



self-evaluation document

for
QAA Collaborative Provision Audit visit

November 2006

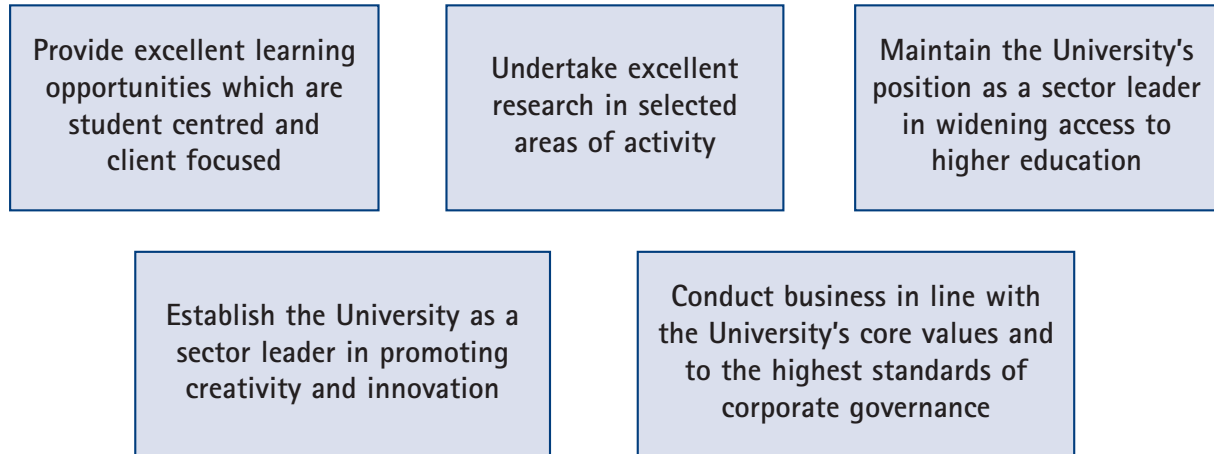
annexes

June 2006

Section	Page
ANNEX 1: University Draft Core Strategic Aims 2006/07 - 2010/11	3
ANNEX 2: Vision and Strategy 2000-2010 – Executive Summary	4
ANNEX 3: University Collaborative Provision: Strategy and Context, October 2005	7
ANNEX 4: Location of University Campuses	13
ANNEX 5: Map of Collaborative Provision (Northern Ireland)	14
ANNEX 6: List of Collaborative Partners and Awards as at 1 March 2006	15
ANNEX 7: (a) Committee Structure relating to Collaborative Provision from 2005/06	23
(b) Former Committee Structure (Pre 2005/06)	24
ANNEX 8: (a) Current Administrative Structure	25
(b) Former Administrative Structure (Pre 2005/06)	26
 STATISTICAL INFORMATION	
ANNEX 9: (a) Numbers of Collaborative Provision Courses with registered students 2000/01 – 2005/06	27
(b) Student Enrolments on Collaborative Provision Courses 2000/01 – 2005/06	27
ANNEX 10: Student Enrolments on Collaborative Provision Courses 2002/03 to 2005/06 by Partner Institution	28
ANNEX 11: Student Enrolments on Collaborative Provision Courses 2002/03 to 2005/06 by Faculty and Mode	29
ANNEX 12: Awards by Award Title for Collaborative Provision Courses 2002/03 – 2004/05	30
 FURTHER INFORMATION	
ANNEX 13: List of Abbreviations	31
ANNEX 14: List of useful Website Addresses	33
ANNEX 15: List of Evidence	35

**UNIVERSITY DRAFT CORE STRATEGIC AIMS
(from Draft Corporate Plan 2006/07 – 2010/11)**

To achieve its Vision and to ensure that it is enshrined in the day-to-day operations of the University the Institution has set five core strategic aims. These are to:



Underpinning these core strategic aims are five cross-cutting supporting aims. These are to:



**VISION AND STRATEGY 2000–2010
EXTRACT**

The University of Ulster has set out its Vision and Strategy to 2010. It explains how it expects to contribute to the economic, social and cultural advancement of Northern Ireland as a region, within a national and international context. It is intended that this document will form the framework for the University's internal planning, and that it will help to inform external stakeholders and audiences of the University's longer-term strategy and objectives.

The Nature of the University of Ulster

The University's core business activities are teaching and learning, research, and technology and knowledge transfer:

- Its provision is the largest of the universities on the island of Ireland spanning the Arts and Humanities, Social Sciences, Business and Management, Information Technology, Science, Health Studies and Engineering.
- A high proportion of its courses are vocational in nature.
- It is a major contributor to access and participation, lifelong learning and the enhancement of the region's knowledge and skills base.
- It has a major direct, and indirect, impact on the economy and community of Northern Ireland with an employment force of over 3,500, an annual turnover in excess of £110 million and capital investment of over £50 million in the past ten years.
- It has a strong reputation for innovation and success in teaching and learning including: developing a single credit framework for post-16 education in Northern Ireland; pioneering a Summer Semester scheme (now the largest in the UK); developing innovative and relevant programmes at all levels and modes of attendance across a wide range of subject areas; and attaining high quality across a range of subject provision as measured in the teaching and learning national quality assessment exercise.
- Strong and expanding partnerships have been forged with other education providers locally, in the Republic of Ireland, the UK and internationally, and with other agencies, local authorities, commerce and industry.
- Its research base has expanded and strengthened rapidly in terms of both quality and funding. In the 1996 Research Assessment Exercise (RAE) over 70% of the staff who were entered were in groups rated as 'of national excellence' or better, and Biomedical Sciences with a 5* rating was placed highest in the UK. External funding for research has doubled in the past five years.
- It is a major contributor to R&D capacity in Northern Ireland in support of local industry, the community and voluntary sectors, and of social and cultural development, a role which is strengthened by its collaborative links with higher education (HE) institutions and other agencies, locally, in the Republic of Ireland, the UK, and internationally.

- Technology and knowledge transfer and exploitation of ideas are promoted through a range of initiatives including: UUTECH Ltd, the University's technology transfer company; the Teaching Company Scheme (the University is in the top 5 of participating UK universities); its major role in the Northern Ireland Science Park initiative including the planning and development of sites at the Coleraine and Magee campuses, and its key role in development of the Belfast site.
- It has had a significant and direct involvement in attracting inward investment.

Environmental Framework

The University operates in an environment which has regional, national and international dimensions. Within this section a number of themes are developed which will significantly influence its future shape and direction.

- Regionally, the University will develop its key role in helping to shape policy and influence the direction of the region's educational, economic, social and cultural evolution both internally and by extending its North-South collaborative links.
- A region cannot develop in isolation but must be capable of competing successfully both nationally and internationally. This will involve the University in helping to develop in Northern Ireland a high knowledge-based economy embracing entrepreneurship and innovation. Nationally, devolution and regionalisation will bring opportunities to establish East-West linkages and will offer the Northern Ireland universities opportunities to build strong collaborative arrangements and

partnerships with educational institutions, businesses and organisations in other UK regions.

- Other considerations for University development will include: continuing involvement in national schemes such as the RAE; success in competing nationally (and internationally) for external research funding; the impact of national programmes and schemes on government policy and funding for HE and how these might affect, or apply locally in Northern Ireland (eg UK Foresight, the Joint Infrastructure Fund; the University Challenge; and the Science Enterprise Challenge).
- Internationally, the two Northern Ireland universities are uniquely placed to contribute to and collaborate in areas of conflict resolution and social inclusion. There will be opportunities to expand further the University's collaborative arrangements overseas; to deliver programmes through open and distance learning; and, in pursuing its international outreach activities, to contribute to the expansion of the region globally and to help secure inward investment.

Strategy

Underpinning its Vision, the University's strategy is to support and advance regional development through:

- Its innovative teaching and learning strategy which will seek to widen access to high quality relevant programmes and, through strategic partnerships, to enhance the region's knowledge and skills base, develop entrepreneurship and create an inclusive society.

- Pursuing a research, technology and knowledge transfer strategy which identifies and supports key wealth creating sectors; generates competitive advantage; exploits intellectual property; and provides or contributes to the development of facilities for innovation and growth including campus incubators and Science Park sites with associated distributed economic development nodes. Knowledge transfer will also involve the underpinning and promotion of social and cultural development in Northern Ireland through the application of research in the social sciences and humanities.

Realising the Vision

The University, in pursuing its Vision, will put into place the necessary mechanisms and structures to deliver effectively its core business strategies.

Its strategy for teaching and learning will be achieved by:

- Ensuring the continued effectiveness and relevance of its courses in meeting the knowledge, skills and development needs of the region's community, economy and society.
- Enhancing accessibility to and inclusivity of its provision by developing mechanisms which: exploit to their best advantage information technology and open and distance learning; advance the culture of lifelong learning; and create pathways into HE for those sections of the community which are currently under-represented or otherwise disadvantaged.
- Taking the necessary steps to ensure the highest quality and standards in: its course provision; the learning environment and

experience; the recruitment, development, motivation and reward of its teaching personnel; and its physical infrastructure.

- The expansion of strategic partnerships with other education providers, local public and private sector organisations and employers, in order to advance, in the most effective way, the creation of a knowledge-based society embracing the concepts of lifelong learning, continuing professional development and entrepreneurship.

**COLLABORATIVE PROVISION:
STRATEGY AND CONTEXT
OCTOBER 2005**

**1 RATIONALE FOR COLLABORATIVE
PROVISION**

This paper seeks to outline the context within which collaborative activity and the educational partnerships with institutions external to the University of Ulster are developed. Further, it identifies the key strategic principles underpinning all collaborative activity and recognises that this strategy will need to be regularly reviewed in light of both internal and external factors such as changes in government policy. The responsibility for reviewing and updating the strategy lies with the University's Academic Development and Student Services Committee.

Collaborative provision within the University of Ulster usually refers to the delivery of programmes of study involving a partner institution. However, collaboration may also imply a wider range of activities, including formalised arrangements for the Accreditation of Prior Certificated Learning (APCL), research, student and/or staff exchanges, technology transfer, short course or Continuing Professional Development (CPD) programmes linked to life-long learning provision and e-Learning. This strategy concentrates specifically on collaborative provision as defined in the "QAA Code of Practice on Collaborative Provision, Flexible and Distributed Learning", but excludes flexible and distributed learning.

The Strategy for Collaborative Provision outlined below has taken cognisance of a number of key internal and external policy documents or statements.

1.1 Internal Influences

This Strategy is set within the context of the overall vision of the University of Ulster, which is, "To be an outstanding regional university with a international reputation for quality". Collaborative activity within Northern Ireland clearly contributes to this vision through the development of programmes of study with partners at a wide range of geographical locations across the region. This in turn emphasises the University's commitment to widening access to higher education. The application of University quality processes for programmes offered through collaborative activity contributes to our national and international reputation and encourages the sharing of good practice amongst partner institutions, leading to mutual enhancement of activity. As partnerships develop, additional opportunities may arise and may include for example, collaboration involving research and/or technology transfer.

The University's Teaching and Learning Strategy has informed the development of this Strategy by emphasising the need for flexibility, variety and diversity, fulfilment of potential through learning and creativity, the advancement of knowledge and the promotion of understanding. Individual faculty strategies for collaborative provision have contributed to many of the principles outlined in this document and thus it reflects a broad range of knowledge and expertise from across the University.

Finally, the main goal of the University's International Strategy is to expand the number of international students. To achieve this strategic goal, formal links with overseas institutions are required. The International Strategy identifies specific target regions

within which Faculties should concentrate their efforts with respect to international collaboration.

1.2 External Influences

University of Ulster involvement in collaborative provision is also well supported by government policy. The Department for Employment and Learning's "Skills Strategy for Northern Ireland" places a strong emphasis on the provision of foundation degrees with a clear commitment to increase the number of these programmes being offered within areas of priority skills. Their "Strategic Plan for 2004 to 2007" also indicates that foundation degrees are an important dimension in widening access, which in itself is a key aspiration of the University. To achieve these goals there needs to be collaboration with both further education providers and employers. Further evidence for this lies in the Department of Enterprise, Trade and Investment's "Innovation Strategy", which states, "All levels of industry and academia/education must be encouraged to work ever more closely together".

The broader context for this strategy also includes the "International Strategy for HEFCE", in which the Higher Education Funding Council for England recognises that higher education is operating in a global market where competition will continue to intensify, particularly given increased student mobility. Clear benefits arise from the internationalisation of the curriculum and from the exchange of students between countries. The University therefore supports the principle of strategic international collaboration and recognises that, as with collaboration with UK institutions, benefits of mutual enhancement and sharing of good practice similarly accrue from collaboration

with internationally based institutions.

Hence, in setting its objectives and priorities for collaborative provision, the University is mindful both of the need to follow the specific lines of development set out below and to be able to respond to emerging opportunities and developments that accord with this broad but changing wider context.

2 THE STRATEGY

2.1 Over-arching Principles

The following principles should underpin all new collaborative activity. However, it is recognised that some existing provision may not align with these principles but that these commitments to partnership must be honoured. As existing collaborative programmes are revalidated, these principles should be applied and thus over time will apply to all collaborative activity.

1. All collaborative provision must align with and adhere to the "QAA Code of Practice on Collaborative Provision, Flexible and Distributed Learning".
2. The number and type of collaborative links will be planned in accordance with the University's Academic Planning Process and will reflect the needs of the region, core business of the University and Government policy.
3. Faculties should be able to demonstrate to the University how future developments align with individual faculty goals, strategies and academic plans, as agreed through the University's Academic Planning process.

4. When considering new collaborative proposals, the University will satisfy itself that the proposal will complement existing University provision, rather than compete with it. The University will also seek to satisfy itself that adequate resources are available, both within the University and also the partner institution.
5. Faculties will ensure that all collaboration is undertaken in such a manner as to minimise any risk.
6. Through the role of Faculty Head of Collaborative Courses and the Initial Strategic Assessment of new partners and (re-)validation processes, the University will assure the quality and standards of existing programmes and ensure that new course developments and partnership arrangements are robust and secure.
7. The University recognises that collaborative activity can be undertaken in the broad context of the provision of education rather than solely for financial reward. However, the University will routinely review its fee structures to ensure they continue to reflect the value of its provision.

2.2 Local Collaborative Activity

The term 'Local Collaborative Activity' is typically used to refer to collaboration with partners located within Northern Ireland. However, in this context, collaborative activity with partners situated within Great Britain and Ireland is also included. The following principles are applicable to collaboration that falls within this definition and are in addition to those outlined in Section 2.1.

1. The University is committed to engaging with a wide range of partners, particularly those within Northern Ireland, including educational and other relevant governmental organisations in keeping with the Northern Ireland Skills Strategy and Innovation Strategy. Currently there are formal links with all of the Further Education Colleges within Northern Ireland.
2. The University seeks to adopt a regional approach to course provision and within this to encourage and support Centres of Excellence, thus avoiding duplication and hence over-provision within particular subject areas.
3. The University will move to transfer its intermediate level qualifications to the FE sector in such a way as to reflect regional requirements and support for the community, except where geographical or other issues prevent this. In line with Government policy, the University will, in particular, support the development of Foundation Degrees.
4. In order to maximise the potential benefits from students who wish to extend their studies to higher levels, clear and formalised articulation routes should be identified for all intermediate level qualifications.

2.3 Overseas Collaborative Activity

The term 'Overseas Collaborative Activity' is used in this context to refer to collaboration outside of Great Britain and Ireland. The following principles are applicable to collaboration that falls within this definition and are in addition to those outlined in Section 2.1.

1. International collaboration will be considered where it will enhance the University's international reputation, provide opportunities for research links, internationalise the curriculum and/or generate resource for the University.
2. The University's preferred model of overseas collaboration is that students undertake the early years of a programme at a partner institution and then come to the University of Ulster with advanced standing. Ideally, the early years form part (or all) of an overseas qualification which applicants then use as the basis of an Accreditation of Prior Certificated Learning (APCL) application.
3. In cases where these preferred models are not feasible, franchised and/or validated provision may be considered.
4. It is the University's preference that new proposals for offering collaborative programmes overseas should link with existing, approved partners. New partnerships will be accommodated provided they do not conflict with existing relationships and align with other University of Ulster plans, for example the University's International Strategy or the identification of new markets.
5. Specific proposals which involve new partners will only be considered once the proposed partner institution has undergone an institutional review process, which will involve the International Office.

3 ORGANISATIONAL STRUCTURES & PROCEDURES

The University, through a review of the role of University Assessor, identified the need for

Faculty Heads of Collaborative Courses. These individuals are the key link between partner institutions and the University. They have specific responsibilities in monitoring admissions and enrolment, teaching and learning, assessment, resources, student support and quality and are required to report on these aspects annually. Other individuals may also interact with partner institutions, for example, subject specialists may engage directly with course teams in partner institutions.

All Faculty Heads are members of the Faculty Heads of Collaborative Courses Forum. This Forum facilitates the development of consistent policy and practice across the University as well as facilitating the identification and dissemination of good practice. It formally reports to the University Teaching and Learning Committee but can also refer business to the Academic Development and Student Services Committee. Either of these committees can refer issues directly to the Forum for consideration. The Chairman of the Faculty Heads of Collaborative Courses Forum is a member of both Teaching and Learning Committee and Academic Development and Student Services Committee.

The University's International Office also has a remit in terms of overseas collaborative activity. This office reports to the PVC Academic Development and Student Services who sits on the Faculty Heads of Collaborative Courses Forum, Teaching and Learning Committee and Academic Development and Student Services Committee and hence can raise international matters in the most appropriate grouping.

The University of Ulster is ultimately responsible for the standard and security of

all of its awards, regardless of the location or method of delivery. It is therefore imperative that appropriate structures and procedures are in place to provide the required levels of confidence in programmes delivered through partner institutions. However, it is not the intention to place unnecessary burdens on partners and thus the general underpinning principle in terms of quality assurance and enhancement is that where processes and procedures within partners achieve similar objectives to University of Ulster processes, these can be applied to the collaborative programme. However, if there are omissions then the partner institution must either adapt their own processes or adopt the University process. There are a small number of exceptions to this principle and these are outlined in the University's 'Guide to Collaboration in the Provision of Programmes of Study' .

Quality assurance procedures within partner institutions are reviewed as part of the validation process. Proposals from new partner institutions will undergo an initial institutional-level review before proceeding to the more detailed programme level. Documentation from the institutional approval process is considered by the Senior Management Group to ensure, for example, that the proposed partner institution is financially sound, has an appropriate level of quality assurance and enhancement processes in place at the institutional level and that the collaboration aligns with other University activities where relevant.

Locally, the University is also working in partnership with the Education and Training Inspectorate (ETI) with the aim of aligning the documentation which both bodies require from further education partners. This will further reduce the requirements for

paperwork within local partner institutions without impacting on the security of the award.

The University will continue to work alongside its partners to provide staff in partner institutions with appropriate staff development in connection with delivering higher education programmes. For example, the University will facilitate visits from partner institutions to observe our internal quality assurance and enhancement procedures in operation.

The University will also revisit the concept of 'Associate Colleges' and reconsider the criteria and benefits for partners achieving this status.

4 Key Targets

Table 1 identifies a number of specific targets arising from this strategy that will be addressed within the specific timeframes identified. Monitoring of progress against these specific targets will be the responsibility of the Academic Development and Student Services Committee, which will have responsibility for the updating of this strategy.

Table 1: Key Targets

Target	Due By	Responsibility
Develop an enhanced financial model to enable a more accurate costing for each collaborative activity.	March 2006	Finance Department
Reconsider the criteria required for and associated benefits of Associate College status.	September 2006	PVC Academic Development and Student Services
Give detailed consideration to the provision of student transcripts for students undertaking programmes through collaborative partners	September 2006	PVC Academic Development and Student Services
The roll out of all intermediate qualifications to the further education sector, except where geographical or other issues prevent this.	September 2007	Faculties
Faculties should ensure that formal top-up routes exist for all intermediate programmes in partner institutions and that these routes are promoted in an appropriate manner.	September 2007	Faculties
Develop further the working relationship with the Education and Training Inspectorate with a view to aligning further the quality assurance processes and procedures required of local further education providers.	Ongoing	PVC Teaching and Learning

5 CONCLUSION

Collaborative activity is a core element of the University that directly contributes to our overall Vision and Mission. It offers many potential benefits, for example:

1. Increased internationalisation of the curriculum
2. Diversification of markets
3. Possible opportunities for staff/student exchange
4. Possible opportunities for international research collaboration
5. Financial reward

However, there are also associated risks which must be carefully managed through the appropriate allocation of resources to support the planned activity and also the strict adherence to a clear and coherent overall strategy.

LOCATION OF UNIVERSITY CAMPUSES



campus
one

COLLABORATIVE PROVISION (Northern Ireland)



LIST OF INSTITUTIONS RECOGNISED FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS AND CENTRES APPROVED TO OFFER AWARDS OF THE EDEXCEL FOUNDATION (FROM 2005/06 INTAKE) (MARCH 2006)

(Programmes marked in bold have been approved from the 2005 intake and programmes marked in *italics* have been withdrawn 2005/06)

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTES
Armagh College of Further and Higher Education (Associate College)	Diploma in Irish Language	Arts	7	P/T	3.5
	HNC Business and Finance	Business & Management	22	P/T	11
	DipHE/FdSc Sport, Exercise and Fitness*	Life & Health Sciences	-		-
	FdSc Architectural Technology*	Engineering	-		-
	FdSc Information Communication Technology: Software Engineering	Engineering	-		-
The Beeches Management Centre	Postgraduate Diploma in Health and Social Services Management	Social Sciences	79	P/T	39.5
Belfast Institute of Further and Higher Education	<i>Diploma in Foundation Studies in Humanities and Social Sciences for Mature Students (withdrawn)</i>	Social Sciences	65	P/T	32.5
	Diploma in Foundation Studies for Mature Students (Science and Technology)	Life & Health Sciences	261	P/T	130.5
	Diploma in Foundation Studies in Computing and Business	Engineering	8	P/T	4
	Diploma in Foundation Studies in Computing and Multimedia	Engineering	19	P/T	9.5
	<i>Diploma in Women's Studies (withdrawn)</i>	Social Sciences	11	P/T	5.5
	CertHE in Combined Social and Behavioural Sciences	Life & Health Sciences	108	P/T	54
	CertHE in Community Development and Education	Social Sciences	18	P/T	9
	CertHE in Counselling	Social Sciences	-		-
	<i>HND Architectural Technology (with CIS) (withdrawn)</i>	Engineering	8	P/T	4
	HND Building Engineering (with CIS)	Engineering	4	F/T	4
	<i>HNC/HND Retail and Customer Services Management (with CIS/CAS) (HNC withdrawn)</i>	Business & Management	-		-
	DipHE/FdSc Counselling*	Social Sciences	85	P/T	42.5
	DipHE/FdSc Supported Learning*	Engineering	-		-
FdEng Software Engineering	Engineering	-		-	
FdSc Architectural Technology	Engineering	20	F/T	20	
FdSc Construction Engineering	Engineering	-		-	

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs
Belfast Institute of Further and Higher Education (Continued)	FdSc Culinary Arts	Business & Management	4	F/T	4
	FdSc Hospitality and Tourism Management	Business & Management	3	P/T	1.5
	FdSc Hospitality Management	Business & Management	34	F/T	34
	FdSc Multimedia	Business & Management	31	P/T	15.5
	FdSc Travel and Tourism Management	Business & Management	-	F/T	-
	Advanced Diploma in Health Promotion	Engineering	35	F/T	35
	BSc Hons Business Studies (Level 2)	Business & Management	67	F/T	67
	BSc Hons Business Finance and Investment (Level 2)	Life & Health Sciences	3	P/T	1.5
	BSc Hons Retail, Marketing & Customer Services Management (Level 2)	Business & Management	29	P/T	14.5
	BSc Hons Social Work (Levels 1 and 2)	Business & Management	25	F/T	25
Castlereagh College of Further and Higher Education	HNC/D Computing	Business & Management	29	P/T	14.5
	HNC Computing (Software Engineering)	Business & Management	13	F/T	13
	FdA Graphic Communication	Business & Management	7	F/T	7
	FdSc Computing	Social Sciences	48	F/T	48
	Diploma in Foundation Studies for Mature Students	Engineering	-	-	-
	HNC/D Building and Estate Management	Engineering	-	-	-
	HNC/D Retail Management	Arts	-	-	-
	DipHE/FdSc Sport, Exercise and Fitness*	Engineering	9	P/T	4.5
	FdEng Engineering	Social Sciences	97	P/T	48.5
	FdSc Computing for Education	Engineering	39	P/T	19.5
Causeway Institute of Further and Higher Education	DipHE/FdSc Sport, Exercise and Fitness*	Business & Management	-	-	-
	FdEng Engineering	Life & Health Sciences	37	P/T	18.5
	FdSc Computing for Education	Engineering	6	P/T	3
	FdSc Computing for Education	Engineering	8	P/T	4
College of Agriculture, Food and Rural Enterprise (Enniskillen)	FdSc Equine Management	Life & Health Sciences	29	F/T	29
	BSc (Hons) Equine Management	Life & Health Sciences	18	F/T	18

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs
College of Agriculture, Food and Rural Enterprise (Greenmount)	CertHE Horticulture	Life & Health Sciences	12	P/T	6
	FdSc Rural and Countryside Management	Life & Health Sciences	12	F/T	12
	FdSc Horticulture (with specialisms)	Life & Health Sciences	3 12 11	P/T F/T P/T	1.5 12 5.5
College of Agriculture, Food and Rural Enterprise (Loughry)	FdSc Food Manufacture	Life & Health Sciences	8	P/T	4
	FdSc Food, Nutrition and Health	Life & Health Sciences	-	-	-
	FdSc Food Production Innovation	Life & Health Sciences	-	-	-
	FdSc Food Studies	Life & Health Sciences	-	-	-
East Antrim Institute of Further and Higher Education	Diploma in Foundation Studies for Mature Students	Social Sciences	11	F/T	11
	HNC Business and Finance	Business & Management	94	P/T	47
	HNC/D Business and Marketing	Business & Management	24	P/T	12
	CertHE in the Humanities	Arts	-	-	-
	FdSc Computing for Education	Engineering	-	-	-
	FdSc eMedia	Engineering	-	-	-
	FdEng Telecommunications	Engineering	5	P/T	2.5
	-	-	-	-	-
East Down Institute of Further and Higher Education	Diploma in Foundation Studies for Mature Students	Social Sciences	33	P/T	16.5
	Diploma in Foundation Studies for Mature Students (Science and Technology)	Life & Health Sciences	-	-	-
	HND Business and Finance	Business & Management	18	P/T	9
	HNC/D Business and Marketing	Business & Management	-	-	-
	HNC/D Computing (Business Information Technology) (withdrawn)	Engineering	1	P/T	0.5
	HND Computing (Software Engineering) (with CIS) (withdrawn)	Engineering	7	P/T	3.5
	HNC Mathematical Studies (Mathematics, Statistics and Computing) (withdrawn)	Engineering	-	-	-
	HNC Sport and Leisure Management (withdrawn)	Life & Health Sciences	-	-	-
	DipHE Early Years Practice (withdrawn)	Social Sciences	-	-	-
	DipHE/FdSc Health and Social Care*	Life & Health Sciences	-	-	-

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs
East Down Institute of Further and Higher Education (Continued)	FdSc Architectural Technology	Engineering	-		-
	FdSc Construction Engineering	Engineering	19	P/T	9.5
	FdSc Timber Technology and Management (withdrawn)	Engineering	-		-
East Tyrone Institute of Further and Higher Education	HNC/D Computing (Business Information Technology)	Engineering	19	P/T	9.5
	HNC Sport and Leisure Management (withdrawn)	Life & Health Sciences	-		-
	BSc Hons Health and Social Care (Level 2)	Life & Health Sciences	10	F/T	5
	BSc Hons Health Sciences (Levels 1 and 2)	Life & Health Sciences	-		-
	BSc Hons Nursing Sciences (Level 2)	Life & Health Sciences	3	P/T	1.5
	BSc Hons Social Work (Levels 1 and 2)	Social Sciences	29	F/T	29
Fermanagh College	Diploma in Foundation Studies for Mature Students	Social Sciences	26	P/T	13
	Certificate in Counselling	Social Sciences	15	P/T	7.5
	CertHE in Counselling	Social Sciences	-		-
	CertHE in Humanities	Arts	-		-
	HNC/D Business and Finance (with CIS/CAS)	Business & Management	28	F/T	28
			7	P/T	3.5
			-		-
	HNC/D Business and Marketing (with CIS)	Business & Management	-		-
	HNC/D Public Administration (with CIS/CAS)	Business & Management	-		-
	HNC/D Retail and Customer Services Management (with CIS/CAS)	Business & Management	-		-
	DipHE/FdSc Counselling*	Social Sciences	26	P/T	13
	FdEng Electronic Engineering	Engineering	-		-
	FdSc Computing	Engineering	5	F/T	5
	FdSc Hospitality and Tourism Management	Business & Management	18	P/T	9
	FdSc Hospitality Management	Business & Management	9	P/T	4.5
FdSc Travel and Tourism Management	Business & Management	6	P/T	3	
Homefirst Community Health & Social Services Trust	Postgraduate Diploma in Health and Social Services Management	Social Sciences	24	P/T	12

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTES
Hong Kong College of Technology (Associate College)	BSc Hons Computing Science	Engineering	16	P/T	8
	BSc Hons Interactive Multimedia Design	Engineering	29	P/T	14.5
	BA Hons Travel and Tourism Management (withdrawn)	Business & Management	-		-
Limavady College of Further and Higher Education	Diploma in Foundation Studies for Mature Students	Social Sciences	86	P/T	43
	<i>Diploma in Computing (withdrawn)</i>	Engineering	-		-
	<i>CertHE in Community Development and Leadership (withdrawn)</i>	Social Sciences	-		-
	Certificate/CertHE in Irish History and Cultural Traditions	Arts	-		-
	CertHE in Fine and Applied Arts	Arts	19	P/T	9.5
	CertHE in Traditional Craft	Arts	20	P/T	10
	HNC Business and Finance	Business & Management	18	P/T	9
	<i>HNC Business and Marketing (withdrawn)</i>	Business & Management	-		-
	<i>HNC Retail and Customer Services Management (withdrawn)</i>	Business & Management	-		-
	AB Fine and Applied Arts	Arts	13	P/T	6.5
	DipHE/FdSc Counselling*	Social Sciences	39	P/T	19.5
	FdSc Computing with e-Media (withdrawn)	Engineering	4	P/T	2
Lisburn Institute of Further and Higher Education	Diploma in Foundation Studies for Mature Students	Social Sciences	36	P/T	18
	Certificate in Counselling	Social Sciences	-		-
	CertHE in Counselling	Social Sciences	-		-
	HNC/D Retail Management	Business & Management	-		-
	DipHE/FdSc Counselling*	Social Sciences	42	P/T	21
	FdEng Automation Engineering	Engineering	-		-
	FdSc Computing	Engineering	-		-
	FdSc Event Management	Business & Management	15	P/T	7.5
Newry and Kilkeel Institute of Further and Higher Education (Associate College)	Diploma in Foundation Studies for Mature Students [with pathways]	Social Sciences	319	P/T	159.5
	<i>Diploma in Information Technology Studies and Professional Development for Women (withdrawn)</i>	Social Sciences	-		-
	CertHE in the Humanities	Arts	31	P/T	15.5
	AB in the Humanities	Arts	51	P/T	25.5
	HND Building Engineering	Engineering	-		-

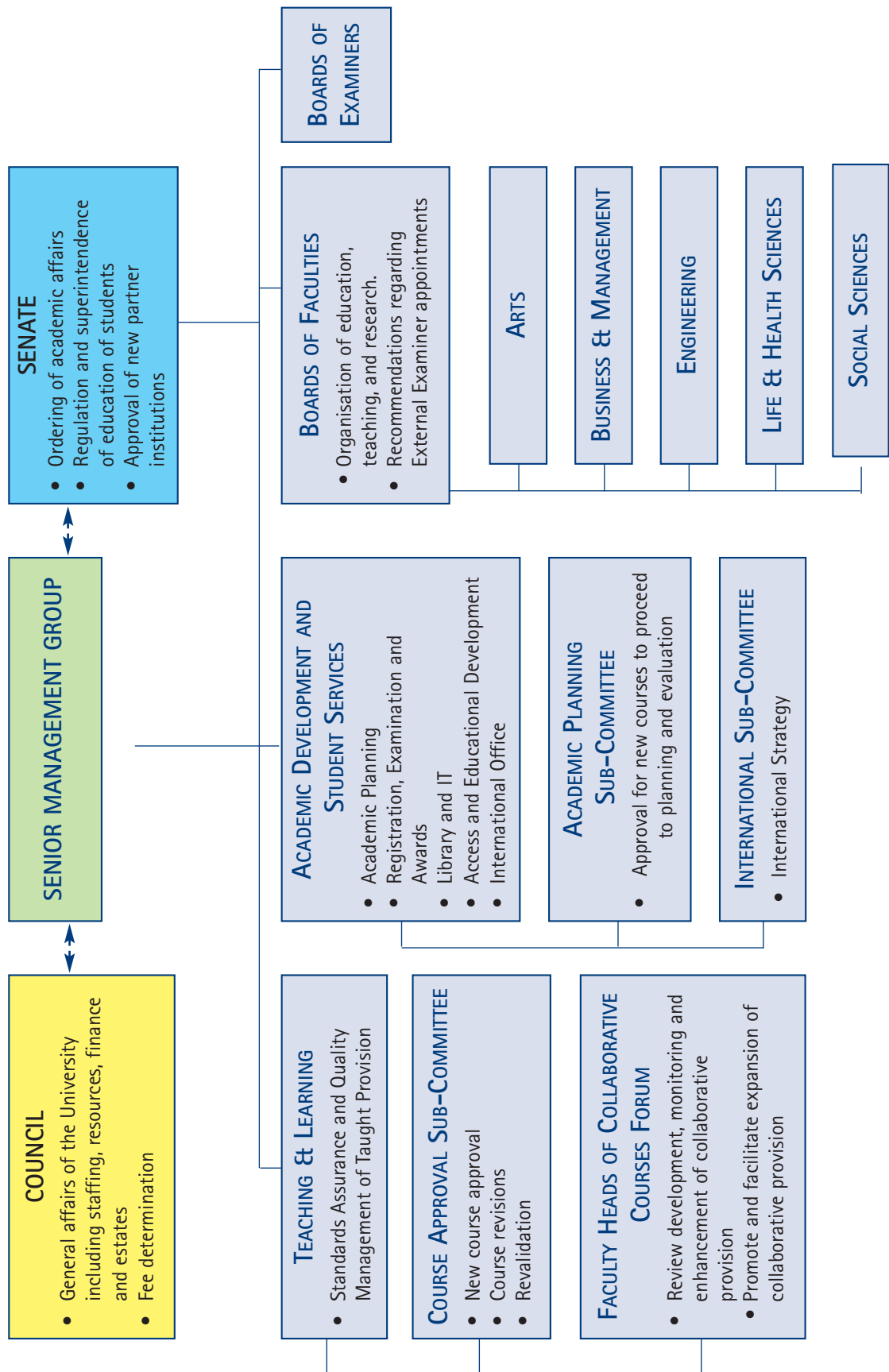
EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs	
Newry and Kilkeel Institute of Further and Higher Education (Associate College) (Continued)	HNC/D Business and Finance (with CIS/CAS)	Business & Management	38	F/T	38	
	HNC/D Business and Marketing (with CIS/CAS)	Business & Management	-		-	
	HNC/D Retail Management	Business & Management	-		-	
	DipHE/FdSc Counselling*	Social Sciences	7	P/T	3.5	
	DipHE/FdSc Health and Social Care*	Life & Health Sciences	23	P/T	11.5	
	BA Hons Accounting (Levels 1 and 2)	Business & Management	-		-	
	FdSc Computing and Network Systems	Engineering	20	F/T	20	
	FdSc Construction Engineering	Engineering	11	P/T	5.5	
	FdSc Architectural Technology	Engineering	-		-	
	FdSc e-Commerce	Business & Management	-		-	
	FdSc Hospitality and Tourism Management	Business & Management	12	F/T	12	
	FdSc Hospitality Management	Business & Management	14	P/T	7	
	FdSc Interactive Multimedia	Business & Management	7	P/T	3.5	
	FdSc Travel and Tourism Management	Business & Management	22	F/T	22	
		Business & Management	17	F/T	17	
North Down and Ards Institute of Further and Higher Education (Associate College)	HND Business with Computing	Engineering	-		-	
	HND Business and Finance (with CIS/CAS)	Business & Management	-		-	
	HNC/D Business Studies	Business & Management	-		-	
	DipHE/FdSc Sport, Exercise and Fitness*	Life & Health Sciences	89	F/T	89	
	FdSc Hospitality and Tourism	Business & Management	9	F/T	9	
			Social Sciences	3	P/T	1.5
	BSc Hons Social Work (Levels 1 and 2)	Social Sciences	23	F/T	23	
North East Institute of Further and Higher Education (Associate College)	Diploma in Foundation Studies for Mature Students	Social Sciences	81	P/T	40.5	
	Diploma in Foundation Studies in Computing	Engineering	9	P/T	4.5	
	Certificate in Counselling	Social Sciences	-		-	
	HNC/D Business and Finance	Business & Management	11	F/T	11	
	HND Business with Marketing	Business & Management	103	P/T	51.5	
	HND Building Engineering (with CIS)	Engineering	21	F/T	21	
	HNC Leisure Management	Business & Management	46	F/T	46	
		Business & Management	-		-	

EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs
North East Institute of Further and Higher Education (Associate College) Continued	DipHE/FdSc Counselling*	Social Sciences	91	P/T	45.5
	FdSc Computing (Software Development)	Engineering	-		-
	FdSc Construction Engineering	Engineering	-		-
North West Institute of Further and Higher Education	Diploma in Foundation Studies in Science	Life & Health Sciences	28	P/T	14
	Diploma in Foundation Studies for Mature Students	Social Sciences	110	F/T	110
	Diploma in Information Technology Studies and Professional Development for Women	Social Sciences	117	P/T	58.5
	<i>Diploma in Women's Studies (withdrawn)</i>	Social Sciences	10	F/T	10
	Certificate in Counselling	Social Sciences	4	P/T	2
	CertHE in Community Development and Education	Social Sciences	47	P/T	23.5
	CertHE in Counselling	Social Sciences	-		-
	DipHE/FdSc Counselling*	Social Sciences	-		-
	DipHE/FdSc Health and Social Care*	Social Sciences	26	P/T	13
	FdSc Architectural Technology	Life & Health Sciences	-		-
	FdSc Computing (Software Development)	Engineering	-		-
	FdSc Construction Engineering	Engineering	21	F/T	21
	FdSc Hospitality and Tourism Management	Engineering	-		-
	FdSc Hospitality Management	Business & Management	21	P/T	10.5
FdSc Travel and Tourism Management	Business & Management	-		-	
BSc Hons Social Work (Levels 1 and 2)	Business & Management	17	F/T	17	
Omagh College	HNC Business and Finance	Business & Management	11	P/T	5.5
	HNC Business and Marketing	Business & Management	14	F/T	14
	HNC Computing (Software Engineering)	Engineering	36	P/T	18
	HNC Computing (Business Information Technology)	Engineering	-		-
	<i>HND Leisure, Sport and Event Management (withdrawn and replaced by FdSc from 2006)</i>	Business & Management	-		-
	FdSc Construction Engineering	Engineering	12	P/T	6
	FdEng Electronic Engineering	Engineering	53	P/T	26.5
		Engineering	8	P/T	4

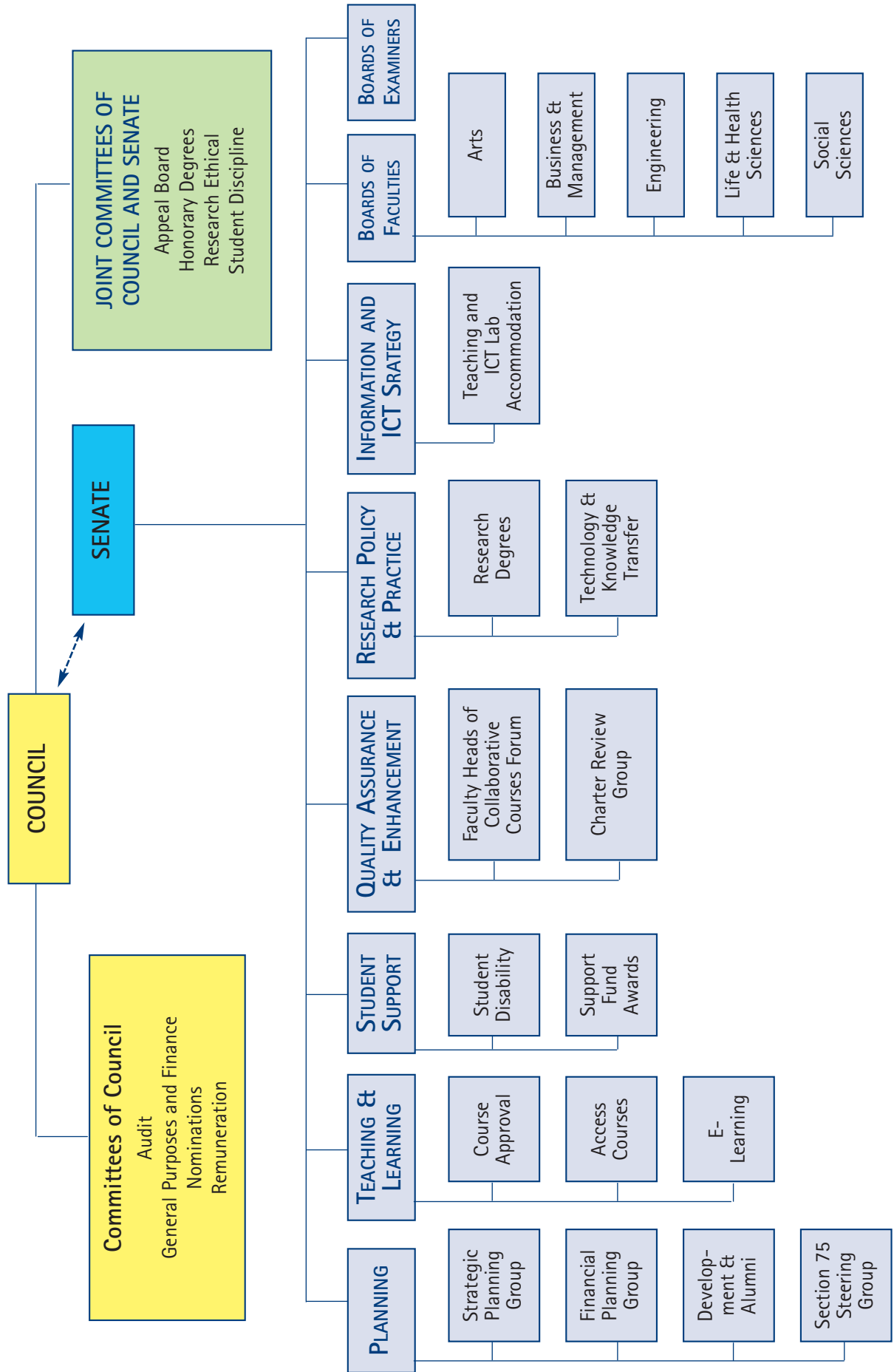
EDUCATIONAL INSTITUTION	COURSE TITLE	FACULTY	STUDENT NUMBERS	MODE	FTEs
Police Rehabilitation and Re-training Trust	Diploma in Social Sciences	Social Sciences	15	P/T	7.5
PSNI	Certificate/Diploma in Police Studies	Social Sciences	279	P/T	139.5
School of International Hotel and Tourism Management (HTMi), Switzerland	BA Hons Hotel and Tourism Management (Level 3)	Business & Management	21	F/T	21
South China Agricultural University	BSc Hons Mathematics with Computing (Levels 1 and 2)	Engineering	92	F/T	92
University of Hong Kong	Postgraduate Diploma in Dietetics	Life & Health Sciences	-		-
	Postgraduate Diploma/MSc in Human Nutrition	Life & Health Sciences	-		-
	MSc Human Nutrition and Dietetics	Life & Health Sciences	1	F/T	1
Upper Bann Institute of Further and Higher Education	Diploma in Foundation Studies for Mature Students	Social Sciences	73	P/T	36.5
	HNC Business and Finance	Business & Management	-		-
	HNC Business and Marketing	Business & Management	-		-
	HND Computing (with CIS/CAS)	Engineering	29	F/T	29
	HND Building Engineering (with CIS)	Engineering	22	F/T	22
	HND Civil Engineering	Engineering	-		-
	HNC Retail and Customer Services Management	Business & Management	-		-
	DipHE/FdSc Counselling* FdSc Construction Engineering	Social Sciences Engineering	22 -	F/T	11 -
Westcare Business Services	Postgraduate Diploma in Health and Social Services Management	Social Sciences	28	P/T	14

* Subject to DEL approval – where DipHE/FdSc is indicated, it is intended that the FdSc title replaces DipHE

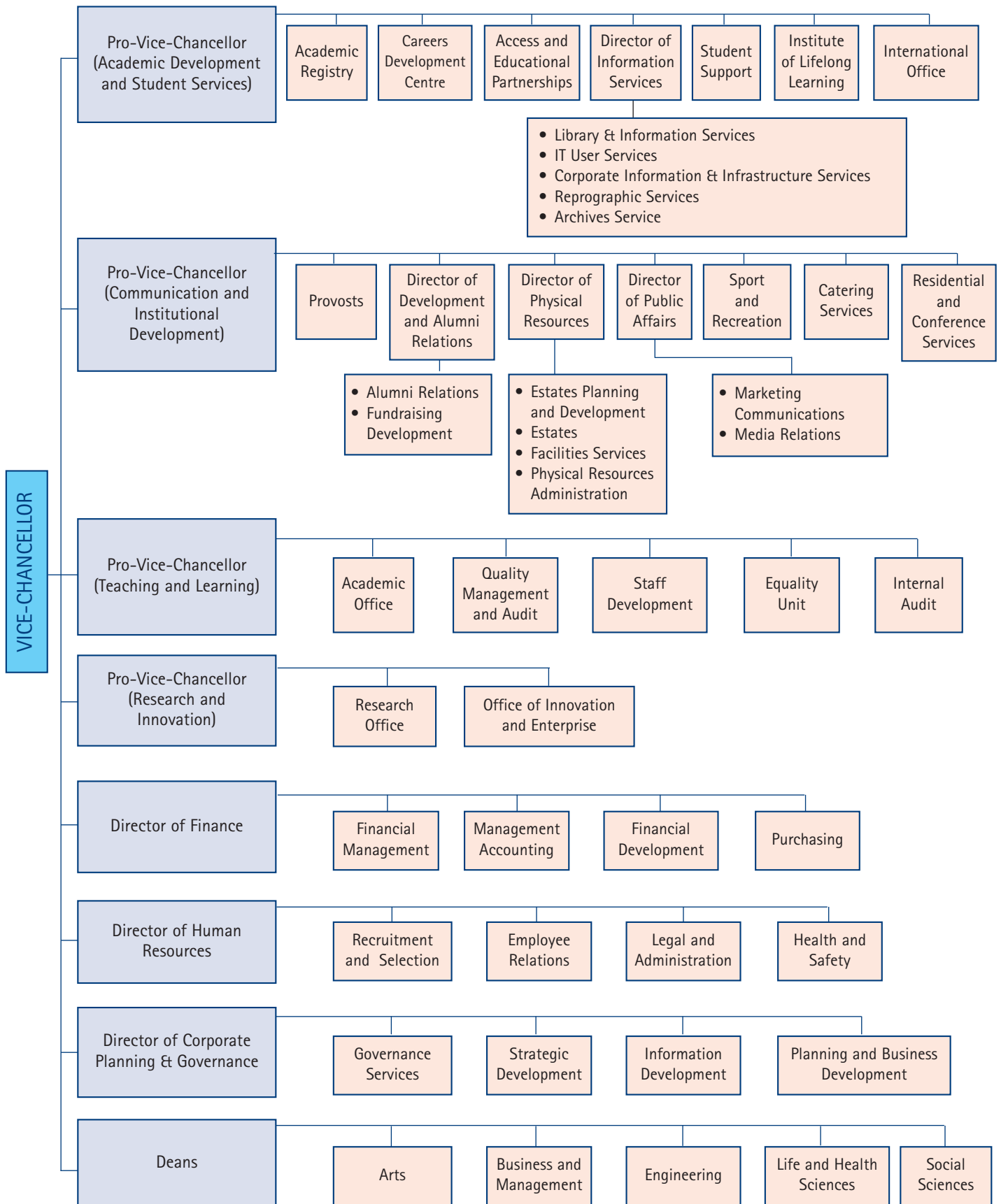
COMMITTEE STRUCTURE RELATING TO COLLABORATIVE PROVISION FROM 2005/06



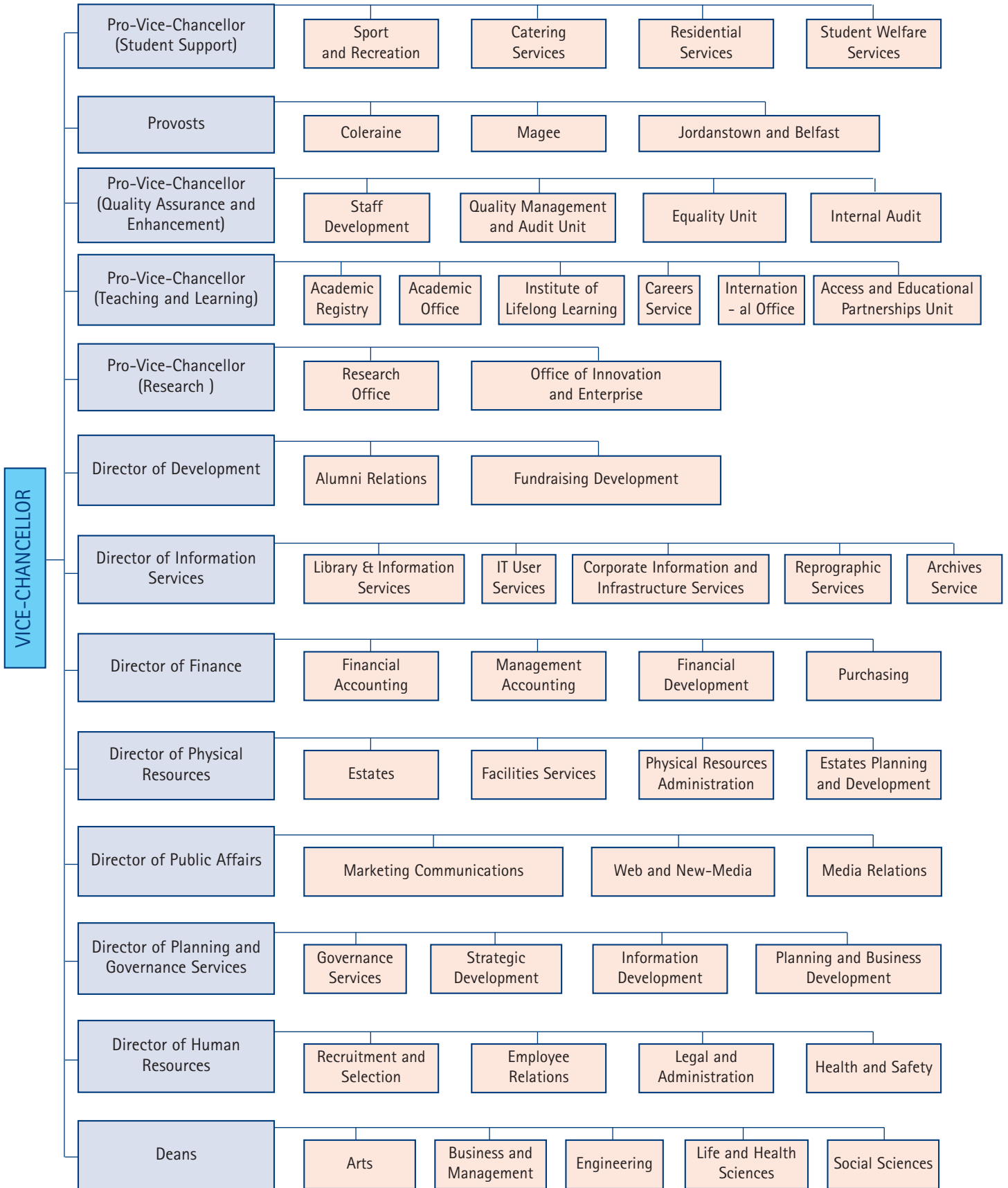
FORMER COMMITTEE STRUCTURE (PRE-2005/06)



CURRENT ADMINISTRATIVE STRUCTURE

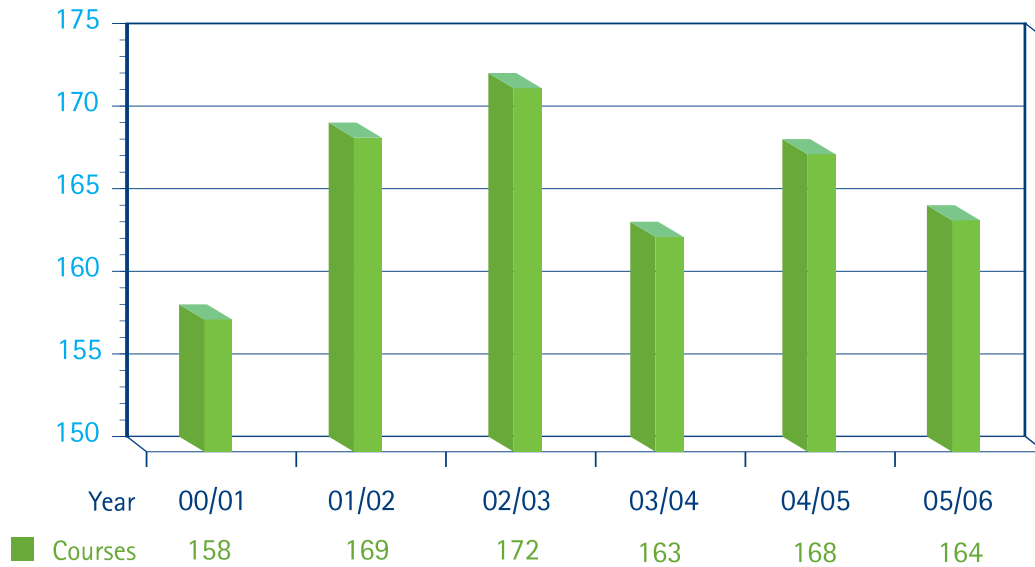


FORMER ADMINISTRATIVE STRUCTURE (PRE 2005/06)



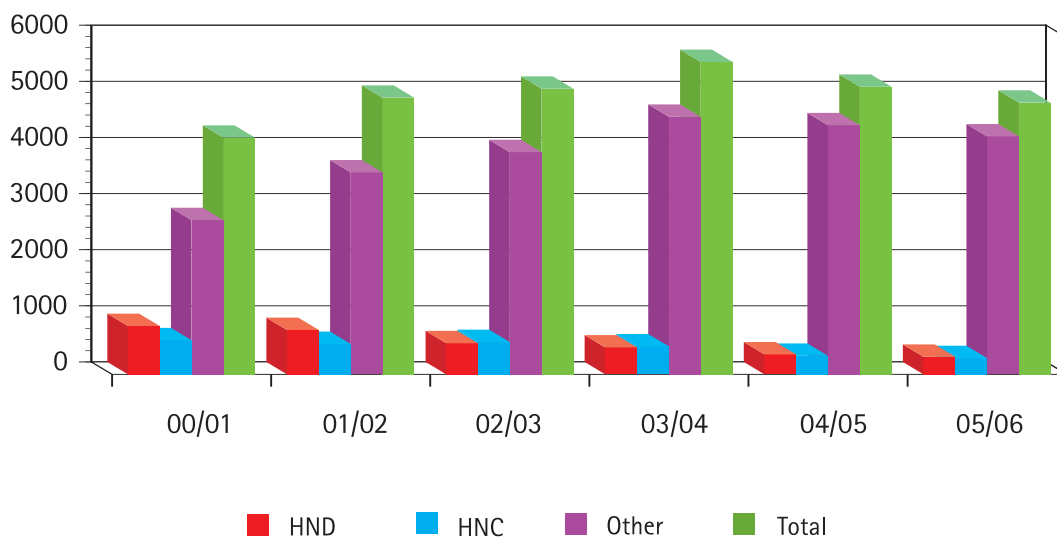
NUMBERS OF COLLABORATIVE PROVISION COURSES WITH REGISTERED STUDENTS 2000/01 - 2005/06

annex nine (a)



STUDENT ENROLMENTS ON HNC/HND AND OTHER COLLABORATIVE PROVISION COURSES 2000/01 - 2005/06 (AS AT 17 MAY 2006)

annex nine (b)



This table includes students who were 'early leavers'.

STUDENT ENROLMENTS ON COLLABORATIVE PROVISION COURSES 2002/03 TO 2005/06* BY PARTNER INSTITUTION

Partner Institution	02/03	03/04	04/05	05/06
Armagh College of Further and Higher Education, Northern Ireland	36	16	19	29
Beeches Management Centre, Northern Ireland	14	52	92	82
Belfast Institute of Further and Higher Education, Northern Ireland	1,149	1,331	1,247	1,139
Castlereagh College of Further Education, Northern Ireland	35	23	12	13
Causeway Institute of Further and Higher Education, Northern Ireland	227	231	233	215
College of Agriculture, Food and Rural Enterprise, Northern Ireland	48	51	52	144
East Antrim Institute of Further and Higher Education, Northern Ireland	180	185	191	144
East Down Institute of Further and Higher Education, Northern Ireland	152	122	91	89
East Tyrone College of Further Education, Northern Ireland	142	152	117	105
Fermanagh College, Northern Ireland	152	143	140	148
Homefirst Community Health and Social Services Trust, Northern Ireland	5	20	24	25
Hong Kong College of Technology	117	138	86	50
Limavady College of Further and Higher Education, Northern Ireland	218	232	205	208
Lisburn Institute of Further and Higher Education, Northern Ireland	98	103	45	102
Newry and Kilkeel Institute of Further and Higher Education, Northern Ireland	489	605	586	591
North Down and Ards Institute of Further and Higher Education, Northern Ireland	140	188	171	147
North East Institute of Further and Higher Education, Northern Ireland	319	292	265	372
North West Institute of Further and Higher Education, Northern Ireland	419	405	422	462
Omagh College, Northern Ireland	72	100	112	119
Police Rehabilitation and Retraining Trust		22	24	15
Police Service of Northern Ireland	802	858	647	326
South China Agricultural University		46	108	92
Upper Bann Institute of Further and Higher Education, Northern Ireland	204	186	192	173
Westcare Business Services, Northern Ireland	8	29	26	28
School of International Hotel and Tourism Management Switzerland			8	21
University of Hong Kong	27	8		1
Workers' Educational Association, Northern Ireland	35	27	8	
	5,088	5,565	5,123	4,840

This table includes students who were 'early leavers'.

* as at 17 May 2006

STUDENT ENROLMENTS ON COLLABORATIVE PROVISION COURSES 2002/03 TO 2005/06* BY FACULTY AND MODE

Partner Institution	02/03		03/04		04/05		05/06	
	FT	PT	FT	PT	FT	PT	FT	PT
Arts		286		311		227		150
Business & Management	251	449	278	447	304	426	350	457
Engineering	356	441	384	483	390	357	371	282
Life and Health Sciences	117	571	130	595	138	528	185	570
Social Sciences	106	2,511	132	2,805	202	2,551	256	2,219
Total	830	4,258	924	4,641	1,034	4,089	1,162	3,678

This table includes students who were 'early leavers'.

* as at 17 May 2006

AWARDS BY AWARD TITLE FOR COLLABORATIVE PROVISION COURSES 2002/03 - 2004/05

Award title	02/03	03/04	04/05
Associate Bachelor's Degree	20	73	105
Advanced Diploma	14	16	11
Bachelor of Arts with Honours	3		9
Bachelor of Science with Honours	44	44	59
Bachelor of Science with Honours and Diploma in Industrial Studies	13	14	14
Certificate	501	759	428
Certificate of Higher Education	38	180	145
Diploma	711	537	563
Diploma of Higher Education	102	116	107
Foundation Degree in Arts		18	79
Foundation Degree in Engineering	4	5	23
Foundation Degree in Science		53	42
Higher National Certificate	195	210	132
Higher National Diploma	105	86	71
Higher National Diploma and Certificate in Industrial Studies	81	85	68
Master of Science	1		
Postgraduate Diploma	44	48	73
Total	1876	2244	1929

LIST OF ABBREVIATIONS

AB	Associate Bachelors
ADSSC	Academic Development and Student Services Committee
ANIC	Association of Northern Ireland Colleges
APSC	Academic Planning Sub-Committee
BIFHE	Belfast Institute of Further and Higher Education
CAFRE	College of Agriculture, Food and Rural Enterprise
CASC	Course Approval Sub-Committee
CertHE	Certificate of Higher Education
CVU	Council of Validating Universities
DARD	Department for Agriculture and Rural Development
DEL	Department for Employment and Learning
DENI	Department for Education in Northern Ireland
DHFETE	Department of Higher and Further Education, Training and Employment
DipHE	Diploma of Higher Education
EAIFHE	East Antrim Institute of Further and Higher Education
EDIFHE	East Down Institute of Further and Higher Education
ETI	Education and Training Inspectorate
ETIFHE	East Tyrone Institute of Further and Higher Education
Fd	Foundation degree
FDTL	Fund for the Development of Teaching and Learning
FE	Further Education
FHCC	Faculty Head of Collaborative Courses
FHCCF	Faculty Heads of Collaborative Courses Forum
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HEQC	Higher Education Quality Council
HESA	Higher Education Statistics Agency
HKCT	Hong Kong College of Technology
HKU SPACE	Hong Kong University School of Professional and Continuing Education
HNC	Higher National Certificate

HND	Higher National Diploma
HTMi	School of International Hotel and Tourism Management, Switzerland
JANET	Joint Academic Network
LSDA	Learning and Skills Development Agency (now the Learning and Skills Network and the Quality Improvement Agency for Lifelong Learning)
MaSN	Maximum Aggregate Student Number
MORI	Market and Opinion Research International
NI	Northern Ireland
NICATS	Northern Ireland Credit Accumulation and Transfer System
NKIFHE	Newry and Kilkeel Institute of Further and Higher Education
NWIFHE	North West Institute of Further and Higher Education
PDP	Personal Development Planning
PRRT	Police Rehabilitation and Retraining Trust
PSNI	Police Service of Northern Ireland
PVC	Pro-Vice-Chancellor
TLC	Teaching and Learning Committee
TQEF	Teaching Quality Enhancement Fund
SCAU	South China Agricultural University
SED	Self-Evaluation Document
SMG	Senior Management Group
SSCC	Staff Student Consultative Committee
SU	Students' Union
TQI	Teaching Quality Information
UBIFHE	Upper Bann Institute of Further and Higher Education
QAA	Quality Assurance Agency for Higher Education
QMAU	Quality Management and Audit Unit
VCAG	Vice-Chancellor's Advisory Group
VFMWG	Value for Money Working Group
VLE	Virtual Learning Environment

LIST OF USEFUL WEBSITE ADDRESSES

University of Ulster websites

Homepage	www.ulster.ac.uk
Academic Office download section (procedures and forms)	http://www.ulst.ac.uk/academicoffice/Documents&Forms.htm
Links with Partner Institutions	http://www.ulster.ac.uk/academicoffice/partnerinstitutions.html
Collaborative Provision Quality Monitoring Website	http://www.ulster.ac.uk/quality/qmau/collaborative.html

Partner Institution Websites:

Armagh College	www.armaghcollege.ac.uk
Beeches Management Centre	www.beeches-mc.co.uk
Belfast Institute of Further and Higher Education	www.belfastinstitute.ac.uk
Castlereagh College	www.castlereagh.ac.uk
Causeway Institute of Further and Higher Education	www.causeway.ac.uk
College of Agriculture, Food and Rural Enterprise	www.cafre.ac.uk
East Antrim Institute of Further and Higher Education	www.eaifhe.ac.uk
East Down Institute of Further and Higher Education	www.eastdowninstitute.ac.uk
East Tyrone College of Further and Higher Education	www.etcfhe.ac.uk
Fermanagh College	www.fermanaghcoll.ac.uk
HTMi, Switzerland	www.htmi.ch
Homefirst Community Trust	http://www.homefirst.n-i.nhs.uk/
Hong Kong College of Technology	www.hkct.edu.hk/eng/home
Limavady College of Further and Higher Education	www.limavady.ac.uk
Lisburn Institute of Further and Higher Education	www.liscol.ac.uk
Newry and Kilkeel Institute of Further and Higher Education	www.nkifhe.ac.uk
North Down and Ards Institute	www.ndai.ac.uk

North East Institute of Further and Higher Education	www.nei.ac.uk
North West Institute of Further and Higher Education	www.nwifhe.ac.uk
Omagh College	www.omagh.ac.uk
Police Service of Northern Ireland	www.psnipolice.uk/
Police Rehabilitation and Retraining Trust	www.prrt.org
School of Professional and Continuing Education, The University of Hong Kong (HKU SPACE)	www.hkuspace.hku.hk
South China Agricultural College University	www1.scau.edu.cn/english/index.asp
Upper Bann Institute of Further and Higher Education	www.ubi.ac.uk
Westcare Business Services	www.westcare.org.uk

Other Useful Websites:

Department for Employment and Learning	http://www.delni.gov.uk/
Education and Training Inspectorate	http://www2.deni.gov.uk/inspection_services/
Association of Northern Ireland Colleges	http://www.femeansbusiness.com/index.htm

LIST OF EVIDENCE

DOCUMENT NUMBER	TITLE
1	Footnotes
2	Corporate Planning - Development of New Corporate Plan 2006/07 – 2010 - Interim Corporate Plan June 2005 - University Corporate Plan 2003/04 – 2007/08
3	Charter, Statutes, Ordinances and Regulations 2005-2006
4	Leadership Foundation Change Academy Proposal 2006
5	Teaching and Learning Strategy
6	Seven Year Review Committee Report 1998-2005
7	QAA/ETI Report on Review of Foundation degrees
8	ETI Proforma for consideration of new course proposals
9	FE Means Business
10	DEL Letter of Invitation to comment on higher education delivery in further education sector, 13 April 2006
11	University-organised events for Partner Institution staff - Management of University's Collaborative Activity, 24 October 2003 - Student Progression and Transfer Workshop, 9 February 2004 - Assessment and Moderation, 13 and 14 October 2004 - Senior Managers meeting, 24 March 2005 - Good Practice, 13 October 2005 - Updates on developments for Senior Managers, 28 March 2006 - Charing Boards of Examiners, 17 May 2006 - Involvement of Sector Skills Councils in Fds, 13 June 2006
12	University Review of Policy and Practice against Section 2 of QAA Code of Practice 2000 and revised Section, 2005
13	Guidance on model Appeals procedures issued to partner institutions
14	QAA Hong Kong Audit Report 2001
15	Response to QAA Hong Kong Audit Report 2001
16	Developmental events following review of Fd structure
17	DEL Strategic Plan 2004 – 2007
18	Widening Participation Strategy
19	International Strategy
20	University Collaborative Provision Strategy and Context
21	Role and composition of University Council and Senate
22	Terms of Reference of Committees of Council and Senate and their Sub-Committees.

DOCUMENT NUMBER	TITLE
23	Value for Money Working Group Interim Report (June 2006)
24	Protocol for the Approval of New Partner Institutions and Review of Protocol
25	Proposals for new partner institutions since the introduction of the Protocol for the Approval of New Institutions
26	Report of monitoring visit to HTMi Switzerland, November 2005
27	Code of Practice on External Examining
28	Template for Recognition Agreements
29	FHCCF Minutes October 2003 to present
30	Annual Reports to DEL on TQEF funded collaborative projects
31	Report on outcomes to visits to partner institutions undertaken in 2003/04
32	Composite Report on visits to partner institutions
33	QAA Institutional Audit Report April 2005
34	External Examiner Handbook 2006
35	Assessment Handbook 2006
36	University Regulations Templates
37	New course evaluation: Supplement to Aide-Memoire for Foundation degrees
38	Revalidation Units: courses within units/sub-units
39	Schedule of Evaluations/Revalidations
40	Duties of Subject Unit Coordinator
41	External Examiner Induction
42	Role of FHCCs
43	Annual Course Review Process 2005/06
44	Annual Course Review 2002/03 and 2003/04: Reports of the TLC Sub-Group and responses
45	ETI Improving Quality: Raising Standards
46	Themed Audit Schedule
47	HKU SPACE Learning Experience Survey
48	Visit to SCAU December 2004
49	Belfast Institute Report June 2001
50	FHCCs Annual Report proforma
51	Annual Course Review Report 2004/05

DOCUMENT NUMBER	TITLE
52	Calendar of Examinations and Associated Activities
53	Semester One Assessment Procedures
54	Examination Procedures: May to October
55	Faculty of Social Sciences' event on developments in Counselling courses
56	Faculty of Life and Health Sciences' event on developments in Nursing
57	Faculty Collaborative Handbooks
58	Minimum requirements for Examinations Broadsheet
59	RPT Codes
60	Faculty guidelines on partner institution publicity material



LOCAL PARTNERS:

Armagh College
 Beeches Management Centre
 Belfast Institute of Further and Higher Education
 Castlereagh College
 Causeway Institute of Further and Higher Education
 College of Agriculture, Food and Rural Enterprise
 East Antrim Institute of Further and Higher Education
 East Down Institute of Further and Higher Education
 East Tyrone College of Further and Higher Education
 Fermanagh College
 Homefirst Community Trust

INTERNATIONAL PARTNERS:

Hong Kong College of Technology
 HTMi, Switzerland
 School of Professional and Continuing Education, The University of Hong Kong (HKU SPACE)
 South China Agricultural University

Limavady College of Further and Higher Education

Lisburn Institute of Further and Higher Education

Newry and Kilkeel Institute of Further and Higher Education

North Down and Ards Institute

North East Institute of Further and Higher Education

North West Institute of Further and Higher Education

Omagh College

Police Service of Northern Ireland

Police Rehabilitation and Retraining Trust

Upper Bann Institute of Further and Higher Education

Westcare Business Services