

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 1 April 2009 at the Magee campus

PRESENT

Professor D A McAlister (Chair), Ms S Alexander, Professor R R Barnett, Dr D Barr, Professor N D Black, Miss C Cochrane, Professor C Curran, Professor P Fleming, Dr C Gormley-Heenan, Professor K Greenan, Mr I Hanna, Ms A Honan, Professor D Hunter, Professor R Hutchinson, Mr L McCurry, Mr D McGivern, Mr M McKinney, Professor R J Millar, Professor I Montgomery

APOLOGIES

Professor A Adair, Professor J M Allen, Mr M Beagan, Professor S Boyd, Dr T Cook, Mrs H Farley, Mr A Freaney, Professor B M Hannigan, Dr P J Lundy, Professor A Moran, Professor P Ó Dochartaigh

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Professor E M Lillie, Professor P McGowan (for min 09.44)

UNRESERVED BUSINESS

09.26 MINUTES

Subject to the correction of 'Single Honours' to 'Main Subject (Level 3)' relating to History provision at Southern Regional College in the Appendix, the confirmed minutes of the meeting held on 4 February 2009 were signed by the Chair.

MATTERS ARISING

09.27 Student Survey – Module Evaluation (Min 09.4)

The Chair reported that a high response rate of approximately 80% had been achieved in the Semester 1 survey. It was noted that the proportion of 'neutral' responses appeared relatively high and it was felt that the setting of 'neutral' as the default response might have been a contributory factor. This would be addressed in the Semester 2 survey. Consideration was still being given to the aggregation of the data for reporting at course, subject, school and faculty levels. It was also agreed that Heads of School should be able to access module results to include the qualitative comments. It was noted that Ms Honan would be consulting with student representatives to assess student views on the survey so far.

The Working Group was currently giving consideration to the timing of the second semester survey, which was complicated by the need to accommodate Boards of Examiners and the appeals processes. It was expected that the survey would be available from 25 May until the end of June. The Committee recognised that the

incentive of the early release of student marks had contributed to the high response in Semester 1 and it was hoped that similar incentives would be in place for the second survey.

09.28 BSc Hons Dietetics, MSc Dietetics (Min 09.7)

The Committee, at its February meeting, had noted that the placement year in the BSc Hons and the PgDip/MSc Dietetics had been revised to two 50 point placement modules and two 10 point synoptic modules to ensure that students would address the different aspects of competence in line with HPC standards and the professional body's curriculum framework. This affected an earlier decision by the Committee at its December meeting (min 08.245) to amend Master's degree regulations to reflect the previous proposal for one 20 point synoptic module.

AGREED: that a further amendment be endorsed and that it be recommended to Senate that Regulation 22 of the Regulations for Master's degrees be amended to reflect the use of two Level 3 modules instead of one, as follows:

ADD With the exception of the MSc Dietetics, in programmes of more than 200 credit points' value, the assessment results from the final 120 credit points shall determine the final degree result. **ADD In the MSc Dietetics, the final result shall be determined by all Level 7 modules and two [previously one] Level 6 modules.**

09.29 Review of Regulatory Framework: Outstanding Matters (Min 09.17)

The Chair reminded members that a special meeting of the Committee would be held on 8 April to consider responses and proposals in detail with a view to forwarding recommendations to the June meeting of Senate in time for implementation in 2009/10.

CHAIR'S COMMUNICATIONS

09.30 Freedom of Information and Data Protection Acts – Requests for Information

The Chair reported that the Universities and Colleges Employers Association (UCEA) had issued guidance on requests for information such as lists of names of external examiners. UCEA cited Sections 36 and 40 of the Freedom of Information Act relating to exceptions under the principles of the Data Protection Act in the interests of the 'effective conduct of public affairs' and considered that there were persuasive reasons not to disclose the names of external examiners if they were not already in the public domain, for example in the interests of the proper conduct of examining and marking and to prevent the risks associated with the potential for inappropriate practice between student and examiner or possible corruption, whether intentional or not. Institutions were advised to agree a policy about routine publication.

The Committee noted that Ulster practice was to deal with nominations under reserved business. Subsequently course teams might disclose identities

internally, for example when discussing external examiner reports with student representatives or during viva examinations. It was not current practice to publish routinely the names of external examiners and during the brief period of publication of summary reports for TQI purposes, these had been anonymised.

AGREED:

- i) that the names of external examiners should not be published externally, but the identity of external examiners might continue to be disclosed internally; consequently requests under FoI would not generally be met;
- ii) that the practice be reflected in the next edition of the External Examiners' Handbook, and Governance and Legal Services be advised accordingly.

09.31 Plagiarism in Group Work

The Committee noted that a number of matters in dealing with plagiarism in group work had been raised by the Head of the School of Engineering. It was noted that, although group work might be designed so that the contribution of each student could be identified, if an element of work was not considered on account of plagiarism, then the overall mark for the submission might be affected and hence all students would suffer. Also, the investigation of plagiarism required careful handling to ensure that individual students were not wrongly accused. Group work was currently the subject of a themed audit (min 08.238 refers).

The Committee discussed the implications of group work for current policy on plagiarism. The Chair advised that at the start of any group work the assessment criteria and the implications of poor quality work for marks (individual or group) should be made very clear to students. This awareness should encourage vigilance on the part of all members of the group to ensure that work was properly referenced. With regard to plagiarism and other forms of cheating, only those involved in cheating would suffer the disciplinary penalty.

The Committee noted that some staff made use of Turnitin, the electronic detection software, to which the University subscribed, to identify textual similarities. While some institutions allowed students to access 'originality reports' in Turnitin, there was no specific University policy in this regard. Members thought it would be a useful resource to assist students to improve their own academic referencing and also, with respect to group work, in the discharge of their shared responsibilities for the assignment.

AGREED:

- i) that students be allowed access to Originality Reports in Turnitin where appropriate;
- ii) that course/subject committees ensure that information about module assessment clarified, where applicable, the consequences of poor quality work and plagiarism in group work for group members and the tools available to students to check for plagiarism;

- iii) that the matter be kept under review and reported on explicitly as part of the University's ongoing monitoring and evaluation processes.

09.32 Centre for Higher Education Practice

The Committee noted that the inaugural symposium of the Centre for Higher Education Practice entitled 'Re-envisioning the learning environment – Challenges and Opportunities' would be held at the Jordanstown campus on 6 April 2009. Approximately 100 participants were expected.

09.33 NSS Interim Results

The Chair reported that the response rate in the main category was currently below the national response rate and lower than the University's response rate for last year. In the NHS-funded category the rate, while below the national rate, showed an improvement on previous years. Disappointingly, to date only four of the 41 subjects reported met the threshold for publication.

The Quality Management and Audit Unit was currently encouraging students to complete the survey before it closed at the end of April. Ms Honan advised that Students' Union officers would be willing to support these efforts. The Chair asked Faculties, and in particular Course Directors and module co-ordinators, to encourage students to complete the survey.

AGREED: that the Quality Management and Audit Unit, Access and Distributed Learning and Ms Honan liaise over the possibility of the Students' Union sending an email to students, and also explore a pop-up message when students log in, for example, to WebCT.

09.34 COURSE APPROVAL SUB-COMMITTEE

Professor McAlister presented the report of the meeting held on 12 March 2009 (TLC/09/11a).

09.35 Course Approval

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

The Committee noted that a five year extension had been approved in June 2008 for the PgD/MSc Human Nutrition, PgD Dietetics and MSc Human Nutrition and Dietetics offered by Hong Kong University (HKU), subject to a mapping exercise of the revised parent courses which had been revalidated in October 2008. It had been agreed that, if the extent of revisions amounted to less than one quarter, the changes should be approved by CA3 with verification by external members of the original Panel. If the extent of revisions was more than 25%, a revalidation would be required. The Chair reported that the Faculty had now submitted a mapping and that CA3s would need to be submitted urgently to allow external consideration in time for the proposed May 2009 intake at HKU.

The Committee noted that, in subject unit 27A: Sociology, AB exit awards had been proposed for the Single Honours and also for the Major subject which contributed to the Combined Honours degree award. The Sub-Committee had agreed that the concept of AB exit awards for Combined Honours degrees, and in particular the integrity of a Minor strand for an award at Level 5, be referred to the Campus Co-ordinating Groups for consideration.

AGREED: that the course provision be approved and re-approved as set out in the Appendix.

09.36 Joint Award Ulster with University College, Dublin and University College, Cork

Professor Fleming presented a proposal (TLC/09/11b) from the Faculty of Life and Health Sciences to convert the distance learning PgCert/Dip/MSc Food Regulatory Affairs and PgCert Veterinary Public Health from Ulster awards to joint awards with UCD and UCC with effect from June 2009.

The Committee noted that at the revalidation in November 2007 the PgCert Veterinary Public Health and the PgDip/MSc Food Regulatory Affairs had been presented as Ulster courses leading to Ulster awards, with contributions from the other institutions. The Faculty had indicated an intention formally to convert the PgCert to a joint award with UCD, once the course had completed the approval process there.

CASC had noted Senate's definition of a joint course/award as one involving 'equal contributions', although the nature of the contribution where a formal joint award was involved was not specified: whether it should be determined by academic curriculum or whether one party's responsibility for infrastructure support should count.

The information provided by the Faculty suggested that the contributions of the three partners in relation to academic content was not equal with Ulster contributing approximately 50 – 55%, UCD 30 – 35% and UCC 15%. The University was to have the primary role in course management and quality assurance; external examiners would only be appointed by Ulster. The statement included detail of these arrangements. The proposal was, however, complicated by the fact that academic expertise in the PgCert Veterinary Public Health did not involve UCC, and was mostly based in UCD. It was noted that the University's link to the subject expertise in this area was advantageous to it, given the Faculty plans for future development in the Veterinary Health area.

Correspondence from UCD had indicated that its Academic Council had 'approved the programmes' in October 2008; however it was not explicit whether it had approved the specific joint award proposal. Another issue which required clarification was the legal capacity of UCD and UCC to make joint awards and whether the National University of Ireland, of which they were constituent universities, needed to be involved in approval. UCC had yet to approve the programmes. The Committee acknowledged that equal contributions could be achieved if Ulster and NUI were considered the awarding bodies and there was not a strict requirement in respect of academic content. The design of the parchment might possibly include the names of UCD and UCC although NUI would be the awarding body with Ulster.

Although sympathetic to the Faculty's proposal, the Committee noted that issues of principle for the University around the nature and balance of contributions in joint awards and with regard to this proposal the specific awarding body, had yet to be resolved. There was also some concern that the timeframe for all institutions to confirm approval of the programmes and joint awards and to finalise the terms of the agreement(s) and parchments was very tight for joint awards to be in place for the June 2009 graduating cohort. The whole cohort of current students would also need to give consent to a change in awarding authority.

AGREED:

- i) that no recommendation to change the status of the award be made to Senate at this point;
- ii) that the University provide further clarity on its requirements for a joint award, in the light of practice elsewhere in the sector.

09.37 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting of the Sub-Committee held on 2 March 2009 (TLC/09/12).

09.38 Titles of Diplomas Associated with Placement Year and Year of Study Abroad (Item 1)

The Committee, at its meeting in December 2007, had noted in the report from the Sub-Committee a concern to improve the marketing of placement to current and prospective students in order to increase student engagement. The Director of Student Marketing had been asked to consider ways of promoting placement and Professor Durkin had now reported a sense of confusion between the Diploma in Industrial Studies (for the placement year) and the Diploma in Area Studies (for study abroad). The topic of placement award titles had previously been considered in 2000/01 when the University had confirmed its preference for generic titles and added a new award of Diploma in Professional Practice.

The Sub-Committee had agreed to establish a working group to review the titles of the awards and also to consider whether they should continue as coterminous awards. The views of Professor Boud, Visiting Professor, would be sought.

09.39 Insurance Indemnity for Students on Placement (Item 2)

The Sub-Committee had noted the University's current indemnity for providers and advice from the University's solicitors about verification of providers' own insurance and the Pro-Vice-Chancellor (Teaching and Learning)'s view. The Sub-Committee had agreed to ask Faculties to provide details on processes used to deem a placement suitable. The Sub-Committee would review these and report further on this matter.

09.40 Economic Climate (Item 3)

The Sub-Committee had discussed a number of concerns raised about students unable to find placements and those made redundant whilst on placement.

The Sub-Committee recommended that students on courses with compulsory placement who had been unsuccessful but could demonstrate appropriate effort to find a placement for the 2009/10 academic year should be permitted to proceed to the final year of study, without eligibility for DIS.

It was proposed that students who had not made sufficient effort to find a placement should be placed on leave of absence and be asked to continue to seek a suitable placement. Their cases would be reviewed for the 2010/11 academic year.

The Chair advised that current policy, established during the economic downturn in 1992, allowed students exceptionally to proceed to the final year in non-sandwich versions of their degree, owing to the non-availability of placements (not lack of effort on the part of students). Students might, if they so wished, apply for leave of absence, so that they could continue to search for placement, which might possibly be completed before the following academic year.

It was noted that it was not possible under regulations to oblige students to take leave of absence, as this was a process voluntarily initiated by the student and agreed by the University. Students who did not engage in the placement process would not be able to progress to the next year of their course and could be discontinued.

The Committee noted that, in determining whether there had been insufficient effort by students in seeking placement, course committees would need to give due consideration to the circumstances of each individual student.

Although the University's specified minimum duration of the placement for the award of DIS was 25 weeks, some course committees had specified a minimum of 48 weeks. It was suggested that consideration might be given to specifying the minimum duration in such cases as 'normally' 48 weeks which would allow any student completing at least the minimum University period and fulfilling the assessment requirements to receive the DIS award. It could also provide more flexibility in negotiating, for example, 'shared' or shorter, placements.

The Committee discussed the question of a refund of a proportion of the fee paid by those students made redundant and ineligible for the DIS/DPP award. Current policy provided for refund on a semester basis, with no refund after the fourth week of a semester.

AGREED:

- i) that the current policy regarding exceptional progress to final year owing to the non-availability of placement be reaffirmed: that exceptionally such students be permitted to enter the final year of a non-sandwich version of the degree; and that students might alternatively apply for leave of absence to enable them to continue to seek suitable placement;

- ii) recommendations for exceptional progression should be made by course/subject committees and approved by the Dean of the Faculty in order to ensure consistency in approach at Faculty level;
- iii) that the matter of the refund of fees for those students ineligible to receive the DIS/DPP award on account of redundancy be referred to VCAG for consideration.

09.41 Placement Employer of Year Awards (Item 4)

The Committee was pleased to note that 154 nominations had been received in the new scheme. The judging panel had shortlisted three finalists in each of the six categories. Video clips of the finalists were being produced for the gala evening on 7 May at which the awards would be made.

09.42 Association of Sandwich Education and Training (ASET) Developments (Item 5)

The ASET Executive Committee had decided not to endorse Health and Safety Guidelines produced by UCEA and the Universities Safety and Health Association (USHA) in their current form because of the lack of practical advice. ASET's own Good Practice Guide for Placement had now been published.

09.43 FORUM FOR INNOVATION IN TEACHING AND LEARNING SUPPORT

Professor Hunter presented the final report of the Forum for Innovation in Teaching and Learning Support (TLC/09/13), the recent activities of which included the internal awards scheme, seminars/workshops, symposia, the Student Competition and a schedule of engagements for Professor Boud.

The Committee thanked the members of the Forum for their contributions over the last four years and noted that much of the Forum's work had laid the foundations for the new Centre for Higher Education Practice, with which many members would continue to be engaged.

09.44 ENTREPRENEURSHIP

Professor McGowan presented the final report of the NI Centre for Entrepreneurship (NICENT) covering 2007/8 and semester 1 of 2008/9 (TLC/09/14).

The Committee noted that in the period 2007 – 2009 performance targets had been exceeded with 3,425 undergraduates achieving the learning outcomes for entrepreneurship awareness and 369 postgraduates having undertaken entrepreneurship training. In the period 2000 – 2009, NICENT had delivered training to 11,000 undergraduates and 1,500 postgraduates at Ulster and to 24,000 students in total across the partner institutions.

At its February meeting the Committee noted that InvestNI funding for NICENT would end in March 2009 and that it was now incumbent upon Faculties to ensure that entrepreneurship activities were mainstreamed. The Committee had agreed that consideration of enhancements and future staff development needs should be integrated with the overarching Ulster Skills Strategy, as part of the

deliberations of the Skills Strategy Working Group (min 09.16 refers). The Committee noted that the Working Group hoped to report to VCAG in September.

Although Professor McGowan would be returning to the Department of Marketing, Entrepreneurship and Strategy in the Ulster Business School, the Dean reported that the Faculty would continue to contribute to University-wide initiatives and that it intended to organise a conference to update staff on the entrepreneurship agenda. The Faculty would be willing to support other Faculties, subject to resources.

AGREED:

- i) that Professor McGowan and his colleagues be congratulated for the range of activities undertaken and associated achievements;
- ii) that NICENT's final report to the funding body reflect on how the University would be taking the entrepreneurship agenda forward through the University's Skills Strategy and the work of the Centre for Higher Education Practice.

09.45 WORKING GROUP TO REVIEW THE GUIDE TO COLLABORATION IN THE PROVISION OF PROGRAMMES OF STUDY

Senate, at its meeting in April 2008, had agreed the establishment of a Working Group to review the Guide to Collaboration in the Provision of Programmes of Study and proposed that it develop a 'Procedures Manual'.

Mr Faulkner presented the report of the Working Group (TLC/09/15). The Working Group had agreed a new structure for the Guide based on the four models of collaboration with more information on enrolment, registration and the module database. At the same time it had decided not to over-burden the document with specific detail where this could be provided on a more timely basis closer to the process concerned, often electronically. The Guide had been re-named the 'Partnership Handbook', and would be available in July/August 2009. It was also planned to develop a dedicated single web page for partner institutions which would provide links to the various procedures which were the responsibility of different departments and units.

The Working Group had also discussed the position of students of partner institutions, in light of the new status of 'Associate Student'. The Committee was asked to consider the Group's recommendation for the development of a dedicated web page for Associate Students, which would include information on their rights, exclusions, and responsibilities and provide a link to the Collaborative Register.

AGREED: that the proposal to develop a dedicated web page for Associate students be endorsed and taken forward through the Quality Management and Audit Unit.

VARIATIONS WITHIN UNIVERSITY REGULATORY FRAMEWORK

09.46 Proposed FdSc Retail at Partner Colleges

Proposals from six colleges in a consortium to offer a part-time Foundation degree in Retail had been approved to proceed to planning and evaluation in 2008/9 and the evaluation panel was scheduled to meet on 30 April.

The Ulster Business School was concerned about aspects of consortium delivery and the achievement of the study load within the timetable. Professor Hutchinson presented paper TLC/09/16 which set out the proposals from the consortium, together with a statement from the Faculty.

Consortium Delivery and Validation

The consortium proposed the following:

- a) that in the first instance (from September 2009) the course be delivered in a collaborative arrangement and be approved to allow any college with a viable cohort to draw upon the resources of the consortium;
- b) that each college also be validated in its own right to deliver the programme from 2010 (sometimes using resources of other colleges).

A service level agreement would be drawn up to govern the operation of the consortium.

The Committee noted that the Faculty supported the validation of collaborative provision of the programme through Northern Regional College and proposed that subsequent approval of individual colleges be given only when they had provided satisfactory evidence of required resources to deliver the full programme.

Academic Calendar

It was noted that the 240 credit point part-time course had been described in the original CA2 forms by all but one college as a course of three years' (six semesters) duration, with the structure diagram suggesting a two calendar year structure with three 'terms' per year.

The Committee was asked to consider a proposal from the consortium that the programme be delivered part-time over two academic years (September – June) with each year comprising three short semesters – a total of 120 credits per academic year.

In accordance with national practice, the University's Credit Framework stated that 120 credit points represented the normal workload for a full-time programme of study in a standard academic year and that, in part-time programmes, a maximum of 90 credit points might be studied in an academic year and 120 in the full calendar year. Consequently the Faculty did not support the proposed delivery model as the study load reflected that of full-time mode. This was not

considered to be academically sound as many of the students could be in full-time employment.

Although the consortium was using the curriculum of Manchester Metropolitan University's Foundation degree, its online prospectus information described it as a two year *full-time*, not part-time, programme. It was noted that some employers through their partnership arrangements did recognise the study load expected of employees engaged in full-time training in Foundation degrees.

The Committee commended the work undertaken by the consortium in developing the programme but was concerned that the proposal to deliver it in an intensive timeframe was outwith the University's regulatory framework for part-time delivery and national credit guidelines and threatened the quality of the students' learning experience.

AGREED: that the Faculty's position be endorsed and that the consortium be asked to revisit the timetable for delivery before the evaluation event.

09.47 AWARDS SCHEME FOR LEADERSHIP IN TEACHING AND LEARNING SUPPORT

Professor Hunter presented a paper (TLC/09/17) reviewing the University's awards scheme for leadership in teaching and learning support. It was noted that the last major review had been undertaken in 2004/5 when three categories of award had been agreed - Distinguished Teaching Fellowship (DTF), Distinguished Learning Support Fellowship (DLSF) and a team award in either category. Following internal consultation and discussion with Professor Boud, a review group had revisited the University's scheme and its alignment with the national scheme.

The Committee was asked to consider the following recommendations which had been incorporated into revised Guidelines for Applicants:

- i) that the criteria for individual internal awards be mapped to those for the National Teaching Fellowship Scheme (with expectations pitched appropriately in relation to involvement in national initiatives);
- ii) that the scheme continue to distinguish between DTF and DLSF awards;
- iii) that separate criteria be identified for team applications;
- iv) that the maximum number of awards made in any one year be increased to four, with generally two awards in each category, but with the option of virement, depending on the quality of applications; and that the total amount of funding for the scheme be increased;
- v) that the scheme continue to operate within the current timetable;
- vi) that the team applications identify the contributions of individual members to the group endeavour.

AGREED: that the recommendations be endorsed.

09.48 NEW PRIZES

The Committee received paper TLC/09/18 which proposed the establishment of eight new prizes – five awards for research in the Faculty of Art, Design and the Built Environment, two prizes in the Faculty of Computing and Engineering and one in the Faculty of Life and Health Sciences.

It was noted that, as Faculties were increasingly funding their own prizes, a new 'internal' category (I) for recording prizes had been established.

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

Duration 2 hours

8 April 2009

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Art, Design and the Built Environment	FdA Applied Creative Arts (with CertHE exit award) at South Eastern Regional College	√		2009 - 2013	Bangor	15	
Computing and Engineering	BSc Hons Clean Technology with DIS (with Integrated Foundation Year) (with AB exit award with/without DIS)	√		2009	JN		
	PgCert/PgDip/MSc Health Informatics (replacing PgCert Health Informatics)		√	2009 - 2011	JN		
Ulster Business School	BSc Hons Finance and Investment Analysis (with compulsory DIS/DAS)	√		2009 - 2013	CE		
	BSc Hons Financial Services (with optional DIS/DAS)	√			CE		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Arts	7A	BA Hons Drama	√	√	2009 - 2013	ME		
		Undergraduate Hons Subject: Drama (Major/Minor)	√	√				
		BA Hons Dance	√	√				
		Undergraduate Hons Subject: Dance (Major/Minor)	√	√				
Social Sciences	27A	BSc Hons Sociology (with AB exit award)	√	√	2009 – 2013	JN		
		Undergraduate Hons Subject: Sociology (Major/Minor)	√	√				

		Undergraduate Hons Subject: Sociology (Minor)	√	√		ME		
Ulster Business School	5C2	BSc Hons Marketing (with AB exit award) (with optional DIS/DAS)	√	√		JN		
		Undergraduate Hons Subject: Marketing (Minor)	√	√		JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Arts	Diploma in Irish Language Undergraduate Hons Subject: German (Minor) Undergraduate Hons Subject: Drama (Main) Undergraduate Hons Subject: Dance (Main) PgDip/MA Irish Cultural Heritages PgDip/MA Professional Language Studies	HMP Maghaberry ME ME ME DL CE
Life and Health Sciences	DipHE Supported Learning DipHE Health and Social Care AB Learning Disability Studies DipHE Professional Development in Nursing PgDip/MSc Disaster Relief and Emergency Planning	Belfast Metropolitan College North West Regional College North West Regional College Southern Regional College DL
Social Sciences	Undergraduate Hons Subject: Language (Major/Minor)	JN
Ulster Business School	PgDip/MSc Business Information Innovation	CE