

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 27 March 2013 by video-conference.

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Professor R R Barnett, Miss C Cochrane, Professor C Curran, Dr L Fitzpatrick, Professor D Heenan, Dr K Hutchinson (for Professor McHugh), Professor N McClenaghan, Professor M McColgan, Mr L McCurry, Professor H McKenna, Dr A McKillop, Mr M McKinney, Dr T McLernon, Dr R Monaghan, Professor I Montgomery, Professor A Moran, Professor P Ó Dochartaigh, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Mr M Bell, Professor P Carmichael, Mr J Cunningham, Mr D McGivern, Professor M McHugh, Professor R J Millar, Ms R Mullan

IN ATTENDANCE

Mrs C G Avery, Dr A Dunn (for mins 13.11-16), Mr A G Faulkner, Dr H Sayers (for min 13.19)

13.1 MINUTES

The confirmed minutes of the meeting held on 11 December 2012 were signed by the Chair.

MATTERS ARISING

13.2 Coleraine Campus Co-ordinating Group (Min 12.27)

The Committee received the response from the Coleraine Campus Co-ordinating Group to the 2011/12 annual report from the Chief External Examiner for the combined undergraduate provision on the Coleraine campus (Paper No TLC/13/1).

Although the Chief External Examiner's report was very positive, he had raised the issue of the different conventions between subjects with higher marks awarded for Science modules compared to those in the Arts/Humanities and had recommended development of a scheme to normalise marks. The Committee noted that the use of the same generic assessment criteria gave confidence in the standards of results and that all academic staff would continue to be encouraged to use the full range of marks.

13.3 Exit Award Titles in BSc Hons Biomedical Science (Min 12.148)

In order to respect the protection afforded by law to the professional title 'Biomedical Scientist', the Committee had agreed in December that, subject to confirmation of acceptability by Modernising Scientific Careers (MSC), the title of

'Biomedical Studies' be used for the CertHE and AB exit awards in the BSc Hons Biomedical Science programme. It was noted that the Faculty had since confirmed that this title was acceptable to the MSC. Professor McClenaghan reported that the Faculty had also satisfied itself through informal discussions that the relevant professional bodies accepted the distinct title. The provision was scheduled for revalidation in the next academic year.

13.4 Classification of Integrated Master's Degrees (Min 12.149)

The Chair reported that Senate, at its January meeting, had approved the revision to the regulation for the classification of integrated Master's degrees to grade the overall result with Honours divisions. This would be effective from 2012/13 for all cohorts in the MPharm and from 2013 intake in other courses, unless students consented to an earlier change.

The Committee noted that for the MEng, MSci, MBiomedSci the three affected Faculties were in the process of consulting with course committees, external examiners and current students regarding the timing of the implementation of the change. The Chair reported that the new scheme would not be imposed on current students. It was noted that Faculties should introduce the change with full consent of each year group, and that individual student choice in a particular year group was not permitted. CA3 forms should be processed to make the change in respect of current cohorts.

CHAIR'S COMMUNICATIONS

13.5 Co-option to the Committee

The Committee noted that Mr Martin McKinney, Head of School of Computing and Information Engineering, had been nominated as the University's representative on the STEM Business Sub-Group (DEL). The Committee agreed to co-opt him in view of the importance of this Sub-Group's remit to the University's STEM agenda and to ensure timely and effective feedback and dissemination to faculties.

Mr McKinney reported that he had asked Deans to advise him of Faculty nominees to receive relevant information. It was agreed that this should be forwarded to Faculty Teaching and Learning Co-ordinators, copied to Deans, for further dissemination as appropriate within the Faculty.

13.6 Parliamentary Studies Module

Congratulations were extended to Dr Cathy Gormley-Heenan, School of Criminology, Politics and Social Policy on her successful application to deliver a Parliamentary Studies module in partnership with the Houses of Parliament Outreach Service for the period 2013/14 to 2018/19.

13.7 Sir Bernard Crick Prize for Outstanding Teaching

Congratulations were extended to Dr Maire Braniff, School of Sociology and Applied Social Studies on her achievement in receiving the prestigious Sir Bernard Crick Prize for Outstanding Teaching from the Political Studies Association.

COURSE APPROVAL

13.8 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 27 February 2013 (Paper No TLC/13/2a).

The Committee endorsed recommendations for approval and re-approval and noted revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals.

The Committee noted the successful outcome of the evaluation of the BSc Hons Applied Sport Management at Higher Colleges of Technology (Men's College), Abu Dhabi, which was scheduled to start in September 2013 as outcentre provision. The Panel had been very impressed by the technology available to support this course and recognised that a possible challenge for University staff in delivering the programme would be to meet the high student expectations in this regard. Professor Adair requested that any best practice identified by the Faculty be fed back to him to help inform campus developments in the University.

The Committee noted that the University would be investigating the possibility of other course provision in the region, in response to workforce development opportunities.

The Chair noted that the sufficiency of staff resources available to support course delivery had been identified as an issue at a number of revalidation events in the Faculty of Social Sciences, which would require consideration by Faculty senior management. Professor McAlister also reported that following the revalidation of the Certificate in Community Youth Studies the Faculty had requested to start the new version of the programme from May 2013.

The Committee noted the successful evaluation of the Advanced Diploma in Money Advice Practice to be offered in conjunction with the Money Advice and Budgeting Service in the Republic of Ireland starting in April 2013. As part of the contract, the course was required to be positioned at Level 7 in the Irish Qualifications Framework. The evaluation panel had confirmed that the course's learning outcomes were expressed at the Level 7 standard. It was set at Level 5 in the UK system. The Chair and other staff would meet with the relevant authority, Quality and Qualifications Ireland, to explore further the alignment as there was not exact correspondence between levels in the UK and RoI frameworks, with UK Level 5 mapping to Irish Level 6 and 7.

The Committee noted that the Revalidation Panel for the BA Hons Creative Technologies had endorsed the proposed change in the award designation from BA to BSc. The Academic Planning Sub-Committee had also considered the proposal and, whilst noting that the change represented a departure from convention which expected consistency within Faculties/subject areas, had recommended the change to the Academic Development and Enhancement Committee, which had agreed that such requests be considered on their individual merits. The Committee noted that this course did not require Science A Level nor GCSE Mathematics for admission and that the latter was not a general entry requirement for the University.

AGREED that:

- i) the course provision be approved and re-approved as set out in the Appendix;
- ii) the May 2013 start date for the Certificate in Community Youth Studies be approved, subject to the conditions of the Panel being met.

PROFESSIONAL, STATUTORY AND REGULATORY BODY ACCREDITATION

13.9 Royal Institute of British Architects

The Committee received the report from the mid-term monitoring visit of the Institute in respect of BA Hons Architecture and the MArch, which was held in June 2012 together with the internal response to the report (Paper No TLC/13/2bi).

Overall the report was very positive and the detailed response set out how the Faculty was taking forward the Institute's suggestions. The recent appointment to a new professorial post in Architectural History added to the strengths of the Belfast School of Architecture.

13.10 Higher Education Academy

The Committee received correspondence from the Higher Education Academy confirming the accreditation of the University's Professional Development Scheme and the PgCHEP, subject to some minor conditions being addressed, following a Panel visit in January 2013 along with the response from the Centre for Higher Education Practice (Paper No TLC/13/2bii). Three other elements of University provision had been approved without condition. The provision was aligned with the UK Professional Standards Framework for teaching and supporting learning in higher education. The Committee noted that a number of strengths had been identified and that CHEP had submitted the necessary revised documentation to the HEA for final confirmation [now received].

Congratulations were extended to CHEP staff for their work in delivering the provision and its successful accreditation.

13.11 SUB-COMMITTEE ON EMPLOYABILITY

Dr Adele Dunn presented, on behalf of Professor Millar, the report from the meeting held on 21 February 2013 (Paper No TLC/13/3).

13.12 Assessment of Placement (Item 1ii)

The Committee noted that a working group from the Ulster Business School had considered the implementation of the new grade-based assessment scheme for placement, in particular the implications of the grading grid. The Faculty was concerned that its analysis of a sample of programmes revealed that the new model was likely to reduce significantly the number of students achieving the new highest grade (Distinction) compared to those achieving the highest grade (Commendation) in the current scheme. The Faculty, therefore, proposed a reduced weighting for the employer's and academic supervisor's reports, which

departed from a previously approved standard placement module description. The Committee noted that, while producing more Distinctions, by the same analysis this also compared unfavourably with the existing arrangement.

Members reported that the change from percentage marks had given rise to significant concerns in many course committees/schools and they were not convinced that the new model was appropriate and considered that the previous decision may need to be revoked.

The Chair expressed disquiet that issues were being identified by the Sub-Committee at this late stage following Senate approval. It was noted that a substantial amount of work had already been undertaken by Faculty staff and central departments in preparation for implementation in 2013/14. Committee members shared the Chair's concern that the implications of the new scheme had not been fully considered at the time it was recommended to it. The Committee was also disappointed that the Sub-Committee had not taken a view on the Ulster Business School's proposals before referring the matter to it.

AGREED that:

- i) it be recommended to Senate that the introduction of the new scheme be delayed and that it not be introduced for the 2013/14 academic year;
- ii) the Sub-Committee revisit the merits of the grade-based scheme, compared to the mark-based scheme, and report back to the Committee;
- iii) Faculties should ensure that further CA3s in respect of the change were not processed and that courses for which CA3s have already been submitted revert to mark-based arrangements pending a final decision;
- iv) the Sub-Committee be reminded of the need to ensure that, in future, the implications of any new proposals are fully thought through before recommendations are made to the Committee.

13.13 Faculty Employability Data (Item 3)

The Committee noted that a working group had considered the methodology to identify programmes that were underperforming in the Destination of Leavers in Higher Education (DLHE) return.

The working group had considered calculating a national employability benchmark for each subject area and to require all programmes to meet or exceed that benchmark. This method had been viewed as unfair and impractical because of the way in which the employment thresholds were calculated for the UNISTATS site and significant regional variations in the graduate labour market. Instead, the working group considered that the focus should be on the percentage of leavers who were in graduate level employment and the Sub-Committee had endorsed a proposal for a benchmark of 50% of leavers who enter employment to obtain graduate level jobs. For programmes below this threshold, an action plan would be submitted to the Sub-Committee on Employability.

The Chair reported that, as a significant number of courses were achieving well above this level, the threshold could be considered too modest for the University's

employability agenda and the ambitions of its students. The Committee agreed that it would be more appropriate for each course/subject group to contextualise and compare itself with the subject nationally, using national employability metrics, and to aim to be above the national average for its subject. Those which were not should provide commentaries and, if appropriate, action plans.

AGREED: that the proposed 50% benchmark not be approved and that the Sub-Committee give further consideration to this matter.

13.14 Placement Employer of the Year Awards (Item 5)

The Committee was informed that over 160 entries had been received covering all sectors and that a shortlist has been drawn up by the judging panel. The Awards Ceremony would take place on Thursday 9 May.

13.15 Ulster EDGE Award Update (Item 6)

Dr Dunn reported that, since the launch of the EDGE Award in September 2011, 2627 full-time students had registered for the Award with the first cohort of students eligible to receive it in July 2013. While it was noted that a number of promotional events had still to take place, the Committee drew attention to the range in the proportions of eligible students from each faculty who had registered from 21 per cent in Computing and Engineering to nine per cent in Arts. It was suggested that Faculty targets and action plans might help improve participation.

AGREED that:

- i) the Sub-Committee consider how engagement with the EDGE scheme might be increased;
- ii) Mr McGivern be asked to report to the Committee on the arrangements to recognise publicly student achievement of EDGE awards.

13.16 Business University Links Working Group (Item 7)

The Committee noted that 'The Ulster Business Festival' would take place from 9 - 11 May 2013 with events across all campuses. The full programme was available at: <http://www.ulster.ac.uk/ulsterbusinessfestival>. The possibility of capitalising on the time and effort in building the festival brand by making it an annual event was being explored.

TEACHING AND LEARNING STRATEGY

13.17 Critical Friend's Summative Evaluation Report for the Strategy 2008/09 – 2012/13

The Chair presented the Critical Friend's evaluation report for the current Teaching and Learning Strategy to 2011/12 and the University's executive summary compiled to identify key points in the detailed commentary (Paper No TLC/13/4a).

The Committee noted that the analysis was generally positive, with strong buy-in, ownership, and responsiveness to the Strategy. Overall, with its emphasis on enhancement, the Strategy was judged very successful, especially in the final

years of the period and the closer engagement with students had resulted in a clear, positive impact on the student learning experience.

Mr Jezierski had reported that, while it was possible to get a feel for progress at Faculty or departmental level, a subsequent summative assessment for the institution overall was more difficult, particularly for an external reviewer, because of the autonomy allowed to individual units for self-reporting, the limited use of quantitative performance measures and the absence of an holistic overview through aggregation of results in reports by the University. Faculties would appear to be moving at different speeds in different areas.

The Chair highlighted the suggestion that the progress reports for 2012/13 should include summative assessment of each activity against each Key Performance Indicator but the Committee was of the view that this would be an exercise of limited value in this final year. It was noted that it was not intended to ask for further external evaluation this year.

Mr Jezierski had identified a number of opportunities for the new Strategy and suggested that consideration should be given to the number of agendas feasible at any one time and the metrics used. These comments had informed the draft Learning and Teaching Strategy.

AGREED: that Faculties and departments not be required to provide a summative assessment of progress on each activity against the Key Performance Measures in their 2012/13 reports.

13.18 Draft Strategy 2013/14 – 2017/18

The Chair presented the draft Learning and Teaching Strategy 2013/14 – 2017/18 (Paper No TLC/13/4b).

The Committee noted that in determining the priorities for the next five years, Professor McAlister had sought the views of as many stakeholders as possible and was continuing to do so through each stage of the development process. The aim was to produce a concise, accessible Strategy that would command the widespread institutional support of colleagues and the student body.

The Pre-Consultation (Stage I) had proved extremely productive with the views and comments of over 630 staff and students secured. 'Big Conversation' events had been held on each of the University's campuses in January 2013, at which academic and business support staff and student representatives were afforded the opportunity to contribute. A further opportunity to contribute had been provided by an online survey.

The Committee noted that Formal Consultation (Stage II of the process) commenced on 19 March and would remain open until 26 April 2013. The draft Strategy had been circulated to Pro-Vice-Chancellors, Faculties, Central Departments, Directorates, the Students' Union, and the Collaborative Partnerships Forum and recipients had been asked to discuss all aspects of the Strategy with relevant groups/committees and present their consolidated feedback. In addition, staff and students were encouraged to submit individual comments via an online survey facility.

As part of the associated communication plan, a dedicated web page had been established to provide easy access to the draft Strategy and materials relevant to its development, including the feedback secured during the pre-consultation stage, a link to the on-line survey facility, and the summative evaluation of the current Strategy (http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/).

The feedback from Stage II would be incorporated into the final draft of the Strategy presented for formal Committee consideration. The Committee noted that it was envisaged that Formal Approval (Stage III) would be completed before the end of the current academic year, following consideration by Council (21 June) and Senate (26 June).

The Committee commended the open and participative process which supported the development of the Strategy. It was also noted that the draft aligned well with the key themes which had emerged from a separate University branding exercise which had been discussed at a recent joint Senate and Council meeting.

The Committee welcomed the clarity and focus of the draft Strategy with its three strategic aims relating to student engagement, employability and flexibility. It noted the emphasis placed on the student through the reversed phrasing in the new title. Members were supportive of the thematic and programme-based approach proposed for achieving many of the objectives. A number of detailed comments were made, which would help refine the final version.

The Committee was advised that it was proposed that implementation of the Strategy would be achieved through the development of annual action plans, and key operational performance indicators, the formulation of which would be facilitated through an annual de-briefing event using the 'Big Conversation' model. Faculty teaching and learning committees would develop and oversee subject/school action plans reflecting school and subject/discipline specific context and needs. The Teaching and Learning Committee would continue to oversee the monitoring and evaluation of the Strategy. The approach would take into account the need to reduce the current high level of reporting as progress on the achievement of targets might be reported through other strategies and relevant University committees.

13.19 REGULATIONS FOR FOUNDATION DEGREES

The Committee discussed a paper from the Collaborative Partnerships Forum which proposed changes to the regulations for Foundation degrees to reflect the recent development of a 'fast-track' part-time mode (Paper No TLC/13/5).

The Committee noted that the first such course was introduced in 2011/12 and there were now seven associated with three Faculties. They were two calendar-year, six-semester courses using the full summer semester. The Collaborative Partnerships Forum had considered the implications for progression of failure in Year 1 in the absence of a summer supplementary examination period.

The key departures proposed from standard arrangements were to allow automatic progress from Semester 2 to Semester 3, with Board of Examiners meeting at end of Semester 3 (consequently there would be no supplementary examination period in the summer), and to permit the carrying of up to 40 credit points of failure in Year 1 into Year 2 provided prerequisites were not involved.

This was limited to 20 credits for other full and part-time students. Re-assessments would be taken at the scheduled semester examination period in the next year.

Those students who failed in over 40 and up to and including 80 credits at the first attempt would not progress and would repeat the year in part with or without attendance. This was normally applied to students failing in more than 60 and up to and including 80 credits, as up to 60 credits could be retaken in summer supplementary examinations.

Second attempts of first year failures and final year re-assessment would take place at the normal scheduled semester examination period in the following year.

The Committee noted that the 'fast track' versions were aimed at 'high-flying' students and, as the risk of failure should be low, questioned the need to make provision for such a high volume of failure to be carried. The Committee was also concerned about whether such students would be capable of coping adequately with their second year study load and an additional 40 credits. The proposal might not be in their best interests. The Committee suggested that it might be more appropriate for students failing 40 credit points to transfer to the 'normal' part-time mode (where available).

The Committee noted that similar exceptional arrangements were in place for a 'fast-track' part-time Honours degree programme offered by the Faculty of Computing and Engineering. This had only recently commenced and evidence of students' ability to cope with carrying 40 credit points was not available.

The Committee noted that award regulations did not specify when Boards of Examiners should be held and hence approval to hold these at the end of Semester 3 rather than Semester 2 would not require a change to regulations.

AGREED that:

- i) automatic progression from Semester 2 to 3 and the holding of Board of Examiners at the end of Semester 3 for fast-track, part-time Foundation degrees be permitted;
- ii) the proposal that students be allowed to carry 40 credit points in failed modules to the next academic year not be approved;
- iii) the Forum be asked to revisit its proposals.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

13.20 Revalidation Unit 9B: TESOL

The Committee considered Paper No TLC/13/6a) from the Faculty of Social Sciences for three variations from the University's regulatory framework in relation to the PgDip/MA Teaching of English to Speakers of Other Languages (TESOL) which had been included in the recent revalidation of the course.

It was proposed that for the award of a Pass with Distinction, in addition to an overall average of 70% and 70% in the Dissertation, a mark of 60% would be required in the Teaching Practice module(s). The Faculty considered the Teaching Practice component to be a key aspect of the programme and that this additional threshold would emphasise the high standard expected in both academic and practice modules.

It was further proposed that in Semester 1, the student load would exceed the maximum of 60 credit points expected for full-time students as the Faculty intended to deliver the 30 point Research Methods module across two semesters. This would mean that, in addition to the 60 credits of teaching training/theoretical modules in that semester, students would have 15 hours of contact in relation to research methods in Semester 1 and 21 hours in Semester 2, and noted that students had reported adversely on the previous intensive delivery of this module in Semester 2 before the Teaching Practice module.

The Committee also noted the proposal that no exemption from the Teaching Practice module(s) should be permitted, given the core nature of this module.

The Committee was not convinced by the rationale for the additional criterion for the award of Distinction since 60% was a lower standard than that set by the University for the Distinction grade (70%). It was concerned that such a departure from the general University principle of grading awards on the basis of overall average (and in addition for Master's degrees the defining Dissertation stage) would set a precedent. Many course teams could make a similar claim for specific modules.

AGREED that:

- i) the proposed departure in respect of the Distinction award not be approved;
- ii) the imbalanced study load in the full-time mode and exclusion of exemption from the Teaching Practice modules be approved.

13.21 Faculty of Computing and Engineering: Undergraduate Computing Degrees

The Committee considered a paper from the Faculty of Computing and Engineering proposing different exit award titles for two degree programmes following their recent revalidation (Paper No TLC/13/6b).

BSc Hons Computer Science (Software Systems Development) (Magee)

It was proposed that the CertHE and AB exit awards for this course have the same subject title as in the BSc Hons Computer Science as the Software Systems Development pathway only took effect in Year 4. All modules at Levels 4 and 5 were identical to those in BSc Hons Computer Science and both cohorts were taught together. There was, therefore, no additional software development within Levels 4 and 5 to justify exit awards with that specialism in their titles.

The Committee considered it unusual that students did not engage with their area of specialist study until the final year, yet enrolled on a distinct programme in Year 1.

BEng Hons Software Engineering (Jordanstown)

The Committee noted that it was proposed that the CertHE exit award from the course have the same title as in BSc Hons Computing Science, because the programmes shared a common first year. There was no additional software engineering content in Year 1 to warrant a distinct exit award for the BEng Hons Software Engineering. The CertHE exit award for the BEng Hons was therefore proposed as CertHE Computing Science.

AGREED: that the proposed exit award titles be approved.

13.22 Diploma in Irish Language

The Committee considered Paper No TLC/13/6c) from the Faculty of Arts proposing that awards of Pass with Commendation and Distinction be contingent on minimum levels of performance in half the modules for the award including a key module, 'Spoken Irish 2'. The Faculty argued that this would give recognition to the ability to speak the language well and to provide evidence of aptitude to progress to the related Honours degree programme.

The Committee noted that the University had removed the requirement for achievement at the grade/class threshold in at least 50% of modules as a consequence of the 2008/09 regulatory review. It also noted that performance in a specific module was a similar issue to that identified in the Faculty of Social Sciences' proposal in respect of PgDip/MA TESOL (min 13.20). It was further reported that the University's prospectus simply stated grade B in Irish at A Level as an entry requirement for the Honours degree programme without reference to spoken Irish.

AGREED: that the proposal not be approved.

13.23 BSc Hons Nursing Studies, SAAD College of Nursing and Allied Health Sciences, Saudi Arabia (Outcentre)

The Committee considered Paper No TLC/13/6d) from the Faculty of Life and Health Sciences proposing four variations in respect of the course, which had recently undergone revalidation.

The Committee noted that the Faculty was requesting permission to depart from the University's minimum entry requirements for English Language proficiency (IELTS 6 with no contributing band at less than 5.5) and wished to admit students to the four-year course with a minimum score of IELTS 4 with the stipulation that progress to Level 5 of the degree (Semester 1 of Year 3) be contingent upon achievement of IELTS 6.

The Committee noted that the proposed English language entry standard and progression requirement had been in operation since the programme was first validated in 2007 and that the rationale for continuation of the arrangements had been discussed with the revalidation panel.

In order to support English language learning it was intended that students would undertake three co-curricular English language modules during their first three

semesters. This would be facilitated by a reduced workload of 15 credits in each of these semesters. Delivery of the English modules outside the constraints of the Nursing degree was considered a more responsive and flexible approach to students' varying needs.

The Committee noted that a subject title of 'Health Care' was proposed for the exit awards of CertHE, AB and BSc Hons in order to restrict the use of the term 'Nursing' to those who were eligible to practise.

The Committee noted the proposal to hold Board of Examiners meetings each semester so that students required to repeat semesters would be able to do so immediately and would not have to take a full year away from study.

The Committee was informed that the Revalidation Panel had discussed the proposed variations in detail with the course team and that the Panel had been supportive of the proposals. The Programme Management System would monitor their effect.

AGREED: that the variations be approved.

13.24 Advanced Diploma in Money Advice Practice

The Committee considered a proposal from the Ulster Business School proposing to restrict regulations with regard to consequences of failure (Paper No TLC/13/6e).

The Committee noted that the AdvDip was a client-commissioned professional development programme which was competency-based and required students to demonstrate their professional competence in core areas. Standard regulations allowed students to resubmit coursework and/or retake examinations by a given date without attendance, but the Faculty considered that a student failing any module at the first attempt would need to retake the module in full with attendance in order to acquire the necessary knowledge and skills. This was a similar arrangement in operation in the Advanced Certificate in Credit Union Practice.

The Faculty also proposed that the maximum amount of failure permitted at the first attempt be 30 credit points rather than the normal 60 credits for a part-time course of this structure.

AGREED: that the proposal be approved.

13.25 PRIZES

The Committee received Paper No TLC/13/7 which proposed two new prizes and three amended prizes. The paper included further revisions to the Course Director's Prize for Special Achievement and Ryan Seeley Award (min 12.146 refers). It was noted that Chair's action had been taken to approve three new prizes and four amended prizes.

In light of the proposals to remove the monetary award associated with three prizes, which hitherto comprised a sum of money and a trophy, the Vice-Chancellor raised the question of the continuation of such prizes in the form of a

trophy alone. It was noted that a small number of prizes existed without a monetary element.

AGREED that:

- i) when financial sponsorship for a prize with a monetary value ended, the prize be withdrawn;
- ii) a review of existing prizes be undertaken to identify any other awards which had been revised in this way;
- iii) the new and amended prizes, except for those falling under i) above, be endorsed for approval by the Pro-Vice-Chancellor (Teaching and Learning).

Duration 2 hours 45 minutes

12 April 2013

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Life and Health Sciences	BSc Hons Applied Sport Management (with CertHE exit award) at Higher Colleges of Technology (Men's College), Abu Dhabi, United Arab Emirates (Outcentre)	✓		2013 - 2017		20	
Ulster Business School	Advanced Diploma in Money Advice Practice (with Advanced Certificate exit award)		✓	2013 - 2017	Outcentres		30

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Art, Design and the Built Environment	4C1	FdSc Building Services and Renewable Energies (with CertHE exit award) at Belfast Metropolitan College	✓	✓	2013 – 2017		18	10
	4A5	BSc Hons Environmental Health (with AB exit award) (subject to confirmation by CASC)	✓		2013 – 2017	JN		
		BSc Hons Environmental Health (with DPP/DPP(I) (with AB exit award)	✓		2013 - 2017	JN		
Arts	7B	BSc Hons Creative Technologies (previously BA Hons Creative Technologies)	✓	✓	2013 - 2017	ME		

Computing and Engineering	30E	Access Diploma in Computing, Business and Multimedia at Belfast (previously Computing with Business and Multimedia) at Belfast Metropolitan College	✓	✓	2013 – 2017		20	20
	16C	BSc Hons Computing with DPP/DIAS (with CertHE/AB exit awards)	✓		2013 – 2017	CE		
		BSc Hons Computing (Game Development) with DPP/DIAS (with CertHE/AB exit awards)	✓		2013 – 2017	CE		
		BSc Hons Computing (Internet Systems) with DPP/DIAS (with CertHE/AB exit awards)	✓		2013 – 2017	CE		
		Undergraduate Hons Subject: Computing (Major [with DPP/DIAS]/Minor) (with CertHE/AB exit awards)	✓		2013 – 2017	CE		
	16D	BSc Hons Computer Science with DPP/DPP(I)/DIAS (with CertHE/AB exit awards)	✓		2013 – 2017	ME		
		BSc Hons Computer Science (with AB exit award)		✓	2013 – 2017	ME		
		BSc Hons Computer Science (Software Systems Development) with DPP/DPP(I)/DIAS	✓		2013 – 2017	ME		
		BSc Hons Computer Science (Software Systems Development)		✓	2013 – 2017	ME		

	BEng Hons Computer Engineering with DPP/DPP(I)/DIAS (with CertHE/AB exit awards) (formerly Electronics and Computing)	✓		2013 – 2017	ME		
	BEng Hons Computer Engineering (with AB exit award) (formerly Electronics and Computing)		✓	2013 – 2017	ME		
	BEng Hons Computer Games Development with DPP/DPP(I)/DIAS (with CertHE/AB exit awards)	✓		2013 – 2017	ME		
	BEng Hons Computer Games Development (with AB exit award)		✓	2013 – 2017	ME		
	BSc Hons Computer Games, Modelling and Animation with DPP/DPP(I)/DIAS (with CertHE/AB exit awards) (formerly Creative Computing)	✓		2013 – 2017	ME		
	BSc Hons Computer Games, Modelling and Animation (with AB exit award) (formerly Creative Computing)		✓	2013 – 2017	ME		
	BSc Hons Information Technologies with DPP/DPP(I)/DIAS (with CertHE/AB exit awards) (formerly Information and Computing Technologies)	✓		2013 – 2017	ME		
	BSc Hons Information Technologies (with AB exit award) (formerly Information and Computing Technologies)		✓	2013 – 2017	ME		
	Undergraduate Honours Subject: Computing Minor	✓	✓	2013 – 2017	ME		

Life and Health Sciences	3C2B	PgDip/MSc Cataract and Refractive Surgery (Theory)		✓	2013 - 2017	DL		
	28G	FdSc Sports Coaching (CertHE exit award discontinued)		✓	2013 – 2017	JN		
		BSc Hons Sport and Exercise Sciences	✓		2013 – 2017	JN		
		BSc Hons Sport: Theory and Practice (formerly Sports Studies)	✓		2013 – 2017	JN		
		BSc Hons Sports Coaching		✓	2013 – 2017	JN		
		MSc Physical Activity and Public Health (with PgDip exit award) (formerly Physical Activity and Population Health)	✓	✓	2013 – 2017	JN		
		MSc Sport and Exercise Psychology (with PgDip exit award) (formerly Applied Sport and Exercise Psychology)	✓	✓	2013 – 2017	JN		
		MSc Sports Development and Coaching (with PgDip exit award)	✓	✓	2013 – 2017	JN		
		PgDip/MSc Sport and Exercise Nutrition (with PgCert exit award)	✓	✓	2013 - 2017	JN		
Social Sciences	26B2	Certificate in Community Youth Studies		✓	2013 - 2017	JN/ME		
	26E	Undergraduate Hons Subject: Social Policy (Major)	✓	✓	2013 – 2017	JN		
		BSc Hons Health and Social Care Policy	✓	✓	2013 – 2017	JN		
		BSc Hons Social Policy (JN)	✓	✓	2013 – 2017	JN		

		PgDip/MSc Social Research Skills (with Specialisms) (with PgCert exit award)		✓	2013 - 2017	DL		
	26C2	Undergraduate Hons Subject: Criminology (Minor)	✓	✓	2013 – 2017	JN		
		BSc Hons Criminology and Criminal Justice	✓	✓	2013 - 2017	JN		
	9C2	PgCert/PgDip/MSc Library and Information Management		✓	2013 - 2017	CE/JN/ME		
	9B	PgDip/MA in Teaching English to Speakers of Other Languages (TESOL) (with CertHE exit award)	✓	✓	2013 - 2017	CE		
Ulster Business School	1B	MSc Advanced Accounting (with PgDip and PgCert exit awards)	✓		2013 - 2017	JN		
	5J	MSc Innovation Management in the Public Service (Joint programme offered by Magee and Letterkenny Institute of Technology)		✓	2013 - 2017	ME		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and the Built Environment	AB Fine and Applied Arts (PT)	North West Regional College, Limavady campus
	PgCert/PgDip/MSc Environmental Health Management and Practice (PT)	JN

Arts	Certificate in Creative Arts (PT) PgDip/MA in Irish and Scottish Studies (PT)	ME DL
Computing and Engineering	FdSc Multimedia (FT/PT) PgDip/MSc Telecommunications and Internet Systems (FT/PT) PgDip/MSc Computing and Intelligent Systems (FT/PT)	North West Regional College CE ME
Life and Health Sciences	BSc Hons Clinical Physiology (Cardiology) (FT) BSc Hons Clinical Physiology (Respiratory) (FT) PgCert/Dip/MSc Advancing Practice in Preceptorship, Coaching and Supervision (PT) PgCert in Cancer Care for the Allied Health Professionals (PT) MSc Advanced Dietetics Practice (PT) MSc Health Science (PT) Certificate of Higher Education (PT/FT), Advanced Certificate, Advanced Diploma, Graduate Certificate, Graduate Diploma in Food (PT)	JN JN JN JN CE JN CAFRE outcentre
Social Sciences	Certificate in Teaching (PT) Certificate in Teaching (PT) Undergraduate Honours Subjects (FT/PT): Communication (Single Honours, Major, Minor) Language and Linguistics (Major) Public Relations (Single Honours, Minor) Advertising (Minor) Counselling (Minor) Linguistics (Minor)	CAFRE outcentre Cavan Institute of Technology outcentre JN

	BSc Hons in Social Work (Level 6) (FT) PgDip Health and Social Care Management (PT)	Belfast Metropolitan College Northern Trust
Ulster Business School	Advanced Diploma in Civic Leadership and Community Planning (PT) at Cavan Innovation and Technology Centre (Outcentre) BSc Hons Creative Enterprise (FT) BSc Hons Banking and Finance (FT)	Cavan Innovation and Technology Centre outcentre JN CE