

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 5 December 2007 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Ms S Alexander, Professor R R Barnett, Professor N D Black, Dr E M Boyle, Miss C Cochrane, Dr T Cook, Dr B Dass, Ms N Duncan, Mrs H Farley, Professor J Gillespie, Dr P Hanna, Professor D A Heenan, Professor D Hunter, Professor R Hutchinson, Professor E M Lillie, Dr P J Lundy, Mr D McGivern, Professor H McKenna (for Dr P Fleming), Mr M E T McKinney, Professor R J Millar, Professor A Moran, Ms M C M Roulston, Mr K Sharma

APOLOGIES

Professor A Adair, Professor J M Allen, Dr P Fleming, Professor B M Hannigan, Professor R A Welch

IN ATTENDANCE

Mrs C G Avery, Dr C Carter (for min 07.243), Mr A G Faulkner, Dr S Maguire (for min 07.238 – 07.242)

UNRESERVED BUSINESS

07.210 MINUTES

The confirmed minutes of the meeting held on 17 October 2007 were signed by the Chair.

MATTERS ARISING

07.211 Employment Equality (Age) Regulations (NI) 2006 (Min 07.161)

The Chair reported that a draft 'objective justification' for retention of the minimum age rule would be received by the Committee at its February meeting.

07.212 PDP Forum (Min 07.178)

The Committee, at its October meeting, had endorsed the terms of reference and membership for the PDP Forum subject to the monitoring of the implementation of Faculty PDP strategies being added to the terms of reference.

The Committee received the revised terms of reference and the confirmed membership (TLC/07/98). The Chair proposed that, with the Dean's consent, Dr V McNair be invited to chair the Forum.

AGREED: that the revised terms of reference, membership and the proposed Chair be approved.

07.213 Assessment of Teaching: Student Questionnaire (Min 07.196)

At its October meeting the Committee had noted that the student questionnaire had been suspended for 2007/8 during which time a Working Group would undertake a review of arrangements for student feedback on the quality of teaching.

The Chair reported that Staff Development had since received some anecdotal feedback that a number of Faculties were unhappy with the suspension of the questionnaire in the current year. Members were reminded that the suspension of the student questionnaire and the establishment of the Working Group to consider a more effective approach to obtaining student feedback had been approved by the Committee and endorsed by Senate.

07.214 Recognised Teacher Process (Min 07.200)

Senate at its November meeting had endorsed the revisions to the Regulation on Recognised Teachers.

CHAIRMAN'S COMMUNICATIONS

07.215 December Agenda

The Chair reported that it had been decided to defer to the February meeting consideration of a number of non-urgent items including the Annual Overview Report on External Examiners' Reports, the Chief External Examiner Reports and responses, and the Campus Co-ordinating Groups' Annual Report for 2006/7. The location of the February meeting had been changed to the Jordanstown campus to facilitate Deans and Senior Officers' attendance at a University event in late afternoon.

07.216 2008 National Student Survey

The Chair sought the Committee's view on the optional inclusion of additional sections in the questionnaire for the 2008 National Student Survey. These would be available for online response only and the results would be provided for the University's own use and would not be published.

In view of the priorities in the draft Teaching and Learning Strategy, the Committee agreed that the following additional areas be selected: Work Placement, Course Delivery, Feedback from Students, Assessment and the Learning Community.

A further option of including an additional institution-specific question had been offered to universities, however it was not proposed to avail of it at this stage.

07.217 UNISTATS

The Committee noted that a new statistical website (www.unistats.com), managed by UCAS, had been launched to help prospective students to compare subjects at universities and colleges. This replaced the HERO TQI site.

07.218 Creativity Symposium

The Chair reported that a Creativity Symposium would be held on 19 March 2008 at Jordanstown. Norman Jackson, HEA, would be delivering a keynote address and it was hoped that several subject centre representatives would be involved as facilitators for small group discussions.

Members and staff were encouraged to attend the event.

07.219 Director of Combined Studies at Coleraine

The Chair reported that Mr T Emmerson had replaced Mr M McKinney as Director of Combined Studies at the Coleraine campus. The Chair thanked Mr McKinney for his valued work in this role over the last four years.

07.220 Co-opted Member

The Committee noted that Ms L McMaw, Student Representation and Development Co-ordinator, had left the Students' Union and that a new co-ordinator would be taking up post in January 2008.

The Committee recorded its thanks to Ms McMaw for her work in this role.

07.221 COURSE APPROVAL SUB-COMMITTEE (22.11.07)

The Chair presented the report of the meeting held on 22 November 2007 (TLC/07/99).

07.222 Course Approval (Item 1)

The Committee noted the following changes in titles approved by the Sub-Committee:

- BA Hons Media Arts now BA Hons Interactive Media Arts;
- BA Hons Media Studies now BA Hons Media Studies and Production – subject to Chair's action;
- PGDip/MSc Innovation and Entrepreneurship now PGDip/MSc Business Development and Innovation (from 2007/8).

The Committee noted the successful validation of the following new courses:

- MSc Architectural Studies (from September 2008);
- PGCert Health Informatics (from January 2008);
- BSc Hons Computing Science with Specialisms (Artificial Intelligence, Enterprise Technologies, Healthcare Technologies, Mathematical Applications, Network Technologies) (from September 2008).

The Committee noted that Chair's action had been taken on behalf of the Sub-Committee to approve a request to return the revalidation of the provision within Subject Unit 22B2: Community Nursing and Public Health (Post-Reg) from 2007/8 to 2008/9 to its original date, due to emerging professional developments.

The Committee received a recommendation from the Sub-Committee for an extension to the period of approval, for one year only, for the FdSc Sport, Exercise and Fitness at three Regional Colleges to allow the Colleges to continue to operate a '2 + bridging + 1' progression model. This had previously been exceptionally allowed to run for one further year (2007/8) as a departure from the 2 + 2 model on condition that a new (2 + 2) version was brought forward for revalidation in 2007/8. It was noted that the model for Foundation degrees was currently being reviewed by the University and DEL.

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

AGREED:

- i) that the course provision be approved and re-approved as set out in Appendix 1;
- ii) that it be recommended to Senate that one year extensions to the periods of approval be granted for provision in Revalidation Subject Unit 22B2: Community Nursing and Public Health (Post-Reg) and for the FdSc Sport, Exercise and Fitness at Northern Regional College, South Eastern Regional College and Southern Regional College.

07.223 REPORT FROM FACULTY HEADS OF COLLABORATIVE COURSES FORUM

Dr Hanna presented the report of the meeting of the Faculty Heads of Collaborative Courses Forum held on 7 November 2007 (TLC/07/100).

07.224 Access to the University's Good Practice Database (Item 1)

The Committee noted that staff in partner institutions now had access to the University's Good Practice Database and that good practice in partner institutions could also be recorded on the University's database.

07.225 Future of FE Partnerships (Item 4)

The Chair reported that the University's position paper (Status: Red) on the future of FE partnerships had been considered by Senate on 28 November 2007; its contents would be discussed with the senior management of colleges and DEL in the near future.

07.226 Monitoring of Library and IT Resources in Partner Institutions (Item 6)

The Committee received the report from the Working Group on the Monitoring of Library and IT Resources in Partner Institutions, which had been set up to develop a detailed set of procedures for the University's assurance of the

adequacy of library and IT resources for students studying for University awards in partner institutions.

The recommendations in the report were intended to enhance the existing processes, to remove inconsistencies and to make specific responsibilities clear to all staff involved:

- a) that the proposed procedures be implemented with immediate effect;
- b) that students should have access to all material contained on a module reading list, both required and recommended, and in sufficient quantities based on student numbers. However, where reading lists on franchised provision were lengthy, partner institutions should ensure that students had access to all required reading and a good selection of recommended reading (30% or more where deemed appropriate in a particular context);
- c) specific revisions be made to the CA2 form and that it be explicitly signed off by the professional information services staff in the partner institution;
- d) that a new form (CA10) be introduced to record comments from University Information Services for evaluation/re-validation events;
- e) that the Annual Course Review Panel receive a report from Information Services reporting on actions taken to address their concerns.

Whilst it was noted that the guideline of 30% in recommendation b) above was intended for internal University use only, the Committee's view was that students should have access to all recommended texts on reading lists and that course teams should therefore ensure that reading lists were of a realistic and appropriate length.

AGREED: that the recommendations be endorsed, subject to review of guidance on reading lists.

07.227 Annual Report on Good Practice (Item 7)

The Committee noted that a paper on areas of good practice identified through the Annual Course Review would be circulated to all partner institutions and made available on the Quality Management and Audit Unit website and through the online discussion forum.

07.228 Staff Development for Course Directors (Item 10)

The Committee noted that positive feedback had been received from delegates who attended the staff development event for Course Directors held on 11 October 2007. The Chair expressed appreciation to those who had had an input to the event, in particular staff from the partner institutions.

07.229 SUB-COMMITTEE ON WORK-BASED LEARNING

Professor Millar presented the report of the meeting of the Sub-Committee on Work-Based Learning held on 15 November 2007 (TLC/07/101).

07.230 Section 9: QAA Code of Practice – Work-Based and Placement Learning (Item 1)

The Committee noted that the Work Experience Development Unit would be reporting to the Sub-Committee at its February meeting on its review of the University's policies and practices in light of the revised section of the QAA Code of Practice and the Association of Standard Education and Training (ASET) Good Practice Guide which was also being reviewed.

07.231 Marketing of Diploma in Industrial Studies (Item 2)

The Sub-Committee had noted that the Faculty of Business and Management, through its annual subject monitoring process, had reported that the number of students engaging in placement had fallen. Students appeared to want to complete their studies as quickly as possible and did not fully appreciate the benefits of the placement experience.

It was noted that the Director of Student Marketing had been asked to consider ways of promoting placement to students and a wider audience.

07.232 Work Experience Week (Item 3)

The Committee noted that the University's Work Experience Week would be held on 11 – 15 February 2008. This would highlight all types of work experience and placement. The first Work Experience Fair would be held on 14 February 2008. Mr Carl Gilleard, Chief Executive Officer of the Association of Graduate Recruiters, would be the main keynote speaker and a number of workshops would be provided for staff and students.

07.233 HEIF10 Project

The Committee noted that it was hoped that the new module 'Employability through Work Experience' would be offered within the proposed Certificate in Personal and Professional Development framework (see min 07.247).

07.234 Response to USHA/UCEA Recommendations on Health and Safety

The Committee noted that the ASET Executive Committee had decided not to endorse the revised draft revision of the Universities Safety and Health Association (USHA)/Universities and Colleges Employers Association (UCEA) Health and Safety Guidance for the Placement of HE Students. ASET had been in contact with the UCEA Health and Safety Advisor and also with USHA, with a view to forming a new working party to take the matter forward. Progress would be considered by the Sub-Committee at its February 2008 meeting.

07.235 ASET Student Blog Competition

The Committee noted that this year's competition had been won by Jonathan Houston, a BSc Honours Business with Journalism student, who was currently on placement with Belfast City Council.

It was suggested that Faculties might wish to consider incorporating a 'blog' aspect as part of their placement arrangements, which might encourage more entries in the ASET Competition.

07.236 Teaching and Learning Strategy (Item 4)

The Committee noted that the Sub-Committee had endorsed the draft Teaching and Learning Strategy, in particular the Employability section.

07.237 Fees (Item 5)

The Committee discussed the c. £1,500 fee charged for the placement year and noted the uneven student perception of value for money in relation to the support received from the University.

It was recognised that students had a variable placement experience and that Faculties needed to ensure that all placements were worthwhile, appropriate and well-supported. The effectiveness of these arrangements should be monitored through existing University processes such as Annual Subject Monitoring.

The Committee noted that the Sub-Committee would give consideration to this matter in its review of the University's guidance (min 07.230 refers).

07.238 SUB-COMMITTEE FOR CONTINUING PROFESSIONAL DEVELOPMENT

Professor Gillespie, Ms Cochrane and Dr S Maguire presented the report of the meetings of the Sub-Committee held on 4 October and 12 November 2007 (TLC/07/102)

In June 2007, the Committee had noted that a draft CPD Policy, a Code of Practice for Initial and Continuing Professional Development of Academic Staff, and a Code of Practice for Business Support and Operational Staff would be brought to the Committee for consideration (min 07.117 refers). The draft Code of Practice for Business Support and Operational Staff would now be received at the February meeting.

07.239 Draft Continuing Professional Development Policy (Item 1)

The Committee noted that in developing the Codes of Practice it had become apparent that there was a need to clarify a number of key principles in relation to CPD. The Sub-Committee had defined these principles in a draft CPD Policy for all staff which was presented to the Committee for approval. The proposed Policy had been informed by industry and professional standards.

The CPD Policy aimed to provide a framework, aligned to corporate goals, within which decisions about CPD might be made and supported. The Policy defined

the responsibilities of individual staff members, managers and the University for either engaging in, or enabling participation in, personal and professional development. It also aimed to identify and ensure the support for a range of developmental opportunities.

The scope of the Policy encompassed all staff employed by the University and included targeted stakeholders such as external examiners and lay members of Council. Appropriate development had been defined in terms of 'essential' activities which would be underwritten by the University and 'encouraged' activities which would be agreed with line managers and dependant upon the resources available.

The Policy, if approved, would be formally reviewed by the Sub-Committee every three years. It was noted that, in accordance with Section 75 of the NI Act 1998, the proposed Policy would be subject to equality screening.

The Chair welcomed the draft Policy, which was timely and highly relevant in the context of the development of the new Teaching and Learning Strategy. Although it was not envisaged that there would be a significant additional resource required to support activity, aspects of staff development would be costed as part of the new Teaching and Learning Strategy.

The Committee noted that CPD was to be defined as 'any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person's role'. Given that some activities could be undertaken separately from the role held, it was suggested that the definition be reviewed to include other developmental activities.

Clarification was sought as to why the categories of 'essential' and 'encouraged' activities were proposed rather than the specification of a minimum expectation for ongoing CPD. It was noted that, while desirable, such an approach for all staff would require a greater lead-in time and create a heavier administrative load. Different areas were also likely to have different CPD requirements. The Sub-Committee would, in reviewing the Policy in the future, give consideration to the possible specification of a minimum level of CPD for all staff.

It was suggested that the wording of Guiding Principle 6 should be reviewed to make explicit that all CPD activity, ie that delivered within the University and externally, would be reported on an annual basis to the Pro-Vice-Chancellor (Teaching and Learning) and the Sub-Committee. The Chair stated that the level of uptake of CPD opportunities would need to be considered through the reporting process.

It was recognised that the Developmental Appraisal and Review process would play a role in the identification of staff needs. While essential activities would be underwritten, those activities falling in the category of 'encouraged' would be subject to the resource priorities of the Head of School/Department both in terms of time and/or available funding.

The Committee discussed the issue of possible inconsistencies in the approaches adopted by Faculties in regard to leave of absence/sabbaticals. It

was noted that the Sub-Committee would be considering feedback from Faculties on this matter with a view to ensuring consistency.

07.240 Draft Code of Practice for the Initial and Continuing Professional Development of Academic Staff (Item 2)

The draft Code of Practice had been drawn up in recognition of the need to support and develop staff in order to achieve fully their potential, not only in the early stages of their careers but also throughout their employment.

The Committee noted that two appendices to the Code were being updated with the Human Resources Department. A number of minor drafting points were identified.

07.241 Online Professional Portfolio (Item 3)

The Committee noted that the Sub-Committee had agreed that the Professional Portfolio System should be fully integrated with online Human Resources development and management systems and aligned to relevant Corporate Objectives, the new Teaching and Learning Strategy, SUCCINCT 3 and HR2 strategies.

Resourcing requirements would be considered as part of the new Teaching and Learning Strategy.

07.242 Exemption Criteria for Postgraduate Certificate in Higher Education Practice (Item 4)

Following Senate approval of the exemption criteria, the Sub-Committee was asked to consider the possibility of exempting new staff who had achieved accolades for teaching and learning such as national teaching fellowships.

In order to acknowledge the experience of these staff it was noted that the exemption form had been amended to include the wording "Queries regarding staff presenting with teaching and learning awards or other distinctions should be referred to the Chair of the Sub-Committee for CPD for consideration". Guidance notes and an application form for exemption had been produced and placed on the Staff Development webpage.

AGREED:

- i) that the Sub-Committee, in particular Professor Gillespie, Ms Cochrane and Dr Maguire, be commended for their work in developing the CPD Policy and the Code of Practice;
- ii) that, subject to revision to address the matters raised by the Committee (min 07.239 refers), it be recommended to Senate that the CPD Policy be endorsed (Appendix 2 - To Follow);
- iii) that the draft Code of Practice for the Initial and Continuing CPD of Academic Staff be updated and revised to reflect the points raised by the

Committee (min 07.240 refers) and also to take into account any subsequent comments forwarded by members to Dr Maguire;

- iv) that the two Codes of Practice be considered together by the Committee at its February meeting.

07.243 DRAFT TEACHING AND LEARNING STRATEGY (2008/09 – 2012/13)

The Chair presented the draft Teaching and Learning Strategy (2008/09 – 2012/13) (TLC/07/103) which was available for consultation at www.ulster.ac.uk/tls until 14 December 2007.

The Committee noted that information and ideas had been gathered from a variety of sources. The opinions of members of the University and Faculty Teaching and Learning Committees had been obtained using the Delphi Method, a process to collect knowledge from expert groups by means of a series of questionnaires. The views of central departments had been sought, and feedback obtained from other recent events including the Senior Staff Conference, the STAR Conference, and the report of the Creativity and Innovation Working Group.

As well as soliciting views (including on proposed priorities and funding) from all staff, a series of meetings with Faculties, the Students' Union and relevant central departments were also being held.

The draft Strategy would be further developed in the light of the comments received and a revised version would be forwarded for consideration by Senate at its April 2008 meeting. The resourcing implications of the Strategy would then be costed and approval of the budget for its implementation sought from Council.

The Committee noted that specific annual objectives would be identified through detailed action plans which would be monitored by the Teaching and Learning Committee. The Action Plan for 2008/9 would be presented to the Committee in June 2008. The Committee would be responsible for reviewing the overall effectiveness of the Strategy towards the end of the five-year period.

The Committee discussed the Strategy and noted that Faculties would be forwarding detailed comments.

Inter alia, it was suggested that the revised Strategy might address the following points:

- the distinctiveness and strengths of taught programmes at the University of Ulster;
- the two-way links between teaching and research;
- a reduction in and conflation of the overall number of objectives, perhaps on a thematic basis, to focus on the key ones and the separate identification of possible means of achieving these;

- emphasis on 'student performance and progression' rather than 'retention';
- inclusiveness and relevance of the Strategy for all subject areas;
- emphasis to be placed on the involvement of employers, industry, and other stakeholders, particularly with regard to creativity and innovation;
- the role of non-academic staff in teaching and learning support;
- links to other complementary and supporting University strategies.

07.244 VARIATION WITHIN UNIVERSITY REGULATORY FRAMEWORK

The Committee received paper TLC/07/104 from the Faculty of Social Sciences requesting that it be permitted to use two 45 point modules in the Postgraduate Diploma in Procurement Executive Development.

The Committee noted that as proposed in the draft Teaching and Learning Strategy the possibility of increased flexibility in the University's regulatory framework would be considered in the near future.

AGREED: that the proposal be approved.

07.245 PRIZES: STUDENT ESSAY COMPETITION

The Committee received a proposal from the Forum for Innovation in Teaching and Learning Support for the establishment of a student essay competition for three prizes of £250 each. The competition was similar to the scheme run by the HE Academy through its Subject Centre Network (TLC/07/105).

The purpose of the competition would be to encourage students to consider entering such competitions (internally and externally) and to gather information on the student experience as a resource for all aiming to enhance the student experience at the University. The competition would be co-ordinated by the Forum.

It was suggested that it might be restrictive to require an 'essay' for the competition and that it should be aligned with the national competition which accepted other forms of submission, for example videos.

AGREED:

- i) that the proposal be welcomed and endorsed in principle;
- ii) that consideration be given to including other forms of submission in the competition;
- iii) that Mr Sharma be added as a member of the project team;

- iv) that full details of the prize criteria be forwarded to the Committee for consideration and onward recommendation to the Council for the establishment of a new prize.

07.246 NEW PRIZES

The Committee received paper TLC/07/106, proposing new prizes, two each in the Faculties of Art, Design and the Built Environment, Business and Management, Computing and Engineering, and one in the Faculty of Social Sciences.

The Committee was pleased to note that some of these were targeted at first and second year students.

AGREED: that it be recommended to Council, through the Development, Communications and Marketing Committee that the prizes be approved.

07.247 FRAMEWORK FOR THE PROPOSED CERTIFICATE OF PERSONAL AND PROFESSIONAL DEVELOPMENT

The Committee noted that at the evaluation of a framework for the Certificate of Personal and Professional Development on 20 November 2007, the Evaluation Panel had noted that a number of departures and changes to the regulatory framework would be required. The Panel's report detailing the conditions and recommendations for approval would be considered by CASC at its meeting on 10 January 2008.

The initiative was intended to create a broad framework through which students would take individual credit-bearing modules, at Level A or 1, and, upon completion of 60 credit points, receive a University award. The scheme would provide a new structure for Faculties to develop a range of short courses suited to the part-time market, which the University had not to date properly addressed. Current (full-time or part-time) students might also be able to take additional modules outside their courses within the framework as new part-time students.

The Committee was asked to consider a request from the course planning committee for consideration of a number of matters at this stage in order to allow modules to be taken from February 2008. A further paper would be forwarded at a later date on proposals relating to the following:

- the addition of the award to the University's Qualifications and Credit Framework as a distinct award;
- new programme regulations, including a departure from the University's General Entry Requirements for Certificates;
- the quality and standards assurance of modules (including those to be offered by non-academic departments);
- external examining and Boards of Examiners;

- student evaluation and feedback;
- annual monitoring;
- student support and access to other facilities.

Current Proposals

a) Change to Regulatory Framework

The Committee noted that approval was sought for 5 credit point modules within the Certificate of Personal and Professional Development framework at levels A/1. While 5 point modules were currently allowed for credit-bearing modules offered as short courses, they were not normally permitted within award-bearing courses.

It was also noted that stand-alone credit-bearing modules (including 5 point modules) were not currently held on the Student Record System and module database. It was proposed that Faculties be permitted to identify modules for incorporation within the Certificate of Personal and Professional Development framework by the CA3 process, and that the Academic Development and Student Services Department be asked to consider efficient arrangements for the recording of such modules and student enrolments.

b) APL

As not all students would be interested in studying the minimum number of modules required for a University award (amounting to 60 credit points), it was intended that students would not register for the award until they were eligible for it. This was in breach of a Guiding Principle for the Accreditation of Prior Learning 2006 (Section 1 iii) which did not permit full exemption:

“For programmes of 180 or more credit points, students must register for modules amounting to at least the final third of the credit value of the award at the highest level. For programmes of up to and including 120 credit points, students must register for modules amounting to at least the final half of the credit value of the award at the highest level. Exemptions shall not be permitted for these modules.”

It was proposed that the following sentence be added:

‘This restriction shall not apply to the Certificate of Personal and Professional Development.’

c) Borrowing Rights and Access to Electronic Resources for Occasional Students

As students would not be initially registered for an award, they would be deemed Occasional Students in accordance with Ordinance XXVI. It was noted that it would be necessary to review the Library Regulations which

limited the borrowing and access rights of occasional students, as modules might expect students to use electronic resources or borrow books for study purposes.

Currently Library Regulations restricted the borrowing rights in this category to full-time occasional students who were pursuing programmes normally of not less than 20 weeks duration (3.1(b)). All occasional students were explicitly excluded from access to electronic resources (4).

It was proposed that the Pro-Vice-Chancellor (Academic Development and Student Services) ask the Director of Information Services to review the Regulations and to make a recommendation for revision to Senate, through the Academic Development and Student Services Committee.

d) Course Management

The Committee noted that, as this provision was not a traditional course, it would be managed by a new arrangement and consequently a different nomenclature would be appropriate. Instead of Course Director and Course Committee, it was proposed to use the terms Programme Manager and Management Committee.

AGREED: that proposals (a – d) be approved, subject to a formal recommendation for approval of the framework from CASC (January) following its consideration of the Evaluation Panel report.

Duration 2 hours 50 mins

18 December 2007

AGF/CA/lh

COURSE APPROVAL

FACULTY OF ART, DESIGN AND THE BUILT ENVIRONMENT

MSc in Architectural Studies (FT)

NOTED: that the Evaluation Panel had met previously in April 2007 to consider proposals for MArch and MSc in Architectural Studies and that at that time the MSc had not been approved as the Panel had not been convinced of the coherence of the learning outcomes at both programme level and module level and of the clarity of content and assessment of the programme;

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of three years (intakes 2008 – 2010), in line with the period of approval for the provision within Subject Unit 2G.

FACULTY OF BUSINESS AND MANAGEMENT

Revalidation Subject Unit 5J: MSc Innovation Management in the Public Service

NOTED: (a) that a joint University/Higher Education and Training Awards Council (HETAC) event had been held; that the programme was offered jointly, in part-time mode only, by the University (Magee campus) and Letterkenny Institute of Technology and that students received a joint University/HETAC award;

(b) that the programme was currently targeted at public servants in the political arena, but that it was the intention that the target pool would be widened to include the broader public sector, such as the Health Services.

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a further period of five years (intakes 2008 – 2012).

Course Withdrawals

NOTED: that the following courses had been withdrawn:

Advanced Diploma in Management Practice: (specific cohorts)	MAGNI (PT) NICVA (PT) Greenmount (PT) GAP (PT) SEI (PT)
--	---

Certificate in Management Practice:	CSA (PT) SME (PT)
-------------------------------------	----------------------

BSc Hons International Hotel and Tourism Studies with French (FT) (CE - Portrush)	
--	--

BSc Hons International Hotel and Tourism Studies with German (FT)
(CE - Portrush)

BSc Hons International Hotel and Tourism Studies with Spanish (FT)
(CE - Portrush)

BSc Hons International Hospitality with French (FT) (CE - Portrush)

BSc Hons International Hospitality with German (FT) (CE - Portrush)

BSc Hons International Hospitality with Spanish (FT) (CE - Portrush).

FACULTY OF COMPUTING AND ENGINEERING

Postgraduate Certificate in Health Informatics (PT) (JN)

- NOTED:
- (a) that the programme was innovative and would be delivered in part-time mode by blended learning, with face-to-face teaching at the Jordanstown campus, from January 2008;
 - (b) that the programme had been developed in response to a request from the Health and Personal Social Services (HPSS) for provision that would meet the demands of a Professional Certificate in Health Informatics (HPSS standard) and initially all students enrolling on the programme would be HPSS employees;
 - (c) that a separate external validation would be carried out by an Industrial Panel to assess the professional issues within the programme, which were associated with the Professional Certificate;
 - (d) that the Panel had been of the view that the Research Methods module did not sit comfortably within the Postgraduate Certificate and that this module had not been approved as part of the programme.

AGREED: that, subject to the conditions of the Panel being met, the programme be approved for a period of five years (intakes January 2008 – January 2012).

Revalidation Subject Unit 16B: Computing (Undergraduate/Jordanstown)

- NOTED:
- (a) that the provision included a part-time 'top-up' degree (BSc Hons Computing and Information Systems) and that until revalidation this programme had also been offered at Fermanagh College, but that this outcentre provision had now been withdrawn;
 - (b) that the BSc Hons Computing Science would be offered with a number of new specialisms, which would be available as options in the final year of study; these specialisms would be formally recognised in the award titles and marketed as separate programmes.

AGREED: that, subject to the conditions of the Panel being met, the following provision within Subject Unit 16B be approved for a further period of five years (intakes 2008 – 2012):

BSc Hons Computing Science (FT)
BSc Hons Computing Science with Specialisms (FT) (Artificial Intelligence; Enterprise Technologies; Healthcare Technologies; Mathematical Applications; Network Technologies)
BEng Hons Software Engineering (FT)
BSc Hons Information and Communication Technologies (FT)
BSc Hons Interactive Multimedia Design (FT)
BSc Hons Computing and Information Systems (PT)
Integrated Foundation Year for BSc Hons Computing Science (FT).

Course Withdrawals

NOTED: that the following courses had been withdrawn:

BSc Hons Computing and Information Systems (PT) at SWC (Enniskillen campus – outcentre)
BSc Hons Computer Science Integrated Foundation Year (PT) at NWRC (outcentre)
BEng Hons Electronics and Computer Systems Integrated Foundation year (PT) at NWRC (outcentre)
BA Hons French and Computing (CE)
BA Hons German and Computing (CE)
BA Hons Spanish and Computing (CE).

AG
28 November 2007

COURSE APPROVAL SUB-COMMITTEE

22 November 2007

COURSE REVISIONS

FACULTY OF ARTS

Undergraduate Hons Subject: Drama

To change the coursework requirements for module DRA504M1;

Undergraduate Hons Subject: Irish (Minor) at Magee

To replace two modules in the Minor strand from 2007/08;

BA Hons Humanities at Southern Regional College (Newry – outcentre)

To transfer the six level 3 'Jordanstown' modules to 'Coleraine';

Undergraduate Honours Subject: History

To introduce two new optional modules;

BA Hons Media Arts

To replace the requirement to take two modules from another subject with two existing Media related modules; FLM101C1 in Year 1, semester 1 and MED102C2 in Year 1, semester 2;

MA Journalism

To change the titles of four modules; to remove one module; to make two modules compulsory; to revise the assessment requirements for the Dissertation module so that the length of the dissertation is reduced to 5-8000 words and is accompanied by audio/audio visual work; to identify two modules as non condonable.

FACULTY OF BUSINESS AND MANAGEMENT

Advanced Diploma in Management Practice

To request additional course codes for the client groups of students from the Police Ombudsman's Office; from Ards Borough Council; from Capita;

FdSc Event Management (Culture, Arts and Leisure) at South West College (Omagh)

To change the assessment requirements in module LEC300X1;

BSc Hons Business Studies

To remove two optional modules;

PgDip/MSc Innovation and Entrepreneurship (now Business Development and Innovation)

To revise the titles of two modules.

FACULTY OF COMPUTING AND ENGINEERING

BEng Hons Software Engineering

BSc Hons in Computing Science

BSc Hons in Information and Communication Technologies

To introduce a new optional module, Emerging Healthcare Technologies;

BSc Hons Mathematics with Computing (with DIS)

To change the semesters of delivery of modules MAT512, 520 and 517; to change module MAT508J2 to COM508J2 to increase student choice.

FACULTY OF LIFE AND HEALTH SCIENCES

CertHE/FdSc Rural and Countryside Management at CAFRE

To make module ENS321X2B also available in semester 1;

BSc Hons Psychology/BSc Hons Social Psychology

To change the semester of module PSY553;

BSc Hons Nursing Sciences (ISEC outcentre)

To introduce a level 3 optional module (Management of the Suicidal Person);

MSc Health Science

To introduce a new optional module in Renal Disease and The Lower Limb.

FACULTY OF SOCIAL SCIENCES

Access Diploma in Social Sciences and Humanities at South West Regional College – Enniskillen

To reduce the demand of level A module (Studies in Contemporary Society 1) to NICATS level 2;

Access Diploma in Social and Life Sciences at North West Regional College – Limavady campus

To reorganise the course structure (by moving ENS002X1 to semester 2);

Undergraduate Hons Subject: Politics

To withdraw module POL111J1 from the Undergraduate Hons Subject, and as an option in other subjects;

BSc Hons Community Development

To change the year and semester of six modules and the content and title of one module;

BSc Hons Communication

To replace a compulsory Year 2 module for 2007/08 only;

PgDip/MA TESOL

To revise the regulations in respect of progression to the dissertation stage and to revise the assessment requirements in module EDU834C1.

University of Ulster CPD Policy

Introduction

The University is committed to supporting and developing its staff to enable the achievement of institutional objectives and realisation of its staff's potential not only in the early stages of their career but throughout their employment.

This is articulated in both the University value "provide quality learning and development for students and staff" and the Corporate Plan (2006-2010/11) key supporting objectives:

"to encourage all academic staff to undertake scholarly activity to support learning teaching and enhancement in their subject" and

"to ensure that staff engage on an on-going basis in appropriate career development and Continuing Professional Development (CPD) activities"

based on a broad definition of CPD as being:

"any process or activity, planned or otherwise, that contributes to an increase in, or maintenance of knowledge, skills and personal qualities related to the person's role"

The CPD definition above, not only supports the more traditional forms of development such as briefing sessions, workshops, seminars and conferences, but also supports more progressive forms of development such as coaching, mentoring, work shadowing, work-based projects, peer learning, secondment, self-directed learning and is applicable to staff at all stages of their career.

The Pro-Vice Chancellor for Teaching and Learning, in line with her responsibility for CPD within the institution, established a sub-committee for Continuing Professional Development in November 2006 with agreed Terms of Reference to:

1. consult and advise on the implications and implementation of the University's professional development policy and associated accreditation frameworks
2. advise and make recommendations to the Teaching and Learning Committee on University policy in relation to CPD and to identify how they will impact on other related University policies and practices
3. guide the introduction and subsequent development of the online system for the support of CPD
4. monitor and report on progress towards meeting CPD corporate metrics

The Sub-Committee for Continuing Professional Development comprises representation from each of the staff constituencies within the University and is chaired by a Senior Academic.

In response to the first two Terms of Reference the Sub-Committee for Continuing Professional Development has developed a draft CPD Policy for all University of Ulster staff along with a draft CPD Code of Practice for Academic Staff. These will be presented to the Teaching and Learning Committee on 5 December 2007.

The Sub-Committee for Continuing Professional Development is currently developing a draft CPD Code of Practice for Support Staff which will be presented at the Teaching and Learning Committee in February 2008.

A Business Case for the future development and implementation of online and manual systems to support and record CPD activity within the University (Terms of Reference 3 & 4) will also be presented to the Teaching and Learning Committee in February 2008.

Draft guiding principles underpinning the CPD Policy

1. Continuing Professional Development (CPD) is defined within UU as:

“any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person’s role”
2. **Appropriate CPD activities** supported by the organisation will include:
 - **essential**, where the development activity is either a requirement of legislation, condition of employment or compulsory for the role
 - **encouraged**, where the development activity is explicitly linked to the achievement of agreed organisational objectives for which resources will be prioritised
3. Everyone employed by the University of Ulster will be encouraged to engage, on an ongoing basis in appropriate career development and continuing professional development activities to ensure professional standards are achieved and/or maintained in good standing and that staff are enabled to respond to change and challenges within the University
4. Where possible and reasonable, CPD activities will be designed to ensure that they are universally accessible, with regard to disability
5. CPD activity in terms of level of participation, quality of provision and learning outcomes will be reviewed and evaluated by the individual staff member and his/her Line Manager.
6. All CPD activity ie, that delivered within the University and externally will be reported on an annual basis to the Pro-Vice-Chancellor (Teaching and Learning) and the Sub-Committee for Continuing Professional Development.

University of Ulster draft CPD Policy

Purpose

The University of Ulster seeks to create an environment that leads, develops and motivates all staff through processes of continuing personal and professional development consistent with the current and future needs of the University.

The intent of this CPD Policy is to outline the University of Ulster's commitment to:

*“ensuring that **staff** engage on an ongoing basis in **appropriate** career development and continuing professional **development activities**”*

Aims of the CPD Policy:

- 1 to provide a framework within which decisions about continuing professional development may be made and supported
- 2 to define the responsibilities of individual staff members, managers and the organisation for either engaging in, or enabling others in personal and professional development
- 3 to identify and ensure the support for a range of development opportunities available for the continuing development of University of Ulster staff

1.0 Scope of CPD Policy

Continuing Professional Development is defined within UU as:

“any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person's role(s)”

Staff includes everyone employed by the University of Ulster including targeted stakeholders (eg, external examiners, lay members of council)

Appropriate development activities supported by the organisation will include those considered to be:

- **essential** where the development activity is:
 - (i) a requirement of legislation
 - (ii) a condition of employment or
 - (iii) compulsory for a specific role
- **encouraged** where:
 - (i) the activity enables
 - Professional Enhancement (including expert knowledge, practice based development, management and leadership development)
 - Personal Effectiveness

- (ii) the development activity is considered a relevant and appropriate priority linked to achieving the work, aims and objectives of the University, school, department and/or individual career development
- (ii) there are sufficient resources to facilitate the development activity including the provision of cover to ensure service delivery is not compromised.

2.0 CPD Responsibilities

2.1 Individual members of staff are responsible for taking an active role in:

- planning their personal development
- undertaking the agreed development activities
- keeping records of their personal/professional development activities
- detailing the learning outcomes in their respective Developmental Appraisal Reviews.

2.2 Line Managers are primarily responsible for ensuring all staff members' support and development needs are identified and responded to appropriately via:

- local induction
- interim and final probation period reviews
- informal and formal Developmental Appraisal Reviews

2.3 Line Managers will be required to complete an annual CPD Activity Report for submission to his/her Dean/Director who will collate an annual Faculty/ Department CPD Activity Report via the Head of Staff Development for submission to the CPD sub-committee and ultimately to the Teaching and Learning Committee.

The purpose of the annual CPD Activity Report is to monitor and evaluate commitment to, and the effectiveness of, the CPD policy and procedures.

Records of external CPD activities arranged and funded locally are the responsibility of the relevant faculty or department.

2.4 The Staff Development Unit will advise and assist where required:

- individual members of staff
- managers
- other internal providers of CPD activities eg, Human Resources, Student Support Services, Careers, Equality, Finance, Governance and Planning and Faculty Staff

Staff Development will facilitate a comprehensive range of in-house learning and development opportunities aligned to the University's strategies and prioritised CPD objectives.

Staff Development will be responsible for maintaining records of all centrally-provided CPD activities.

- 2.5 Internal providers of CPD activities and managers have a joint responsibility for ensuring that staff are kept informed about the learning and development opportunities open to them.

Internal providers of CPD activities will be responsible for maintaining Attendance Records and submitting these to the Staff Development Unit for annual monitoring and reporting.

3.0 CPD support available and how to access this support

- 3.1 The University will commit support (time and/or funding) for all approved, internally provided or co-ordinated **essential** and those **encouraged CPD activities** that are prioritised and aligned to central core needs/organisational objectives.

Funding for approved CPD activities may be provided from one of the following sources:

- directly via Line Manager's recurrent budget
- indirectly via internal UU providers and/or external providers contracted by Staff Development
- generation of additional funding via internal and external consultancy/facilitation fees
- personal

Essential and **encouraged** CPD will usually take place during work time with cover arranged by the Line Manager where necessary.

Where possible and reasonable, delivery of CPD activities will be flexible to accommodate staff contracted to work out of office hours.

If part-time staff are required to participate in CPD activities outside their contractual hours they will normally be able to agree either time-in-lieu or payment for the additional hours.

Staff employed in either temporary or fixed-term contracts will be required to participate in the essential CPD activities deemed necessary for their role.

Some CPD activities, especially award-bearing courses, may involve attendance and study in the individual staff member's own time, during evenings or at weekends.

The University may also support CPD that individuals wish to undertake out of personal preference, however the Line Manager needs to assess such applications using the following criteria:

- the proposed CPD activity is relevant or adds value to the individual's performance and/or career development

- the amount of CPD is reasonable for any one member of staff to undertake within a given period
- the school/department can provide adequate staff cover

Where a member of staff covers (with no additional payment) the work of someone undertaking a CPD activity, managers will need to ensure that, as far as possible, arrangements are perceived as equitable by all concerned.

Support for staff wishing to undertake UU or other FE/HE institutions' award-bearing courses on a part-time basis will need to be approved by his/her Line Manager.

Arrangements for all centrally funded CPD activities are dependent on the funding available.

Staff members have the right to appeal CPD applications not supported by their Line Managers. Appeals should be made to the Line Manager of the complainant's Line Manager who may request advice from the Sub-Committee for Continuing Professional Development via the secretary of the Sub-Committee.

- 3.2 The Head of School or Department may commit support (time and/or funding) for prioritised, externally provided and **encouraged** CPD activities aligned to local specific needs.

Schools/Departments may fund and/or cover:

- prioritised external courses
- conferences
- leaves of absence/sabbaticals

The Head of School or Department will need to satisfy at least one or more of the following criteria to authorise support for attendance at conferences (funding, leave of absence and expenses):

- the individual staff member attending is presenting a paper relevant to the University's needs
- the substance of the conference is concerned with new developments either within higher education or within the respective individual staff member's professional area
- where there is a specific CPD opportunity and/or networking value for the individual staff member

It is recommended that the individual staff member commit to submitting a brief summary and evaluation report of the conference to his/her Line Manager.

- 3.3 Access to formal internally provided CPD activities will be via an application form and for formal externally provided CPD activities via a prior approval request completed by the individual staff member and approved by his/her Line Manager.

3.4 The range of learning and development opportunities may be:

(i) Work-based

- shadowing
- delegation
- coaching
- mentoring
- peer learning
- role enlargement
- active membership of Committees, Working Groups, Projects
- school, department, team Development Away Days
- internal and external consultancy
- self-directed and online learning

(ii) Internally facilitated by Staff Development and/or internal providers

(iii) Externally provided

- active membership of professional networks
- attendance at a conference
- secondment
- external courses/programmes
- distance/online learning

4.0 CPD Policy Review

4.1 This policy is subject to agreement by the Teaching and Learning Committee and Senate. The policy will be formally reviewed by the Sub-Committee for Continuing Professional Development every three years.