

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 15 October 2014 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Professor R R Barnett, Professor P Carmichael, Miss C Cochrane, Professor C Curran, Dr D Hazlett, Professor D Heenan, Professor J Jędrzejewski, Professor F Lyons, Mr C Mackey, Professor L Maguire, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor H McKenna, Professor A McKillop, Mr M McKinney, Dr T McLernon, Professor G McMullan, Dr A Melvin, Professor R J Millar, Professor I Montgomery, Dr B Murphy, Mrs U Quinn

APOLOGIES

Dr M Boyd, Ms S Curran, Professor P Hanna, Ms A Honan, Professor N McClenaghan, Dr R Moreland, Dr J A C Webb

IN ATTENDANCE

Mr A G Faulkner, Mrs C Avery

UNRESERVED

WELCOME

The Chair welcomed new members, Mr Mackey, Professor Maguire, Dr Melvin and Professor McMullan. The Committee noted that the Committee would also be joined by Ms S Curran, Professor P Hanna and Dr R Moreland.

14.59 MINUTES

The confirmed minutes of the meeting held on 18 June 2014 were signed by the Chair.

MATTERS ARISING

14.60 Student Attendance Monitoring (Min 14.28)

At the previous meeting the Committee had agreed that the proposed pilot of the ActivCampus technology in the Department of Hospitality and Tourism Management at Belfast should proceed this semester and noted the tight timeframe for implementation.

Mrs Quinn reported that useful discussions had taken place with the provider and ADDL to consider the capability of the system and to draw up a bespoke list of user needs. Owing to delays in the completion of wiring of readers paper-based attendance recording had continued but the remote wireless system was expected to go live in the next few weeks and the student group involved had been issued with fobs.

It was noted that the report on the pilot would be considered before any further financial commitment through the Widening Access and Participation budget was made to pilot the system on a campus-wide basis.

14.61 Ask SAM (Student Advisory Model) (Min 14.34)

The Chair reported that the Students' Union had recognised the potential of this resource but had expressed concerns about the staff time and other resources that would be required to maintain a customised site. Without such a commitment it was considered preferable to invest in developing the University's online Student Guide, with links to *Ask SAM*.

The Committee noted that Mrs Wasson intended to reconvene the working group responsible for the development of the University Student Handbook this semester.

14.62 Assessment of Placement (Min 14.42)

While at its last meeting the Committee had recommended to Senate revision to gradings in the Diploma in Professional Practice/(International), it had not considered the other associate award for study abroad, Diploma in International Academic Studies (DIAS). The Chair asked members to support alignment of this award.

AGREED: that it be recommended to Senate that the award gradings for the DIAS reflect those already recommended for the DPP/(International): 40% Pass, 60% Commendation and 70% Distinction.

14.63 Deposit of Master's Dissertations of Distinction Standard in the University Library (Min 14.50)

At its June meeting, the Committee had asked Faculty representatives to elicit views on the continuing public availability of all Distinction-level Master's dissertations through deposit in the Library, the expectation of hard-copy deposit and, in the continuing absence of an online institutional repository, on the use of the VLE course support area to provide exemplars for students.

The Chair reported that the Faculty of Life and Health Sciences had proposed the following:

- that a central hard-copy repository of Master's dissertations was no longer viable or necessary;
- that it may not be necessary for all distinction-level projects to be available and that a sample of exemplar dissertations should be hosted on the VLE course support area;
- that the five-year retention period was sufficient but, should the assessment criteria change, it would be imperative that the exemplars are updated.

Professor Jędrzekewski reported that the Faculty of Arts considered that Distinction-level dissertations should be retained in perpetuity in certain subject

areas where currency was not an issue. While, generally it was not necessary to keep hard copies, the Faculty and other faculties believed there to be a need for Distinction-level dissertations to be held electronically by the Library so that they were accessible to all discipline areas. It was noted that the Library had not reported any further progress in the development of a central electronic repository.

AGREED:

- i) that, in order to provide exemplars for current students, the VLE course support area be used to host an appropriate sample of Distinction-level dissertations, for a minimum period of five years, the sample size and period to be determined by the Faculty/course committee;
- ii) that the Library, in liaison with ADDL, give further consideration to the implications of the continuation of the requirement for it to provide access to Distinction-level dissertations for the purposes of wider dissemination and report back to the Committee on this matter.

#### 14.64 BSc Hons Energy and BEng Hons Architectural Engineering (Min 14.54)

At its June meeting the Committee had approved a variation to the University's regulation in respect of a Level 5 contribution in the classification of the above degrees, subject to confirmation of a professional body requirement and clarification of the contributing modules.

The Chair reported that the Associate Head of School had advised that the professional body would not consider this matter until its next accreditation visit (scheduled for October 2015). Consequently, the proposal could not be approved at this time. The Committee noted that the Faculty had not recruited to these new courses in September 2104.

AGREED: that the Faculty consider this matter at the time of the accreditation visit and, if necessary, bring forward the required evidence for consideration by the Committee in 2015/16.

#### 14.65 Terms of Reference (Min 14.57)

The Committee at its June meeting had agreed to revisit its terms of reference and composition in light of the review of portfolios and the inclusion of ADDL and its working groups within the Learning, Teaching and Student Experience portfolio and received its terms of reference and membership (Paper No LTC/14/19).

The membership had been revised to reflect changes in faculty and other representation and inclusion of the chair of the new Digital Learning Sub-Committee. The Chair expressed thanks to out-going members of the Committee for their work.

Regarding the terms of reference, it was proposed to broaden the reference to the Learning and Teaching Strategy by adding 'and associated strategies' at 1a) and that 'programmes' be replaced by 'provision' at 1c). It was noted that the terms might be revisited in the light of the terms of reference approved for other University Committees.

AGREED: that the revisions to terms of reference 1a) and 1c) be recommended to Senate for approval (Appendix 1).

## CHAIR'S COMMUNICATIONS

### 14.66 Undergraduate Awards 2014

The Chair reported that of the 1909 submissions received from universities in Ireland 148 were from the University of Ulster. Although Ulster had no winners this year, it was pleasing to note that nine students had been 'Highly Commended' in their respective categories. Professor McAlister congratulated them on their achievement, and asked Faculties and the Students' Union to continue to promote the competition.

Although in 2013 the Chair had agreed to pay for the cost of tickets and associated travel for the three 'Highly Commended' students, this would not be possible this year on account of the costs involved and budgetary pressures.

### 14.67 Higher Education Academy

The Chair reported that Sarah Turnbull had been appointed as the HEA Partnership Manager to maintain and develop the University's relations with the Academy and encouraged Faculty Learning and Teaching Co-ordinators to engage with her.

## COURSE APPROVAL

### 14.68 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 17 September 2014 (Paper No LTC/14/20a).

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. It was noted that the majority of business had been approved by Chair's action for September 2014 start dates. It was also noted that a significant number of new proposals were new Foundation degrees replacing existing HND provision in the Colleges and it was expected that more would be brought forward for validation this year.

#### Proposed FdSc Applied Industrial Sciences at Southern Regional College

The Committee noted that the Evaluation Panel held in June 2014 for this course, which had been developed in conjunction with Norbrook Laboratories, had had serious concerns regarding entry requirements, content, coherence, and staffing and had not recommended approval. A revised proposal had subsequently been brought forward for a January 2015 start, but Professor McMullan had reported to the Academic Planning Sub-Committee that, following a mock evaluation event held at the end of September, the Faculty was concerned that the College had not addressed adequately the matters identified by the Evaluation Panel and had requested postponement of the University evaluation meeting.

This outcome was particularly disappointing as Norbrook had already taken on staff with a view to their undertaking this course. Professor Millar reported that the Director of the College was aware of the University's concerns regarding resources and the other identified issues. The Faculty would ensure that other stakeholders were informed and would continue to work with them. Without substantial investment, the Faculty's view was that it would not be possible for the programme learning outcomes to be achieved.

The Chair noted that this case illustrated the need for the Faculties and institutions to work in close partnership to ensure that proposals met University expectations and the requirements of HE provision and that institutions were realistic about timeframes.

Professor Montgomery drew attention to the outstanding work with partner institutions of Mr Mike Chapman who was standing down as Subject Partnership Manager (Built Environment) after several years in this role.

AGREED that:

- i) Chair's action in respect of approval and re-approval of course provision be endorsed as set out in Appendix 2;
- ii) the following changes in title be approved:
  - BSc Hons Consumer Management and Food Innovation (formerly Consumer Studies);
  - FdEng Mechatronic Engineering at SERC (originally 'Automation Engineering');
  - FdSc Business Information Technologies at SWC (originally 'Information Technologies for Management in Business');
  - FdSc Computing at SERC (originally 'with pathways');
  - MSc Business and Supply Chain Excellence for Aerospace (originally to be an Aerospace pathway within MSc Business Improvement).
- iii) a one year extension to the period of approval, to include the September 2015 intake, be approved for BSc Hons Health Physiology to align the approval period with Healthcare Science provision;
- iv) the Committee's appreciation be extended to Mr Chapman.

#### Professional, Statutory and Regulatory Body Accreditation

##### 14.69 Activity in 2013/14 and Proposed Activity in 2014/15

The Chair presented a summary report on professional and regulatory body accreditation for the academic year 2013/14 and the schedule of activity for 2014/15 (Paper No LTC/14/20bi).

The Chair referred to the very positive outcomes of PSRB visits in 2013/14 and congratulated staff involved. It was noted that the 2014/15 schedule included a number of significant joint re-accreditation events such as Social Work. In the light

of comments made at the meeting of Library, Information and Student Administrative Services Committee the previous day regarding the submission of documentation for such events through the new Curriculum Management System (CMS), the Chair reminded Faculties of the need to ensure that this process was carefully managed.

It was noted that all PSRB reports together with the Faculty response were expected to be received by the Committee. Professor McAlister reported that there had been a successful outcome from the RIBA visit for Architecture in June, and the Faculty would need to ensure that the necessary actions were taken to address the small number of recommendations made.

AGREED: that Faculties provide Ms G Dooher, Quality Management and Audit Unit, with information on the likely timescale for the provision of missing reports and responses for visits which had already taken place and information on any visits expected in 2014/15 which were not included in the paper.

#### 14.70 Hospitality

The Committee received the report from the Institute of Hospitality together with the Faculty response (Paper No LTC/20bii) and noted that the report was very complimentary with several commendations. Accreditation had been achieved for all programmes for a five-year period to May 2019.

AGREED:

- i) that Professor Stephen Boyd and colleagues be congratulated on this outcome;
- ii) that the Department of Employability and Marketing ensure that the professional body's kitemark featured in all University promotional material for the provision.

#### 14.71 BSc Hons Podiatry

The Committee received the report from the College of Podiatry (Paper No LTC/20biii) following the joint revalidation/reaccreditation event held in February 2014. It was noted that a Faculty response was not required as the Panel chair had already confirmed that the two recommendations had been satisfactorily addressed.

Professor Curran referred to the overall high level of student satisfaction noted in the report in contrast to the related National Student Survey (NSS) result. The Committee considered it important that students completing the Survey were appropriately briefed so that they provided responses based on the totality of their learning experience in their studies.

AGREED: that Dr Patricia McClure, Dr Mary Hannon-Fletcher, Dr Katie Lagan (Course Director) and the course team be congratulated on this outcome particularly in view of the small number of staff involved.

#### 14.72 Validated Provision

The Committee received Paper No LTC/14/20c), Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements, for the 2014 intake (Appendix 3). The Committee noted that this would be updated to include any new locations approved by the Academic Planning Sub-Committee at its meeting on 10 October.

#### 14.73 SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan, the new Chair of the Sub-Committee, presented the report of the meeting held on 17 September 2014 (Paper No LTC/14/21).

#### 14.74 Terms of Reference and Membership (Item 1)

The Committee noted that the terms of reference and proposed composition of the Sub-Committee had been significantly revised to reflect more fully the strategic aims of the Learning and Teaching Strategy and current institutional priorities in the area of employability.

In relation to the proposal that each Faculty should have two members, one to be a Head of School/Department, it was agreed that this category should include Associate Heads of School.

AGREED: that the revised terms of reference and membership be endorsed.

#### 14.75 Working Group on Assessment of Placement (item 2i)

The Sub-Committee had noted the two models approved by the Committee in June (min 14.41 refers).

#### 14.76 Working Group on Models of Placement (Item 2ii)

The Committee noted that 14 of the 21 undergraduate Summer Internships offered for 2014 had been filled with the remainder either lacking applicants or follow-through by employers. This was a new initiative which it was hoped would provide students with more placement opportunities in the future.

#### 14.77 Ulster EDGE Award (Item 3)

The Committee noted that a communication strategy had been agreed for the re-launch of the EDGE award and the introduction of the new EDGE Excel Award. It was noted that a feasibility study would be undertaken this year to extend the scheme to part-time students in 2015/16, but Mr McGivern highlighted two constraints on progress: the current limitations of the IT infrastructure in tracking and managing EDGE activities which had been raised with the Information Services Directorate, and the disincentive for part-time students who were charged a fee for credit-bearing modules accepted within the EDGE, in contrast to full-time students.

The Vice-Chancellor stated that these matters should be addressed respectively, a) when the Senior Executive Team reviewed the University's IT Strategy action

plan for this year and the priority assigned to the EDGE project, and b) by submission of a proposal regarding fees to SET with a view to making a recommendation to the Resources Committee.

14.78 Graduate Internships (Item 4)

The Committee noted the success of the two Graduate Internship programmes operating in 2013/14, the year-long Professional Experience Programme (PEP) and the three-month Santander SME Internship Scheme which was undertaken during the summer. Both would continue in 2014/15.

14.79 Career Development Learning at Ulster (2013/14) (Item 5)

The Committee noted that a Curriculum Mapping Tool for Graduate Qualities had been developed to assist course teams in identifying how well individual modules supported the achievement of the University's Graduate Qualities. Student and staff resources were available at [www.ulster.ac.uk/qualities](http://www.ulster.ac.uk/qualities).

Professor McAlister asked the Sub-Committee to ensure that information on the new tool was disseminated across faculties for use by course/subject teams and in particular those preparing for evaluation/revalidation.

DIGITAL LEARNING SUB-COMMITTEE

14.80 Terms of Reference and Membership

The Committee noted that as a consequence of changes in portfolios digital learning now lay within the remit of the Learning and Teaching Committee.

The Committee received Paper No LTC/14/22a) which set out the terms of reference and the membership of the Digital Learning Sub-Committee, which would focus on ensuring institutional effectiveness in digital learning provision, enhancing learning and teaching, modernising and standardising the virtual learning environment and enabling new academic market developments locally, regionally and internationally.

It was noted that to deliver effective digital learning there needed to be in place both appropriate hardware and a programme for upskilling staff, and that close liaison with ISD would be required.

Dr Murphy was asked to make adjustments to the terms of reference and membership: to clarify the marketing remit of the Sub-Committee, given different departmental responsibilities for the home and international markets (3); to emphasise the role of staff development to ensure appropriate application of good practice (8); and to revise the reference to the 'ITSSG' (10), and to include the University Librarian and Professor Linda Clarke in the membership.

AGREED: that, subject to the above, the terms of reference and membership be approved.

#### 14.81 Report from Digital Learning Sub-Committee

Dr Murphy presented, on behalf of Professor Hanna, the report of the meeting held on 4 July 2014 (Paper No LTC/14/22b).

The Committee noted that the Sub-Committee had been constituted by the former Educational Partnerships and International Affairs Committee and that, in order to bring clarity to governance arrangements, the Technology Enhanced Learning Experience Sub-Committee had been stood down; the eLearning Course Directors Forum, the MOOCs and Open Learning Working Group and a new Virtual Learning Environment Futures Working Group would report to the Sub-Committee.

#### 14.82 Digital Learning Strategy (Item 5)

The Committee noted that a draft concept paper presented to the Sub-Committee would be developed into a strategy paper by a small authoring group led by the Director of ADDL. Staff development, including raising the digital literacy of academic staff, would be emphasised.

#### 14.83 VLE CONTENT COPYRIGHT REVIEW: INTERNAL AUDIT

Dr Murphy presented a paper on the VLE Copyright Audit (Paper No LTC/14/23).

The Committee noted that the internal KPMG audit undertaken in 2012 categorised copyright compliance of material uploaded to the VLE as a priority 1 issue, the highest priority risk. A weakness in the self-certification process was observed and the Audit had recommended a secondary review of material to verify that module content met copyright requirements.

In line with this KPMG recommendation, a small working group involving staff from the Office for Digital Learning, Reprographics and the Library had undertaken a risk-based random sample, the results of which suggested that there was poor knowledge of Ulster's copyright policy and its interpretation within BBL. VLE copyright guidelines and training had been reviewed and a simplified document and revised training recommended. This would be taken forward by the Copyright Officer within Reprographics. Examples of infringements were provided in the paper, and it was noted that a review by a subject librarian would have helped to identify alternative methods of delivering the same content which accorded with the legislation.

The Committee was asked to consider the following recommendations, that:

- i) the Reprographics Manager circulate a summary report to Deans to include a spreadsheet for each module and a copy of the VLE copyright guidelines, and that Deans should circulate the new guidelines to all staff and encourage academic teams to review their modules for compliance. (This communication will follow the publication of the KPMG summary report in October 2014);

- ii) specific issues highlighted in the audit process should be rectified. A further review of priority 1 issues should be undertaken before the end of semester one 2014/15 to ensure compliance;
- iii) the use of Open Educational Resources, released under Creative Commons or similar licences, should be encouraged. Opportunities to align OER and copyright guidelines should be explored as part of the work of the Ulster MOOCs and Open Learning Working Group;
- iv) an annual risk-based sampling exercise should continue until there was a reduction in potential infringements.

Dr Murphy confirmed that these actions would satisfy the internal auditors. It was recognised that education through staff induction and the improved training course would help avoid bad practice. Deans were encouraged to consider inviting the Reprographics Manager to address Faculty Boards.

AGREED: that the recommendations be endorsed.

#### 14.84 COMPULSORY PLACEMENT AND FINAL YEAR DISSERTATION/PROJECT IN UNDERGRADUATE AND INTEGRATED MASTER'S DEGREES

The Committee at its June meeting had been disappointed to note that the number of courses providing placement in 2012/13 had decreased overall. This was a matter of concern given the emphasis of both the University and DEL on student employability. The Committee had also recognised the contribution of placement to future graduate-level employment, which was an important factor affecting the University's position in various league tables. Another factor, further study was influenced by students' experience of their own research-led enquiry through the final year dissertation or project, and the Committee noted that the University was below its benchmark in this regard.

The Committee had, therefore, recommended to Senate that, in principle, a period of placement and a final year dissertation/research project be integral parts of the curriculum for all undergraduate Honours and integrated Master's degree programmes (min 14.41 refers). Deans were asked to report back to this meeting on the implications of these proposals for their provision and their plans and timeframe to achieve them.

The Committee considered the Faculty responses (Paper No LTC/14/24) and acknowledged that the policy would present challenges for a minority of courses. A number of general issues had been identified and it was thought that clarification and guidance would be needed, particularly in relation to placement. The University would not dictate arrangements to achieve these outcomes but would expect Faculties to explore options and adopt appropriate solutions.

#### Placement

The Chair reminded Faculties that the University's Employability and Marketing Strategy included the expectation that by 2020 all students at Ulster should have the opportunity to undertake work experience as part of their programme of study and this would be expected to be one of the key features defining the Ulster

Student Experience in undergraduate degrees. It was noted that those courses which had recently introduced placement had seen benefits in the overall curriculum through enhanced industry/employer relations and closer links with University alumni.

Professor McAlister emphasised the need for the University to advance its ambitions and to give greater priority to this in the short to medium term, particularly in view of the evidence of the positive impact that placement had on student performance and subsequent employment.

The Sub-Committee on Employability and relevant central departments would be expected to work closely with Faculties and to provide appropriate guidance. The Chair confirmed that a period of study abroad would not be counted as work experience, and that the Committee's recent discussions regarding paid placements related to year-long placements (min 14.39 refers).

#### Dissertation/Project in Final Year Honours Degrees

With regard to the dissertation/project, it was noted that the University's previous expectation was that in an Honours degree programme one or more modules were normally assessed by dissertation. A special case had to be made at validation or by CA3 to the Faculty to depart from this principle. In line with the new principle, a special case would no longer be allowed and such dissertation/project modules would require to be clearly identified within the course. The Chair acknowledged that the need for ethical approval of projects could present an impediment in some subject areas, but advised that in such instances students might be directed to undertake projects which analysed secondary data available, for example through NISRA.

The Vice-Chancellor confirmed that those courses which currently did not make provision for placement and/or a final year dissertation/project now needed to bring forward proposals to do so. Subject to Senate approval of the recommendation, he indicated that failure to do so would put at risk the future continuation of the course.

#### AGREED:

- i) that it be further recommended to Senate that Faculties make provision for a period of placement and a dissertation/project module (in final year) as a compulsory component in all undergraduate and Integrated Masters' degree programmes **from the September 2015 intake** and that Faculties aim to introduce as soon as possible optional periods of placement and dissertation/project modules for existing students on programmes where these were not currently provided;
- ii) subject to Senate approval of i) above, Faculties consider these matters and ensure that course/subject teams, which do not already meet these objectives, take appropriate steps to achieve them and to present proposals through the submission of CA3 forms or in documentation for forthcoming validation events;

- iii) that the Sub-Committee on Employability develop further guidance on the options for introducing periods of placement within undergraduate Honours and Integrated Master's degrees.

#### 14.85 CENTRE FOR HIGHER EDUCATION RESEARCH AND PRACTICE: ANNUAL REPORT

Dr Hazlett presented the Centre's annual report for 2013/14 (Paper No LTC/14/25).

##### Membership (Item 1)

The Committee noted that in 2013 the membership of CHERP had increased from 99 to 260 (34 Associates, 226 Fellows). It was noted that challenging targets were being set at institutional and faculty level for the next five years which would require significant additional numbers of staff to achieve HEA recognition. The University had its own Professional Development Scheme aligned to the Professional Standards Framework (UKPSF). In support of the strategic development of learning and teaching recognition, the fourth call for CHERP membership in April 2014 had strengthened the alignment by requiring HEA fellowship as a prerequisite for CHERP fellowship. Staff who had not yet achieved HEA fellowship would be eligible to become a CHERP Associate and would progress to CHERP Fellow on achieving HEA recognition.

##### Calendar of Events (Item 2)

The Committee noted that the events organised included the launch of the new Learning and Teaching Strategy, the Centre's third conference, 'Sharing and Shaping Learning and Teaching At Ulster: Building Communities Of Practice', and the fifth annual Festival of Innovative Practice at which the HEA's Deputy Chief Executive (Academic) had given a keynote address entitled 'Transformative change in higher education learning and teaching'. A programme of lunchtime seminars had been held and external speakers were involved in the delivery of workshops.

##### SupportaL: Learning and Teaching Online Resource (Item 3)

The Committee noted that the Centre had been developing an online learning and teaching resource, to be called SupportaL, which would provide staff with an opportunity to share examples of effective practice which enhanced learning and teaching and to provide evidence of their engagement with the scholarship of learning and teaching. A call for submissions to the SupportaL pilot would be made in late 2014.

##### Ulster Professional Development and Recognition Scheme (Item 4)

The Committee noted that following its pilot the scheme had now been extended across the University and provided opportunities for appropriately experienced staff to seek recognition for their teaching and learning practices aligned to the UK PSF. Current HEA accreditation ran until August 2015 and the Centre would prepare a re-accreditation application for submission next Spring.

It was hoped that many participants would progress their applications during 2014/15. The Committee noted that although HEA membership had increased to 41% from 31% the previous year, the University had set a target of 75% to be achieved within two years. Whilst the University recognised the need to build capacity within Faculties, it was considered that, given the many routes available, this target was achievable. Dr Hazlett reported that interviews for the appointment of Faculty-based UKPSF Leads to support Faculties to achieve the target were planned to take place in January 2015.

The Vice-Chancellor emphasised the importance of Faculties taking action now to ensure that the target was met, particularly as it was an Institutional Strategic Indicator and proportions of recognised staff would be published nationally through HESA at both institutional and subject level.

#### Assessment and Feedback (Item 5)

The Committee noted that the focus of this year's work had been to embed further the progress made across the University in developing assessment and feedback practices that support effective student learning. NSS data for 2013 illustrated that progress had been made with higher than sector average responses to questions relating to these topics.

#### Student Engagement and What Works? Student Retention and Success Project (Item 6)

During 2013/14, seven discipline teams across all faculties and campuses implemented and evaluated a range of activities focusing on induction, co-curricular activities and active learning with the aim of promoting 'belongingness' within the first-year student cohort. Findings of the first of two Belonging Surveys indicated that first year students believed their school was welcoming and that students were highly motivated. Evidence from the second Survey showed improvement in all three areas: belonging, engagement and self-confidence. Internal and external dissemination of the findings had taken place.

Although there had been an improvement in retention rates last year, the Chair reported that these gains had not continued. The data would be considered by Senate at its next meeting. Professor Montgomery referred to a number of specific initiatives but said that more action was needed to improve current retention rates. The Vice-Chancellor advised that Council had high expectations in this regard and under-performing courses were at risk.

#### Research Teaching Nexus (Item 7)

Dr Hazlett explained that, since its inception in 2011, this workstream had sought to further the impact of two strands, Pedagogic Research/Scholarship of Teaching and Learning (SoTL) capacity building and Research as Inquiry (comprising Research-informed Teaching and Research-enhanced Learning). In terms of evidencing the former, the indicators of success included an increase in the number of HEA Fellows, an increase in external funding for initiatives, changes in promotion criteria and an increase in the number of applicants for Distinguished Teaching Fellowship and National Teaching Fellowship. It was noted that Professor Paul Moore had been awarded a National Teaching Fellowship in June

2014. The Vice-Chancellor reported that the HEA had recently agreed to re-introduce a Team Award from the next academic year.

Dr Hazlett reported that the workstream was being reviewed in order to reduce duplication of effort and maximise the impact of specific targets.

CHERP Journal – Perspectives on Pedagogy and Practice (Item 8)

The Committee noted that a call for articles for Volume 6 had been made with a submission date of 28 October 2014.

Visiting Professors and Honorary Fellows (Item 9)

The programme of visits undertaken by the two Visiting Professors and two Honorary Fellows was noted.

Peer Supported Review (Item 10)

A total of 618 staff had been involved compared to 400 in 2012/13, with 176 staff listed as supporting colleagues. The Committee noted that a five-year review would take place in 2014/15 and that Faculties would be asked to contribute to this through their annual Engagement reports.

Dr Hazlett thanked her colleagues in the Centre for their work in progressing the CHERP activities in support of the University's Learning and Teaching objectives. In recognising the broad achievements, the Committee noted that the pace and level of success against the performance indicators needed to improve.

14.86 UK QUALITY CODE FOR HIGHER EDUCATION, CHAPTER B6: ASSESSMENT OF STUDENTS AND THE RECOGNITION OF PRIOR LEARNING

The Committee received a commentary and evidence base on the University's current position against the Indicators set out in Chapter B6 of the Quality Code: Assessment of Students and Recognition of Prior Learning published October 2013 (Paper No LTC/14/26) (mins 13.30 and 13.106 refer). This had been compiled by the Academic Office, with contributions from Student Administration and CHERP.

The Committee noted that the University's policies and procedures could be demonstrated to meet expectations but that the policy on Accreditation of Prior Learning would benefit from greater prominence on the University's external website (Indicator 3), and that it might address explicitly the question of feedback to applicants (Indicator 9). These matters would be referred for comment respectively to Mr McGivern and Professor Curran, the latter in her role as Chair of the former APL Working Group.

AGREED: that the paper be endorsed.

## WORKING GROUPS

### 14.87 Working Group on Online Assessment and Feedback

The Committee received the reviewed terms of reference and membership (Paper No LTC/14/27a) (min 14.48 refers) and noted that term 3 would be revised to indicate that the Working Group would now report to the Digital Learning Sub-Committee.

AGREED: that, subject to the above amendment, the proposed terms of reference and membership be approved.

### 14.88 Education for Sustainable Development Review Group

The Committee considered the draft terms of reference and membership for a Review Group to consider guidance and make recommendations to support the University's achievement of its objectives in this area in the light of recently published QAA guidance (min 14.32 refers) (Paper No LTC/14/27b). Mr McCurry had agreed to chair it as it would relate to previous work which he had overseen on the University's Graduate Qualities.

Professor Montgomery offered to provide Mr McCurry with relevant information from the University's Environment Sustainability Steering Group and it was suggested that he could attend meetings of this group as appropriate.

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

### 14.89 Professional and Continuing Education Sub-Committee

The Committee received the proposed terms of reference and membership of the new sub-committee (Paper No LTC/14/27c).

The Committee noted that the Sub-Committee would bring together the business of three working groups (Postgraduate Certificate of Professional Development, Employer-based training accreditation and non-award bearing) and provide strategic oversight of the planning, development and delivery of continuing education and professional development activity. With regard to term 5, it was noted the Sub-Committee's interest in financial models and fee arrangements did not imply responsibility for these matters, which lay outside the Learning and Teaching Committee's remit.

Professor Una McMahon-Beattie had agreed to chair the Sub-Committee.

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

### 14.90 PLAGIARISM OFFENCES

The Committee received the 2013/14 annual report on plagiarism offences (Paper No LTC/14/28) and noted that the number of offences recorded during 2013/14 was marginally higher than during the previous academic year, 283 on 9 September 2014. Most were at Level 5 and first offences and repeat offending remained very low. The Committee noted that this year columns had been added

to the summary table to indicate the proportion of offences occurring in each Faculty in relation to the total student population.

It was noted that the discrepancy between reported (Faculty reports) and recorded (Register) offences was less significant than in previous years but there was still a problem with late recording on the Register. The Chair reminded Faculties that to ensure consistent comparisons, offences should be recorded at the time of detection and no later than the reporting cut-off date.

The benefits of education in acceptable academic practice, reinforced at various points in the course, as well as 'designing-out' opportunities for plagiarism were noted. It was also noted that, where plagiarism or other cheating such as contract cheating was suspected, a viva could be undertaken to assess the student's understanding of the piece of work submitted and to help determine if it was their own.

AGREED that the following recommendations be endorsed, that:

- i) Faculties (including the Research Graduate Schools [Centre]) ensure that the University's Plagiarism Policy and Procedures and penalties (2012) continue to be observed and rigorously applied across all programmes;
- ii) Faculties keep under review how their annual plagiarism reports were assembled with a view to ensuring that faculty reported figures concur with those appearing in the Central Register;
- iii) Faculties, Access, Digital and Distributed Learning, and the Research Office ensure that all plagiarism offences in 2014/15 were recorded at the time the offence was established and no later than the cut-off date of 9 September 2015;
- iv) Faculties, ADDL, and the Research Office provide a report to the Academic Office by 30 September 2015, with a commentary on issues arising and actions proposed or taken in light of the 2014/15 records and trends since the introduction of the Plagiarism Policy in 2006/7 and the use of Turnitin.

#### 14.91 CONFIRMATION OF RECOGNISED TEACHER STATUS

The Chair presented the annual report on the conferment of recognised teacher status for 2013/14 (Paper No LTC/14/29).

It was noted that 121 nominations (91 individuals) had been made during 2013/14 and that the status was formally withdrawn from four individuals on programmes at the QA Business School. Of the 121 nominations made, ten were for 2014/15 with all other nominations being late and many of these required Chair's action. The section of the form requesting an explanation for lateness was rarely completed.

In view of the Committee's requirement for an explanation for lateness, it was recommended that Faculties complete this section of the form before it was processed. In addition the nomination form would be modified to indicate the semester in which the role was to begin. It was anticipated that this detail might

reduce the number of nominations designated as late and requiring consideration by Chair's action.

The Chair reminded Faculties that the status was initially bestowed for a four-year period and hence nominations approved for 2011/12 for four years would need to be reviewed and, if applicable, submitted for renewal in the current academic year (to take effect in 2015/16). It was also important that the status be removed from those no longer carrying out duties for the University, so that privileges were stopped.

AGREED: that the revisions to the process be endorsed.

## PRIZES AND AWARDS

### 14.92 Annual Report 2013/14

The Committee received the annual report on prizes for 2013/14 (Paper No LTC/14/30a). There was a total of 431 approved prizes and awards with 32 new prizes introduced and 23 discontinued during the year.

Professor Curran reported that the Faculty would wish the achievement of students through mention on the 'Dean's list' to be included on the student's HEAR. It was noted that this had not been approved previously in accordance with the criteria for inclusion of 'Additional Recognised Activities'.

AGREED: that the possibility of including a student's mention on a 'Dean's list' be referred to the HEAR Project Team for consideration.

### 14.93 Proposals for New Prizes

The Committee received Paper No LTC/14/30b) which set out details of two new prizes together with one amended prize and three new prizes which had been approved by Chair's action on behalf of the Committee and Council.

#### New Prizes

McLaughlin and Harvey Commercial Management Prize  
Whitemountain Quarries Estimating and Tendering Prize

#### New Prizes Approved by Chair's Action

Sensory Integration Network Award  
Law Society of Northern Ireland Prize  
Technology Enhanced Learning Prize

#### Amended Prize Approved by Chair's Action

Olly McGilloway Memorial Award

AGREED: that the two new prizes be endorsed for approval on behalf of Council by the Pro-Vice-Chancellor (Learning, Teaching and Student Experience).

## VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

### 14.94 Revalidation Unit 9H: Education (FE)

The Committee noted that Chair's action had been taken on behalf of the Committee to approve a request from the Faculty of Social Sciences for a departure from the English Language entry requirements for the Certificate in Teaching (Sign Language) for applicants from the deaf community who did not hold a GCSE/equivalent qualification (Paper No LTC/14/31). In addition it was noted that reasonable adjustments had been made to assessment arrangements for such students.

AGREED: that Chair's action be endorsed.

Duration 3¼ hours

24 October 2014

AGF/CA/lh

## LEARNING AND TEACHING COMMITTEE

## TERMS OF REFERENCE AND MEMBERSHIP

- 1 To keep under review, and as appropriate advise and make recommendations to Senate on the following matters relating to taught programmes of study offered by the University and under collaborative arrangements with other institutions within the UK and overseas:
  - a) the Learning and Teaching Strategy and associate strategies;
  - b) the standards and regulatory framework for awards;
  - c) the procedures for the approval, monitoring and re-approval of, and revision to, provision;
  - d) the organisation of the academic year;
  - e) ordinances, regulations, guidelines and protocols;
  - f) policies and processes relating to teaching, learning and assessment and the quality assurance and enhancement of teaching and learning.
  
- 2 To discharge the following functions of the Senate in accordance with its delegated authority framework:
  - a) to grant approval to new and revalidated programmes of study;
  - b) to consider proposals from Faculties for the designation of persons, not being members of academic staff, as Recognised Teachers of the University and to convey recommendations to the Council<sup>1</sup>;
  - c) to consider proposals from Faculties for the appointment of course and subject external examiners, and to make nominations for appointment of course, subject and chief external examiners to the Council<sup>1</sup>;
  - d) to determine the arrangements for the preparation and presentation of dissertations for Master's degrees;
  - e) to determine the dates of semesters;
  - f) to make recommendations to the Council on the establishment of new prizes<sup>1</sup>.

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<sup>1</sup> Council has delegated this authority to the Pro-Vice-Chancellor (Learning, Teaching and Student Experience).

- 3 To advise Senate on appropriate action when the conditions of approval of programmes of study are not met.
- 4 To monitor and advise Senate on equality matters which affect the student learning experience.
- 5 To receive reports from, and to communicate with, other University committees or bodies and external bodies in relation to any of the above matters.
- 6 To establish, from within its own membership or otherwise, such sub-committees, working groups and advisory groups as appropriate to advise and report on any of the above matters.

In reaching decisions the Committee will have due regard to their impact on, and implications for, the University's commitment to ensuring equality of opportunity and good relations as outlined in its Equality Scheme, and associated policies, and where possible and practicable the Committee will ensure that its actions are proactive in this respect.

**COURSE APPROVAL**

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Art, Design and the Built Environment	FdEng Building Services and Renewable Energy (with CertHE exit award)	✓	✓ (and PT Fast-track)	2014 – 2016	South Eastern Regional College (Newtownards campus) and Southern Regional College (Newry campus)	<u>SERC</u> 10	<u>SERC</u> 8 PT Fast-track: 8
	FdSc Architectural Technology with Sustainable Design (with CertHE exit award)	✓	✓	2014 - 2015	South Eastern Regional College (Bangor, Downpatrick & Lisburn campuses) and North West Regional College (Strand Road campus)	<u>SRC</u> 10	<u>SRC</u> 8 PT Fast-track: 8
	FdSc Sustainable Construction (with CertHE exit award)	✓	✓	2014 - 2015	South Eastern Regional College (Bangor, Downpatrick and Lisburn campuses) and North West Regional College (Strand Road campus)	TBC	TBC
	PgCert/PgDip/MSc Community Planning and Governance		✓	2014 – 2015	JN		
	PgDip/MSc Community Planning and Governance (with PgCert exit award)	✓		2014 - 2015	JN		
Computing and Engineering	FdEng Mechanical Engineering (with CertHE exit award)	✓	✓	2014 – 2018	North West Regional College (Strand Road campus)	<u>FdEng Mech Eng</u> 1 <sup>st</sup> intake:16 2 <sup>nd</sup> intake:16 3 <sup>rd</sup> intake: 16 4 <sup>th</sup> intake: 18 5 <sup>th</sup> intake: 20	<u>FdEng Mech Eng</u> 1 <sup>st</sup> intake:12 2 <sup>nd</sup> intake:12 3 <sup>rd</sup> intake: 12 4 <sup>th</sup> intake: 12 5 <sup>th</sup> intake: 12

	FdEng Electrical and Electronic Engineering (with CertHE exit award)	✓	✓	2014 - 2018		<u>FdEng Electrical/ Electronic Eng</u> 1 <sup>st</sup> intake:16 2 <sup>nd</sup> intake:16 3 <sup>rd</sup> intake: 16 4 <sup>th</sup> intake: 18 5 <sup>th</sup> intake: 20	<u>FdEng Electrical/ Electronic Eng</u> 1 <sup>st</sup> intake:12 2 <sup>nd</sup> intake:12 3 <sup>rd</sup> intake: 12 4 <sup>th</sup> intake: 12 5 <sup>th</sup> intake: 12
	FdEng Mechatronic Engineering (with CertHE exit award)	✓	✓ (and PT Fast-track at Lisburn only)	2014 – 2018	South Eastern Regional College (Downpatrick and Lisburn campuses)	<u>Lisburn:</u> 16	<u>Lisburn:</u> PT day release: 8 PT evening only: 16 PT fast-track: 12 (biennially)
	FdSc Business Information Technologies (with CertHE exit award)	✓	✓ (and PT fast-track)	2014 - 2018	South West College (Enniskillen campus)	15	15
	FdSc Computing (with CertHE exit award)	✓	✓	2014 - 2018	South Eastern Regional College (Bangor and Downpatrick campuses)	Bangor: 40  D'patrick: 20	Bangor: 20  D'patrick: 20
Life and Health Sciences	FdSc Holistic and Integrative Health Therapies (with CertHE exit award)		✓	2014 - 2018	North West Regional College (Strand Road campus) and South West College (Enniskillen campus)		<u>NWRC:</u> 1 <sup>st</sup> intake:16 2 <sup>nd</sup> intake:18 3 <sup>rd</sup> intake: 20 4 <sup>th</sup> intake: 20 5 <sup>th</sup> intake: 20  <u>SWC:</u> 1 <sup>st</sup> intake:12 2 <sup>nd</sup> intake:14 3 <sup>rd</sup> intake: 16 4 <sup>th</sup> intake: 16 5 <sup>th</sup> intake: 16
Ulster Business School	MSc Business and Supply Chain Excellence for Aerospace (with PgCert and PgDip exit awards)	✓	✓	2015 - 2019	JN		

## COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Ulster Business School	5F1	MSc Business Improvement (with PgCert and PgDip exit awards)	✓ (new proposal for FT)	✓	2015 - 2019	JN		
	5Lb	MSc Marketing (with PgDip and PgCert exit awards)	✓		2014 - 2018	QA Business School (London)	1 cohort capped at 25 - 30 for Sept 2014 intake. Subsequent intakes to be agreed in advance as part of annual academic planning process.	

## COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Social Sciences	CertHE Policing [last intake: 2011/12]	Police College of Northern Ireland
	Advanced Certificate/Diploma in Issues in Peace and Conflict Studies [last intake: 2012/13]	ME
	LLM Human Rights Law and Transitional Justice [last intake: 2013/14]	ME only
Ulster Business School	BSc Hons Accounting (PT) [last intake: 2012/13]	JN
	BSc Hons Accounting (FT) (Levels 4 and 5) [last intake: 2012/13]	Southern Regional College
	MSc Applied Finance [last intake: 2013/14]	QA Business School, London
	MSc Cultural Management [last intake: 2013/14]	BT
	MSc International Tourism Development [last intake: 2013/14]	BT



EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
	BSc Hons Business with Accounting (Level 5)
<p>COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE</p> <p><u>Campus</u></p> <p>Enniskillen</p> <p>Greenmount</p> <p>Loughry</p>	<p>FdSc Equine Management BSc Hons Equine Management</p> <p>FdSc Agriculture and Rural Studies FdSc Horticulture (with three pathways)</p> <p>FdSc Food Manufacture FdSc Food, Nutrition and Health BSc Hons Food Design and Nutrition <b>BSc Hons Food Business Management*</b> BSc Hons Food Technology</p>
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
<p>NORTHERN IRELAND PRISON SERVICE PRISON TRAINING COLLEGE</p> <p><u>Campus</u></p> <p>Millisle</p>	<b>Certificate in Custody Prison Officer Practice</b>
<p>NORTHERN REGIONAL COLLEGE</p> <p><u>Campus</u></p> <p>Distance Learning</p> <p>Antrim Library (College outcentre) Ballymena</p>	<p>FdSc Retailing<sup>‡</sup></p> <p>Certificate in Counselling Studies</p> <p>Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies <b>CertHE Engineering</b> <b>FdSc Computing<sup>#</sup></b> FdSc Counselling <b>FdEng Electrical and Electronic Engineering</b> <b>FdEng Mechanical and Manufacturing Engineering</b></p>

\* Change in title.

‡ Consortium BMC, NRC (Lead College), NWRC, SERC, SRC, SWC.

# From September 2015.

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
<p>Coleraine</p> <p>Magherafelt</p> <p>Newtownabbey</p>	<p>Access Diploma in Humanities  Access Diploma in Social Sciences  Certificate in Counselling Studies  FdEng Building Technology and Management  FdSc Sport, Exercise and Fitness</p> <p>Access Diploma in Humanities  Access Diploma in Social Sciences  Certificate in Counselling Studies</p> <p>Access Diploma in Humanities  Access Diploma in Social Sciences  <b>FdSc Applied and Medical Sciences</b>  <b>FdSc Computing</b>  <b>FdA Interactive Design</b>  <b>FdSc Sport, Exercise and Fitness</b></p>
<p>NORTH WEST REGIONAL COLLEGE</p> <p><u>Campus</u></p> <p>Limavady</p> <p>Derry/Londonderry</p> <p>Northside</p> <p>The Women's Centre (College</p>	<p>Access Diploma in Combined Studies  Certificate in Counselling Studies  FdSc Counselling</p> <p>Access Diploma in Combined Studies  Access Diploma in Science  Certificate in Counselling Studies  Certificate in Irish Immersion Education: Early Years  CertHE in Community Development  FdSc Applied and Medical Sciences  <b>FdSc Architectural Technology with Sustainable Design</b>  FdSc Counselling  <b>FdEng Electrical and Electronic Engineering</b>  FdSc Financial Services  FdSc Hospitality and Tourism Management  <b>FdSc Holistic and Integrative Health Therapies</b>  <b>FdEng Mechanical Engineering</b>  FdSc Responding to Alcohol and Drug Misuse  <b>FdSc Software Development*</b>  <b>FdSc Sustainable Construction</b>  FdSc Travel and Tourism Management</p> <p>Access Diploma in Combined Studies</p> <p>Access Diploma in Combined Studies</p>

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\* Change in title.



EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
<p>Portadown</p>	<p>FdSc Applied and Medical Sciences            FdSc Architectural Technology with Sustainable Design  <b>FdSc Computing</b><sup>*</sup>            FdSc Counselling  <b>FdEng Building Services and Renewable Energy</b>            FdSc e-Commerce            FdSc Financial Services            FdSc Hospitality and Tourism Management            FdSc Interactive Multimedia            FdSc International Culinary Arts            FdSc Sport, Exercise and Fitness            FdSc Sustainable Construction            FdSc Travel and Tourism Management            BSc Hons Accounting with Finance (Levels 4 and 5)</p> <p>Access Diploma in Adult Learning (with three pathways – General, Science, Social Sciences and Humanities)            Certificate in Counselling Studies            AB English and History            FdSc Architectural Technology with Sustainable Design  <b>FdSc Applied and Medical Sciences</b><sup>#</sup>            FdSc Computing            FdSc Sustainable Construction</p>
<p>SOUTH EASTERN REGIONAL COLLEGE</p> <p><u>Campus</u></p> <p>Bangor</p> <p>Downpatrick</p>	<p><b>FdSc Architectural Technology with Sustainable Design</b>  <b>FdSc Computing</b>            FdSc Hospitality, Tourism and Events            FdSc Leadership and Management            FdSc Sport, Exercise and Fitness (with two pathways – Sports Science, Sports Studies)  <b>FdSc Sustainable Construction</b></p> <p><b>FdSc Applied and Medical Sciences</b>  <b>FdSc Architectural Technology with Sustainable Design</b>  <b>FdSc Computing</b>            FdSc Hospitality, Tourism and Events  <b>FdEng Mechatronic Engineering</b></p>

\* Change in title.

# From September 2015.

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
<p>Lisburn</p> <p>Newtownards</p>	<p><b>FdSc Sustainable Construction</b></p> <p>Certificate in Counselling Studies</p> <p><b>FdSc Architectural Technology with Sustainable Design</b></p> <p>FdSc Counselling</p> <p><b>FdSc Leadership and Management</b></p> <p><b>FdEng Mechatronic Engineering</b></p> <p>FdSc Sport, Exercise and Fitness (<b>with one pathway – Sports Studies</b>)</p> <p><b>FdSc Sustainable Construction</b></p> <p><b>BSc Hons Accounting with Finance (Levels 4 and 5)</b></p> <p><b>FdEng Building Services and Renewable Energy</b></p> <p><b>FdSc Leadership and Management</b></p>
<p>SOUTH WEST COLLEGE</p> <p><u>Campus</u></p> <p>Cookstown</p> <p>Dungannon</p> <p>Enniskillen</p>	<p>Access Diploma in Social Sciences</p> <p>FdA Performing Arts – Acting, Dance and Production</p> <p>Access Diploma in Social Sciences</p> <p>Certificate in Counselling Studies</p> <p><b>FdEng Building Services and Renewable Energy<sup>+</sup></b></p> <p>FdSc Business Services Management</p> <p>FdSc Civil Engineering and Transport</p> <p>FdSc Computing</p> <p>FdA Creative Media Production</p> <p>FdEng Engineering with Automotive Engineering</p> <p>FdEng Engineering with Industrial Electronic Engineering</p> <p>FdEng Engineering with Wind Technology</p> <p>FdEng Management</p> <p>FdEng Manufacturing</p> <p>FdSc Sustainable Construction</p> <p>BSc Hons Social Work (Levels 4 and 5)</p> <p>Access Diploma in Social Sciences</p> <p>Certificate in Counselling Studies</p> <p>FdSc Applied and Medical Sciences</p> <p><b>FdEng Building Services and Renewable Energy<sup>+</sup></b></p> <p><b>FdSc Business Information Technologies</b></p> <p>FdSc Business Services Management</p> <p>FdSc Civil Engineering and Transport</p> <p>FdSc Computing</p>

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<sup>+</sup>Change in award title.

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
Omagh	FdA Creative Media Production <b>FdA Design (Product and Graphic)</b> <b>FdSc Holistic and Integrative Health Therapies</b> FdSc Hospitality and Tourism Management FdSc Sustainable Construction FdSc Travel and Tourism Management  Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design <b>FdEng Building Services and Renewable Energy<sup>+</sup></b> <b>FdSc Business Services Management</b> FdSc Computing FdSc Civil Engineering and Transport FdSc Counselling FdA Creative Media Production <b>FdA Design (Product and Graphic)</b> FdEng Engineering FdEng Engineering with Industrial Electronic Engineering FdEng Engineering with Automotive Engineering FdEng Engineering with Wind Technology <b>FdSc Financial Services Management</b> FdEng Management FdEng Manufacturing FdSc Sustainable Construction FdSc Sustainable Events Management (Events Led Tourism)
UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION	BSc Hons Food and Nutrition Postgraduate Diploma/ <b>MSc</b> in Dietetics Postgraduate Diploma/MSc in Human Nutrition
WESTERN HEALTH AND SOCIAL CARE TRUST	Postgraduate Diploma in Health and Social Care Management

CA/lh

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<sup>+</sup> Change in award title.

<sup>\*</sup> Change in title.