

## UNIVERSITY OF ULSTER

### TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 20 June 2007 at the Jordanstown campus

#### PRESENT

Professor DA McAlister (Chair), Professor ND Black, Mr L Cadieux (for Professor EM Lillie), Miss C Cochrane, Ms C Connelly (for Ms P Kane), Dr T Cook, Mrs H Farley, Mrs R Fee (for Dr P Hanna), Dr DA Heenan, Professor D Hunter, Mr D McGivern, Mr T McLernon, Professor A Moran, Ms MCM Roulston, Mr K Sharma (for Ms N O'Hagan), Professor R A Welch

#### APOLOGIES

Professor JM Allen, Professor RR Barnett, Dr EJ Boyle, Professor JH Gillespie, Dr P Hanna, Professor R Hutchinson, Professor EM Lillie, Dr PJ Lundy, Professor RJ Millar

#### IN ATTENDANCE

Mrs CG Avery, Ms C Browning (for minutes 07.132 –137 and 07.139 - 140), Dr C Carter (for minutes 07.130 - 131), Ms V Farrell (for minute 07.154), Mr AG Faulkner, Mr D Frazer, Mr M Harvey (for minute 07.154), Ms S Hunter (for minutes 07.121-123 and 07.141)

#### UNRESERVED BUSINESS

##### 07.93 MINUTES

The Committee noted that Professor Hunter had been incorrectly recorded as being present at the last meeting.

The confirmed minutes of the meeting held on 25 April 2007 were signed by the Chair.

#### MATTERS ARISING

##### 07.94 Undergraduate Honours Subject: Law (Major) (JN and ME) (Min 07.39)

The Committee noted that a satisfactory mapping has been submitted clarifying that the learning outcomes typically associated with a dissertation were met elsewhere in the programme.

##### 07.95 National Student Survey (Min 07.52)

The Committee noted that most recent NSS figures showed that as at 9 May, the UU average response rate for the main sample was 56.73% (59.51% UK) and 55.2% (36.16% UK) for the NHS sample, which was a significant improvement on the previous figures.

07.96 IET Academic Accreditation Report (Min 07.52)

The Committee noted that Senate at its June meeting had requested that the word 'confidential' be deleted from the minute.

07.97 BSc Construction Engineering and BSc Civil Engineering (Min 07.54)

The Committee noted that external evidence had now been received from the Faculty of Engineering confirming that the content and structure of the above non-Honours degree remain current and appropriate for the award.

CHAIRMAN'S COMMUNICATIONS

07.98 Electronic Submission and Storage of Master's Dissertations

The Chair reported that a report on the electronic submission and storage of Master's dissertations would be received by the Committee at its meeting in February 2008 (mins 06.170 and 05.82 refer).

07.99 STAR Conference

The Chair reported that this month's STAR conference on Strategies for Student Retention and the associated workshop had been very successful and well attended. Dr Cook, Miss Cochrane and Ms C Beagon in particular were thanked for their work.

07.100 TERMS OF REFERENCE AND COMPOSITION

The Committee reviewed its terms of reference and membership and considered proposed revisions in light of the delegated authority framework approved by Senate on 6 June 2007 (paper TLC/07/69). Subject to the ultimate responsibility of Senate, the framework delegated decision-making authority for certain functions to the Committee. The Committee noted a number of matters within the Committee's remit for which Senate had explicitly retained authority.

It was noted that terms of reference 2 and 3 were new, recording the delegated functions, and that term 1 had been updated.

The Committee considered the proposed inclusion of the Director of Access and Distributed Learning as a member to replace the Director of Lifelong Learning. It was noted that two additional appointments would be made if Council approved the establishment of the proposed new Faculty of Design. The Faculty representative from the Faculty of Engineering would also be replaced. It was noted that the Faculty of Engineering's name might be changed.

AGREED that it be recommended to Senate that:

- i) the revised terms of reference (Appendix 1) be approved (additions and deletions shown in italics);
- ii) that the Director of Access and Distributed Learning replace the Director of Lifelong Learning.

#### 07.101 DELEGATED AUTHORITY FRAMEWORK

The Committee conducted the meeting in accordance with the delegated authority framework, pending approval of the revised terms of reference.

The Committee considered proposed revisions to regulations arising from Senate's delegated authority framework (TLC/07/70).

AGREED: that it be recommended to Senate that the proposed revisions to regulations be approved (Appendix 2).

#### 07.102 COURSE APPROVAL SUB-COMMITTEE

The Chair presented the report of the meeting held on 31 May 2007 (TLC/07/36).

#### 07.103 Course Approval (Item 1)

The Committee noted that, under the delegated authority framework, Senate had now given authority to the Committee to grant approval to new and revalidated programmes except as follows:

- a) where a period of approval departs from the normal period;
- b) extensions to periods of approval (ie postponements of revalidations);
- c) where changes had been made to the proposal originally approved by Senate for inclusion in the Academic Plan through ADSSC (eg title, location, duration or mode of delivery).

The Committee noted the revisions (Annex to Appendix 3) approved by Faculties and course withdrawals. The Committee considered the recommendations for the approval and re-approval of provision arising from the reports of evaluation and revalidation panels.

It was noted that a proposal, supported by CASC, to amend the title of the FdSc Equine Studies to Equine Management had not been approved by APSC and was therefore not approved.

The Committee noted that the proposed MSc in Architectural Studies had not been recommended for approval by the Panel, as it had considered that the learning outcomes, structure and content of the MSc should be differentiated from the new Master of Architecture (MArch). The Revalidation Panel would reconvene in October 2007 to consider a revised proposal.

The Committee also noted that the Revalidation Panel which met in May 2007 to consider provision in Subject Unit 9C: Education (Professional Development) had decided not to recommend approval and that the Faculty had subsequently submitted a request for a one year extension to the periods of approval (for the 2007 intake) for some provision within the unit.

The Committee noted that the proposed use of an aptitude test in the new PgD/MSc Computing and Financial Services had been referred to ADSSC for consideration.

A number of special cases for departure from or variation in regulations were identified in reports and are addressed at mins 07.142 – 150.

AGREED:

- i) that course provision be approved and re-approved as set out in Appendix 3;
- ii) that it be recommended to Senate:
  - a) that a new award of Master of Architecture (MArch) be instituted and added to the Schedule to the Ordinance on Degrees, Diplomas, Certificates and other Academic Distinctions
  - b) that the following changes in titles be approved:
    - proposed MA Applied Design (with Postgraduate Certificate and Diploma exit award) to be retitled MA Multi-Disciplinary Design (with Postgraduate Diploma exit award)
    - BDes Hons 3D Design (Interior, Product and Furniture) to be retitled BDes Hons 3D Design (Interior, Industrial and Furniture)
    - Postgraduate Certificate in School Library Management to be retitled Postgraduate Certificate in Library Information Management (subject to CA3 submission and approval by APSC)
  - c) that the following requests for extensions to periods of approval be approved:
    - BSc Hons Marketing - a one-year extension to include the 2008 intake
    - Revalidation Subject 9C: Education (Professional Development) - a one-year extension to include the 2007/8 intake for the following programmes:
      - PgCert/PgDip/MSc Education Management
      - PgCert/PgDip/MSc Information, Communication and Technology
      - PgCert/PgDip/MSc Lifelong Learning (subject to submission of a CA3 form)
      - PgCert/PgDip/MSc Inclusive and Special Education (subject to submission of a CA3 form)
      - PgCert/PgDip/MSc Education and Contemporary Society (subject to submission of a CA3 form)

07.104 ADSSC Business (Item 2)

The Committee noted that eleven of the 17 new proposals, which APSC/ADSSC at their recent meetings had recommended should proceed to planning and evaluation, were to be evaluated in Semester 1, 2007/8 for a January 2008 start date.

As there were already 19 revalidations scheduled in Semester 1, the late approval of validation had been agreed subject to accommodation within the evaluation/revalidation schedule. The management of such a large number of late proposals would have severe implications for the work of the Academic Office, given that they must take immediate priority over other activities. Faculties had been asked to ensure that their expectations of recruitment for a January 2008 start were realistic and that the quality of submissions was such that there should be few conditions of approval. Faculties were asked to advise the Academic Office immediately if it became apparent that recruitment for a January start would not be feasible in order to halt the set-up of evaluations.

07.105 Evaluations and Revalidations Conducted 2006/7 (Item 3)

The Committee noted that from the evaluation and revalidation events conducted in 2006/7 four documents had been signed off by the Panel Chair, 29 were not yet finalised and four events had still to be held. Faculties were asked to submit outstanding documentation to the Academic Office as soon as possible.

07.106 Terms of Reference and Membership (Item 8)

The Committee noted that the Sub-Committee had reviewed its terms of reference and that no change was proposed.

07.107 REVIEW OF EVALUATION AND SUBJECT REVALIDATION ACTIVITY 2006/7

The Committee received paper TLC/07/37 reviewing evaluation and revalidation activity during 2006/7, which had been considered by the Course Approval Sub-Committee. CASC had asked that the report be submitted to the Committee, to Faculty teaching and learning committees and to Staff Development for use by Teaching and Learning Advisers in support of staff preparing for future events.

The Committee noted that the Sub-Committee had approved the following recommendations:

- that the CA1, 2 and 6 forms be revised to clarify that members of the Course/Subject Team should not be closely associated with the nominated external's institution, for example by currently acting as an external examiner at that institution, and that the nominations should include at least one academic expert from Great Britain;
- that Heads of School ensure that staff nominated as internal Panel members were willing to serve in this capacity;
- that the TQI datasets continue to be provided to Panels, given the continuing emphasis on the NSS;

- that the Outline for Subject Revalidation Documentation be revised to require the inclusion of the mapping of external examiners to modules in the quality assurance section (C4) of the document, rather than being provided as a separate free-standing document;
- that reports from Physical Resources no longer be required;
- that, in light of concerns about the quality of documentation, Faculties be asked to clarify and report to CASC for consideration at its September meeting their process for the approval of submissions for evaluation/revalidation events and final documentation in response to Panel reports.

07.108 **REPORT FROM FACULTY HEADS OF COLLABORATIVE COURSES FORUM (TLC/07/38)**

Mrs Fee presented the report of the meeting of Heads of Collaborative Courses held on 23 May 2007 on behalf of Dr Hanna.

07.109 **Chairing of Examination Boards (Item 1)**

The Committee noted that approximately 20 staff had attended the staff development event to train Chairs of Boards of Examiners, which had been held in May 2007.

07.110 **Cultural Awareness Training Day (Item 1)**

The Committee noted that, following the Cultural Awareness Training day held on 15 May, the Forum had proposed that the potential benefit of a briefing pack on cultural awareness for staff visiting China/Hong Kong for business purposes be raised at the next meeting of the International Sub-Committee.

The Chair reported that the website [www.worldbusinessculture.com](http://www.worldbusinessculture.com) provided a very useful resource on the cultural contexts of a range of countries and suggested that this be considered for University of Ulster purposes before any final decision on the production of a briefing pack was made.

07.111 **Operation of Online Forum (Item 2)**

The Committee in June 2006 had asked for a report on the usefulness of the online forum and its operation (min 06.142 refers). The Committee noted that 53 people had enrolled covering 14 institutions.

07.112 **Collaborative Courses Unit (Item 3)**

The Committee noted that representatives of the Collaborative Courses Unit within Registry had provided members with an update on its role and functions.

07.113 Access to WebCT (Item 5)

The Committee noted that it had been suggested that access to WebCT would be of particular value for networks and that individual networks would need to agree levels of access for staff. The Institute of Lifelong Learning had since confirmed that 'affiliated staff' status ('a' code) did not automatically provide access to WebCT and that such access would need to be co-ordinated by Faculty staff.

07.114 QAA Collaborative Audit (Item 6)

Following the report of the recent QAA Collaborative Audit, the Forum had agreed to establish a working group to consider the monitoring of entry requirements and publicity material and the minimum documentation requirements for FHCCs.

It was noted that the University's Senior Management in conjunction with the Change Academy project were reviewing the University's model for collaboration activity and that consultation regarding a new strategy would take place with the Directors of the new Regional Colleges.

The Chair thanked the current Faculty Heads of Collaborative Courses for their work which had been commended by the QAA in the audit report. It was noted that the FHCCs would have an important role in contributing to the formulation and implementation of the University's revised collaborative strategy.

07.115 SUB-COMMITTEE FOR CONTINUING PROFESSIONAL DEVELOPMENT

The Chair presented the report of the meeting of the Sub-Committee for Continuing Professional Development held on 23 May 2007 (TLC/07/39).

07.116 Pilot of Online Professional Portfolio (Item 1)

The Sub-Committee had considered feedback from a number of pilot engagements and had identified issues for further consideration.

The Committee noted the recommendation that appropriate resourcing be provided to develop this system for ongoing University-wide use. Mr McGivern offered to ask a member of his team to analyse the resource required and inform Professor McAlister in order that it might be costed into the new Teaching and Learning Strategy.

07.117 Code of Practice for the Initial and Professional Development of Staff (Item 2)

The Committee noted that a Code of Practice for Initial and Professional Development of Academic Staff and a Code of Practice for Business Support and Operational Support Staff, together with a draft Continuing Professional Development Policy containing key principles would be received by the Committee at its December meeting. These too would be linked to the development of the new Teaching and Learning Strategy.

07.118 Draft Exemption Criteria for Postgraduate Certificate in Higher Education Practice (PGCHEP) (Item 3)

The Committee considered the proposed criteria to be used by Heads of Schools to seek exemption from the requirement to undertake the PGCHEP, for a new member of staff who had appropriate experience or alternative qualification.

Full exemption was proposed for holders of an equivalent qualification recognised by the HEA or one which could be demonstrated to cover the content and meet the learning outcomes of the PGCHEP, or for Fellows of the HEA. Partial exemption (20 credit points) could be met through an APEL/APCL claim.

The decision would be made through the Head of School and would be subject to the endorsement of the Dean/Associate Dean of the Faculty.

The Committee discussed whether someone holding a Distinguished Teaching Award or National Teaching Fellowship from another institution should also be eligible to receive full or partial exemption from the PGCHEP. It was noted that one of the core modules on the programme focussed on e-learning and that someone holding such an award might not have covered e-learning.

AGREED:

- i) that the exemption criteria be approved for introduction from 2007/8;
- ii) that the Sub-Committee give consideration to possible exemptions for holders of a DTA or NTF award.

07.119 Proposal to establish an Accredited CPD Route to HEA Associate Membership and Fellowship (Item 4)

The Committee considered the project plan for the establishment of an accredited CPD route to HEA Associate/Fellowship and the Sub-Committee's recommendations for groups to participate in the pilot phase.

AGREED:

- i) that the proposed project plan be endorsed;
- ii) that the Working Group be asked to identify one academic area and one learning support area to participate in the pilot, for approval by Chair's action.

07.120 Pilot of Peer Review Scheme (Item 5)

The Committee noted that five Schools had been nominated by their Faculties to participate in the pilot phase during 2007/8. Meetings were currently taking place with the participating Schools to identify development and training needs and several briefings were planned for June. Discussions had taken place with UCU who were supportive of the pilot.

07.121 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor McAlister presented on behalf of Professor Millar the report of the meeting of the Sub-Committee on Work-Based Learning held on 22 May 2007 (TLC/07/40).

07.122 SEND0 (Item 2)

The Committee noted that at its meeting in October 2006 it had asked the Equality Unit to update the Policy for Good Practice for all courses incorporating work experience, in light of equality legislation (min 06.220 refers). Ms Hunter highlighted the main revisions made to the Policy. The Committee noted that the interim policy would be updated again in light of the publication of a revised section (9) of the QAA Code of Practice and the Association for Sandwich Education and Training (ASET) Good Practice Guide.

The Committee noted that the document contained both policy and good practice guidance and discussed whether the title of the document 'Policy for Good Practice' accurately reflected its content.

AGREED:

- i) that the revised Policy for Good Practice be endorsed as an interim document;
- ii) that the Equality Unit and the Sub-Committee be asked to:
  - a) consider the title of the document to ensure that it reflects its purpose; and
  - b) to identify minimum legal requirements within the document.

07.123 Guidelines on Bullying and Harassment (Item 5)

The Committee at its April meeting had endorsed in principle the staff Guidelines on Bullying and Harassment, subject to appropriate rewording to acknowledge wider staff responsibility and the different roles relating to placement assigned by Faculties and its extension to include study abroad (min 07.61 refers).

The Committee noted that references to 'placement tutor' had been changed to 'staff supporting work-based and placement learning'. To address study abroad the Equality Unit proposed the addition of the following wording "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".

Regarding staff training, Ms Hunter reported that it had since been agreed that she would write to Heads of Schools in the near future requesting that the Equality Unit be offered an opportunity to address School Board meetings in order to provide information and support to staff in the effective discharge of their legal responsibilities in placement activity.

AGREED: that Ms Hunter consult Professor Lillie on the adequacy of the revised Guidelines in respect of study abroad.

#### 07.124 FORUM FOR INNOVATION IN TEACHING AND LEARNING SUPPORT

Professor Hunter presented the annual report on the second year of operation of the Forum for Innovation in Teaching and Learning Support (TLC/07/41).

The Committee noted the outcomes of the 2006 Internal Awards Scheme and the revisions made for 2007. The 2007 process was under way and workshops had been held at Jordanstown and Coleraine.

Seminars had been held on a range of topics. These had been convened by Mr McLernon and involved external contributors. A plagiarism symposium organised by Dr Maguire had been particularly well attended.

The Committee noted that Mrs Farley had been omitted from the list of the Forum's Steering Group membership. The Chair thanked Professor Hunter and the Group for the excellent work undertaken during the year.

#### 07.125 CREATIVITY AND INNOVATION IN CURRICULUM WORKING GROUP (TLC/07/42)

Senate in November 2006 had agreed the establishment of a Working Group to make recommendations for implementation from 2007/8 on how creativity and innovation, including entrepreneurship, might be further developed within the curriculum. Professor Hunter presented the final report of the Working Group (TLC/07/42).

Nineteen key issues had been identified, together with the following key principles:

- the creation of an atmosphere that provides a safe environment for experimentation and risk-taking for curriculum development, for teaching practice and for students;
- the embracing of pedagogic approaches that promote lateral thinking and encourage reflective learning;
- promotion of a partnership in learning that engages students as active participants in the development of the curricula, their own learning and in the shaping of the learning environment.

The Working Group proposed that the development of creativity and innovation should be devolved to subject areas and identified a number of activities to encourage this.

Professor Hunter reported that he had met with Ms C Bell, DEL to discuss the Group's findings.

The Committee welcomed the report and considered that the approaches (which would also be useful in addressing issues of undergraduate student retention)

would encourage engagement across discipline boundaries and would be relevant to all subject areas.

The Chair indicated that the report's conclusions would be incorporated into the University's new Teaching and Learning Strategy, rather than being managed as a separate initiative. Central support and resources needed to undertake pilot studies or project(s) would be costed into the Strategy. The importance of freeing up staff time was noted.

It was suggested that Professor Norman Jackson should be invited to speak at a future meeting of the Forum.

AGREED:

- i) that Professor Hunter and members of the Working Group be thanked for their valuable work;
- ii) that the proposals be taken forward and embedded in the University's new Teaching and Learning Strategy;
- iii) that the paper be forwarded to Senate for its consideration (Appendix 4).

#### PROGRESS FILES/INDUCTION, RETENTION AND PROGRESSION WORKING GROUP

##### 07.126 REPORT FROM WORKING GROUP

Mr McGivern presented the report from the meeting of the Working Group held on 15 May 2007 (TLC/07/43).

##### 07.127 PDP Postgraduate Developments (Items 4 and 5)

The Committee noted that reports on the PDP pilots undertaken had been received and that there had been a presentation at the 'Supporting Student Employability Online' conference on 5 June 2007 with further dissemination planned. Faculties had been asked to submit their strategies for consideration by the Working Group at its September meeting.

The Committee also noted that recommendations from the Steering Group in relation to PhD developments had been presented to the Graduate School Training Working Group.

##### 07.128 PDSystem Development/Training (Item 7)

The Committee noted that Version 4 of the PDSystem would be launched in September 2007 and that staff training would be organised in September at each campus.

##### 07.129 PDP Forum (Item 9)

The Committee noted that, as the Working Group was coming to an end, a proposal for a PDP Forum to continue to oversee this development would be

considered at the Working Group's next meeting and brought to the Committee in October.

07.130 REPORT ON TQEF-FUNDED INDUCTION, RETENTION AND PROGRESSION PROJECT 2003 - 2006

Dr C Carter, Project Manager, presented the final report on the TQEF-funded Induction, Retention and Progression Project 2003-2006 (TLC/07/44).

The Committee noted that the HESA measure of non-continuation of first year students rose in the four years to 2003, reaching 14.7% compared to a benchmark of 10.9%. Internal figures showed a slight decline in the following two years. Differences in attrition rates between subjects/faculties in part reflected national differences between subjects but a large number of subjects within the University had attrition rates above the national average.

The Committee noted that the progression rate of full-time students at the end of first year was 74.2% in 2005/6 with 82% of second year students progressing to year 3. Approximately 60% of first year students passed all their modules and a further 20% failed one module each semester. There was a lower failure rate in modules assessed by coursework compared to those involving an examination.

The report provided information on a range of factors which did not appear to influence retention or progression, as well as those which did. While highlighting the issues affecting progress, many of these were not under the University's influence. It was therefore considered that the most effective course of action would be to seek to enhance the first year experience for all students in order to promote academic and social engagement with the University, which was widely recognised as necessary to promote student success. The Committee noted the suggestions for future initiatives, which would be incorporated appropriately into the new Teaching and Learning Strategy.

The Committee noted the value of continuing to analyse figures on first year retention at University, Faculty and programme level. Faculty retention meetings in June would continue to review the statistics and focus on areas of concern and identify successful practice.

AGREED:

- i) that the report be considered at Faculty teaching and learning committees and be forwarded to Senate for its information (Appendix 5);
- ii) that Dr Carter be thanked for her valuable work on the project.

07.131 FACULTY IMPLEMENTATION OF TRANSITION POLICY 2006/7

Dr Carter presented the report on Faculty Implementation of the Transition Policy 2006/7 (TLC/07/45) (mins 06.12 and 07.72 refers).

The Committee noted that Faculties had reported under each of the headings in the Policy and that several aspects of good practice were noted. It appeared that

expectations were largely being fulfilled, although in some areas student experience would seem to vary.

The Committee noted recommendations:

- that schools and/or programmes should consider the use of small group activities at induction and in the early weeks of the first year to promote social engagement by students and attachment to the programme and the University;
- that there should be greater coordination of induction arrangements for modular programmes so that students can attend events in all their subjects; and
- that the Transition Policy should be reviewed next year for alignment with the revised Teaching and Learning Strategy.

AGREED: that actions from the Transition Policy be appropriately embedded in the new Teaching and Learning Strategy.

#### ANNUAL SUBJECT MONITORING

#### 07.132 ANNUAL SUBJECT MONITORING 2005/6: RESPONSES TO SUB-GROUP'S REPORT

The report of the Teaching and Learning Committee Sub-Group which reviewed the Faculty and Subject reports for the 2005/6 Annual Subject Monitoring exercise had been endorsed by the Committee at its April meeting (mins 07.81 – 07.85 refer). The Sub-Group had made a number of recommendations for action by Faculties and central Departments.

Ms C Browning presented paper TLC/07/46 which summarised the responses received and the actions taken.

#### 07.133 Faculty Responses

##### Business and Management

The Committee noted that a response from the Faculty of Business and Management in relation to the BA Hons Hospitality and Tourism Management programme would be considered at the October meeting of the Committee.

##### Life and Health Sciences

It was noted that the initial response provided for the Faculty of Life and Health Sciences would be considered by the Faculty Teaching and Learning Committee at its next meeting in September.

The Faculty had been asked to provide a more explicit explanation of the concerns raised in relation to research governance and ethical approval. The Committee noted that the underlying issue was the length of time taken to obtain external approval for students' research projects. The Faculty urged the University to lobby the Office for Research Ethics Committee in Northern Ireland (ORECNI) for a more responsive arrangement. It suggested that this might

involve the University acting as an agent of ORECNI. The Committee considered that this matter should be progressed through the office of the Pro-Vice-Chancellor (Research and Innovation).

### Social Sciences

The Committee noted that the 2005/6 Subject Report Form for the Postgraduate Certificate in Further and Higher Education had been received by the Faculty Teaching and Learning Enhancement Sub-Committee in May and that the Education representative had confirmed that all the recommendations of the Faculty Revalidation Panel had been implemented and been reasonably well received by the FHE sector.

## 07.134 General Issues

### Student Questionnaire

The Committee at its April meeting had determined that the potential for a more focused and strategic approach to obtaining student feedback on the quality of teaching should be explored and that recommendations relating to the Student Questionnaire would not be taken forward pending the outcome of the review and discussions with UCU.

### Teaching Accommodation

The Committee noted the response received from the Department of Physical Resources regarding teaching accommodation for large classes at the Jordanstown campus.

### Modular Subject Data

The Committee noted that, in relation to the provision of modular subject data, the Planning Department had requested more specific information on the reports that would be required. The Committee considered a draft specification for such reports at Appendix 2 to the paper.

#### AGREED:

- i) that no further action be required, and that ongoing issues continue to be monitored through the 2006/7 exercise;
- ii) that the draft specification for data on modular programmes be endorsed and referred to the Planning Department;
- iii) that, as the Committee was not best placed to judge the adequacy of responses, the Annual Subject Monitoring process be revised to make provision in future years for the Sub-Group to consider the responses to their report and for the Teaching and Learning Committee to receive a follow-up report from the Sub-Group commenting on the adequacy of each response.

## 07.135 ANNUAL SUBJECT MONITORING 2006/7: GUIDELINES FOR FACULTIES

Ms Browning presented paper TLC/07/47 which set out the draft guidelines for the ASM exercise to be conducted in 2007/8 for the review of courses and subjects delivered in 2006/7. The Committee noted that enhancements agreed at the April meeting had been incorporated into the guidelines (min 07.85 viii) refers).

The Committee noted that University-wide objective was for Faculties to conduct a comprehensive review of material available to students. This material would include programme specifications, course and module handbooks and website information.

The Committee noted that the process could start earlier this year as first-sit undergraduate data was to be provided in mid-July. Faculty reports were to be forwarded to QMAU for consideration by the Sub-Group by 1 February 2008. If received earlier the Sub-Group would be in a position to report to an earlier meeting of the Committee. Consideration would be given to the future time-frame for reporting to the Committee based on feedback from Faculties on the forthcoming 2006/7 exercise.

The Committee noted that the following courses had been identified by the Teaching and Learning Committee and Course Approval Sub-Committee for specific consideration through ASM:

- Postgraduate Diploma/MDes Design Communication
- Subject Unit 22A: Nursing (Pre-Registration)
- BSc and Postgraduate Diploma/MSc Developing Practice in Healthcare  
(Royal Group of Hospitals Trust outcentre)
- BSc Hons Nursing Studies at SAAD, Saudi Arabia (outcentre)

The Chair reported that the School of Nursing had identified concerns about the arrangements for the annual monitoring of pre-registration Nursing by HLSP, the consultancy which was the new agent for the Nursing and Midwifery Council in course approval and monitoring, as these involved a very high level of scrutiny. Professor Black reported that this matter had been raised by both local universities at a recent meeting with the Permanent Secretary of DHSSPS. It was hoped that the arrangements would be a matter of discussion between the Department and HLSP.

The Committee also considered how courses delivered in 2006/7 by the Schools of Built Environment and Art and Design should be reviewed during 2007/8, given the proposed establishment of a new Faculty of Design from August 2007.

### AGREED:

- i) that, subject to min 07.134 (iii) and possible advancement of the timetable, the proposed process, Sub-Group membership and timetable for the exercise be approved;
- ii) that the Chair discuss with the School of Nursing and QMAU the implications of the HLSP monitoring process in order to consider how the

University's annual monitoring requirements might be met in part through HLSP's external monitoring;

- iii) that the new Faculty undertake the 2006/7 review of relevant courses in 2007/8 and be represented on the Sub-Group.

#### 07.136 ANNUAL REVIEW OF COLLABORATIVE COURSES 2005/6 – REPORT ON FOLLOW-UP ACTION

The report of the Teaching and Learning Committee Sub-Group, which reviewed the self-evaluation reports for the 2005/6 annual review exercise, had been endorsed by the Committee at its April meeting (mins 07.76 and 07.80 refer). The Sub-Group had made a number of recommendations for action by Faculties, the Faculty Head of Collaborative Courses Forum, central Departments and partner institutions.

Ms Browning presented paper TLC/07/48 which summarised the responses received and action taken. It was noted that two FE institutions had taken issue or disagreed with some matters raised in the Sub-Group's report.

The Committee was asked to consider the adequacy of the action taken or planned to address issues and noted that actions for University Committees/Sub-Committees/central Departments had all been or were being addressed.

The outcomes of the exercise would be discussed with partner institutions at a future meeting of the Forum.

#### AGREED:

- i) that the no further action be required, and that ongoing issues continue to be monitored through the 2006/7 exercise;
- ii) that the process for the 2006/7 exercise be revised to make provision for the Sub-Group to consider the responses to their report and for the Teaching and Learning Committee to receive a follow-up report from the Sub-Group commenting on the adequacy of each response.

#### 07.137 QAA MID-CYCLE REVIEW COMMENTARY

The Committee received the draft commentary prepared for the forthcoming QAA mid-cycle follow-up to the 2005 Institutional Audit (TLC/07/49).

The commentary included the following:

- details of how the institutional audit report was considered by the University;
- an update on actions taken in response to the report and that of the Collaborative Provision Audit;
- details of how the commentary was shared with the Students' Union;

- supporting documentation including extracts from relevant committee minutes;
- a list of all internal revalidations completed in the period May 2005 – June 2007, together with a representative sample of reports.

AGREED: that the commentary be endorsed and forwarded to the QAA.

#### 07.138 REVIEW OF QA FRAMEWORK: SHARING OF EXTERNAL EXAMINER REPORTS WITH STUDENTS

In light of developments in the national Quality Assurance Framework, which expected external examiner reports to be shared with student representatives as a matter of course, the Committee at its December meeting had agreed that the full external examiner report and the course/subject committee's response should be discussed with student representatives through the staff/student consultative committee and/or course/subject committee. Although these arrangements for student consultation were a requirement in all full-time courses, the University did not require representation on such committees as the means of consultation in part-time courses. In their absence, Faculties were expected to have appropriate alternative methods of consultation.

The Committee had discussed this matter again at its February meeting and asked Faculties to give further consideration to the options for sharing reports with students in the broader context of staff/student consultation arrangements for part-time students (mins 07.28 – 29 refer).

The Committee considered paper TLC/07/50 which outlined the Faculty responses together with a briefing note from Mills and Reeve, solicitors, on Freedom of Information issues. It was noted that the University's external examiner report form already advised that student representatives might have access to the report. Most Faculties were willing to share the full report while two still had misgivings in relation to fitness for purpose, the need for contextualisation, and whether externals might feel constrained in their reporting.

It was noted that other universities had been consulted through the Academic Registrars Council and that, from the 15 replies, only one institution had indicated an intention not to share the reports with student representatives.

Professor McAlister proposed that, as an alternative to the full report, a Faculty might prepare a summary to include a comment under each report head. This should be fully representative of the external's comments and not partially selective. It was noted that this approach would be an effective means of dealing with reports from several external examiners for one course. A copy of the full report should be provided to any student requesting it. It might be appropriate to audit compliance with the arrangements through a future themed audit.

Although there was some concern that student representatives might not fully appreciate the role of the external examiner and the moderation process in determining final marks, it was expected that the training provided to course representatives should ensure that they had a clear understanding.

AGREED:

- i) that Faculties be required to provide either the full external examiner report or a summary, together with the course/subject committee's response, as part of their staff/student consultation arrangements for full-time and part-time students from 2007/8;
- ii) that the new policy be made explicit to new external examiners at induction and also to external examiners currently in post;
- iii) that feedback on the operation of the arrangements be sought from the Students' Union in 2007/8.

THEMED AUDIT

#### 07.139 INTERIM THEMED AUDIT REPORT: STUDENT EXPERIENCE ON MODULAR PROGRAMMES

Ms Browning presented the interim report on the themed audit of student experience on modular programmes (TLC/07/51). The final report would be received in June 2008.

The Committee noted that the statistical data provided was based on 2005/6 student performance and was derived from ASM and Module Monitoring reports. No particular trends had been identified in terms of performance at institutional level. In some subjects success rates were higher for students on modular combinations than on single honours courses.

The Committee was asked to confirm the scope, methods and timescale for the audit. It was proposed that a Steering Group and a small Working Group be established and that a sample group of about 200 students, representative of subjects/campuses involved in modular provision, be selected to form focus groups. The timescale for engagements with students would include opportunities for interaction and feedback at key points.

AGREED: that the arrangements be endorsed.

#### 07.140 THEMED AUDITS 2005/6 – 2009/10

The Committee noted paper TLC/07/52 which outlined the following proposals for future audits in 2008/9 – 2009/10 and was invited to suggest additions or alternative audits:

- retention and student satisfaction on e-learning courses - June 2009
- use of groupwork in assessment schemes - June 2009
- Nursing framework for curriculum development - June 2010
- arrangements associated with credit-bearing modules not linked to courses - June 2010

The Committee noted that the e-learning audit had been originally proposed in 2004, and asked that the QMAU consider whether there was any capacity for this audit to be brought forward to Spring 2008. This would be particularly helpful, given the pending appointment of a new Director of Access and Distributed Learning.

The Committee noted that the developing proposal, for a Certificate in Personal and Professional Development for students who accumulate 60 credits from short course modules, would be expected to consider a quality assurance framework for short courses. The scope of the proposed audit in that area might consequently be revised.

The Committee noted that QMAU had identified as a possible themed audit the reliability of the published information provided to students. It was suggested that, as this was the University objective for the 2006/7 ASM exercise, a decision on the need for an audit should be considered with the report of the ASM Sub-Group in Spring 2008.

AGREED: that the proposals for future audits be endorsed, subject to review of the timing of the e-learning audit, review of the need for an audit of published information in light of the ASM Sub-Group report for 2006/7, and inclusion of an audit of the sharing of external examiners' reports with student representatives (min 07.138 refers).

#### 07.141 THE EMPLOYMENT EQUALITY (AGE) REGULATIONS (NI) 2006: IMPLICATIONS FOR ADMISSION TO ACCESS COURSES

Mrs Fee presented a paper on the implications of the Employment Equality (Age) Regulations (NI) 2006: for Access courses (TLC/07/53).

The Committee noted that prior to 2003/4 Access courses had only accepted students aged 21 years or over. At that time the QAA produced new guidance on admission under the Recognition Scheme, lowering the minimum age for entry to normally aged 19 years or over.

At a recent QAA Access Dissemination Event held in March 2007, QAA guidance on admissions had been reconsidered, on account of some concern that recent legislation on age discrimination could mean that excluding applicants under 19 might be unlawful.

The Committee was informed that Course Directors of University-validated Access courses in FE Colleges had strongly supported the retention of the minimum age requirement for admission, as the programmes were not designed for younger students, and most would prefer a return to the former '21 year old' rule.

The Committee noted that a minimum age rule might be permitted under the Regulations if it was 'objectively justifiable' in support of a 'legitimate aim'.

The Committee was asked to consider a proposal for strengthening the generic Programme Specification to reflect the specific attributes expected of applicants,

and whether the current minimum age requirement (with the element of discretion allowed by 'normally') should be retained.

AGREED:

- i) that the generic Programme Specification be amended as proposed;
- ii) that Ms Hunter seek an official view in respect of Access to HE courses from the Equality Challenge Unit on the University's preferred option to retain the current normal requirement of 19 years for admission.

#### VARIATIONS WITHIN AND DEPARTURES FROM UNIVERSITY REGULATORY FRAMEWORK

07.142 Revalidation Unit 28M: Health Professions – BSc Hons Occupational Therapy, BSc Hons Physiotherapy, BSc Hons Radiography, BSc Hons Speech and Language Therapy

The Committee at its April meeting had considered cases for level 2 contributions to the Honours degree classification for the above four degree programmes (min 07.92 refers).

The Committee had acknowledged the importance of the achievement of Year 2 outcomes for the fulfilment of the requirements of the degrees, but had asked the Faculty of Life and Health Sciences to confirm the professional bodies' expectations in relation to level 2 contribution to the final classification, in order to comply with the permissible basis for exemption, viz a requirement of the professional body.

The Committee received paper TLC/07/54 with correspondence from the four professional bodies supporting the proposed level 2 contribution. Although professional body approval was not required for each of the courses to run, there was a view that in order to ensure continued good relations with the four bodies their opinions should be taken into account.

There was some support from other Faculties for a review of the University's principle for the classification of honours degrees, but the Chair reminded members that any review would await the publication of the Burgess report.

AGREED: that the proposals be approved.

07.143 BSc Hons Professional Development in Social Work

The Committee at its April meeting had asked the Faculty of Social Sciences to provide satisfactory evidence that the learning outcomes of the undergraduate dissertation module in the University-based route were met through a proposed 60 point module in a Agency-based route (min 07.91 refers). The Committee received the Faculty mapping (TLC/07/55).

AGREED: that the proposal for a 60 point module be approved.

07.144 MSc Professional Development in Social Work

The Committee received paper TLC/07/56 from the Faculty requesting approval for the inclusion of 40-credit point modules which, it stated, would provide coherence and the assessment of the application of knowledge and skills in a holistic manner.

The Committee was also asked to consider a new proposal for a 60-point module, previously structured as three 20-point modules, which the course team now considered to be an artificial division. The Committee noted that the proposal for a 60-point module had yet to be considered by the Revalidation Panel.

AGREED:

- i) that the use of 40-point modules be approved;
- ii) that, subject to the support of the Revalidation Panel, the 60-point module be approved.

07.145 BA Hons Photography

The Committee received paper TLC/07/57 from the Faculty of Arts requesting approval for the inclusion of 40-credit point modules and the use of 100% coursework at level 1.

AGREED: that the proposals be approved.

07.146 Revalidation Unit 15G: BSc Hons International Hotel and Tourism Management (level 3) at the School of Hotel Tourism Management (HTMi), Switzerland

The Committee received paper TLC/07/58 from the Faculty of Business and Management requesting approval for the programme to be delivered in an intensive period of 20 weeks (including examinations). The Committee noted that this would amount to about 67 hours of notional student effort per week in comparison with the UK national norm of 40 hours in a 30-week year.

Although concern was expressed in relation to opportunities for development and feedback to students during the shortened study period, there was some evidence that the amount of student effort expected was realistic and would be achievable, given the particular study environment at HTMi.

As University regulations define the minimum duration of a full-time degree in terms of number of semesters, the Committee noted that it would be necessary to amend regulations to allow this special arrangement. The Committee did not wish to reduce the minimum period of study generally but preferred to identify the course as an exception.

The Committee also noted a proposal from the School to use a University internal language test instead of a recognised external test (IELTS/equivalent) for admission to the final year of the degree. This was because of logistical problems, the unsuitability of IELTS which was considered to be of a very

technical nature, and strategic consideration as other Swiss hotel schools did not require external verification of English language competence. The revalidation panel had supported the proposal, thus reversing a condition of approval set by the previous revalidation panel. The implications of this recommendation would also need consideration by ADSSC.

AGREED:

- i) that to be recommended to Senate that regulation 6 for Degrees and Honours Degrees be amended to identify this course as an exception as follows:

Regulations for Degrees and Honours Degrees

6. Candidates for Honours or non-Honours degrees shall pursue a programme of study approved by Senate and lasting except as provided in 5 hereof [maximum exemption rule] ADD and for the BSc Hons International Hotel and Tourism Management, offered by the School of International Hotel and Tourism Management (HTMi), Switzerland, for at least six semesters of full-time study or the equivalent period of part-time study. ADD The period of study required for the BSc Hons International Hotel and Tourism Management at the School of International Hotel and Tourism Management (HTMi), Switzerland shall be defined in its course regulations.
- ii) that the University's CELT in-house English language test be recognised as an acceptable alternative to IELTS 6.0 or other equivalent qualification, for the purposes of entry to level 3 of the degree at HTMi in fulfilment of the University's English language requirements;
- iii) that ADSSC be asked to consider whether to extend the University's list of acceptable English language entry qualifications to include the CELT in-house English language test.

07.147 Revalidation Unit 26B: BSc Hons Community Youth Work

The Committee received paper TLC/07/59 from the Faculty of Social Sciences requesting approval to permit a 30% level 2 contribution to the Honours classification and departure from the level 1 coursework/examination assessment rule.

The Committee noted that the programme was recognised by the North/South Education and Training Standards Committee for Youth Work and that students were required at each level to demonstrate professional development competencies in line with National Occupational Standards. The proposal was supported by the professional body.

The Committee noted that modules amounting to only 20 points at level 1 involved written examination. The professional body supported a balance of assessment which favoured students demonstrating competence-skills performance over formal written examinations.

AGREED: that the proposals be approved.

07.148 Revalidation Unit 2C: Art and Design (Undergraduate Provision)

The Committee received paper TLC/07/60 from the Faculty of Arts requesting that it be permitted to continue with all assessment at level 1 by 100% coursework in five degrees and also for the use of 40-credit point modules in the degrees and the CertHE Interior Design.

The Committee also received a statement in respect of the University's expectation of a dissertation at level 3 in Honours degree and noted that in two degrees the Faculty used the terms 'extended essay' or 'critical essay' while the other degrees used 'dissertation'. All involved independent research and critical enquiry into a chosen topic.

Professor Hunter sought clarification as to whether there was now a relaxation of the University's regulation regarding the expectation for at least half of modules at level 1 to be assessed by a combination of coursework and examination. Professor McAlister confirmed that the rule remained but in its discussions at this meeting the Committee took into account the fact that the Evaluation/Revalidation Panels had considered the assessment strategy and overall objectives of the programmes.

AGREED: that the proposals be approved.

07.149 Master of Fine Art and MArch

The Committee received papers TLC/07/61 and TLC/07/62 from the Faculty of Arts requesting that the final classification of the award of these two-year, full-time, 240-point programmes be based on 120-credit points, the final year only.

The Committee noted that University regulations state that all modules contribute to the final classification of Master's degrees and that a Distinction requires a 70% overall average with this mark being achieved in modules amounting to 90-credit points, ie half the standard Master's degree of 180-credit points.

The Committee supported the case not to base the final award on performance in the whole course and considered that a new rule should be set for Master's degrees of more than 180 credit points. The Committee discussed the general principle on which a Distinction award would be based and whether this should require an overall year average of 70% and this level of performance in modules amounting to 60 credit points (one quarter of whole course, but half of relevant level, as with most Honours degrees and other courses of 240 credits or more) or 90 credit points (half of whole course as with standard Master's degrees). The former was supported. (This was not a relevant factor for the MFA, whose final year comprised a 120-point module only but could be applicable in other, larger master's degrees.)

AGREED:

- i) that, subject to Senate approval of a new regulation, the proposal be endorsed;

- ii) that it be recommended to Senate that Regulations for Master's Degrees be revised as follows:

Regulations for Postgraduate Programmes of Study leading to the Award of Master's Degrees

22. *Final award* [...] ADD In programmes of up to and including 200 credit points' value, the Board of Examiners shall recommend the award of a Pass with Distinction to candidates who have obtained an overall average of 70% or more, with a mark of at least 70% being achieved in modules amounting to 90 credit points, including the dissertation (where available). Programme regulations may prescribe modules where this minimum level of achievement must be reached. All modules shall contribute to the final award. The weighting of each module's contribution to the overall mark shall be determined by its credit value.

ADD In programmes of more than 200 credit points' value, the assessment results from the final 120 credit points shall determine the final degree result. The Board of Examiners shall recommend the award of a Pass with Distinction to candidates who have obtained an overall average of 70% or more in modules contributing to the final result, with a mark of at least 70% being achieved in modules amounting to 60 credit points, including the dissertation (where available). Programme regulations may prescribe modules where this minimum level of achievement must be reached. The weighting of each module's contribution to the overall mark shall be determined by its credit value.

07.150 POSTGRADUATE CERTIFICATE/DIPLOMA IN FURTHER AND HIGHER EDUCATION (SUBJECT UNIT 9I)

The Revalidation Panel for the PgCert/PgDip Further and Higher Education programme (18 May 2006) had recommended that the provision within the subject unit be approved for a period of five years (intakes 2006/07 – 2010/11), subject to the conditions and recommendations identified being addressed satisfactorily.

A key condition, "that through a detailed staff resourcing and action plan, assurance be provided of a cohesive and integrated course team and of adequate staffing resources to deliver the programme", had not been met before the 2006 intake and the Course Approval Sub-Committee had endorsed a proposal from the Chair of the Revalidation Panel that Senate be asked to reduce approval for the programme to one year only (2006/07 intake) (min 06.129 refers). Senate subsequently agreed (Senate min 06.140) that 'the course should not be permitted a further intake in 2007 without all conditions being met in advance'.

The Committee noted that there had been ongoing discussions and correspondence between the Faculty and the Panel Chair, Professor Black, who had recently advised that he was not satisfied that the condition had been fully addressed. This was reported to Senate at its meeting on 6 June 2007 and

Senate delegated a decision on whether to permit a 2007 intake to the Teaching and Learning Committee (Senate min 07.67).

The Committee received paper TLC/07/63, a statement from the Faculty of Social Sciences on progress in meeting the outstanding condition, and was asked to consider if this was sufficient for a further intake to be approved for 2007.

The Committee noted that throughout this academic year the Faculty in support of the School of Education had endeavoured to put a detailed staff resource and action plan in place which would provide the PGCFHE programme with a cohesive and integrated course team.

AGREED:

- i) that a 2007 intake be permitted;
- ii) that it be recommended to Senate that the programme be approved for the remaining period, intakes 2008-2010, subject to the programme being placed on the Faculty Risk Register and annual reporting through the ASM exercise. If evidence was forthcoming that the student learning experience was being compromised the Faculty must bring this to the immediate attention of the Chair of the Committee.

#### 07.151 REVALIDATION OF SUBJECT UNIT 9A: EDUCATION (PGCE)

In April 2005 the non-modular PGCE programmes of the School of Education were revalidated as a two-module mixed-level (M and 3) unitary programme. The Teaching and Learning Committee had asked the course team to restructure the programme into four modules, two at level M and two at level 3, and asked the Faculty to produce a report at the end of the first year of the new structure.

The Committee noted paper TLC/05/64 from the Faculty of Social Sciences which confirmed that the new structure was working well.

#### 07.152 AWARDS SCHEME FOR LEADERSHIP IN TEACHING AND LEARNING

Professor Hunter presented paper TLC/07/65 on the Awards Scheme for Leadership in Teaching and Learning and highlighted the following changes made following a recent meeting with the Chair and the Pro-Vice-Chancellor (Research and Innovation) to review the scheme.

- the value of the Team award had been increased to £5,000;
- a lay member of Council would attend the meeting of the Stage 2 panel to monitor the process;
- in the event of an applicant being dissatisfied with the outcome of the first stage process, he/she may pursue the matter with the Pro-Vice-Chancellor (Teaching and Learning). The decision of the stage 2 panel would be final;

- the length of commentaries as evidence of meeting each of the criteria on the application form was no longer prescriptive and mirrored the format of the national scheme;
- plaques for all such awards should in future be located in publicly visible locations on all campuses.

AGREED: that the revised guidelines and application process be endorsed and forwarded to Senate (Appendix 6).

## PRIZES

### 07.153 New Prizes

The Committee received paper TLC/07/66 on eighteen new prizes, four in the Faculty of Arts, four in the Faculty of Business and Management, nine in the Faculty of Engineering and one in the Faculty of Life and Health Sciences. Three of these had been approved by Chairman's action.

AGREED: that it be recommended to Council through the Development, Communication and Marketing Committee that the proposed new prizes be established (Appendix 7).

### 07.154 Review of University Prizes and Awards Funded through Endowments

Ms V Farrell and Mr M Harvey presented paper TLC/07/67 on the review of University Prizes and Awards funded through endowments. The proposals were made by the Development Office on the basis of discussion with the Academic Office and the Finance Office.

The Committee noted that information had been difficult to obtain for some endowments, particularly for those established as a result of a memorial or legacy gift some time ago. Members of the Committee were asked to provide any missing information for the prizes.

The Committee noted that during the review process it had become clear that in some cases the capital invested did not provide enough income to fund an annual prize of reasonable value. In some instances, there was very little money in the prize fund. The recommendations set out in the paper aimed to meet the following principal objectives:

- that as many prizes as possible be awarded each year;
- that prizes have a value of at least £50 each time they are awarded, annually if possible but at least biennially; and
- that the value of prizes awarded should be at or just below the amount generated through interest.

It was not proposed to disestablish any prizes.

The Committee noted that recommendations were based on the most up-to-date information available on each endowment and recommendations for awards of specific amounts were based on an estimated rate of interest of 4%.

Where endowments were already funding prizes, the recommendations had been made based generally on the following:

<u>Level of estimated annual accrual (at 4%)</u>	<u>Recommendation</u>
Less than £25	Subsidise to value of £50 as a biennial prize
Between £25 and £50	Award as a biennial prize
More than £50	Award as an annual prize

While the University's General Funds were proposed as the source to supplement prizes with insufficient income, it was noted that it might be possible, for prizes that were funded by an endowment from a corporate or charitable body, to approach the funder to increase the endowment.

Professor Black indicated that he would be willing to consider some investment in prizes from the University's widening participation funding under the Access Agreement.

AGREED:

- i) that the proposals be endorsed, subject to biennial awards being avoided with prizes of a lesser value being awarded annually in preference;
- ii) that Faculties should submit proposals for the supplementation of prizes from the Access Fund to Professor Black.

#### 07.155 DATE OF SEMESTERS 2007/8 – 2012/13

The Committee received paper TLC/07/68, Dates of Semesters 2007/8 – 2012/13 and considered the proposed dates for 2012/13.

AGREED: that the proposed dates of semesters for 2012/13 be approved as follows:

Introductory period	Monday 17 September 2012 - Friday 21 September 2012
<u>Autumn Semester</u>	Monday 24 September 2012 – Friday 25 January 2013 (15 weeks) 12+(3)+3
(Christmas vacation	Monday 17 December 2012 – Friday 4 January 2013)
Examinations begin	Monday 7 January 2013
<u>Spring Semester</u>	Monday 28 January 2013 – Friday 31 May 2013 (16 weeks) 8+(2)+4+1+3
(Easter vacation	Monday 25 March 2013 – Friday 5 April 2013) Easter Sunday 31 March
(Revision week	Tuesday 7 May 2013 – Friday 10 May 2013)

Examinations begin	Monday 13 May 2013
<u>Summer Semester</u>	Monday 22 July 2013 – Friday 13 September 2013 (8 weeks) 6+2
Examinations begin	Monday 2 September 2013
<u>Supplementary Examinations</u>	Wednesday 14 August 2013 – Thursday 23 August 2013

07.156 DATES OF MEETINGS 2007/8

The Committee noted its schedule of meetings for 2007/8 and agreed that they should commence at 1.30 pm:

Wednesday 17 October 2007	H215, Coleraine
Wednesday 5 December 2007	Boardroom, Jordanstown
Wednesday 6 February 2008	H215, Coleraine
Wednesday 23 April 2008	Council Chamber, Magee
Wednesday 18 June 2008	Boardroom, Jordanstown

Duration 4 hours and 25 mins

9 July 2007

AGF/CA/Im

## TEACHING AND LEARNING COMMITTEE

## TERMS OF REFERENCE

- 1 To keep under review, and *as appropriate* advise and make recommendations to Senate on the following matters relating to taught programmes of study offered by the University and under collaborative arrangements with other institutions within the UK and overseas:
  - a) the standards and regulatory framework for awards;
  - b) *the procedures for the approval, monitoring and re-approval revalidation of, and revision to, programmes;*
  - c) the organisation of the academic year;
  - d) ordinances, regulations, *guidelines and protocols procedures;*
  - e) *policies and processes relating to teaching, learning and assessment and the quality assurance and enhancement of teaching and the student learning experience, including the arrangements for staff development and training.*
  
- 2 *To discharge the following functions of the Senate in accordance with its delegated authority framework:*
  - a) *to grant approval to new and revalidated programmes of study, except where a period of approval departs from the normal period, including an extension, or where a proposal approved by Senate has been altered (in which cases recommendations shall be made to Senate);*
  - b) *to consider proposals from Faculties for the designation of persons, not being members of academic staff, as Recognised Teachers of the University and to convey recommendations to the Council;*
  - c) *to consider proposals from Faculties for the appointment of course and subject external examiners, and to make nominations for appointment of course, subject and chief external examiners to the Council\*;*
  - d) *to determine the arrangements for the preparation and presentation of dissertations for Master's degrees;*
  - e) *to determine the dates of semesters;*
  - f) *to make recommendations to the Council, through the Development, Communication and Marketing Committee, on the establishment of new prizes.*

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\* Council has delegated this authority to the Pro-Vice-Chancellor (Teaching and Learning).

- 3 *To advise Senate on appropriate action when the conditions of approval of programmes of study are not met.*
- 4 To monitor and advise Senate on equality matters which affect the student learning experience.
- 5 To receive reports from, and to communicate with, other University committees or bodies and external bodies in relation to any of the above matters.
- 6 To establish, from within its own membership or otherwise, such sub-committees, working groups and advisory groups as appropriate to advise and report on any of the above matters.

In reaching decisions the Committee 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 Committee will ensure that its actions are proactive in this respect.

Item 2 b) and c) shall be considered under Reserved Business.

DELEGATED AUTHORITY FRAMEWORK OF SENATE: PROPOSED REVISIONS  
TO REGULATIONSGeneral Regulations for Students

- 7 Students shall keep the prescribed dates for their programmes of study and [DELETE *at the discretion of the Senate*] may have to fulfil such additional requirements either in vacation or in intercalary periods as may be specified in course regulations.

Regulations Governing Examinations in Programmes of Study

- 3 Course External Examiners shall be appointed by [ADD *the Pro-Vice-Chancellor (Teaching and Learning) acting on behalf of*] the Council on the recommendation of [ADD *the Teaching and Learning Committee under delegated authority from*] the Senate after consideration of reports from the boards of the faculties.
- 7 Subject External Examiners shall be appointed by [ADD *the Pro-Vice-Chancellor (Teaching and Learning) acting on behalf of*] the Council on the recommendation of [ADD *the Teaching and Learning Committee under delegated authority from*] the Senate after consideration of reports from the boards of the faculties.
- 10 Chief External Examiners shall be appointed by [ADD *the Pro-Vice-Chancellor (Teaching and Learning) acting on behalf of*] the Council on the recommendation of [ADD *the Teaching and Learning Committee under delegated authority from*] the Senate [DELETE *after consideration of reports from the Teaching and Learning Committee*].

General Regulations Applying to Student Awards (Prizes)

The authority to establish prizes is found in the Statute listing Council's functions:

- 9 H To institute, on the recommendation of the Senate .... Fellowships, Studentships, Exhibitions, Bursaries, Prizes and other aids to study and research.

There is no specific regulation about the establishment of prizes. Consequently it is proposed to include the Teaching and Learning Committee's new function in a new regulation 1.

- 1 *The terms and conditions of new student prizes shall be determined by the Teaching and Learning Committee on behalf of the Senate. The Committee shall make recommendations for the establishment of new prizes to the Council.*

[Renumber remaining regulations.]

- 2 Awards shall be authorised by [~~DELETE Senate on the recommendation of~~] the appropriate nominating body or committee.

Regulation: Recognised Teachers

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

REPORT FROM THE COURSE APPROVAL SUB-COMMITTEE (31.05.07)

COURSE APPROVAL (Item 1)

Revisions approved by the Faculties are detailed in the Annex.

FACULTY OF ARTS

MA Documentary Practice (FT/PT) (CE)

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 19B.

MA Multi-Disciplinary Design (with Postgraduate Diploma exit award) (FT/PT) (BT)

NOTED: that the initial proposal had been for an MA in Applied Design with Postgraduate Certificate and Postgraduate Diploma exit awards, but that the revised title of MA Multi-Disciplinary Design, with a Postgraduate Diploma exit award, had been considered by the Team to be more appropriate.

RECOMMENDED: 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 2B.

Master of Architecture (MArch) and MSc in Architectural Studies

NOTED:

- (a) that the MSc in Architectural Studies had not been recommended for approval by the Panel as it had considered that the learning outcomes, structure and content of the MSc should be differentiated from the MArch;
- (b) that the MArch would be included in the MaSN;
- (c) that the BA Hons Architecture, validated in 2006, constituted RIBA Part 1 and the MArch constituted Part 2 but that there would not be automatic progression from Part 1 to Part 2;
- (d) that the BA Hons Architecture had been validated by RIBA until 2010 and had been prescribed by ARB until 2011 and that RIBA and ARB prescription would be sought for the MArch;
- (e) that MArch students who failed to achieve the RIBA/ARB criteria at the end of Year 1 could be considered for

transfer to the MSc programme, for which a revised proposal would be considered in October 2007;

- (f) that it was proposed that the classification of the final award would be based on Year 2 only and that, as this was not in line with University regulations, the Faculty would be required to submit a case to the Teaching and Learning Committee for consideration.

AGREED: that, subject to the conditions of the Panel being met, the Master of Architecture be approved for a period of four years (intakes 2007-2010) in line with the period of approval for the BA Hons Architecture.

RECOMMENDED: that the award title of Master of Arch (MArch) be added to the Schedule to the Ordinance on Degrees, Diplomas, Certificates and other Academic Distinctions.

#### Revalidation Subject Unit 2C: Art and Design (BT/UG)

NOTED: that the title of the BDes Hons 3D Design (Interior, Product and Furniture) had been changed from 'Interior, Industrial and Furniture'.

AGREED: that, subject to the conditions of the Panel being met, the following provision within Subject Unit 2C be approved for a further period of five years (intakes 2007-2011):

BA (Hons) Art and Design  
BA (Hons) Fine and Applied Arts  
BDes (Hons) Textiles and Fashion Design  
BDes (Hons) Design for Visual Communication  
CertHE Interior Design  
Diploma in Foundation Studies in Art and Design.

RECOMMENDED: that, subject to the conditions of the Panel being met, BDes (Hons) 3D Design (Interior, Industrial and Furniture) be approved for a further period of five years (intakes 2007-2011).

#### Course Withdrawal

NOTED: that the following subject strand had been withdrawn:

Undergraduate Honours Subject: Irish Literature in English (Minor) (CE).

FACULTY OF BUSINESS AND MANAGEMENT

FdSc in Events Management for the Tourism Industry (with CertHE exit award)  
(FT/PT) at Belfast Institute of Further and Higher Education

NOTED: that the Panel had set as a condition of approval that the proposal for a 60-credit point work-based learning module be reviewed as, under University regulations, if a full-time student failed the 60 credit point work-based learning module, he/she would not be permitted to repeat it and would therefore fail the programme.

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 15C.

Revalidation Subject Unit 15G: BSc (Hons) International Hotel and Tourism  
Management (FT) (Level 3) at HTMi, Switzerland

RECEIVED: the report of the Revalidation Panel.

- NOTED:
- (a) that this programme was replacing the BA (Hons) Hotel and Tourism Management (Level 3);
  - (b) that HTMi wished to retain the BA award title but that this had not been within the Panel's remit and HTMi / the Faculty had been asked to submit a case to the Teaching and Learning Committee if they wished to pursue this;
  - (c) that the Panel had conditionally recommended approval for delivery in 20 weeks (including examinations) which would result in a greater full-time study level than permitted by the University, in order to facilitate two intakes (August and January), and that the Faculty would be required to submit a case to the Teaching and Learning Committee for consideration;
  - (d) that a 20-week delivery timeframe would have implications for assessment and that one of the Panel's conditions had been that the Team submit an assessment timetable. This had now been received and would be forwarded to the Chair of the Panel for approval;
  - (e) that considerable input was required from the Faculty to maintain standards of assessment but that the programme had been examined as part of the QAA Collaborative Audit and it had been recognised that there was a clear commitment to continuous improvement;

- (f) that, in light of a benchmarking exercise undertaken by HTMi, the Panel had agreed to permit students to enter the degree programme without external verification of their English Language ability, provided that they passed the in-house English language test set by CELT and that this decision therefore superseded the condition of the Panel in May 2006 regarding verification by external examination of students' English Language ability;
- (g) that one of the Panel's conditions of approval was that a formal mapping exercise of HTMi's Diploma and Higher Diploma courses to levels 1 and 2 of the University's BSc (Hons) International Hotel and Tourism Management programme be carried out, and that this had now been received and would be forwarded to the Chair of the panel for approval;
- (h) that students progressed to the final year of degree from HTMi's own internal Diploma and Higher Diploma courses and that only very exceptionally, and in consultation with the Faculty Head of Collaborative Courses, would other students be admitted directly to level 3 of the Honours programme.

RECOMMENDED: that, subject to the conditions of the Panel being met, the programme be approved for a further period of one year in line with the revalidation schedule for Subject Unit 15A2, to be delivered over a period of 20 weeks (subject to TLC approval), with two intakes per year of 25 students each. Subject to satisfactory data on student achievement and satisfactory reports from the external examiner, Faculty Head of Collaborative Courses and Annual Monitoring, consideration would be given by the Sub-Committee to extending the period of approval (via the CA3 route).

Revalidation Subject Unit 5C: BSc (Hons) Marketing (Single Hons/Minor) and BSc (Hons) Human Resource Management

(a) BSc (Hons) Marketing

RECEIVED: a request for a one-year extension to the period of approval for the BSc (Hons) Marketing (Single Hons/Minor).

- NOTED:
- (a) that the Faculty had requested the extension owing to resource limitations in the School of Marketing, Entrepreneurship and Strategy and high levels of long-term staff illness;
  - (b) that the external examiner reports for the course raised no quality assurance concerns.

RECOMMENDED: that the period of approval for the programme be extended to include the 2008 intake.

(b) Revalidation Subject Unit 5C:

NOTED: (a) that the Sub-Committee had approved the proposal to split the Subject Unit as follows:

Subject Unit 5C1: Undergraduate Honours Subject: Human Resource Management (Single Hons/Minor);  
Subject Unit 5C2: Undergraduate Honours Subject: Marketing (Single Hons/Minor);

(b) that the courses were discrete specialist programmes with little overlap.

(c) BSc (Hons) Human Resource Management

RECEIVED: a request for the postponement of the revalidation of BSc (Hons) Human Resource Management from November 2007 to spring 2008 in order to include the evaluation of a new undergraduate degree in management and leadership as part of the revalidation exercise.

NOTED: (a) that the new degree proposal was being considered by APSC;

(b) that there was some commonality between the two programmes, but that the new programme would be more broadly based than the BSc (Hons) Human Resource Management;

(c) that the Sub-Committee had previously decided that new courses should not generally be included as part of a revalidation event and that the new programme would require due consideration if included in the revalidation exercise.

AGREED: that the postponement of the revalidation event from November 2007 to spring 2008 be approved in order to allow the new programme to be included in the revalidation exercise.

FACULTY OF ENGINEERING

FdSc Computing (with CertHE exit award) (FT) at Upper Bann Institute of Further and Higher Education

NOTED: that the proposal for those students unable to find a placement to undertake a practice-based project under the supervision of the Placement Tutor did not meet the University's expectations nor the QAA's award benchmark for

Foundation degrees and was not approved by the Sub-Committee.

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of one year (intake 2007), in line with the revalidation schedule for Subject Unit 16G2, for a maximum cohort size of 22 students.

Integrated Foundation Year for BSc Hons Computing Science (FT) (JN) (with Diploma in Computing exit award)

AGREED: that, subject to the Panel's condition being met, the programme be approved for a period of one year (intake 2007) in line with the revalidation schedule for Subject Unit 16B.

Postgraduate Diploma/MSc Computing for Financial Services (FT/PT) (ME)

NOTED: that the admission requirements included aptitude tests carried out by the University's Career Development Centre but that it was unclear whether these were to form part of the selection process or to assist candidates in assessing their own suitability for the programme; the use of aptitude tests was referred to the Academic Development and Student Services Committee.

AGREED: that, subject to the Panel's conditions being met, it be recommended to the Teaching and Learning Committee that the programme be approved for a period of one year (intake 2007) in line with the revalidation schedule for Subject Unit 16A.

BSc (Hons) Computing Science

NOTED:

- (a) that the Sub-Committee had endorsed a proposal from the Faculty to introduce an additional exit title (BEng Hons) Computer Science), forming a designated pathway through the course;
- (b) that this particular pathway was to be offered as a top-up for students who have completed a Higher Diploma at South China Agricultural University and replaced the current BSc (Hons) Mathematics and Computing relationship;
- (c) that the external examiner had recommended that SCAU students undertake a designated pathway with analytical/mathematical content;
- (d) that the title of BSc (Hons) 'Computing Science' was perceived in China as being of a lower standard and that

the 'BEng' award title was to distinguish it from the BSc (Hons) Computer Science course at Magee;

- (e) that the Subject Benchmark statement made no distinction between BSc and BEng;
- (f) that the placement year of the course would be optional for students taking this pathway;
- (g) that, although the revision took effect immediately, it would not have consequences until the first graduates in 2009/10; the Sub-Committee expected the distinction award to be available to home and other students taking this pathway.

#### BSc Construction Engineering and BSc Civil Engineering

- NOTED:
- (a) that, at its meeting on 25 April 2007, the Teaching and Learning Committee had agreed that the non-Honours programmes be approved for the 2007 intake only, without revalidation, subject to the provision of evidence from an external source confirming that the degrees represent coherent and current programmes of study appropriate to the award;
  - (b) that confirmation had now been received from both external examiners.

#### Course Withdrawal

- NOTED:
- that the following course has been withdrawn:
- FdSc Software Engineering at Armagh College of Further and Higher Education.

#### FACULTY OF LIFE AND HEALTH SCIENCES

#### Revalidation Subject Unit 28M: Health Professions

- AGREED:
- that, subject to the Panel's conditions being met, the following provision within Subject Unit 28M be approved for a further period of five years (intakes 2007-2011):
- BSc (Hons) Occupational Therapy
  - BSc (Hons) Physiotherapy
  - BSc (Hons) Radiography (Therapeutic and Diagnostic specialisms)
  - BSc (Hons) Speech and Language Therapy.

### Revalidation Subject Unit 25A2: Applied Psychology (Postgraduate)

NOTED: that the Faculty's previous proposals for MSc Counselling Psychology (2 years) and MSc Counselling Psychology (3 years) had been subsumed into the revised Applied Psychology programme and had therefore been withdrawn.

AGREED: that, subject to the Panel's condition being met, the PgDip/MSc Applied Psychology (Mental Health) be approved for a period of four years (intakes 2007-2010) in line with the Revalidation Schedule for Subject Unit 25A1.

### PgDip/MSc Palliative Care and Cancer Healthcare

- NOTED:
- (a) that the Sub-Committee had approved a change of title to PgDip/MSc Palliative Care;
  - (b) that the Faculty was of the view that the current title was misleading as Palliative Care and Cancer Healthcare were two separate strands and no student would have read both strands;
  - (c) that the programme had been modified and was now multi-disciplinary, with a focus on palliative care;
  - (d) that the support of the external examiner had been obtained.

### BSc (Hons) Health and Social Care at East Tyrone Institute of Further and Higher Education/South West College

- NOTED:
- (a) that the Sub-Committee had approved a proposal to introduce six level 1 modules to provide the first stage of the programme and to introduce an exit award of CertHE for students who left after successful completion of this stage, without a full evaluation, subject to the programme specification and evaluation, subject to the programme specification and module descriptions being reviewed by an external subject expert and confirmation being received that the modules were appropriate for the BSc degree received;
  - (b) that an HNC in Social Care (Caring Services) had previously been offered at ETIFHE;
  - (c) that students could currently only enter the BSc at level 2 and were required to have already achieved 120 credit points at level 1 before entry;

## FACULTY OF SOCIAL SCIENCES

### Postgraduate Diploma in Legal Practice (FT/PT) (ME)

AGREED: that, subject to the Panel's conditions being met, the programme be approved for a period of five years (intakes 2007/08 – 2011/12), from the January 2008 start date.

### MSc Professional Development in Social Work (with Postgraduate Certificate and Postgraduate Diploma exit awards) (PT)

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

### Revalidation Subject Unit 26G1: BSc Hons Professional Development in Social Work (Post-Qualifying/Undergraduate)

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

### Undergraduate Honours Subject: Education (Minor)

RECEIVED: the Faculty's response to issues raised by the Sub-Committee at its meeting on 22 March 2007.

NOTED:

- (a) that it was now proposed that 'An Introduction to TESOL' module would be offered in Year 3 as an optional module, alongside the 'Education and Conflict' module, which would also be optional;
- (b) that limited staffing resources made it impossible to offer the module in Year 2;
- (c) that the learning outcomes for 'An Introduction to TESOL' had been reviewed and were now expressed more appropriately for level 3;
- (d) that the title of the module ('An Introduction to TESOL'), its content and reading list did not appropriately reflect level 3.
- (e) the Sub-Committee had asked that the module description be further revised to take account of a number of comments.

### Revalidation Subject Unit 9C: Education (Professional Development)

RECEIVED: a request for a one year extension to the period of approval for the provision within Subject Unit 9C.

NOTED:

- (a) that the provision had been revalidated on 1 May and that the Panel had decided not to recommend re-approval;
- (b) that the provision would be re-submitted for consideration in November 2007 for a September 2008 start;
- (c) that the Faculty wished to offer the PgCert/PgDip/MSc Education Management and PgCert/PgDip/MSc Information, Communication and Technology in 2007/08 without any changes to the current programmes;
- (d) that it was proposed to offer the PgCert/PgDip/MSc Lifelong Learning, the PgCert/PgDip/MSc Inclusive and Special Education and the PgCert/PgDip/MSc Education and Contemporary Society in 2007/08 with revisions which would be introduced through the submission of CA3 forms;
- (e) that the Faculty wished to offer the PgCert School Library Management in 2007/08 under the new title of PgCert Library and Information Management with slightly revised modules to reflect a wider audience and that the revisions would be introduced through the CA3 route; that the professional body was supportive and accreditation would continue for the revised programme;
- (f) that the Faculty had received funding to provide modules for teachers in the area of pastoral care and wished to introduce in 2007/08 a new entry qualification, to be identified as the PgCert in Pastoral Care, which would comprise two revised modules from the MSc Learning and Teaching;
- (g) that the Faculty did not wish to offer the following programmes in 2007/08:

PgCert/PgDip/MSc Careers Education and Guidance  
PgCert/PgDip/MSc Education for International Development  
PgCert/PgDip/MSc Learning and Teaching.

RECOMMENDED:

- (i) that a one-year extension to the period of approval, to include the 2007/08 intake, be granted to the following programmes:

PgCert/PgDip/MSc Education Management  
PgCert/PgDip/MSc Information, Communication and Technology  
PgCert/PgDip/MSc Lifelong Learning [subject to submission of a CA3 form]  
PgCert/PgDip/MSc Inclusive and Special Education [subject to submission of a CA3 form]

PgCert/PgDip/MSc Education and Contemporary Society  
[subject to submission of a CA3 form];

- (ii) that the title of the PgCert School Library Management be changed to PgCert Library and Information Management and that the programme be granted a one-year extension to the period of approval, to include the 2007/08 intake [subject to the submission of a CA3 form and approval of Academic Planning Sub-Committee].

AGREED: that the proposed PgCert in Pastoral Care programme specification and the module descriptions be forwarded to an external subject expert, appointed by the Academic Office, for approval and that Professor McAlister be authorised to take Chair's action to approve the programme for the 2007/08 intake only.

#### Course Withdrawals

NOTED: that the following courses had been withdrawn:

Undergraduate Hons Subject: Government (Major/Minor) (JN)  
Postgraduate Diploma in Youth and Community Work  
(Academic Route) (JN).

#### Entry Requirements for Full-time and Part-time Undergraduate Courses 2008/09

NOTED: (a) that, from 2008/09, the Faculty had revised the regulations for the following programmes so that they no longer required GCSE Mathematics:

Undergraduate Hons Subject: Economics (Minor)  
LLB (Hons) Law  
Undergraduate Hons Subject: Law (Major)  
BSc (Hons) Criminology and Criminal Justice  
BSc (Hons) Health and Social Care Policy  
BSc (Hons) Social Policy  
BSc (Hons) Social Policy and Sociology  
Undergraduate Hons Subject: Social Policy (Major).

- (b) that the Sub-Committee had asked the Faculty to clarify the rationale for GCSE Mathematics not being required for Economics (Minor) and that this decision be reconsidered.

#### Late Reports

NOTED: (a) that a number of reports of evaluation/revalidations conducted during 2006/07 had not yet been provided to the Sub-Committee and that these reports would be received at the first meeting of the Sub-Committee in 2007/08;

- (b) that four events were scheduled to take place in June and July 2007 and that these reports would be received at the first meeting of the Sub-Committee in 2007/08.

AGREED: that authority be granted to the Chair to approve outstanding reports from Panels on behalf of the Sub-Committee and the Committee.

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

- NOTED:
- (a) that seven new proposals had been considered by APSC at its meeting in March;
  - (b) that the proposed MRes Cultural Heritage would proceed to evaluation for a September 2007 start rather than a January 2008 start, as originally agreed by APSC in January 2007, and that the evaluation event would be held in July 2007;
  - (c) that ten proposals had been submitted to the meeting of APSC on 31 May 2007 for 2008 start;
  - (d) that the proposed start date of January 2008 would have implications for the revalidation/evaluation schedule, with 25 events already being held before Christmas;
  - (e) that it would be important to be assured that the Faculties' expectations in terms of recruitment could be met and that the curriculum planning would need to be such that few of these proposals required substantial conditions of approval.

## COURSE APPROVAL SUB-COMMITTEE

31 May 2007

**FACULTY OF ARTS****Diploma in Belfast: A Social and Cultural History of a Changing City**

To revise the structure of the course by removing the module 'Belfast Family History' to Year 1 Semester 1 and to increase its credit value to 30 points; to make two 15 point modules available as options; to make 'Introduction to the History of Belfast' a semester 2 module rather than 'long-thin'; to move two modules from Year 1 to Year 2;

**AB Fine and Applied Arts at Limavady College of Further and Higher Education**

To revise module FAALC203 'Extended Personal Development';

**Undergraduate Hons Subject: English**

To reintroduce module ENG308C2 in semester 1; to change the title of Module ENG302C2 to 'Restoration and Eighteenth Century, 1660-1780'; to introduce three new optional modules in the area of English Literature;

**Undergraduate Hons Subject: History**

To provide module HIS523M2 which is offered at Magee campus additionally at Coleraine in semester 2 (simultaneous delivery); to introduce two new optional level 2 modules ('Laying the Foundations: Ireland c1535-1692', 'Penal Era and Golden Age: Ireland 1690-1800'); to introduce a new optional Year 3 module from 2008/09 'From Union to Disunity: Ireland 1801-1892';

**BA Hons Media Studies**

To introduce two compulsory modules: Media Practice Foundation and FLM102C2; to make the Year 2 modules MED306C1A/B, 'Independent Practical Studies', also available in semester 2, to permit students the option of undertaking a further practice project in a different medium;

**BA Hons Architecture**

To revise five modules to make them less prescriptive in accord with RIBA advice (10.3.1 of RIBA report);

**BA Hons Humanities (at Newry & Kilkeel Institute of FHE – outcentre)**

To introduce a new final year option 'Modernism';

**MMus**

To restructure the course so that the project is commenced in Year 2 semester 2 and completed in semester 3 of Year 2, rather than being undertaken in Year 3.

Undergraduate Hons Subjects: Media Studies: Film Studies:

**BA Hons Media Arts**

To remove module MED502C2 to semester 1;

### **Undergraduate Hons Subject: Film Studies**

To add MED304C2 as an optional module.

## **FACULTY OF BUSINESS AND MANAGEMENT**

### **BA Hons Hospitality Management**

To revise the form of delivery and assessment in module HTM515P1 for part-time students so that it becomes web-dependent;

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

To revise the assessment weighting in module ECO303C2; to extend the content of module ECO127C1/2;

### **BSc Hons Business Finance and Investment (level 2) at BIFHE**

To revise the assessment weighting in module ECO303C2;

### **BSc Hons Culinary Arts**

To replace module HTM531P2 with HTM524P2;

### **BSc Hons Management**

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

To introduce a new optional module in Managing Creativity, Innovation and Change;

### **BSc Hons International Hotel & Tourism Management**

### **BSc Hons International Hotel & Tourism Management (NKIFHE)**

### **BSc Hons International Hospitality Management**

### **BSc Hons Culinary Arts**

To revise the syllabus and assessment strategy of optional module HTM718P2B;

### **PgDip/MSc Advanced Accounting (FT)**

To offer the MSc dissertation component of the course additionally on a part-time basis and remove the Research Methods module ACF841J2 from the PgDip;

### **PgDip/MSc Finance and Investment**

To introduce an additional optional module in Options, Futures and Other Derivatives.

## **FACULTY OF ENGINEERING**

### **BSc Hons Building Surveying**

### **BEng Hons Building Services and Energy Engineering**

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

### **BSc Hons Construction Engineering & Management (with DIS)**

### **BSc Hons Urban Planning & Property Development (with DIS)**

### **BSc Hons Property Investment & Development (with DIS)**

To introduce an AB exit award;

### **BSc Hons Construction Engineering & Management (PT)**

To replace a 30pt Dissertation module with one 10pt and a 20pt module;

**BSc Hons Building Services & Energy Engineering (with DIS)**

To replace a module and revise three other modules at level 1;

**BSc Hons Architectural Technology and Management (with DIS)**

To introduce an AB exit award;

**BEng (Hons) Civil Engineering (with DIS)**

To introduce an AB exit award; to revise the assessment strategy in module CIV324J4A (placement year);

**BSc Hons Biomedical Engineering – Core  
BEng Hons Mechanical Engineering – Optional**

To revise content and title of module BME504J2;

**BEng Hons Engineering/MEng Engineering**

To add three new optional modules and to update the description of EEE535J2;

**PgDip/MSc Web Information Systems**

To replace module BMG890J2 with COM917J2.

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

To introduce three new optional modules;

**FdSc/CertHE Food Manufacture, Food Nutrition and Health, Food Studies,  
Food Production Innovation at CAFRE**

To introduce a new optional module in The Food Industry in Practice and to change the status of the module Data Analysis, Presentation and Interpretation to optional;

**Undergraduate Hons Subjects: Geography Major Strand, Environmental  
Science Major Strand**

To introduce the opportunity of a year of study abroad or industrial placement (leading to the award of DAS/DIS respectively) and to identify two compulsory year 2 modules for students taking these options; to introduce a new year 2 optional module from International Development EDU314C2 and to recode the module to Geography academic subject;

**Undergraduate Hons Subject: Psychology (CE), BSc Hons Social Psychology**

To move PSY500C1 to semester 2; to change the form of the examination assessment in modules PSY106C2 and PSY108C2 to multiple choice questions and also to change coursework in PSY106C2 to multiple choice tests;

**Undergraduate Hons Subject: Psychology (ME)**

To add two new final level optional modules; to revise the assessment strategy in three modules; to change the semester of two modules;

**BSc Hons Biomedical Science  
BSc Hons Molecular Bioscience**

To amend the assessment strategy in module BMS302C1;

**BSc Hons Midwifery Sciences****BSc Hons Nursing Sciences****PgDip Health & Social Care****MSc Advanced Midwifery**

To introduce an optional module in Breast and Cervical Screening at levels 2, 3 and M;

**BSc Hons Nursing Sciences (ISEC)**

To offer four optional modules at level 3 through the In-Service Consortia outcentre arrangements;

**PgD/MSc Applied Psychology**

To change the assessment strategy in module PSY533M2 Counselling Psychology to 100% coursework;

**MSc Health Science**

To revise the assessment strategy in module RAD807J4; to revise the content of module RAD809J2 and 810J2; to introduce a new module 'Clinical Practice in Medical Ultrasound';

**MSc Applied Behaviour Analysis**

To move PSY843C2 to semester 1.

**FACULTY OF SOCIAL SCIENCES****Access Diploma in Social Sciences and Humanities at UBIFHE**

To introduce a new module 'Introduction to Psychology' to replace 'Irish History';

**Undergraduate Hons Subject: Sociology (Single Hons/Major)**

To replace SOC312J1 by SOC311J1;

**Undergraduate Hons Subject: Politics (Single Hons, Major)**

To introduce a new level 1 module (Single Hons Major) 'Introduction to the Study and Practice of Politics'; to introduce a level 1 version of POL510J1 in semester 2 (Single Honours); to withdraw POL110J2; to identify two compulsory modules for the Minor strand at level 1;

**BSc Hons Communication, Advertising and Marketing**

To revise the assessment strategy from 50% examination to 100% coursework from 2008/09;

**PgDip/MSc Communication, Advertising and Public Relations**

To amend regulations and identify taught modules in which condonement will not be permitted and to change the semester of module CMM701J2.

## CREATIVITY AND INNOVATION IN THE CURRICULUM

## REPORT FROM WORKING GROUP

'Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create.' (Einstein)

**Introduction**

One of the University's core strategic aims (as articulated in the Corporate Plan) is to 'Establish the University as a sector leader in promoting creativity and innovation'. This is an ambitious aim, the realisation of which, almost inevitably, will involve infrastructural change and a re-envisioning of approaches to learning, teaching and assessment. Creativity as a concept is not new (it already informs the delivery and assessment of programmes at various levels) but, to some extent, it has been a casualty of particular approaches to education that stress measurement and accountability above all else.

The establishment of a Working Group to make recommendations for implementation with effect from 2007/8 on how creativity and innovation, including entrepreneurship, might be further developed within the curriculum was approved by Senate at its meeting in November 2006. The membership and terms of reference of the Working Group were agreed by Teaching and Learning Committee at its meeting in December 2006 (see page 11). Meetings of the Working Group were held on 15<sup>th</sup> February, 22<sup>nd</sup> March, 20<sup>th</sup> April and 17<sup>th</sup> May 2007.

At the first meeting, the terms of reference were placed in national and regional contexts. Attention was drawn to the pioneering work conducted by Professor Norman Jackson, Director for the University of Surrey Centre for Excellence in Professional Training and Education (SCEPTrE), and to the DEL Skills for Innovation Project.

The Chair of the Working Group proposed that, in addressing the preliminary agenda embodied in the terms of reference, it might be helpful to interpret innovation as a dimension of creativity. Creativity, which may be reflected in a process of exploration and conceptualisation, may lead to innovation, through the implementation and application of ideas.

It is important to stress that creativity, as a key driver of learning, should not be considered in isolation. It is inextricably linked with other key priorities and strategies: widening participation; transition; the first-year learning experience; retention; entrepreneurship; employability; and, perhaps above all, personal development planning. Creativity informs and is informed by a wide range of perspectives that impact on the learning environment.

**Context**

Norman Jackson has expressed the view that: 'Creativity is integral to being an historian, biologist, lawyer, engineer or any other disciplinary field of endeavour'.

(2004: 1) In research undertaken within the *Imaginative Curriculum Network*, typical responses from academics to the question 'What does being creative mean to you?' include:

- originality and individuality
- being imaginative, generating new ideas, thinking out of the boxes we normally inhabit, looking beyond the obvious, seeing the world in different ways
- producing new things
- doing things no-one has done before
- doing things that have been done before but differently
- experimenting and taking risks
- working at the boundaries of their field

(The *Imaginative Curriculum Network* is concerned primarily with the development of curricula that seek to engage students in active process-based learning and that enable students to develop and apply their creativity. (see [www.heacademy.ac.uk](http://www.heacademy.ac.uk)))

Five years ago, in an article in the *THES*, Michael Gazzaniga, who at the time was professor of cognitive neuroscience at Dartmouth College, New Hampshire, proposed a model for higher education in the twenty-first century. He argued that 'the ideal solution would be to organise institutions around problems, not disciplines. Coalitions could be created and dissolved as problems were addressed and solved. This [he suggested] would ... focus the academic enterprise on tackling exciting new issues'. (*THES* 12.7.02) So, instead of organising staff and students in Faculties and Departments, they would cluster around issues and problems and as the issues and problems changed, the groupings would change. Although a radical approach, the principle of issue- or project-driven learning is informing thinking in higher education. Boundaries between subjects are being renegotiated; in some cases they are being removed. In multi-campus institutions, campus imperatives may be more important than Faculty affiliations. The President-elect of Harvard University, Drew Gilpin Faust, has suggested that 'We need to break down barriers that inhibit collaboration among schools or among disciplines'. (*THES* 16.2.07)

The creative thinking that is effecting change at the macro level is not necessarily being replicated at the micro level. Yet, a crucial element in all of this is how the learning in the lecture hall, classroom or lab is promoting creative thinking.

Creativity needs space for its development, synthesis and crystallisation and every stage of the process is important. Attempting to interrogate the essence of the creative aspects of any piece of work means engaging with a process. If we are going to foster creativity, and not impose boundaries, the learning, teaching and assessment cannot necessarily be predetermined, as our current procedures demand. At the very least there needs to be some scope for negotiation. Inevitably, this impacts on the role of the teacher or lecturer and on the relationship that is developed between staff and students.

Karen Littleton and Dorothy Miell suggest that all creative endeavour is 'essentially collaborative'. (2004: 2) The potential for creativity is heightened in a group-learning situation where students are bringing a range of perspectives to bear on a particular task. As John Bray and colleagues note: 'individual learning both informs and is

informed by group learning'. (Bray *et al*, 2000: 71) Students benefit from the sharing of ideas and the collective endeavour tends to encourage individual initiative. Seana Moran and Vera John-Steiner suggest that 'Interactions among partners create new properties that build on each other toward creative outcomes, identities, and relational possibilities. Identity and motivation – both what the collaborators come into the collaboration with and what develops from the collaboration itself – keep the work process flexible'. The authors add that this 'can lead both to personal transformation and to domain transformation'. (in Miell and Littleton: 21)

### **Notions of creativity**

The responses to the question 'What does being creative mean to you?' (see above) provide some possible definitions of creativity. Other definitions that have been offered include 'problem identification and idea generation' and 'shared imaginations'. It is not necessarily easy to capture 'creativity' in a definition, partly because it is often illusive and unpredictable, and because it may have subject specific elements. It is more helpful, therefore, to think of notions or aspects of creativity. In a questionnaire in which National Teaching Fellows were asked to describe creativity, the responses provided included the following:

- Finding new ways of engaging with students; tapping into unconventional ways of assessing student learning ... (staff creativity)
- Being able to conceptualise possible solutions to problems or explanations that are novel. (student creativity)
- Putting apparently disparate things together or seeing the relevance of something in a new context ... (student creativity)

(Marilyn Fryer in Jackson *et al* (2006): 79)

In a briefing paper, entitled 'Innovation and Creativity in the Curriculum', produced by The Open University, evidence drawn from several studies suggests that 'it is possible to promote students' creativity and innovation if some key conditions are met, namely:

- The curriculum must integrate different techniques for creativity and innovation (brainstorming, group work, etc.).
- Student feedback must be sought in a variety of ways on a range of issues.
- Students must be encouraged to provide a critique of the curriculum.
- The institutional atmosphere must provide a safe environment for experimentation.
- The institutional culture must stress the engagement of all in the learning process, not only students but also lecturers. That is, lecturers must be seen as learners and as facilitators of learning rather than just as teachers.
- Students are required to develop real solutions to real needs in real time'.

([www.innovations.ac.uk/btq](http://www.innovations.ac.uk/btq))

### **Examples from current practice at UU that promote creativity**

At the meeting of the Working Group on 22<sup>nd</sup> March, several members of the group presented examples of current and emerging practice that incorporate elements of creativity. The range of papers presented underlines the permeability of creativity

across boundaries: 'Career Planning and Personal Skills Development' (Mr Damian McGivern), 'Creativity in Practice' (Dr Alan Leacock), 'Problem-based Learning' (Mr Frank Forsythe), 'Student Placement for Entrepreneurs in Education' (Dr Pat Ibbotson), 'Creativity in the Curriculum' (Dr Tony Cook) and 'Professional Development through Higher Education Practice' (Mrs Roisin Curran). Generic issues that emerged from the discussion of these papers include:

- collaborative learning;
- interdisciplinary teams generating novel solutions to problems;
- reflection as a key element in creative thinking;
- student-teacher negotiation encouraging reflection;
- assessment addressing creativity through integration within the learning process;
- 'open-box' modules providing the opportunity for creativity; (The open-box module is one in which most of the outcomes are negotiable and, therefore, the published learning outcomes are few and generic.)
- the need for teachers to be creative in order to promote student creativity;
- the need for creativity, entrepreneurship and innovation to be embedded in the curriculum and not merely regarded as discrete activities with a separate agenda.

One of the examples of 'Creativity in Practice' (Dr Alan Leacock) offers a simple but effective approach that, with appropriate modification, could be replicated across a range of subjects.

#### *School Challenge* (School of Electrical and Mechanical Engineering)

The School Challenge affords students the opportunity to enter a competition without any module credit. The competition is open to all courses and years. Previous teams have consisted of students from first and second year, and a few teams spanning all years. There are two main challenges involved: 1. Flying rice; 2. Mad motors.

The basic premise of each challenge is the same: move/fire/transport a 50g bag of rice as far as possible. The kit for the flying rice challenge consists of 30 paper straws, five plastic straws, one roll of sellotape, three assorted elastic bands and some paper clips. The 'mad motor' kit also contains a 3V motor and battery supply. The students are told about the challenge and advised of the contents of the kit at the start of the semester, the challenge occurring in week 10. Some basic ground rules are established; otherwise, the students are free to create any form of device they desire.

The main aim of the challenge is to build a feeling of a School. The lack of central facilities and School-specific meeting points for the students often results in a lack of School identity in our undergraduates. Students are also afraid to take chances with their degree marks. The challenge provides a safe environment to try ideas and take risks without consequence, save ego.

There are a few key points that should be underlined: the imaginative approach; collaborative learning that involves students from different year groups; the freedom

to experiment; risk-taking within a safe environment. This is a valuable peer-learning exercise that provides a novel challenge for the students involved.

## **Key issues**

Key points/questions that have emerged from the meetings of the Working Group are listed below. As many of the issues are inter-related, inevitably, there is some overlap in the content of the brief commentaries.

**1.** Approaches to learning and teaching that promote creative thinking, e.g. problem-based learning.

Students need to be involved as active participants in the learning process, encouraged to engage in questioning, discussion and debate. The focus is on teaching for understanding rather than coverage.

**2.** Encouraging novel approaches to tasks.

This might involve students in role-playing in delivering a seminar presentation.

**3.** Valuing the process as well as the outcome.

Assessment that focuses on outcome has a limited function and encourages engagement with learning only insofar that it serves the achievement of the outcome. Assessment that focuses on learning, on process, encourages students to engage with the methodologies, practices and skills that are more likely to ensure a successful outcome and encourage creative, innovative thinking. Preparation as a process is both integral to and independent of the outcome. It can be evaluated in relation to and in conjunction with the outcome. It can be evaluated as an independent process and, if our primary concern is the fostering of good learning habits, we should not dwell too much on the outcome.

**4.** The value of collaborative learning.

Collaborative learning engages students as active participants in that they are placed in situations in which they have to explain what they are doing and why they are doing it and take account of the views expressed by others. In group-learning situations, students are working with others whose learning experiences are probably different to their own. In forming a group ethos, therefore, there is an emphasis on how you learn as well as what you learn. As Mike Heathfield observed in an article in the *THES* in 1999: 'Groupwork should be a key element in any learning strategy because it reflects the true nature of learning'. A key point that should be underlined is that collaborative learning provides the platform on which independent learning is nurtured.

**5.** Opportunities for students to negotiate elements of the curriculum.

Should all students within a module be required to complete the same assessment tasks? Is there scope for negotiation of the tasks, their timing and weighting, the assessment criteria, and the marks awarded? In relation to the first point, the assessment tasks, an analogy with the competitive high-jumper is helpful. We often see competitive high-jumpers decline to jump at a particular stage in the competition,

reserving their energy for a more challenging height; they are taking a risk but it is a calculated risk. Should we permit students to opt out of or renegotiate certain coursework tasks? Lewis Elton argues that 'the traditional principle of fair assessment, i.e. that all students are assessed in the same way and compared with each other through normative assessment on the same materials and individually is inappropriate for the assessment of creative work'. (Elton 2005: 4)

**6. The need for reflection and the central role of PDP in facilitating this.**

Do students know what reflection means? Do we provide a structure to assist the reflective process? Self-evaluation forms, process reports and opportunities to comment on feedback on assignments together can provide a helpful structure. Ideally, this would be managed through PDP.

**7. The value of placement in the 'real' world. Does the experience lead to more creative work and/or better performance in final year?**

In general, opportunities for placement or comparable learning opportunities within external organisations should be encouraged. Invariably, students who undertake placement during the second year of a degree programme return enriched by the experience. The SPEED project offers a particular opportunity for student entrepreneurs 'to develop business skills through the development of a business idea in a supportive environment as part of their degree courses'.

**8. The importance of engagement with a range of stakeholders.**

The learning environment benefits from perspectives from business, industry and a range of professions. This adds a dimension to the student experience that can feed the imagination and stimulate fresh thinking.

**9. Working across discipline boundaries.**

This is often cited as a key enabler of creativity. It enables students to work on a larger canvas and the engagement with perspectives beyond the perceived limits of one's home discipline provides a platform for further exploration. 'Creativity often depends on cross-disciplinary curiosity and thrives on opportunities to learn from others'. (Wirtanen and Littleton in Miell and Littleton: 44)

**10. Encouraging (student) risk-taking within a safe environment.**

This is best supported within modules where assessment focuses on process rather than outcome. An important dimension is that it takes the pressure off the need to focus on outcome and, as a consequence, students feel more confident about taking risks. If we accept that students should be encouraged to take risks in assignments, it could be argued that the corollary to that is that there should be a mechanism for students to receive some form of accreditation for a failed risk. In other words, if a student does not fully realise their intentions in an assignment but provides a convincing rationale for the approach taken in a supporting statement or in a *viva voce*, should credit not be given for a well thought-out, clearly-articulated approach, providing that they know and can explain why the outcome was not successful and that they learn from the experience?

## **11. Varied assessment tasks.**

This is important, partly to encourage students to consider different approaches to a topic, partly to encourage imaginative engagement with the subject matter. Even traditional methods can be repackaged. Does the three-hour examination need to require students to answer three essay questions? What if we provided a series of stimuli and asked students to formulate a series of questions that would interrogate the substance of the material presented and explain the thinking behind the choice of questions. That would present an interesting challenge and would promote creative thinking in a way that the standard examination fails to do.

## **12. The extent and purpose of self, peer and collaborative assessment.**

John Heywood (2000: 32) notes that 'assessment is a multidimensional process of judging the individual in action.' That process benefits from the perspectives that self and peer evaluation bring to it. Self, peer, lecturer and collaborative (involving students and staff) assessment are complementary sources. Ultimately, we want students to be able to evaluate their own work in a critically-informed manner. Students are constantly evaluating their own progress and passing informal comment on the work of their peers. Harnessing these practices and giving them a structure ensures that we maximise the learning opportunities for students. Assessment is part of the learning cycle; excluding students from this part of the process limits their learning experience. Empowering students to manage and assess their learning is perhaps the ultimate goal in embracing the creativity agenda.

## **13. Synoptic assessment.**

The value of synoptic assessment is that it requires students to make connexions between modules of study and to place their learning in a broad context.

## **14. Assessing modules in first year on a pass/fail basis, or those modules in which a freer approach is adopted to encourage creative thinking.**

Although first-year marks do not contribute to degree results, the evidence available suggests that students favour assessment that distinguishes levels of achievement and they like to know where they stand in relation to other members of their year group. If, however, one module in each semester was assessed simply on a pass/fail basis, this would allow opportunity for experiment, especially if the assessment focused on participation in, rather than the production of, a series of projects.

## **15. Open boxes. In combined programmes, should there be optional (or compulsory?) open boxes requiring engagement across the relevant discipline boundaries?**

Individual programmes probably have at least one open box: the dissertation or final-year project module. This should present students with an ideal opportunity for creative thinking. Although, unless creativity is fostered in other parts of the programme, the student may be at a loss to know how best to take advantage of this opportunity. Should we provide other open boxes, optional modules to be designed by students, possibly in tandem with staff, particularly in first year. For example, in encouraging engagement across discipline boundaries, we might suggest that a

proposal must involve students from at least two disciplines. If we are going to promote creativity, the question that we have to ask is what do we need to change to allow students the 'freedom to work in new and interesting ways' (Jackson 2004: 4), and bearing in mind that we have to be prepared for unexpected outcomes.

#### **16. Learning spaces to promote creativity.**

Any designated learning space has the potential to be a creative space. The issue is not how spaces are configured but how staff and students use them. Having said that, it must be acknowledged that fixed benching and straight rows of seats do not facilitate interactive learning. Clearly, there is a need for more casual learning spaces, café-style spaces equipped with computers where students and staff can mingle in an informal peer/collaborative learning environment.

#### **17. Risk-taking by staff.**

There is a concern that, in a climate in which measurement and accountability hold sway, there is no support for staff who experiment with approaches to learning, teaching and assessment. Creativity can be promoted within the boxes we inhabit but there needs to be a recognition that this will not necessarily be reflected in an improved set of results. The success or value of a particular learning experience cannot necessarily be measured by, for example, examination performance. There is a need to engage in exploration for its own sake.

#### **18. Providing encouragement and incentives for staff to engage with the creativity agenda, e.g. establish a central fund for initiatives.**

The establishment of a central resource to fund projects that promote creativity and innovation would send a signal to staff that taking initiatives in the interest of student learning is encouraged, valued and will be supported.

#### **19. Creativity in relation to the widening-participation agenda and in unlocking the potential of differently-abled students.**

Creativity provides the freedom for students to express themselves in ways that enable them to communicate their views and feelings in relation to any particular question, task or issue without fear of criticism or negative assessment.

### **Proposals**

The development of a practical strategy to meet the strategic aim of the university, to become a sector leader in the promotion of creativity and innovation, will require clarity in its objectives and monitoring and support mechanisms. The objectives should be realistic in the context time proposed and the resources allocated. Given that notions of creativity and innovation vary between subjects, a centrally determined strategy will have to focus on the provision of an infrastructure that will permit the growth of creativity and innovation in curricula, in staff and in students at a local level.

The Working Group is of the view that there are certain key principles that will facilitate the realisation of the ambition encapsulated in the core strategic aim cited on page 1:

- The creation of an atmosphere that provides a safe environment for experimentation and risk-taking for curriculum development, for teaching practice and for students.
- Embrace pedagogic approaches that promote lateral thinking and encourage reflective learning.
- Promote a partnership in learning that engages students as active participants in the development of the curricula, their own learning and in the shaping of the learning environment.

### **Subject focused strategies**

We propose that the development of a creativity and innovation strategy is devolved to subject areas at a level at which common understandings can be agreed. Activities which might form elements of such low level strategies might include:

i) The introduction of modules in the first and second years of undergraduate programmes that might be assessed on a pass/fail basis and which would offer the opportunity for experiment and exploration.

ii) The introduction of 'open-box' modules, particularly in the first and second years of undergraduate programmes. The Working Group is of the view that this is particularly important in combined programmes which would benefit from interaction that crosses discipline boundaries. In first year, the content of an open box module might be negotiated as a learning contract between staff and groups of students; in the second year, the content of an optional module might be entrusted to the students.

iii) Providing opportunities for collaborative learning, bearing in mind that the potential for creativity is heightened in group learning situations where students are bringing a range of perspectives to bear on a particular task. There are examples of students working in pairs in preparing essay outlines and undertaking library-based tasks, of small groups delivering seminar presentations and engaging in debates.

iv) Assessing the activities and processes that facilitate learning as well as the product of that learning. This should encourage greater engagement with the learning and create opportunities for more imaginative student interaction.

v) Providing opportunities for students to negotiate elements of the curriculum, for example, the focus and weighting of individual assignments.

vi) Providing opportunities at all levels for self and peer evaluation (ongoing informal processes and contributions to formal assessment in collaboration with staff).

### **Central Support**

The development of strategies for change in courses will require central support. Such support should be a mix of encouragement and monitoring. The minimum requirements for monitoring would be:

- Consideration of creativity and innovation in the evaluation/ revalidation process.
- Reporting on the progress on subject level strategies.

The central encouragement for creativity and innovation should include:

- The formation of a central organisation to promote creativity and innovation and to contribute to the implementation of related priorities and strategies.
- A review of the currency of learning outcomes in a changed environment that expects students to achieve unplanned outcomes. The outcome driven approach implies an expectation that all outcomes are predictable and measurable (and therefore, rewarded) by predetermined methods.
- The establishment of a Creativity and Innovation fund to support local initiatives.
- The recruitment of Fellows in Creativity and Innovation who could be seconded part time to form a core of activists working together to promote creativity and innovation across the university.

As noted on page 1, the creativity agenda should not be considered in isolation; its relationship with other initiatives and priorities is self-evident. It is recognised, therefore, that the proposals from the Working Group will be considered along with those emerging from other consultation processes as part of the development of a holistic Teaching and Learning Strategy for the University.

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Two nominees from Teaching and  
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Representative from Staff Development  
DEL Representative  
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### **Terms of Reference**

1. To define the meaning and scope of creativity and innovation for curriculum development.
2. To identify current provision which has already embedded creativity and innovation, including entrepreneurship and associated good practice.
3. To consider how creativity and innovation may be further developed within the curriculum.
4. To report to the June 2007 meeting of the Teaching and Learning Committee.

**Retention and Progression in the University of Ulster,**  
**2003-06**

Report on the TQEF-funded Induction/Retention/Progression Project

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Staff Development

January 2007

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## **Executive Summary**

### **1. Retention**

#### **1.1 First year retention**

The HESA measure of non-continuation of first year students at the University of Ulster rose in the four years to 2003-04 (the most recent year for which there are published statistics), reaching 14.7% that year, compared to a benchmark of 10.9%. For the first time, this was statistically significantly above the benchmark. Internal University of Ulster figures show non-continuation at 17.6% in 2003-04 and declining to 17.1% and 17.3% in the two years after that. Differences between faculties in attrition in part reflect national differences between subjects, however, a large number of subjects have attrition rates above the national average for the attained student entry qualification tariff for that subject. The main reason given by students for leaving was wrong choice of course.

#### **1.3 Second year retention**

Non-continuation of second year students rose from 6.8% in 01-02 to 8.5% in 05-06. The rate of early leaving was less than among first years, but the failure rate at the end of second year was not much lower than at the end of first year at 3.2% in 2005-06.

### **2. Progression**

#### **2.1 First year progression**

The University average progression from first to second year (including those who got their award in one year) was 74.2% in 2005-06 and the percentage of those asked to repeat the year was 6.5%. At faculty level, progression to second year varied between 68 and 80% in 2005-06 and repeating the first year between 5 – 9%.

#### **2.2 Second year progression**

The progression rate of second-year full-time degree students in the whole university was 82% in 2005-06 (either proceeding to 3<sup>rd</sup> year or achieving an award), and 5.7% of students were asked to repeat the year. Inter-faculty variation was less than for first year, progression varied between 78 and 87%.

### **3. Module success**

Approximately 60% of first year students passed all their modules in each semester. A further 20% failed one module each semester. Over 40% of students who failed all modules in semester one were early leavers by the end of the year. The average failure rate within a module was 22-28% but modules assessed only by continuous assessment had a lower failure rate (12-15% in 2005-06) than those that included an examination (26-30% for 40-59% CA in 2005-06).

### **4. First Year Students- characteristics, expectations and early experiences (2003-04 cohort)**

The University had predominantly young entrants, more than half of whom were female and 40% of whom were the first in their family to progress

in higher education. 45% of them lived at home. 70% were in term-time employment, and, although only 13 % worked more than 20 hours/week at the beginning of the semester, this had risen to 18% by week 8-10 of the first semester. Choice of programme was predominantly related to job/career prospects with subject interest also important. Students arrived with a poor appreciation of the hours of independent study that are expected, 77% expected to study less than 15 hours/week in addition to class time which is unrealistic for most subjects. By week 8-10, 91% said that they were studying less than 15 hours/week, 68% of them less than 10 hours/week. 60% of the incoming students expected to be taught everything that they needed to know to do well, showing poor understanding of the demands of studying in higher education. By weeks 8-10 this had declined but was still 38%. Incoming students were looking forward to the social aspects of university life and to their programmes. They were apprehensive about aspects of the programme, not having the appropriate study skills and finance. By week 8-10 they had found the social life, university facilities and the programme better than expected but aspects of the programmes, study skills and achieving a balance between study and other activities more difficult than expected.

### **5. Factors influencing retention and progression in first year students**

Some possible factors did not appear to influence retention or progression. They were: age, gender, first in family in HE, daily journey time to UU, entrance qualification type, expectation of number of independent study hours on entry, paid employment, times of week working (e.g. weekdays, weekends), good impression as reason for choosing UU or lack of alternatives to UU. Factors that did link significantly with either early leaving or lack of progression at the end of the year (failing or being asked to repeat) are shown in the following table.

<b>Factor</b>	<b>EAL or not</b>	<b>PRO or not</b>	<b>Notes</b>
<b>Accommodation type</b>	NS but P=0.064	NS but P=0.052	Students in rented accommodation do slightly worse in both categories
<b>Social engagement</b>	P=0.013	NS	Fewer of those who joined clubs or societies were early leavers
<b>Reason for coming – interest</b>	P=0.002	NS	Students whose average interest score is less than 6 (on scale 1-10) are more likely to be early leavers
<b>Disability</b>	NS in 03-04 P=0.002 in 04-05	NS	In 2004-05, students with declared disabilities were significantly <b>less</b> likely to be early leavers. Differences NS in 05-06
<b>Social class</b>	NS in 2003-04 P=0.011 in 04-05	NS in 2003-04 P=0.015 in 04-05	For students with record of social class, those in classes IIIM, IV and V (or 4-6) were less likely to proceed in 04-05. Both NS in 05-06

<b>Type of school/college attended</b>	NS	P=0.009	Those from grammar school or FE College are more likely to proceed
<b>Entrance tariff (UCAS points)</b>	NS	P=0.000	If UCAS points are divided into four groups (0-220, 240-260, 280-300, 320+), degree students with less than 220 are less likely to proceed. There is no difference between 240-260 and 280-300 groups, but a slightly greater proportion in the 320+ group progresses
<b>Mode of entry</b>	NS	P=0.000	CF are most likely to proceed, direct entry next most likely
<b>Hours of employment</b>	NS	P=0.027	Of students with a job, more of those that work >10hours a week do not progress
<b>Independent study hours – week 8-10</b>	NS	P=0.002	Twice as many students who studied less than 5 hours outside class failed to proceed.
<b>Being in second or greater study period at UU</b>	P=0.000	P=0.000	More early leavers were in 2 <sup>nd</sup> + study period (not including EALNR) and were also more likely not to proceed to the second year of the course

## 6. Pilot Projects

The most successful projects in terms of attrition were those in which several activities were undertaken e.g. attendance monitoring and first year tutorials or first year review (including more focussed induction, attendance monitoring, increased coordination of teaching and assessment across modules).

Consideration of the link between attendance monitoring and module performance showed that about 8% of students who attended more than 90% of teaching sessions in a module failed at the first sit, while 69% of those who attended less than 50% of the sessions did so.

## 7. Transition Policy

The Transition Policy was agreed by Teaching and Learning Committee in June 2005. The text of the policy is available at: [www.ulster.ac.uk/academicoffice/download/Policies/Transition%20Policy.doc](http://www.ulster.ac.uk/academicoffice/download/Policies/Transition%20Policy.doc). First reports on the faculty implementation of this were made to Teaching and Learning Committee in April 2006 and further reports are due in June 2007.

## 8. Future Initiatives

Suggested future initiatives come under the following broad headings:

- Expectations and Prior Experience of Incoming Students: ensuring accurate, timely information for applicants; relevant information to incoming students; use of student portal; staff awareness of prior experience and expectations of students

- Induction: review of arrangements to optimise induction for students; attention to students on modular programmes, part-time students and those joining programmes in years other than the first; ongoing induction through the first year
- First year curriculum: assist transition phase; enhancement of skills for study at university by embedding in programmes; review of good practice in skills development; recognition of role of course director; attendance monitoring; highlighting career choices early in programmes
- Staff Development: pre-entry qualifications; student expectations; issues and strategies for retention and progression; enhancement of 1<sup>st</sup> year teaching
- Transition Policy: review to align with new Teaching and Learning Strategy;
- Institutional Information: ongoing review of retention and progression at University, Faculty and programme levels; continuation of Faculty retention meetings; at appropriate time, consider impact of bursaries on retention and progression

# 1. Retention

## 1.1 First year retention

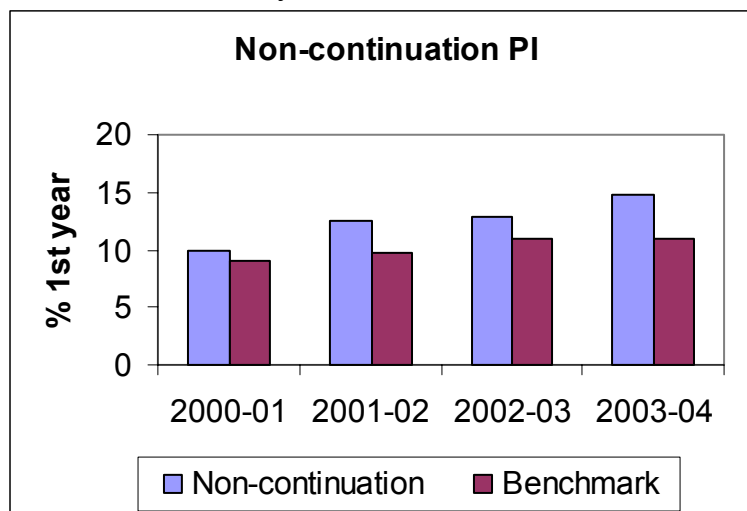
### University Level

#### Official Performance Indicators (HESA)

The official non-continuation (or attrition) figures are calculated by the Higher Education Statistics Agency (HESA) from the full-time first degree entrants, in the first year of the course, registered on the census date of 1<sup>st</sup> December. Students who have withdrawn later that year but re-enrolled at the University of Ulster the following year are not included as early leavers and those who enrol at another higher education institution the following year are also not included in the non-continuation figure, which thus represents students who are not in the higher education system in the UK in the year following their first enrolment.

The official non-continuation for full-time first degree entrants to the University of Ulster for the last four years of records is shown in Figure 1. The information for 2003-04 is the most recent, published in July 2006 (HESA). Each year HESA also provides a benchmark for non-continuation for each UK higher education institution. This benchmark is calculated allowing for the age of entrants (young / mature), their entry qualifications (UCAS tariff) and the subject they are studying.

Figure 1. HESA non-continuation following year of entry for full-time first degree entrants in the University of Ulster



The trend in attrition over that period is upward and, for the first time in 2003-04, the non-continuation rate for entrants was significantly above the benchmark in statistical terms. The non-continuation rate is also published separately for young (under 21 on 30 Sept in year of entry) and mature (21 or over) entrants. For the last three years recorded, the non-continuation rate for young entrants has been significantly above benchmark (2003-03 14.9%, benchmark 9.8%), partly compensated for by that for mature entrants being better than benchmark (2003-04 14.1%, benchmark 15.9%), although the

retention of mature students worsened in 2003-04 from 12.4% (benchmark 16.0%) in 2002-03.

The projected completion rate (% of students entering who should leave with a degree) calculated by HESA, is as follows (Table 1). The HESA benchmark for this is calculated similarly to the first year non-continuation one. Although close to the benchmark figure in 2003-04, the figure represents a deterioration from previous years when the University's projected completion rate was well above the benchmark.

Table 1. HESA projected outcomes for the University of Ulster

	<b>% entrants expected to get degree</b>	<b>Benchmark</b>
<b>2001-02</b>	79.7	77.3
<b>2002-03</b>	78.8	75.9
<b>2003-04</b>	73.3	73.7

### **University of Ulster figures**

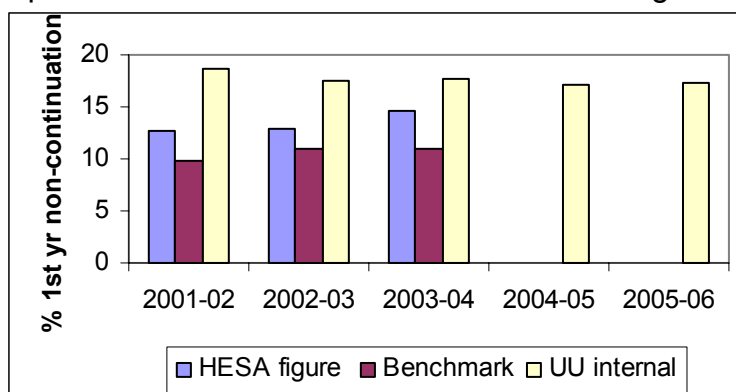
The University of Ulster internal non-continuation (attrition) figures are calculated from the total number of students enrolled in September, so they include some students who are excluded from the HESA non-continuation figures and are therefore higher than them. Attrition covers three registration codes, EAL (early leavers), EALNR (early leaver non-enrollers) and UNL (unsuccessful leavers). The recent attrition rates (non-continuation) for full-time first year degree students and sub degree students (HND, AB, FdA) are shown in Table 2.

Table 2. Attrition rates for full-time undergraduate first year students

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
<b>Degree</b>	17.5%	17.6%	17.1%	17.3%
<b>Sub degree</b>		34.7%	26.7%	26.0%

The discrepancy between the HESA figures and the internal figures should be due to the number of new students who leave between September and November, and the number of students who leave during the first year but re-enter higher education (in any institution) the following year, but it is difficult to understand why the discrepancy should vary considerably between years (Figure 2).

Figure 2. Comparison of HESA and UU non-continuation figures



In 2003-04, the number of students who were not in higher education in the following year fell, in both real and percentage terms, so that cannot be used to explain the rise in non-continuation according to HESA in 2003-04. However, the number of new entrants (excluding students repeating/transferring from other courses) recorded on the University database as withdrawing before the 1<sup>st</sup> Dec census date each year did decrease between 2002-03 and 2003-04 (Table 3), and this would explain the discrepancy. This withdrawal of new entrants has stayed at the lower level since.

Table 3. Withdrawal of new entrants before the census date (% of total year 1 degree students)

	2002-03	2003-04	2004-05	2005-06
<b>Number withdrawing before 1<sup>st</sup> Dec</b>	119 (2.3%)	77 (1.5%)	83 (1.5%)	80 (1.5%)

### Faculty Level

Attrition rates vary across faculties, in part reflecting a similar variation with subject at national level (Table 4). Thus the Faculty of Life & Health Sciences benefits in terms of retention because of its provision of vocational programmes and programmes that attract bursaries (e.g. Nursing), both of which tend to have lower attrition rates. Conversely, Engineering is a subject with high attrition rates nationally. The main source of the variation is the early leaver/returning non-enroller component of attrition, although there are also differences in failure rate following the same pattern.

Table 4. Attrition rates for faculties, for full-time first degree first year students

	<b>EAL + EALNR %</b>			<b>UNL %</b>			<b>Attrition %</b>		
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
<b>Arts</b>	12	16	16	4	4	4	16	20	19
<b>B&amp;M</b>	12	12	13	2	2	4	14	14	17
<b>Eng</b>	20	19	15	5	5	7	25	24	22
<b>L&amp;H</b>	9	9	10	2	3	2	11	11	12
<b>SS</b>	17	10	13	4	4	5	21	14	17

### **Subject Level**

The national (UK) average figure for non-continuation per subject for each entry tariff is calculated by HESA each year. For 2003-04, the national average attrition for the University of Ulster average course acceptance grade for that year (from ASM figures) is shown in Appendix 1, where it is compared to the achieved attrition for a number of programmes. Of the 87 programmes for which full information was available, the scale of the deviation from the national subject average is shown in Table 5.

Table 5. Subject deviation from national average attrition

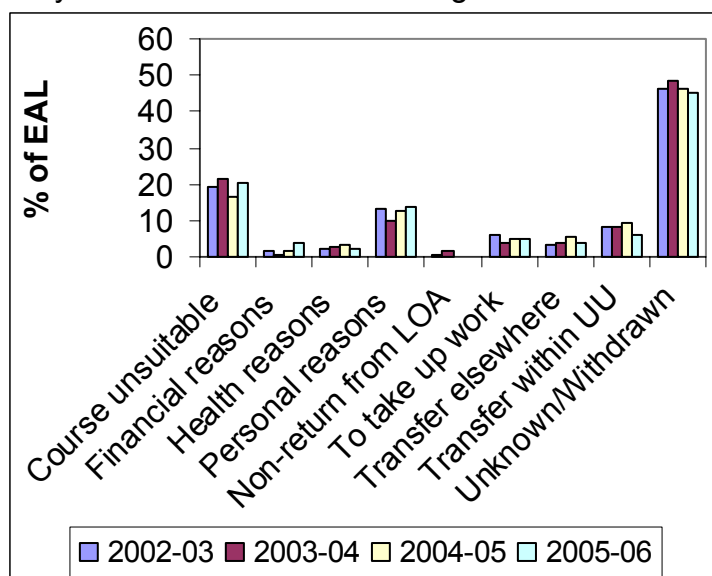
	<b>Below (i.e. better than) national average</b>	<b>0-5% above</b>	<b>5-10% above</b>	<b>10-15% above</b>	<b>15-20% above</b>	<b>+20% above</b>
<b>No of programmes</b>	15	16	13	22	10	11
<b>%</b>	17	18	15	25	11	13

It must be emphasized that this is a one-year snapshot, and the performance of programmes varies quite considerably from year-to-year. However, an on-going check on this relationship would help to identify programmes that consistently under-perform on retention with respect to the national subject average for their entrance qualification levels.

### **Reasons for Early Leaving**

The reason for leaving is recorded when exiting students complete a record amendment form. The types of reasons given have stayed consistent over four years. Unfortunately, the largest category is students for whom we have no information on their reason for leaving, usually because they have failed to complete the form (Figure 3). The second category is those who have found the course unsuitable for their expectations/needs. A small exit survey, carried out mainly through phone interviews, confirmed course mismatch as the main reason for leaving, with personal and financial reasons next. It will be important to monitor this information to identify any possible impact from the new fees regime.

Figure 3. Officially recorded reason for leaving



## 1.2 Second year retention

A review was done of retention of 2<sup>nd</sup> year students as there is a concern that attention to the 1<sup>st</sup> year may transfer problems into the 2<sup>nd</sup> year. 2<sup>nd</sup> year attrition is less than that in 1<sup>st</sup> year, with less variation between faculties, but still needs to be watched in view of the increase in the 04-05 and 05-06 figures (Table 6).

Table 6. Attrition of 2<sup>nd</sup> year students on larger (non-modular) degree programmes (%)

	UU	Arts	B&M	Eng	L&H	SS
<b>01-02</b>	6.8	7.2	5.3	10.4	4.5	3.4
<b>02-03</b>	6.5	6.8	4.4	9.5	5.3	3.9
<b>03-04</b>	6.5	7.2	3.9	11.3	4.6	1.6
<b>04-05</b>	8.1	6.9	7.7	12.1	6.1	6.2
<b>05-06</b>	8.5	8.3	7.8	11.3	7.5	5.6

For all degree programmes, including modular, in 2005-06, the percentage of second year early leavers was 5.8% and of fails (UNL) 3.2%. Thus, while early leaving is less common in the second year, the failure rate is not much less than in first year.

## 2. Progression

### 2.1 First year progression

The rate at which students progress, or whether they have to repeat a year, is important to students and also impacts on attrition rate, as a proportion of those asked to repeat a year do not return to do so, and are thus included in the attrition rate as early leavers non-enrollers (EALNR). 30% of those students asked to repeat first year in 2003-04 (436 students in total), failed to re-enrol the following year, this accounted for 13% of the attrition rate for 2004-05. In 2005-06, returning non-enrollers accounted for 15% of the attrition rate. Table 7 shows the figures for first year progression over three years by faculty.

Table 7. First year students proceeding to 2<sup>nd</sup> year and repeating 1<sup>st</sup> year

	Proceed %			Repeat %		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Arts</b>	74	71	73	8	6	6
<b>B&amp;M</b>	79	79	76	5	5	7
<b>Eng</b>	64	68	67	9	7	9
<b>L&amp;H</b>	78	78	81	6	5	4
<b>SS</b>	69	76	73	8	7	7

The University average progression from first to second year (including those who got their award in one year) in 2005-06 was 74.2% and the rate of those asked to repeat the year was 6.5%.

### 2.2 Second year progression

The progression rate of full-time degree students in the whole university at the end of second year, was 82% in 2005-06 (either proceeding to 3<sup>rd</sup> year or achieving an award), and 5.7% of students were asked to repeat the year. Progression rate from second to third year is therefore better than that from first to second but the rate of students having to repeat the year is only marginally lower. The variation between faculties for their larger programmes is shown in Table 8.

Table 8. Second year students proceeding to 3<sup>rd</sup> year and repeating 2<sup>nd</sup> year (for larger (non-modular) degree programmes)

	Proceed %			Repeat %		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Arts</b>	83	85	83	5	5	4
<b>B&amp;M</b>	90	88	84	5	3	6
<b>Eng</b>	82	81	78	6	6	8
<b>L&amp;H</b>	89	89	86	3	3	4
<b>SS</b>	92	86	87	3	6	6

### 3. Module success

A substantial minority of first year students is carrying module failures after the first semester examinations (Table 9).

Table 9. Level of module failure at first sit in different semesters and years for first year students

	Semester 1			Semester 2		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>% students with all passes</b>	57	57	62	60	49	56
<b>% students with 1 fail</b>	23	26	20	19	21	23
<b>% students with 2 fails</b>	12	12	11	11	14	12
<b>% students with 3+ fails</b>	8	5	7	10	16	9

At the end of 2004-05 and 2005-6, the registration status of 296 and 248 students respectively, who had failed all modules in semester 1 (excluding students who are only examined in one module in semester 1) was as shown in Table 10. It should be noted that some of these students will have been eligible for a first sit (13-14% in each semester in 2005-06). However, the figures demonstrate the probability that nearly half of these students will be early leavers.

Table 10. Registration status at year end of students who failed all modules in Semester 1

	2004-05	2005-06
<b>Early leaver</b>	41%	47%
<b>Leave of Absence</b>	4%	5%
<b>Proceed</b>	26%	12%
<b>Repeat</b>	17%	9%
<b>Fail</b>	12%	27%

Looked at from the module perspective, the average first sit module failure rate was 22.1% in 2003-04, 28.5% in 2004-05 and 21.8% in 2005-06. There is a tendency for semester 1 modules to have a lower failure rate than semester 2 ones.

There has been a small shift to continuous assessment only in Semester 1 modules from 42% of 1<sup>st</sup> semester modules being CA only in 2003-04, 50% in 2004-05, and 51% in 2005-06. This may influence the failure rate, which is lower for modules assessed by CA only (Table 11). 43% (2004-05) and 40% (2005-06) of semester 2 modules were CA only. However, there was still a deterioration in module pass rates in both semesters, both in 100% CA and 40-59% CA modules, between 2003-04 and 2004-05, which was generally halted in 2005-06.

Table 11. % of class failing at first sit in first year modules with different assessment regimes (modules with class size <10 not included)

	Semester 1			Semester 2		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>CA only</b>	10	15	12	13	25	15
<b>40-59% CA</b>	24	29	30	26	37	26

#### **4. First Year Students- characteristics, expectations and early experiences (2003-04 cohort)**

Questionnaires were given to first year students at induction/ first week in 2003-04 and again in weeks 8-10 of the first semester. They were handed out and collected again in one session. The numbers completing these are given in Table 12. The text of the questionnaires used in 2003-04 is in Appendix 2. Modified questionnaires were used in succeeding years. In 2005-06 questionnaires were completed by about 1100 first year students.

Table 12. Completion of questionnaires by campus and faculty

<b>Induction Questionnaire</b>	<b>Total completed</b>
All	1794
Belfast	0
Coleraine	300
Jordanstown	1216
Magee	248
Portrush	30
Arts	161
Business and Management	484
Engineering	515
Life and Health Sciences	283
Social Sciences	351
<b>First Semester Questionnaire</b>	<b>Total completed</b>
All	1285
Belfast	32
Coleraine	260
Jordanstown	817
Magee	176
Portrush	0
Arts	128
Business and Management	362
Engineering	307
Life and Health Sciences	263
Social Sciences	224

##### **4.1. Student Profile from questionnaires**

In 2003-04, questionnaires were completed by about 40% of the first year intake and the profile in this section is based on this. The courses participating were self-selecting, and none of the courses that attract bursaries was asked to participate. This limitation must be born in mind when reading this section.

The University has predominantly young entrants, more likely to be female, 40% of whom are the first in their family to go into higher education (Table 13). There are, however differences between campuses that, in part, reflect the differences in subjects offered.

Table 13. First year student characteristics in 2003-04

		<b>UU</b>	<b>Coleraine</b>	<b>Jordanstown</b>	<b>Magee</b>
<b>Age</b>	<21years %	90	89	93	79
	21-24 y %	6	6	5	11
	>25 y %	4	5	2	11
<b>Gender</b>	% female	57	74	53	53
<b>Family experience of HE</b>	% with parent/sibling/near relation with degree	60	65	59	61

There are also differences between faculties in intake characteristics (Table 14)

Table 14. First year student characteristics by faculty

		<b>UU</b>	<b>Arts</b>	<b>B&amp;M</b>	<b>Eng</b>	<b>L&amp;H</b>	<b>SS</b>
<b>Age</b>	<21years %	90	77	92	90	95	90
	21-24 y %	6	11	6	6	5	4
	>25 y %	4	12	2	3	0	6
<b>Gender</b>	% female	57	70	67	24	66	77
<b>Family experience of HE</b>	% with parent/sibling/near relation with degree	60	62	50	59	67	67

While 85% of entrants have traditional A level qualifications (although this figure also includes those with AVCEs), a substantial minority (20%) has studied at FE college rather than just at school (Table 15). 10% of students entered the university through clearing (7% among students questioned in 2005-06).

Table 15. Educational background

		<b>UU</b>	<b>Coleraine</b>	<b>Jordanstown</b>	<b>Magee</b>
<b>Type of school</b>	Secondary %	25	32	21	33
	Grammar %	49	45	54	32
	Comprehensive %	6	6	6	6
	FE college %	20	17	19	29
<b>Type of qualification</b>	A level (inc. AVCE) %	85	82	90	69
	GNVQ/BTEC %	7	4	7	11
	ILC %	5	11	2	11
	Access course %	2	2	1	10
<b>Entry route</b>	CF choice %	60	60	61	56
	CI choice %	17	13	19	8
	Clearing %	10	15	9	11
	Direct entry %	13	12	11	25

In 2005-06, when a specific question was asked about AVCEs, 63% of students had A levels and 15 % AVCEs. 30% of 2005-06 entrants had attended a FE college. Students coming from school are more likely to have A level qualifications, then AVCE whilst students from an FE college are more likely to have a BTEC qualification, then A level. AVCE is the qualification that is taught in both types of institutions equally (15-16% of students). The qualifications offered by incoming students may change with the new AVCE structure. It might be useful, in view of the differences between A levels and AVCEs in teaching and assessment, that these qualifications are recorded separately for entrants.

Again, there are faculty variations (Table 16). Students in the Faculty of Arts entering with the Irish Leaving Certificate, for instance, are largely on programmes at Magee and on the Combined Arts programme in Coleraine. Again in the Faculty of Arts, two-thirds of the direct entrants are on programmes at Magee,

Table 16. Educational background and entrance route by faculty

		UU	Arts	B&M	Eng	L&H	SS
<b>School</b>	Secondary %	25	37	24	24	26	22
	Grammar %	49	36	49	43	52	58
	Comprehensive %	6	3	6	7	3	8
	FE college %	20	24	21	26	19	12
<b>Qualification</b>	A level %	85	68	92	83	81	92
	GNVQ/BTEC %	7	6	4	13	9	2
	ILC %	5	21	3	2	9	2
	Access course %	2	6	1	3	0.5	4
<b>Entry route</b>	CF choice %	60	50	66	59	72	58
	CI choice %	17	15	17	10	12	25
	Clearing %	10	15	6	11	10	10
	Direct entry %	13	20	11	19	7	8

While the University of Ulster would consider itself a campus university, nearly half of the students are 'commuter students', living at home (Table 17) and travelling for quite large distances in some cases (Table 18).

Table 17. % of students living in type of accommodation in term-time

	UU	Coleraine	Jordanstown	Magee
<b>Hall of Residence</b>	17	29	11	30
<b>Rented accommodation</b>	38	42	42	13
<b>Home</b>	45	29	47	56

Table 18. Average one-way daily journey time

Accommodation type	Journey in Minutes
<b>Hall</b>	10
<b>UU rented</b>	19
<b>Privately rented</b>	26
<b>Home</b>	49

Students living at home travel on average 54 minutes one-way to Jordanstown, 46 minutes to Coleraine and 30 minutes to Magee (Table 19). Students in rented accommodation (not Halls of Residence) travel for similar times to Coleraine and Magee, 13 and 16 minutes respectively, but 31 minutes to Jordanstown.

Table 19. Average one-way journey to each campus

<b>Campus (all accommodation types)</b>	<b>Journey in Minutes</b>
<b>Coleraine</b>	21
<b>Jordanstown</b>	39
<b>Magee</b>	23
<b>Belfast *</b>	53

\* Small sample size

## 4.2. Employment

Approximately 70% of full-time first year undergraduates in the University of Ulster also have part-time jobs (Table 20). This proportion was the same in 2003-04 and 2005-06. It is one of the highest proportions recorded in the U.K. (Universities UK 2005). A recent report on English universities (HEPI 2006) found that only 39% of their sample of first and second year students was working in term-time. Students appear to arrive at the University of Ulster with their jobs already arranged. The majority of those working (90%) does so at weekends, but 35% are working weekday evenings and 13-19% on weekdays so at least a quarter of them is working in two or more of those periods.

Table 20. Proportion of first year students in term-time employment at the beginning of term and the change between then and week 8-10, by campus

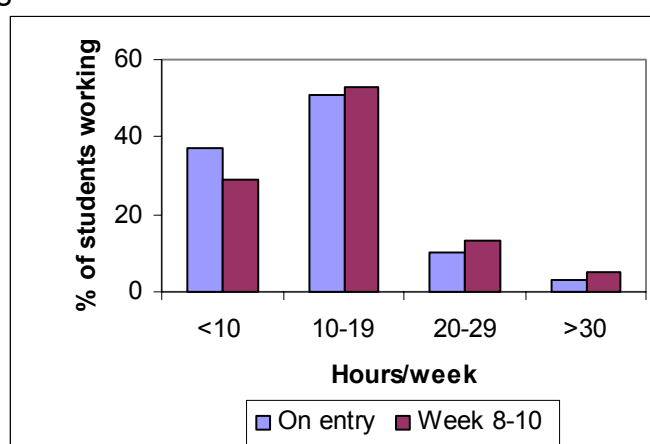
	<b>UU</b>		<b>Coleraine</b>		<b>Jordanstown</b>		<b>Magee</b>	
	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change
<b>% students with term-time job</b>	68	<b>+3%</b>	63	<b>+1%</b>	72	<b>+3%</b>	56	<b>+1%</b>

Most employed students (80%+) are working less than 20 hours a week, but that leaves a significant number working more than the equivalent of a half-time job (Table 21). The proportion is larger at Jordanstown and Magee than Coleraine. The change is not great, but there is a tendency for more students to be working (Table 20) and for them to be doing longer hours (Table 21) in weeks 8-10 than at the beginning of the semester; 18% of working students are doing 20+hours/week of paid work in the second half of semester 1 compared to 13% at the beginning of the semester. The exception is on the Coleraine campus, where students are taking on longer hours but still working less than 20 hours a week. The change in hours is illustrated in Figure 4.

Table 21. Employment hours worked by first year students at the beginning of term and the change between then and week 8-10 (as a % of those in employment), by campus

Hours of Work	UU		Coleraine		Jordanstown		Magee	
	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change	Start of term %	Week 8-10 % change
<10 h	37	-8	47	-6	35	-9	32	+1
11-19 h	51	+2	44	+7	52	+2	55	-6
20-29 h	10	+3	7	0	11	+4	9	+6
>30 h	3	+2	3	-1	3	+3	4	-1

Figure 4. Change in hours worked between induction and late 1<sup>st</sup> semester



There are also some differences between faculties; students in the Faculty of Arts are least likely to be working whilst those in Business & Management and Social Sciences are most likely to do so (Table 22). The Faculty of Life & Health Sciences is the only one in which the proportion of students working decreased during the 1<sup>st</sup> semester, while the Faculty of Arts shows the biggest increase in the proportion of students working, although they still have the lowest proportion in employment.

Table 22. % First year students in term-time employment at the beginning of term and in week 8-10, by faculty

	Arts	B&M	Eng	L&H	S&S
<b>Start of term %</b>	53	75	64	69	74
<b>Week 8-10 %</b>	62	78	66	64	77

Students in all faculties are working longer hours later in the semester; Engineering, Life & Health and Business & Management show the greatest upward shift with 7-10% more students working more than 20 hours/week (Table 23).

Table 23. Employment hours worked by first year students at the beginning of term and in week 8-10 (as a % of those in employment), by faculty

<b>Hours of Work (% of those working)</b>		Arts	B&M	Eng	L&H	S&S
<b>&lt;10 h</b>	<b>Start of term</b>	38	37	34	45	37
	<b>Week 8-10</b>	33	26	25	41	27
<b>11-19 h</b>	<b>Start of term</b>	48	53	53	49	46
	<b>Week 8-10</b>	53	57	53	46	53
<b>20-29 h</b>	<b>Start of term</b>	8	8	10	3	15
	<b>Week 8-10</b>	9	12	17	9	17
<b>&gt;30 h</b>	<b>Start of term</b>	6	2	3	3	2
	<b>Week 8-10</b>	5	5	6	5	3

### 4.3. Expectations

#### Choice of the University of Ulster and programme

The reason given by students for coming to university is predominantly job/career related (Table 24), although subject interest is the major factor in the choice of course. Reasons for choosing the University of Ulster (as opposed to either university or course) were not as highly scored as reasons in the other categories.

Table 24. The ranked importance of some reasons for coming to university (Average score where 10= very important, 0= not important at all)

<b>Reasons to attend university</b>	<b>Improve job opportunities</b>	9.3
	<b>Improve qualifications</b>	9.1
	<b>Study subject of interest</b>	8.3
	<b>Always wanted to</b>	7.7
<b>Reasons for choosing UU</b>	<b>Good impression from literature</b>	6.3
	<b>Good impression from open day</b>	5.9
	<b>Recommendation from family or friend</b>	5.8
	<b>Convenient to home</b>	5.5
<b>Reasons for choice of course</b>	<b>Interested in subject</b>	9.0
	<b>Good job opportunities</b>	8.3
	<b>Course looked interesting in prospectus</b>	7.6

Principal components analysis of all the questions related to student choice (of university, UU and programme) gave three components, good impression, subject/qualification/job interest and lack of alternatives. This emphasises the importance of the University's literature and outreach activities in student recruitment. The lack of alternatives, as might be expected, was strongly expressed by students entering through clearing. Details of this analysis are in Appendix 3.

### **Study hours and type of learning**

Students arrive at the University with expectations about the type of learning and the effort that will be required of them. Some of these relating to the time needed for independent study are detailed in Table 25. Students arrive with an expectation of independent study time that is lower than would be appropriate for most programmes.

Table 25. Expectations about independent study hours on entry (% of answers)

		<b>UU</b>	<b>Arts</b>	<b>B&amp;M</b>	<b>Eng</b>	<b>L&amp;H</b>	<b>SS</b>
<b>Expected hours of study in addition to class time</b>	<b>&lt;5 h</b>	2	1	1	2	2	2
	<b>5-10 h</b>	34	37	29	32	44	32
	<b>11-15 h</b>	41	34	45	41	41	44
	<b>16-25 h</b>	18	22	20	19	12	17
	<b>&gt;25 h</b>	5	7	5	6	3	5

They also show limited understanding of the nature of study at university, over half expecting to be taught everything that they need to do well in assessment, and only a third knowing what to expect in a seminar. There is no reason why they should know much about study at university as the school curriculum does not have the time for introducing this, and many are the first in their family to enter higher education, but it highlights the need for study skills and habits appropriate for learning in higher education to be introduced in the first year.

Table 26. Expectations about university study on entry

		UU	Arts	B&M	Eng	L&H	S&S
<b>Studying at university will require the same skills as school</b>	<b>% strongly agree/agree</b>	26	27	26	32	23	23
<b>I expect to be taught all that I need for good marks in assessment</b>	<b>% strongly agree/agree</b>	61	65	67	65	61	47
<b>I know what to expect in seminars</b>	<b>% strongly agree/agree</b>	37	34	32	41	31	35

### **Anticipation and apprehension**

When asked what they were looking forward to, new students gave first the social life, things such as meeting new people, making new friends, sporting activities and the night life, and then the course, e.g. subject interest, learning a new subject, learning at a higher level. Third was independence/freedom. They were apprehensive about: the course, particularly not liking it, not understanding or coping with it and falling behind; relevant skills, such as time management, independent study techniques; and finance. These same factors were given in the 2005-06 questionnaires.

## **4.4. Experience**

### **Accuracy of pre-programme information**

Students were asked whether the information that they had received before coming had given them an accurate picture of life at the University of Ulster, on their campus and on their programme respectively. Between 57 and 60% of them strongly agreed that it had, but 15 to 19% disagreed or strongly disagreed. The highest disagreement was with respect to information about their programme. In 2005-06, 1000 first year students filled in questionnaires and only 67% strongly agreed/agreed that the information that they had received about their programme had been accurate.

### **Feedback on Induction**

Three-quarters of students asked agreed that registration was easy. In 2005-06 this had risen to 81%. 72% had attended programme induction and the same proportion agreed that induction was useful. However, only 45% had attended social events to meet other students on their programme and only 14% had attended social events to meet staff. A single question on programme induction in 2005-06 showed an improvement in participation as 88% said they had attended induction, 62% had attended events to meet other students and 46% had attended events to meet staff.

When asked what parts of induction had been most and least useful to them at both University and programme level, the results are shown in Table

27. There was some confusion on the distinction between inductions, so the answers are best taken together. In 2005-06, the most useful induction events were course information and meeting people.

Table 27. Most useful topics in Induction (number in brackets is % of answers)

University level	Programme level
Orientation to campus (30%)	Course content and structure (51%)
Library induction (24%)	Module information (14%)
Course content and structure (18%)	Meeting people (7%)
IT induction (8%)	Timetable (7%)

Many students did not consider anything at induction less useful, 21% at University level and 31% at programme level. The topics named by the others are shown in Table 28. In 2005-06, no topic stood out as less useful.

Table 28. Least useful topics in Induction (number in brackets is % of answers)

University level	Programme level
Health & Welfare (often safety was mentioned) (16%)	Course content and structure (14%)
Orientation to campus (15%)	Library induction (8%)
Library induction (14%)	
IT induction (8%)	

### Study hours and type of learning

When students were asked again in week 8-10, the number of hours of independent study they were doing was lower than that expected by the same cohort of incoming students, which in turn was already lower than the University's expectation (Table 29). It must be remembered that the timetabled hours vary with the nature of the subject, and this will account for some of the differences between faculties.

Table 29. Hours of independent study in week 8-10 (number in brackets is % change from expectation on entry)

		UU	Arts	B&M	Eng	L&H	SS
Hours of study in addition to class time	<5 h %	21 (+19%)	13 (+12%)	26 (+25%)	19 (+17%)	20 (+18%)	22 (+20%)
	5-10 h %	47 (+13%)	37 (0)	47 (+18%)	48 (+16%)	57 (+13%)	43 (+11%)
	11-15 h %	23 (-18%)	31 (-2%)	22 (-23%)	24 (-17%)	18 (-23%)	25 (-19%)
	16-25 h %	7 (-11%)	15 (-7%)	4 (-16%)	9 (-10%)	4 (-8%)	9 (-8%)
	>25 h %	2 (-3%)	5 (-2%)	1 (-4%)	1 (-5%)	1 (-2%)	1 (-4%)

By week 8-10, the number of students thinking that they need the same study skills as at school has fallen, although approximately one in five students is still of that opinion (Table 30). The number expecting to be taught everything has fallen by about a quarter, although it is still substantial. Nearly 40% of

students overall do not know where to get help with study skills at this period of the semester, and 30% have either not had any feedback on assessment, or have not recognised it as feedback. Both these factors might impact on the success rate in first semester modules. There was no improvement by 2005-06 when the percentage expecting to be taught everything was still 49% in week 8-10. 38% of 2005-06 students had not had feedback at this stage, or had not recognised it as such.

Table 30. Experience of university study in week 8-10 (number in brackets is % change from expectation on entry)

		<b>UU</b>	<b>Arts</b>	<b>B&amp;M</b>	<b>Eng</b>	<b>L&amp;H</b>	<b>SS</b>
<b>Studying at university requires the same skills as school</b>	<b>%strongly agree/ agree</b>	21 (-5%)	19 (-8%)	22 (-4%)	20 (-12%)	24 (+1%)	18 (-5%)
<b>I expect to be taught all that I need for good marks in assessments</b>	<b>%strongly agree/ agree</b>	38 (-23%)	42 (-23%)	43 (-24%)	43 (-22%)	34 (-27%)	26 (-19%)
<b>I know where to get help with study skills</b>	<b>%strongly agree/ agree</b>	62	61	57	68	64	58
<b>I haven't had any feedback on assessment yet</b>	<b>%strongly agree/ agree</b>	30	17	17	38	31	43

### **Better and worse**

When asked again what had been better than they expected, the most frequent responses were the social life, the facilities (campus and areas such as library and IT provision) and the course. In 2005-06 the factors were the same but the course was second most mentioned. Worse were also the course, study skills, such as time management and independent study, and achieving a balance between studying and other activities. These were the same in 2005-06.

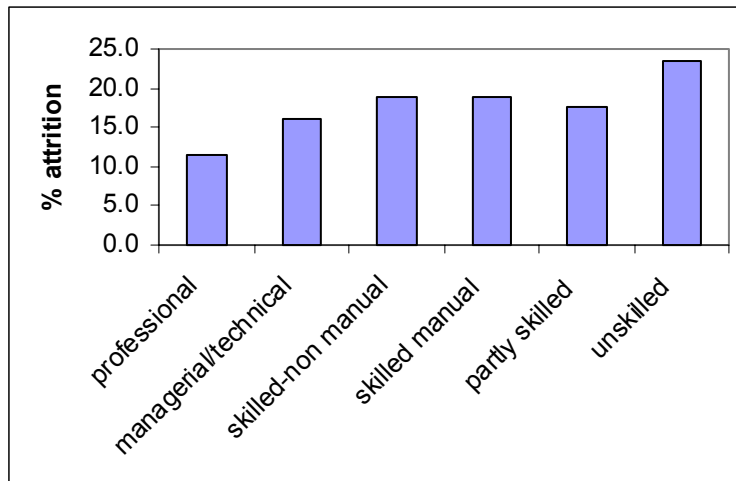
## 5. Factors influencing retention and progression of first year students

Factors were analysed for their impact on early leaving and progression for first year students. Students were categorised initially as either early leavers or not, and then, with early leavers excluded, the categories were progressing (to 2<sup>nd</sup> year or getting award) or not (repeating or failing). Significance was measured using a chi-square test (in SPSS).

### 5.1 Retention in relation to social class (2003-04)

The information about retention in relation to social class indicates that students from classes 2-5 are very similar in terms of attrition, with professional class students (1) being significantly better retained and unskilled class students worse (6) (Figure 5).

Figure 5. Attrition of 1<sup>st</sup> year students classified by social class (2003-04)



In 2005-06, however, a chi-square test showed no significant difference between classes.

Disaggregating the figures into four components, early leavers (EAL), non-enrollers (EALNR), those asked to repeat the year (PRR) and unsuccessful leavers (UNL) shows that (Table 31), professional class students are less likely to be early leavers, and skilled manual and unskilled more likely to leave early, but the differences are not great. Students classified as unskilled, however, are more likely than the others to either fail or be asked to repeat the year, the latter probably contributing to the higher % of EALNR, as students feel disinclined/unable to undertake a repeat. Thus progression (PRO) is best for professional class student and worst for unskilled class students. However, none of these differences is statistically significant in 2003-04.

Table 31. Progress of 1<sup>st</sup> year students for whom social class information is available (% within class of each status)

<b>2003-04</b>	<b>Total in social class</b>	<b>EAL % of social class</b>	<b>EALNR % of social class</b>	<b>PRR % of social class</b>	<b>UNL % of social class</b>	<b>PRO % of social class</b>
<b>Professional</b>	182	9.3	2.7	5.5	1.1	80.2
<b>Managerial/technical</b>	1428	10.9	2.1	6.9	3.2	75.1
<b>Skilled non-manual</b>	817	12.0	2.2	5.8	4.7	73.7
<b>Skilled manual</b>	957	13.8	2.0	7.7	3.0	72.0
<b>Partly skilled</b>	463	12.5	2.4	8.2	2.6	72.1
<b>Unskilled</b>	128	13.3	4.7	9.4	5.5	65.6
<b>Total</b>	3975					

Chi-square analysis of the figures in 2004-05 indicates that, in that year, students from social classes 4-6 were more likely to be early leavers ( $P=0.011$  between all 6 classes) and that they were also more likely to either fail at the end of first year or be asked to repeat the year ( $P=0.015$ ). In 2005-06, retention and progression again did not differ with class (chi-square test NS). So there is no consistent problem with retention and progression in relation to social class, but it is an area to keep under review.

### **5.2 Retention in relation to declared disability (2003-04)**

476 first year students (8.4%) had declared a disability. Their attrition rate was almost half that of students without a declared disability, 10.3% to 19.2%. They performed better in this respect in all the constituent categories of attrition (Table 32) and in the proportion asked to repeat the year. So progression of students with a declared disability was considerably better than that of other students. This may well be due, at least in part, to the individual support given to students with a declared disability. However, probably partly due to the small numbers with a declared disability in the analysis, there was no significant statistical difference in retention and progression between the groups.

Table 32. 1<sup>st</sup> year student progress in relation to disability (% within category)

<b>2003-04</b>	<b>Total</b>	<b>EAL %</b>	<b>EALNR</b>	<b>PRR %</b>	<b>UNL %</b>	<b>PRO %</b>
<b>No declared disability</b>	5206	13.1	2.3	7.5	3.8	71.2
<b>Declared disability</b>	476	7.1	1.9	5.9	1.3	79.0

In 2004-05, chi-square tests showed that students with a declared disability were significantly less likely to be early leavers ( $P=0.002$ ) but that progression was not significantly different between the two groups. In 2005-06, there was no significant difference between the groups.

### 5.3 Retention in relation to entry route

In 2003-04, 535 new students came through clearing (9.4% of entrants). In May 2004, they comprised 13.3% of the early leavers. The reason for leaving was given as course unsuitable by 34% of those who did not enter through clearing and 37% of those who did.

### 5.4 Retention in relation to factors arising from questionnaire information

A number of possible factors were tested against early leaving or not, and, with the early leavers excluded, against progression to year 2 or not (e.g. either failing or being asked to repeat the year). It is possible to say that, on the information available, some of these factors do not influence retention or progression, as measured by a chi-square test. Neither early leaving nor lack of progression was related to the following factors: age; gender; entry qualification type; employed or not; times of employment (weekdays, weekday evenings, weekends); journey time to university; expectation of independent study hours on entry; being first in family in HE; good impression before entry; lack of choice (Table 33).

Table 33. Factors influencing neither early leaving nor progression

Factor
Age
Gender
First in family in HE
Daily journey time to UU
Entrance qualification type
Reason for coming – good impression
Reason for coming – lack of alternatives
Independent study hours – expectation on entry
In employment
Periods of week working

Early leaving showed a slight but non-significant ( $P=0.064$ ) link with accommodation type, students in privately rented accommodation were slightly more likely to be early leavers. It was also significantly linked with social engagement, joining a club or society, interest on entry; and being in the second or above study period at UU. Lack of progression was linked to a greater number of factors: social class; UCAS entry points; hours of employment; mode of entry; type of school/college attended before entry; number of hours studied outside class; and study period 2 or above. Type of accommodation was also related to non-progression, with more in rented accommodation not progressing than lived in halls or at home, although the relationship was just not significant. ( $P=0.052$ ). The exact significance for these factors and notes on the trends are given in Table 34.

Table 34. Risk factors for early leaving and/or non-progression (2003-04, except where stated)

Factor	EAL or not	PRO or not	Notes
<b>Accommodation type</b>	NS but P=0.064	NS but P=0.052	Students in rented accommodation do slightly worse in both categories
<b>Social engagement</b>	P=0.013	NS	Fewer of those who joined clubs or societies were early leavers
<b>Reason for coming – interest</b>	P=0.002	NS	Students whose average interest score is less than 6 (on scale 1-10) are more likely to be early leavers
<b>Disability</b>	NS in 03-04 P=0.002 in 04-05	NS	In 2004-05, students with declared disabilities were significantly <b>less</b> likely to be early leavers. Differences NS in 05-06
<b>Social class</b>	NS in 2003-04 P=0.011 in 04-05	NS in 2003-04 P=0.015 in 04-05	For students with record of social class, those in classes IIIM, IV and V (or 4-6) were less likely to proceed in 04-05. Both NS in 05-06
<b>Type of school/college attended</b>	NS	P=0.009	Those from grammar school or FE College are more likely to proceed
<b>Entrance tariff (UCAS points)</b>	NS	P=0.000	If UCAS points are divided into four groups (0-220, 240-260, 280-300, 320+), degree students with less than 220 are less likely to proceed. There is no difference between 240-260 and 280-300 groups, but a slightly greater proportion in the 320+ group progresses
<b>Mode of entry</b>	NS	P=0.000	CF are most likely to proceed, direct entry next most likely
<b>Hours of employment</b>	NS	P=0.027	Of students with a job, more of those that work >10hours a week do not progress
<b>Independent study hours – week 8-10</b>	NS	P=0.002	Twice as many students who studied less than 5 hours outside class failed to proceed.
<b>Being in second or greater study period at UU</b>	P=0.000	P=0.000	More early leavers were in 2 <sup>nd</sup> + study period (not including EALNR) and were also more likely not to proceed to the second year of the course

NS = Non significant

Many of the factors identified as posing a risk are not under the influence of the University so trying to use this analysis to label 'at risk' students would not appear to lead to a useful outcome. Instead, it should inform awareness of the issues that may affect student progress. The logical course of action would be to enhance the first year experience for all students, in order to promote both academic and social engagement with the University, both of which are considered necessary to promote student success (Tinto (1993) and many subsequent authors (Skipper 2005).

## 6. Pilot Projects

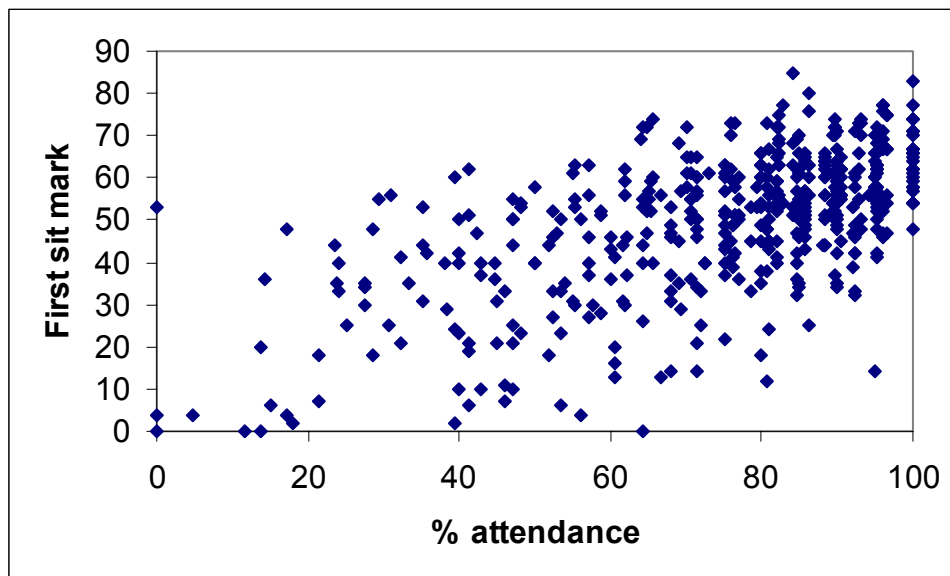
The lack of decisive factors determining either early leaving or progression indicates that the most effective policies and strategies is likely to be those that lead to the enhancement of the first year experience for all students. Some pilot projects were initiated to test the effectiveness of particular interventions.

The following initiatives were tried in 2004-05: attendance monitoring with text messaging follow-up; attendance monitoring; enhanced skills development; first year tutorials and attendance monitoring; review of first year support. The most successful projects in terms of attrition were those in which several activities were undertaken e.g. attendance monitoring and first year tutorials; first year review (including more focussed induction, attendance monitoring; increased coordination of teaching and assessment across modules). In both these areas, the number of early leavers fell and the percentage of students proceeding to Year 2 at the June exam boards rose. However, the first comprehensive first year review was particularly demanding of the Course Director's time and thus was not thought to be sustainable without more support.

### 6.1 Attendance monitoring

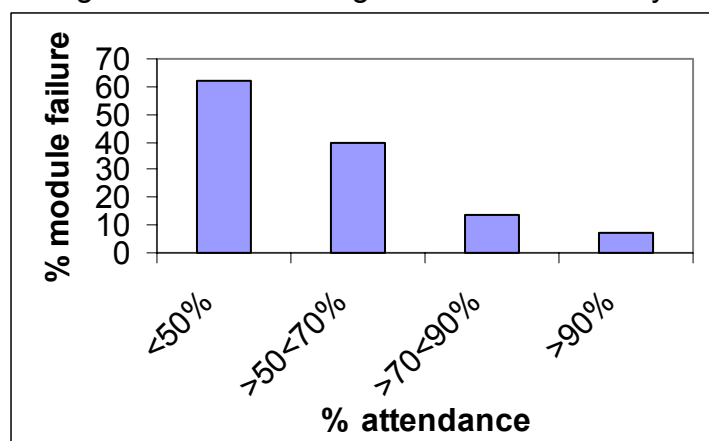
A separate review of the impact of attendance monitoring on module results in the first year gave the following results (Figure 6).

Figure 6. Relationship between attendance and first sit module mark



There is a statistically significant correlation ( $P=0.000$ ) between attendance and first sit module mark, with attendance accounting for 35% of the variation in module mark. Translating this into the percentage of students in a particular attendance range failing the module at first sit gives the results shown in Figure 7.

Figure 7. Percentage of students failing module classified by attendance



If average first semester attendance is related to progress at the end of the year, the results are as follows, although the small number of individual students in this analysis must be kept in mind (Table 35).

Table 35. Year-end progress of students classified by average first semester attendance

Average 1 <sup>st</sup> semester attendance %	PRO % (to 2 <sup>nd</sup> year)	UNL % (fail)	PRR % (repeat year)	% with summer resits	Number of students
90-100	100	0	0	18	17
80-90	95	5	0	30	20
70-80	91	0	9	42	12
<70	33	33	33	33	3

## **7. Transition Policy**

The University Transition Policy was approved by Teaching and Learning Committee in June 2005. It is intended to give students who apply to the University information that helps them to choose an appropriate programme, and to ensure that students who are accepted and enrol at the University have the best possible chance of succeeding in their studies. It therefore covers the areas of pre-entry, initial induction, progression (throughout the first year), continuing students and students who join at times other than first semester, first year of a programme. Minimum requirements, mainly pertaining to the first year, are laid down. Transition arrangements should be outlined in programme documents for consideration at validation/revalidation. They should also be a regular item on Course/Subject Committee agendas, and on Staff/Student Consultative Committee agendas. Initial faculty implementation of the policy was reported to Teaching and Learning Committee in April 2006, and examples of existing good practice are identified in that document. The policy and faculty implementation report can be accessed at [www.ulster.ac.uk/academicoffice/download/Policies/Transition%20Policy.doc](http://www.ulster.ac.uk/academicoffice/download/Policies/Transition%20Policy.doc). Further reporting to Teaching and Learning Committee on faculty compliance with the policy is due in June 2007.

## **8. Future Initiatives**

The future direction of work on retention should build upon the work reported here, and also be in support of University strategies and policies. So, it should contribute to the Corporate Plan 2006/07 to 2010/11 aims to: *'provide excellent learning opportunities which are student centred and client focused; and maintain the university's position as a sector leader in widening access to higher education'*. The Seven-Year Review 1998-2005 recommends that: *'...university accord this matter the highest priority; the information given to Year 1 students before they arrive, their induction, the curricula that they follow and the manner of their delivery should all be subject to fundamental and comprehensive review'*. The Widening Participation Strategy also requires the University to: *'develop student support structures at university, faculty and departmental levels that promote retention, achievement and progression.....'* It must also support the new Teaching and Learning Strategy.

### **8.1 Recommendations for future work**

#### 8.1.1 Expectations and Prior Experience of incoming students

##### Student Expectations

- There should be a review of information supplied to applicants to ensure that a realistic impression of the demands of studying at university is conveyed
- A similar approach is needed to assessing the information sent to incoming students prior to registration so that the maximum benefit is gained by the student
- The use of the student portal to provide relevant information to students before registration should be explored

##### Staff Awareness

- The University must continue to keep itself informed about the nature of the curriculum, methods of teaching and assessment at the secondary level, across the range of acceptable entrance qualifications, so that academic staff can be informed about incoming student experience in this area
- The questionnaire survey of incoming and 1<sup>st</sup> semester students should be repeated at intervals (perhaps three-yearly) to keep the University informed about aspects of student expectations, lifestyle and early experience in the University

#### 8.1.2 Induction

- Review initial induction (or orientation) arrangements for all students to set up an experience for students that provides both necessary information and opportunities for socialisation, and optimises contributions from central units and collaboration with the Students' Union (more detail in Transition Policy)
- Particular attention should be paid to the arrangements for students on modular and part-time programmes
- Induction for students joining programmes in years other than the first, e.g. Foundation Degree students, should be reviewed for its effectiveness

- Programmes should be encouraged to continue induction through the first year

#### 8.1.3 First Year Curriculum

- The first year is a transition year, students should move from being dependent learners to being independent learners over the course of the year
- There should be recognition of, and support for, the key role of Course/Subject Director
- Attendance monitoring with rapid supportive follow-up is an effective way of improving student progression. Central recording of attendance would promote uniform practice across the University. This would be of particular value for students on modular programmes
- Study skills should be embedded in all programmes, a review should be made of current good practice
- There should be co-ordination between the delivery of skills necessary for study in HE and those to be developed by the TQEF Employability project.
- Explicit links to career choices should be made early in programmes to promote student engagement

#### 8.1.4 Staff Development

There needs to be staff development in support of the above. In particular:

- Pre-entry qualifications
- Student expectations
- Aware of issues of retention and progression and strategies for improvement
- Teaching strategies for 1<sup>st</sup> year students

#### 8.1.5 Transition Policy

- The Transition Policy should be reviewed and revised if necessary to align with the new Teaching and Learning Strategy and reflect changes and advances since it was approved
- The annual review of its implementation by Faculties should then continue

#### 8.1.6 Institutional Information

- There should continuing collection of figures on 1<sup>st</sup> year retention at University, Faculty and programme level
- 2<sup>nd</sup> year retention and progression figures should be collected at University and Faculty level to check that transition problems are not carrying over into that year
- The current Faculty retention meetings should continue in June to review 1<sup>st</sup> sit statistics, focus on areas of concern and identify successful practice
- At an appropriate time, consider the impact, if any, of the impact of student bursaries on retention and progression

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**Appendix 1. Comparison between first year attrition rates for some UU programmes in 2003-04 and the national average for that subject of courses with the same average UCAS acceptance tariff. (-indicates below national average attrition). This is only a one-year snapshot.**

<b>Course</b>	<b>Faculty</b>	<b>Acceptance grade non-continuation</b>	<b>Actual Attrition % 03-04</b>	<b>% Difference</b>
Des & Communication	A	7.7	2.9	-4.8
History	A	7.8	2.9	-4.9
Drama	A	7.7	4.3	-3.4
Music	A	7.7	6.1	-1.6
Fine & Applied Arts	A	7.7	6.4	-1.3
Int Politics	A	8.4	7.1	-1.3
English	A	10.4	8.3	-2.1
Des for Visual Comm	A	7.7	9.3	1.6
Des Textiles & Fashion	A	7.7	11.1	3.4
Des - Int, Ind & Furn	A	10.6	12.5	1.9
Art & Design	A	5.9	14.3	8.4
Media Stud	A	7.7	19.2	11.5
Architecture	A	9.2	22.4	13.2
Irish Lang and Lit	A	10.4	25.0	14.6
Irish Hist & Pol	A	13.3	30.3	17.0
American Studies	A	9.8	45.0	35.2
Irish	A	12.3	80.0	67.7
Marketing	B	7.0	7.5	0.5
Accounting	B	5.8	8.2	2.4
Business Studies (J)	B	5.8	10.5	4.7
Retail, Market & Cust Serv Mgmt	B	7.4	13.6	6.2
Business, Finance & Invest	B	9.2	14.3	5.1
Int Travel & Tour Mgmt	B	9.2	14.7	5.5
Consumer Std	B	7.4	16.1	8.7
HRM	B	7.0	19.2	12.2
Hotel & Tour	B	9.2	20.0	10.8
Int Hosp. Mgmt	B	7.4	20.0	12.6
Business w Comp	B	7.4	20.7	13.3
Business Studies (M)	B	7.4	20.7	13.3
Leisure, Events & Cult. Mgmt	B	7.4	22.2	14.8
Management	B	7.4	27.5	20.1
Software Eng	E	8.3	6.3	-2.0
Eng w Spec. B.Eng	E	10.2	7.1	-3.1
Computer Sci (M)	E	9.7	9.4	-0.3
Mm, Comp & Design	E	9.7	12.1	2.4
Quantity Surveying	E	8.3	15.2	6.9
Electr. Comp Sys	E	8.3	17.6	9.3
Comp & business	E	8.4	18.2	9.8
Env. Health	E	8.3	18.8	10.5
Computing (C)	E	8.4	19.3	10.9
Civil Eng	E	7.1	20.0	12.9
Prop Invest & Dev	E	9.2	20.0	10.8
Mech Eng	E	12.0	22.2	10.2
Building Survey	E	9.2	23.4	14.2
Biomedical Eng	E	10.2	24.0	13.8

Build Services Eng	E	7.7	25.0	17.3
Env. Eng.	E	8.3	25.0	16.7
IMD	E	8.3	25.5	17.2
Arch Tech & Mgmt	E	9.9	29.2	19.3
Housing Mgmt	E	8.6	29.2	20.6
Eng Mgmt	E	12.0	31.0	19.0
Constr. Eng Mgmt	E	12.0	31.8	19.8
Computing Sci (J)	E	8.4	32.3	23.9
Tech w Des	E	10.2	34.3	24.1
Optometry	L	4.7	2.7	-2.0
Occ T	L	5.4	3.4	-2.0
Speech & Lang Therapy	L	3.2	4.8	1.6
Dietetics	L	5.4	5.9	0.5
Sport & Ex Science	L	5.2	6.7	1.5
Marine Sci	L	8.3	7.1	-1.2
Nursing	L	6.3	8.5	2.2
Physiotherapy	L	4.7	8.6	3.9
Clinical Physiol	L	5.9	10.3	4.4
Radiography	L	5.0	13.5	8.5
Geography	L	9.8	14.3	4.5
Podiatry	L	5.4	14.3	8.9
Psychology	L	8.1	14.4	6.3
Biomedical Sci	L	5.9	15.2	9.3
Social Psychology	L	8.1	18.6	10.5
Food & Nut	L	5.4	19.0	13.6
Env. Sci.	L	8.3	24.1	15.8
Hum Nut	L	5.9	26.3	20.4
Biology	L	8.1	36.7	28.6
Molecular Biosciences	L	8.3	42.9	34.6
Comm Youth Work	S	9.8	3.6	-6.2
Law M	S	7.1	5.0	-2.1
Comm, Adv & Marketing	S	4.5	5.2	0.7
Social Work	S	5.5	7.1	1.6
Soc Pol & Sociol	S	8.8	18.8	10.0
Law J	S	7.1	21.0	13.9
Language & Linguistics	S	7.1	21.4	14.3
Economics	S	7.4	22.2	14.8
Sociology	S	8.8	22.5	13.7
Crim & Crim justice	S	7.1	26.8	19.7
Politics	S	8.8	28.3	19.5
Communication	S	7.0	30.6	23.6
Health & Soc Care Pol	S	8.8	33.3	24.5

## Appendix 2a Sample questionnaire form

### New student questionnaire

The University of Ulster wants to give all incoming students as appropriate introduction to studying at university. The information you give here is intended to help us to do this. You may also be asked to complete a follow-up questionnaire later in the semester. All information that you give will be treated in confidence.

#### Section 1. Before University

1. Type of school/college attended most recently:  
Secondary   Grammar   Comprehensive   FE College   Other
2. Highest qualification taken:  
A level                      GNVQ/BTEC                      Irish Leaving Certificate                      Access  
course                      Other
3. Level achieved:  
A level grades                      GNVQ/BTEC passes merits distinctions                      ILC  
points                      Other

#### Section 2. Choice of University

4. How influential were the following factors in your decision to come to university? Rank on a scale of 0-10 where 0 is 'not at all' and 10 is 'very influential'.  
To improve qualifications  
Unable to find a job  
Family expectations  
To improve job opportunities  
Always wanted to  
Didn't want a job yet  
To study a subject of interest to me  
To change occupation  
Other
5. Did you come to the University through:  
CF choice    CI choice    Clearing    Direct entry    Other
6. How important were the following factors in your decision to choose the University of Ulster? (Rank each factor from 0-10 as before)  
Convenient to home  
Good impression from UU literature  
Recommendation from careers advisor/school  
Only institution to offer a place  
Good impression given by staff  
Recommendation by friend or family  
Only institution to offer course that I wanted  
Good impression given by open day  
Other

7. Why did you choose your course (Rank 0-10 as before)

- Interested in subject
- Good job opportunities in this field
- Course looked interesting in prospectus
- Course had vacancies
- Recommendation from school staff
- Recommendation from friends or family
- Good impression from open day
- Good impression from university staff
- Only offer received
- Other

### Section 3. Studying at University

For questions 8-14 please cross one box (SA Strongly agree, A Agree, N No strong feeling either way, D Disagree, SD Strongly disagree)

8. The information that I have received about my course has given me a clear idea of what to expect
9. Studying at university will require the same skills as studying at school
10. I expect to be taught all that I need for good marks in my assessments
11. I feel I have the skills necessary to study at university
12. I know what to expect in seminars
13. I shall have to read textbooks as well as taking notes in class
14. Attendance at all scheduled classes is important
15. How many hours do you think that you will have to study each week outside class time?  
Less than 5 hours   5-10 hours   11-15 hours   16-25 hours  
more than that
16. I expect to get comments on my assessments from: (please cross as many as appropriate)  
Reading comments on handed back scripts  
Face-to-face feedback from marker  
General feedback in class  
Don't expect feedback  
Other
17. I know the name of my studies advisor and/or Course Director  
Yes/No
18. List three things that you looking forward to about university life

19. List three things that you are apprehensive about with regard to university life

Section 4. About you

20. Course (e.g. B.Sc. Hons Physics with Russian)

21. Year of study

22. Are you studying: full-time part-time by distance learning

23. Age: under 21 21-24 over 25

24. Gender: male female

25. Student registration number

26. Home postcode

27. What type of accommodation are you living in at university?  
halls of residence university rented accommodation privately rented  
home other

28. How long does it take you to get to university every day?

29. How many days a week do you expect to come to the university

30. Has anyone in your family got a degree? Yes/No  
If yes, closest relation to you with a degree

31. Is this your first experience of higher education? Yes/No  
If No, what is your previous experience of higher education

32. Do you have a paid job? Yes/No  
If yes, do you work weekdays weekday evenings weekends (mark  
all that apply)

How many hours do you work on average during term?  
Less than 10 hours 10-19 hours 20-29 hours greater than 30 hours

Thank you for completing this questionnaire

Survey No: 167

## Appendix 2b Sample questionnaire forms

### First semester student experience

The University of Ulster wants to know how your first weeks here have matched your expectations of life at university. The information you give us will be used as part of a review of the first year at UU. The information that you give will be treated in confidence.

#### Section 1: Induction

1. I attended information sessions (induction) about the university.  
Yes go to 2; No go to 4;
2. What aspect of university induction was most useful to you?
3. What aspect of university induction was least useful to you?
4. I attended information sessions (induction) about my course.  
Yes go to 5; No go to 7.
5. What aspect of course induction was most useful to you?
6. What aspect of course induction was least useful to you?
7. I attended social event(s) that enabled me to meet other students on my course.  
Yes No
8. I attended social event(s) the enabled me to meet staff teaching my course.  
Yes No

In the following section (question 9 to question 20) please indicate your choice for each statement by ticking [x] the response which best describes your experience. (Strongly agree to strongly disagree)

9. The information I received before I came to university gave an accurate picture of life at the University of Ulster.
10. The information I received before I came to university gave an accurate picture of life on this University campus.
11. The information that I received about my course before I started gave me an accurate idea of what to expect.
12. I found registration (enrolment) easy to complete.

13. My induction session(s) gave me useful information about the university and my course.
14. My induction sessions helped me to meet and talk to other students on my course.

Section 2: Studying at University (Strongly agree to strongly disagree)

15. Studying at university requires the same skills as studying at school.

16. I expect to get all the information I need for good marks in my assessments from my lecturer(s).

17. I feel I have the necessary skills needed to succeed at university.

18. I know where to get help if my study skills need updating.

19. I have to read more widely than my lecture notes.

20. Attendance at all scheduled classes is important.

21. How many hours do you study each week outside class time?  
 Less than 5   5-10   11-15   16-25   more than that

22. I get feedback from my assessments from (please cross as many as appropriate)

Reading comments on handed back script

Face to face feedback from marker

General feedback in class

Haven't had assessment feedback yet

Other - please specify \_\_\_\_\_

23. Are there any days that you don't come into university - name them?  
 If there are any, why do you not attend on those days?

24. Have you considered changing course since you started this year?  
 Yes go to 25, No go to 27

25. If yes, have you changed course? Yes || No ||

26. Why did you change/consider changing course?

27. List three things about university life that you have found better/easier than you expected.

28. List three things about university life that you have found worse/harder than you expected.

Section 3: About you

29. Course name

30. Year of study: First Second Third Fourth

31. Student registration number

32. What type of accommodation are you living in at university?

hall of residence university rented accommodation privately rented

home other (please specify)\_\_\_\_\_

33. How long does your daily journey to the university take?

34. Do you have a paid job? Yes No  
If yes, do you work?

Weekdays weekday evenings weekends (cross all that apply)

How many hours a week do you work on average during term?

Less than 10 10-19 20-29 more than 30 hours

35. Have you joined any university clubs or societies? Yes No

36. How many nights during the week (Monday to Thursday) do you go out to socialise?

37. Are you aware of the availability of the following student support services in the university? Have you consulted them?

Careers Service

Counselling

Health Service

Financial advice

Students' Union Welfare Officer

Chaplains

Other (please specify)

Thank you for completing this questionnaire

Survey No: 169

### Appendix 3. Principal Components Analysis of the reasons for choice of institution.

Principal components analysis, using SPSS, was performed on the 25 questions in the New Student questionnaire (Appendix 2a) relating to student choice of attending university, coming to the University of Ulster and choosing their programme. The Kaiser-Meyer-Olkin value was 0.758, exceeding the recommended value of 0.6, and Bartlett's Test of Sphericity was significant (0.000) so the correlation matrix was considered suitable for factor analysis.

Principal components analysis gave eight components with eigenvalues exceeding 1, explaining 57.6% of the variance cumulatively. The screeplot had a change in the angle of slope after three components so these were retained for further analysis. To assist the interpretation, Varimax rotation was used.

Table A1. Varimax rotation of 3 factor solution

Question number	Question text	Component		
		1	2	3
q7-8	Good impression from university staff (course choice)	0.75		
q7-7	Good impression from open day (course choice)	0.73		
q6-5	Good impression given by staff (UU choice)	0.63		
q6-8	Good impression given by open day (UU choice)	0.63		
q7-5	Recommendation from school staff (course choice)	0.59		
q7-6	Recommendation from friends or family (course choice)	0.58		
q6-3	Recommendation from careers advisor/school (UU choice)	0.56		
q6-6	Recommendation from friends or family (UU choice)	0.55		
q6-2	Good impression from UU literature (UU choice)	0.47	0.33	
q7-1	Interested in subject (course choice)		0.70	
q4-7	To study a subject of interest (university attendance)		0.68	
q7-3	Course looked interesting in prospectus (course choice)		0.54	
q7-2	Good job opportunities in this field (course choice)		0.52	
q4-4	To improve job opportunities (university attendance)		0.49	
q4-1	To improve qualifications (university)		0.46	
q4-5	Always wanted to (university attendance)		0.42	
q6-4	Only institution to offer place (UU choice)			0.74
q7-9	Only offer received (course choice)			0.73
q7-4	Course had vacancies (course choice)			0.62

q4-2	Unable to find job (university attendance)			0.39
q4-8	To change occupation (university attendance)			0.38
q6-7	Only institution to offer course that I wanted (UU choice)			0.36
q4-6	Didn't want a job yet (university attendance)			
q6-1	Convenient to home (UU choice)			
q4-3	Family expectations (university attendance)			

Only loadings above 0.3 are displayed.

These three components explained 33.7% of the variance, 14.7%, 10.3% and 8.7% respectively. Component 1 was labelled impression, 2 interest and 3 lack of alternatives. Three questions did not contribute to any of the components.

## AWARDS SCHEME FOR LEADERSHIP IN TEACHING AND LEARNING SUPPORT: GUIDELINES FOR APPLICANTS

### Introduction

The University recognises and celebrates excellence in teaching and the facilitation and support of learning through its awards scheme.

The University of Ulster Awards Scheme aims to:

- 1 Highlight the profile of learning and teaching within the university
- 2 Recognise and celebrate individuals who make a significant impact on the student learning experience
- 3 Enable and encourage staff to continue their professional development in this area
- 4 Facilitate the dissemination of good practice

Recipients of awards will be staff who have made a difference to the learning environment. The ways in which this is achieved may be many and varied, including direct engagement with students through programme delivery, involvement in the design of programmes, teaching methods or forms of assessment, commitment to the support of learners, or leadership of/participation in innovative projects.

There are two individual awards and one team award,\* as detailed below:

- i) Distinguished Teaching Fellowship (value £2,500)
- ii) Distinguished Learning Support Fellowship (value £2,500)
- iii) A team award in either of the above categories (value £5,000)

\*In the event that there are no candidates for consideration, or no award is made, in one (or two) of the categories, the second-stage panel reserves the right to vire funds from one category to another to support the award of a second team or individual award, where the quality of applications warrants such a decision.

The awards will be used by recipients for their own professional development and/or for the development of the project area. Staff recognised through the scheme, however, will be required to lead one or more seminars/workshops, providing opportunity for them to disseminate their work and stimulate further initiatives. The seminars/workshops will be organised and managed by the Forum for Innovation in Teaching and Learning Support in collaboration with Staff Development. Where appropriate, the seminars/workshops will feed into the University's CPD framework.

### Instruction to Applicants

Any member of the academic and learning support staff who has served at least three years (full-time or equivalent on a part-time contract) at the University of Ulster at the time of application is eligible for consideration for one of the awards. Please note, however, that for team applications, exceptionally, not all team members may meet this criterion. The process should be initiated through self-nomination. The application process consists of two stages:

## Stage 1

Initial applications, verified by the relevant line manager(s), will be considered by a panel drawn from the membership of the Forum (including Teaching and Learning Co-ordinators and Learning Support staff and chaired by Professor D Hunter). Applications will be submitted in electronic format and hard copy. Following the provision of feedback, those applicants short-listed at this stage may be required to provide additional clarification for the second stage of the process. Normally, no more than three applications in any one of the categories will be selected for consideration at the second stage of the process.

**Initial applications will be submitted by Friday, 7 September 2007. Applicants will be informed of the outcome (through written feedback) by Friday, 28 September.**

## **Stage 2**

Short-listed applications will be considered by a panel chaired by the Pro-Vice-Chancellor (Teaching and Learning) and will include the Pro-Vice-Chancellor (Academic Development and Student Services), the Head of Staff Development, the Chair of the panel for the first stage process, a UU National Teaching Fellow and an external evaluator. A lay member of Council will attend the meeting of the Stage 2 panel to monitor the process. Feedback sheets on first stage applications will be made available to the panel along with a report on the conduct of the process. A maximum of three awards will be made. Short-listed staff who do not receive awards will be recognised by the Forum as being 'Commended/Highly Commended for Leadership in Teaching/Learning Support' and will have their names recorded in the Winter Graduation booklet. This accolade will not carry any financial reward.

**Short-listed applications will be submitted by Friday, 19 October. Applicants will be informed of the outcome (through written feedback) by mid November.**

**Individual staff/staff teams to whom awards are made will be presented with the awards at the appropriate Winter Graduation Ceremonies.**

**The names of recipients of awards will be recorded on plaques located on all campuses. (The recipients of a team award will be represented by the lead member.)**

## **Appeals**

In the event of an applicant being dissatisfied with the outcome of the first-stage process, he/she may pursue the matter with the Pro-Vice-Chancellor (Teaching and Learning). The decision of the Stage 2 panel is final.

## **Distinguished Teaching Fellowship**

### **Applications and Criteria**

Each applicant or team will be required to show an ability to reflect critically on their professional practice. Applicants will be expected to relate their work to the University's Corporate Plan and related strategies and priorities.

In addition, evidence must be provided that demonstrates achievement of all of the following criteria, including reference to currency of practice:

- A systematic approach to identifying a need for change or an opportunity for development,\* responding imaginatively and effectively and evaluating the outcome.
- Innovation/enhancement leading directly or indirectly to impact on the student experience at the University of Ulster or through collaborative work involving the University of Ulster.
- Dissemination to and/or collaboration with appropriate internal and, if appropriate, external audiences.
- Evidence of ability to motivate students and promote learning
- Evidence of ability to review and reflect critically on your personal practice

**\*This may relate to a single (major) project or a broader portfolio of experiences.**

Applicants are required to provide reflective commentaries totalling **no more than six sides of A4** (single-line spacing, 11 point font) containing evidence of their achievement of the criteria.

Evidence may be drawn from:

- Evaluative quantitative and qualitative feedback from students, eg module evaluations, teaching questionnaires.
- Feedback from colleagues, eg through peer observation.
- Feedback from external examiners.
- Scholarly evidence from researching practice.
- Involvement in initiatives relating to teaching and learning.

(This list is not exhaustive.)

## **Distinguished Learning Support Fellowship**

In this context Learning Support is considered in its widest and most flexible sense. It might include those areas which are not delivered, for example, student services, technology assisted learning, administrative processes, staff development and library & IT services. (This list is not exclusive.)

Each applicant or team will be required to show an ability to reflect critically on their professional practice. Applicants will be expected to relate their work to the University's Corporate Plan and related strategies and priorities.

In addition, evidence must be provided that demonstrates achievement of all of the following criteria, including currency of practice:

- A systematic approach to identifying a need for change or an opportunity for development,\* responding imaginatively and effectively and evaluating the outcome.
- Innovation/enhancement leading directly or indirectly to impact on the student experience at the University of Ulster or through collaborative work involving the University of Ulster.
- Dissemination to and/or collaboration with appropriate internal and, if appropriate, external audiences.
- Evidence of ability to motivate students and/or promote learning
- Evidence of ability to review and reflect critically on your personal practice

**\*This may relate to a single (major) project or a broader portfolio of experiences.**

Applicants are required to provide reflective commentaries totalling **no more than six sides of A4** (single-line spacing, 11 point font) containing evidence of their achievement of the criteria. Evidence may be drawn from:

- Appropriate evaluative data.
- Feedback from colleagues.
- Feedback from external stakeholders.
- Evidence from researching practice.
- Involvement in initiatives relating to teaching and learning.

(This list is not exhaustive.)

Further advice and guidance will be provided at campus briefing sessions on

**All interested staff are invited to attend.**

### **Summary of Requirements**

All applications must include:

1. An individual (*Individual Nomination Form*) or team (*Team Nomination Form*) nomination form.

2. A completed application form for **either** the Distinguished Teaching Fellowship (*Application Form DTFA 2007*) or the Distinguished Learning Support Fellowship (*Application Form DLSF 2007*)

Forms must be signed by the applicant(s) and line manager(s) as directed. No additional material should be provided.

**Please return an electronic copy of your application plus a signed paper copy to:**

Mrs Margaret Brown  
Staff Development Unit  
Jordanstown

Email: [m.brown2@ulster.ac.uk](mailto:m.brown2@ulster.ac.uk)

Closing Date:

FACULTY OF ARTS

DARD Rose Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Metal and Jewellery second year students - BA Hons Fine and Applied Arts	Fulfil DARD brief of designing a piece in silver to be awarded at the International Rose Trials	DARD	£700 for materials	Department of Agriculture and Rural Development
The Monsignor Liam McEntegart Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First-year, full-time undergraduate students - BA Hons Irish Language and Literature; BA Hons Irish Studies; any BA Hons degree of which Irish is a Major component	Highest marks. If there is a tie, the Board of Examiners to decide on basis of overall competence in oral and written Irish	Board of Examiners	ca £750	Unnamed donor
The Gerald Joseph McKenna Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Second year, undergraduate, part-time students - BA Hons Irish Language and Literature; BA Hons Irish Studies; any BA Hons degree of which Irish is a Major component	Highest marks in the above programmes. If there is a tie, the Board of Examiners to decide on the basis of overall competence in oral and written Irish	Board of Examiners	ca £750	Unnamed donor
The Dr Brum Henderson Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year students of Journalism as a Major or Main component of a BA Hons degree	The most promising student as identified by performance within the Journalism Practice modules in final year	Board of Examiners	£250	Dr B Henderson

FACULTY OF BUSINESS AND MANAGEMENT

CPA Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
BSc Hons Accounting students taking module ACF343J2 – Career Planning and Personal Development	Overall first student in module – to be determined by marks	Board of Examiners	£150	Certified Public Accountants in Ireland

Dennis J Licence Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
MBS students	Best overall performance	Board of Examiners	£100 plus trophy	Professor D Licence
Head of School's Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Part 1 MBA Students (year 1 part-time students; Semester 1 full-time students)	Best overall performance in part 1 of the MBA	Board of Examiners	£50 book token	School of Business Organisation and Management
Dean's Award				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Part 2 MBA Students (Year 2 part-time students; Semester 2 full-time students)	Best overall performance in part 2 of the MBA	Board of Examiners	£50 book token	School of Business Organisation and Management

## FACULTY OF ENGINEERING

Blueprint Prizes				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
First year students - BEng Hons Civil Engineering; BSc Hons Construction, Engineering and Management; BSc Hons Quantity Surveying; BSc Hons Building Surveying; BSc Architectural Technology and Management	First and second ranked students who demonstrate the best performance in: <ul style="list-style-type: none"> <li>• examinations</li> <li>• coursework</li> <li>• attendance</li> </ul>	A selection panel comprising the Course Directors will make a recommendation to the Board of Examiners	£1000 in respect of each programme	Blueprint Appointments
Colliers CRE Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 students - BSc Hons Property Investment and Development	Best 3 students with the highest average marks across the semester one modules	Board of Examiners	£1000 each	Colliers Commercial Real Estate Consultants
Farnell One Call Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 students on BEng/ BEng Hons Electronics, Communications and Software and final year BSc Hons Internet and Communications Engineering students taking module 'Microprocessor Engineering' EEE305J1	Prize 1: Best student taking Module EEE305J1 "Microprocessor Engineering". Prize 2: Best student project on the Internet and Communications Engineering programme	Board of Examiners	£75 voucher each	Farnell InOne

Nallatech Student Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year BEng Hons Electronics and Computer Systems students	Best performing student in the final year	Board of Examiners	£250	Nallatech Ltd
RS Components Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 BEng/BEng Hons Electronics, Communications and Software; BEng Hons Engineering students taking modules EEE307J1 "Electronic Engineering" and EEE308J1 "Electronic Engineering"	Best mark in the examination paper for modules EEE307J1 and EEE308J1	Board of Examiners	£100 voucher	RS Components
Schrader Electronics Limited Manufacturing Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Students on BSc Hons Sports Technology DIS; BEng Hons Engineering Management DIS; BEng Engineering Management DIS; BEng Hons Engineering DIS; BEng Engineering (Mechanical) DIS; BEng Engineering (Electrical/Electronic) DIS; MEng Engineering DIS; BEng Mech Engineering; BEng Hons Mech Engineering DIS; BEng Engineering (Mechanical) DIS; BSc Hons Technology and Design undertaking modules: MEC109J1 – Materials and Manufacturing Processes A MEC109J2 – Materials and Manufacturing Processes A MEC116J2 – Materials and Manufacturing Processes B	Student with highest marks in manufacturing and laboratory components of coursework assessment	School Executive on advice from Module Coordinator	£200 prize for MEC109J1/J2; £200 prize for MEC116J2	Schrader Electronics Ltd
Schrader Electronics Limited Communications and Software Prize [Year 1]				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 1 students - BEng Hons Electronics, Communications and Software	First and second ranked students with highest marks overall in Year 1	Board of Examiners	£300 (£200 for first place £100 for second place)	Schrader Electronics Ltd

Schrader Electronics Limited Communications and Software Prize [Year 2]				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Year 2 students on BEng Hons Electronics, Communications and Software	First and second ranked students with highest marks overall in Year 2	Board of Examiners	£500 (£300 for first place, £200 for second place)	Schrader Electronics Ltd
Terex Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Final year students on BSc Hons Technology with Design; BEng/BEng Hons Engineering Management; BEng/BEng Hons Mechanical Engineering; BEng Hons/MEng Engineering completing module MEC505J1 – ‘Design and Industrial Applications’	Best project submissions	Module team, plus company representatives	£1500	Powerscreen International (Terex Corporation)

#### FACULTY OF LIFE AND HEALTH SCIENCES

The Northern Ireland IBMS Placement Prize				
Eligibility	Criteria for Award	Selecting Body	Value of Award	Origin
Biomedical Science DPP students who complete their placement in an NHS laboratory	The highest overall mark for the de-briefing presentation and case study in respect of students who complete a DPP placement in Year 3 of the programme	Board of Examiners	£100	The Northern Ireland Branch of the Institute of Biomedical Science