

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 28 March 2012 at the Magee campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Professor R R Barnett, Professor P Carmichael, Miss C Cochrane, Professor C Curran, Dr D Gray, Dr P Hanna*, Dr D Hazlett*, Professor J Jedrzejewski*, Professor M McColgan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor H McKenna, Dr A McKillop, Mr M McKinney*, Dr A Melvin, Professor R J Millar, Dr R Monaghan, Professor I Montgomery, Professor A Moran, Mr P Mulvenna*, Miss A Murray*, Professor P Ó Dochartaigh, Mrs U Quinn, Dr I Taylor

APOLOGIES

Mrs J Alleyne*, Mr S Cannell, Professor H Farley*, Mrs R Fee*, Professor K Greenan, Professor D Heenan*, Ms A Honan*, Professor N McClenaghan, Ms R Mullan, Dr J A C Webb

(*Academic Development and Enhancement Committee members for minutes 12.2 – 12.7 only)

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner

UNRESERVED

12.1 WELCOME

The Chair welcomed Dr R Monaghan, the new Faculty of Social Sciences' representative, replacing Dr T Irwin.

Members of the Academic Development and Enhancement Committee were also welcomed to the meeting to consider jointly business under 12.2 in accordance with the terms of reference of each Committee.

12.2 APPROVAL OF AFFILIATE AND ASSOCIATE COLLEGES AND THE VALIDATION OF FRANCHISED COURSES

Senate on 14 March had approved revisions to the academic governance arrangements for the oversight of partner institutions to add a fifth model of collaboration and had recommended to Council amendments to the Ordinance on the Recognition of Institutions to establish a new title of Affiliate College and to redefine the Associate College. The review had been prompted by the rapid development of the University's relationship with QA Business School since June 2011 and the insufficiency of the outcentre model to manage the scope and extent of such a partnership.

Mr Faulkner presented a paper prepared by the Academic Office and the Quality Management and Audit Unit on proposed procedures for the approval of Affiliate and Associate Colleges and the monitoring of franchised course provision (ADEC responsibility) and the validation of franchised courses (TLC responsibility) (Paper No TLC/12/6).

The paper elaborated on the processes to meet key features approved by Senate and described the substantive changes proposed which would be detailed in the University's Partnership Handbook. This would include a new section for franchised courses.

12.3 Institutional Approval

It was noted that institutions might be designated as either Associate or Affiliate Colleges but not both and that, while Associate Colleges might be permitted to offer franchised courses as well as validated courses, Affiliate Colleges would only offer franchised courses.

The Initial Strategic Assessment report form had been revised to include specific consideration of Affiliate College status and a checklist of standard requirements would allow for any additional support required from the University to be identified as this stage.

The granting of either title would not be automatic. Institutions recognised to offer validated provision might be considered for the title of Associate College at re-approval, if the range of higher education courses offered with the University was considered sufficient, and if the partnership had developed appropriately. In contrast, an institution approved to offer franchised courses might be granted the title of Affiliate College at the time of institutional approval.

A new Institutional Agreement (Memorandum of Recognition) was to be introduced for (Affiliate) Colleges offering franchised courses with the key difference being that it identified students as members of the University and provided for the use of the Affiliate College title. A Contract for Services Agreement, to be drawn up by the International Office, would set out in detail respective responsibilities. The Memorandum of Recognition for institutions offering validated courses would include a clause on the Associate College title where appropriate. Institutions offering both validated and franchised courses would have the distinct status of students addressed in separate clauses.

An Affiliate College Executive Board would maintain a strategic overview of such a partnership.

12.4 Course Approval

A new type of collaborative course, the 'franchised' course, identical to a course offered by the University and to be taught to University students, was now identified and the term 'validated' course would in future be reserved for courses primarily developed by a partner institution and offered to Associate Students of the University who belonged to partner institutions. Senate had confirmed that within the franchise model the course should be identical to that offered by the University with no scope for variation in the core curriculum or assessment and

that the only exceptions permitted would be for cultural or local contexts requiring additional areas of study to be included. The paper presented to Senate had asked Faculties to review their current provision to identify outcentre activity which should be redefined as a franchised course.

Procedures had been modelled on those for validated courses but they had been modified to reflect the fact that the curriculum had already been approved at the University and that students would belong to the University.

A distinct outline approval form (CA2a) was to be introduced and the evaluation document would follow the format required for validated courses except that the copyright of the curriculum would rest with the University. Any proposal for exceptional variations from the home course would be explicitly identified. The course director for the home course would be in attendance at the event, along with the Subject Partnership Manager. Discussion during the evaluation visit would focus on the course team's understanding of the programme, its integration and teaching and assessment methods, with particular attention being given to the capacity of staff and physical resources to support the course. A Contract for Services Agreement would be received, setting out the roles of the University and the partner institution in the management of the course and the support of the University's students. A standard course-level Agreement for franchised courses would be introduced.

12.5 Course Management and Monitoring

Course management arrangements would be similar to those for validated courses but, in order to ensure close liaison, a representative of the University course committee, normally the course director, would also be a member of the course committee for the franchised course. In addition, the course director in the College should be a member of the home course committee. Dr Hanna proposed that, in addition to the Dean of the Faculty, the relevant Head of School should be an ex officio member of the franchised course committee. The home course would take the lead role in course development.

Appointment of the same external examiners was encouraged as best practice, subject to the limits in the University's Code of Practice on External Examining. The Faculty, through the home course, would set examination papers, with the timing of common papers being synchronised and the University supplying a master copy to the partner institution. Appeals would be dealt with through the University's SA1/2 process and not the SA3 process (used for Associate Students).

Professor Millar confirmed that with regard to the proposed BSc Hons Computer Systems (2012 start) at QA Business School the synchronisation of examination papers had been confirmed. Professor McHugh advised that this would also be the case for her Faculty's provision currently offered at QABS.

Franchised courses would be monitored through the University's internal Programme Management System, not Annual Course Review.

It was noted that as students on franchised courses were registered students of the University retention and completion rates and student satisfaction scores

would contribute directly to the University's own ratings in HESA and NSS datasets. It was therefore very important that Faculties managed such arrangements robustly to assure the standards of provision and the ongoing quality of the student experience.

12.6 Student Status

As students on franchised courses would be full members of the University, they would have the same entitlements as other University students to access to University resources and facilities. These will include the Career Development Centre and Student Support, right of appeal and complaint to the University, membership of the Students' Union, and the possibility of availing of applicable financial support, bursaries and prizes. The Contract for Services Agreement would elaborate on any local provision of such services to the University's standards.

Student enrolment would be managed by the Faculty with direct liaison with the Registry Office, not the Collaborative Courses Unit. Although students would be University students, the University would invoice the institution, not the student, for fees in accordance with the approved financial agreement.

12.7 Outcentres

University procedures relating to outcentres would be revised to restrict this model to the original intention of University delivery off-campus with the possibility of some contribution from staff of the other institution.

AGREED that:

- i) the proposed procedures contained in Paper No TLC/12/6 be approved, subject to the Head of School being added as a member of the Course Committee for franchised courses;
- ii) Deans review current collaborative provision (other than that at QA Business School) to ascertain if any programmes would fit better within the new franchise model and advise the Academic Office accordingly;
- iii) the Collaborative Provision Register be revised to include the new franchise category and updated accordingly;
- iv) the Quality Management and Audit Unit and the Academic Office proceed to make arrangements in the current session for institutional approval and course approval of all existing QA Business School courses, which had been introduced under the outcentre model of collaboration.

12.8 MINUTES

Subject to the second reference to Belfast Metropolitan College in minute 11.126 being amended to South West College, the confirmed minutes of the meeting held on 13 December 2011 were signed by the Chair.

12.9 MATTERS ARISING

BEng/MEng Energy and Building Services Engineering progression (Min 11.123)

It was noted that the Committee at its October meeting had endorsed a proposal for 'an overall mark of 60% or above in all Level 5 modules' to permit transfer to the MEng. The Faculty had since advised that the intended requirement was for an overall average of 60% at the end of Level 5 in line with the arrangement approved for the MEng Civil Engineering in June 2011. It was noted that the Faculty was no longer proceeding with the CertHE exit award (min 11.147 ii) refers).

AGREED: that the revised proposal be approved.

12.10 Report on QAA UK Quality Code, Chapter B7 External Examining (Min 11.141)

Senate, at its meeting on 25 January 2012, had endorsed the Committee's recommendation to remove the authority of the external examiner to prevail where there was disagreement in board of examiners about results or classifications, in order to reflect the consensus basis of decision-making in the board. As a consequence there was now a need to establish a protocol in the unlikely event that an external examiner was unwilling to endorse decisions. It was proposed that, should an external disagree with the Board's decisions, this should be made explicit in the Board's report to Senate when recommendations for award were considered. The Chair of the Board and the external examiner would be asked to forward reports to Senate for consideration. Senate would make a decision which might require the appointment of a new external examiner to moderate assessments. In this case, results would remain provisional and students would need to be kept informed of any delay in the normal timeframe for publication of results.

The Chair reported that Senate had also confirmed the current policy that external examiners must be involved in full moderation of Levels 3/4 modules in undergraduate degrees if a CertHE exit award was available and that it should be encouraged for other Level 3/4 modules in degrees. Such moderation should not be undertaken retrospectively.

It had previously been agreed that, for internal courses, external examiner reports and course committee responses were to be posted onto the course management area in BbLearn for student access. The Chair reported that Access and Distributed Learning was assisting course teams to establish course support areas in BbLearn and a progress report would be forwarded to Deans shortly. It was noted that some teams were not using BbLearn as their course support area. Faculties were asked to encourage course teams to make use of BbLearn for this purpose. It was possible to create a link to BbLearn and ADL was willing to provide advice.

With regard to Associate Students, Subject Partnership Managers would be expected to ensure that partner institutions had appropriate arrangements for sharing this information with their students.

It was reported that access to the VLE could be removed from students, for example for non-payment of fees. While this was a necessary restriction, it was thought that ongoing support could be offered through the Adviser of Studies pending a resolution of the student's position. Professor Ó Dochartaigh advised that he had asked for guidance from the Director of Finance and Information Services regarding when students should be informed that they were no longer entitled to attend classes on account of non-payment of fees.

Senate had also agreed that a guide for academic staff should be produced to assist with the communication of changes and understanding with regard to the University's revised Code of Practice and an article would be included in a forthcoming issue of *Inside* magazine.

It was noted that the Deputy Director of Finance and Information Services (Student Administration and Registry) would report on data available for examination boards to the June meeting of the Committee.

AGREED that:

- i) the protocol outlined above for dealing with disagreement at Boards of Examiners be endorsed;
- ii) the Collaborative Partnership Forum be asked to confirm that arrangements were in place for sharing external examiner reports and responses with Associate Students at partner institutions.

12.11 Jordanstown Campus Co-ordinating Group (Min 11.142)

The Committee received the response from the Jordanstown Campus Co-ordinating Group to the Chief External Examiner's report for 2010/11 (Paper No TLC/12/1) and noted that no issues had been identified.

12.12 Campus Co-ordinating Groups (Min 11.143)

The Committee had asked the Directors of Combined Studies to review the terms of reference of the Campus Co-ordinating Groups which had been in place for over ten years.

Mr McCurry presented the statement of responsibilities of the Groups (Paper No TLC/12/2) and reported that they remained appropriate and that no significant changes were proposed. The terms of reference did, however, set out formal responsibilities rather than operational practice and he made observations in two areas.

It was noted that the practice in considering applications was for the Major or first named Main subject area to make the decision. The Vice-Chancellor emphasised the need for close liaison between subject areas to ensure that applications for each subject area were considered on the same basis as for the relevant Single Honours programme and that the necessary subject entry standards were met. The Campus Co-ordinating Groups could usefully have a role in reviewing intake numbers so that preferences for combined programmes might be ascertained and

so inform the development of the academic plan, and also help to ensure appropriate reciprocation and guard against protectionism.

Mr McCurry also reported that with regard to attendance monitoring this was usually undertaken at module level according to the policy of the faculty concerned and that reports were not shared between subjects. It was suggested that, since the Campus Co-ordinating Groups were not receiving reports on student attendance and progress from Subject Committees, this responsibility should be revised to clarify that the Campus Co-ordinating Groups should maintain oversight of arrangements for monitoring student attendance and progress.

The Committee welcomed Mr McCurry's proposal that a fundamental review of the combined modular arrangements be undertaken. This would include strategic implications, operational aspects such as logistics and timetabling, and the setting of criteria by which combinations were added or removed, with a view to ensuring a more consistent approach across the three campuses.

AGREED that:

- i) responsibility 7 of Campus Co-ordinating Groups regarding monitoring of attendance and progress be revised as above;
- ii) the proposed terms of reference for the review be drawn up by Mr McCurry for consideration by the Committee at its June meeting.

CHAIR'S COMMUNICATIONS

12.13 CHEP Student Competition 2012

The Chair reported that the 2012 competition on the topic of "Learning from Feedback" was now closed.

It was noted that one of the submissions had been a video about the seven Principles of Assessment and Feedback for Learning. The Chair commended the innovative submission and suggested that it might be used in associated staff development and student induction activities.

12.14 QAA Consultation on Enterprise and Entrepreneurship Education

The Committee noted that Deans had received the QAA's consultation document on draft guidance on enterprise and entrepreneurship education. When finalised, this would be another useful reference point for staff. The Chair asked that the draft guidance be considered at relevant Faculty teaching and learning committees and Faculty Boards.

12.15 UCAS

It was reported that UCAS had announced that it would not now move to a post-qualifications application process.

COURSE APPROVAL

12.16 Course Approval Sub-Committee (TLC/12/3a)

Dr McKillop presented the report of the meeting held on 29 February 2012 (Paper No TLC/12/3a).

Recommendations for approval and re-approval were considered and revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals were noted.

The Committee noted that the evaluation panel for BA Hons Fine Art had been supportive of the proposal to include an 80 point module in final year but had asked that a case be submitted to the Teaching and Learning Committee. (This matter was considered by the Committee at min 12.26.)

It was noted that a number of reports for provision in the Faculty of Art, Design and the Built Environment had identified concerns over resources, primarily raised by students. The Committee noted that external panel members had generally been impressed by the facilities available to Art and Design students who were nationally, through NSS results, the least satisfied on this topic. The Dean reported that the proposed space in the new Belfast development would provide a better, although smaller resource. It was also noted that the relevant results for Art and Design had improved by nine points in the last NSS.

The Committee noted that in March 2011 the Ulster Business School had been asked to review its rationale for continuing to permit Belfast Metropolitan College to offer Level 5 of its Business Studies degree in view of the Faculty's own provision at Jordanstown and the forthcoming move to the Belfast campus and the University's preferred model of internal delivery of bridging modules. The Sub-Committee had received the Faculty's strategic review together with a request for a three-year extension and noted that the Faculty still wished to permit the College to offer Level 5, but that progression in full-time mode would be to the final year of the BSc Hons Business Management at the Coleraine campus; part-time students would be allowed to progress to either Coleraine or Jordanstown.

The Sub-Committee had accepted the Faculty's plan but not the request for an extension of approval. It agreed that the revalidation should proceed in May 2012 but that a maximum of three years' approval be permitted and that the Faculty should work with the College to bring forward a Foundation degree. It was noted that the College intended to develop a Foundation degree in Accounting and Finance from 2013 with others to follow and that the Level 5 provision would be phased out. The Chair encouraged the School to move to phasing out Level 5 at the College as soon as possible.

Professor Millar reported that although a CA5 had been submitted to withdraw the BSc Hons Computational Finance, the course was to transfer to Jordanstown and the CA5 referred to the campus location only.

AGREED that:

- i) the course provision be approved and re-approved as set out in the Appendix;
- ii) the following changes in title from those originally proposed be approved:

BA Hons Contemporary Applied Arts (Ceramics, Jewellery and Silversmithing) (originally Contemporary Applied Arts);
BA Hons Textile Art, Design and Fashion (originally BA Hons Textiles and Fashion: Designer, Maker, Artist);
BDes Hons Design for Creative Practice with specialisms (replacing Design and Communication);
PgDip/MDes Design for Creative Practice (replacing Design Communication);
PgCert in Education for Nurses and Midwives (replacing Education for Nurses, Midwives and Specialist Community Public Health Nurses);
BSc Hons Business Administration (PT) (replacing Business Studies) (ME);
UG Honours Subject: Business (Major) (replacing Business Studies) (ME);
UG Honours Subject: Business (Minor) (replacing Management Studies) (ME).

- iii) the following extensions to periods of approval be approved:

Computing in Colleges - Revalidation Units 16G1 (BMC), 16G2 (SRC), 16G4 (NWRC) (excluding Multimedia now assigned as 16G4a), 16G6 (SWC) (2013 intake); 30E Access Diploma in Computing (2012 intake already approved by Chair's action); 3B2 (Forensic) (2012 and 2013 intakes); 26L CertHE Policing (2013 and 2014 intakes); 9C (MEd) (2013 intake).

12.17 PSRB Accreditation

The response to the CIBSE Visit report (23/24 March 2011) for BEng Hons/MEng Energy and Building Services Engineering and MSc Renewable Energy and Energy Management had yet to be received from the Faculty and would be considered at a future meeting.

12.18 SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report of the Sub-Committee held on 6 March 2012 (TLC/12/4).

12.19 Report on Impact of Placement Year on Degree Classification

The Sub-Committee had discussed findings from Dr Peter Green's CHEP-funded study investigating whether employment at graduate level was related to the completion of a work placement year. It was noted that data, largely gathered from the Ulster Business School, indicated that, although degree classification was a primary driver of graduate level employment, a placement year was statistically significant in predicting both general and graduate employment. Additional tests indicated no significant difference between the socio-economic class of the parents of students and graduate/non-graduate employment.

12.20 Placement Employer of Year Awards

The Committee noted the membership of the judging panel and the list of finalists. The award in the student-nominated category had been designed by a student from the Faculty of Art, Design and the Built Environment.

Key Activity Working Groups

12.21 Monitoring of Placement

It was noted that the Chair of the Group was working with the Examinations Office to develop a year 2 student list which would be used at the August examination boards to identify those students who had not been placed. Guidelines to be included in Examination Board procedures would be forwarded to the Committee for consideration in due course (min 11.136 refers). An audit of staff visits during placement and compliance with University guidelines was also being undertaken (min 11.138 iii) refers).

12.22 Assessment of Placement

The Committee received an interim report from the Working Group on the use of percentage marks or grades for placement.

The findings of an online survey had shown that the vast majority of 57 respondents used a percentage mark to grade the placement and preferred that the standard for the award remain at 50%. However, a large majority indicated a preference for three grades in line with other undergraduate qualifications with Pass, Commendation, and Distinction.

The different preferences for marks or grades appeared to relate to the nature of what was being assessed during the placement year, employability skills and for some courses technical learning outcomes or a placement report by the student. It was noted that in the Faculty of Art, Design and the Built Environment there was a tendency to bunch marks and it was also suggested that grades might be more appropriate than a simple pass/fail assessment.

It was noted that in a grade-based scheme, distinct assessment criteria for each grade would have to be drawn up. Consideration would need to be given to the weighting of components assessed by employers and academic staff in determining the overall result. It might be appropriate to require students to pass all assessment components. Use of grades would probably remove the current option of the 40-49% band which allowed progress to the final year but without award of the DPP. The Committee broadly supported the use of grading rather than percentage marks for placement, although the pass threshold would need to be clearly defined.

AGREED: that the Sub-Committee give consideration to the Committee's views and forward final proposals for consideration at its June meeting.

12.23 Models of Placement

The Committee, at its December meeting, had agreed that 31 August be set as the deadline for decisions on progression of students in the second year of sandwich degrees to the placement year or final year (min 11.138 refers). The Sub-Committee's Working Group had given further consideration to the position of students unplaced after 31 August who had transferred to leave of absence and subsequently secured a suitable placement. The Committee considered the paper which evaluated possible options in these circumstances. While, as at present, such students could take up the placement within their sandwich degree if a place was available within MaSN or undertake the work experience independently of the University, the Working Group preferred an additional option whereby such students might register (part-time) for a stand-alone DPP award (to avoid inclusion within the University's MaSN for full-time undergraduate provision), with all other aspects remaining the same as in the sandwich degree including assessment, support and guidance. It was proposed, however, that such students would not be eligible to receive a student loan for the stand-alone award.

The Vice-Chancellor advised that the model was not feasible as it was incompatible with HESA and other regulations. It was considered that the University might also leave itself open to legal challenge, given that students would be registered on an identical study experience but with some not being eligible for the same level of support. Students enrolled on a course could not also be on leave of absence. It was noted that the Wilson review (min 12.25) had strongly endorsed the integrated sandwich model and commended shorter periods of placement or internships as part of degrees. The Vice-Chancellor stated that the University needed to safeguard its strong reputation as a leading placement provider.

It was considered that the sandwich placement model should not be compromised and that Faculties would need to manage carefully their academic planning and ensure that any allowance for late placement was factored into their controls on MaSN. The Committee encouraged the Sub-Committee to consider alternative approaches and would welcome the development of a stand-alone award for placement/internship for (unemployed) graduates.

AGREED that:

- i) the proposed alternative option be not approved;
- ii) the Sub-Committee explore other models to provide opportunities for placement and work experience.

12.24 Destination of Leavers from HE

It was noted that Faculty representatives would be reviewing data in consultation with Heads of School and that their action plans would be considered by the Sub-Committee at its May meeting.

12.25 REVIEW OF BUSINESS-UNIVERSITY COLLABORATION: THE WILSON REVIEW

Mr McGivern presented the executive summary of the review undertaken by Professor Sir Tim Wilson which contained a wide range of recommendations to

further develop and enhance collaborations between business and universities (Paper No TLC/12/5). The full report was available at <http://www.wilsonreview.co.uk/review/>. Nine of the 30 substantive recommendations and 15 of the 24 reflective recommendations were directed to universities.

The recommendations included encouragement for take-up of sandwich years through the adoption of a lower fee (£1,000) for the year and a proposal that HEFCE should establish a mechanism to incentivise universities to expand sandwich programmes through changes to student number controls. The report proposed that ideally, every full-time undergraduate student should have an opportunity to experience a structured university-approved internship (short placement) during their period of study.

Professor McKenna noted that a number of the recommendations related to research (including for research students and post-doctoral staff) and innovation and he would wish to involve a wide range of staff in considering follow-up. Professor Adair considered that the report was opportune as the University sought to influence government strategies.

The Committee noted that the new online prospectus would provide Faculties with the opportunity to contextualise the KIS data for employment. This would, for example, allow comment on the common position of self-employment among Creative Arts/Art and Design graduates.

Given the range of recommendations and their particular relevance to the University, the Committee considered that it would not be appropriate to address the report in a piecemeal fashion. A round-table/away-day format with internal and external stakeholders might lead to more fruitful outcomes and would also serve to promote visibility of the University in an area which reflected its own distinctiveness and priorities. Such an event would be particularly helpful in informing the development of the new Teaching and Learning Strategy.

AGREED: that the Sub-Committee on Employability consider the Review and report to the June meeting of the Committee on how the University might engage strategically with internal and external stakeholders in taking forward consideration of its recommendations.

VARIATIONS AND DEPARTURES FROM UNIVERSITY'S REGULATORY FRAMEWORK

12.26 BA Hons Fine Art (Subject Unit 2Cb2)

The Committee received a case from the Faculty of Art, Design and the Built Environment for the introduction of a long-thin 80 point module (Studio Practice 5) in final year (Paper No TLC/12/7a). The case indicated that the external examiner and the evaluation panel were supportive, that this would be in line with national trends and that student feedback had indicated that the current structure of two 40 point modules disrupted the continuity of their studies.

The Faculty had also sought to allow students who fail the Studio Practice 5 module to resubmit their work. In final year University regulations permit one

further resit attempt for failure in a maximum of 40 credit points only. Students who fail more are discontinued with no resit opportunity¹.

AGREED: that the long-thin 80 point module be approved.

12.27 MFA Art in Public (Subject Unit 2Ba) and MFA Multidisciplinary Design (Subject Unit 2Bb)

The Committee received a case from the Faculty of Art, Design and the Built Environment for a number of variations arising from the restructuring of the courses from one calendar year (full-time) to two academic years and the total credit value of each being increased from 180 to 240 credit points (TLC/12/7b).

The Committee noted that the proposal for the overall result and classification to be based on the final 120 points was in line with the normal expectation for a course of more than 200 points.

The second year of the full-time course comprised a single Public Output/Project module with a value of 120 credit points. It was proposed to vary the Accreditation of Prior Learning (APL) rule so that no exemption would be permitted from the final half of the credit value of the award at the highest level, rather than the normal one-third. This proposal was the de facto consequence of a 120 point final project and was consistent with the University regulation which did not permit exemption from a dissertation component.

It was also proposed that students who fail the Public Output/Project module be allowed to re-submit on one occasion only. It was noted that the normal consequence of failure in more than 90 points in a postgraduate course was to discontinue studies. The proposal was, therefore, more generous than for other postgraduate courses. The Faculty advised that a resit opportunity was currently allowed for students on the Master of Fine Art and had been provided for in the revalidation documentation for that course submitted in the current academic year; a case had not however been brought to the Committee for consideration.

The Faculty also proposed that for part-time students the Public Output/Project module should extend over two academic years (four semesters) and that there would be no assessment point at the end of the first of these years. The Committee noted that the University expected modules to be taught and assessed within a year and for a formal progression decision to be made annually. The Chair suggested that the re-configuration of this module in the part-time programme, for example as two 60 point modules possibly with a pass/fail grading at the end of the first module, would allow continuity of studies.

AGREED that:

- i) the proposed variation to the APL rule be approved;

¹ Note: In light of the decision at 12.27 that departures might be allowed in order to remedy a disadvantage but not to give a more favourable position than for other students, it would be inconsistent to accede to this request.

- ii) the proposal for one further re-submission opportunity for failure of the Master's project module (120 points) be not approved; this decision would apply also to the MFA programme;
- iii) the proposal for the Project module in the part-time degree to extend across two academic years be not approved.

12.28 LLB (Single Honours) and Law (Major) JN and ME (Subject Unit 18A Law)

The Committee received a case from the Faculty of Social Sciences to depart from the University's regulation permitting exemption from part of a programme on the basis of the accreditation of prior experiential learning (APEL) (Paper No TLC/12/7c). It was proposed to exclude exemption through APEL (but not certificated learning) on account of the requirements of the relevant professional bodies, the NI Law Society and the Bar Standards Board and the Solicitors Regulation Authority of England and Wales.

AGREED: that the proposal be approved.

12.29 Subject Unit 28M: Health Professions

The Committee received a case from the Faculty of Life and Health Sciences in respect of a number of matters in relation to the following provision:

BSc Hons Occupational Therapy;
 BSc Hons Physiotherapy;
 BSc Hons Diagnostic Radiography & Imaging;
 BSc Hons Radiotherapy and Oncology;
 BSc Hons Speech and Language Therapy.

Titles of Exit Awards

The Committee had previously agreed that titles of exit awards should mirror that of the primary degree (mins 11.102 and 11.147 refer) and hence any variation required consideration by the Committee.

The Faculty sought approval for the title of 'Applied Health Studies' for CertHE and AB exit awards for all five degrees because the degree titles had 'protected title status'. Neither the regulatory body, the Health Professions Council, nor the relevant professional bodies would permit the use of these titles in exit awards as these qualifications were not professionally accredited. Even though the exit qualifications were at a lower level than Honours degree, it was believed that the same name could provide opportunity for misrepresentation.

Consequences of Failure in Level 4 and 5 Practice Placement Modules

The Committee noted that University regulations permitted two repeat attempts of failed coursework or examinations in each year other than the final year and that the Faculty was seeking permission to restrict this to one further attempt in practice placement modules at levels 4 and 5 of each programme. Evidence of a professional body requirement was received from the College of Occupational Therapists and Chartered Society of Physiotherapy. The Royal College of Speech

and Language Therapists and College of Radiographers did not specify this as a requirement, but the School had sought a consistent approach across all five programmes.

Classification of Award (Level 5 Contribution)

The University stipulated that, in Honours degrees, final award classification was normally based on level 6 modules only. Any request for a variation from this rule required formal evidence of support from the relevant professional body (where this is the basis of the request) or a detailed, evidenced rationale for the request. It was noted that the College of Occupational Therapists had confirmed support within their accreditation report for a 25% level 5 contribution and it considered that this approach was typical for OT pre-registration programmes across the UK. As there were key professional modules in Level 5 of each of the programmes, the School had requested permission to retain the 25% level 5 contribution to final classification in each programme, to ensure a consistent and equitable approach.

The Committee noted that neither the Health Professions Council nor the four professional bodies required a Level 5 contribution.

Unequal Study Loads Across Semesters

The University stipulated that unequal study loads between semesters should not be a feature of programme design in full-time programmes and that full-time students should undertake 120 credits of study in two semesters.

The Committee noted that in some years of four of the courses the 120 credits were spread across three semesters. The placement modules were contained within the 360 credits for the degree which did not exceed the minimum for the award. The need for placements to be undertaken during the summer had resulted in an uneven distribution and a lighter study load in some semesters as follows:

Occupational Therapy

Credit load per semester				Credit load in year (two/three semesters)
Year 1	Sem 1 – 60	Sem 2 – 50	Sem 3 – 10	(120 at level 4)
Year 2	Sem 1 – 60	Sem 2 – 60		(120 at level 5)
Year 3	Sem 1 – 60	Sem 2 – 60		(120 at level 6)

Physiotherapy

Year 1	Sem 1 – 60	Sem 2 – 50	Sem 3 – 10	(120 at level 4)
Year 2	Sem 1 – 60	Sem 2 – 60	Sem 3 – 15	(120 at level 5 & 15 at level 6)
Year 3	Sem 1 – 45	Sem 2 – 60		(105 at level 6)

Radiotherapy & Oncology

Year 1	Sem 1 – 60	Sem 2 – 60	Sem 3 – 20	(120 at level 4 & 20 at level 5)
Year 2	Sem 1 – 40	Sem 2 – 60	Sem 3 – 30	(100 at level 5 & 30 at level 6)
Year 3	Sem 1 – 40	Sem 2 – 50		(90 at level 6)

Diagnostic Radiography and Imaging

Year 1	Sem 1 – 60	Sem 2 – 60	Sem 3 – 20	(120 at level 4 & 20 at level 5)
Year 2	Sem 1 – 40	Sem 2 – 60	Sem 3 – 20	(100 at level 5 & 20 at level 6)
Year 3	Sem 1 – 40	Sem 2 – 60		(100 at level 6)

Additional Board of Examiners

The Committee noted that the Occupational Therapy and Physiotherapy programmes incorporated a short placement at level 4 during the summer in year 1 and sought approval for the establishment of an additional Board of Examiners meeting to be convened in July in order to process the placement marks for student cohorts on these programmes. This would facilitate students to retrieve any failed placement prior to the commencement of the next level of study in the following academic year.

AGREED that:

- i) the following be approved for all five courses:
 - the 'Applied Health Studies' title for exit awards;
 - one repeat only in respect of practice placement modules at levels 4 and 5;
- ii) the non-standard full-time structure and study load of the degrees in Occupational Therapy, Physiotherapy, Radiotherapy and Oncology, and Diagnostic Radiography and Imaging be approved;
- iii) the request for additional Boards of Examiners for the BSc Hons Occupational Therapy and BSc Hons Physiotherapy programmes be approved;
- iv) the request for a 25% Level 5 contribution to classification be not approved and that classification be based on Level 6 modules only.

12.30 PRIZES AND AWARDS

The Committee received Paper No (TLC/12/8) which proposed one new prize and an amendment to one prize. It was noted that Chair's action had been taken on behalf of the Committee to approve seven new prizes.

AGREED: that it be recommended to Council, through Communications and External Affairs Committee, that the new prize and amended prize be approved.

Duration 2 hours 25 mins

16 April 2012

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Art, Design and the Built Environment	BA Hons Fine Art (with CertHE and AB exit awards) (with optional DPP/DIAS) (and the Integrated Foundation Year for undergraduate degrees [with Diploma exit award])	✓	✓	2012 - 2016	BT		
	BDes Hons Interior Design (with optional DPP/DIAS)	✓	✓	2012 - 2016	BT		
	BDes Hons Product and Furniture Design (with optional DPP/DIAS)	✓	✓	2012 - 2016	BT		
Life and Health Sciences	Postgraduate Diploma in Pharmacy Management		✓	2012 – 2016	DL		
	The Practice Teacher (Level 6 stand-alone module – Reval Subject Unit 22E)		✓	2012 - 2016	JN		
Ulster Business School	AdvCert in Social Enterprise		✓	2012 – 2016	JN and Iontas Arts and Community Resource Centre, Castleblayney, Co Monaghan – Outcentre		
	AdvDip in Social Enterprise (with AdvCert exit award)		✓	2012 - 2016	JN and Iontas Arts and Community Resource Centre, Castleblayney, Co Monaghan – Outcentre		

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	2Cb1	BA Hons Contemporary Applied Arts (Ceramics, Jewellery and Silversmithing) (with CertHE and AB exit awards)	✓	✓	2012 - 2016	BT		
		BA Hons Textile Art, Design and Fashion (with CertHE and AB exit awards)	✓	✓	2012 - 2016	BT		
	2Cb2	BA Hons Photography (with CertHE and AB exit awards) (with optional DPP/DIAS)	✓		2012 - 2016	BT		
	2G2	BA Hons Architecture (with optional DIAS)	✓		2012 - 2016	BT		
		MArch Architecture	✓		2012 - 2016	BT		
2K	CertHE Interior Design		✓	2012 - 2016	BT			
Arts	7C	BDes Hons Design and Communication (with Specialisms: Graphic Design / Graphic Design Packaging / Motion Graphics / Product, Interaction and User Experience / Animation and Digital Content) (with optional DIAS/DPP) (with AB exit award)	✓		2012 - 2016	ME		
		PgDip/MDes Design Communication	✓	✓	2012 - 2016	ME		
Life and Health Sciences	3B1	MSc Biotechnology (with PgCert and PgDip exit awards)	✓	✓	2012 - 2016	CE		
		PgCert in Systems Biology		✓	2012 – 2016	CE		

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
	22E	PgCert in Education for Nurses and Midwives		✓	2012 - 2016	JN		
	25C	PgDip/MSc Careers Guidance	✓ (PgDip)	✓ (MSc)	2012 - 2016	ME		
Social Sciences	9I	Postgraduate Certificate in Education (Further Education)		✓	To be confirmed	JN/ME		
	18B	Postgraduate Diploma in Professional Legal Practice	✓		2012 - 2016	ME		
Ulster Business School	5C3	Advanced Certificate in Credit Union Practice		✓	2012 – 2016	Outcentres		
	5D	BSc Hons Advertising (with optional DPP/DIAS) (with CertHE and AB exit awards)	✓		2012 – 2016	ME		
		Undergraduate Honours Subject: Advertising (Major [with optional DPP/DIAS] / Main / Minor)	✓		2012 – 2016			
		BSc Hons Business Studies with Specialisms [Accounting / Human Resource Management / Marketing] (with optional DPP/DIAS) (with CertHE and AB exit awards)	✓	✓	2012 – 2016			
		BSc Hons Business Administration (with CertHE and AB exit awards)		✓	2012 – 2016			
		Undergraduate Honours Subject: Business (Major [with optional DPP/DIAS] / Minor)	✓		2012 – 2016			

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
		Undergraduate Honours Subject: Accounting (Main / Minor)	✓		2012 – 2016			
		Undergraduate Honours Subject: Human Resource Management (Main/Minor)	✓		2012 – 2016			
		Undergraduate Honours Subject: Marketing (Main/Minor)	✓		2012 – 2016			
		BSc Hons Business Information Systems (with optional DPP/DIAS)	✓		2012 – 2016			
		BSc Hons Creative Advertising Technologies (with optional DPP/DIAS)	✓		2012 – 2016			

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and the Built Environment	BDes Hons Textiles and Fashion Design	BT
	BDes Hons 3D Design (Interior, Product, Furniture)	BT
	BSc Hons Urban Planning and Property Development (FT/PT) [last intake 2007/08]	JN
Arts	BA Hons French [last intake 2011/12]	CE
	Undergraduate Honours Subject: Design (Main) [last intake 2009/10]	ME
Computing and Engineering	BSc Hons Computing (Artificial Intelligence) (with DPP) (Note: only named pathway being withdrawn) [last intake: 2012/13]	CE
	BSc Hons Computing (with Integrated Foundation Year and Diploma in Computing Skills exit award) (Note: only IFY being withdrawn) [last intake: 2010/11]	CE

FACULTY	COURSE	LOCATION
	BEng Hons Electronics and Computer Systems (with Integrated Foundation Year) (Note: only IFY being withdrawn) [last intake: 2010/11]	ME
	BSc Hons Computer Science (with Integrated Foundation Year) [last intake: 2010/11]	ME
	BSc Hons Computer Science (Robotics/Embedded Computing/Mobile Computing/Intelligent Systems) (Note: only named pathways being withdrawn) [last intake: 2010/11]	ME
	BEng Hons Mobile Robotics [no intake]	ME
	BSc Hons Computational Finance (with DPP) [BSc Hons Financial Engineering (with DPP)] [last intake: 2011]	CE (to transfer to JN)
	BSc Hons Computing and Information Systems (PT) [last intake: 2012/13]	JN
	BSc Hons Computing Science (Note: only named specialisms (Artificial Intelligence/Healthcare Technologies/Network Technologies/Mobile Technologies) [last intake: 2012/13] and Integrated Foundation Year [last intake: 2010/11] being withdrawn)	JN
	BSc Hons Computing Science with Mathematics [last intake: 2012/13]	JN
	PgDip/MSc e-Learning: Interactive Teaching Technologies [last intake: 2011/12]	DL
	PgDip/MSc Computing and Creative Technologies (FT/PT) [last intake: 2011/12]	ME
	PgDip/MSc Computing for Financial Services (FT/PT) [last intake: 2011/12]	ME
	MSc Computing with PgCert/PgDip exit awards (with options) [PT last intake: 2011/12] [FT last intake: 2012/13]	JN

FACULTY	COURSE	LOCATION
Life and Health Sciences	PgCert in Education for Nurses, Midwives and Specialist Community Public Health Nurses	JN
	AdvCert/PgCert in Supporting Learning and Assessment Practice [last intake 2011/12]	JN
	BSc Hons Nursing (Adult) / (Mental Health) [last intake 2011/12]	CE
	BSc Nursing (Adult) [no intake since 2006]	CE/ME
	BSc Nursing (Mental Health) [no intake since 2006]	ME
	BSc Hons Pharmacology (FT) [last intake 2009/10]	CE
Social Sciences	Advanced Diploma in Management Practice (Procurement) [last intake 2010/11]	JN
	PgDip Education (Further Education)	JN/ME
	PgDip Procurement Executive Development [no intake]	JN
	PgDip/MSc in Cognitive Therapy [last intake 2008]	ME
Ulster Business School	Undergraduate Honours Subject: Economic Studies (Minor)	ME
	BSc Hons Business Studies (PT)	ME
	Management Studies (Minor)	ME
	AdvDip in Management Practice [no intake]	Outcentres: Stafford Associates, Dubai and PONI
	MSc Service Quality Management [no intake]	Outcentre: Stafford Associates, Dubai