. A number of issues had been identified by the Faculty of Arts, in particular relating to the internal moderation of small pieces of coursework.

In relation to the question of whether projects should be double-marked, given that not all courses had projects, it was considered that this should continue as it was common practice across the sector.

The Committee noted that, in relation to the earlier discussion regarding the timing of feedback, it would be acceptable to provide feedback to students before the work has been internally moderated.

AGREED: that the current policy be maintained.

07.198 APPROVED ABSENCE AND INDEPENDENT STUDY PROGRAMME PILOT: REVIEW AND EVALUATION

In October 2006 the Committee approved a proposal from the School of Sports Studies to pilot an 'Approved Absence and Independent Study Programme' (AA&ISP) in 2006/7 (min 06.244 refers). The Faculty had been asked to report on the operation of the pilot after one year.

Dr Fleming presented paper TLC/07/86, the Faculty's evaluation, which had been conducted using an open-ended questionnaire completed by students and staff involved.

The Committee noted that three applications had been approved. Overall the scheme had worked well and the academic performance of the student athletes was not considered to have been adversely affected. The athletes appreciated the opportunity of this flexible study arrangement and the policy was considered to be of great benefit by students, academic staff and Sports Institute NI (SINI) staff. A proposed change to the arrangements was for there to be a single point of contact to co-ordinate the activity within Schools.

The arrangements were restricted to elite athletes in accordance with a strategic objective of the University.

The Committee was asked to consider the following recommendations:

- a) that the policy be adopted by all Faculties in the interests of equity and equality of opportunity for all elite/high performance student athletes at the University;

- b) that one point of contact within each school should be appointed as an 'AA and ISP co-ordinator';
- c) that a learning agreement should be established with the module co-ordinator for each module affected by the absence; this should outline the weekly tasks and commitment the student must make while not attending classes;
- d) that learning agreements should be shared with the performance manager in SINI if the student was a SINI athlete.

The Committee noted that the role of co-ordinator (b) above) might be added to an existing role-holder in the Faculty, eg Course Director, given that only a very small number of applications would be expected. The School of Sports Studies would be happy to provide advice to Faculties on the implementation of the policy.

AGREED:

- i) that recommendations a), c) and d) be approved;
- ii) that the responsibilities of Course/Subject Directors be revised to include the duty of Approved Absence and Independent Study Programme Co-ordinator for elite athletes;
- iii) that Dr D Brennan be thanked for her thorough report on the pilot.

07.199 BSc Hons FOOD AND NUTRITION

The Committee, at its February meeting, had approved a CA3 proposal to offer one fully online module in the final year of a campus-based degree as a pilot in semester 2 (2006/7) (min 07.41 refers). Such an arrangement was not normally permitted and required consideration by the Committee.

The Committee considered the Faculty's report (TLC/07/87) which provided a comprehensive evaluation of the pilot.

The Committee noted that the module did not strictly accord with the University's definition of 'fully online', as there was a face-to-face on-campus component. The students generally welcomed the flexibility provided and the External Examiner had recommended continuation of online delivery. The views of the Module Co-ordinator and e-Tutor were noted together with changes to delivery proposed for 2007/8.

The Committee commended the team on the pilot and the School's clear criteria for consideration of any future proposals for online level 3 module delivery to full-time undergraduate students. These would be considered on a case-by-case basis by the Faculty and the Committee.

AGREED:

- i) that there was evidence that the online tutor-supported module had operated successfully;
- ii) that the continuation of the arrangement be approved;
- iii) that the Faculty process a CA3 to introduce the proposed revisions to the module from 2007/8.

07.200 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 received a proposed Code of Practice and Nomination Form for the conferment of Recognised Teacher status (TLC/07/88).

A review of the current arrangements had involved discussions with key stakeholders in the Quality Management and Audit Unit (which serviced the Senate), Governance Services (which serviced the Council) and Human Resources (in its role of maintaining the database of Recognised Teachers).

The Committee noted the definition of 'Recognised Teacher' and a proposal to amend paragraph 2 of the current Regulations for Recognised Teachers to replace the term 'appointment' with 'designation as'. 'Appointment' implied a contract of employment whereas in this context, a status is being conferred.

The proposed Code of Practice had been modelled on the process for approval of external examiners and the new roles of the Academic Office and Teaching and Learning Committee had been included. Faculties would have a key role in ensuring that Recognised Teachers were properly qualified and experienced and that they provided the necessary induction and support.

AGREED:

- i) that it be recommended to Senate:
 - a) that paragraph 2 of the Regulations for Recognised Teachers be amended as follows:

'The term 'Recognised Teacher' will apply to persons who, not being members of Academic Staff of the University, may be invited to engage in the teaching, supervision, assessment and examination of students on University courses (notably those which involve an element of practice placement as part of a professional qualification).

Proposals from Faculties for the [delete appointment] designation of such persons, together with their duties and responsibilities, shall be considered by the Teaching and Learning Committee on behalf of the Senate which may make recommendations to the Council.'

- b) that the proposed Code of Practice (Appendix 7) be approved;
- ii) that the Nomination Form be approved;
- iii) that the implementation of the new process be reviewed by the Committee in 2008/9.

07.201 AMENDMENT TO REGULATIONS FOR FIRST DEGREES AND DIPHEs

The Committee, at its April meeting, had recommended the re-wording of a Regulation for Degrees and DipHEs as follows:

~~'At Level A/1 at least 50% of the modules amounting to 60 credit points shall normally be assessed by a combination of written examination and coursework with the remainder assessed by either examination or coursework or a combination of examination and coursework'~~ (min 07.87 refers).

Senate, at its June meeting, had reinstated 'at least' before '60 credit points'. The Committee noted that this phrase was superfluous. The Committee was asked to consider whether it would wish to recommend to Senate a return to the previous revision or to rephrase the sentence.

AGREED: that it be recommended to Senate that the final part of the sentence be removed so that the regulation read as follows:

"At Level A/1 modules amounting to at least 60 credit points shall normally be assessed by a combination of written examination and coursework with the remainder assessed by either examination or coursework."

VARIATIONS WITHIN UNIVERSITY REGULATORY FRAMEWORK

07.202 REVALIDATION UNIT 4A1: BUILT ENVIRONMENT

The Committee received paper TLC/07/90 from the Faculty of Computing and Engineering requesting that it be permitted to continue with its current assessment strategy for Level 1 modules in the BSc Hons Construction Engineering and Management.

The Committee noted that four of the six modules were assessed solely by coursework and that pedagogic reasons had been outlined for this approach.

AGREED: that the proposal be approved.

07.203 LLM HUMAN RIGHTS LAW

The Committee received paper TLC/07/91 from the Faculty of Social Sciences proposing that the minimum admission standard for the LLM in Human Rights Law be set at 2i instead of the second-class honours degree or better stipulated in the University's regulations for entry to a Master's programme.

The Committee noted that the University had used the 2ii standard for entry to Master's courses and a pass degree for postgraduate diplomas since its inception. The Committee also noted that, as for undergraduate degrees, high demand postgraduate courses with a limited number of places could use a higher entry standard to assist selection, but this was distinct from the minimum entry requirement. The Dean confirmed that there was no limit on the places in the LL.M.

AGREED: that the proposal be not approved.

07.204 MSc PROFESSIONAL DEVELOPMENT IN SOCIAL WORK

The Committee received paper TLC/07/92 from the Faculty of Social Sciences requesting the full Post Qualifying Social Work Award of the Northern Ireland Social Care Council (NISCC) be approved as an alternative entry requirement to fulfil the second class honours degree standard stipulated in the University's regulations for direct entry to a Master's programme, the MSc Professional Development in Social Work.

The Committee noted that the issue of AP(E)L had been discussed at the joint evaluation with the Northern Ireland Post Qualifying Education and Training Partnership (NIPQETP), the relevant PSRB, for the programme in April 2007. The Team had originally proposed that candidates seeking admission to the programme by this route would be required to submit a 2000-word assignment demonstrating how their practice experience could be benchmarked against graduate qualities. The NIPQETP Panel representatives were of the view that candidates would not welcome this requirement, especially as QUB, which would also accredit some of the agency-led programmes within the MSc award, would not require it. The NIPQETP representatives had set as one of their conditions of accreditation that an agreement be reached between the University and QUB with regard to the admission criteria, in order to achieve consistency between the two universities.

In order to address the condition set by NIPQETP, the course team now proposed that candidates holding a full post qualifying social work award of the NISCC be deemed eligible for entry to the programme. The Committee noted that this alternative entry qualification, while it was recognised as being equivalent to honours degree level, was assessed on a pass/fail basis, with evidence whether a candidate with this qualification was of a second-class honours degree standard. It was not known whether the threshold was at third or second-class standard.

AGREED: that the Faculty be asked to consider registering students on a linked Postgraduate Diploma/Master's programme, the entry requirements for which were a pass degree or equivalent.

07.205 VALIDATED PROGRAMMES: 2007 ENTRY

The Committee received paper TLC/07/93, Schedule to the Ordinance on the Recognition of Institutions for the Purpose of Offering Approved Programmes of Study Leading to University Awards from the 2007/8 intake.

PRIZES AND AWARDS

07.206 ANNUAL REPORT 2006/7

The Committee noted paper TLC/07/94, the annual report on prizes for 2006/7. Thirty-six new prizes had been established during the year and five discontinued.

In June, the Committee had received a report from the Development Office reviewing endowed prizes and problems with insufficient funds to resource some of the awards that were being made. Rather than discontinue any prizes the Development Office proposed to supplement these from the original sponsor or the University's general funds (min 07.154 refers). Professor Black had also offered to provide support from the Access Fund. The Committee noted that it had since been agreed with the Development Office that the Academic Office would liaise with Faculties to clarify their intentions. Progress would be reported to the February meeting of the Committee.

07.207 NEW PRIZES

The Committee received paper TLC/07/95 proposing new prizes, five in the Faculty of Business and Management and eight in the Faculty of Life and Health Sciences.

It was noted that, at its last meeting, the Committee had approved a Faculty of Business and Management proposal for a Head of School's Award and a Dean's Award for best performance in part 1 and part 2 of the MBA respectively. The Chair asked other Faculties/Schools to consider the merits of making similar awards for courses without prizes.

AGREED: that it be recommended to Council through the Development, Communication and Marketing Committee that the proposed new prizes be established (Appendix 8).

Duration 3 hours 40 minutes

31 October 2007

AGF/CA/lh

REPORT FROM THE COURSE APPROVAL SUB-COMMITTEE (20.09.07)

COURSE APPROVAL (Item 1)

Revisions approved by the Faculties as detailed in the Annex.

FACULTY OF ART, DESIGN AND THE BUILT ENVIRONMENT

BA Hons Photography (with AB exit award and with optional DIS/DAS) (FT) (BT)

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of five years (intakes 2007 – 2011), in line with the revalidation schedule for Subject Unit 2C, with an initial offer standard of a minimum of 160 UCAS tariff points to include grades CC.

FACULTY OF ARTS

MRes Cultural Heritages (with Postgraduate Diploma exit award) (FT) (ME)

- NOTED:
- (i) that the Research Office had been advised of the approval of the new course and had been asked to consider the implications for the Regulations for the MRes;
 - (ii) that the Faculty had advised that four candidates had accepted offers of admission.

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of five years (intakes 2007 - 2011).

FACULTY OF BUSINESS AND MANAGEMENT

MSc Executive Leadership

NOTED: that a CA3 had been received, which proposed the introduction of a full-time version of the course (with a Banking and Finance Specialism), and that this would be considered by APSC.

FACULTY OF COMPUTING AND ENGINEERING

BSc Hons Sports Technology (with Integrated Foundation Year, AB exit award and optional DIS) (FT) (JN)

NOTED: that the Panel had recommended that the industrial placement, which would initially be optional, be made compulsory as soon as possible.

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of three years (intakes 2007 - 2009), in line with the revalidation schedule for Subject Unit 10A: Engineering, with an initial offer standard of 240 UCAS tariff points for the Honours degree and 120 UCAS tariff points for the Integrated Foundation year.

Course Withdrawals

NOTED: that the following courses had been withdrawn:

HNC Computing BIT (PT) at East Tyrone College of Further and Higher Education

HNC/HND Computing (PT) at East Tyrone College of Further and Higher Education.

FACULTY OF LIFE AND HEALTH SCIENCES

Revalidation Subject Unit 22D: Nursing (Independent/Supplementary Prescribing)

NOTED: (a) that the revalidation had been a joint UU/HLSP (the new approving body for the Nursing and Midwifery Council) event and that the programmes would be offered in part-time mode only;

(b) that there had previously been a joint UU/QUB programme, but that it was no longer a joint award, although QUB offered an almost identical prescribing programme and UU and QUB worked jointly in areas of recruitment, assessment, seminar delivery, and had the same external examiner;

AGREED: that, subject to the Panel's conditions being met, the following provision within Subject Unit 22D be approved for a further period of five years (intakes 2007 - 2011):

Advanced Certificate in Nurse Independent/Supplementary Prescribing
Postgraduate Certificate in Nurse Independent/Supplementary Prescribing.

Revalidation Subject Unit 22E: Nursing (Education)

NOTED: (a) that the revalidation had been a joint UU/HLSP event, during which the Panel met with mentors and current and former students, and that the event had also included the evaluation of two new proposals in Supporting Learning and Assessment;

(b) that the title of the Postgraduate Certificate in Education for Nurses, Midwives and Specialist Community Public Health Nurses programme had not been revised as had been reported to CASC at its meeting on 21 September 2006;

(d) that the Panel had expressed concern that the structure of the two proposed programmes did not conform to the University's normal expectations for an academic award and had set as one of the conditions of approval that a case outlining the rationale for the proposed structures be submitted to the Teaching and Learning Committee; Chair's action had been taken, on behalf of the Teaching and Learning Committee, requiring the courses

to be restructured; the courses had subsequently been restructured to accord with University expectations and confirmation of approval from HLSP was awaited.

AGREED: that, subject to the Panel's conditions being met, the following provision be approved for a period of five years (intakes 2007 - 2011):

Postgraduate Certificate in Education for Nurses, Midwives and Specialist Community Public Health Nurses (part-time)
Advanced Certificate in Supporting Learning and Assessment in Practice (part-time)
Postgraduate Certificate in Supporting Learning and Assessment in Practice (part-time).

Course Withdrawal

NOTED: that the following course had been withdrawn:

BSc Hons Molecular Biosciences (FT) (CE).

Course Revision: BSc Specialist Nursing Practice/PgDip/MSc Specialist Nursing Practice

NOTED: that the Sub-Committee had approved a proposal to amend the title of the 'Nurse Practitioner in Secondary Care' pathway to 'Nurse Practitioner'.

FACULTY OF SOCIAL SCIENCES

Revalidation Subject Unit 9C: Education (Professional Development)

- NOTED:
- (a) that, at the revalidation event in May 2007, the Panel had not approved the provision within Subject Unit 9C and that the Panel was to reconvene in November 2007;
 - (b) that the provision was complex, with a large number of awards for a comparatively small number of students, and that the Panel had been unable to gain a sense of cohesion within the programme and considered there to be a lack of core material, an apparent absence of strategic overview and duplication of subject material across the programme;
 - (c) that there had been a problem with retention in the Lifelong Learning programme;
 - (d) that the Panel had made recommendations with regard to demand and marketing, programme structure and content, teaching, learning, assessment and resources.

Revalidation Subject Unit 26B: Community Youth Work

- NOTED:
- (a) that the event had taken the form of a joint UU revalidation/ North/South Education and Training Standards Committee for Youth Work (NSETS) professional accreditation and that the Panel had met with students and Practice Teachers;
 - (b) that the Honours programme and the Postgraduate Diploma had been considered by NSETS for professional endorsement;
 - (c) that the Faculty had sought revalidation for each programme to be offered at both the Jordanstown and Magee campuses, but that initially the Certificate in Community Youth Studies would be offered at the Magee campus only and the postgraduate programme at the Jordanstown campus only; if either programme later extended its provision to the other campus, the submission of a CA3 form would be required and resources would be considered;
 - (d) that the title of the PgDip/MSc Youth and Community Work had been changed to 'PgDip/MSc Community Youth Work';
 - (e) that the Faculty had noted its intention to seek external partners to deliver level 1 of the BSc Hons Community Youth Work through a franchise arrangement;
 - (f) that, in meetings with students and practice teachers, concerns had been identified about quality of delivery, induction and training for practice teachers; the Course Team identified new measures and proposals to improve consistency in standards and assessment, and the Panel made a strong recommendation in this regard;
 - (g) that, at its meeting on 20 June 2007, the Teaching and Learning Committee had approved cases for 30% level 2 contribution to the Honours classification and departure from the level 1 coursework/examination assessment rule;
 - (h) that the Panel had set as one of its conditions of approval that the Faculty should seek to ensure that the current level of staffing resources be secured on a permanent basis, as a number of staff were currently on fixed-term contracts.

AGREED: that, subject to the Panel's conditions being met, the following provision be approved for a further period of five years (intakes 2007 - 2011):

Certificate in Community Youth Studies (PT) (ME) (and JN subject to CA3)
BSc Hons Community Youth Work (with CertHE and AB exit awards) (FT/PT) (JN and ME)
PgDip/MSc Community Youth Work (PT) (JN) (and ME subject to CA3).

Revalidation Subject Unit 26L: Certificate in Police Studies (PSNI)

- NOTED:
- (a) that the Sub-Committee had approved a request to postpone the revalidation of the Certificate in Police Studies from January 2008 to April 2008;
 - (b) that work was ongoing to upgrade the programme to a Certificate of Higher Education.

REPORT ON ACADEMIC DEVELOPMENT AND STUDENT SERVICES
COMMITTEE BUSINESS (Item 2)

- NOTED:
- (a) that East Down Institute (SERC) had advised that it did not wish to proceed with the evaluation of the proposed FdSc Hospitality and Tourism, which was scheduled for 9 October 2007;
 - (b) that the maximum cohort size for the full-time FdSc Construction Engineering at Omagh College of Further and Higher Education (SWC) had been confirmed at 16 students;
 - (c) that the maximum cohort size for the part-time FdSc Architectural Technology and the part-time FdSc Construction Engineering at Upper Bann Institute of Further and Higher Education (Portadown) (SRC) had been confirmed at 15 students each;
 - (d) that a CA1 proposal had been considered for an award of Certificate in Personal and Professional Development for students who accumulated 60 credit points through short courses; that this would essentially be a framework rather than a specific course, but that there might be pathways in coherent areas which would warrant the identification of the pathway in the award title;
 - (e) that it was considered important to ensure that distinct markets were appropriately accommodated, whether prospective students were interested in Continuing Professional Development, or obtaining further qualifications, or 'leisure' courses.

COURSE APPROVAL SUB-COMMITTEE

20 September 2007

FACULTY OF ART, DESIGN AND THE BUILT ENVIRONMENT

BSc Hons Environmental Health

To revise the assessment strategy for modules ENH520J1 and ENH113J2;

FACULTY OF ARTS

Undergraduate Hons Subject: English, American Studies

To introduce two new optional modules;

Undergraduate Hons Subject: International Politics

To introduce three modules; to reinstate one module; to remove one module;

Undergraduate Hons Subject: History (CE)

To introduce a new optional module 'The Great Powers and the Middle East since 1880';

BA Hons Media Arts

To replace MED306C1A with MED323C1 as a compulsory module; to remove MED303C2 and offer three optional modules instead (MED304C2, 307C2, 306C2); to revise names of modules MED105C1 and MED104C2; to add MED512C1A and MED502C21 as optional modules;

BA Hons Irish History and Politics

Undergraduate Hons Subject: Irish History

To introduce a new optional level 2 module 'North by Northwest: Tyrone, Londonderry and Donegal 1607-2007' to replace module HIS323M2;

PgDip/MA Irish History and Politics

To make permanent the change of semesters for modules POL802 and HIS809;

FACULTY OF BUSINESS AND MANAGEMENT

FdSc Hospitality Management/FdSc Travel and Tourism Management / FdSc Hospitality and Tourism Management at BMC, SRC (N&K), NWRC and SWC (Fermanagh)

To revise the assessment scheme for module HTM108X1/2, 'Introduction to Accounting and Finance';

Advanced Diploma: Management Practice (with AdvCert exit award)

To identify a specific pathway (and to request a distinct course code): 'Arts and Business NI';

BSc Hons International Hospitality Management**BSc Hons Culinary Arts****BSc Hons International Hotel & Tourism Management****BSc Hons Travel and Tourism Management**

To introduce a module on 'Management Accounting';

BSc Hons Human Resource Management (FT/PT)

To revise the duration of the examination in module BMG404J2 from 2005/06;

BSc Hons Marketing

To revise module MKT102J1;

BSc Hons Accounting (FT/PT)

To revise the assessment strategy for module ACF130J1 'Accounting Today';

PgDip/MSc International Hotel and Tourism Management

To amend the course regulations to provide for entry by holders of non-cognate degrees and to identify a specific pathway for such students and for those with or without industry experience; to introduce three new modules and a placement module;

Master of Business Administration

To reintroduce a Postgraduate Diploma as an exit award;

MSc Executive Leadership

To introduce a full-time version of the course (with a Banking and Finance Specialism) (to be considered by APSC); to introduce two optional modules, 'Banking and Financial Services Law' and 'International Banking Systems';

FACULTY OF COMPUTING AND ENGINEERING**FdSc Computing at Castlereagh College of Further and Higher Education**

To revise the assessment strategy for 'Programming 4' module;

Undergraduate Hons Subject: Computing (Main)

To replace two modules within the existing modules;

FACULTY OF LIFE AND HEALTH SCIENCES**FdSc Nursing Sciences (In-Service Education Consortia)**

To introduce two new optional modules at level 2 from 2006/07;

BSc Hons Environmental Science with DIS/DAS

To introduce a new optional module in 'Environmental Planning: Principles and Practice' and to move ENS304C to semester 1;

BSc Hons Geography with DIS/DAS

To introduce four new optional modules (two replacements for existing modules);

BSc Hons Geography with DIS/DAS
BSc Hons Environmental Science with DIS/DAS
BSc Hons Marine Science

To revise the assessment strategy for module ENS105C2;

BSc Hons Nursing Studies at SAAD College, Saudi Arabia

To reorganise the content of three modules in Year 1; to revise the title of one module and credit value of two modules accordingly; to timetable the units in semester 2 modules through five-week blocks to support delivery to three cohorts;

BSc Hons Community and Public Health Nursing (FT/PT)/BSc Hons Community Nursing (PT)/PgDip/MSc Community and Public Health Nursing (FT/PT)

To replace a 10-point module 'Community Practitioner Nurse Prescribing Programme' by a 20-point module and to raise the level of this module to level M in the postgraduate programme;

BSc Hons Developing Practice in Healthcare
PgDip/MSc Developing Practice in Healthcare

To amend the prerequisites for level 3 and level M modules in 'Facilitation and Leadership in Developing Practice';

PgDip/MSc Geographic Information Systems (GIS)

To introduce an additional optional module, GEO822C2;

FACULTY OF SOCIAL SCIENCES

Undergraduate Hons Subject: Advertising (Minor)

To identify module MKT519J1 as the compulsory module at level 3 replacing 'The Creative Professional';

Undergraduate Hons Subjects: Communication, Language and Linguistics

BSc Hons Communication Studies

BSc Hons Communication

BSc Hons Language and Linguistics

To introduce a new module in 'Language Communication and Context';

Undergraduate Hons Subjects: Communication (Major), Language (Major), Linguistics (Major)

BSc Hons Communication, Advertising and Marketing

BSc Hons Public Relations

BSc Hons Language and Linguistics

BSc Hons Communication Studies

To remove modules CMM113J2 and CMM125J2; to move module CMM346J1 and 347J1 from Year 2 to Year 1, semester 2 for all students;

BSc Hons Communication, Advertising and Marketing

BSc Hons Public Relations

BSc Hons Communication

BSc Hons Communication (Major) with Advertising and Public Relations

To introduce module CMM317J2 for all students who do not take it already from 2008/09; to move module CMM325J2 to semester 1 (and to introduce it as a compulsory module for the Single Honours and the Major Communication students with these specific combinations) from 2008/09;

BSc Hons Communication with Counselling

To identify module CMM348J1 as a compulsory module for Communication Major students taking Counselling as a Minor from 2008/09;

BSc Hons Language and Linguistics, Linguistics Major

To withdraw CMM125J2 (option) in order to accommodate the transfer of modules CMM346 and 347 from Year 2 to Year 1 from 2008/09; to introduce a new module in Year 2 in 'Psycholinguistics' from 2008/09;

BSc Hons Language (Major)

To withdraw CMM125J2 in order to accommodate the transfer of CMM346 and 347 from Year 2 to Year 1 from 2008/09; to introduce module CMM349J1 as a compulsory module in Year 2 from 2008/09;

BSc Hons Criminology and Criminal Justice

Undergraduate Hons Subject: Criminology (Minor)

To move module PUP517J2 to semester 1 and to change the assessment to 50% coursework and 50% examination; to make PUP517 a compulsory module in the Single Honours degree; to change the assessment in module PUP336J2 to 50% coursework and 50% examination;

PgCert/Dip/MSc Education (Education and Contemporary Society Pathway)

To revise two modules;

PgCert/Dip/MSc Lifelong Learning

To combine modules EDU924J4X and EDU930J2X into a single point module 'Facilitating Learning and Development 1';

PgDip/MPA (Public Sector Executive Development Programme)

To revise the titles of two modules; to revise the assessment strategy for PUP709J1/3 and PUP802J1/3 to 100% coursework; to remove 'Applied Policy Studies' from list of options for this pathway and to replace with 'Research Methods' (PUP711J); to make this part-time pathway available on an accelerated basis so that students may complete in two calendar years or two and a half years, by offering some modules in the full semester 3 in Years 1 and 2;

PgDip/MSc Counselling and Therapeutic Communication

To update the module description for CMM803J4; to introduce a new optional module 'Counselling Skills for Working with Adolescents and Young People'.

POLICY AND PROCEDURE ON BULLYING AND HARASSMENT

GUIDANCE NOTES FOR UNIVERSITY STAFF SUPPORTING WORK BASED AND PLACEMENT LEARNING

Introduction

The University has a comprehensive policy and procedure for dealing with complaints of harassment and bullying¹. The Policy applies to both staff and students, including students while they are on placement. **These guidance notes apply to paid and unpaid work placements and also to students who are studying abroad. Where reference is made to work placement it should be considered to extend to and include study abroad.**

The University is committed to providing a safe and harmonious working environment in which no student or member of staff feels they are being bullied or harassed. Harassment and bullying are unacceptable and will not be permitted or condoned. The recognised trade unions and the Students Union have been fully consulted in drawing up this policy and are all committed to its success.

Definitions

Harassment

Harassment is unwanted conduct of a sexual/sectarian/racist nature or other conduct based on sex, sexual orientation, religious belief, political opinion, race/ethnic origin², marital or family status³, which has the purpose or effect of violating the dignity of women and men or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can also be unwanted conduct aimed at an individual's disability or based on an individual's age, social status or Trade Union membership. Harassment can include unwelcome physical, verbal or non-verbal conduct. Such behaviour is unacceptable where it is unwanted, unreasonable and offensive to the recipient. It is also important to note that it is the purpose or effect of the behaviour which must be considered, even when there may have been no intention to subject someone to harassment.

Some examples are given below but many forms of behaviour can constitute harassment.

- Physical conduct ranging from touching to serious assault;
- Oral and written harassment through jokes, offensive language, racist remarks, gossip and slander, sectarian songs, threats, letters;
- Visual displays such as of posters, graffiti, obscene gestures, flags,

¹ Document approved March 04.

² Race/Ethnic Origin also includes colour, nationality and national origin. The Irish Travellers are recognised as being a racial group.

³ This includes both people with, and people without dependants.

buntings or emblems or any offensive material, including electronically generated material;

- Isolation or non-co-operation at work, exclusion from social activities or conversation;
- Coercion, including pressure for sexual favours, pressure to participate in political/religious groups;
- Intrusion by pestering, spying, following etc.

Bullying

Bullying is unacceptable, offensive behaviour. It is often an abuse of power or position where the targets can experience difficulty in defending themselves. It can be defined as unfair treatment, excessive criticism, or persistent nit-picking, intimidating, aggressive or undermining behaviour, which makes the recipient(s), feel upset, humiliated, threatened or vulnerable and undermines their self-confidence and integrity. Some examples could include a combination of:

- Aggression, threats and shouting;
- Constant belittling, marginalising or ridiculing;
- Excessive criticism about minor things;
- Inappropriate removal of areas of responsibility, or deliberately impeding the work of another employee;
- Excessive monitoring of someone's work or inaccurate accusations about quality of work;
- Public humiliation;
- Taking credit for someone's work but never taking the blame if something goes wrong;
- Twisting things someone says or does;
- Withholding information from or deliberately supplying incorrect information to employees so they are less able to do their job;
- Setting impossible objectives or constantly changing someone's work remit;
- Isolation or non-co-operation at work, exclusion from social activities or conversation;
- Spreading malicious rumours;
- Failure to deal with the issue of an individual consistently being given an excessive workload compared with colleagues;

- Preventing individuals from progressing, by intentionally blocking promotion or training opportunities.

Bullying can also be more subtle and insidious, and can gradually wear someone down. Often it takes place when there are no witnesses, and the victim is afraid to complain through fear of not being believed and of the bullying getting worse. Bullying has an extremely negative effect on the individual and ultimately on the organisation and can cause stress and anxiety which can lead to physical ill health and mental distress. The University will therefore investigate any complaints of bullying thoroughly.

Your Responsibilities

Whilst a student is on placement (whether paid or not), the University continues to have a duty of care towards them, and may be vicariously liable in any complaint of harassment or bullying. A student who feels they are being harassed or bullied whilst on placement may be able to make a complaint under the employer's/ placement organisation's/educational institution's policies, and/or the University's policy.

Therefore, as a member of staff supporting work based and placement learning, you have certain specific responsibilities in relation to the University's policy even while the student is on placement:

- You should ensure that the employing company has a policy for dealing with harassment and bullying and make sure that the student is aware of it. Ideally all the organisations with whom the University places students should have comprehensive policies and procedures; if there is no written policy on harassment you should be confident that there are, nevertheless, recognised ways of dealing with complaints, and bring these to the students' attention.
- You must be aware of the University's policy and procedures (in particular, equality policies and practices) and communicate these both to the students for whom you have responsibility whilst on placement and to the placement organisation; it should be included in the information pack you issue to students before they begin their placement(s). Information regarding equality policies and practices and student responsibilities should be communicated to students in placement sessions.
- You should include a copy of the document "Bullying and Harassment – Guidelines for Students on Work-Based Learning Placements" in the information pack, and ensure that you include this in placement preparation sessions.
- You must respond to complaints made by students while they are on placement; even though they are working for an organisation the University still has a duty of care towards a student on placement; failure to support a student who has a complaint could lead to the University, and you being held liable.

- You must ensure that you afford fair and unbiased treatment to anyone who is making a complaint, or has been accused of bullying or harassment.

These guidelines have been developed to assist you to fulfil your responsibilities.

FAQs

Q: What do I do if one of my students tells me they are being harassed or bullied in their placement organisation?

A: You should ensure that s/he has a copy of the Placement Organisation's policy and procedures and knows how to invoke those procedures if necessary. This may involve them, or you on their behalf, speaking to the Human Resources Officer (or in the absence of an HR department, to a senior member of staff) in the organisation. They may also wish to speak to one of the University's harassment advisers or Counselling staff. A list of the advisers and counsellors is available at www.ulster/equality and www.ulster/studentssupport. You should also contact Head of School, and your Human Resources Consultant/Adviser or a member of the Equality Unit immediately, and advise your Head of School.

Q: What is my role?

A: As a member of staff supporting work based and placement learning you have a responsibility to support the student and assist in the investigation in any way you can. The student will need your support throughout the process. The student may wish you to attend meetings with them, or to speak to the placement organisation's Human Resources Officer, or to a senior member of staff on their behalf. You must ensure that you follow the organisation's own harassment/bullying policy. If they do not have a written policy, you should speak to their Human Resources officer about the process.

You may seek advice from the Department of Human Resources or the Equality Unit at any time.

Q: What happens if the situation is not resolved?

A: If the student feels that there is no possibility of resolving the matter you may need to consider assisting them to find an alternative placement. However a discontented student who simply wants a change of placement for reasons unconnected to harassment or bullying should not simply be moved. It will always be necessary therefore to ensure that a proper investigation of the complaint is carried out before you take this course of action.

Q: What should I do if the student's complaint is not upheld but they insist they are in the right?

A: You should ask the placement organisation for details of the investigation and consider if it was dealt with appropriately, and the conclusion reached seems to be just. You may still wish to consider moving the student if this would be in the best interest of all parties. If you are not happy with the investigation or feel the outcome was not justified, you should report this formally to the placement organisation. You need to consider whether this organisation is suitable for future placements. In these

circumstances you should, as far as practicable, assist the student to find an alternative placement or increase contact with the student to monitor the situation.

Q: What should I do if one of my students tells me they are being harassed but doesn't want me to take any further action?

A: You have a responsibility as a member of staff supporting work based and placement learning to deal with any issue of harassment or bullying of which you are aware. The student may be reluctant to do anything because they fear it may have an effect on their future with the organisation. You need to encourage them to deal with the issue and reassure them that they will not be victimised because they made a complaint. You should also ensure that you get written confirmation from the student that they want you to take no action.

The University will ensure that appropriate awareness training is provided for all placement tutors. For further information on this please contact Staff Development or the Equality Unit.

Sph/01/10/07

UNIVERSITY FORUM FOR PERSONAL DEVELOPMENT PLANNING

Remit:

- To provide a central focus and support for PDP activities in the University
- To keep under review and inform strategic direction of PDP within the University
- To monitor the implementation of Faculty PDP strategies.
- To keep up-to-date with both national and international developments in PDP and disseminate, as appropriate, to the wider university community
- To generate case studies and exemplars
- To inform and monitor developments of PDSystem and any other tools.
- To coordinate the development and distribution of PDP support materials for staff and students.
- To inform staff training in support of PDP and PDSystem.

Membership:

Two representatives from each Faculty

One representative from Faculty Heads of Collaborative Courses

One representative from Staff Development

Two representatives from Career Development Centre

One representative from Students Union

Reporting:

To report annually to Teaching and Learning Committee or more often as required.

Servicing:

The CDC to provide support to service the Forum.

In reaching decisions the Forum will have due regard to their impact on, and implications for, the University's commitment to ensuring equality of opportunity and good relations as outlined in its Equality Scheme, and associated policies, and where possible and practicable the Forum will ensure that its actions are proactive in this respect.

WORKING GROUP ON STUDENT FEEDBACK ON THE QUALITY OF TEACHING

Terms of Reference

- 1 To identify good practice by higher education institutions (HEIs) in collecting quantitative and qualitative feedback from students with particular attention to the approaches taken by those HEIs who have been rated highly in the NSS.
- 2 To review a range of methods for obtaining feedback from students on the quality of teaching, taking account of the commercial availability of evaluation tools.
- 3 To give consideration to how the information obtained from student feedback on individual staff may best be integrated with relevant data in other processes such as for Developmental Appraisal Review and Annual Subject Monitoring.
- 4 To make recommendations on the most appropriate instruments and the methodology(ies) which might be used to contribute to individual staff development and generally to the enhancement of teaching at the University.
- 5 To obtain the views of, and consult with, relevant stakeholders and to report to the Teaching and Learning Committee, by June 2008, and to provide interim reports to the Committee or Senate.

In reaching decisions the Working Group will have due regard to their impact on, and implications for, the University's commitment to ensuring equality of opportunity and good relations as outlined in its Equality Scheme and associated policies, and where possible and practicable the Working Group will ensure that its actions are proactive in this regard.

Membership

Mrs Heather Farley (Chair)	Faculty of Business and Management
Dr Barbara Dass	Faculty of Art, Design and the Built Environment
Mr Lee Cadieux	Faculty of Arts
Mr Lyn Fawcett	Faculty of Business and Management
Mrs Mary Shapcott	Faculty of Computing and Engineering
Professor Maurice Stringer	Faculty of Life and Health Sciences
Professor Deirdre Heenan	Faculty of Social Sciences
Ms Sylvia Alexander	Director of Access and Distributed Learning
Mr Larry McCurry	Director of Combined Studies
Mr Craig Fairless	Market Intelligence
Miss Jennifer Clements	Quality Management & Audit Unit
Professor David Boud	Visiting Professor, Staff Development Unit
Ms Lou McMaw	Student Representation and Development Co-ordinator, Students' Union
Ms Nora Duncan	Vice-President (Education and Welfare) (ME), Students' Union
Mr Kunaal Sharma	Vice-President (Education and Welfare) (JN & BT), Students' Union
Secretariat	Dr Neil Waddell, Academic Office

UNIVERSITY TEACHING & LEARNING STRATEGY

SPECIFIC OBJECTIVES 2007/08

	Objective	Responsibility	Report to	Target Date	Progress and further action planned
	ADMISSIONS and ACCESS				
(i)	<p>Faculties, as part of the academic planning process, are to demonstrate how they will attain (and retain) their MASN and non-MASN target numbers on an annual basis and in particular for 2007/8 having due regard to the need to:</p> <ul style="list-style-type: none"> Engage in widening participation and outreach Extend international and local collaboration Promote creativity and innovation Address significant campus imbalances with regard to S75 categories. 	PVCs (ADSS/T&L) Dr D O'Kane/ Ms J Reilly/Deans	SMG/ADSSC/TLC	Monthly June 2008	
(ii)	Development of additional support strategies at University, faculty and department level to promote the achievement, retention and progression into employment or further study of students.	PVC (ADSS)/ Ms S Alexander/ Dr D O'Kane/Faculties/ Departments	ADSSC/TLC	Ongoing June 2008	
(iii)	To progress and enhance implementation of the University's Access Agreement, including, inter alia, the promotion and uptake of bursaries and scholarships, the	PVC (ADSS)/ Ms S Alexander/ Faculties	ADSSC	May 2008	

	ADMISSIONS and ACCESS (cont)	Responsibility	Report to	Target Date	Progress and further action planned
(iii) Cont	<p>development of innovative outreach activities and further development of internal and external collaborative partnerships for the delivery of the Agreement:</p> <ul style="list-style-type: none"> • Extension of Tutoring in Schools Programme • Introduction of Primary School Programme • Introduction of University Sports Outreach Programme • Provision of summer schools. • Provision of cultural development activities. 	PVC (ADSS)/ Ms S Alexander/ Faculties	ADSSC	May 2008	
	PROGRAMMES OF STUDY				
(i)	In line with DEL/UJ Policy to progress the transfer of UU Intermediate level qualifications to the further and higher education sector facilitating progression to University study through well-designed FdSc articulation routes.	PVC (ADSS)/Faculties/ Academic Office	ADSSC/TLC	Ongoing	
(ii)	To successfully integrate the PgC/Dip/MSc in Higher Education Practice with provision within Staff Development.	Head of Staff Development	TLC	October 2008 – ongoing 2007/08	
(iii)	To ensure that subject areas due for (re)accreditation visits by PSRBs result in positive outcomes leading to co-terminus awards viz MArch, Pharmacy*, HLSP, BSc(Hons) Environmental Health.	QMAU/ Faculties: ADBE, LHS	TLC		

* Completion of stage 2 of a four stage process would be the target for Pharmacy by the end of 2007/8.

	TEACHING AND LEARNING	Responsibility	Report to	Target Date	Progress and further action planned
(i)	To develop and consult on new Teaching and Learning Strategy (2008/9 – 11/12) and agree action plan for 2008/09.	PVC (T&L)	Senate/Council	Feb 08/Apr 08	
(ii)	To monitor and report on Faculty compliance with the University's policy on Student Transition.	Staff Development	TLC	April 08	
(iii)	To enhance student and graduate employability in line with TQEF objectives and targets.	D McGivern/ Career Development Centre/Faculties	Steering Group/TLC	June 2008	
(iv)	To roll out the PDP programme to all undergraduate students (full-time and part-time) and postgraduate and research students as these cohorts progress through the University.	D McGivern/Faculties	ADSSC/TLC/PDP Forum	Oct 2008	
(v)	To monitor and report on progress against SENDO strategy and associated Code of Practice.	SENDO Implementation Working Group	TLC	June 2008	
(vi)	To monitor and make progress in accordance with University's Institutional CETLs project plans and targets.	Steering Groups/PVC (ADSS)/Faculty of Arts	TLC	June 2008	
(vii)	To promote and disseminate innovations and good practice in teaching and learning.	FITLS	TLC	June 2008	

	STANDARDS AND QUALITY	Responsibility	Report to	Target Date	Progress and further action planned
(i)	To complete the thematic audit of the University's Modular System and to make recommendations for enhancement.	QMAU	TLC	June 2008	
(ii)	To review the implementation of University's Plagiarism Policy and to make recommendations for enhancement.	Faculties	TLC	Feb 2008	
(iii)	To receive the final report and recommendations of the pilot Peer Supported Review Scheme.	CPDSc/Staff Development	TLC	Feb 2008	
(iv)	To undertake a review of Student Feedback on Teaching Quality with a view to implementing/piloting proposed alternatives in the 2008/09 academic session.	Working Group on Student Feedback	TLC	June 2008	
(v)	To review the implementation of the University's APL Policy (including schedule of fees to be charged) and make recommendations for enhancement.	Faculties/Finance	TLC/Council	April 2008	
(vi)	To review the University's position against revised Section 5 of QAA Code of Practice: Academic Appeals and Student Complaints.	Academic Office	TLC	Feb 2008	
(vii)	To review the University's position against revised Section 9 of QAA Code of Practice: Work-based and Placement Learning.	Academic Office/ SCWBL	TLC	April 2008	

	STANDARDS AND QUALITY (Cont)	Responsibility	Report to	Target Date	Progress and further action planned
(viii)	To review and make recommendations re the nature of our academic (teaching) partnerships with local Area Based Colleges of Further and Higher Education.	PVC (T&L)/ PVC (ADSS)/Change Academy	SMG/Senate/Council	Feb 2008	
(ix)	To implement the recommendations arising from QAA Collaborative Provision Audit	Academic Office/ QMAU/FHCCs	TLC	April 2008	
(x)	To implement the recommendations arising from the QAA Audit of HKCT	Academic Office/ QMAU	TLC	April 2008	
(xi)	To initiate and make progress with themed audit University's e-learning provision.	QMAU	TLC	Dec 2008	
(xii)	To undertake evaluation of ACR methodology taking account of new FE structure and emergent revised external (DEL/ETI/QAA) quality assurance arrangements.	QMAU/FHCCs	TLC	April 2008	
(xiii)	To review, amend and disseminate the University's Code of Practice for Public, Statutory and Professional Body Visits.	QMAU/Faculties	TLC	Dec 2007	
(xiv)	To agree University Guidelines on 1 st Year teaching.	Faculty Teaching and Learning Co-ordinators	Senate	Feb 2008	
	RIGHTS AND RESPONSIBILITIES				
(i)	To monitor and review progress against the KPI's as set out in the University's Student Support Charter.	QMAU	Senate/Council	April 2008	

	REWARD AND RECOGNITION	Responsibility	Report to	Target Date	Progress and further action planned
(i)	To disseminate and seek quality nominations for the University's Distinguished Teaching and Learning Support Staff Awards.	Staff Development/ FITLS	TLC	Dec 2007	
(ii)	To disseminate and seek quality individual University nominations to the 2008 National Teaching Fellowship Scheme.	Staff Development/ FITLS	TLC	Feb 2008	
(iii)	To undertake further training and development in support of the University's Developmental Appraisal Review Scheme (DARS) which became effective from 1 August 2007.	Staff Development/ Departments/Faculties	TLC/Council	June 2008	
(iv)	To monitor uptake and compliance of DARS (50% target in 2007/08) by Departments and Faculties.	PVC (T&L) Heads of Department/Deans/HOS	SMG/Council/TLC	Sept 2008	
(v)	To finalise CPD Policy and Code(s) of Practice for academic and non-academic staff.	Staff Development/ Departments/Faculties	Senate/Council	April 2008	

LEARNING OUTCOMES

The level 2 module, *Entrepreneurship Awareness*, is designed to be a core module and focuses basically on knowledge transfer. It seeks to provide students with insights to problems and issues associated with establishing and managing the development of any innovative enterprise or project.

As a consequence of undertaking this module students will be able to:

Knowledge and Understanding

- Define what entrepreneurship is, consider how everyone has the potential to be entrepreneurial, and to explore the constituents of the entrepreneurial process
- Identify steps required to research the potential for an innovative idea for the development of an existing enterprise, a new venture or a social change opportunity
- Examine the key resources required to exploit an innovative idea or opportunity to develop an existing business, launch a new venture, or initiate a social enterprise
- Identify the key steps required for exploiting an innovative idea or opportunity to develop an existing business, launch a new venture, or initiate a social enterprise

Intellectual Qualities

- Recognise the central role of creativity and innovation in entrepreneurship, in the generation of new ideas and, where appropriate the core challenges of protecting those new ideas which have commercial/social value
- Appreciate the significance within the entrepreneurial process of calculated risk-taking, attitudes to failure and tolerance of uncertainty

Professional/Practical Skills

- Organise and utilise the components of the planning process in the development of an innovative project or the exploitation of a new opportunity to develop an existing business, launch a new venture, or initiate a social enterprise
- Communicate and sell innovative ideas effectively

Transferable/Key Skills

- Recognise the value and potential of innovative and entrepreneurial thinking for effective problem solving and change management
- Recognise the core role of creativity and innovation in managing the entrepreneurial process effectively

RECOGNISED TEACHER STATUS

CODE OF PRACTICE1 *Designation*

Recognised Teachers are designated by Council on the recommendation of the Teaching and Learning Committee, acting under delegated authority from Senate, after consideration of nominations from the Boards of the Faculties.

In recommending Recognised Teachers for designation the Faculty shall have regard to the following:

- 1.1 Recognised Teacher status may be conferred on University staff who are not Academic staff (and whose contract of employment would not normally require them to be engaged in teaching duties) to participate in the teaching, supervision, assessment and examination of students of the University.
- 1.2 Recognised Teacher status may be conferred on persons employed by other organisations who are to be engaged over a significant period in the teaching, supervision, assessment and examination of students of the University in settings, for example clinical practice or in the delivery of modules at outcentres, in which members of Academic Staff of the University cannot be accessible to students on a day-to-day basis.
- 1.3 Recognised Teacher status shall be accorded only to persons whose qualifications and experience of their discipline and practice are comparable to those of members of Academic Staff of the University.
- 1.4 Recommendations for the granting of Recognised Teacher status should be submitted by the Faculty Board to the Teaching and Learning Committee of Senate in the first instance.
- 1.5 Recommendations shall be made in accordance with the approved University procedure and should be accompanied by a CV and a statement of duties and responsibilities, which have been agreed between the nominee's organisation and the Faculty.
- 1.6 The period for which Recognised Teacher status is granted should be not more than four years in the first instance, and may be extended at intervals of not more than four years thereafter on the recommendation of the Faculty Board.
- 1.7 Subject to the overall responsibility of the Head of School and the Course/Subject Committee, a Recognised Teacher may be designated as the person responsible for the delivery of specified parts of a programme of study and for the internal assessment of candidates' performance in associated coursework and examinations.
- 1.8 Recognised Teachers shall be members of the relevant Course/ Subject Committee and Board of Examiners.
- 1.9 Recognised Teachers shall be expected to participate in University quality assurance processes including those used for the purpose of obtaining feedback on the quality of teaching.
- 1.10 Recognised Teachers shall report as required to the Head of School, Course/ Subject Committee, Board of Examiners, Faculty Board, or other body specified by the University.

- 1.11 Recognised Teacher status is not conferred on staff of other institutions where University of Ulster students are enrolled to undertake studies, for example, under exchange/intercalary schemes or the Business Education Initiative, nor to supervisors of industrial placement.
- 1.12 Recognised Teacher status is not conferred on staff of partner institutions teaching on courses listed in the Schedule to the Ordinance on the Recognition of Institutions.

2 *Process*

- 2.1 The process of designation is instigated by Faculty through the completion of a Recognised Teacher Nomination Form.
- 2.2 The Nomination Form and accompanying curriculum vitae is forwarded to Academic Office for scrutiny and processing.
- 2.3 Academic Office reviews the proposal to ensure that it conforms to the standards set out in the Code of Practice.
- 2.4 Academic Office prepares and submits a summary to the Teaching and Learning Committee and, if endorsed, recommendations are made to the Council.
- 2.5 The formal role of the Council is to bestow Recognised Teacher status on the nominees.
- 2.6 The Human Resources Department receives the approved nominations, issues letters of designation and adds the names to the University's database of Recognised Teachers.

3 *Duties*

- 3.1 The duties of a Recognised Teacher shall include: teaching, supervision, assessment and examination of University students as determined by the Head of School;
- 3.2 Recognised Teachers shall attend meetings of Course/Subject Committees, Boards of Examiners and of staff student consultative committees as required;
- 3.3 Recognised Teachers are expected to attend induction organised by the Faculty and to avail of appropriate staff development opportunities;
- 3.4 Recognised Teachers shall not normally act as module co-ordinators or advisers of studies.

FACULTY OF BUSINESS AND MANAGEMENT

The Northern Health Board Business with Computing Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
BSc Hons Business with Computing (FT & PT) - Final year students	Highest overall mark (coursework and exam)	Board of Examiners	£100	The Northern Health Board Northern Health and Social Services Trust, Ballyclare
Skillsmart Retail Award (3 awards: year 1, 2 and final year)				
BSc Hons Business with Retail Studies – Year 1, 2 and Final Year students	Student with the highest average mark in each year	Board of Examiners	£50 voucher	Skillsmart Retail, The Sector Skills Council for Retail, London
The First Trust Bank Finance and Investment Award				
BSc Hons Business Finance and Investment - all final year full-time students	Top average mark overall or in the event of a tie, highest number of firsts (mark of 70%+)	Board of Examiners	Trophy (which is kept by winner for 1 year)	First Trust Bank, Coleraine
The Irwin Donaghy Stockman Chartered Accountant Award				
Business and Management programmes (various) - All students undertaking module, 'Introduction to Accounting' (ACF110C1/2)	Highest overall mark in combined coursework/ examination	Board of Examiners	Trophy (worth £100)	Irwin Donaghy Stockman, Chartered Accountants, Coleraine
Radisson Roe Park Award in Marketing				
Programmes incorporating module, 'Introduction to Marketing' (MKT108C1/2) - all students undertaking module	Highest overall mark	Board of Examiners	£250	Radisson Roe Park, Limavady

FACULTY OF LIFE AND HEALTH SCIENCES

The Kerry Foods Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
BSc Hons Food and Nutrition – All final year students	Highest overall Project mark.	Board of Examiners	£250	Kerry Foods
Yakult Prize				
BSc Hons Human Nutrition - final year students who have successfully completed placement	Best overall performance	Board of Examiners	£150	Yakult Ireland, Dublin
Bank of Ireland Nursing Award				
BSc Hons/BSc Nursing – Adult branch - All students in final year, due to complete their studies by September of that year.	The student is voted by their peers (fellow students) on the following criteria: <ul style="list-style-type: none"> – Student deemed to have made the most major contribution to the cohort over the previous three years. – Student should be someone who is a role model of the professional nurse. 	Voted by students, approved by course director and ratified by Board of Examiners.	Tyrone Crystal worth £100	Bank of Ireland, 4 Spencer Road, Londonderry
The North and West Housing Caring for Older People Award				
BSc Hons Nursing (Adult) Graduate Diploma in Nursing (Adult) - All students in final year.	Students must have achieved 70% or above in module NUR354 'Rehabilitation and Nursing Older People' and 75% or above in module NUR399 'Care of Older People'. The top five students are selected for interview.	Interview conducted by the Director of Personnel and Training in North and West Housing with a Module Coordinator of one of the modules. The winning candidate is approved by the Board of Examiners.	Engraved Crystal plaque (value £50) which is retained by winner and £100	North and West Housing, Magazine Street, Londonderry
Princess Macha Award				
BSc Hons Nursing BSc Nursing Graduate Diploma Nursing - Year 3 placement students	The best Year 3 student who obtains an outstanding mark (90%+) in clinical placement, with special emphasis on communication skills with patients and families.	Director of Nursing, Altnagelvin Area Hospital, Clinical Mentor and Placement Supervisor.	£100 and Trophy	Western Health and Social Care Trust, Altnagelvin Hospital

Sperrin Lakeland Health and Social Care Trust Management Award				
BSc Nursing (Adult) (ME) BSc Hons Nursing (Adult) (CE/ME) (Module NUR529C/M3 Management of Patient Care – placement)	Students must have: 1. Completed placement of 8 weeks. 2. Submitted portfolio on time (unless extenuating circumstances). 3. Demonstrated a high standard of management skills within the placement area – score of >90% in placement assessment. 4. Score >70% in Portfolio. 5. Overall highest cumulative score. 6. Supporting statement from mentor.	The winner selected by the relevant lecturers and module co-ordinator at the end of the management placements. The decision is ratified by the Board of Examiners.	£150 and a piece of Belleek china (approx value £70)	Sperrin Lakeland Health and Social Care Trust
Olly McGilloway Memorial Award				
Nursing Alumni	This award is given in recognition of outstanding achievement in the area of transcultural nursing to a Nursing Alumnus/a who: - has made a significant contribution to transcultural nursing/midwifery at an international level; - has addressed a health care need that has specific cultural concerns on either a global, national, or local level; - is a recognised advocate for marginalised ethnic/cultural groups within a remit of health and social care; - has developed a nursing/midwifery career within transcultural care and continues to develop innovative practice in this area.	Head of School, Associate Head of School and group of senior staff from the School of Nursing	£400 approx. One every three years.	Olly McGilloway Memorial Endowment Fund
Tagoe Prize				
BSc Hons Podiatry - Final year	Student gaining the highest mark in research project (module POD502J2)	Board of Examiners	£300	Professor Mark Tagoe, Dept of Podiatric Surgery, West Middlesex University Hospital, Middlesex.