

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 18 June 2014 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Professor R R Barnett, Dr M Boyd, Professor P Carmichael, Professor C Curran, Dr D Hazlett, Professor D Heenan, Ms A Honan, Professor J Jędrzejewski, Professor N McClenaghan, Mr D McGivern, Professor H McKenna, Professor A McKillop, Dr T McLernon, Professor R J Millar, Dr R Monaghan, Professor I Montgomery, Professor A Moran, Mrs U Quinn, Mrs A Scanlon (for Dr B Murphy), Dr J A C Webb

APOLOGIES

Miss C Cochrane, Professor F Lyons, Professor M McHugh, Mr M McKinney, Dr B Murphy, Dr K De Ornellas

IN ATTENDANCE

Mr A G Faulkner, Mr A Jaffrey and representatives of ActivWireless, Miss S Curran (SU) and Miss S Gordon (SU) (for min 14.28), Mrs J Peden for min 14.50, Ms D Troy

UNRESERVED

14.28 STUDENT ATTENDANCE MONITORING – PRESENTATION

The Committee noted that the high correlation between attendance, engagement and performance had been well evidenced in other fora and the University was keen to automate current processes, in view of the high staff cost involved in manual recording on other systems which were not integrated with the Student Record System.

As agreed by Educational Partnerships and International Affairs Committee, ActivWireless gave a presentation on its technology which Access, Digital and Distributed Learning proposed to use in a pilot of electronic monitoring at Belfast and Magee campuses. 'ActivCampus' was a real-time student attendance monitoring system which used individual key fobs and readers placed in teaching and other identified central areas. The system was currently being used by Queen's University where it was now moving into the third year at full operation, following an initial one year pilot and a further year out of pilot. ActivWireless was now engaging with other universities across the UK to promote the system.

There was discussion around how the system operated and implications for privacy and the cost to students. It was noted that information would be held in line with data protection legislation and to date no student had refused to carry a fob. The first key fob was usually provided free of charge with a typical replacement charge of £20. The key fobs were durable and had an expected life span of around five years. Concerns were noted by the Committee in respect of abuse where students might attempt to register attendance for other students. It was stated that this was an issue

with any system but the live reporting in ActivCampus would facilitate identification of discrepancies between actual and recorded head-counts.

The Committee noted that the communication strategy would be key to gaining acceptance from the student body and that it should emphasise the openness of the system with the students' own records being available to them to help self-monitoring and their engagement. It was further reported that electronic attendance systems were now used in many schools, so it may not be alien to new students.

It was noted that the attendance monitoring system would operate within agreed University policy and could be tailored to the specific expectations and requirements of courses. Although the system would monitor all students in the same way, it could also prove particularly useful in respect of fulfilling government expectations around monitoring and reporting on international students. Module information would be kept up-to-date with daily updates from the Banner system. An over-ride process would accommodate lecturer approval of any special absences.

The range of tailored reports (analysing attendance by individual student, module, course, class time, and correlations with student results), dashboard summaries and alerts were considered attractive features which would be of use to staff in a number of capacities.

A presentation to academic staff in the Department of Hospitality and Tourism Management at Belfast, where it was proposed to conduct the pilot, had been generally well received and it was thought that the system would assist them in addressing ongoing retention problems more effectively than through the current time-consuming manual system.

It was noted that, if the proposed Belfast pilot was to proceed in 2014/15, procurement must commence by the end of June, and there would need to be appropriate liaison with other central departments such as Physical Resources, ISD and Student Administration.

AGREED that:

- i) the proposed pilot of the ActivCampus technology in the Department of Hospitality and Tourism Management at Belfast proceed and take account of the tight procurement timeframe;
- ii) further consideration be given to scalability across the University, through investigation of installation, costing and project management at the Magee campus.

14.29 MINUTES

The confirmed minutes of the meeting held on 26 March 2014 were signed by the Chair.

MATTERS ARISING

14.30 Undergraduate Awards 2014 (Min 14.3)

The competition deadline had been extended to 16 June. It was hoped that the University would enjoy similar success to last year.

14.31 Universities UK: Reforming the Education of Social Workers: Part 2 (Min 14.6)

The Committee received Paper No LTC/14/8, compiled by Professor McColgan, which summarised key themes arising from the Narey and Croisdale-Appleby reports on reforms proposed for Social Work in England and incorporated the findings of an overview report from Professor Patricia Higham, External Assessor for the Northern Ireland Post-Qualifying Partnership and also dealt with the implications of the reforms for Northern Ireland and the University's provision.

It was noted that Professor McColgan had identified key issues remaining in relation to selection processes and capability of social work students to engage in research, but future requirements would be determined in the light of NISCC's five-year Review of the Social Work Degree, which was due to be published in July. The University's own degree was scheduled for revalidation in 2014/15 and course planning would incorporate the agreed recommendations.

The Chair commended Professor McColgan on a detailed report.

CHAIR'S COMMUNICATIONS

14.32 QAA/HEA Guidance for Higher Education Providers: Education for Sustainable Development (June 2014)

The Chair reported that the QAA/HEA had published new guidance for sustainable development (www.qaa.ac.uk/Publications/InformationandGuidance/Pages/education-for-sustainable-development-guidance.aspx). It considered teaching, learning and assessment approaches and graduate outcomes, which related well to the University's own Graduate Qualities. It was noted that the guidance drew on the University of Gloucestershire's Guide on Education for Sustainability (2011) which had previously been disseminated to faculties (December 2011, min 11.131 refers).

Professor McAlister referred to the University's commitment to education for sustainable development within its Learning and Teaching Strategy and noted that this topic was evidently moving up the agenda. Members agreed that it would be helpful to establish a review group to consider the guidance and make recommendations to support the University's achievement of its objectives in this area.

AGREED: that draft terms of reference and membership be considered at the next meeting of the Committee.

14.33 QAA Benchmark Statements Consultation

The Chair reported that consultation was ongoing on QAA Benchmark Statements for Archaeology, Chemistry, Classics and Ancient History, Geography, History,

Veterinary Nursing (consultation to 1 August 2014). Relevant subject teams were encouraged to engage with this process and provide comments.

14.34 Ask SAM (Student Advisory Model)

The Chair informed the Committee of an online student advice and information resource, developed for the sector by Keele University with funding from the Leadership Foundation for HE and JISC, the Student Advisory Model, 'Ask SAM' (www.ask-sam.ac.uk). This was an open resource which provided a question and answer facility around key topics related to life at university - student finance and money management; living away from home; understanding university and the language of HE; and coping with difficulties. SAM offered tailored signposting, advice and guidance to students and had links to other resources including videos, web-resources and documents. Although Keele University has led on the production of SAM, the answers provided were institution-neutral.

The Chair noted that this resource could be of benefit to Ulster students through customisation and by providing a link from the University, Students' Union and the QA Business School's webpages. This was a project on which it would be appropriate for the student body to lead, with support from relevant central departments.

AGREED: that the Students' Union be invited to explore the Ask SAM resource and evaluate its potential application in the University and report back to the next meeting of the Committee.

COURSE APPROVAL

14.35 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 29 May 2014 (Paper No LTC/14/9a).

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

The Vice-Chancellor noted the low demand and staff resource issues in relation to BSc Hons Dance at Magee. Professor Jędrzejewski advised that a meeting to discuss Dance provision was due to take place later this week when the future arrangements for the subject would be confirmed.

The Chair drew the Committee's attention to the Annual Report on Evaluation and Revalidation and reiterated that its findings on recurring topics in the discussions of validation panels would be useful for teams preparing for 2014/15 events and more generally. The report had been circulated to Faculty Teaching and Learning Co-ordinators who should ensure wider dissemination.

The Sub-Committee had approved a number of developments in the validation processes for 2014/15. Employer representation would in future be included on panels for all foundation degree evaluations. In view of the importance of the continuing validity of progression opportunities from foundation degrees to honours degrees, Faculties and Subject Partnership Managers were reminded of the need to

maintain oversight of the articulation arrangements during the period of approval. Library and IT reports were to be discontinued for revalidation events in partner institutions, being retained for new provision only. Separate Career Development Centre reports were no longer to be provided to panels, as graduate employability would be more fully addressed in the commentary provided by course teams.

AGREED that:

- i) course provision be approved and re-approved as set out in the Appendix;
- ii) a one year extension to the period of approval to include the 2014/15 intake be approved for PgDip/MSc Palliative Care;
- iii) the Chair be authorised to take action on behalf of the Committee in respect of the approval of the recommendations from 11 evaluation/revalidation events for which reports had yet to be received.

14.36 British Computer Society (BCS) Accreditation Visit (November 2013)

The Committee received the positive reports from the most recent accreditation visit by the BCS and the action plans in response to matters identified as 'at threshold' (Paper No LTC/14/9b).

Professor Millar noted satisfaction that accreditation had now been confirmed and that it included the new part-time BSc Hons Computing Systems, and for the first time the BSc Hons Interactive Multimedia Design. Since the accreditation visit Schools had submitted documentary evidence to the BCS and all issues had been or would be addressed through the CA3 process.

Professor Millar also reported praise from the accreditation panel for the staff teams' openness and accessibility to students.

While it was noted that the Faculty used the BCS logo on the Faculty's webpages in promoting these accredited programmes, the Vice-Chancellor stated that it was essential that the University website also carried it. This was also a matter for all courses where professional bodies provided 'kite marks' of approval.

AGREED: that the Department of Employability and Marketing ensure that, where available, logos or other visual indicators of professional body accreditation clearly featured in all relevant University promotional material.

14.37 Education and Training Inspectorate (ETI) Report on the Pilot of 'Preparation to Teach' Module for Part-time Lecturers in Further Education

The Committee noted that a very positive report had been made by the ETI on a 20 point short-course module. The course co-ordinator had been commended for her exemplary leadership and management of the module.

14.38 SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report of the meeting held on 4 June 2014 (Paper No LTC/14/10).

14.39 Ulster Code of Practice and Guide to Good Practice

The Committee discussed and reviewed the proposed wording in respect of students undertaking unpaid placements which had been drawn up in consultation with the Office of the University Secretary and which would be incorporated into University guidance. The Committee considered that the wording begged questions. It was of the view that the Code/Guide should state simply that, in line with existing practice, exceptionally unpaid placement could be undertaken where a student chose to do so provided that it met the objectives for the year through the placement module on which the student was enrolled.

AGREED: that the wording be revised to state that unpaid year-long placements should not be promoted, but might be accepted where a student had elected to undertake one, provided that it met the objectives of the placement module. Such placements should be considered on a case-by-case basis by the Course Committee.

14.40 Employability Conference (Item 2)

The Committee noted the very successful fifth Employability Conference, 'Developing globally competitive graduates: opportunities and challenges for employability', which took place on 8 May 2014. Congratulations were also extended to Employability and Marketing in having two staff involved as finalists in two award categories of the Association of Higher Education Career Services.

Key Activity Working Groups (Item 3)

14.41 Monitoring of Placement

The Committee noted that approximately one-third of full-time undergraduate degrees had a year-long placement and, while there had been a small increase in the number of students taking the year in 2012/13, the number of courses providing placement had decreased. This was a matter of disappointment and concern given the emphasis of both the University and DEL on student employability, through the Learning and Teaching Strategy and DEL's HE Strategy with the latter expecting all students to have the opportunity to undertake a period of work placement whilst undertaking a higher education course (Graduating to Success 4.3).

It was further recognised that the placement experience contributed to future graduate-level employment, which was an important factor affecting an institution's position in various league tables. Another factor, further study, was influenced by students' experience of research-led enquiry through their own final year dissertation or project. While this was an expectation of the University's degrees, course teams were currently permitted not to include one if they could demonstrate to validation panels how its outcomes were met elsewhere in the curriculum.

It was noted that the University appeared to be losing ground against these particular measures. The Vice-Chancellor recommended that placement and the dissertation/project should both be compulsory elements in undergraduate honours degree programmes. It was noted that other institutions had made such strategic decisions and had seen benefits. Different placement models existed which might accommodate those subject areas where year-long placements were considered problematic. An imaginative approach as well as using the existing alumni network

and broadening students' horizons through seeking opportunities outside Northern Ireland would help. Deans were generally supportive of the proposals but recognised the challenges that they would represent.

Professor McClenaghan asked if there was a central resource of placement opportunities, in particular for the summer period. Mr McGivern advised that such vacancies were listed through MyPlacement and Job Link on the Career Development Centre's website.

AGREED that:

- i) it be 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 and integrated Master's degrees;
- ii) Deans report back by October 2014 on the implications of these proposals for their provision and plans and timeframe to achieve them.

14.42 Assessment of Placement

The Committee noted that focus groups of placement tutors had considered models for the assessment of the placement year. It was now proposed to have one standard model where a percentage mark would be used for the student project but the academic tutor and industrial supervisor's reports would be competence-based and graded 'pass/fail' only; an exceptional route, requiring the Sub-Committee's approval, would allow a percentage mark for each component.

Professors McClenaghan and McKillop reported that, in light of the ongoing debate on this matter, there had already been improvements made in the process, including the training and guidance provided for industrial supervisors and that those courses which benefited from close collaboration with industry, including involvement in assessment judgements, should not be obliged to overcome an additional approval hurdle. The Chair suggested that both models could be adopted as standard and that only other variants should require justification either to an evaluation/revalidation panel for recommendation to the Learning and Teaching Committee or directly to the Committee.

The Committee considered the further proposal from the Sub-Committee that the award mark for the Diploma in Professional Practice/(International) be lowered to 40% in line with other undergraduate awards and that a Distinction be introduced (70%) and that the mark for Commendation be set at 60%. Currently a 50% standard was applied for the award, with students being permitted to progress to final year at 40%. The Committee endorsed the alignment, but did not accept a proposal to amend the wording of regulations to permit Boards of Examiners to allow students who had failed the placement year to progress to final year. It was noted that other mechanisms were already in place for exceptional circumstances such as non-availability and this could be extended to address early termination through redundancy.

AGREED that with effect from placement year 2015/16:

- i) the two models for assessment of the placement year be adopted, and that any proposed alternatives required consideration by validation panels if appropriate to the timing of the proposal, and the Committee;
- ii) it be recommended to Senate that the award mark for the Diploma in Professional Practice/(International) be lowered to 40% and a Distinction be introduced at 70%, with the Commendation mark revised to 60% and that the regulations for the award be revised accordingly;
- iii) Faculties ensure that they revise course regulations and information to students, industrial supervisors and staff to reflect any changes which apply;
- iv) Faculties ensure that any professional body threshold standard be maintained in the assessment criteria for the 40% award mark.

14.43 Models of Placement

The Committee noted that over 80 expressions of interest and business ideas had been received for 'self-employed' placement. Fifty students had been selected for the boot camp and 11 had submitted business plans through the CPPD Entrepreneurship Development module with six students approved to take their business ideas into the self-employed placement year in 2014/15.

It was noted that all participants, regardless of whether they progressed to the final stages, received recognition in respect of their EDGE Award.

14.44 Ulster EDGE Award (Item 4)

It was noted that the EDGE Award would be relaunched in September 2014 through a detailed communications plan. Consideration was also being given to extending the EDGE Award to part-time students from 2015/16. Professor McAlister reported that part-time students were very keen to be involved but that this was being delayed by technical issues.

14.45 Proposal for 'Advanced' Award

An Advanced EDGE Award, entitled 'Ulster EDGE Excel' Award had been endorsed by the Sub-Committee and would be launched in September 2014. It would be aimed at full-time students who showed an exceptional commitment to their personal development, with completion of a minimum of six activities from across the three categories.

14.46 Placement Employer of the Year Awards Ceremony (Item 6)

The Committee noted a very successful event with good representation from new partners. Faculties were encouraged to make best use of the video recordings of the 19 finalists for promotional activities.

WORKING GROUPS

14.47 Non-Award Bearing Working Group

Professor Curran presented an interim report from the Working Group (Paper LTC/14/11a)). She drew attention to the difficulties experienced to date in respect of the IT infrastructure which had delayed the pilot of the preferred online system for application, enrolment and payment for short courses (WPM).

Professor Curran reported that all short course activity was now advertised through a single area on the University website and it would be incorporated into the main prospectus in 2014/15. WPM had gone live in March/April but was only suitable for applications to non-credit bearing short courses. Prospective students were directed to the appropriate application system.

The current pilot would continue in semester 2 and 3 with 20 non-credit short courses. They would follow the business process set out in the report, with subsequent evaluation, inter alia, of the WPM system itself, viability of the financial model, suitability of the proposal form and scalability.

Professor Curran stated that she was keen for the University to consider a means of transferring non-credit short course student data to the Banner system, should students wish to progress. It was noted that this was not a matter for this Committee and the matter could be raised at LISASC. Professor Millar advised that such transfer could potentially be addressed in the University's Customer Relationship Management system, which a project group that he chaired was seeking to develop.

The Committee considered the recommendations set out by the Working Group. Discussion took place regarding possible alternative names for short course activity and the Chair asked Ms Scanlon to take some informal soundings from stakeholders in the sector.

AGREED that the following recommendations be endorsed that:

- i) the pilot be extended to run until the end of 2014, with a summative report brought to this Committee in spring semester 2015;
- ii) CPD activity be an agenda item on all Faculty academic development committees (or similar) to ensure that short courses, and provision within the Certificate of Personal and Professional Development and Postgraduate Certificate of Professional Development frameworks were not competing within the same market;
- iii) the Centre for Flexible and Continuing Education identify all non-credit bearing activity taking place institutionally in order to plan and manage effectively the full roll-out of WPM.

14.48 Working Group on Online Assessment

Dr Hazlett presented draft terms of reference and membership of the Working Group (Paper No LTC/14/11b)) which had been drawn up in light of the Committee's decision to provide greater strategic direction as digital technology became

increasingly mainstreamed and the University prepared for campus developments with limited storage space (min 14.27 refers).

The Chair suggested that the emphasis should be online assessment and feedback practice and less on policy and the arrangements for online coursework submission. It would be important to bring about a greater awareness and understanding of how this could be done and to develop a programme of staff development and support with which staff would engage in order to increase the numbers of staff using online processes. Policy was reasonably clear through the Principles of Assessment and Feedback for Learning which would provide the context for the working group.

The Committee considered that all faculties should be represented on the Working Group.

AGREED: that revised terms of reference and membership be confirmed at the next meeting of the Committee.

14.49 UK FRAMEWORKS FOR HIGHER EDUCATION QUALIFICATIONS

The Committee considered Faculty responses to the QAA consultation (Paper No LTC/14/12). The Agency sought to combine the two UK frameworks, *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)* (revised in 2008), and *The Framework for qualifications in higher education institutions in Scotland (FQHEIS)*, not revised since its publication in 2001, into a single document. This was the first stage of a process which could in the longer term lead to a single UK framework.

In this context there was broad support for the proposals made, which would assist clearer understanding of UK qualifications and the mobility of graduates in Europe, and for future consideration of a harmonised set of qualification descriptors.

AGREED: that an institutional response be provided on the basis of the discussion and consensus achieved.

14.50 DEPOSIT OF MASTER'S DISSERTATIONS OF DISTINCTION STANDARD IN THE UNIVERSITY LIBRARY

Senate, at its meeting on 16 April, had asked the Committee to discuss the University's policy on the deposit of copies of Distinction-standard Master's dissertations in the Library, practical issues and how student access to exemplars might be supported. The Committee received Paper No LTC/14/13 on this topic.

Mrs Peden reported that the Library currently held 7,250 Master's dissertations with 105 deposited since 2008 but it was not known whether these were of Distinction-standard and whether all such dissertations had been deposited. While the Library would prefer to hold quality dissertations electronically, progress on an institutional electronic repository for doctorates was very slow. It was imperative for the Library to reduce its holding on account of pressure on storage space. She asked for the Committee's support to remove dissertations held more than ten years which were no longer considered useful, in line with the Library's Collection and Information Access Policy. The Committee agreed that there was no merit in retaining a large number of dissertations in hard copy in the Library if they were no longer of use.

The Committee noted that, if Distinction-level dissertations were not valuable for public knowledge purposes, and the main reason for provision in the Library was to assist current students in understanding the appropriate presentation of their work, exemplar dissertations might alternatively be hosted electronically through Blackboard Learn on the relevant course support area with a retention period of perhaps five years depending on the level of student interest or its currency. It was noted that the access declaration in the dissertation required students to consent to the public availability of their dissertation through the Library and its copying for study purposes, subject to recognition of the copyright of the author. This statement would need to be revisited if the main purpose of deposit and location for access were to change.

AGREED that:

- i) the Library's recommendation in respect of disposal of Master's dissertations after ten years be endorsed;
- ii) Deans and Faculty Teaching and Learning Co-ordinators elicit views in their Faculties 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, and report back orally at the next meeting.

14.51 EXTERNAL EXAMINERS

Professor McAlister presented the annual report on the nomination and appointment of external examiners in 2013/14 (Paper No LTC/14/14). The Committee noted the number of nominations submitted, the proportion which were late, incomplete or departed from the University's Code of Practice, and the number not approved.

With regard to late nominations, which engendered a risk to standards, Professor McAlister drew attention to the fact that partial completion of paperwork necessarily introduced a delay in the approval process. She also noted that the decision that the Examinations Office remind Faculties earlier (October instead of March) about those courses which required replacement external examiners appeared to be having a positive effect as currently there were no outstanding nominations for replacements for 2014/15. If this continued it was likely that a substantial improvement would be evident in future years.

The Chair asked that, if a nomination was not approved, Course Directors be advised not to seek to appeal the decision unless there was significant new information which had not been provided at the time of nomination.

AGREED that:

- i) Faculties note the importance of timely submission of complete nominations for consideration no later than the June meeting of the Committee. (The date for submission for appointments starting from September 2015 is 29 May 2015);
- ii) Faculties ensure that staff responsible for making, processing and checking nominations were aware of the contents of the External Examining Code of Practice, with particular regard to applications for extensions;

- iii) Faculties ensure that nomination forms included all necessary information and particularly that issues regarding 'non-accordance' with the Code were addressed; and
- iv) progress in relation to appointments starting in 2015/16 be reviewed by the Committee in June 2015.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

14.52 Revalidation Unit 6B: Counselling

The Committee considered Paper No LTC/14/15a from the Faculty of Social Sciences requesting a departure from the University's regulatory framework in relation to the title of the exit award. The title of the foundation degree was Counselling but Counselling Studies was proposed for the CertHE as it did not include any practitioner experience and this was in line with a recommendation arising from DHSSPS's review of counselling (2001/02) for rationalisation of the 'confusing plethora' of course titles.

AGREED: that the proposal be approved.

14.53 Revalidation Unit 28E: Podiatry

The Committee considered Paper No LTC/14/15b) from the Faculty of Life and Health Sciences proposing the title of the CertHE and AB Applied Health Studies for the exit awards from BSc Hons Podiatry. This would bring the titles in line with the other AHP programmes in the School and, it was noted that the BSc programme had a 'protected title status', neither the HPC nor the College of Podiatry permitted the use of the term 'Podiatry' for exit awards since these were not professionally accredited qualifications. The proposed title would assist such students' employment prospects by demonstrating a broader knowledge base.

AGREED: that the proposal be approved.

14.54 BSc Hons Energy and BEng Hons Architectural Engineering

The Committee considered Paper No LTC/14/5c) from the Faculty of Art, Design and the Built Environment proposing a variation to the University's regulation in respect of a Level 5 contribution in the classification of the degrees.

These courses were successfully evaluated in May 2014 and replaced the existing BEng Hon/MEng Energy and Building Services Engineering which was currently permitted a Level 5 (6 for MEng) contribution (20%), based on a recommendation from a joint visit by the two professional bodies in 2011. The Faculty requested continuation of this arrangement for the new courses.

The Committee noted that no evidence of support from the professional bodies had been provided by the Faculty.

AGREED that:

- i) the proposal be approved, subject to confirmation that this continued to be a professional body requirement along with clarification of whether the Level 5 contribution referred to the whole year or the specific modules;
- ii) the Chair be authorised to take action on behalf of the Committee in respect of the approval of the proposal.

PRIZES

14.55 New and Amended Prizes

The Committee received Paper No LTC/14/16 which set out proposals for two new prizes (UBS), and two amended prizes (ADBE and UBS) and sixteen new prizes which had been approved by Chair's action on behalf of the Committee and Council.

New Prizes

Pure Running Award for Excellence
Shredbank Award for Excellence

New Prizes Approved by Chair's Action

Chartered Association of Building Engineers Award
Chartered Institution of Building Services Engineers Prize
Gilbert Ash Collaboration Project Prize
Hamilton Architects Prize
Royal Institution of Chartered Surveyors Undergraduate Prize
Royal Institution of Chartered Surveyors Postgraduate Prize
Physiological Society Undergraduate Prize in Physiology
Global Studies Award
Higgins Hollywood Deazley Family Law Prize
Higgins Hollywood Deazley Internship Prize
Legal Island Employment Law Prize (UG)
Legal Island Employment Law Prize (PG)
Routledge Award
Belfast Telegraph Award for Excellence
Hastings Hotels Award for Excellence in Irish Hospitality
Whale Award for Excellence

Amended Prizes Approved by Chair's Action

Mae Rea Memorial Prize
Property News Award for Excellence

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

14.56 DATES OF SEMESTERS 2014/15 – 2019/20

The Committee received Paper No LTC/14/17, Dates of Semesters 2014/15 – 2019/20 and considered proposed dates for 2019/20.

AGREED: that the dates of semesters for 2019/20 be approved as follows:

Introductory period	Monday 16 September 2019 - Friday 20 September 2019	
<u>Autumn Semester</u>	Monday 23 September 2019 – Friday 24 January 2020	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 16 December 2019 – Friday 3 January 2020)	
Examinations begin	Monday 6 January 2020	
<u>Spring Semester</u>	Monday 27 January 2020 – Friday 29 May 2020	(16 weeks) 10+(2)+2+1+3
(Easter vacation	Monday 6 April 2020 – Friday 17 April 2020)	Easter Sunday 12 April
(Revision week	Tuesday 5 May 2020 – Friday 8 May 2020)	
Examinations begin	Monday 11 May 2020	
<u>Summer Semester</u> (intensive)	Monday 20 July 2020 – Friday 11 September 2020	(8 weeks) 6+2
Examinations begin	Monday 31 August 2020	
<u>Supplementary Examinations</u>	Wednesday 12 August 2019 – Thursday 20 August 2020	

14.57 TERMS OF REFERENCE AND MEMBERSHIP

The Committee reviewed its terms of reference and membership (Paper No LTC/14/18). In view of the current review of portfolios, it was agreed that the terms of reference be revisited at the October meeting. Deans were asked to advise of any changes to their Faculty representation.

14.58 DATES OF MEETINGS

The Committee noted its schedule of meetings for 2014/15 as follows:

Wednesday 15 October 2014	1.30 pm	H219, Coleraine
Tuesday 9 December 2014	1.30 pm	Boardroom, Jordanstown*
Wednesday 18 March 2015	10.15 am	H219, Coleraine*
Wednesday 17 June 2015	1.30 pm	Boardroom, Jordanstown

*Note the changes from 10 December to 9 December 2014 (campus unchanged); and 4 March to 18 March 2015 and to the Coleraine campus.

Duration 3 hours 30 minutes

30 June 2014

AGF/DT/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Computing and Engineering	FdEng Mechanical and Manufacturing Engineering (with CertHE exit award)	✓	✓ PT & PT Fast Track	2014 – 2018	NRC (Farm Lodge)	15	15 12 Fast Track
	FdEng Electrical and Electronic Engineering (with CertHE exit award)	✓	✓ PT & PT Fast Track	2014 - 2018	NRC (Farm Lodge)	15	15 12 Fast Track
Life and Health Sciences	PgCert Diabetic Foot Disease		✓	2014 – 2018	DL [JN 2014 only]		
	PgDip/MSc Lower Limb Preservation in Diabetes		✓	2014 – 2018	DL [JN 2014 only]		
	BSc Hons Stratified Medicine (with CertHE and AB exit awards)	✓		2014 – 2018	ME		
	PgCert/PgDip/MSc Stratified Medicine	✓	✓	2014 – 2018	DL		
	BSc Hons Biomedical Science (Level 6)		✓ PT & PT Fast Track	2014 - 2018	DL		
Social Sciences	PgCert in Middle Leadership		✓	2014 - 2018	CE/JN/ME		
	PgDip in Headship		✓	2014 - 2018	CE/JN/ME		
	AdvDip in Intelligence Policing		✓	2013/14 – 2015/16	PSNI (Lisnasharragh)		66 - 68
	BSc Hons Communication Management and Public Relations (with CertHE and AB exit awards) (with optional DPP/DPP(I)/DIAS)	✓	✓	2015 – 2018	JN		

	BSc Hons Therapeutic Communication and Counselling Studies (with CertHE and AB exit awards)	✓	✓	2015 - 2018	JN		
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COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Access and Distributed Learning	31D	PgCert in Professional Practice (replacing Grad Cert)		✓	2014 – 2018	BT/CE/JN/ME		
Art, Design and the Built Environment	2A	MFA Photography (with PgDip exit award)	✓		2014 – 2018	BT		
	2I	FdA Design (with specialisms in Product/Graphic) (with CertHE Design (Product and Graphic) exit award)	✓	✓	2014 – 2018	SWC (Enniskillen & Omagh)	12 [rising to 16 by 5 th intake]	10 [rising to 14 by 5 th intake]
Arts	7E	MA Cultural Heritage and Museum Studies (with PgDip exit award)	✓	✓	2014 – 2018	BT		
		PgDip/MA Museum Practice and Management (with PgCert exit award)		✓	2014 - 2018	DL		
Computing and Engineering	16G4	FdSc Software Development (with CertHE exit award)	✓	✓	2014 – 2018	NWRC (Strand Road)	38 [1 st intake] 45 [2 nd intake] 60 [subsequent intakes]	10 [1 st intake] 15 [2 nd & 3 rd intakes] 20 [subsequent intakes]
	16G6	FdSc Computing (with CertHE exit award)	✓	✓	2014 - 2018	SWC (Dungannon – FT/PT/PT Fast Track) (Enniskillen – FT/PT) (Omagh – FT/PT)	Dungannon: 30 [1 st & 2 nd intakes] & 35 [subsequent intakes] Enniskillen: 15 [1 st intake]	Dungannon: 12 [1 st intake] 15 [2 nd intake] 18 [3 rd intake] 20 [4 th intake] 23 [5 th intake]

							18 [2 nd intake] 20 [3 rd intake] 21 [4 th intake] 22 [5 th intake] Omagh: 18	intake] Enniskillen: 5 Omagh: 5 [1 st intake] 7 [2 nd intake] 10 [3 rd & 4 th intakes] 12 [5 th intake]	
Life and Health Sciences	3C1	BSc Hons Biomedical Science with DPP (Pathology)	✓		2014 – 2018	CE			
		BSc Hons Biomedical Science with DPP/DIAS (with CertHE Biomedical Studies and AB Biomedical Studies exit awards)	✓		2014 – 2018	CE			
		BSc Hons Biomedical Science (with CertHE Biomedical Studies and AB Biomedical Studies exit awards)	✓	✓	2014 – 2018	CE			
		Graduate Certificate in Biomedical Science		✓	2014 – 2018	DL			
			Master of Biomedical Science (MBiomedSci)	✓	✓	2014 – 2018	CE [Levels 4 – 6] Off campus /DL [Level 7]		
	3D1	BSc Hons Dietetics	✓		2014 – 2018	CE			
		BSc Hons Food and Nutrition with DPP/DPP(I)/DIAS (with CertHE Science for Nutrition and AB Food and Nutrition exit awards)	✓		2014 – 2018	CE			
		BSc Hons Human Nutrition with DPP/DPP(I)/DIAS (with CertHE Science for Nutrition and AB Human Nutrition exit awards)	✓		2014 – 2018	CE			
MSc Human Nutrition (with PgCert and PgDip exit awards)		✓	✓	2014 – 2018	CE				

		MSc Dietetics (with PgDip exit award)	✓		2014 - 2018	CE		
Social Sciences	9C1	PgDip/MEd (with Specialisms) (with PgCert exit award)		✓	2014 – 2018	CE/JN/ME & Monaghan Education Centre and Athlone Education Centre ¹ [for 'Leadership and Management' pathway]		
	26A	CertHE Community Development		✓	2014 – 2018	BMC (Millennium Outreach Centre) NWRC (Strand Road)		
		BSc Hons Community Development		✓	2014 – 2018	JN		
	6A1	BSc Hons Communication, Advertising and Marketing (with CertHE and AB exit awards) (with optional DPP/DPP(I)/DIAS)	✓		2015 – 2018	JN		
		BSc Hons Language and Linguistics (with optional Counselling Studies pathway) (with CertHE and AB exit awards) (with optional DPP/DPP(I)/DIAS)	✓	✓	2015 – 2018	JN		
		BSc Hons Professional Development in Counselling		✓	2015 - 2018	JN		
Ulster Business School	5B2	AdvDip in Civic Leadership and Community Planning (with AdvCert exit award)		✓	2014 – 2018	JN/ME		
	5C2	BSc Hons Marketing (with CertHE and	✓		2014 – 2018	JN		

¹ Subject to approval by APSC

		AB exit awards) (with optional DPP/DIAS)						
		Undergraduate Honours Subject: Marketing (Minor)	✓		2014 – 2018	JN		
	5M	FdSc Financial Services Management (with CertHE exit awards)	✓	✓	2014 – 2018	SWC (Omagh)	20	20
	15H	FdSc International Culinary Arts (with CertHE exit award)		✓	2014 – 2018	SRC (Newry)		20

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Arts	CertHE Irish Literature in English [Last intake: 2005/06]	ME
	BA Hons English Literature [Last intake: 2008/09]	BT
Computing and Engineering	FdSc Multimedia [no intake]	NWRC (Limavady)
	FdSc Interactive Multimedia [no intake]	SRC (Armagh)
Life and Health Sciences	FdSc Sports Coaching [Last intake: 2013/14]	JN
	BSc Hons Specialist Nursing Practice [Last intake: 2010/11]	CE
	PgDip/MSc Specialist Nursing Practice [Last intake: 2010/11]	CE
Social Sciences	BSc Hons Community Development	ME
Ulster Business School	AdvCert in Credit Union Practice [Last intake: 2012/13]	Outcentres
	AdvDip in Civic Leadership and Community Planning	Innovation and Technology Centre, Cavan
	PgDip Agri-Food Business Development [Last intake: 2011/12]	JN
	MSc Agri-Food Business Development [Last intake: 2011/12]	JN