

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 14 October 2015 by video-conference

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Dr M Black, Ms E Bonner, Dr M Boyd, Professor P Carmichael, Miss C Cochrane, Professor P Hanna, Professor D Hazlett, Professor J Jędrzejewski, Professor F Lyons, Professor L Maguire, Professor N McClenaghan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor H McKenna, Professor A McKillop, Professor M McKinney, Dr T McLernon, Professor U McMahon-Beattie, Professor G McMullan, Dr A Melvin, Professor R J Millar, Professor I Montgomery, Dr R Moreland, Dr B Murphy, Mr M Quigg, Mrs U Quinn

APOLOGIES

Professor C Curran, Professor D Heenan, Ms A Honan, Professor P Nixon

IN ATTENDANCE

Mr A G Faulkner, Mrs C G Avery

UNRESERVED

WELCOME

The Chair welcomed new members, Ms Emma Bonner and Mr Micky Quigg, replacing Mr C Mackey and Ms S Curran as the Students' Union representatives.

15.77 MINUTES

The confirmed minutes of the meeting held on 17 June 2015 were signed by the Chair.

MATTERS ARISING

15.78 Appointment of Director of Combined Studies: Coleraine (Min 15.30)

The Committee noted that Dr Frank Ferguson, School of English and History, had taken on the role of Director of Combined Studies for the Coleraine campus, replacing Dr Leanne McCormick.

15.79 The Undergraduate Awards (Min 15.31)

The Chair reported that in the 2015 competition the University had three Highly Commended candidates: Gareth Gault (Business), Catherine Dynes (Earth and Environmental Sciences) and Jill Pedlow (Nursing and Midwifery). The Committee congratulated the students on their achievement. It was noted that of the 222 submissions from the Queen's University, Belfast 21 were 'Highly Commended'.

The 2015/16 programme had now been launched and Faculties were asked to ensure that Heads of School, School Boards, Course Directors and course committees raised awareness and encouraged applications.

15.80 Grade Point Average (Min 15.32)

The Committee noted that a strategic paper on the use of a Grade Point Average (GPA) scale by the University would be considered initially by SET. If there was support, the Committee would consider implications in detail at a future meeting.

15.81 Programme Review and Development (PRD) (Min 15.41)

The Chair reported that the report on the pilot would now be received at the June 2016 meeting of the Committee, as the deadline for the submission of preliminary documentation had been adjusted from December 2015 to March 2016.

Given the delay in the evaluation of the new model, close to the start of the next academic year, the Academic Office would alert faculties to the draft revalidation schedule for 2016/17 to assist course/subject teams whose provision was due for re-approval. Preparations would be made on the basis of the current process but it would be revisited to incorporate outcomes from the PRD pilot which could be readily accommodated. The University's current reviews of academic structures and professional services might also impinge on arrangements.

15.82 Dates of Meetings (Min 15.76)

The Committee noted that the dates of two meetings had been changed to Tuesday, 8 December 2015 and Tuesday, 14 June 2016.

CHAIR'S COMMUNICATIONS

15.83 KPMG Internal Audits

The Committee noted that the KPMG Internal Audit Review of the Implementation of the Learning and Teaching Strategy had commenced the previous week and that an audit of Retention and Non-continuation (Performance and Monitoring) was due to begin shortly. While the majority of evidence for these audits would be gathered from existing records and documentation, the Chair advised that the auditors might request meetings with relevant central, faculty, school and subject staff to gather further evidence.

15.84 Research Integrity Course: Taught Courses

The Committee at its meeting in June 2013 had agreed that the online research integrity course should be made available to undergraduate and taught postgraduate students as a non-compulsory option which could serve for self-assessment (min 13.57 refers). The course had now been piloted in a range of undergraduate and taught postgraduate courses and modules.

The Research Governance office had created a URL which would soon be circulated to Heads of School for transmission to appropriate course directors and/or module co-ordinators. Students could be invited or instructed as appropriate

to register. This approach, rather than use of an all student email, should result in more accurate targeting of students and better take-up.

Professor McKenna reported that the course had been well received and aspects would be of value to a wide range of students. The Chair asked faculty representatives to ensure that, as a minimum, module co-ordinators who teach research methods in any form and dissertation/project supervisors should encourage their students to undertake the course. As courses/subjects continue to develop more enquiry-based curricula, course committees would find the course increasingly useful.

Mr McGivern advised that he would contact Research Governance to explore the possibility of recognising the course as a University-wide activity for incorporation in the EDGE award.

15.85 NUS-USI Communication: 5 May 2016

Professor McAlister reported that during the summer the NUS-USI had requested that the University should not schedule examinations and coursework deadlines for 5 May 2016 due to the possibility of NI Assembly elections on that day lest students be deterred from participating.

It was noted that the timing of examinations was not an issue as the formal examination period did not begin until 9 May 2016. Given that coursework submission deadlines were set locally, the Chair asked faculties to ensure that course/subject teams took account of the request.

15.86 QAA Subject Benchmark Statements

The Committee noted that revised subject benchmark statements had recently been published for Dance, Drama and Performance; Economics; and Law.

COURSE APPROVAL

15.87 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 16 September 2015 (Paper No LTC/15/22a).

The Committee noted that the majority of recommendations for approval and re-approval of provision had been approved by Chair's action in view of September 2015 commencement of the periods of approval. It noted revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals.

The Committee noted that the part-time mode of the new BEng Hons Electrical and Electronic Engineering at Magee had not yet been approved, as it had not been included in the validation documentation and required further information to be provided.

AGREED that:

- i) Chair's action in respect of approval and re-approval of course provision be endorsed as set out in Appendix 1;
- ii) a one year extension to the periods of approval, to include the September 2016 intake, be approved for the following provision:
 - FdSc Architectural Technology with Sustainable Design (Network) (Unit 4B)
 - FdSc Building Technology and Management (NRC) (Unit 4B)
 - FdSc Property, Planning and Housing (BMC) (Unit 4E)
 - PgDip/MSc Housing Studies (last intake 2016)
 - MSc Clinical Vision Science (Unit 28Db)

15.88 Professional, Statutory and Regulatory Body Accreditation

The Chair presented a summary report on professional and regulatory body accreditation for the 2013/14 and 2014/15 academic years and the schedule of activity for 2015/16 (Paper No LTC/15/22bi).

The Committee had not yet received four reports and Faculty responses in respect of visits held in the 2013/14 academic year. Three reports and responses for 2014/15 were also awaited but it was known that the outcomes of these visits had been very positive.

The Chair reminded Faculties of the expectation that all PSRB reports together with Faculty responses were formally received by the Committee.

AGREED that:

- i) Faculties provide Mrs Grainne Doohar, Quality Management and Audit Unit, with information on the likely timescale for the provision of missing reports and/or responses for visits which had already taken place and information on any visits expected in 2015/16 which were not included in the paper;
- ii) Faculties advise the Quality Management and Audit Unit of any central support required for forthcoming visits so that this could be built into workload planning.

15.89 Higher Education Academy Accreditation

The Committee received the report from the Higher Education Academy together with CHERP's response (Paper No LTC/15/22bii). It was noted that accreditation had been achieved for the following provision with only one condition and some points for future development or enhancement:

- Enhance Professional Development and Recognition Scheme (Descriptors 1 – 4 of UK Professional Standards Framework)
- Learning and Teaching@Ulster (Descriptor 1)
- Postgraduate Certificate in Higher Education Practice (Descriptor 2)
- Postgraduate Certificate in Education for Nurses and Midwives (Descriptor 2)

The confidence expressed by the Academy in the University's processes in meeting HEA requirements for this suite of courses was considered to be an excellent outcome for the staff involved in the accreditation exercise and also for the University in terms of the initial and continuing professional development of staff.

15.90 Validated Provision

The Committee received Paper No LTC/15/22c), Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements, for the 2015 intake (Appendix 2).

15.91 EMPLOYABILITY AND MARKETING ANNUAL PLAN

Mr McGivern presented the Employability and Marketing Annual Plan for 2015/16 and report on 2014/15 (LTC/15/23) which the Chair had agreed might be received by the Committee instead of the Academic Development and Enhancement Committee.

Mr McGivern reminded the Committee that his Departmental Strategy (2012-2016) set the agenda for embedding employability in the Ulster student experience and provided a framework for the University's domestic recruitment marketing. The Annual Plan 2015/16 outlined the key new activities and initiatives that the Directorate would be taking forward in support of the Strategy. The development of the plan had been informed by both faculty and corporate priorities, in particular the strategic aims in the Learning and Teaching Strategy. An overview of achievements against performance measures for the 2014/15 Annual Plan had been considered by the Sub-Committee on Employability and was noted by the Committee.

Key actions for 2015/16 highlighted by Mr McGivern included the following:

Marketing

- development of a single marketing strategy for the domestic and international markets and for both taught course and research provision;
- a conference for Principals in February 2016 as part of the school engagement strategy;
- development of a number of digital marketing resources to support recruitment to regulated and non-regulated courses;
- market research on the GB market;
- implementation and monitoring of the new fees pricing strategy;
- support for faculties with product (course) development.

Employability

- support for faculties in relation to strategic employability issues such as the employability journey and EDGE (including for part-time students);
- review and implementation of Employability Partnership Agreements with schools/faculties;
- roll-out of the Alumni Mentoring programme;
- support for WBL and placement activities;
- development of an employer engagement strategy.

Professor McHugh suggested that the importance of graduate-level employability for faculties should also be used by the Department as a performance measure. Mr McGivern recognised the collaborative effort between faculties and the central department in this matter and that the outcomes reflected on his Department as well as the faculties. The Chair advised that metrics were likely to feature in the University's new strategic plan across a range of constituencies and consideration would need to be given to how the achievement of individual and collective targets might be meaningfully measured and reported on.

Professor McKenna noted the very wide programme of activities identified in the Action Plan and cautioned that this work would be challenging in the current environment with its pressure on resources.

AGREED: that the 2015/16 Annual Plan be endorsed.

15.92 SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan presented the report of the meeting held on 25 September 2015 (Paper No LTC/15/24). He expressed thanks to the Sub-Committee's members for their work and achievements during the 2014/15 academic year.

15.93 Terms of Reference and Membership (Item 1)

The Committee noted that the terms of reference had been reviewed and confirmed by the Sub-Committee without change. Professor McMullan reported that the Sub-Committee was taking an increasingly strategic focus and would prioritise support for those courses which were not meeting the University's institutional and subject targets for graduate employment. The membership had been updated.

15.94 Work Experience Working Group (Item 2i)

The Committee noted that the staff guide on the 'Guiding principles in work-based learning' was ready for distribution. It would also be available online in an Employability Channel in the Portal. Further work was planned on the implementation of the inclusion of a compulsory element of work-based learning in undergraduate degree courses through the sharing of innovative practice across faculties and a report on faculty progress on this matter would be prepared towards the end of 2015/16.

15.95 Employability Monitoring Working Group (Item 2ii)

It was noted that at online registration in 2015/16 all students had been asked to complete two compulsory employability questions/statements and had been subsequently directed to the Employability Journey website and its resources. Reports would be circulated to faculties, schools and programmes on the stages their students had reached. This should help identify where further interventions and support might be required. These reports would be useful to Advisers of Studies in their meetings with students. An evaluation strategy would also be developed.

15.96 DLHE: Institutional KPIs and Outcomes of the 2013/14 Survey (Item 4)

The Committee noted that the Performance Indicator for employability set for the University was 93.9% with 92.5% achieved. The University needed to meet or exceed that benchmark. It was noted that 71% of all leavers were in graduate-level jobs, which was a rise from 67% previously, but that the proportion for full-time graduates was below its benchmark. The fact that 89% of those in employment chose to remain in Northern Ireland was a factor in this outcome. It was felt to be important to encourage students to expand their horizons in this regard.

Professor McAlister advised that, in order to have a significant impact on the PI at both subject and university level, it would be necessary to focus support and interventions on those subject areas which had the greatest potential to improve and also on areas of substantial provision. Available data would be used to diagnose where support might be targeted.

Dr Melvin reported that a problem with the gathering and presentation of DLHE data for some areas in the Faculty of Arts had now been addressed, which should make the data more useful in the future. Professor McAlister asked faculties to advise if any subject/institutional returns could be 'optimised' through adjustments to current reporting but she emphasised that real gains would be achieved where genuine improvements were made in outcomes. She was pleased to note some recent examples of imaginative work undertaken by the Faculty of Arts to embed work-based learning in their provision. Professor Montgomery suggested that the renaming of 'Placement Tutors', perhaps as 'Placement and Employability Tutors', might help embed the need for a greater focus on employability.

DIGITAL LEARNING SUB-COMMITTEE

15.97 Professor Hanna presented a report from the meeting of the Digital Learning Sub-Committee held on 22 September 2015 (LTC/15/25).

15.98 Academic Spaces and Technologies Advisory Group (ASTAG)

The Committee noted that Dr Murphy and Professor Hazlett jointly led this group advising on academic specifications for end-point technologies in new teaching spaces across all campuses. The Group had worked closely with Information Services and Physical Resources Departments around space configuration and flexibility. A number of new spaces with flexible layouts were available in 2015/16 and the use of the rooms would be evaluated over a three-year period.

It was noted that concerns regarding Wi-Fi specifications had been raised with ISD. Professor McClenaghan raised the issue of patchy access to Wi-Fi in the new teaching block at the Coleraine campus. It was noted that problems with Wi-Fi in certain locations in the University should be referred to ISD so that the Department might plan for improvements. Professor Adair advised that the need for a standard Wi-Fi service across all campuses was a key matter raised at the Greater Belfast Development Steering Group and the Organisational Development Change Management Group.

Professor McAlister stressed that, although ASTAG had been set up as an advisory group, an executive group with representation from Deans and Pro-Vice-

Chancellors would be convened when academic sign-off on specifications was required. Deans must therefore ensure that there was effective engagement through their representatives on the group.

15.99 Timetabling for GBD

The Committee noted that the Head of Planning and Development and the Timetabling Officer had met with the joint Chairs of ASTAG to explore the most efficient use of space, and to examine how new pedagogies and technologies would change the use of space.

15.100 Downtime Occurrence

The Committee noted the system fault experienced on 16 September had resulted in a substantial outage affecting all systems in the Coleraine Data Centre and that a 'spare part' had had to be installed before services could be restored. The Office for Digital Learning and ISD had worked closely to resolve the matter and to ensure that staff and students were kept informed of action being taken.

AGREED: that Mr Andy Jaffrey, Ms Fiona Reid, and Mr Gerard Ross be thanked for their substantial contribution to ensuring that services were effectively restored.

15.101 Annual Review of Terms of Reference

The Committee noted that no changes to the Terms of Reference were required and that minor changes had been made to the membership.

Digital Learning Infrastructure (Item 2)

15.102 Procurement of Next Generation VLE

Professor Hanna reported that procurement of the new VLE was well underway with an expected selection date of November 2015. All Sub-Committee members were to have consulted and commented on the procurement documents. They, the VLE Futures Working Group and eLearning Course Directors Forum would participate in the selection process.

Dr Murphy commented that the procurement of the Synchronous Teaching Tool had been very protracted and it was hoped that the VLE exercise would not be as prolonged.

15.103 Digital Learning Enhancements

The Committee noted a number of digital learning enhancements which included new functionality, enhanced features and fixes to some issues.

15.104 Digital Learning Statistics 2014/15 (appendix)

The Committee noted that faculty representatives were to feed back the statistics to their faculties and that key statistics such as session length would be monitored as the VLE became a more active virtual campus rather than a content repository.

It was noted that Infographics were being developed to give a visual representation to such data.

15.105 Digital Learning Strategy (Item 3)

Digital Futures

The Committee noted that the Executive Summary of new Digital Futures Strategy 2015-2018 was available online pending its formal launch (<http://addl.ulster.ac.uk/digitalfutures/view/digital-learning-strategy-digital-futures>).

15.106 Digital Learning Policy: Copyright Audit (Item 4)

The Committee noted that the 2014/15 audit indicated a significant reduction in copyright infringements.

15.107 VLE Futures Working Group (Item 5)

Professor Hanna reported that the 2015/16 Special Call, launched in May 2015, received 29 applications from 19 schools and central departments. Four projects had been commissioned for the 2015/16 academic year. Other high-quality proposals had been supported in other ways. It was also noted that EesySoft software was being piloted; this provided learner analytic reports on how Blackboard was being used.

15.108 CENTRE FOR HIGHER EDUCATION RESEARCH AND PRACTICE: ANNUAL REPORT 2014/15

Professor Hazlett presented the Centre's annual report for 2014/15 (Paper No LTC/15/26) which identified significant successes and strategic developments in 2014/15. Professor Hazlett thanked colleagues in the Centre for their work in advancing the CHERP agenda in support of the University's Learning and Teaching objectives.

Professional Development and Recognition

The Committee was pleased to note that the number of academic staff holding a category of HEA fellowship had increased from 43% in October 2014 to 60% at present; this compared to 30% for all HEIs in the sector and just over 22% for pre-92 universities. A list of successful applicants in 2014/15 was noted in Appendix 4 of the paper. A target of 75% of academic staff had been set by the University for the end of the 2015/16 academic year.

The Committee noted the successful accreditation of the University's Professional Development and Recognition Scheme (minute 15.89 refers).

The Committee also noted that membership of the Centre had increased to 314 (42 Associates; 272 Fellows), from 99 in 2012. The Committee noted that there had been a significant increase in applications for the Centre's Distinguished Teaching/Learning Support Fellowships, with sixteen Distinguished Teaching Award applications received in 2014: nine individual and seven in the team

category. Two individual and two team awards had been made. In Spring 2015, ten applications had been received: four individual and six in the team category.

Learning and Teaching Conference

The Centre's fourth annual conference - 'Space Meets Pedagogy: Shaping Active and Collaborative Learning Environments at Ulster' had been successful and the 2016 conference, 'The Learning and Teaching Exchange: Engage, Share and Enhance', would be held on 21 January 2016. The keynote address would be given by Professor Neil Morris, Director of Digital Learning at the University of Leeds.

What Works? Student Retention and Success Change Programme

Professor Hazlett reported that as part of the University's participation in the three-year programme, supported by the HEA and the Paul Hamlyn Foundation, seven discipline teams had implemented and evaluated activities focusing on induction, co-curricular activities and active learning. It was noted that improved retention had resulted in some areas and significant improvement in student performance among those students who remained on the course; the number of first year modules with a failure rate of above 35% had fallen significantly. Dissemination would be a priority area for 2015/16 with the development of ten case studies of effective practice and key learning points for other areas. A final national conference to launch the programme report was planned for Autumn 2016.

The Chair thanked Professor Hazlett and her CHERP colleagues for the significant achievements and progress made in recent years and it was noted that this had also been recognised by the Visiting Professors in their reports.

15.109 PLAGIARISM OFFENCES 2014/15

The Committee received the 2014/15 annual report on plagiarism offences (Paper No LTC/15/27) which comprised data from the Central Plagiarism Register in the period 10 September 2014 to 9 September 2015 and detailed Faculty commentaries on the data and their strategies to address plagiarism. A summary record for the past five years was included.

The number of offences recorded during 2014/15 had risen from 283 in 2013/14 to 324 (292 undergraduate (90.1%); 32 postgraduate (9.9%)), which was just over 1% of the student population.

While there had been an increase in the number of offences at level 3/4, the largest number occurred at level 5. The vast majority were first offences and detected repeat-offending remained very low. It was encouraging to note a change in the pattern of the previous three years, with fewer offences in 2014/15 being recorded at level 6 than at level 4. The number of offences at postgraduate level remained broadly the same as in the previous two years.

It was noted that the discrepancy between reported (faculty reports) and recorded (Register) offences was less significant than in previous years but there remained a problem with late recording on the Register. The Chair reminded faculties that, to

ensure consistent comparisons and appropriate penalties, offences should be recorded at the time of detection.

The Chair emphasised the important role of education on referencing practice and the value of designing assignments which reduced opportunities for plagiarism.

The Committee AGREED that the following recommendations be endorsed, that:

- i) faculties (including the Research Graduate Schools) ensure that the University's Plagiarism Policy and Procedures and penalties continue to be observed and rigorously applied across all programmes;
- ii) faculties continue to keep under review how their annual plagiarism reports are 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 2015/16 are recorded at the time the offence is established and no later than the cut-off date of 9 September 2016;
- iv) they provide a report to the Academic Office by 23 September 2016, with a commentary on issues arising and actions proposed or taken in light of the 2015/16 records and trends since the introduction of the Plagiarism Policy, and on the use of Turnitin.

15.110 CONFERMENT OF RECOGNISED TEACHER STATUS

The Chair presented the annual report on the conferment of recognised teacher status for 2014/15 (Paper No LTC/15/28).

It was noted that 88 submissions had been made to the Committee in 2014/15 and that the status had been formally withdrawn from two individuals for programmes at QAHE.

Lateness continued to be a problem particularly for QAHE provision, and during 2014/15 only nine of the 88 nominations were made for 2015/16. All of the others were late, including six retrospective nominations effective from 2013/14. From October 2014 faculties had been required to complete the section of the form to explain lateness and the nomination form had been modified to enable faculties to indicate explicitly the semester in which each individual was to begin teaching.

The Chair stressed that late nominations represented a risk to quality since students might be taught and assessed by staff whose qualifications or experience were not appropriate and such delay might also suggest that faculty oversight of the process to approve the suitability of non-University staff to teach the University's own students on its behalf was inadequate. It was critical that nominations were considered and approved by the Committee on a timely basis prior to the nominee commencing duties.

Professor McAlister clarified that the status of recognised teacher did not apply to staff employed by the University on part-time hours or contracts.

The Chair reminded faculties that the status was initially bestowed for a four-year period and hence nominations approved from 2012/13 for four years would need to be reviewed and, if applicable, submitted for renewal in the current academic year for 2016/17. 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 faculties ensure that nominations were submitted on a timely basis for consideration by the Committee so that approval might be granted in the semester prior to that in which the status was to apply.

PRIZES AND AWARDS

15.111 Annual Report 2014/15

The Committee received the annual report on prizes for 2014/15 (Paper No LTC/15/19a). There was a total of 442 approved prizes and awards with 43 new prizes introduced and 31 discontinued during the year.

15.112 Proposals for New Prizes

The Committee received Paper No LTC/15/19b) which set out proposals for four new prizes and one amended prize, together with 18 new prizes and two amended prizes which had been previously approved by Chair's action on behalf of the Committee and Council.

New Prizes

BDO Undergraduate Interview Award
Marketstall Excellence in Global Business Award
Mount Charles Group Prize
Tourism NI Event Management Award

Amended Prize

Geraldine Savage Haematology Award

New Prizes Approved by Chair's Action

AV Browne Group Advertising Student of the Year Award
Computer Science Poster Prize
Computer Science Research Prize
Computer Science Thesis Prize
Engineering Poster Prize
Engineering Research Prize
Engineering Thesis Prize
Kilwaughter Chemical Company Limited Prize
McGraw-Hill Education Computer Science Literature Prize
McGraw-Hill Education Engineering Literature Prize
Outstanding Academic Achievement Award
Podiem Limited Social Enterprise Business Plan Prize
Red Cross Team Prize
RTPI Book Prize (MSc Community Planning and Governance)

RTPI Book Prize (MSci Hons Planning and Property Development)
Santander Mobility Computer Science Prize
Santander Mobility Engineering Prize
Semple and McKillop Prize

Amended Prizes Approved by Chair's Action

Institute of Nursing and Health Research Mona Grey Post-Registration Nursing
Research Award
Philip Goodeve-Docker Memorial Prize

AGREED: that the four new prizes and one amended prize 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

15.113 MEng Hons Electronic Engineering; MEng Hons Engineering Management; MEng Hons Mechanical Engineering; MEng Hons Mechatronic Engineering

The Committee considered a proposal from the Faculty of Computing and Engineering regarding the classification of BEng Hons exit awards from four Integrated Master's programmes (Paper No LTC/15/30). The Faculty proposed to make BEng Honours degrees to students who left without completing the MEng, but had passed the level 7 project.

Exit awards are recommended by Boards of Examiners on the basis of completed level and without additional assessment. Consequently, and as a project was only available at level 7 of the MEng, in order to meet the University's and professional body's requirement for inclusion of a project/dissertation in Bachelor degrees with Honours, a departure from the 'exit velocity' principle was proposed, such that the final BEng classification would be determined by a combination of results from all level 6 modules and the level 7 module. The proposed weighting attributed to the 60-point level 7 project module would be 25%, the same as the weighting of the 30-point level 6 project module within the related BEng Honours degrees. This would ensure that all candidates receiving the BEng Hons would do so on a comparable basis.

AGREED: that the proposal be approved.

Duration 1 hour 55 minutes

21 October 2015

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	FdEng Civil Engineering (with CertHE exit award)	✓	✓ and PT Fast Track	2015 – 2019	North West Regional College (Strand Road)	20	15 (total for PT & PT Fast track combined)
	BEng Hons Safety Engineering and Disaster Management (with DPP/DPP(I)) (with AB exit award)	✓		2016 - 2020	JN		
Arts	Access Diploma in Creative Media Production (with Certificate in Adult Learning exit award)	✓	✓	2015 - 2019	South West College (Cookstown, Dungannon, Enniskillen and Omagh)	TBC	TBC
Computing and Engineering	Access Diploma in Computing (with Certificate in Adult Learning exit award)	✓	✓	2015 – 2019	South West College (Cookstown, Dungannon, Enniskillen and Omagh)	TBC	TBC
	BEng Hons Electrical and Electronic Engineering (with CertHE and AB exit awards)	✓		2015 - 2019	ME		
Life and Health Sciences	BSc Hons Applied Health Studies		✓	2015 – 2019	DL		
	PgCert/PgDip/MSc Applied Health Studies		✓	2015 - 2019	DL		

Ulster University Business School	FdSc Business and Enterprise (with CertHE exit award)	✓	✓	2015 – 2019	North West Regional College (Strand Road)	40	25
	FdSc Business with Information Technology (with CertHE exit award)	✓	✓ and PT Fast Track	2015 – 2019	Northern Regional College (Newtownabbey FT from Sept 2015 & PT from Sept 2016; Ballymena & Magherafelt FT from Sept 2016 & PT from Sept 2017; Coleraine FT from Sept 2017 & PT from Sept 2018)	15 at each campus	13 at each campus Fast Track - TBC
	BSc Hons Business Technology (with CertHE and AB exit awards)		✓	2015 - 2019	JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Computing and Engineering	Diploma in Computing [no intake]	ME & QAHE [London & Birmingham]
	BSc Hons Computing Science (Artificial Intelligence) [Last intake: 2012/13]	JN
	BSc Hons Computing Science (Healthcare Technologies) [Last intake: 2012/13]	JN
Social Sciences	Undergraduate Honours Subject: International Development (and modules EDU102 and EDU509) [Last intake: 2015/16]	CE
Ulster University Business School	Undergraduate Honours Subject: Retail Studies [Last intake: 2015/16]	CE
	MSc International Tourism Development [Last intake: 2014/15]	BT
	MSc International Hotel and Tourism Management [Last intake: 2014/15]	BT

LEARNING AND TEACHING COMMITTEE

14 October 2015

SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2015/16) (as at 28 September 2015)

(Programmes which have been approved for the 2015 intake are in bold)

(Exit awards are not included)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
BELFAST METROPOLITAN COLLEGE Castlereagh e3 Gerald Moag	FdSc Computing Infrastructure FdSc Travel and Tourism Management FdSc Building Services and Renewable Energies Certificate in Counselling Studies CertHE Combined Social and Behavioural Sciences Access Diploma in Computing, Business and Multimedia FdSc Architectural Technology with Sustainable Design FdSc Counselling FdSc Event Management for the Tourism Industry FdSc Property, Planning and Housing FdSc Sustainable Construction FdSc Travel and Tourism Management BSc Hons Social Work (Levels 4 and 5)
Millennium Community Outreach Centre	CertHE Community Development
Titanic Quarter	Access Diploma in Computing, Business and Multimedia FdSc Accounting FdSc Applied and Medical Sciences FdSc Hospitality and Tourism Management FdSc Interactive Design FdSc Marketing FdEng Software Engineering Advanced Diploma in Health Promotion and Public Health Practice BSc Hons Business Management (Level 5) BSc Hons Business with Accounting (Level 5)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE Enniskillen Greenmount Loughry	FdSc Equine Management BSc Hons Equine Management FdSc Agriculture and Rural Studies FdSc Horticulture (with three specialisms – Landscape Management, Sportsturf Management and Production Management) FdSc Food Manufacture FdSc Food, Nutrition and Health BSc Hons Food Design and Nutrition BSc Hons Food Business Management BSc Hons Food Technology
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
NORTHERN IRELAND PRISON SERVICE PRISON TRAINING COLLEGE Millisle	Certificate in Custody Prison Officer Practice
NORTHERN REGIONAL COLLEGE Distance Learning Antrim Library (College outcentre) Ballymena Coleraine	FdSc Retailing ¹ Certificate in Counselling Studies Access Diploma in Humanities ² Access Diploma in Social Sciences Certificate in Counselling Studies CertHE Engineering FdSc Building Technology and Management FdSc Business with Information Technology³ FdSc Computing FdSc Counselling FdEng Electrical and Electronic Engineering FdEng Mechanical and Manufacturing Engineering Access Diploma in Humanities ⁴ Access Diploma in Social Sciences

¹ Consortium BMC, NRC (Lead College), NWRC, SERC, SRC, SWC.

² Last intake September 2015.

³ From September 2016.

⁴ Last intake September 2015.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>Magherafelt</p> <p>Newtownabbey</p>	<p>Certificate in Counselling Studies FdEng Building Technology and Management FdSc Business with Information Technology⁵ FdSc Sport, Exercise and Fitness</p> <p>Access Diploma in Humanities⁶ Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Business with Information Technology⁷</p> <p>Access Diploma in Humanities⁶ Access Diploma in Social Sciences FdSc Applied and Medical Sciences FdSc Business with Information Technology FdSc Computing FdA Interactive Design FdSc Sport, Exercise and Fitness</p>
<p>NORTH WEST REGIONAL COLLEGE</p> <p>Limavady</p> <p>Derry/Londonderry (Strand Road)</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 FdSc Architectural Technology with Sustainable Design FdSc Business and Enterprise FdEng Civil Engineering FdSc Counselling FdEng Electrical and Electronic Engineering FdSc Financial Services FdSc Holistic and Integrative Health Therapies FdSc International Hospitality and Tourism Management⁸ FdSc International Travel and Tourism Management⁸ FdEng Mechanical Engineering FdSc Responding to Alcohol and Drug Misuse</p>

⁵ From September 2017.

⁶ Last intake September 2015.

⁷ From September 2016.

⁸ Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>Northside</p> <p>The Women's Centre (College outcentre)</p>	<p>FdSc Software Development FdSc Sport, Exercise and Fitness FdSc Sustainable Construction</p> <p>Access Diploma in Combined Studies</p> <p>Access Diploma in Combined Studies</p>
<p>PSNI POLICE COLLEGE</p>	<p>Advanced Diploma in Intelligence Management Advanced Diploma in Intelligence Policing Advanced Diploma in Policing</p>
<p>QAHE⁹</p> <p>Birmingham</p> <p>London</p>	<p>Diploma in Business Graduate Certificate in Business BSc Hons Business Studies MSc International Business</p> <p>Diploma in Business Graduate Certificate in Business BSc Hons Accounting and Management¹⁰ BSc Hons Business Studies MSc International Business MSc Marketing</p>
<p>SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SWITZERLAND</p>	<p>BSc Hons International Hospitality Management (Level 6)</p>
<p>SOUTHERN REGIONAL COLLEGE</p> <p>Armagh</p> <p>Banbridge</p> <p>Newry</p>	<p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities)</p> <p>Certificate in Counselling Studies FdSc Interactive Multimedia</p> <p>Certificate in Counselling Studies FdSc Counselling</p> <p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities)</p> <p>Certificate in Counselling Studies Diploma in Irish Language</p>

⁹ Under 'franchise' model.

¹⁰ Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
Portadown	AB English and History FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences ¹¹ FdSc Architectural Technology with Sustainable Design FdSc Computing FdSc Counselling FdEng Building Services and Renewable Energy FdSc e-Commerce FdSc Financial Services FdSc Interactive Multimedia FdSc International Culinary Arts FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management FdSc Sport, Exercise and Fitness FdSc Sustainable Construction BSc Hons Accounting and Management (Levels 4 and 5) ¹² Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development , Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences FdSc Computing FdSc Sustainable Construction
SOUTH EASTERN REGIONAL COLLEGE Bangor Downpatrick	FdSc Architectural Technology with Sustainable Design FdSc Computing FdSc Leadership and Management FdSc Sport, Exercise and Fitness (with two pathways – Sports Science, Sports Studies) FdSc Sustainable Construction FdSc Tourism, Hospitality and Events ¹² FdSc Applied and Medical Sciences FdSc Architectural Technology with Sustainable Design

¹¹ From January 2015.

¹² Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
Omagh	<p>FdA Digital Arts and Technologies¹⁴ FdSc Holistic and Integrative Health Therapies FdSc International Hospitality and Tourism Management¹⁴ FdSc International Travel and Tourism Management¹⁴ FdSc Sustainable Construction</p> <p>Access Diploma in Computing Access Diploma in Creative Media Production Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design FdEng Building Services and Renewable Energy FdSc Business Services Management FdSc Civil and Environmental Engineering¹⁴ FdSc Computing FdSc Counselling FdA Design (Product and Graphic) FdA Digital Arts and Technologies¹⁴ FdEng Engineering (with four specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics, Wind Turbine Technology) FdSc Financial Services Management FdSc Sustainable Construction FdSc Sustainable Events Management (Events Led Tourism)</p>
UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION	<p>BSc Hons Food and Nutrition Postgraduate Diploma/MSc in Dietetics Postgraduate Diploma/MSc in Human Nutrition</p>
WESTERN HEALTH AND SOCIAL CARE TRUST	<p>Postgraduate Diploma in Health and Social Care Management</p>

CA/ih

¹⁴ Change in title.