

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 2 December 2009 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Dr G Armstrong, Dr D Barr, Professor N D Black, Professor P Carmichael, Miss C Cochrane, Professor T Cook, Mr I Hanna, Mr M Houston, Professor D Hunter, Professor P Ó Dochartaigh, Professor N McClenaghan, Ms M McColgan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Mr M McKinney, Professor I Montgomery, Professor P Moore, Professor A Moran, Mr C Quinn, Mrs A J Zacharopoulou

APOLOGIES

Professor J M Allen, Professor R R Barnett, Professor C Curran, Ms A Honan, Professor H McKenna, Professor R J Millar

IN ATTENDANCE

Mrs CG Avery, Mr AG Faulkner

UNRESERVED BUSINESS

09.156 MEMBERSHIP

The Chair welcomed new Senate representatives, Professor Carmichael, Professor McClenaghan and Ms McColgan. Mr Quinn, student representative, Dr Armstrong, Ulster Business School representative and Mrs Zacharopoulou, Faculty of Social Sciences representative, were welcomed to their first meeting of the Committee.

09.157 MINUTES

Subject to the amendment of 'Applied Psychology' to 'Applied Physiology' in minute 09.127 ii) a), the confirmed minutes of the meeting were signed by the Chair.

MATTERS ARISING

09.158 Distinguished Learning and Teaching Fellowships 2009 (Min 09.124)

The Chair reported that, following consideration by the Awards Panel, one award would be made for a team application led by Dr Sally Cook, School of Environmental Sciences. Faculties were asked to encourage staff to submit applications next year.

09.159 Sub-Committee on Emerging Technologies (Min 09.140)

The Chair thanked Professor Moore for agreeing to Chair the new Sub-Committee on Emerging Technologies and welcomed him to his first meeting of the Committee as an ex officio member.

09.160 Conferment of Recognised Teacher Status (Min 09.147)

The Chair reported that Council, at its meeting on 27 November, had agreed to delegate to the Pro-Vice-Chancellor (Teaching and Learning) its authority to approve nominations for the conferment of Recognised Teacher status.

CHAIRMAN'S COMMUNICATIONS

09.161 Pandemic Flu Co-ordinating Group

The Chair reported that the Committee had been asked to nominate a representative to join the University's Pandemic Flu Co-ordinating Group which had been established by the Information and Student Services Committee.

Dr Armstrong was thanked for agreeing to take on this role.

09.162 Department for Business, Innovation and Skills (BIS): Postgraduate Review

The Committee noted that the Department was undertaking a review of postgraduate taught and research provision. Mrs A Rippey, Research Office, was co-ordinating the University's response to be submitted by 18 December 2009.

09.163 Department for Business, Innovation and Skills: Higher Ambitions, The Future of Universities in the Knowledge Economy

The Chair brought to the attention of the Committee the higher education framework, 'Higher Ambitions' published by BIS in November 2009, which set out the Government's strategy in England and identified developments which would be relevant to higher education generally, whichever party was in power after the 2010 election. Members were asked to be mindful of the plans which included the promotion of excellent teaching with universities competing to attract students on the basis of the service they provided. Institutions would be expected to publish a standard set of information setting out what students could expect from each course and to cover such matters as direct contact with academic staff, independent study responsibilities, and subsequent career progression. The Government also stated its commitment to ensuring that rigorous and responsive quality assurance processes (including the external examiner system) were maintained and effectively communicated, to secure student and public confidence in high quality and standards.

09.164 HEFCE Funded Project: Student Engagement

The Committee noted that HEFCE had announced funding for the National Union of Students to work in partnership with the Higher Education Academy on a joint project to support students' unions to improve the engagement of students in

shaping their learning experiences. The project was supported by UniversitiesUK with other sector bodies through the Cross Sector Student Engagement Group for England and NI. The project would develop materials and resources for students' unions and institutions in the areas of representation structures, feedback mechanisms and how institutions engage students in shaping their curriculum.

09.165 Sectoral Qualification Framework (SQF) for the Humanities and Arts (HUMART)

The Chair congratulated Professor J Jedrzejewski and Dr C Rhys on their success in being granted EC funding for a SQF HUMART project in partnership with the University of Groningen. The project aimed to develop a credit-based qualification framework (levels 3 to 8 of the EQF) based on learning outcome statements for the Fine and Performing Arts and Humanities.

09.166 COURSE APPROVAL SUB-COMMITTEE

Mr Faulkner, on behalf of Mrs Farley, presented the report of the meeting held on 19 November 2009 (TLC/09/48).

09.167 Course Approval (Item 1)

The Committee noted the revisions and course withdrawals approved by Faculties and the outcomes of revalidation events.

Attention was drawn to the unusual practice of combining first year undergraduate certificate and postgraduate diploma teaching in the Restorative Practices programmes. The subject team had been asked to provide a report to the Sub-Committee on a review of the learning outcomes of both courses and on the strategic approach to, and management of, joint teaching at Levels 4 and 7, including the number of students at each level in class and the assessment of each group.

The Committee considered the Sub-Committee's recommendation for extensions to the period of approval for four courses.

The Committee also considered a recommendation that the title of the LLM Human Rights Law programme be changed to 'Human Rights Law and Transitional Justice' from 2010/11. The Sub-Committee supported the change, subject to the review of the programme learning outcomes. The Academic Planning Sub-Committee would also consider the request for the change in title at its December meeting.

AGREED:

- i) that the course provision be approved/re-approved as set out in the Appendix;
- ii) that the following recommendations be made to Senate:
 - a) that extensions to periods of approval be endorsed for:

CertHE/FdSc Rural and Countryside Management (CAFRE) – one year (2010 intake)

PgDip/MSc Bioinformatics – one further year with suspended entry up to January 2011

PgDip/MSc Pharmaceutical Sciences – three years (2010 – 2012 intakes) (in line with period of approval for Unit 3C3)

PgDip/MSc Human Resource Management (Unit 5F2) – one year (2010 intake)

- b) that the new course title of LLM Human Rights Law and Transitional Justice, be approved from 2010/11, subject to review of the programme learning outcomes and approval by Academic Planning Sub-Committee and Academic Development and Enhancement Committee.

09.168 Submission of Final Documents (Item 3)

The Committee noted that Faculties had been asked to continue to work to finalise outstanding documents for 2008/9. The Faculty of Arts was reminded of the need to submit three documents from 2006/7 and 2007/8.

09.169 Draft Revalidation Schedule 2010/11 (Item 4)

The Sub-Committee had received the draft revalidation schedule for 2010/11 and had noted that the Faculty of Social Sciences had reported that the International Development Minor provision within Subject Unit 9E was now managed by Student Marketing – International. The Faculty had been asked to provide more information on the proposed transfer of this course from the Faculty to the Student Marketing Division.

09.170 SUB-COMMITTEE ON WORK-BASED LEARNING

Mr McGivern presented, on behalf of Professor Millar, the report of the meeting held on 2 November 2009 (TLC/09/49).

09.171 Student Placements – Health and Safety Update (Item 1)

It was noted that a draft guideline and reference document had been circulated for final comment and that the final version would be forwarded to the Committee in due course for information.

09.172 Approval of Placements (Item 3)

The Committee noted that, arising from the Working Group's consideration of Faculties' approaches, a comprehensive Placement Approval Guide was being developed.

09.173 Monitoring Non-EEA International Students on Placement (Item 4)

The Sub-Committee had been updated on the University's responsibilities for monitoring international students in placements, as required by the UK Borders Agency.

The Sub-Committee had agreed that, where placement was optional, offers of admission should assume that all applicants would undertake the placement year. Any change would be communicated to UKBA.

It was noted that Student Marketing – International would continue to develop the monitoring policy, seeking views from QUB so that employers would encounter a consistent approach, and report back to a future meeting of the Sub-Committee.

09.174 Employer of the Year Working Group (Item 5)

The Committee noted that the 2010 awards scheme had now been launched and that the deadline for nominations was 1 February 2010.

Faculties were reminded that the six award categories included employers with more than, and those with less than, 50 employees and also public sector employers and those offering short-term (up to six months) placements. Nominations across the range of categories were encouraged.

09.175 Rebranding of Placement Awards (DIS, DPP)

The Committee, at its October meeting, had expressed its disappointment that research into the possible rebranding of the University's awards associated with placement was not to be undertaken in 2009/10 (min 09.134 refers). Mr McGivern reported that Professor Millar had since met with the Director of Student Marketing who had agreed to establish student focus groups next semester and to consult employers.

09.176 TEACHING AND LEARNING STRATEGY

Professor McAlister presented the outstanding responses relating to the achievement of the 2008/9 action plan and the final version of the 2009/10 action plan (min 09.144 refers).

09.177 Outstanding Responses – Achievement of 2008/9 Action Plan

The Committee endorsed the responses received from the Director of Finance and the Chair of Continuing Professional Development Sub-Committee (TLC/09/50a) (min 09.144 i) refers).

09.178 Final Version of 2009/10 Action Plan

The Plan identified priorities and actions for the year for central departments and Faculties (TLC/09/50b). It incorporated ongoing activities from 2008/9 and the additional activities identified at the previous meeting (mins 09.143 and 144 ii) refer).

It was noted that where 'further actions' were identified in the 2008/9 report, these had been carried over to 2009/10 with the 2008/9 performance measures replicated. In some cases there was not always a clear distinction between a 'new' action and the development of a previous action and hence it was proposed that, while the annual reports to be received in June might note possible further action, lead agents in their draft action plans for the following year would be asked to identify both continuing and new activities.

AGREED:

- i) that the 2009/10 Action Plan be endorsed;
- ii) that the proposed adjustment to the process for the drafting of action plans be approved.

RETENTION AND PROGRESSION

09.179 The Chair reported that Senate, at its October meeting, had received a report on this topic and had asked the four Faculties which had not met their targets in 2008/9 to provide a short report to Teaching and Learning Committee on the key actions which they were taking to address shortfalls. It was noted that the University Council was also taking a keen interest in this matter. Senate had also agreed that the Teaching and Learning Committee should establish a working group to undertake a review of central timetabling with particular reference to its role in student engagement.

09.180 Retention Targets

The Committee considered the reports from the Faculties of Art, Design and the Built Environment, Arts, Life and Health Sciences and Social Sciences (TLC/09/51a).

The Committee noted that the Faculty of Art, Design and the Built Environment was reviewing its arrangements for induction, timetabling, attendance monitoring, studies advice and making curriculum revisions as well as promoting various staff development initiatives. The Faculty was proactively tackling the challenges through new systems and a co-ordinated approach to enhance the student learning experience. The Faculty would also be monitoring the achievement of the targets which it had set for each course.

The Faculty of Arts had undertaken a detailed examination of those areas identified as having most difficulties with retention and progression among first year students and had made a number of recommendations. The Dean of the Faculty confirmed that these would be considered and taken forward as appropriate in the current academic year by the Faculty's Year 1 Working Group. Actions would be reported to the Faculty's Teaching and Learning Committee.

The Faculty of Life and Health Sciences' report indicated that Faculty-wide strategies for change were not appropriate given the variability of attrition rates among Schools/courses. The greatest disparity between the attrition rate and the benchmark was in two Schools, for which particular initiatives were noted in the areas of applicant decision-making and student engagement. The Faculty aimed

to be more effective and consistent in the work already being undertaken and expected an improvement in the retention and progression rates for 2009/10.

The Committee noted that the Faculty of Social Sciences was establishing a repository of good practice. The report recorded ongoing actions and a range of proposals for consideration by the Faculty Retention Working Group together with a timetable for implementation.

The Committee discussed the matter of progression codes and possible implications for retention data if these were not used correctly and the inclusion in the data of students who registered but never attended.

The Chair stressed the need for existing good practice in certain courses and activities to be implemented consistently across subject areas. Although Faculties would not be required to report further to the Teaching and Learning Committee on this matter, it was expected that Senate would receive an interim report on 2009/10 targets based on semester 1 performance.

09.181 Working Group on Timetabling

The Committee discussed the proposed terms of reference and membership of the Working Group on Timetabling (TLC/09/51b).

The Committee noted that it would be useful for the Working Group's reflections on these matters to inform future space planning for current major campus developments.

The membership would comprise Faculty representatives, a Director of Combined Studies and the Student Transition Co-ordinator. It was agreed that the Students' Union should be represented on the Group from the outset. In reviewing Faculty nominations to the Working Group, representation from each campus would be sought.

Members generally supported the modus operandi for the Working Group proposed by its Chair, Mr McKinney. Central departments would not be represented on the Group, but he intended that it would consult fully with Physical Resources once academic and student-led principles for timetabling had been determined. The merit of discussion with Faculty administrative staff with responsibilities for timetabling was noted.

AGREED:

- i) that the terms of reference and membership be endorsed, subject to inclusion of consideration of implications for future space planning in the former and a Students' Union representative in the latter;
- ii) that the Working Group's report be received at the March meeting of the Teaching and Learning Committee with a view to forwarding recommendations to the June meeting of Senate.

09.182 ANNUAL OVERVIEW REPORT ON 2008/9 EXTERNAL EXAMINER REPORTS

Professor McAlister presented her annual report identifying general issues arising from the reports of external examiners for the 2008/9 academic year (TLC/09/52a).

As at November 2009, 355 reports had been submitted, the vast majority of which were very positive and reported favourably on standards and the quality of course provision. In a few cases, external examiners had made critical comments. Course/subject committees were expected to take immediate action to address concerns and report on these actions on a timely basis to the external examiner(s).

09.183 Participation in the Process

The Committee noted that most external examiners were satisfied with their involvement in the moderation process and many praised course directors and Faculty administrative staff for the information provided to them. Some externals had complained that they were not afforded sufficient time to view work prior to the Board of Examiners. In a few cases coursework was not available for review. The Chair emphasised the need for coursework to be available for moderation purposes, and that these arrangements should be agreed in advance with the external examiner.

09.184 Assessment

Although assessment standards were generally considered satisfactory, the level of the learning outcomes had been questioned in relation to one postgraduate course. External examiners praised the use of explicit and transparent assessment criteria and indicated specific instances of excellent practice. However, many reported that there were further opportunities for enhancement by the more widespread dissemination and consistent adoption of such practice. Many instances of excellent formative feedback to students were identified in the reports but several referred to missed opportunities to advise students, including good students, as to how their work could be improved upon. Recurring themes were the extent to which students were being over-assessed and an over-use of group-work assessment; these comments reflected findings on assessment and feedback from the 2007, 2008 and 2009 National Student Surveys.

09.185 Marking Standards

Marking standards were generally considered to be appropriate. There were a few exceptions where some externals noted inconsistency in marking, variable standards and, in a few instances, a lack of consistency of moderation practices across sites.

Reference to instances of detected plagiarism in student work was made by a small number of examiners and in all but one case they felt that the University had dealt appropriately with the matter.

09.186 HE in FE

As with the University's main provision, marking standards in partner institutions were generally considered to be appropriate with a few exceptions. One course about which concerns had been expressed had been withdrawn.

Several examiners expressed concern about the lack of administrative support for course directors and the need for enhanced library resources, in particular, extended library opening hours and increased copies of core texts. Concern had also been expressed regarding the support available to students preparing for resit examinations.

A consistent theme in external examiners' reports for validated provision was the excellent student support arrangements including the provision of study skills, particularly for students on Access programmes.

Specific concern had been expressed about the lack of progression opportunities to the University for students on one particular programme.

09.187 Quality, Learning and Comparability

In a number of instances external examiners noted that courses were amongst the best they were aware of and many praised the course teams for innovation, pastoral support and high levels of professionalism. A number of externals referred to the need to provide students with additional support and guidance in relation to presentation and writing skills.

09.188 Resource Matters

A small number of examiners made reference to resourcing issues. Additional careers guidance support was identified in respect of two programmes.

09.189 Submission and Distribution of Reports

The Committee noted that increasingly external examiners submitted their reports electronically rather than in hard copy. The Chair proposed that from June 2010 this should be the standard form of submission. Exceptionally, a hard copy would be accepted. Currently she annotated the reports before they were sent to the Examinations Office for distribution to the appropriate Faculty and College staff for consideration and response. Professor McAlister proposed that, in future, external examiner reports be forwarded electronically upon receipt in the Pro-Vice-Chancellor's Office to facilitate more timely consideration.

AGREED: that all external examiners be asked to submit their reports electronically from June 2010, and that they be made available to Faculties and partner institutions upon receipt.

09.190 CHIEF EXTERNAL EXAMINERS' REPORTS 2008/9

The Committee received the annual reports from the Chief External Examiners for the combined undergraduate provision on the Coleraine, Jordanstown and Magee campuses and the responses from two campus co-ordinating groups

(TLC/09/52b). It was noted that a response had been made for the Coleraine campus. The Committee noted that all three reports were positive and that issues raised had been or would be addressed.

The Chief External Examiner for the Coleraine campus had raised the possibility of categorising various extenuating circumstances in order to support consistent responses. The Committee noted that the University had a policy and clear guidance in this regard and that the Appeals Working Group of the Information and Student Services Committee (ISSC) had re-circulated this guidance to Faculties earlier in the semester. While the Chief External Examiner had also recommended that the credit value of each module be shown on broadsheets, the Committee acknowledged difficulties in making further refinements to the Banner system at this stage. The Committee noted a request from Professor Ó Dochartaigh for a control to be put in place in the Banner system to prevent students enrolling for more modules than was permitted for their year of study. It was noted that the ISSC would be considering this matter at its next meeting.

09.191 CAMPUS CO-ORDINATING GROUPS: ANNUAL REPORT FOR THE COMBINED STUDIES PROGRAMME 2008/9

Mr McCurry presented the annual report from the three Campus Co-ordinating Groups (TLC/09/53). Over 1200 students were enrolled on Combined Honours degrees with 536 enrolments at Coleraine, 245 enrolments at Jordanstown and 435 enrolments at Magee.

At Magee, a Working Group had reviewed the student experience at registration and there had been considerable improvement made in 2009. Further actions would be planned for 2010. At Coleraine the ongoing issue of timetabling would continue to be a priority in the current session. The Jordanstown Campus Co-ordinating Group had identified several priorities, including the review of student performance on modular provision compared to Single Honours programmes and student performance on shared modules. Schools were to review current provision and the viability of combinations with very small cohorts.

Professor Moran advised the Committee that Dr C Rhys had replaced Ms C Roulston as Director of Combined Studies at the Jordanstown campus.

09.192 PLAGIARISM OFFENCES RECORDED IN 2008/9

The Committee received a report on plagiarism offences recorded in 2008/9 (TLC/09/54).

The Committee at its October meeting had noted that the record for 2008/9 was incomplete and had asked Faculties to ensure that all 2008/9 offences were recorded on the central database by 6 November 2009 and to check the accuracy of current entries (min 09.122 refers). The Chair reminded Faculties that the usefulness of the register in providing a true record of instances of plagiarism depended on Schools/Faculties maintaining the register.

The Committee noted 126 offences were recorded on the register for 2008/9 at 24 November 2009. Although a low number of offences might reflect good

practice in preventing plagiarism, it could indicate poor recording and/or limited implementation of the policy. The Committee noted that the record appeared to under-report the extent of detected plagiarism as four external examiners in their reports for 2008/9 had commented on this topic, but no records existed for students on the courses concerned. Only 12 out of 30 Schools had recorded offences and some records were concentrated in particular courses.

The Faculty of Social Sciences' representatives confirmed that University policy was being applied in their Schools and that full records existed at School level, but first offences, which did not incur a disciplinary penalty, may not have been recorded on the register.

The Committee discussed issues relating to assessment design, visual plagiarism, staff training in the use of the database, the continuing need to raise awareness among students, the use of Turnitin, and the need for academic judgement in determining whether plagiarism or poor referencing techniques was involved. The Committee noted that a review of the University's Plagiarism Policy was planned for 2010/11.

AGREED:

- i) that the Deans of the Faculties of Arts and Social Sciences and the Chief Executive Officer of UU Health confirm whether or not there were instances of plagiarism in the courses cited by the external examiners;
- ii) that, in order to finalise a benchmark for 2008/9, Deans and the Chief Executive Officer, UU Health, confirm the completeness of the records;
- iii) that Faculties, Access and Distributed Learning and UU Health consider ways to ensure that staff were fully aware of University policy and procedures, and the appropriate management of the recording process.

CENTRE FOR HIGHER EDUCATION PRACTICE 2008/9

09.193 2008/9 Report

Professor Hunter presented the report from the Centre for Higher Education Practice for the 2008/9 academic year (TLC/09/55).

The Committee noted that the Centre's primary role was to progress aspects of the University's Teaching and Learning Strategy in collaboration with other key staff within the University. The Centre had sought to engage both internally and externally and help create awareness of the centrality of scholarship in addressing the challenge of professionalism in higher education.

The terms of reference and membership of the Centre Advisory Group were noted and Professor Hunter expressed his gratitude to members of the Group and other staff within the University for their work with the Centre. It was noted that Dr Armstrong would replace Mrs Farley on the Advisory Group.

The Group noted the priorities for the Centre and the five core projects/initiatives progressed in 2008/9 around the themes of Creativity in the Curriculum,

Research and Practice in Higher Education, the Higher Education Practice Development Fund, and Support for potential National Teaching Fellows and the use of Visiting Professors/Fellows. Ms Marcia Ody, University of Manchester, had been appointed as an Honorary Fellow in 2009. Several events and engagements at campus and Faculty levels had helped establish the presence of the Centre. A series of lunchtime seminars had been held under an 'Engagement and Inclusion' theme, and external speakers had presented at the Inaugural Symposium held in April 2009.

Plans for a Centre Journal were being progressed and the first issue was expected to be published in the current academic year. The programme of events for 2009/10 took as its theme 'Shaping the Student Experience in the 21st Century'.

09.194 Student Competition 2008/9 and 2009/10

The Committee noted that in the 2009 competition there had been 35 entries with four awards made. The Committee approved the proposed topic of 'learning spaces' for the 2010 competition.

AGREED:

- i) that Professor Hunter, Staff Development and other staff associated with the work of the Centre be thanked for their excellent work in progressing activities aligned to the University's Teaching and Learning Strategy;
- ii) that the Centre provide feedback from all the entries in the 2010 Competition to Professor Adair in order to inform the work in relation to the Greater Belfast Development.

09.195 HONOURS DEGREES WITH A LEVEL 5 CONTRIBUTION: POSITION PAPER

The Committee, at its October meeting, had considered a paper outlining Faculty intentions regarding continuation of Level 5 contributions and their weightings in light of the University's newly established principles for the classification of Honours degrees based on final level only and the 25% norm for exceptions (min 09.154 refers). The five outstanding responses and confirmation of the position for Podiatry (min 09.153 refers) had been incorporated into an updated paper (TLC/09/56).

The Committee noted that a total of 16 courses had a Level 5 contribution for 2009 intakes, as the BSc Hons Environmental Health had adopted a 100% Level 6 contribution for 2009. Podiatry had agreed to adopt 25% Level 5 for 2009, while Accounting had been permitted, exceptionally, to engage in a two year pilot to test the effect of a 25% contribution. Five other courses intended to move to 25% Level 5, subject to professional body consent. Of three of the remainder, one met the 25% norm, two had 20%; these were due for revalidation in 2010/11, which would provide an opportunity for this matter to be revisited.

As the three degrees in Clinical Physiology had been granted a 36.8% Level 5 contribution in June 2009 (min 09.103 refers), they would not be asked to revisit the basis of classification until revalidation in 2013/14.

The Committee considered the position of the three courses which did not propose to change their Level 5 contribution and which were not scheduled for revalidation in 2010/11.

09.196 BSc Hons Social Work (currently 30% Level 5)

It was noted that at the revalidation in November 2009 the classification arrangements had been discussed. While the regulatory body, NISCC, supported the continuation of a Level 5 contribution, this was not part of its approval requirements. The Faculty had advised that there were substantial placements at Levels 5 and 6, including practice learning components, in which the assessment was made on a Pass/Fail basis. It was noted that the specific proportion regarding such study could equally support a 25% contribution.

09.197 BSc Hons Community Youth Work (currently 30% Level 5)

In relation to the BSc Hons Community Youth Work, the regulatory body's endorsement of a 30% contribution at the joint validation in 2007 was noted. The course team considered that the contribution acted as an incentive to a student who might have left the degree at Level 5 to return to complete it. This weighting would also serve to motivate students in the second year and their summary mark at Level 5 would give employers a guide to student performance and professional formation at that point.

Ms McColgan indicated that she believed her School would be willing to accept a 25% contribution from Level 5 for these two degrees.

09.198 BSc Hons Speech and Language Therapy (currently 40% Level 5)

The course committee had confirmed its wish to retain the 40% contribution, approved in 2007, as it believed that the substantial element of professional practice including placement in years two and three should contribute to the classification in this degree which also led to professional registration. The professional body had stated that it required this exception. The course committee reported that a move to 25% would require a 'major change' approval process, which might be rejected by the professional body and/or the Health Professions Council (HPC).

AGREED:

- i) that the five programmes proposing to move to 25% Level 5 keep the Committee apprised of progress;
- ii) that the course teams for BSc Hons Social Work and BSc Hons Community Youth Work confirm their intention to move to a 25% contribution for Level 5 from the 2010 intake;
- iii) that the Faculty of Life and Health Sciences be asked to consult the professional body for Speech and Language Therapy and the Health Professions Council to seek their views on a possible move to a 25% contribution, and to clarify the implications for accreditation.

09.199 REGULATIONS FOR CONSEQUENCES OF FAILURE: POSTGRADUATE AND UNDERGRADUATE AWARDS

Mr McKinney presented a proposal from the Faculty of Computing and Engineering to achieve greater consistency in regulations by revising the consequences of failure for postgraduate and undergraduate awards (TLC/09/57).

The Committee noted that the proposed changes were minor in nature and reflected actual practice. They would remove elements of discretion where alternative options were available to Boards of Examiners for the same circumstances.

The Committee noted that the regulations for postgraduate awards currently permitted a student who failed modules to a value of 90 credits or more either to be discontinued or to be allowed to undertake resits in the following academic year. This was inconsistent with similar regulations at undergraduate level where students failing more than 80 credit points were required to withdraw. The Faculty considered this provision to be excessively generous for the level of qualification and that in practice the option was not needed given that such students were usually required to withdraw. It was noted that this change would technically be disadvantageous to current students.

In undergraduate regulations students who failed in the 60 – 80 credit point range were generally permitted to repeat but there was a clause allowing them to be discontinued. The Faculty stated that the latter option was not used and proposed that it be removed so that all such students be allowed to repeat.

AGREED:

- i) that the proposed changes be endorsed;
- ii) that the consequences of failure as set out below be recommended to Senate for approval and that regulations be revised with effect from September 2010 intake:

Postgraduate Courses

Failure in module(s) with an overall value up to and including 60 credit points

Repeat *once only* specified examination(s) and/or coursework in the failed module(s) (examinations August).

Failure in module(s) with an overall value of more than 60 and up to and including 90 credit points

Repeat *once only* specified examination(s) and/or coursework in the failed module(s) in the next academic year (examinations January/May) with or without attendance.

Failure in module(s) with an overall value of more than 90 credit points

Withdraw from the programme.

Undergraduate Courses (other than final year of Degrees)

Failure in modules with an overall value of more than 60 and up to and including 80 credit points

Repeat specified examinations and/or coursework in the failed first semester module(s) (examinations January) and of specified examinations and/or coursework in the second semester modules (examinations May) with or without attendance.

Failure in modules with an overall value of more than 80 credit points

Withdraw from the programme.

- iii) that, subject to Senate's approval of ii) above, in 2009/10 and 2010/11 Boards of Examiners take account of the spirit of the change for current and continuing students.

Duration 2 hours 25 minutes

10 December 2009

AGF/CA/lh

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Life and Health Sciences	3A	BSc Hons Biology (with optional DIS/DAS) (with CertHE and AB exit awards)	√		2010 – 2014	CE		
		BSc Hons Biotechnology (with optional DIS/DAS)	√		2010 – 2014	CE		
		BSc Hons Applied Biosciences		√	2010 - 2014	DL		
Social Sciences	26M	Certificate in Restorative Practices		√	2010 – 2014	JN		
		PgDip/MSc in Restorative Practices (with PgCert exit award)		√	2010 - 2014	JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Access and Distributed Learning	PgCert Higher Education Practice PgDip/MSc Higher Education Practice [last intake PgDip: 2008/09; last intake MSc: 2010/11]	Dundalk and Letterkenny Institutes (outcentres) CE/JN/ME
Ulster Business School	FdSc Hospitality Management [last intake: 2004/05] FdSc Event Management [last intake: 2007/08]	Belfast Metropolitan College, North West Regional College, Southern Regional College, South West College South Eastern Regional College (Lisburn campus)