

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 16 October 2013 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Dr G Armstrong (for Professor McHugh), Mr R Banham, Professor P Carmichael, Miss C Cochrane, Mr J Cunningham, Professor M McColgan, Mr D McGivern, Professor A McKillop, Mr M McKinney, Dr T McLernon, Professor G McMullan (for Professor Curran), Professor R J Millar, Professor I Montgomery, Professor A Moran, Dr B Murphy, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Professor R R Barnett, Professor C Curran, Professor D Heenan, Ms A Honan, Mr L McCurry, Professor N McClenaghan, Professor M McHugh, Dr R Monaghan, Professor P Ó Dochartaigh

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Dr P Green (for min 13.88)

13.64 NORTHERN IRELAND NEIGHBOURHOOD INFORMATION SERVICE DATABASE

Ms Sandra Tate, Deputy Principal Statistician, Northern Ireland Statistics and Research Agency, gave a presentation on the Northern Ireland Neighbourhood Information Service (NINIS) database which provides free access to statistical and locational information relating to small areas across Northern Ireland. Information was available across a range of themes including Population, Health and Social Care, Education and Skills and Crime and was the main dissemination tool for the Census 2011 results. The NINIS website (www.nisra.gov.uk/ninis) contained a large range of datasets available across different time periods and different geographies (eg NI, local government district, ward) and users could view and export tables or display data using a variety of charts and maps. The datasets were provided under eleven National Statistics Themes and five additional themes for Census 2001, Census 2011, Deprivation, Investing for Health and Neighbourhood Renewal.

Members were advised that the Agency offered workshops (accommodating 10-12 per session) in their Belfast offices but would be willing to consider workshops at the University for larger groups. Posters and information leaflets were available, some of which could be made subject-specific.

Members were very impressed by the datasets and their accessibility and saw many potential applications. The Committee noted that the data could be very useful for students undertaking undergraduate dissertations. The Committee agreed that staff should be encouraged to make use of NINIS in assignments, where appropriate. It was considered that introducing students to this service early in their studies would encourage research-informed learning. It was noted

that NINIS had provided placements for University of Ulster students in the past and members were keen that these would continue.

AGREED that:

- i) Ms Tate be thanked for her high-quality presentation and offer to facilitate workshops;
- ii) the presentation be circulated to members and that Faculties and the Students' Union promote student engagement with the NINIS resource;
- iii) Faculty representatives liaise with NINIS regarding the possibility of on-campus workshops for students and in relation to any subject-specific promotional materials they would find useful;
- iv) Ms Tate be contacted in the future to determine the level of engagement from the University.

13.65 WELCOME

The Chair welcomed Mr Robbie Banham, Student's Union representative, as a new member of the Committee.

13.66 MINUTES

The confirmed minutes of the meeting held on 19 June 2013 were signed by the Chair.

MATTERS ARISING

13.67 UK Quality Code for HE: Chapter B2 Recruitment and Admissions to HE (Min 13.30)

The Chair reported that as the draft of Chapter B2 had not been considered before Senate's approval of the University's Admissions Policy in June 2013, the final version of the Chapter, and the implications for the University's policy, would be discussed at the next Admissions Policy Sub-Committee.

13.68 QAA: Concerns Procedure (Min 13.31)

The Committee noted that, following the provision of information by the University, the QAA was not proceeding to a full investigation of the concerns raised about the QA Business School.

13.69 Terms of Reference (Min 13.62)

The Committee noted that Senate would consider the proposed change to the Committee's terms of reference and the name of the Committee at its November meeting.

CHAIR'S COMMUNICATIONS

13.70 Undergraduate Awards 2013

The Chair reported that the organisers of the University Awards competition had reported a total of 3,771 submissions from 184 academic institutions across 26 countries.

Eighty of these submissions were received from University of Ulster students and four students had been Highly Commended, which recognised them as being within the top 10 per cent in their fields. Two were in Nursing and one in Literature and the fourth, Ms Kyra Reynolds, BSc Hons Geography, had become the overall winner in the Agricultural and Environmental Sciences category. She had been invited to the UA Summit in Dublin on 13 - 15 November. In recognition of their achievement, Professor McAlister offered to cover the cost of tickets and incidental expenses for the three other Highly Commended students. The University's Press Office had been asked to ensure appropriate media coverage.

It was noted that the 2014 competition was now open to students in their penultimate or final year of undergraduate study, as well as 2013 graduates. Details were available at www.undergraduateawards.com. The Programme had also made a call for student campus ambassadors to assist with promotion. Ms Honan was considering how the Students' Union might give support.

AGREED that:

- i) the Committee convey its congratulations to the Highly Commended students;
- ii) Faculties and the Students' Union continue to encourage high achieving students to make submissions in the annual competition.

COURSE APPROVAL

13.71 Course Approval Sub-Committee (Item 1)

Professor McAlister presented the report of the meeting held on 18 September 2013 (Paper No TLC/13/20a).

The Committee endorsed recommendations for approval and re-approval and noted revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals. It was noted that the majority of the business had been approved by Chair's action on account of September start dates.

The Committee considered a request from the Faculty of Social Sciences for a one year extension to the period of approval to include the 2014 intake for provision in Revalidation Unit 6A1: Communication (UG). The Committee noted that it was very unusual to validate new provision so far in advance of its introduction (September 2015) but that a long promotional campaign for new courses to replace some existing provision was considered appropriate by the School and Faculty.

The Committee noted that as part of the revalidation of provision in Unit 5G, the title of the Master of Business Studies had changed to MSc Management. Within this Unit, a new course, 'Master of Business Administration with Creative Technologies' had been introduced. It shared a substantial number of modules with the generic MBA. The Committee considered the proposed title, and whether a new award should be formally established, to be listed separately in the Schedule to Ordinance XXX. Given that the University did not wish to proliferate awards, the currency of the MBA award and the structure of the new course, it was proposed that 'Creative Technologies' should now be identified as a named specialism or pathway within the MBA, in the same way as the MEd had eight specialisms. (This was acceptable to the School of Management and Leadership.)

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) the following changes in title be approved:
 - MSc Management (formerly Master of Business Studies);
 - MBA (with specialist pathway in Creative Technologies) (formerly MBA with Creative Technologies);
- iii) it be recommended to Senate that the award of Master of Business Studies (MBS) be rescinded (no further intake);
- iv) a one year extension to the period of approval, to include the 2014/15 intake, be approved in respect of the following provision in Revalidation Unit 6A1: Communication (UG):

BSc Hons Communication, BSc Hons Communication with Advertising, BSc Hons Communication with Counselling, BSc Hons Communication with Public Relations, BSc Hons Language and Linguistics with Advertising, BSc Hons Language and Linguistics with Counselling, BSc Hons Language and Linguistics with Public Relations, BSc Hons Public Relations, BSc Hons Language and Linguistics, BSc Hons Communication, Advertising and Marketing, and BSc Hons Professional Development for Counselling.

13.72 Annual Report on Evaluation and Revalidation Activity 2012/13 (Item 3)

The Chair reported that the outcomes of the annual report on evaluation and revalidation activity in 2012/13 had been disseminated to Faculties.

13.73 Professional, Statutory and Regulatory Body Accreditation

The Chair presented a summary report on professional and regulatory body accreditation for the academic year 2012/13 and the schedule of activity for 2013/14 (Paper No TLC/13/20b).

The Chair referred to the very positive outcomes of PSRB visits in 2012/13 and congratulated all staff involved. It was noted that the proposed schedule for

2013/14 included a number of significant re-accreditation events. It was reported that the BSc Hons Architectural Technology and Management had been successful in achieving a positive outcome at the Chartered Institute of Architectural Technologies (CIAT) re-accreditation visit held on 15 October.

The Committee noted that, although the British Computer Society had given a blanket extension of accreditation of one year to all relevant provision for the 2013 intake (as a one-off solution to the introduction of KIS in order to minimise gaps in accreditation), all computing provision would undergo a BCS re-accreditation visit in 2013/14.

A number of re-accreditation visits expected to be held in 2013/14 and not yet included in the paper were noted.

AGREED: that Faculties provide Ms G Dooher, Quality Management and Audit Unit, with information on the likely timescale for the provision of missing reports and responses for visits which had already taken place and information on any visits due in 2013/14 which were not included in the paper.

13.74 Schedule to Ordinance XXIX: Recognition of Institutions

The Committee received Paper No TLC/13/20c, Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements, for the 2013 intake (Appendix 2). The Committee noted that a CA5 had since been received to withdraw FdSc Interactive Multimedia at the Armagh campus of Southern Regional College.

13.75 SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report from the meeting held on 18 September 2013 (Paper No TLC/13/21).

13.76 Monitoring of Placement (SCE Min 13.29(i))

The Committee at its June meeting had agreed that the Sub-Committee give consideration to the minimum dataset needed to monitor work-based learning opportunities in all courses. Professor Millar reported that Faculties were reviewing the number of courses which did not provide work experience, including those where it was offered on an optional basis and that a report on this and the minimum dataset requirements would be provided at a later date (TLC min 13.39 refers).

13.77 Assessment of Placement (SCE Min 13.29(ii))

The Sub-Committee intended to issue a questionnaire to survey Heads of School on the appropriate form of assessment and grading in the placement year. It expected that their responses would be informed by discussions in course committees. An analysis would be considered by the Sub-Committee at its February meeting with recommendations being presented to the Committee in March 2014 (TLC min 13.41 refers).

13.78 Models of Placement (SCE Min 13.29 (iii))

The Committee noted that the Self Employed Placement Model was being rolled out further to Faculties in 2013/14 and that Faculties were also to consider whether they wished to participate in an Internship pilot (TLC min 13.42 refers).

13.79 Code of Practice and Guide to Good Practice (SCE Min 13.30)

In view of the recent publication of guidelines by both ASET and QAA, it was considered timely to review and update the University's Code of Practice and Guide. The review would provide additional clarification on the distinction between placements and internships and guidance in relation to unpaid work experience opportunities.

13.80 Ulster EDGE Award (SCE Min 13.31)

The Committee noted that the first Edge Award certificates had been presented at the time of summer graduation. Of the 59 students eligible to apply for the award, 55 had successfully done so. The Committee noted that consideration would be given to the practicalities around award presentations as the number of eligible students grew.

13.81 PDP Working Group (SCE Min 13.32)

The Committee noted that the review of PDP policy would align it to the new Learning and Teaching Strategy and that the Working Group had been renamed 'Student Personal Development Working Group'.

13.82 Employability Benchmarks

Professor Millar reported that the analysis of course performance against employability benchmarks and the review of action plans were now expected to be addressed through the arrangements for School and Faculty action plans in respect of the Learning and Teaching Strategy (TLC mins 13.44 and 13.84 refer).

13.83 Ulster Business Festival

The Committee at its June meeting had asked the Sub-Committee's Working Group, as part of its review, to consider how the Ulster Business Festival event might be managed and resourced in future (min 13.49 refers).

The Committee noted the success of the event in showcasing the University's extensive collaboration with business and considered that its scope had been wider than learning and teaching matters. As such, it should be seen as a corporate, University-led initiative rather than belonging to the Ulster Business School or the Teaching and Learning portfolio.

AGREED: that it be recommended to Senate that the Ulster Business Festival should be subsumed within the Corporate Communications Strategy and associated activities.

LEARNING AND TEACHING STRATEGY (2013/14 – 2017/18)

13.84 Learning and Teaching Strategy Implementation Framework

Professor McAlister presented a tabled paper (Paper No TLC/13/22a) on the framework for implementing the new Learning and Teaching Strategy (2013/14 – 2017/18).

The Committee noted that the proposed Implementation Framework had been developed with the twin aims of increasing accountability and reducing the reporting burden. As well as combining a range of individual reporting and review processes and metrics in a single exercise, it would provide a good diagnostic tool for Faculties.

The paper set out in detail the activities and timelines associated with each of the following four stages of the process:

Stage	Date	Activity
1	Mid-late October	<i>Year 1</i> Circulation of academic planning and performance review data and response template to Deans. Development of draft Faculty Action Plans. <i>Subsequent Years</i> As above, with the addition of a report on progress with the Action Plans arising from previous review(s) and agreed by SET.
2	Mid-late November	Half-day individual Faculty Review meetings with the PVC (Teaching and Learning).
3	Mid December	Consideration of Faculty Action Plans by SET.
4	June	Mid-term review at campus based 'Big Conversation' dissemination events.

The Framework envisaged School and Faculties receiving a range of three-year datasets aggregated from existing verified, comparative, and published sources such as HESA, DLHE, and NSS, and the University student record. This would negate the need for substantial data collection and further benchmarking. With the Strategy's focus on the student experience, the key unit of analysis would be the course. Data would relate to inputs (planned, application and actual numbers, CF/CIs, tariff points asked and achieved, Clearing); the student experience (placement, retention, EDGE); and outputs (initially NSS, DLHE).

The Chair reported that a placement student, funded by Teaching and Learning, was currently working with Mr P Mulvenna, Head of Information Development, to develop, for future academic years, an interface for these centrally provided reports so that course teams could drill down into the data. In 2013/14, data would be presented on spreadsheets.

The process would expect course performance to be reviewed by Schools and Faculties who would consider these indicators and the qualitative data in external

examiner reports and PSRB reports, course committee and staff/student consultative committee minutes, and feedback from employers and industrial liaison boards. Faculties would develop Action Plans (building on School Plans) to bring underperforming courses up to at least benchmark levels and to identify priority areas for enhancement. The methodology also sought to provide a systematic and consistent framework to identify, and subsequently disseminate and adopt, effective practice. Responsibility for action plans would rest clearly with Heads of School and Deans and Faculties could relate these to their own priorities in the context of the Strategy. The Annual Faculty Action Plans would require endorsement from the Senior Executive Team (SET), which would be able to consider contextualised rather than isolated reports as at present. The Pro-Vice-Chancellor (Teaching and Learning) would facilitate communications between SET and Teaching and Learning Committee and provide regular updates to the Committee.

The process would conflate a number of previously separate rounds of meetings and the individual Faculty retention meetings in mid/late June would no longer be routinely necessary. Substantive, specific, reports on aspects of academic planning and quality assurance would still be compiled centrally and submitted to the appropriate University level committees; these included the annual NSS and DLHE reports and biennial reports on student retention and progression.

The process would focus on full-time undergraduate courses (Regulated) in the first instance and discussions regarding Non-Regulated academic planning matters would remain as separate events.

The timeline for 2013/14 would deviate slightly from the normal schedule, and it was proposed that the Faculty Action Plans (Stage 3) would be submitted to the January 2014 meeting of SET.

The Chair advised that the 'Big Conversation' model was identified for the mid-term review. Campus workshop events would receive an update on University Learning and Teaching priorities and provide an opportunity for Schools and Faculties to review progress with their Action Plans, disseminate results and share good practice. Students' Union representatives would also be involved in these events.

The following observations and suggestions were made:

- that data on widening access and on the proportion of students actually undertaking placement should be included and that consideration be given to a category of 'work-based learning' (possibly to include placement);
- that sections be included in the report template for Schools and Faculties to highlight significant areas of achievement and future development and to identify any additional support required (such as from Staff Development and ADL) to deliver the proposed action plan;
- that the limited time available between the Faculty Review Meetings (Stage 2) in mid/late November and the consideration of Faculty Action Plans by SET (Stage 3) in mid-December would be ambitious and that consideration at the January SET meeting might be more realistic;

- that Faculties might need to review their current arrangements for the Programme Management System and rationalise meetings held and internal reporting if appropriate;
- that it would be useful to consider how staff engagement with the Strategy might be monitored (for example through participation in Peer Review/Observation).

AGREED that:

- i) the Chair take into consideration, as far as possible, the suggestions made and in particular the possibility of extending the time between stages 2 and 3 of the process;
- ii) subject to these adjustments, the Implementation Framework be endorsed and kept under review as it was taken forward.

13.85 Composition of the Committee

The Committee considered the composition of the Committee (Paper No TLC/13/22b) in light of the Strategy and agreed that no changes were required (min 13.62 refers).

13.86 CENTRE FOR HIGHER EDUCATION PRACTICE

Miss Cochrane, Acting Director of the Centre, presented the annual report for 2012/13 (Paper No TLC/13/23).

The Committee noted that significant achievements in 2012/13 included:

- HEA accreditation of the University's Professional Development Scheme which enabled staff to apply directly to an internal University panel with devolved powers to make professional recognition decisions in categories of Higher Education Academy fellowship: Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA);
- successful completion of the pilot of the Professional Development Scheme (with professional recognition of one AFHEA, one FHEA, eight SFHEAs and the first Principal Fellow in Northern Ireland) and commencing the institution-wide implementation of the scheme;
- successful submission to the HEA *What Works? Student Retention and Success Change Programme*. All six Faculties were involved. (Feedback from the Programme Evaluators on the 2013/14 and 2014/15 Institutional Action and Evaluation Plans had been extremely positive);
- the second annual conference with the theme of *Student Engagement: a catalyst for transformative change* which informed the new Learning and Teaching Strategy, and facilitation of the successful 'Big Conversation' pre-consultation campus round-table conversations on the emergent Strategy.

The Committee noted that the Centre's name had changed at the end of the 2012/13 academic year to the Centre for Higher Education Research and Practice reflecting an increasing emphasis on the research-teaching nexus.

The Centre's three strategic work streams had carried on their work, six projects had been funded by the Development Fund, and a busy programme of events and workshops had taken place.

The Committee noted that a baseline for academic professional development would be established by the University by the end of the year and that some of the targets to be set for Faculties would be challenging. It was noted that the University had agreed not to include academic staff's professional development qualifications as part of published KIS data but this decision might be revisited should the national focus change. The absence of second-stage nominees for the University's Learning and Teaching awards had been discussed by the Academic Development and Enhancement Committee on 15 October and it had agreed steps to redress the situation.

AGREED: that Miss Cochrane, staff of the Centre, and those in Faculties and departments who work with the Centre be commended for their valuable contributions to the development and dissemination of practice.

13.87 ANNUAL REPORT ON PLAGIARISM OFFENCES FOR 2012/13

The Committee received the annual report on plagiarism offences recorded in 2012/13 (Paper No TLC/13/24) comprising a central report and individual Faculty reports and commentaries.

It was noted that the reporting period ran from 10 September 2012 to 9 September 2013 and that the University record related to University students, including those at outcentres and QA Business School but not Associate Students in partner institutions. The total number of offences recorded on the Plagiarism Register for that period was 271 (237 undergraduate; 34 postgraduate) compared to 197 (179 undergraduate; 18 postgraduate) in 2011/12, and a further nine cases had been added by 2 October. The Committee expressed concern at the 61 cases recorded on the Register for students at the QA Business School and noted that a substantial number of other cases (over 200) identified in September 2013 and referred to in Paper No TLC/13/25aii), had not yet been recorded.

There were some small discrepancies between the figures reported by the Faculties and the number of plagiarism cases recorded on the Register. It was noted that this problem could be eradicated by timely recording on the Register, which also served to ensure the correct penalty for further offences. Two Faculties had also reported a separate problem with the non-inclusion in the generated report of some recorded cases at an outcentre and at QA Business School. The Committee noted that a Faculty had reported confusion over the Faculty/School responsible for recording offences by students. The Chair confirmed that the Faculty to which the student belonged should normally be responsible for recording an offence.

The distribution across levels of study remained largely as in previous years, with the highest incidence of offences being detected at Level 5. The majority of cases recorded continued to be first offences.

The Committee noted the reports from Faculties and Access and Distributed Learning on issues arising and actions proposed or taken in light of the 2012/13 records, any trends, and on the uptake of the electronic detection system, Turnitin, in 2012/13. The Research Office also made an annual return to ensure a comprehensive, University-wide picture. It had confirmed that there had been no instances of plagiarism at the 100 day viva stage, the transfer stage or at the final examination (thesis) stage.

The Committee noted that the rise in recorded offences could be attributed to a number of factors including an increase in plagiarism, more staff vigilance, greater use of Turnitin, higher levels of staff awareness of the requirement to record offences, and the inclusion on the central register of offences detected at SAAD College outcentre and QA Business School for the first time.

AGREED that the recommendations in the report be endorsed that:

- i) Faculties (including their Research Graduate Schools [Research Graduate Centre in the Ulster Business School]), Access and Distributed Learning and the Research Office ensure that the University's Plagiarism Policy and Procedures (2012) and the appropriate penalties continue to be observed and rigorously applied across all programmes;
- ii) they seek to reconcile the figures in future reports with those in the central register;
- iii) they ensure that all plagiarism offences in 2013/14 are recorded at the time the offence is established and be mindful of the reporting cut-off date of 9 September 2014;
- iv) they provide a report to the Academic Office by 30 September 2014, with a commentary on issues arising and actions proposed or taken in light of the 2013/14 records and trends since the introduction of the Plagiarism Policy in 2006/7 and on the use of Turnitin;
- v) Student Administration be asked to confirm the reliability of the Cognos report in respect of the inclusion of outcentre students.

QA BUSINESS SCHOOL

13.88 Mis-Registration of 2012/13 Cohort

The Committee considered the report made to the Senior Executive Team on 23 September 2013 and associated minute (Paper No TLC/13/25ai). The report related to the incorrect enrolment of 380 students who had arrived too late to join the September 2012 cohort of BSc Hons Business Studies, MSc International Business or BSc Hons Computing Systems, but whom QA Business School had permitted to take a single 10 point module in Business. This had given rise to a

number of complaints and could jeopardise the completion opportunities for weak students, which heightened the risk to the University's 'Highly Trusted Status' in respect of the admission of international students.

The Affiliate College Executive Board had discussed the matter on 27 August 2013 and asked the Quality Management and Audit Unit to convene a meeting to develop a solution and report this to SET for approval. It had been decided to allow those students who were eligible to proceed after their first year to do so immediately without a long vacation. It was noted that SET was also informed of other malpractices at QA Business School. SET had agreed that in view of possible quality assurance and standards implications the Teaching and Learning Committee should receive reports from the two Faculties on the outcomes of their discussions with the affected students.

The Chair stated that it was extremely regrettable that this malpractice had taken place and had not been reported or exposed sooner. This had added to the University's concerns about the partnership. Professor McAlister confirmed that the University was committed to fulfilling its responsibility to ensure that those students who were in good standing would be in a position, within regulations, to complete their studies during the expected period. It was noted that QA Business School was expected to bear any additional costs incurred by students obliged to adjust their plans, for example, if a visa extension was required. It had assured the University that such mis-registration would not recur in the future.

The Committee considered the reports from the Ulster Business School and the Faculty of Computing and Engineering on the implementation of the agreed solution (Paper No TLC/13/25aⁱⁱ).

Dr Green, Head of Partnership, Ulster Business School, reported that examination boards had been held on 20 September for the BSc Hons Business Studies and the MSc International Business. One hundred and forty students were affected by the registration issue on the BSc Hons Business Studies, all of whom had been contacted. Studies advice meetings had been held with 57 students and, of these, 22 had opted to progress to Year 2 in September 2013. Other affected students who could not proceed in September had been told that if they were in good academic standing in September 2014 they would be allowed to proceed to final year at that time.

In relation to the MSc International Business only five of 84 students who had already taken an accelerated route were eligible to proceed to the dissertation stage. The Faculty reported its concern that 60 students (71%) had failed one particular module in the MSc. Following an examination board on 16 October a meeting would be held to discuss options for this cohort. The Chair stressed that the Faculty needed to review urgently the issues associated with the delivery and assessment of this module.

The Committee noted that of the 12 wrongly registered students on the BSc Hons Computing Systems, eight were in good academic standing and could avail of the 'fast-track' opportunity. All students had met with the Head of Partnership but none had opted to do so at this stage, although some had expressed an interest for next year.

The Affiliate College Executive Board would be receiving further reports on the resolution of this matter. Professor Moran reported that she and other University staff would be at QABS on 17 October to discuss this and other issues.

13.89 Examination Arrangements

Arising from the concerns which had been raised in Spring 2013 regarding the operation of assessment for courses offered through the partnership, and in order to ensure that there was no risk to the standards of the University's awards, the Faculties of Computing and Engineering, Social Sciences and the Ulster Business School had been asked to:

- a) ensure that all examination boards were chaired either by the Dean or nominee who should be fully briefed in advance of meetings;
- b) ensure that, for undergraduate programmes, External Examiners were involved in review of student work (both coursework and examination) from all levels, including Level 4;
- c) prepare a report for Teaching and Learning Committee, covering, inter alia, the following matters:
 - the operation of formal examinations including the arrangements in place to ensure the security of examination papers;
 - the extent to which QABS had demonstrated an understanding of, and compliance with, the University's policies on plagiarism and all forms of cheating, including contract cheating;
 - the constitution of Boards of Examiners, and whether all relevant staff (course directors, module co-ordinators) were in attendance and were available to meet the External Examiners;
 - an overall evaluation of the robustness and security of the assessment processes and the extent to which these can be relied upon to assure the standards of the University's courses;
 - any specific actions required to improve assessment and examination arrangements, how these would be implemented and monitored, and the timescale for doing so.

The Committee considered the reports from the Faculties (Paper No TLC/13/25b).

Dr Green presented the Ulster Business School report and informed the Committee that the operation of formal examinations including the arrangements in place to ensure the security of examination papers seemed to be appropriate and secure. Without an actual University presence on the ground there could not be an absolute assurance of the examination arrangements and processes, but there was no *prima facie* evidence that examination arrangements and processes were not in accordance with University policy. It was noted that the School

considered that the new Director appointment should help further ensure the security of assessment processes.

The Committee had noted earlier in the meeting that cases of plagiarism were now being recorded (min 13.87 refers) and that a staff development session on this had been held. While the University policies were being implemented, the Faculty recorded its deep concern about the high volume of cases of plagiarism and cheating. This had been raised with QA Business School and further measures for both students and staff were in place.

Although the Faculty had reported that Boards of Examiners were constituted in accordance with University policy, Dr Green confirmed that there had been a difficulty with the October meeting, as none of the external examiners could attend. The notice provided by the Faculty had been insufficient and this raised doubts about the adequacy of external moderation. The Chair stressed the expectation for external examiners to be present at Boards and that non-attendance should be exceptional with appropriate arrangements in place to allow adequate time for the external moderation of work.

Professor McAlister also reminded Faculties that the University expects Deans or Associate Deans to chair Boards of Examiners. While regulations allowed a Head or Associate Head of School to chair boards, this was not to the exclusion of the Dean. There was evidence that it was becoming customary in some Faculties for Deans not to be involved in main Examination Boards.

The Committee noted the Faculty's recommendation that all written work should be passed through Turnitin and sought clarification as to when this would be implemented.

The Faculty's report concluded by noting that a major issue had been the quality of students accepted and in particular that, in many cases, the Head of Partnership or his nominee had not been consulted prior to the issuing of unconditional offers. There was evidence that such offers had been made by those whose primary consideration was sales, rather than academic matters.

The Chair emphasised that the Faculty should regain control and address these matters urgently and report back on action taken and proposed.

Members expressed alarm and dismay at the scale and extent of problems in the partnership, with the associated impact on the experience of University students and risks, including to the University's reputation. They were to some extent reassured to learn that the University had an 'exit strategy' but appreciated that it could take some considerable time to close off the relationship and fulfil obligations to current students.

The Committee also considered the reports from the Faculties of Computing and Engineering and Social Sciences. It noted the small numbers of students on their courses and the arrangements in place and action taken or proposed.

AGREED that:

- i) the three Faculties closely monitor the operation of assessment for courses at QA Business School to ensure that there was no risk to the standards of the University's awards and that appropriate and immediate action be taken to address any issues identified;
- ii) a further report be provided by each Faculty for consideration by the Committee at its March 2014 meeting. (Actions might also be reported to the Affiliate College Executive Board and other relevant University Committees as appropriate.)

COMBINED STUDIES PROGRAMME

13.90 Reports from the Chief External Examiners for the Coleraine, Jordanstown and Magee Campuses and response from the Magee Campus Co-ordinating Group

The Committee received the 2012/13 annual reports from the Chief External Examiners for the Coleraine, Jordanstown, and Magee campuses and the response from the Magee Campus Co-ordinating Group (Paper No TLC/13/26a). Formal responses from the Coleraine and Jordanstown Campus Co-ordinating Groups would be received at the December meeting.

All three reports were very positive. The Committee noted Professor Crotty's proposal on a Common Assessment Scale as a means of reconciling different assessment practices across subjects, but considered that it was premature to revisit this matter in light of ongoing national developments. The Chair, however, encouraged Faculties to continue to reflect carefully on the position of borderline classification candidates.

13.91 Annual Report on the Operation and Management of Combined Subjects

The Committee received the 2012/13 annual report from the three Campus Co-ordinating Groups (Paper No TLC/13/26b). It was noted that the total number of enrolments across all campuses was 1319, an increase on the 1082 students enrolled in 2011/12. The Groups continued to address any operational matters related to their campuses.

13.92 LEVEL 5 CONTRIBUTION TO HONOURS DEGREE CLASSIFICATION

The Committee noted that, arising from the regulatory review of 2008/9, Senate had extended to all University awards the principle that the summary classification represented the 'exit velocity' of the student and should therefore be determined by achievement at the highest credit level. With regard to Honours degrees, the policy had been in place since 2001/2. Exceptions were permitted to allow a Level 5 contribution where the course committee provides either evidence that the relevant professional body required the exception or a detailed, evidenced rationale.

Dr Armstrong presented the final report from the Ulster Business School on the pilot use of Level 5 in the Honours classification of BSc Hons Accounting (Paper No TLC/13/27).

The Committee was asked to consider whether there should be any change to the University's basis for the final grading/classification of awards and whether a Level 5 contribution in BSc Hons Accounting should be retained.

The Committee noted that the analysis in the paper was based on three cohorts where Level 5 contributed and two cohorts where Level 5 did not contribute. The final year marks showed significant differences in mean and median across the cohorts. The average second year marks for cohorts with a 25% contribution were also higher although it was recognised that there were significant differences between cohorts, eg tariff point at entry, absenteeism. The results of the multivariate model, having controlled for first year performance, total tariff points on entry and absenteeism showed that the Level 5 contribution was significant in explaining second year performance.

The Committee noted the evidence that placement year results in an improvement of final year marks by approximately 4%. It also noted that over recent years the Faculty had revised the curriculum and assessment requirements in modules which could be other factors affecting performance. The Chair considered that it was difficult to attribute the improved final year student performance primarily to the Level 5 contribution given the lack of a fuller exploration of the other possible contributing factors.

Professor McAlister stated that, in view of the national debate on degree classification which had now broadened to include Grade Point Average, the University needed to consider this matter carefully before it changed its policy. Furthermore, if degree classes achieved greater prominence in league tables, and it was clear that the University's methodology was significantly out of step with sector practices, the regulation might need to be revisited in the future.

Consequently, the Committee considered it premature to re-open this discussion. It was noted that the Learning and Teaching Strategy foresaw improved student performance across all years arising from improved engagement. It also noted that BSc Hons Accounting had recently been selected for an HEA 'University Student Engagement Change' project which would focus on the sharing of good practice and would consider year 2 and part-time attrition rates.

AGREED that:

- i) there should be no change to the University's policy for the final grading or classification of awards;
- ii) the exceptional Level 5 contribution in BSc Hons Accounting be discontinued (2014 intake onwards).

13.93 CONFERMENT OF RECOGNISED TEACHER STATUS

The Chair presented the annual report on the conferment of Recognised Teacher status for 2012/13 (Paper No TLC/13/28).

It was noted that 105 nominations had been made. The status was withdrawn from 12 individuals during the year and one nomination had not been approved.

The Committee noted that information on relevant experience was now provided in the summary reports to the Committee based on the information provided by the Faculty in the nomination form and the individual's CV. From May 2013, Faculties were to verify the qualifications and experience of nominees.

A high proportion of nominations had been received within the academic year for which they were required. Professor McAlister reminded Faculties of the need to forward nominations in good time, preferably in the preceding academic year for those involved in Semester 1, and that the process also applied to those for whom the status was to be renewed. It was noted that late nominations would in future be required to be accompanied by an explanation. This had rarely been provided in the past.

Faculties were reminded that, as Recognised Teacher status was usually bestowed for a four year period, 2010/11 nominations, if they were to be renewed, would require extensions this year for 2014/15. Faculties should also ensure that they took action (through the RAD process) to remove the Affiliated Staff status for former Recognised Teachers so that privileges associated with the role, were stopped.

13.94 PRIZES AND AWARDS

Annual Report for 2012/13

The Committee received the annual report on prizes for 2012/13 (Paper No TLC/13/29a). There was now a total of 418 approved prizes and awards with 28 new prizes established and 25 discontinued during the year.

It was noted that no submissions had been received for the University's Findlater Award. A decision had now been made on the McCrea Literary Award (Biennial Award) (£500) which had been made to Mr Adrian Kerr, BSc Hons Irish History (1994) for his book, 'Free Derry: Protest and Resistance'.

13.95 Proposals for New Prizes

The Committee received Paper No TLC/13/29b) which set out details of four new prizes approved by Chair's action.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

13.96 BSc Hons Mathematics with Computing

The Committee considered Paper No TLC/13/30a) from the Faculty of Computing and Engineering proposing a variation to the normal title of the exit awards in the BSc Hons Mathematics with Computing. The Committee noted that the programme structures and modules for the BSc Hons Mathematics and BSc Hons Mathematics with Computing at Levels 4 and 5 were identical. Since the same modules in both programmes contributed to CertHE and AB exit awards, the Faculty requested that the exit awards for both programmes have the title 'Mathematics'.

AGREED: that the proposal be approved.

13.97 Revalidation Unit 3D1: Food, Nutrition and Dietetics

The Committee received Paper No TLC/13/30b) from the Faculty of Life and Health Sciences for departures from the University's regulatory framework in relation to the BSc Hons Dietetics and the MSc Dietetics programmes. These departures had been approved by the Committee at the time of the previous revalidation in 2008, and arose from the additional 100 credits of Clinical Practice assessed on a pass/fail basis in the final year of each course (min 08.245 refers). The course team also requested re-approval of the title of the CertHE exit award for two degrees which had been approved by the Committee in December 2012 (min 12.147 refers).

It was proposed that:

- a) the MSc Dietetics (which carried 315 credit points) continue to be graded on the basis of all Level 7 modules (200 credits) rather than the standard final 120 for Master's degrees of more than 200 credits;
- b) the module, Dietetics Clinical Practice Placement 1, be required to be passed before a student be permitted to progress to Placement 2;
- c) the consequence of failure in Year 3 of the four year BSc Hons Dietetics degree be as for final years in other degrees and that in Year 4 students be permitted to repeat up to 70 credit points (one 50 point clinical placement module and two 10 point taught modules);
- d) the CertHE exit award in BSc Hons Human Nutrition and BSc Hons Food and Nutrition be entitled 'Science with Nutrition'.

AGREED: that the proposals be re-approved.

13.98 BSc (Hons) Physical Activity, Exercise and Health

The Committee considered Paper No TLC/13/30c) from the Faculty of Life and Health Sciences for a variation to the title of the CertHE exit award in this degree.

Based on the content of the Level 4 modules, the course committee believed that it would be misrepresentative for the CertHE to have same title as the Honours degree. The External Examiner supported the proposed title of CertHE in Physical Activity and Wellbeing.

AGREED: that the proposal be approved.

13.99 Revalidation Unit 5G: Business and Management

The Committee considered Paper No TLC/13/30d) from the Ulster Business School for a variation to the normal titles of exit awards in two postgraduate degrees.

The Committee noted that it was proposed that the MSc Management in Creative Industries should have an exit award title of Postgraduate Certificate in 'Management' as there were no specialist creative industries modules by the end of this stage. It was also proposed that MBA with Creative Technologies should have PgCert and PgDip exit award titles of 'Business Administration' as the creative technologies application was covered in the final stage only. There was insufficient differentiation from the standard MBA in the PgCert and PgDip stages to justify exit award titles including 'creative technologies'. (Note: now a specialism - min 13.71 refers.)

AGREED: that the proposals be approved.

13.100 Revalidation Unit 8A: Economics

The Committee considered Paper No TLC/13/30e) from the Ulster Business School regarding the status of the dissertation in the undergraduate Economics and Business Economics programmes. The Committee noted that the Validation Panel (April 2013) had recommended that the dissertation be made compulsory but that the team's initial response had been to retain its optional status. The Course Approval Sub-Committee had asked for a case to be forwarded to Teaching and Learning Committee on this matter.

The Committee noted that the School now proposed that the dissertation be compulsory in BSc Hons Economics and optional in Business Economics (Single Honours and Major) and the Major strand in Economics.

It was noted that several of the core Level 6 modules in Business Economics had been revised to ensure that the learning outcomes and assessment associated with a dissertation module could be achieved elsewhere. It was noted that the new Northern Ireland Centre for Economic Policy, which had contributed to the development of the new modules, would also provide opportunities for dissertation topics. The team would keep the status of the dissertation under review.

AGREED: that the proposal be approved.

Duration 3 hours 25 minutes

30 October 2013
AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Arts	MA English Literature (with PgDip exit award)	✓	✓	2013 - 2017	CE		
Computing and Engineering	BSc Hons Mathematics (with CertHE and AB exit awards) (with DPP(I)/DIAS)	✓		2013 – 2017	JN		
	BSc Hons Mathematics with Computing (with CertHE and AB exit awards) (with DPP(I)/DIAS)	✓		2013 - 2017	JN		
Life and Health Sciences	BSc Hons Physical Activity, Exercise and Health (with CertHE and AB exit awards)	✓		2013 – 2017	ME		
	PgCert/PgDip/MSc Food and Nutrition	✓	✓	2013 – 2017	DL		
	PgCert/PgDip/MSc Nutraceuticals, Functional Foods and Supplements	✓	✓	2013 - 2017	DL		
Ulster Business School	FdSc Accounting	✓	✓	2013 – 2017	BMC (Titanic Quarter)	20	TBC
	FdSc Marketing	✓	✓	2013 - 2017	BMC (Titanic Quarter)	20	TBC
	Diploma in Business (International Foundation Programme in Business)	✓		2013 – 2015	CE		
	Graduate Certificate in Business	✓		2013 – 2015	CE/JN/ME		
	Diploma in Business (International Foundation Programme in Business)	✓		2013 – 2015	QABS (London & Birmingham)	Yr of 1 st intake:140 (London) + 70 (B'ham)	

	Graduate Certificate in Business	✓		2013 – 2015	QABS (London & Birmingham)	<p>Yr of 2nd intake: 155 (London) + 80 (B'ham)</p> <p>Yr of 3rd intake: 170 (London) + 90 (B'ham)</p> <p>Yr of 1st intake: 80 (London) + 55 (B'ham)</p> <p>Yr of 2nd intake: 90 (London) + 60 (B'ham)</p> <p>Yr of 3rd intake: 100 (London) + 70 (B'ham)</p>	
	BSc Hons Accounting with Finance (with CertHE and AB exit awards)	✓		2013 – 2014	QABS (London)	35 – 40	
	MSc Applied Finance (with PgCert and PgDip exit awards)	✓		2013	QABS (London)	35 – 40 [subject to appointment of 2 additional members of staff by end of 2013 calendar year]	
	MSc Marketing (with PgCert and PgDip exit awards)	✓		2013	QABS (London)	35 - 40	
	MBA with Creative Technologies (with PgCert/PgDip exit awards)		✓	2013 – 2017	ME		

	MSc Management in Creative Industries (with PgCert/PgDip exit awards)	✓	✓	2013 – 2017	JN		
	UG Hons Subject: Business Economics (Major) (with DPP/DIAS)	✓		2013 – 2017	JN		
	UG Hons Subject: Finance (Minor)	✓		2013 - 2017	JN		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Arts	11A	UG Hons Subject: English (Single Hons/Major/Main/Minor) (with CertHE and AB exit awards) (with optional DIAS)	✓	✓	2013 – 2017	CE		
	17A	UG Hons Subject: English (Main) (Level 6)		✓	2013 – 2017	SRC (Newry) [Outcentre]		
		Diploma in Irish Language (with Certificate exit award)		✓	2013 – 2017	BT / ME / Outcentres: Ranafast ¹ and Downings, Co Donegal / Burnavon Arts Centre & Public Library (Cookstown)		
		Diploma in Irish Language		✓	2013 – 2017	SRC (Newry)		30
		Cert/CertHE/AdvCert/AdvDip in Irish Studies	✓		2013 – 2017	ME		

¹ Subject to APSC approval

		UG Hons Subject: Irish (Major/Minor)	✓			ME		
		BA Hons Irish Language and Literature	✓	✓	2013 – 2017	BT		
		BA Hons Irish Language and Literature	✓		2013 – 2017	ME		
		BA Hons Irish Language and Literature		✓	2013 – 2017	Letterkenny Institute of Technology [Outcentre]		
	17C	PgDip/MA Modern Irish		✓	2013 – 2017	BT / ME		
		Certificate in Irish Immersion Education: Early Years		✓	2013 - 2017	NWRC (Strand Road)		20
Computing and Engineering	16B2	BSc Hons Computational Finance (with CertHE and AB exit awards) (with DPP(I)/DIAS)	✓		2013 - 2017	JN		
Social Sciences	26C1(a)	UG Hons Subject: Politics (Single Hons/Major/Minor)	✓	✓	2013 – 2017	JN		
		Master of Public Administration (MPA) (with PgCert/PgDip exit awards)	✓	✓	2013 - 2017	JN		
Ulster Business School	5E3	PgDip/MSc Applied Finance (with PgCert exit award)	✓		2013 – 2017	JN		
	5G	Master of Business Administration (with PgCert/PgDip exit awards)	✓	✓	2013 – 2017	JN		
		Master of Business Administration (with PgCert/PgDip exit awards)		✓	2013 – 2017	ME		
		MSc Management (with PgCert/PgDip exit awards) [previously ‘Master of Business Studies’]	✓	✓	2013 – 2017	JN / ME		
		MSc Sport Management (with PgCert/PgDip exit awards)	✓	✓	2013 – 2017	JN		

	8A	BSc Hons Business Economics (with AB exit award) (with DPP/DIAS)	✓		2013 - 2017	JN		
		UG Hons Subject: Economics (Single Hons (with AB exit award) / Major) (with DPP/DIAS)	✓		2013 - 2017	JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Life and Health Sciences	PgCert Forensic Studies [Last intake: 2010/11]	DL
	PgCert/PgDip Forensic and Legal Medicine [Last intake: 2010/11]	DL
Social Sciences	Diploma in Foundation English for Academic Purposes [Last intake: 2012/13]	QA Business School (London & Birmingham)
	UG Hons Subject: Procurement [Last intake: 2012/13]	JN
	AdvDip Procurement [Last intake: 2011/12]	JN
	Master of Public Administration (3643 & 3007) [Last intake: 2012/13]	JN
Ulster Business School	Advanced Diploma in Contact Centre Management [Last intake: 2012/13]	JN & Outcentres
	BSc Hons Economics with Politics [Last intake: 2012/13]	JN
	BSc Hons Economics with Accountancy [Last intake: 2012/13]	JN
	BSc Hons Economics with Marketing [Last intake: 2012/13]	JN

TEACHING AND LEARNING COMMITTEE

16 October 2013

SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2013/14) (as at 1 October 2013)

(Programmes which have been approved for the 2013 intake are in bold)
(Exit awards are not included)

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
BELFAST METROPOLITAN COLLEGE <u>Campus</u> Castlereagh e3 Gerald Moag Millennium Community Outreach Centre Titanic Quarter	 FdA Graphic Communication 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 FdEng Management FdEng Manufacturing 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) CertHE Community Development FdSc Accounting FdSc Applied and Medical Sciences FdSc Hospitality and Tourism Management FdSc iMedia 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	APPROVED PROGRAMME OF STUDY
COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE <u>Campus</u> Enniskillen Greenmount Loughry	FdSc Equine Management BSc Hons Equine Management FdSc Agriculture and Rural Studies FdSc Horticulture (with three pathways) FdSc Food Manufacture FdSc Food, Nutrition and Health BSc Hons Food Design and Nutrition BSc Hons Food Management and Marketing BSc Hons Food Technology
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
NORTHERN REGIONAL COLLEGE <u>Campus</u> Distance Learning Antrim Library (College outcentre) Ballymena Coleraine Magherafelt Newtownabbey	FdSc Retailing ¹ Certificate in Counselling Studies Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Counselling Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Building Technology and Management FdSc Sport, Exercise and Fitness Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies Access Diploma in Humanities Access Diploma in Social Sciences

¹ Consortium – NRC lead College.

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
<p>NORTH WEST REGIONAL COLLEGE</p> <p><u>Campus</u></p> <p>Limavady</p> <p>Derry/Londonderry</p> <p>Northside</p> <p>Strabane</p> <p>The Women's Centre (College outcentre)</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 Computing (Software Development) FdSc Counselling FdSc Financial Services FdSc Hospitality and Tourism Management FdSc Responding to Drug and Alcohol Misuse FdSc Travel and Tourism Management</p> <p>Access Diploma in Combined Studies</p> <p>Certificate in Counselling Studies</p> <p>Access Diploma in Combined Studies</p>
<p>POLICE REHABILITATION AND RE-TRAINING TRUST</p>	<p>Access Diploma in Social Sciences</p>
<p>PSNI</p>	<p>CertHE Policing</p>
<p>QA BUSINESS SCHOOL²</p> <p><u>Campus</u></p> <p>Birmingham</p> <p>London</p>	<p>Diploma in Business Diploma in Computing Graduate Certificate in Business BSc Hons Business Studies BSc Hons Computing Systems MSc International Business</p> <p>Diploma in Business Diploma in Computing Graduate Certificate in Business BSc Hons Accounting with Finance BSc Hons Business Studies</p>

² Under 'franchise' model.

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
Portadown	Access Diploma in Adult Learning (with three pathways - General, Science, Social Sciences and Humanities) Certificate in Counselling Studies AB English and History FdSc Architectural Technology with Sustainable Design FdSc Computing FdSc Counselling FdSc Sustainable Construction
SOUTH EASTERN REGIONAL COLLEGE <u>Campus</u> Bangor Downpatrick Lisburn	FdSc Hospitality, Tourism and Events FdSc Leadership and Management FdSc Sport, Exercise and Fitness (with two pathways - Sports Science, Sports Studies) FdSc Hospitality, Tourism and Events Certificate in Counselling Studies FdSc Counselling FdSc Sport, Exercise and Fitness
SOUTH WEST COLLEGE <u>Campus</u> Cookstown Dungannon	Access Diploma in Social Sciences FdA Performing Arts – Acting, Dance and Production Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Building Services and Renewable Energy FdSc Business Services Management FdSc Civil Engineering and Transport FdSc Computing FdA Creative Media Production FdEng Engineering with Automotive Engineering FdEng Engineering with Industrial Electronic Engineering FdEng Engineering with Wind Technology FdEng Management FdEng Manufacturing FdSc Sustainable Construction BSc Hons Social Work (Levels 4 and 5)

