

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 19 October 2016 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Dr M Black, Dr M Boyd, Dr C Carruthers, Miss C Cochrane, Professor C Gormley-Heenan, Professor D Hazlett, Professor J Jędrzejewski, Dr M Keenan, Professor F Lyons, Professor L Maguire, Professor N McClenaghan, Mr D McGivern, Professor A McKillop, Professor G McMullan, Mr K McStravock, Professor I Montgomery, Dr R Moreland, Professor B Murphy

APOLOGIES

Dr L Bradley, Professor P Carmichael, Professor C Curran, Professor M Durkin, Professor P Hanna, Ms A Honan, Professor M McHugh, Professor U McMahan-Beattie, Dr A Melvin, Mr M Quigg, Professor P Seawright

IN ATTENDANCE

Mrs C G Avery, Professor P Bartholomew, Mr A G Faulkner, Professor A Moore (min 16.90)

UNRESERVED

WELCOME

The Chair welcomed Professor Paul Bartholomew, incoming Pro-Vice-Chancellor (Education), and new member, Mr Kevin McStravock, Students' Union representative, and noted that Dr Lisa Bradley, the new Director of Combined Studies representative, was unable to attend.

16.80 MINUTES

The confirmed minutes of the meeting held on 20 June 2016 were signed by the Chair.

MATTERS ARISING

16.81 Interim Report on the Strategic Programme Review and Development Project (Min 16.45)

At the June 2016 meeting the Committee had received a report on the Built Environment pilot in 2015/16 and agreed that the pilot be extended with modification into 2016/17, to include schools from each of the other three new Faculties.

As requested by the Committee, the Project Lead, Professor Fee, had convened a task and finish group to review associated administration and paperwork and to

determine the requirements and timeline for the extended pilot, learning from experience in 2015/16. The Committee noted the key changes to the process for the 2016/17 pilot included:

- engagement between school staff and externals to take place before the Panel meets;
- more detail in commentaries on learning, teaching and assessment strategies and only one or two exemplar course handbooks rather than one for each course;
- flexibility around HEA fellowship for panel members, which would be desirable.

The Chair reported that the three Schools participating in the extended pilot were International Business (March 2017), Law (April 2017) and Psychology (February 2017). Meetings had been held in September to discuss arrangements with the Schools. It became apparent that they were already well advanced in their preparations and that there was insufficient time for intervention by Staff Development in terms of the leadership development activities envisaged as part of the project. However, it was agreed that support involving CHERP would be arranged with each School.

Although the Panel meetings were scheduled between February and April 2017, the Committee agreed that an initial report on the second pilot should be considered by the Committee at its March 2017 meeting in order to confirm in good time arrangements for 2017/18 academic year.

AGREED: that Professor Fee be asked to report to the March 2017 meeting of the Committee.

16.82 Civil Engineering Provision (Min 16.73)

The Committee had noted an expectation of the Joint Board of Moderators for a level 5 contribution in the undergraduate civil engineering degrees and had endorsed a proposal from the Faculty to continue this arrangement, subject to evidence of a requirement in the JBM's formal report. As the JBM had not stated explicitly that a level 5 contribution was required, Professor Griffiths, Head of School, had written to the JBM for clarification. The response would be provided when received so that the basis of classification of awards for the 2016 intake could be confirmed.

CHAIR'S COMMUNICATIONS

16.83 The Undergraduate Awards: 2016

The Chair reported that Mr Mohammed Sami Al Amili (BA Hons Fine Art, 2016) had been announced as the global winner in the Visual Art and Design category of these prestigious awards. Two other Ulster students were Highly Commended: Mr Cathal McDaid (English Literature) and Ms Laura Hetherington (Business). (Three students had been Highly Commended students in the 2015 competition.)

The Chair advised members that 15 students at QUB and two at St Mary's University College had been Highly Commended in 2016 and that this University

was probably under-represented. She urged the Faculties and the Students' Union to promote the 2016/17 competition and encourage entries.

16.84 Teaching Excellence Framework: Year Two Specification

The Chair reported that, following a national consultation, the Technical Specification for Year Two had been published in September 2016. The Devolved Administrations had confirmed that they were content for providers to take part, should they wish to do so. The criteria had been modified to recognise different approaches to quality assessment and access and participation across the UK. It was noted that the devolved nations would be represented to ensure fair assessment, with Professor Bartholomew taking that role for Northern Ireland on the user group which would contribute to the future development.

The TEF 2 ratings of Bronze, Silver or Gold would be judgements by a review panel who would use a combination of core metrics (including National Student Survey results, retention rates, proportion of students in employment or further study) which would be benchmarked and contextualised to reflect the characteristics of the institution, including outcomes for disadvantaged groups.

Given that participation was voluntary, the University would need to decide (by January 2017) whether to participate in the forthcoming round bearing in mind that no pecuniary benefit by way of fees uplift would ensue in Northern Ireland. A 15-page submission would be required to provide evidence to support a case for excellence, above the preliminary rating. The Committee recognised that the DLHE data were the most challenging issue for the University.

It was noted that outcomes and provider submissions would be published, which could provide useful learning about the judgements applied.

16.85 National Student Survey 2017

The Chair reported that the NSS would be substantially changed for 2017 following the funding bodies' consultation exercise and extensive piloting and testing of the proposed changes. The Survey now had nine new questions on student engagement, updated questions on assessment and feedback and learning resources. The first twelve questions were mapped to the TEF. It had been decided to retain, as part of the main Survey, a question on the role of students' unions. There were plans to change the interface for the Survey on all formats to maximise student engagement and encourage more considered responses.

Professor McClenaghan considered that the assistance of the Students' Union in previous years' Surveys had helped the University's outcomes and considered that a similar role in 2017 would be beneficial particularly in relation to understanding of the new questions. The Chair agreed that staff needed to work with students to ensure that there was a common understanding of the narrative of what 'student engagement' involved and there would be liaison with the Students' Union on this matter.

16.86 Review of Higher Education and Student Finance Arrangements in Wales

The Chair reported that Sir Ian Diamond's review had recommended removing the public subsidy for tuition fees in favour of improved maintenance support arrangements for all full-time and part-time undergraduate students in the form of grants and loans. Welsh universities would be able to charge fees up to the same level as in England. It was also proposed that funding should be made available to support programmes for postgraduate researchers with scholarships for 150 research students per year.

Professor McAlister considered it likely that the reforms would affect the higher education market outside Wales, and could influence ongoing policy discussions about fees and funding in Northern Ireland.

16.87 QAA: Degree Apprenticeships

The Chair reported that, as part of the sector-led approach to the quality assurance of new degree apprenticeships, the QAA was currently developing a Characteristics Statement to set out their distinctive features. It would provide clarity about the generic skills that graduates of such programmes would be expected to hold. The statement was expected to be published in the near future.

The statement would be of particular relevance to the work of the Sub-Committee on Employability and its Higher Level Apprenticeships Working Group.

16.88 QAA: Transnational Education (TNE)

The Committee noted that the QAA proposed to undertake reviews of TNE in Hong Kong and the Republic of Ireland and that the University had provision in both jurisdictions.

16.89 Northern Ireland Public Services Ombudsman

The Chair reported that from 1 October 2016 the Ombudsman replaced the University Visitor in regard to complaints from current or recent students about maladministration relating to unfair treatment or poor service in further and higher education institutions in Northern Ireland. This did not extend to matters of academic judgement.

This change had been communicated to Faculties. Students were still expected to use the University's internal complaints procedures before approaching the Ombudsman. Professor McAlister emphasised the importance of addressing complaints frankly and openly and on a timely basis to achieve appropriate resolution and avoid escalation.

It was noted that it might be useful to invite the Ombudsman's Office to talk to relevant University staff in order to share knowledge and experience.

16.90 GRADE POINT AVERAGE (GPA)

Professor Adrian Moore presented an interim report from the Working Group (mins 16.7 and 16.41 refer) (Paper No LTC/16/20).

The Committee noted that significant progress had been made by the Working Group in addressing the terms of reference. It had met on four occasions and had held discussions with Dr Ian Scott of Oxford Brookes University, an institution in the national pilot. In relation to the GPA formula, the Working Group favoured inclusion of Year 1 (level 3/4) in the summative calculation with equal weighting to years (based on credit value) and proposed that the scheme should apply initially to Honours degree students studying in both full-time and part-time modes and not to other awards. Placement/study abroad years, transferred credit and pass/fail modules would not be included.

These parameters were included in a draft Project Proposal Form which outlined the technical implications of adopting the GPA for various systems. This had been sent to Information Services Department for consideration, and its response would inform the identification of costs, prioritisation for development and the practicality of starting a pilot exercise in September 2017.

A GPA modelling exercise was currently being undertaken, sampling the results of graduating 2015/16 student cohorts in three honours degree programmes drawn from different subject areas and including one with a compulsory placement year and one with a level 5 contribution in its classification calculation.

Professor Moore had attended a Westminster Forum on 'Reforming degree classification in the UK' in June. He reported that many UK institutions were delaying a decision concerning GPA following publication in May of the Government White Paper (Success as a Knowledge Economy) which placed significantly less emphasis on GPA than the previous November's Green Paper. Given that there appeared to be less of an appetite nationally to engage with GPA, Professor Moore sought guidance from the Committee on whether the Working Group should continue with its work.

The Committee noted doubts from various members about the merits of development and implementation if there was not widespread adoption across the UK, at a time of limited resources and competing priorities, particularly when institutional discretion might not provide reliably comparable summative results. A full transcript was already available to help inform judgements of employers and educational institutions. It noted the possible lack of understanding or use of GPA scores by employers. On the other hand, it was noted that the GPA would provide a complementary summative measure reflecting the student's 'journey' rather than the 'destination' of the Honours classification. It could assist the University's international agenda. It was also noted that adoption of the GPA could form one of the pieces of evidence that an institution might choose to submit to a TEF panel.

The Chair advised that there were other ongoing developments at a national level that were relevant, such as UUK's consideration of degree algorithms and the project on degree standards being undertaken by the HEA.

Professor Moore also asked the Committee if the Group should, at this stage, consider communication plans for staff, students and employers (Term of Reference 4).

AGREED that:

- i) the Working Group continue with its work and provide a further report, taking account of the outcomes of the modelling exercise and ISD consultation, to the next meeting of the Committee so that a fully informed decision might be made;
- ii) communication plans should not be considered before the next meeting of the Committee;
- iii) Professor Moore and members of the Working Group be thanked for their work to date.

COURSE APPROVAL

16.91 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 26 September 2016 (Paper No LTC/16/21a).

The Committee noted that the majority of recommendations for approval and re-approval of provision contained in ten Panel reports had been approved by Chair's action in view of the September 2016 start date. The Committee also noted course withdrawals, revisions and introduction of credit-bearing short courses approved by Faculties (detailed in Appendix).

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) Chair's action in respect of the approval of one year extensions to the periods of approval, to include the September 2017 intake, be endorsed for the following provision:

Certificate in Custody Prison Officer Practice (NIPS Training College)
Advanced Diploma in Policing (PSNI)
Advanced Diploma Intelligence Policing (PSNI)
Advanced Diploma in Intelligence Management (PSNI)
PgDip/MSc Professional Development in Social Work

- iii) a one-year extension to the period of approval to include the 2017 intake be approved for the Advanced Diploma in Money Advice Practice.

16.92 Professional, Statutory and Regulatory Body Accreditation

The Chair presented the summary report on accreditation, identifying courses for which the PSRB reports and Faculty responses had not yet been received by the Committee from the 2013/14 and 2014/15 academic years, status in respect of all visits in 2015/16 and the schedule of activity for 2016/17 (Paper No LTC/16/21b).

The Committee noted the oversight role of the Committee and that 10 reports and responses were awaited from 2013 – 2015, and that none had yet been received for 2015/16. The Chair reminded Faculties of the current expectation that all PSRB reports together with Faculty responses be formally received by the Committee in a timely manner.

AGREED that:

- i) Faculties forward to Mrs Grainne Dooher, Quality Management and Audit Unit, as soon as possible, the missing reports and/or responses for visits which had already taken place and information on any other separate visits expected in 2016/17 which were not included in the paper;
- ii) Faculties ensure that all reports and responses are provided to QMAU in a timely manner;
- iii) in future, consideration of reports and responses by the Committee be by exception only, where significant issues are raised by the PSRB;
- iv) QMAU provide an annual summary statement confirming receipt of reports and responses and whether any issues have been satisfactorily addressed, and identify those which have been referred to the Committee.

16.93 Validated Provision

The Committee received Paper No LTC/15/21c), Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements, for the 2016 intake (Appendix 2).

The Chair noted the expansion of collaborative provision, but expressed concern that there continued to be low recruitment to some programmes with intake suspended to several Foundation degrees for September 2016 (as noted by the Course Approval Sub-Committee), in view of the costs to the University associated with managing collaborative provision, as well as the implications for the quality of the student experience.

Professor Murphy reported that investigation of progression from validated courses to the University revealed disappointingly low rates.

DIGITAL LEARNING SUB-COMMITTEE

- 16.94 Professor Murphy presented, on behalf of Professor Hanna, a report from the meeting of the Digital Learning Sub-Committee held on 27 September 2016 (Paper No LTC/16/22).

16.95 Terms of Reference (Item 3)

The Committee endorsed the proposed rewording of two of the Sub-Committee's terms of reference.

AGREED: that the terms of reference be revised as follows:

2. To have oversight of Faculty Digital Learning Plans.
12. To have oversight of educational and commercial partnerships which include significant aspects of digital delivery.

16.96 Digital Learning Environment Update (Item 4a)

The Committee noted that the migration to Blackboard Managed Hosting had been completed on 28 August 2016. Professor Murphy thanked staff in the Office for Digital Learning and ISD for the significant work in ensuring the seamless delivery of this project over the summer period.

16.97 Learning Analytics (Item 4b)

The Committee noted that it had been confirmed that the existing general statement accessed by students at online enrolment about the use of their personal data was sufficient with regard to learning analytics use (min 16.65 refers). Professor Murphy emphasised that the data gathered would only be used for the benefit of students in accordance with the aims of the project.

Professor Murphy outlined the next steps in implementation of the project, with interested parties being invited to participate in pilots.

16.98 Digital Learning Policy (Item 6)

The Sub-Committee had noted the Learning and Teaching Committee's approval of the proposed Policy on Electronic Management of Assessment and the Guidelines on the Use of Turnitin in June (min 16.64 refers).

The Committee noted that the new policy and target dates may not have yet been widely disseminated in all Faculties. Professor Murphy undertook to prepare a communication to schools. Guidance and support would be provided by the Office for Digital Learning.

It was noted that the Policy allowed for certain circumstances where the online submission of assignments might not be possible. Professor McClenaghan highlighted that some students experienced difficulty in writing by hand in examinations and in order to support them some assignments in his School were now to be submitted in hand-written format rather than word-processed.

Professor Jędrzejewski reported that his Faculty had discussed the Policy and noted a health and safety concern in relation to online marking and feedback for lecturers with large numbers of student scripts. Professor Murphy advised that this matter had been identified in the consultation on the Policy.

16.99 VLE Futures Working Group (Item 7)

The Committee noted that under the DEL/DfE Project 10 initiative, in collaboration with South West College (SWC), outcentre arrangements had been approved to facilitate students completing the BSc Hons Construction Engineering and Management and BSc Hons Computing Systems remotely in Enniskillen. The School of the Built Environment was using digital technologies to support a 'flipped classroom' pedagogical approach, and Computing was using video-conferencing.

In relation to the Built Environment programme, Dr Keenan thanked Professor Murphy for the assistance provided by the Office for Digital Learning which had enabled a change from traditional methods to innovative approaches in a very short period of time.

16.100 SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan presented the report of the meeting held on 12 October 2016 (Paper No LTC/16/27).

16.101 Student Employability Skills Working Group (Item 2I)

The Committee noted that PwC's three-year sponsorship of the Ulster EDGE Award commenced in September 2016. A student engagement team had been recruited to focus on increasing student engagement with extra- and co-curricular activities. PwC would be developing new skills activities in EDGE which would be open to all students.

16.102 Work Experience Working Group (Item 2II)

The Committee noted that a survey of full-time undergraduate degrees had revealed that progress in the provision of work experience was not as good as anticipated. Some programmes were retaining a level of flexibility that might not fulfil the University requirement for a compulsory WBL component in all undergraduate and integrated Master's programmes. Consideration would be given to how such programmes could be supported to meet the requirement, and a further audit was planned.

16.103 Employability Monitoring Working Group (Item 2III)

The Committee noted that from 2015/16 the registration process included two compulsory 'employability monitoring' questions for all returning students. Reports were produced at faculty, school and programme level which illustrated how students were progressing on their Employability Journeys and trend data would be made available. This could be one of the metrics used to evidence learning gain as part of TEF.

16.104 Employers and Entrepreneurship Working Group (Item 2IV)

The Committee noted that an Employer e-Participation event took place in June 2016 which helped identify strengths and weaknesses in engagement between employers and the University. Recommendations were being taken forward by

the group, including improvements to the employer strand of the University website to support better communication. Professor McMullan extended thanks to Dr Black and to Professor Johnny Wallace for their presentation at the event which was enthusiastically received by the employers.

The Committee noted that Graduate Recruitment and Placement Events were being hosted in October 2016. Over 200 local and international firms would be attending offering internship, placement and graduate jobs.

16.105 Outward Mobility Working Group (Item 2V)

The Committee noted that an allocation of £80,000 had been identified to support international engagement by students from a widening participation background.

A new Global Ambassador Scheme had also been developed, the primary purpose of which was to ensure inclusive access to international opportunities and structured support for travel, living and working abroad. All students, undertaking an international period of work or study, would be encouraged to participate in the Global Ambassador Scheme. Students would gain accreditation internally via the EDGE Award and this activity would be recorded in their HEAR. External accreditation would be sought.

As there might be practical reasons why a student could not join the scheme before departure, Mr McGivern clarified that it would not be compulsory but that students who have secured a placement abroad would be encouraged to participate in view of the associated benefits.

AGREED: that the Global Ambassador Scheme be endorsed.

16.106 Destination of Leavers from Higher Education (DLHE) Survey 2014/15 (Item 3)

The Committee noted the outcomes of the 2014/15 survey. A total of 7906 leavers had been surveyed with a response rate of 70% (5503). The University met the national HESA benchmark for DLHE responses in three out of the four categories of leavers. Although there had been an improvement in the performance indicator for employability (93%), the University was still below the benchmark (94.4%). Leavers still seeking work had a critical impact on this measure.

There was a continued improvement in the percentage of leavers in employment, and gaining professional/managerial level jobs at 74.3%. The Committee noted there was ongoing concern that 86% of leavers took up employment in NI, which had a significant impact on the measure of those gaining professional/managerial employment, particularly for full-time, undergraduate leavers, in view of the extent of availability of such posts locally.

16.107 CENTRE FOR HIGHER EDUCATION RESEARCH AND PRACTICE: ANNUAL REPORT 2015/16

Professor Hazlett presented the Centre's annual report (Paper No LTC/16/23) which identified significant successes and strategic developments in 2015/16.

The Committee noted that 72% of academic staff now held a category of HEA fellowship (60% in October 2015) compared to 30% nationally and that membership of CHERP had increased to 348 (42 Associates; 306 Fellows) from 99 in 2012. Supportal (the Learning and Teaching Online Resource) now contained 34 exemplar case studies of learning enhancement and engagement.

The fifth Learning and Teaching conference had been attended by 202 delegates with a keynote address on digital technologies to support active, flexible and collaborative learning. The Committee noted that following discussions with Professor Bartholomew, the next conference would be rescheduled to June 2017 to allow it to take more fully into account the strategic priorities of the Education portfolio. Another CHERP event would take place in January 2017.

The Committee noted that ten articles had been accepted for inclusion in Volume 6 of the CHERP Journal (December 2015). Nine had been accepted for inclusion in Volume 7 which was due for publication in November 2016. While the value of the in-house journal was appreciated in supporting reflection on practice, its future direction was currently under consideration alongside other ways to support staff to publish in recognised peer-reviewed journals which might contribute to REF submission.

Research had been undertaken into the key issues that influence staff engagement in the enhancement of teaching and pedagogical research. A detailed report would be submitted to Professor Bartholomew in November. He commented that pedagogical research would remain important as it informed one of the University's core activities.

It was noted that recommendations arising from the completion of the HEA What Works? Student Retention and Success Change Programme (2013-2016) would be considered by the Academic Development and Enhancement Committee at its meeting later in the month.

16.108 PLAGIARISM OFFENCES 2015/16

The Committee considered the annual report on plagiarism offences in 2015/16 (Paper No LTC/16/24), which drew on data from the Central Plagiarism Register and detailed Faculty commentaries on the data and their strategies to address plagiarism. The summary record of offences for the past five years was noted.

In previous years, there had been caution about the accuracy of the data as there were discrepancies between the figures reported by the Faculties and the number of cases recorded by them on the central register. It was encouraging to note that there was now little difference between the two sets of figures.

The total number of offences recorded for 2015/16 was 324 (244 undergraduate (75%) and 80 postgraduate (25%)). This was the same total as in 2014/15 although the total rose to 342 when late cases recorded after the cut-off date were included (as at 1 October 2016).

The Committee noted that there had been a decrease in the number of offences recorded at Levels (3/4 and 5 but an increase at Level 6. The number of offences

at postgraduate level had more than doubled. The majority were first offences, suggesting that the remedial action taken had generally been effective in preventing repeat offences but there was concern regarding the increase in the number of second offences. Professor McClenaghan reported concern at the lack of understanding of the issue among postgraduate students entering from other institutions.

It was noted that the overall increase in cases over the last five years could be attributed to a range of factors including an increase in incidences of plagiarism, an increase in vigilance, an increase in staff awareness of the requirement to record offences on the central register and an increase in use of Turnitin. Professor McClenaghan advised that the Faculty of Life and Health Sciences had many online assignments which facilitated detection. The level of offences was likely to increase across the University with the implementation of the recently approved Electronic Management of Assessment Policy.

The Committee AGREED that:

- i) the recommendations in the report be endorsed:
- ii) Faculties, Access, Digital and Distributed Learning, and the Research Office ensure that all plagiarism offences in 2016/17 were recorded at the time the offence is established and no later than the cut-off date of 8 September 2017 and provide a report to the Academic Office by 22 September 2017, with a commentary on issues arising and actions proposed or taken in light of the 2016/17 records.

16.109 CONFERMENT OF RECOGNISED TEACHER STATUS

The Chair presented the annual report on the conferment of recognised teacher status during 2015/16 (Paper No LTC/16/25).

The Committee noted that, as at 12 October 2016, 99 nominations had been made to the Committee in 2015/16. Forty-three of these related to QAHE and the status was formally withdrawn from four individuals for programmes at QAHE.

Lateness continued to be a feature of nominations from Faculties, with only three of the nominations relating to 2016/17 and all others being made in-year for 2015/16, except for one relating to 2014/15. Despite the nomination form being modified to specify clearly the semester in which teaching occurs in order to exclude those nominated in advance during semester 1 for semester 2, this information was rarely provided.

As in previous years lateness was mainly attributed to delays in paperwork at QAHE, restructuring at Colleges and to administrative oversights. It was noted that, while Faculties might have adequate arrangements in place to ensure that new staff were appropriately qualified and experienced, the consistent lateness in nominations indicated a risk to quality. It was critical that nominations were considered and approved by the Committee on a timely basis prior to the nominee commencing duties. As current arrangements were clearly not working well,

Professor McAlister suggested that those Faculties with links to QAHE or with a large number of outcentres should review their processes.

The Chair also reminded Faculties that Recognised Teacher status was initially bestowed for a four-year period and hence nominations approved from 2013/14 for four years needed to be reviewed and, if applicable, submitted for renewal in the current academic year for 2017/18.

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

16.110 Annual Report 2015/16

The Committee received the annual report on prizes for 2015/16 (Paper No LTC/16/26a). There was a total of 464 approved prizes and awards with 13 new prizes introduced and 11 discontinued during the year. The Committee noted that two University-wide prizes were not awarded.

16.111 Proposals for New Prizes

The Committee received Paper No LTC/16/26b) which set out proposals for one new prize in the Ulster University Business School, two new University-wide prizes proposed by Convocation for Step-Up and postgraduate students which complemented the existing Convocation Student of the Year Prize, and proposals to amend the titles of two prizes, along with information on four new prizes in the Faculty of Art, Design and Built Environment which had been previously approved by Chair's Action on behalf of the Committee and Council.

New Prizes

Convocation Step-Up Student of the Year Award
John RE Scott Postgraduate Student of the Year Award
Momentum Human Capital Award

Amended Prizes

Convocation Student of the Year Award: now First Trust Convocation Undergraduate Student of the Year Award
UK Federation of Business and Professional Women (NI Division) Travelling Scholarship: now BPW NI Travelling Scholarship

New Prizes Approved by Chair's Action

APS Design Creativity Award
Pentagon Solutions BIM Prize
RPS Student Placement Prize
YATN Graduate Award

AGREED: that Chair's Action be endorsed and that the three new prizes and amendments to two prizes be recommended for approval on behalf of Council by the Pro-Vice-Chancellor (Learning, Teaching and Student Experience).

16.112 DATES OF MEETINGS

The Committee noted the proposed dates of meeting for 2016/17 as follows:

Wednesday 15 March 2017	10.15 am	Video-conference
Wednesday 14 June 2017	1.15 pm	Boardroom, JN (or video-conference – to be confirmed)

It was noted that the usual December meeting would be rescheduled to January or February 2017, which might affect the timing of the subsequent meeting.

Duration 2 hours 15 minutes

25 October 2016

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
ADBE	FdEng Civil Engineering (with CertHE exit award)	✓	✓ PT Fast-track	2016 - 2017	BMC - Millfield Campus	<u>Full-Time</u> Year of 1st intake: 20 students Subsequent intakes: 10 students <u>Part-time including Part-time Fast-track</u> Year of 1st intake: no students Year of 2nd intake: 10 students Year of 3rd intake: 15 students Subsequent intakes: 16 students.	
	MEng Hons Safety Engineering and Disaster Management (with AB and BEng Hons exit awards) (with DPP(I));	✓		2016 - 2020	JN		
	PgCert/PgDip/MSc Construction Business and Leadership (with specialisms);	✓	✓	2016 – 2020	JN		
	BSc Hons Construction Engineering and Management (with AB exit award) [Levels 5 & 6]		✓	2016 - 2020	SWC, Enniskillen (Outcentre)		
Arts	MA Irish Language Translation, Interpreting and Professional Language Skills (with PgDip exit award)	✓	✓	2016 - 2017	ME		

C&E	FdEng Mechanical and Manufacturing Engineering (with CertHE exit award)	✓	✓ ✓ PT Fast-track	2016 - 2018	SERC Bangor Campus	16	20
	FdEng Mechatronic Engineering (with CertHE exit award)	✓	✓ ✓ PT Fast-track	2016 - 2018	SRC Portadown (FT/PT/PT fast-track) & Newry (FT/PT)	<u>First intake at each campus</u> Full-time: 15 students Part-time: 16 students Part-time fast-track: 12 students (Portadown only)	
	BSc Hons Computing Systems (with CertHE and AB exit awards)	✓		2016 - 2017	QAHE (London)	<u>Subsequent intakes at each campus</u> Full-time: 18 students Part-time: 16 students Part-time fast-track: 14 students (Portadown only)	
						Year 1: 20 Subsequent intakes: 40	
L&HS	PgDip/MSc Physician Associate Studies (with PgCert/PgDip/MSc exit awards in Medical Sciences)	✓		2016 - 2020	CE		
SS	Advanced Diploma in Professional Teaching		✓	2016/17 - 2020/21	Northern Ireland Police College (Garnerville)		24

UUBS	Master of Business Administration (with PgCert and PgDip exit awards)	✓		2016/17-2017/18	QAHE, London	<u>MBA</u> 50 students (to be reviewed after 1 st year)																																																																																														
	MSc International Business (extended Master's with PgCert, PgDip and Grad Cert exit awards)	✓		2016/17 – 2019/20	QAHE, London and Birmingham																																																																																															
	MSc Marketing (extended Master's with PgCert, PgDip and Grad Cert exit awards)	✓		2016/17 – 2018/19	QAHE, London and Birmingham																																																																																															
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COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
ADBE	PRD Unit 4	BSc Hons Real Estate (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		BSc Hons Environmental Health (with CertHE and AB exit awards) (with DPP(I));	✓		2016 – 2020	JN		
		MSci Hons Planning, Regeneration and Development [previously Urban Planning and Property Development] (with BSc Hons exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		PgCert/PgDip/MSc Real Estate;	✓	✓	2016 – 2020	JN		
		PgCert/PgDip/MSc Community Planning and Governance;		✓	2016 – 2020	JN		
		PgDip/MSc Community Planning and Governance (with PgCert exit award);	✓		2016 – 2020	JN		
		BSc Hons Building Surveying (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		BSc Hons Construction Engineering and Management (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		BSc Hons Quantity Surveying and Commercial Management (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		BEng Hons/MEng Hons Civil Engineering [previously BEng Hons Civil Engineering] (with AB and BEng Hons exit awards) (with DPP(I));	✓	✓	2016 – 2020	JN		
BSc Hons Civil Engineering (Geoinformatics) (with AB exit award) (with DPP(I));	✓		2016 – 2020	JN				
BEng Hons Safety Engineering and Disaster Management (with AB exit award) (with DPP(I));	✓		2016 – 2020	JN				

		PgDip/MSc Infrastructure Engineering (with PgCert exit award);	✓	✓	2016 – 2020	JN		
		PgDip/MSc Fire Safety Engineering (with PgCert exit award);	✓	✓	2016 – 2020	JN		
		BSc Hons Energy (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		BEng Hons Architectural Engineering (with AB exit award) (with DPP(I));	✓	✓	2016 – 2020	JN		
		PgDip/MSc Renewable Energy and Energy Management (with PgCert exit award) (DL).		✓	2016 - 2020	DL		
LHS	28B	<u>Healthcare Science</u>						
		BSc Hons Health Physiology (with CertHE and AB exit awards);	✓		2016 – 2019	JN		
		BSc Hons Healthcare Science (Cardiac Physiology) (with CertHE Health Physiology and AB Healthcare Science (Cardiac Physiology) exit awards);	✓		2016 – 2019	JN		
		BSc Hons Healthcare Science (Respiratory and Sleep Physiology) (with CertHE Health Physiology and AB Healthcare Science (Respiratory and Sleep Physiology) exit awards).	✓		2016 - 2019	JN		
UUBS		BSc Hons Business Studies (with CertHE and AB exit awards)	✓		2016/17 – 2020/21	QAHE, London and Birmingham	<u>BSc Business Studies</u> Total for London and Birmingham: 1 st and 2 nd intakes: 75 students Subsequent intakes: 90 students	

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and The Built Environment	PgCert/PgDip/MSc Commercial Management in Construction (PT); PgDip/MSc Commercial Management in Construction (with PgCert exit award) (FT); PgCert/PgDip/MSc Construction Business and Project Management (FT/PT).	JN JN JN
Social Sciences	Diploma in Foundation English Language for Academic Purposes [Last intake: 2011/12]	ME/QAHE
Ulster University Business School	Diploma in Business [Last intake: 2014/15]; FdSc Sustainable Events Management [Last intake: 2014/15]; BSc Hons Creative Advertising Technologies [Last intake: 2014/15]; BSc Hons Finance and Investment Analysis [Last intake: 2014/15].	ME/QAHE South West College (Omagh) ME JN

SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2016/17) (as at 7 October 2016)

(Programmes which have been approved for the 2016 intake are in bold)
(Exit awards are not included)

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
BELFAST METROPOLITAN COLLEGE Castlereagh e3 Gerald Moag (Millfield) Millennium Community Outreach Centre Titanic Quarter	FdSc Computing Infrastructure 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 Building Services and Renewable Energies FdEng Civil Engineering FdSc Counselling FdSc Health and Social Care FdSc Property, Planning and Housing FdEng Software Engineering FdSc Sustainable Construction BSc Hons Social Work (Levels 4 and 5) CertHE Community Development Access Diploma in Computing, Business and Multimedia Advanced Diploma in Health Promotion and Public Health Practice FdSc Accounting FdSc Applied and Medical Sciences FdSc Event Management ¹ FdSc iMedia ¹ FdSc International Hospitality Management ¹ FdSc International Travel and Tourism Management ¹ FdSc Marketing BSc Hons Business Management (Level 5) BSc Hons Business with Accounting (Level 5)

¹ Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE</p> <p>Enniskillen</p> <p>Greenmount</p> <p>Loughry</p>	<p>FdSc Equine Management BSc Hons Equine Management</p> <p>FdSc Agriculture and Technology² FdSc Horticulture (with three specialisms – Landscape Management, Sports Turf Management and Production Management)</p> <p>FdSc Food Manufacture FdSc Food, Nutrition and Health BSc Hons Food Design and Nutrition BSc Hons Food Business Management BSc Hons Food Technology</p>
<p>HEALTH AND SOCIAL CARE LEADERSHIP CENTRE</p>	<p>Postgraduate Diploma in Health and Social Care Management</p>
<p>NORTHERN IRELAND PRISON SERVICE PRISON TRAINING COLLEGE</p> <p>Millisle</p>	<p>Certificate in Custody Prison Officer Practice</p>
<p>NORTHERN REGIONAL COLLEGE</p> <p>Antrim Library (College outcentre)</p> <p>Ballymena</p> <p>Coleraine</p>	<p>Certificate in Counselling Studies</p> <p>Access Diploma in Science Access Diploma in Social Sciences Certificate in Counselling Studies CertHE Engineering FdSc Building Technology and Management FdSc Business with Digital Technology² FdSc Computing FdSc Counselling FdEng Electrical and Electronic Engineering FdSc Health and Social Care FdEng Mechanical and Manufacturing Engineering</p> <p>Access Diploma in Science Access Diploma in Social Sciences Certificate in Counselling Studies FdEng Building Technology and Management</p>

² Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>Magherafelt</p> <p>Newtownabbey</p>	<p>FdSc Business with Digital Technology³ FdSc Health and Social Care FdSc Sport, Exercise and Fitness</p> <p>Access Diploma in Science Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Business with Digital Technology³ FdSc Health and Social Care</p> <p>Access Diploma in Science Access Diploma in Social Sciences FdSc Applied and Medical Sciences FdSc Business with Digital Technology³ FdSc Computing FdSc Health and Social Care 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 Health and Social Care FdSc Holistic and Integrative Health Therapies FdSc Information Technologies FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management FdEng Mechanical Engineering FdSc Responding to Alcohol and Drug Misuse FdSc Software Development</p>

³ Change in title.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
	FdSc Sport, Exercise and Fitness FdSc Sustainable Construction
PSNI POLICE COLLEGE	Advanced Diploma in Intelligence Management Advanced Diploma in Intelligence Policing Advanced Diploma in Policing Advanced Diploma in Professional Teaching
QAHE ⁴ Birmingham London	<p>Graduate Certificate in Business BSc Hons Business Studies MSc International Business MSc International Business (Extended Master’s) MSc Marketing MSc Marketing (Extended Master’s)</p> <p>Graduate Certificate in Business BSc Hons Accounting and Management BSc Hons Business Studies BSc Hons Computing Systems Master of Business Administration MSc International Business MSc International Business (Extended Master’s) MSc Marketing MSc Marketing (Extended Master’s)</p>
SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SWITZERLAND	BSc Hons International Hospitality Management (Level 6)
SOUTHERN REGIONAL COLLEGE Armagh Banbridge Newry	<p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies FdSc Health and Social Care FdSc Interactive Multimedia</p> <p>Certificate in Counselling Studies FdSc Counselling FdSc Health and Social Care</p> <p>Access Diploma in Adult Learning (with four pathways – Combined Studies, Community Development, Science, Social Sciences and Humanities) Certificate in Counselling Studies</p>

⁴ Under ‘franchise’ model.

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
Portadown	Diploma in Irish Language AB English and History FdSc Applied and Medical Sciences FdSc Applied Industrial Sciences FdSc Architectural Technology with Sustainable Design FdEng Building Services and Renewable Energy FdSc Computing FdSc Counselling FdSc e-Commerce FdSc Financial Services FdSc Health and Social Care FdSc Interactive Multimedia FdSc International Culinary Arts FdSc International Hospitality and Tourism Management FdSc International Travel and Tourism Management FdEng Mechatronic Engineering FdSc Sport, Exercise and Fitness FdSc Sustainable Construction BSc Hons Accounting and Management (Levels 4 and 5) 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 FdEng Mechatronic Engineering FdSc Sustainable Construction
SOUTH EASTERN REGIONAL COLLEGE Bangor	FdSc Architectural Technology with Sustainable Design FdSc Computing FdSc Leadership and Management FdSc Mechanical and Manufacturing Engineering FdSc Sport, Exercise and Fitness (with two pathways – Sports Science, Sports Studies) FdSc Sustainable Construction FdSc Tourism, Hospitality and Events
Downpatrick	FdSc Applied and Medical Sciences

EDUCATIONAL INSTITUTION (CAMPUS)	APPROVED PROGRAMME OF STUDY
<p>Lisburn</p> <p>Newtownards</p>	<p>FdSc Architectural Technology with Sustainable Design FdSc Computing FdEng Mechatronic Engineering FdSc Sustainable Construction FdSc Tourism, Hospitality and Events</p> <p>Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design FdSc Counselling FdSc Health and Social Care FdSc Leadership and Management FdEng Mechatronic Engineering FdSc Sport, Exercise and Fitness (with one pathway – Sports Studies) FdSc Sustainable Construction FdSc Tourism, Hospitality and Events BSc Hons Accounting with Finance (Levels 4 and 5)</p> <p>FdEng Building Services and Renewable Energy FdSc Health and Social Care</p>
<p>SOUTH WEST COLLEGE</p> <p>Cookstown</p> <p>Dungannon</p> <p>Enniskillen</p>	<p>Access Diploma in Computing Access Diploma in Creative Media Production</p> <p>Access Diploma in Computing Access Diploma in Creative Media Production Access Diploma in Social Sciences Certificate in Counselling Studies FdEng Building Services and Renewable Energy FdSc Business Services Management FdSc Civil and Environmental Engineering FdSc Computing FdA Digital Arts and Technologies FdEng Engineering (with three specialisms – Automotive Engineering, Manufacturing Engineering, Mechatronics) FdSc Health and Social Care FdSc Sustainable Construction BSc Hons Social Work (Levels 4 and 5)</p> <p>Access Diploma in Computing Access Diploma in Creative Media Production</p>

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

CA/lh