

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 31 March 2010 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Dr G Armstrong, Dr D Barr, Professor N D Black, Miss C Cochrane, Mr I Hanna, Mr D McGivern, Professor M McHugh, Professor H McKenna, Mr M McKinney, Professor I Montgomery, Professor A Moran, Mrs A J Zacharopoulou

APOLOGIES

Professor J M Allen, Ms S Alexander, Professor R R Barnett, Professor P Carmichael, Professor T Cook, Professor C Curran, Ms A Honan, Professor D Hunter, Mr M Houston, Professor N McClenaghan, Professor M McColgan, Mr L McCurry, Professor R J Millar, Professor P Moore, Professor P Ó Dochartaigh, Mr C Quinn

IN ATTENDANCE

Mrs CG Avery, Mr AG Faulkner

UNRESERVED BUSINESS

10.46 MINUTES

The confirmed minutes of the meeting held on 3 February 2010 were signed by the Chair.

MATTERS ARISING

10.47 QAA Code of Practice: Section 3: Disabled Students and Section 8: Careers, Education, Information and Guidance (Min 10.6)

The Committee noted that revised sections of the Code on Disabled Students and Careers, Education, Information and Guidance had now been published by the Quality Assurance Agency and that the Heads of Student Support and the Career Development Centre respectively had been asked to arrange for the provision of commentaries for consideration by the relevant committees.

10.48 Retention of Student Work (Min 10.30)

At its February meeting the Committee had agreed to recommend a revision to regulations so that student work should be preserved for six months after the examination board which considered the related assessment results. The Chair clarified that the proposed revision did not affect the common practice of returning coursework to students on condition that it be available for Boards of Examiners. The revision related to the period of retention of examination scripts and other work that was already held by schools/faculties, rather than the principle of retention.

10.49 Variations from University's Regulatory Framework: BSc Hons Social Work (Min 10.42)

The Chair reported that Academic Office representatives had met with Professor McColgan and her colleagues and had agreed structures which were consistent in levels between the full-time and part-time modes and which met the University's Regulatory Framework. A case to depart from the University's Regulatory Framework did not, therefore, need to be considered.

CHAIR'S COMMUNICATIONS

10.50 Awards Scheme for Leadership in Teaching and Learning Support

Information on the 2010 Award Scheme was available on the CHEP web pages. Briefing sessions would be held at the Coleraine campus on 12 May and at the Jordanstown campus on 13 May. Faculties were asked to encourage staff participation.

10.51 QAA Institutional Audit 2010

The Chair reported that the 'initial findings' letter from the QAA Institutional Audit Visit had been received. The Committee was pleased to note that the QAA had confirmed confidence in the soundness of the University's arrangements for the management of standards of awards and the quality of learning opportunities. It was noted that the report was expected to highlight as good practice, inter alia, the University's regional commitment, the impact of the Teaching and Learning Strategy and the comprehensiveness and collegial tone of the Assessment Handbook. The two 'advisable' recommendations related to accuracy, consistency and clarity of course-level published information and the need to ensure that plagiarism cases were consistently identified and recorded. 'Desirable' recommendations concerned external examiner participation at all HE levels of undergraduate programmes; management of UU Health programmes delivered overseas; the annual monitoring pilot; and extending active participation of students in the quality assurance of provision.

The draft report was due to be received in early May and Teaching and Learning Committee would consider relevant actions at its June meeting.

10.52 Quality Assurance in HE System Group

The Committee noted that the Chair was a member of the Quality Assurance in Higher Education System Group set up to review national arrangements. It was intended to publish a draft operational description of the new institutional audit/review process by the Autumn.

10.53 HEAR

The Committee noted that the interim report from the HEAR Implementation Steering Group would now be received at the June meeting (min 09.84 refers).

#### 10.54 COURSE APPROVAL SUB-COMMITTEE

Professor McAlister presented the report of the meeting held on 18 March 2010 (TLC/10/9).

#### 10.55 Course Approval (Item 1)

The Committee noted recommendations in respect of nine evaluation and revalidation events and the revisions approved by Faculties and Access and Distributed Learning and course withdrawals.

With reference to the new MSc Health Psychology programme (distance learning), the Committee noted that as the course might require high levels of communication skills, and the intention to seek BPS accreditation, the Faculty had been asked to review the English language standard for overseas students.

With regard to the FdSc Horticulture at CAFRE, the Committee noted that although progression was available to related areas such as Environmental Science at Ulster, Supply Management at the College and a variety of courses including Horticulture, at Writtle College in Essex, the Revalidation Panel had recommended that opportunities for progression be kept under review.

The Sub-Committee had approved a request from the Faculty of Life and Health Sciences for the postponement of the revalidation of Subject Unit 22A: Nursing (Pre-Registration) to April 2011, in light of the Nursing and Midwifery Council's review of the Standards for Pre-Registration Nurse Education.

A one-year extension to the period of approval of the Postgraduate Certificate/ Diploma in Further and Higher Education had been recommended in the light of an ongoing review of teacher education in Northern Ireland. It was noted that teacher education for Further Education and for Work-Based Learning was likely to be based around a three-tiered framework of qualifications.

The Sub-Committee had received further information on a proposed transfer of the undergraduate Honours subject in International Development (Minor) from the School of Education to Student Marketing – International. It was noted that no proposal had been made to Senate for new academic governance arrangements for the subject. The Sub-Committee recommended that the norm of delivery of academic programmes by faculties be maintained and that the taught International Development Minor programme should remain within the Faculty of Social Sciences. Professor Adair confirmed that this matter had been discussed with Professor Moran and it had been agreed that the programme would remain within the Faculty.

The Committee noted that, following a recommendation from the revalidation panel for MSc International Business, the Ulster Business School wished to offer the distance learning MSc International Business in full-time as well as part-time mode.

The Committee noted that the Sub-Committee had endorsed the introduction of a 'dissertation pathway' within the MBA.

10.56 Research Methods

The Committee noted that Access and Distributed Learning was currently supporting the delivery of a number of online Research Methods modules for different programmes across the University and it considered that a more efficient use of resources could be achieved by streamlining this provision. ADL wished to work with a group, representative of the faculties, to develop common core material, which could be used to support land-based and online modules.

Professor Black reported that a meeting had also been arranged for 16 April to discuss the possibility of rationalising skills training modules for research students.

10.57 Progression to BSc Hons Business Studies (with options) at Magee

The Committee noted that the Faculty had responded to the Sub-Committee's request for a report on the progression model from the HND Business Studies at NWRC. A mapping exercise had been undertaken and one bridging module was required. The 'pilot' arrangement involved students enrolling as part-time 'credit-bearing module' students of Ulster to undertake the bridging module during the second semester of their HND studies. This arrangement was based on an existing arrangement between the College and the Faculty of Arts for progression to Media-related degrees.

The Committee noted that this progression model undermined the normal concept of bridging, whereby candidates were required to complete successfully the lower level award before undertaking the bridging component.

10.58 Academic Development and Enhancement Committee (Item 2)

The Committee noted that eight new proposals considered by the Academic Planning Sub-Committee at its meeting on 12 February 2010 had been approved to proceed for a September 2010 start.

10.59 Statement of Enrolments on New Programmes Validated in 2008/9 (Item 4)

The Sub-Committee had received a statement of enrolment on new courses validated in 2008/9 and had noted that a number of programmes had a higher intake than estimated on the CA1/2 forms, while others had very small or no intakes. A statement on second enrolments would be received at a meeting next year.

AGREED:

- i) that the course provision be approved/re-approved as set out in the Appendix;
- ii) that it be recommended to Senate that a one year extension to the period of approval be approved for the Postgraduate Certificate/Diploma in Further and Higher Education to include the 2011 intake, subject to a satisfactory report from the external examiner for 2009/10;

- iii) that the International Development Minor programme remain within the Faculty of Social Sciences and that the Faculty be asked to confirm whether it intended to continue to offer the provision;
- iv) that the recommendation to offer the MSc International Business by distance learning in full-time mode be approved;
- v) that ADL establish a group with a view to developing common core materials to support Research Methods modules and that Faculties and the Pro-Vice-Chancellor (Research and Innovation) be invited to nominate to ADL an appropriate representative.
- vi) that the specific progression model from HND and Foundation degree programmes at North West Regional College should not be encouraged more widely; further consideration should be given to future arrangements.

#### 10.60 SUB-COMMITTEE ON WORK-BASED LEARNING

Mr McGivern, on behalf of Professor Millar, presented the report of the meeting of the Sub-Committee held on 1 March 2010 (TLC/10/10).

#### 10.61 Implications for Placement of UKBA's requirement for Monitoring of non-EEA International Students (Item 3)

The Committee noted that monitoring of non-EEA students was a compliance requirement for the University rather than the employer of placement students. The UK Border Agency had no concerns about students with Tier 4 permission to study in the UK undertaking employment through placement. The University had a legal obligation to report to the UKBA any such student if the student was absent without permission from either attending classes at the University or from the placement organisation for more than ten consecutive days. The Sub-Committee had agreed a monitoring protocol whereby employers would report non-attendance to the relevant Placement Tutor and placement students would also be contacted on a random basis by telephone to the employer's landline.

On a related topic, Professor McAlister reported that VCAG had revisited some issues arising from the UKBA expectations in relation to the verification of the legal right to work in the UK of external examiners, evaluation/revalidation panel members, visiting lecturers and similar. It had been agreed that claims for fees and expenses incurred before 29 March would be processed without retrospective checks. As an interim measure and pending advice from Universities UK, the University intended to put in place arrangements to confirm the eligibility of such employees to work in the UK by asking them to present their passports for checking when next attending the University. It was recognised that the Human Resources Department needed to inform relevant staff of their responsibilities in this process well in advance of Summer boards of examiners.

#### 10.62 KTP Placement Opportunities (Item 4)

The Committee noted that the Knowledge Transfer Partnership Manager had been in discussion with Career Development Centre staff to promote KTP placement opportunities whereby students undertake projects (10 – 40 weeks) with SMEs that were, or had the potential to be, InvestNI clients. Advice was

available through the KTP Office. The Committee considered that such opportunities could be of considerable benefit.

10.63 ASET Developments (Item 5)

The Committee noted that information on a staff development event on 'Introduction to Work Placement Management' delivered by the Association for Sandwich Education and Training to be held at Jordanstown on 10 May 2010 had been circulated to placement tutors and officers.

10.64 Placement Employer of Year Awards 2010 (Item 6)

The Committee noted that the Judging Panel had shortlisted 18 finalists (three from each of six categories) for the Awards Ceremony on 27 April 2010.

10.65 Work Experience Week (Item 7)

The Committee noted that a successful series of events had been held on all campuses during the week of 22 – 26 February 2010.

10.66 QAA CONSULTATION ON THE ACADEMIC INFRASTRUCTURE

The Committee received the QAA's consultation summary paper (February 2010) on its evaluation of the Academic Infrastructure (TLC/10/11). The full paper had been already circulated to Committee members with a request for comments to be returned to the Academic Office by Friday 23 April to inform the University's response. The Committee noted that the context for the consultation was the Government's and House of Commons Select Committee's concerns about the assurance of standards and quality and public information, the current HEFCE-led review of the future arrangements for quality assurance in England and Northern Ireland and Universities UK's review of external examining.

10.67 WORKING GROUP ON TIMETABLING

Mr McKinney presented an interim report from the Working Group on Timetabling (TLC/10/12).

The Committee noted that the Group had met twice and that there had been constructive engagement. The focus so far had been on current procedures and methods; the next stage would consider the educational aspects of timetabling and the impact of pedagogic issues. It was noted that software packages could help 'zone' classrooms. A meeting between the Chair of the Working Group, the Pro-Vice-Chancellor (Teaching and Learning) and the Director of Physical Resources was planned.

Professor Adair requested early feedback from the Group on any pedagogic issues identified in relation to timetabling and space utilisation which would help to ensure better use of the University's estate and to inform the Greater Belfast Development Plan.

## 10.68 PLAGIARISM OFFENCES IN 2008/9

The Committee, at its February meeting, had asked all Faculties, Access and Distributed Learning and UU Health to ensure the completeness and accuracy of the register for 2008/9 by 18 March 2010 (min 10.28i) refers).

The Committee considered paper TLC/10/13 which summarised the responses received and the current position. It was noted that the Faculties of Arts, Life and Health Sciences, and Social Sciences and UU Health had updated the record. Access and Distributed Learning had confirmed no cases of plagiarism during 2008/09. The Ulster Business School had not recorded any offences on the register for 2008/09 as staff had not understood that first offences were to be recorded. It had, however, estimated 16 cases of plagiarism in undergraduate courses and eight in postgraduate courses. The School had now raised awareness to ensure understanding of the Plagiarism Policy and procedures. The need for consistent recording of plagiarism had been reinforced by the 'advisable' recommendation from the recent QAA Institutional Audit.

The Committee noted a total of 207 cases of plagiarism in taught courses in 2008/9.

The Chair emphasised the importance of designing assessments which reduced opportunities for plagiarism. The Committee noted that not all staff used Turnitin to help detect plagiarism and that this could lead to differences in detection rates at course, subject, School and Faculty level. It was also noted that students should be encouraged to make use of the Turnitin software before submitting assignments.

Faculties, Access and Distributed Learning and UU Health were reminded that all plagiarism offences for the 2009/10 academic year must be recorded on the register by 10 September 2010. Commentaries should be forwarded to the Academic Office by 30 September 2010 for inclusion in the annual report to the Committee.

## 10.69 ASSESSMENT OF GROUP WORK

The Committee, at its February meeting, had noted the responses received to key points identified in the Student Written Submission for the 2010 QAA Institutional Audit. One of the issues identified was the assessment of group work which was a known matter of concern to the University. Faculties had been asked to submit their guidelines/policies for consideration by the Committee, with a view to developing a University policy (min 10.36 refers).

The Committee received paper TLC/10/14 which provided the policies/guidelines of the Faculties of Arts, Computing and Engineering, Social Sciences and the Ulster Business School. It was noted that two Faculties - Art, Design and the Built Environment and Life and Health Sciences - did not have policies. The Faculty of Art, Design and the Built Environment would be considering this matter shortly. The Faculty of Life and Health Sciences reported that a review of practice had shown that the work of students in groups was most often assessed individually and it did not consider it necessary or desirable to legislate for the assessment of group work.

The Chair reported that, while the University encouraged the use of group work, feedback from students at revalidation events revealed some dissatisfaction with regard to the management and assessment of group work, especially where a single group mark was given. This was of particular concern where the modules contributed to the degree classification or award grading.

The Committee discussed the minimum threshold for individual assessment that might be applied and whether this should be differentiated by level. It was noted that one Faculty currently required all group work to involve individualised assessment, another required this in any group work which contributed to classification and two Faculties specified such a requirement in final undergraduate modules where 25% or more of the module mark was derived from group assessment. One of these faculties also set this standard for postgraduate courses.

The issue of plagiarism in group work was discussed. The Chair advised that the Committee had previously agreed that at the start of any group work the assessment criteria and the implications of poor quality work for marks (individual or group) should be made clear to students. This awareness should encourage vigilance on the part of all members of the group to ensure that work was properly referenced. Only those involved in cheating would suffer the disciplinary penalty for plagiarism (min 09.31 refers).

**AGREED:**

- i) that in modules which contribute to an award classification normally no more than 25% of the assessment result shall derive from group assessment without some individualised assessment;
- ii) that evaluation and revalidation panels in reviewing teaching, learning and assessment strategies should consider explicitly whether the management arrangements and proposals for group work assessment were appropriate for the course/subject. Proposals not in line with the new policy would require a clear rationale for the Panel's approval.

**10.70 INSTITUTIONAL REPOSITORY PROJECT AND DEPOSIT OF MASTER'S DISSERTATIONS IN UNIVERSITY LIBRARY**

The Committee received a progress report from Library Systems in the Information Services Department on the Institutional Repository Project and the revised requirement for deposit of dissertations in the University Library (TLC/10/15).

The Committee, at its meeting in October 2008, had confirmed the value of the public availability of high quality dissertations and had agreed the revision to regulations to hold only Distinction-level dissertations and that an electronic copy should be provided, with the timeframe for the latter being contingent upon the outcome of the Institutional Repository Project (min 08.191 refers).

It was noted that, while the availability of PhD theses in the University's Institutional Repository was desirable, the immediate priority was to host published research outputs. Library Systems had therefore suggested that hard copies of Master's dissertations should continue to be requested.

The report on the deposit of dissertations indicated that not all expected dissertations were actually being lodged in the Library. The need for a more co-ordinated approach by Faculties was identified.

AGREED:

- i) that Faculties should remind course directors of the requirement to lodge copies of Master's dissertations (Distinction level) in the Library;
- ii) that hard copies should continue to be provided until such time as ISD reported that it would receive electronic versions.

HONOURS DEGREES WITH A LEVEL 5 CONTRIBUTION

10.71 Responses from Faculties of Life and Health Sciences and Social Sciences

The Committee, at its meeting in December 2009, received a report on courses with 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 a 25% norm for exceptions. It was noted that a total of 16 courses had a Level 5 contribution for the 2009 intakes and the Committee had asked for further progress reports for a number of courses which were outside the 25% norm (mins 09.195 – 198 refer). The Committee received paper TLC/10/16a). In addition to the three courses which already met the 25% norm, two degrees in Psychology had adopted it from 2009 (with the intention of changing to Level 6 at revalidation in 2010/11) and six others would adopt it from the 2010 intake.

The Committee welcomed the increased consistency in the use of the 25% Level 5 contribution and noted that only five degrees would depart from the norm at 2010 intake: two Civil Engineering degrees with a 20% contribution, the rationale for which would be considered at revalidation in 2010/11, and three degrees in Clinical Physiology (36.8% approved in 2009).

AGREED:

- i) that Faculties should keep the approved exceptions under review in light of the 'exit velocity' principle agreed by the University;
- ii) that the Faculty of Life and Health Sciences should give particular consideration to the Level 5 contribution in Clinical Physiology.

10.72 Monitoring Report from Ulster Business School on Impact on Student Performance of the Level 5 Contribution to the Degree Classification of BSc Hons Accounting

The Committee had approved, exceptionally, a two year pilot period (2009/10 and 2010/11), for a 25% Level 5 contribution for BSc Hons Accounting (min 09.115 refers).

The Committee received the first monitoring report from the Ulster Business School on the impact on student performance of the Level 5 contribution (TLC/10/16b). The report indicated that semester 1 results showed improvements in pass rates and performance at 2.1 and 1<sup>st</sup> class levels in three Level 5 modules. The Faculty reported that feedback from students through the staff/student consultative committee had been very positive.

The Committee noted that a statistical analysis of the data had not been provided and looked forward to further reports at the end of Semester 2 and in 2010/11.

## VARIATIONS WITHIN UNIVERSITY REGULATORY FRAMEWORK

### 10.73 BSc Hons Accounting and Law

The Committee considered a case from the Ulster Business School for additional study load within the normal autumn and spring semesters in Years 1 and 2 of the recently evaluated BSc Hons Accounting and Law (TLC/10/17a).

It was noted that the structure and content of the four-year taught programme had been tailored to provide maximum exemptions for both the professional accountancy bodies and for entry into the legal profession. The degree comprised 500 credit points in total with an additional 10 credits proposed in each of Year 1 and Year 2. Seventy credits' worth of modules would be taken in semester 2 of each year. It was noted that the Faculty considered that the additional study load would not be a great burden on students.

The Committee considered that students on this course should be cautious about taking optional CPPD modules during these years and noted that, as the additional load would be part of the course's normal structure, it could not be claimed as an extenuating circumstance in the event of failure. The Faculty advised that only those students wishing to opt for a placement were likely to avail of a particular CPPD module which would be taken at the end of Year 3.

AGREED: that the additional study load be approved.

### 10.74 Advanced Certificate and Diploma in Issues in Peace and Conflict Studies

The Committee considered a paper on a proposal from the Faculty of Arts to include Level 6 modules in the Advanced Certificate/Diploma in Issues in Peace and Conflict Studies and the implications for the University's Qualifications Framework (TLC/10/17b).

The Committee noted that the Academic Planning Sub-Committee, at its October 2009 meeting, had agreed that this proposal might be introduced without evaluation from September 2010, subject to satisfactory documentation and external examiner endorsement. A number of issues relating to the proposed course structure had been identified in the documentation recently submitted to the Academic Office. A broad structure offering various combinations of Level 5 and 6 modules was proposed, which was not in line with the University's expectations for Advanced Certificate and Diploma awards. The proposed structure also had implications for classification as grading of University awards was now based on the final level, 'exit velocity' principle. The Faculty had been asked to submit a case for the Committee's consideration.

The programmes were to be offered to provide an award for visiting students, primarily from North America, who currently spent either a semester or a full academic year at the University, choosing modules from a range of subjects in the broad area of Peace and Conflict Studies at the Magee campus.

It was noted that past practice had been for students to choose modules based on their content, their personal interests and the expectations of their home University without regard to the formal level of study. As University awards were to be provided, the level of study was now relevant. For greater flexibility the Faculty wished to have Level 6 as well as Level 5 options available in the qualifications.

The entry requirements were specified as successful completion of one year at a US university which raised the issue of whether students would be able to cope with Level 6 study and whether it was reasonable to ask them to achieve higher level outcomes for the award than normally expected for Ulster programmes.

The Committee did not consider it appropriate to revise the definitions of the University's Advanced Certificate and Diploma awards in order to extend the range of credit levels in these awards to include Level 6 nor to revise the definition of the Graduate Certificate and Diploma to permit non-graduate entry for students taking a majority of Level 6 modules.

AGREED:

- i) that the Faculty's case be not accepted and that the Faculty review its proposal to accord with the expectations of the Advanced Certificate and Diploma awards;
- ii) that a similar request from the Faculty in respect of the proposed Advanced Certificates and Diplomas in Irish Cultural Studies and Irish Studies, due for evaluation later in the year, would be unlikely to be accepted.

Duration 2 hours 5 mins

21 April 2010

AGF/CA/lh

**COURSE APPROVAL**

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Access and Distributed Learning	Graduate Certificate in Professional Practice		✓	2010-2014	BT/CE/JN/ME		
Life and Health Sciences	MSc Health Psychology (with Postgraduate Certificate and Postgraduate Diploma exit awards)	✓	✓	2010	DL		
Ulster Business School	BSc Hons Creative Enterprise (with AB exit award) (with optional DIS/DAS)	✓		2010-2013	JN		

**COURSE RE-APPROVAL**

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Arts	19A	Undergraduate Honours Subject: Film Studies (Major/Main/Minor)	✓	✓	2010-2014	CE		
		Undergraduate Honours Subject: Photo Imaging (Minor)	✓	✓				
		Undergraduate Honours Subject: Journalism (Major)	✓	✓				
		Undergraduate Honours Subject: Media Studies (Major/Main/Minor)	✓	✓				
		BA Hons Media Studies and Production	✓	✓				
		BA Hons Interactive Media Arts	✓	✓				
Life and Health Sciences	12D	FdSc Horticulture (with CertHE exit award) with three named pathways: Landscape Management; Sports Turf Management; Amenity Management at CAFRE	✓	✓	2010-2014	Greenmount	Faculty to advise	Faculty to advise
		CertHE in Horticulture at CAFRE	✓	✓		Greenmount	Faculty to advise	Faculty to advise
Social Sciences	30B2	Access Diploma in Adult Learning [with choice of pathway ('route')] (with Certificate in Adult Learning exit			2010-2014			

		award) at Southern Regional College:						
		Social Sciences and Humanities		✓		Newry Armagh Portadown Banbridge		50 25 40 25
		Social Sciences and Humanities	✓			Newry Armagh Brownlow (College outcentre)		50 25 25
		Science		✓		Newry Armagh		50 50
		IT		✓		Newry		20
		Business		✓		Newry		20
		General Route	✓			Newry Armagh Brownlow (College outcentre)		25 25 25
	30B4	Access Diploma in Social Sciences (with Certificate in Adult Learning exit award)			2010-2014	Enniskillen Dungannon		20 40 (2 classes of 20 students)
Ulster Business School	5H	MSc Management and Corporate Governance (with Postgraduate Diploma exit award)	✓	✓	2010-2014	JN		
		and  specified modules (previously PgDip/MSc Management and Corporate Governance) offered as outcentre provision (Marino Institute, Dublin)		✓		Marino Institute, Dublin (outcentre)		
	15C	FdSc Hospitality and Tourism Management (with CertHE exit award) at Belfast Metropolitan College, North	✓	✓	2010-2014	Brunswick Street (BMC)	50 (Faculty to confirm if the max cohort)	25 (Faculty to confirm if the max cohort)

	West Regional College, Southern Regional College, South West College					Derry/ Londonderry (NWRC)	sizes are for each course at each location)	sizes are for each course at each location)
	FdSc Travel and Tourism Management (with CertHE exit award) at Belfast Metropolitan College, North West Regional College, Southern Regional College, South West College	✓	✓	2010-2014		Newry (SRC)		
						Enniskillen (SWC)		
						Gerald Moag and Castlereagh (BMC)		
						Derry/ Londonderry (NWRC)		
						Newry (SRC)		
						Enniskillen (SWC)		

### COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and The Built Environment	FdA Contemporary and Traditional Crafts (PT) [last intake 2006/07]	North West Regional College (Limavady campus)
Social Sciences	Access Diploma in Social Sciences (PT) [last intake 2009/10]	Southern Regional College (Portadown and Newry campuses)
	Undergraduate Honours Subject: Economics (Minor strand) [last intake 2011/12]	
	PgDip/MSc Applied Economics (PT) [last intake 2006/07]	JN
Ulster Business School	BSc Hons Business Finance and Investment (Level 5) (FT) [last intake 2005/06]	Belfast Metropolitan College