

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 17 June 2015 at the Jordanstown campus

PRESENT

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

APOLOGIES

Professor A Adair, Dr M Black, Professor C Curran, Mr C Mackey, Mr L McCurry

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Professor R Fee (for min 15.41), Professor B Hamber (for min 15.58), Miss R McEvoy (for min 15.41), Mrs J Peden (for min 15.68)

UNRESERVED

15.28 MINUTES

The confirmed minutes of the meeting held on 1 April 2015 were signed by the Chair.

MATTERS ARISING

15.29 Accreditation of Prior Learning (Min 15.2)

The Chair reported that Professor Curran had agreed the inclusion of a number of references regarding 'feedback' at the appropriate places in the APL policy document and in the Guidelines for Staff and Applicants. The revised documentation was available from the Academic Office web page.

15.30 Combined Honours Degrees (Min 15.3)

Mr McCurry had agreed to explore profiling of achievement of Combined students and would report back to a future meeting.

The Committee noted that Dr Leanne McCormick had resigned from the role of Director of Combined Studies for the Coleraine campus and thanked her for her work. Professor Jędrzekewski advised that the vacant post had been advertised.

15.31 Undergraduate Awards 2015 (Min 15.5)

The Committee noted that the competition deadline had been extended to 16 June 2015. Professor Jędrzejewski informed members that the scheme had invited applications to join judging panels. The Chair encouraged staff to consider this opportunity.

CHAIR'S COMMUNICATIONS

15.32 Grade Point Average (GPA)

The Chair reported that the HEA had published a report on the GPA Pilot Project. It had recommended a single GPA scale of 0 – 4.25 and 'dual running' alongside the degree classification system for no more than five years followed by a national review. It was noted that there would be discretion to providers in terms of a range of regulatory matters, such as exclusion of year 1 and the weighting of years. A paper would be received for consideration at the October meeting of the Committee. Student Administration would also need to consider the implications for student records and systems.

15.33 Environmental Sustainability

Professor Montgomery, as chair of the Environmental Sustainability Steering Group, reported that SET at its meeting earlier in the week had received a paper about paperless environments and the reduction of carbon usage and waste. It had supported greater use of video-conference for meetings and centralised printing.

In relation to learning and teaching matters, it had been agreed that the University should move to screen-based meetings of boards of examiners and where feasible the online submission of coursework. The Chair advised that online assessment and feedback would be addressed in the Digital Futures Strategy.

15.34 HEFCE Review of Quality Assessment

The Chair reported that a consultation document arising from HEFCE's Quality Assessment Review was expected at the end of June 2015. An institutional response would be prepared for the September deadline.

It was noted that press reports on the draft report expected proposals for a reduction in external institutional review with greater reliance on metrics and internal procedures, strengthening of the external examiner system and a teaching excellence framework.

15.35 UKPSF: Fellowships Panel

The Chair was pleased to report that 66 staff had been progressed at a recent Fellowships Panel meeting and congratulated successful candidates and faculty and other staff involved, including Professor Hazlett and her colleagues, on their work so far. Faculties were reminded of the importance of maintaining their planned work through the summer Panel meeting and in 2015/16 to ensure that the target of 75% was achieved by the end of next academic year.

15.36 QAA Benchmark Statement

The Committee noted that the QAA had recently published a revised Subject Benchmark Statement for Mathematics, Statistics and Operational Research.

15.37 2015 New Media Consortium (NMC) Technology Outlook for Higher Education in Ireland

The Chair reported that the 2015 [NMC Technology Outlook for Higher Education in Ireland](#) report had been launched at the EdTech Conference at the University of Limerick. This inaugural edition described findings from the NMC Horizon Project which was an ongoing research project to describe emerging technologies likely to have an impact on teaching, learning, and creative inquiry. It was noted that Dr Murphy had participated as an expert panel member and had contributed to wiki development.

COURSE APPROVAL SUB-COMMITTEE

15.38 Professor McAlister presented the report of the meeting of the Sub-Committee held on 25 May 2015 (Paper No LTC/15/8).

15.39 Course Approval (Item 1)

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

The Chair reported that formal confirmation of the accreditation of the Postgraduate Certificate in Higher Education Practice, subject to one minor condition, had been received from the HEA. It had identified many aspects for commendation. The Chair congratulated Professor Hazlett and members of the course team for their work. The HEA report and the course team's response would be received by the Committee at its October meeting.

The Committee noted that the new integrated master's in Applied Languages and Translation replacing the MA Professional Translation would be a linked BA Hons/ MA Hons programme.

The Committee noted that the new BEng Hons Electrical and Electronic Engineering (ME) had been approved in principle because the documentation had been incomplete. Further documentation was required to be submitted for a desk-based validation. Given the proposed start date of September 2015, Chair's action would need to be taken in relation to its outcomes.

The Committee noted that the largely distance-learning collaboration with IT Sligo in biomedical sciences led to three different final awards and awarding bodies depending on the modules selected in final year. The Faculty's case for a number of variations and departures from the University's regulatory framework had yet to be received for consideration by the Committee.

AGREED that:

- i) course provision be approved and re-approved as set out in Appendix 1;
- ii) it be recommended to Senate that:
 - a) the Master of Arts (Hons) be added to the list of first degrees in Regulation 1 of the Regulations for Degrees, Honours Degrees and Integrated Master's degrees;
 - b) the Institute of Technology, Sligo and BSc Hons Biomedical Sciences be added to the Schedule to Ordinance XXX, Degrees, Diplomas, Certificates and Other Academic Distinctions listing joint awards in accordance with clause 5 of the Ordinance;
- iii) the Chair be authorised to take action on behalf of the Committee in respect of the approval of the recommendations from six late evaluation events for which reports have yet to be received and also in relation to the BEng Hons Electrical and Electronic Engineering;
- iv) a one year extension to the period of approval for the Advanced Diploma in Sustainable Investment for the Third Sector be approved to include the 2016/17 intake.

15.40 Annual Report on Evaluation/Revalidation (Item 4)

The Chair asked faculties to ensure that the recommendations in the 2014/15 annual report were taken into account particularly by those preparing for evaluation/revalidation in 2015/16. She highlighted the need for academic staff nominated as external panel members to have a strong reputation in their field and pedagogy with the expectation of engagement and positive discussion at events.

Professor McKenna advised the Committee that a recurring concern raised by external panel members at events he had chaired was the apparent over-assessment of students. The Chair and Professor Millar confirmed that this had been a key issue at many events they had chaired. Professor McAlister asked that faculties should continue to give consideration to this issue. She expected that the proposed Programme Development and Review process would allow more opportunities for course/subject teams to ensure a holistic approach in designing appropriate assessment strategies.

PROGRAMME MONITORING AND REVIEW

15.41 Strategy Paper

The Committee at its April meeting had agreed that the Committee should receive a high-level strategic paper setting out the context for the proposed changes and identifying how the proposals built on existing strengths and good practice (mins 15.6-15.8 refer).

Professor Ruth Fee presented Paper No LTC/15/9a). She clarified that in response to the changing landscape in higher education and the need to evaluate and enhance the policies and practices that have a direct and indirect impact on any aspect of students' experience, a strategic decision had been taken to focus on the current revalidation process and the professional systems, policies and protocols that support it. The strategic aim of the project was to enhance the student's academic experience as a critical component of their overall experience, by streamlining and enhancing the programme review, development and management processes that are required for institution-wide provision of quality and effective higher education.

Three objectives were identified: (1) building/enhancing leadership capacity so that all team members would be motivated in reviewing their curriculum; supported by (2) streamlining of the current revalidation process to ensure that a platform was provided for pedagogical discourse, as well as the assurance of standards and viability; and (3) alignment of strategic and operational objectives of standards assurance and quality management to reduce the reporting burden and to ensure that course teams engaged with data.

Professor Fee outlined that each objective would be achieved as follows:

Objective 1 – facilitating teams to (a) explore the principles of strategic systems thinking through use of the ARCS model of learning and performance; (b) deconstruct the current approach and instead have a team-based, multi-stakeholder, systems approach; (c) reconstruct the programme with a strategic case for viability and/or redesign.

Objective 2 – implementation of a new process of Programme Review and Development (PRD), as set out at the April meeting to involve approximately 40 school/subject-based units, strategically led by Heads of School, with the opportunity for formative feedback in advance of the formal meeting with panels.

Objective 3 – annual monitoring at strategic level by the Pro-Vice-Chancellor (Learning, Teaching and Student Experience) and other Pro-Vice-Chancellors and at operational level by programme review teams who would access data in an enhanced CMS, which would continue to inform curriculum development for Revalidation/PRD (min 15.42 refers).

Multiple benefits for key stakeholders were outlined in the paper including the opportunity for Subject Unit Leads and Course Directors to gain evidence in support of their UKPSF professional recognition (Levels D3 and D4) submissions.

The Chair recognised that some course teams already successfully operated a team-based approach. This would ease their engagement in the motivational instructional design model for curriculum development, but she commented that often there was a misplaced emphasis on the final document. The new process would help teams with the implementation of the recently agreed Ulster Student Experience Principles which would be a key focus for discussion with panels.

The Committee noted that Professor Griffiths, Head of School of the Built Environment, with the support of the Dean, had agreed that his School would

participate in the pilot of the PRD process in 2015/16. The Chair commended Professor Griffiths for this and invited other faculties to consider bringing forward a school or subject area which, subject to resource constraints, might participate in the pilot. The pilot would allow issues to be identified through testing the new process and any necessary adjustments planned before full implementation in 2016/17. Consideration would be given to adopting the arrangements for the evaluation of new proposals and for collaborative provision, based on experience in the pilot.

Professor McMullan indicated his support for the overall strategy but advised that the Faculty still had concerns, some of which were identified at the April meeting, and particularly in relation to PSRB accredited provision and the need to ensure that the new process was more, and not less, streamlined than current arrangements. The Faculty considered that the evaluation report on the pilot would be important in determining the final shape of the revised process.

AGREED that:

- i) Professor Fee and Ms McEvoy be thanked for their work in relation to the proposed PRD and the Ulster Student Experience Principles respectively;
- ii) Faculties notify Professor Fee of any other school or subject areas willing to participate in the 2015/16 pilot;
- iii) a report on the pilot be forwarded for consideration by the Committee at its March or June meeting in 2016.

15.42 Annual Monitoring: Update on Proposed Changes to Process

The Committee at its April meeting had endorsed proposed changes to the annual monitoring process with some minor adjustment (min 15.8 refers), but subsequent discussion on University-level oversight arrangements had taken place and a number of further changes were now proposed.

Professor McAlister presented Paper No LTC/15/9b which summarised the revised process and identified the additional changes.

Faculties would be expected through their normal processes and existing committee structure to undertake strategic reviews of data (eg NSS, retention, DLHE) as and when provided. They would review the dataset considered under the Learning and Teaching Strategy monitoring exercise in its totality prior to meeting with a new Senior Review Group which would now replace Annual Monitoring Sub-Committee and SET roles.

That Group would consist of the Pro-Vice-Chancellors (Learning, Teaching and Student Experience), and (Research and Innovation) and the President of the Students' Union. It would discuss with faculty representatives the scope of the Learning and Teaching Strategy monitoring dataset (widened to include all courses - full-time, part-time, postgraduate and outcentre provision) and the success of actions taken and further action proposed. The requirement to complete 'action

plans' would be removed. This meeting would also follow up on actions from course reviews in the previous year.

The Senior Review Group might identify further action required, request documentation or ask for a full course/subject review to be undertaken. Such course/subject reviews would be conducted by an appropriately constituted panel depending on the issue(s) under consideration and report to ADEC. Faculties would be expected to evaluate actions taken in the following year.

The November/December meetings relating to academic planning and Learning and Teaching Strategy monitoring would be separated to provide greater space for consideration of the dataset.

The Chair advised that the aim was to reduce unnecessary bureaucracy through the removal of the requirement to complete action plans and to create opportunities for constructive dialogue on matters arising from the dataset.

AGREED: that the revised process be endorsed for implementation in 2015/16.

15.43 PROPOSED COMMENDATION AWARD IN POSTGRADUATE COURSES

The Committee at its December meeting had considered the annual overview report on external examiners' reports and noted that a small number of externals had suggested that a Commendation band should be introduced for the 60 - 69% range in postgraduate awards (min 14.140 refers). The Committee had agreed to consult Faculties on the matter.

The Chair presented Paper No LTC/15/10 which provided details of previous reviews, the context for the current review, and faculty responses.

It was noted that no national guidance on the grading of postgraduate awards existed, but a number of recent small sample surveys suggest that the majority of institutions had three rather than two pass bands in postgraduate awards, roughly in a 2:1 ratio.

The Committee noted that all faculties have responded in favour of the introduction of a Commendation band at 60% and that the Faculty of Life and Health Sciences had provided a detailed paper in support of the proposal. Art, Design and Built Environment had commented that the introduction of a Commendation band would create very narrow bandings and noted some support for raising the Distinction level to 80%+, with Commendation at 65%. There was no support in the Committee for such a realignment, in view of current conventions in the University and sector.

The Committee confirmed the introduction of the change from year 1 intake in September 2015. It would not apply to current students as those whose overall results were in the lowest 50 – 59% band might consider themselves disadvantaged compared to being grouped in the broader 50 – 69% range from only two bands and they would not have had the motivational benefit of the new band for the full period of their studies, which was one of the reasons cited by the Faculty of Life and Health Sciences for its introduction.

The Committee noted that any change would also apply in the MRes, a research degree.

AGREED: that it be recommended to Senate that a Commendation band at 60 – 69% be introduced and that the Regulations for Postgraduate Diplomas and Certificates and Postgraduate Programmes of Study leading to the Award of Master's Degrees be revised as set out in Appendix 2.

15.44 SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan presented the report of the meeting held on 20 May 2015 (Paper No LTC/15/11).

15.45 Employability Conference (Item 1i)

The Committee noted the success of the sixth annual Employability Conference held in May and noted that a short digest of outcomes might be produced. Professor McMullan thanked Dr Sharon Milner for organising the event.

15.46 DLHE Review (Item 1ii)

The Committee noted that the Employability Monitoring Working Group would oversee and report to SET on the implementation of recommendations aimed at enhancing the publicising, collection and reporting of the DLHE survey.

15.47 Working Groups (Item 2)

The Committee noted that the four working groups continued to progress their work with guidance being developed on Work Experience, Employability Monitoring, and Student Employability Skills. The Guiding Principles for Work Experience would be re-issued to ensure that staff were aware of the five principles.

15.48 WAP Funds (Item 3)

Professor McMullan reported that it was hoped that WAP Work Experience and WAP International Study funds would be available for 2015/16 but this activity was challenging on account of reduced funding.

15.49 Placement Employer of the Year (Item 5)

The Committee noted that the seventh Awards ceremony had taken place in May and that videos had been created for each of the finalists which could be used by faculties to showcase employer engagement and to promote placement in the online prospectus.

15.50 Ulster EDGE Award (Items 6 and 7)

The Committee noted over 5,700 registered students on the Award and the levels of participation by faculty. One of the students interviewed by the EDGE Excel Award Panel had received a job offer from a participating employer.

Professor McMullan reported that SET had recently supported the waiving of the fee for associated credit-bearing modules for part-time students participating in EDGE from 2015, in line with full-time undergraduate students. Ms Honan welcomed this development.

15.51 Epigeum

It was noted that the University's participation in the 'Enterprise Skills for Work' collaborative project was funded by the Learning and Teaching Strategy Fund. It involved a number of institutions and would provide a programme of eight online courses to equip students with enterprise skills.

Mrs Quinn referred to the other Epigeum project involving the University, 'Academic Success: Skills for Learning, Skills for Life' and the high quality of material being developed which included pre-entry, transition, and study skills online modules. It was noted that all modules would be available to course teams to support their students.

DIGITAL LEARNING SUB-COMMITTEE

15.52 Digital Learning Sub-Committee

Professor Hanna presented the report of the meeting held on 21 April 2015 (LTC/15/12a).

15.53 Greater Belfast Development (GBD) and End-User Technologies (Item 1)

Professor Hanna reported that a useful presentation had been provided on the strategic engagement that had informed the specification of the different types of teaching and learning spaces in the GBD and the opportunities for further engagement. Example spaces had been created and research was being conducted to understand how students interacted with them.

It was noted that technology requirements needed to be agreed and evidence-based to support funding bids. Professor McMullan expressed some concern in relation to the tight timeline (3 July), particularly as there was currently no room available at Coleraine to test student needs. Professor Hazlett advised that she would forward slides shortly from that morning's briefing to Heads of School and Faculty Learning and Teaching Co-ordinators.

It was noted that, subsequent to the meeting of the Sub-Committee, a new Working Group, the Academic Spaces and Technology Advisory Group, had been constituted to represent the academic voice on the requirements for teaching and research purposes. Its membership covered all campuses and faculties.

15.54 Digital Learning Infrastructure (Item 2)

The Committee noted that the University would continue to host Blackboard into the next academic year.

15.55 Digital Learning Strategy (Item 3)

The Committee noted that 52 stakeholders had participated in a workshop held in January 2015 and that feedback and copies of presentations had been published on the dedicated website. The final draft Strategy, Digital Futures, would be received by Senate at its next meeting in June.

15.56 Digital Learning Policy (Item 4)

The Committee considered the proposed updating and integration of various e-learning policy and procedural statements within the new Digital Learning Strategy, with the following proposed changes:

- that the current e-learning resource agreement be replaced by a Digital Learning Resource Agreement;
- that the Digital Learning Strategy should incorporate the necessary policy and procedures for all aspects of digital learning, including fully online courses;
- that the current Code of Practice for eLearning be withdrawn;
- that in future ADDL provide to evaluation panels for any new fully online course an overview of the engagement of the course team and ADDL and an assessment of the readiness of staff and online materials/resources for the proposed start date.

The Committee noted that the Digital Learning Resource Agreement would be made available as an online form.

AGREED: that the changes be approved.

15.57 Annual Digital Learning Review (Item 5)

Professor Hanna reported on the high levels of VLE usage and advised that summary figures would be published through *Insight* to widen knowledge about the scale of digital learning activity.

It was noted that there was still a question over the availability of a programme support area for all courses and reconsideration of single or shared areas would help finalise the count.

15.58 Ulster MOOCs and Open Learning Working Group

Professor Hamber, Chair of the Ulster MOOCs and Open Learning Working Group, and Dr Murphy gave a presentation on the draft final report of the Working Group (LTC/15/12b), which had been jointly endorsed by the Pro-Vice-Chancellors (Learning, Teaching and Student Experience) and (Research and Innovation).

The Committee noted that the Group had been established in early 2014 to consider the potential for Massive Open Online Courses (MOOCs) and other forms of open learning. The Group comprised 22 members and had met five times.

Extensive literature review, sector scan and benchmarking had been undertaken as well as a platform analysis and analysis of the University's context. Institutional

conversations and awareness-raising activities had been held and possible collaborations with Leeds and Dublin City universities explored.

The Committee noted the tensions and challenges of developing a business model for MOOCs that worked for the University. Costs were prohibitive unless shared with an educational or business partner, and together with the other challenges identified relating to 'openness', scale and practicalities, it was concluded that MOOCs should not be recommended in the short-term, but that an incremental approach was appropriate. It was considered that there would be significant value in developing open learning, integrated within the Digital Learning Strategy, with a view to enhancing the student experience, leveraging the research-teaching nexus, engaging students as co-creators of knowledge and educational resources, and furthering pedagogic research and the public dissemination of research. It would build capacity and capability for any future MOOC development.

The Committee noted the ten recommendations (section 5), the Open@Ulster Definition, Vision, Aim and Objectives (6) and the Open Educational Resources (OER) Policy Statement and Guidance (7).

It was noted that the Working Group had now concluded its work and that an Open Project Board, reporting to the Digital Learning Sub-Committee, would oversee institutional OER projects.

AGREED that:

- i) the authors of the report, Professor Hamber, Dr Murphy and Mr Jaffrey, and other members of the Group be thanked for their comprehensive work;
- ii) the report and the recommendations set out at 5i) – x) be endorsed, and be presented to Senate with the Digital Futures Strategy;
- iii) Deans and Heads of School ensure that the report and its findings were discussed within faculties and schools.

15.59 PROFESSIONAL AND CONTINUING EDUCATION SUB-COMMITTEE

Professor McMahon-Beattie presented the report of the meeting held on 28 April 2015 (LTC/15/13).

15.60 Professional and Continuing Education (PCE) Plans Overview Paper (Item 2a)

It was noted that most schools now had a draft PCE plan in place, although it was acknowledged that planning during 2014/15 had been challenging owing to the impact of 2015/16 funding cuts and the focus on maintaining current numbers.

15.61 PCE Recommendations (Item 2b)

A PCE working group was to be established to review the planning cycle, scheduling, timeframe and value of setting targets and it was expected that it would meet in August. A 'Continuing Education Guide for Adult Learners' would be

developed to support the increased transparency of flexible higher education pathways at the University.

15.62 Adult Learners and Higher Level Apprenticeships (Item 2c)

As adult learners were a key target area for DEL, ADDL intended to work with Marketing to ensure that the needs of this group were reflected in literature. The Centre for Flexible and Continuing Education would be hosting an event in the autumn focussing on national developments in Higher Apprenticeships.

15.63 Regional CPD Solution: Project 10

The Committee noted that the first of four modules of the Digital Learning Practice Project had been delivered in June to a cohort of SRC staff. Members of the Sub-Committee thought that University staff could benefit from these modules to enhance their own digital literacy and saw potential for a digital pathway in the PgCHEP.

15.64 Fees on Flexible Framework Modules

The Committee noted that solutions were being explored to a problem with premium fee modules in the Postgraduate Framework where such fees were not identified if there were international students taking a course which included such a module.

15.65 Non-Award Bearing Activity (Item 4)

It was noted that the creation of a University identity for students of non credit-bearing short courses required resolution if WPM was to be a scalable solution to provide such student access to University resources. It was hoped that ISD would prioritise the Ulster Identity Management Project in the 2015/16 budget.

The Chair emphasised the importance of ensuring that the academic voice was heard in the consideration of priorities.

15.66 EDUCATION FOR SUSTAINABLE DEVELOPMENT REVIEW GROUP

Professor McKillop presented the report of the Review Group (LTC/15/14), on behalf of Mr McCurry.

The Review Group had been established in October (min 14.88) to consider the QAA/HEA Guidance for Higher Education Providers: Education for Sustainable Development (June 2014) in the context of the University's commitment to education for sustainable development within its Learning and Teaching Strategy (Strategic Aim 2), the relationship of the Guidance to the University's own Graduate Qualities statement and guidance, and how the Guidance might be made manifest in the University's articulation of the Key Principles underpinning the Ulster Student Experience.

The Group had met on three occasions and the report provided a response to each of the Review Group's Terms of Reference. It was noted that confirmation had been

received from all faculties that this topic was part of their curricula and was being formally taught in programmes.

The Committee was pleased to note the close alignment between the QAA/HEA Guidance and that for the University's Graduate Qualities and considered three recommendations:

- a) that 'Sustainability Efforts' be recorded and measured explicitly in the monitoring of Operational Performance Indicators and in Key Strategic Performance Measures of the Learning and Teaching Strategy;
- b) that the implementation framework for Key Principle 5 of the Student Experience Principles was the most appropriate vehicle to build on the work identified by faculties in their reports;
- c) that the submission of the report concluded the business of the Review Group.

AGREED that:

- i) Mr McCurry and other members of the Review Group be thanked for their work;
- ii) the implementation and monitoring framework for Key Principle 5 be used to support further development;
- iii) some of the work undertaken by the Review Group might be used by the Environmental Sustainability Steering Group as evidence to report on how the University had embedded sustainability in the curriculum;
- iv) the information contained in the paper would be of value to the Communication Department in terms of a unique selling point for the University's courses.

15.67 VIVA VOCE EXAMINATIONS

Professor McAlister presented Paper No LTC/15/15 on Viva Voce Examinations.

It was noted that Senate at its meeting on 22 April 2015 had noted the Academic Development and Enhancement Committee's earlier decision that the use of viva voce examinations in undergraduate and postgraduate courses as discretionary assessment tasks outside the validated course assessment processes should be discontinued with immediate effect. A distinction was made between presentations and oral examinations (a normal part of the assessment strategy for a module/course) and viva voce examinations which were discretionary and used to determine results for individual candidates, either in exceptional circumstances or as an alternative to the normal method of assessment.

ADEC had noted that vivas were not currently used in undergraduate programmes and had agreed that discretionary interviews could continue with selected candidates for benchmarking purposes only, in order to give external examiners an opportunity to assess the quality of students' learning but that it should be made

clear that such interviews would not contribute to the final outcome for individual candidates. They should, therefore, not be an element of the assessment process.

The Committee was asked to endorse and recommend to Senate revisions to Regulations and the Code of Practice for External Examining. It was noted that the External Examiners' Handbook, the Assessment Handbook and regulations templates would be updated to reflect these changes. Course/subject teams should update their regulations in course handbooks and/or advise current students that the specific clause did not operate and inform them of the possibility of discretionary interviews, if appropriate.

Professor Jędrzejewski requested that the wording in one clause be reviewed to clarify that external examiners were not required to attend all oral examinations.

AGREED: that, subject to the wording being revised to remove ambiguity, it be recommended to Senate that the proposed changes to the Regulations and the Code of Practice as set out in Appendix 3 be approved.

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

Mrs Peden presented a paper on the deposit of Master's dissertations of Distinction standard in the University Library (LTC/15/16).

It was noted that the Committee had discussed over a protracted period the current regulation which required a hard copy of such dissertations to be deposited in the Library until a mechanism became available for electronic deposit. The Committee, at its October 2014 meeting (min 14.63 refers), had agreed that VLE course support areas should be used to host an appropriate sample of dissertations in order to provide exemplar dissertations for current students. The exemplars would be available for a minimum period of five years with the sample size and period determined by the relevant faculty or course committee.

The Committee had requested that the Library, in liaison with ADDL, give further consideration to the continuation of the current requirement for the Library to provide access to paper copies of Distinction level dissertations for the purposes of wider dissemination.

In seeking to develop a sustainable solution to this matter, Mrs Peden explained that her proposals focussed on enhancing the user experience and assisting the development of the digital Library by giving users access to information at a time, place and pace of their choosing.

The Committee considered either the use of the Ulster Institutional Repository (UIR) or the development of a specific online repository on the Library server. The latter was the Library's preferred option as there was capacity and competence in the Library staff team to deliver this service. Library staff would take responsibility for uploading dissertations and Faculty Subject Teams would be able to assign metadata to the dissertations as an aid to discovery. To facilitate digital archiving an electronic deposit agreement similar to that used for doctoral theses would be

required. It was noted that the development of a Digital Services Centre and the proposal that the Digital Learning Sub-Committee investigate the development of a central repository to accommodate the digital submission of student coursework, including assignments and dissertations, could facilitate final version submission and distribution workflows.

This option would only provide access by University staff or registered students through the Central Authentication System. The Committee, therefore, noted the need to consider whether an expectation of general public access should continue. It was noted that the Library rarely, if ever, receive requests from the public for access to dissertations.

Professor Millar noted that minor corrections were sometimes made to the Master's dissertation after the examination had taken place. The Committee agreed that it would be important that the version of the dissertation lodged with the Library was the same (uncorrected) as that submitted for examination.

AGREED that:

- i) there should no longer be an expectation of general public access to Master's dissertations deposited with the Library;
- ii) that the current requirement for provision to the Library of hard-copy dissertations of Distinction standard in Master's degrees be rescinded (course teams might still require this for examination purposes, pending progress on the online submission and examination of coursework);
- iii) it be recommended to Senate that revisions be made to the Regulations for Postgraduate Programmes of Study leading to the Award of Master's Degrees and Guidelines for the Preparation and Presentation of Dissertations for Master's Degree Programmes as set out in Appendix 4.

15.69 EXTERNAL EXAMINERS

Professor McAlister presented the annual report on the nomination and appointment of external examiners (Paper No LTC/15/17). The Committee noted the number of nominations submitted, the proportion which were late, incomplete or departed from the University's Code of Practice, and the number not approved.

The Chair welcomed the reduction from the previous year in the number of late nominations and encouraged faculties to continue to submit nominations on a timely basis.

It was noted that the main reason for non-accordance with the Code of Practice remained a lack of previous external examining experience on the part of nominees and the Chair stressed the need for the nomination forms and the accompanying CVs to make explicit the relevance of nominees' experience. She also reminded faculties that, if a nomination were not approved, course directors should not appeal the decision unless there was significant new information which had not been provided previously.

Professor McAlister mentioned that the HEFCE Review (min 15.34) might propose stricter requirements for external examiners and that that University's Code of Practice would be reviewed in light of the report.

AGREED that:

- i) Faculties ensure the timely submission of external examiner nominations for consideration no later than the June meeting of the Committee. (The date for submission from September 2016 appointments is 27 May 2016);
- ii) Faculties ensure that staff responsible for making, processing and checking nominations were aware of the contents of the Code of Practice on External Examining;
- iii) Faculties remind such staff of the importance of providing all necessary information and ensuring that all issues, and in particular those regarding 'non-accordance' with the Code, were addressed before submission;
- iv) progress in relation to nominations and appointments for 2016/17 be reviewed by the Committee in June 2016.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

15.70 Revalidation Unit 1Ac: Accounting

The Committee considered Paper No LTC/15/18a) from the Ulster University Business School proposing a departure from the University's regulatory framework in relation to the title of the CertHE and AB exit awards in the BSc Hons Accounting with Specialisms.

It was noted that the programme had three areas of specialism, Taxation, Management and Information Systems and that the specialism was to be named in the degree award. The rationale for a different exit award title ('Accounting' only) was that the content and number of specialist modules which students would take would not be sufficient to warrant naming the specialism.

AGREED: that the proposal be approved.

15.71 Revalidation Unit 3C4a: Pharmacy

The Committee considered a paper from the Faculty of Life and Health Sciences (LTC/15/18b) in relation to the MPharm (Hons) requesting a) inclusion of three levels (5, 6 and 7) in the classification of the final result; b) introduction of a BSc Honours exit award to include the level 7 research project module, with this award being classified on the basis of level 6 and one level 7 module; and c) the use of exit award titles which differed from that of the primary award.

a) Classification of Final Award

The Committee noted that the Revalidation Panel had recommended that consideration be given to the contribution of assessment results from earlier years of the programme. The General Pharmaceutical Council re-accreditation team had asked the University to consider the classification of the award although it had not specified this as a requirement. A number of external examiners had also queried the University's approach as other institutions used two or three levels.

The Faculty proposed that the three years contribute as follows: two (level 5) – 20%, three (Level 6) – 30% and four (Level 7) – 50%. This would reflect the integrated nature and philosophy of the degree and the expectation that practice skills were assessed from year 2.

b) BSc Honours Exit Award with Dissertation/Project at Level 7

The Committee noted that Level 6 of the course did not include a project or dissertation which meant that a BSc Hons exit award would not fulfil the University's expectation for such qualifications unless the relevant module at Level 7 was used. It was therefore proposed that the BSc Hons exit award be based on all Level 6 modules and the Level 7 project for students who otherwise were unsuccessful in the final year.

The Chair advised that the learning outcomes for the Honours and the AB degrees were currently at the same level and that these would need to be revisited with the existing AB outcomes rewritten to reflect level 5. External confirmation for the structure of the BSc Hons as an integrated and coherent programme of study was also required.

c) Exit Awards with Different Title

The Committee noted that the MPharm was a professionally recognised degree with graduates registering as practitioners following the successful completion of a pre-registration year. Students leaving with the AB or BSc (Hons) exit awards would not be able to register as pharmacists and therefore the protected title in the primary degree could not be used. 'Pharmaceutical Studies' was proposed for both exit awards.

AGREED that:

- i) the proposed basis of classification for the MPharm Hons and BSc Hons and the title of the exit awards be approved;
- ii) the introduction of the BSc Hons exit award be subject to review of AB learning outcomes and external examiner endorsement.

15.72 Revalidation Unit 26F: BSc Hons Social Work

The Committee at its April meeting had considered a request from the Faculty of Social Sciences for two departures from the University's regulatory framework in relation to the additional admission requirements and the restriction on exemption

(min 15.26 refers). The Committee had referred these back to the Faculty for further clarification of the rationale for both the proposals.

The Committee received a further paper (LTC/15/18c) from the Faculty which provided additional information on the regional agreement in place for the delivery of the social work degrees in Northern Ireland and a proposed action plan.

The Committee noted that its concerns regarding the different admission requirements for the part-time degree had been discussed at meetings of the Regional Strategic Advisory Group for Social Work, the Regional Admissions Group and the Northern Ireland Degree in Social Work Partnership. It was noted that, although the additional entry requirement for the part-time route of relevant or voluntary work experience had been introduced as a widening participation initiative in 2010, the feasibility of maintaining the part-time mode was now the subject of a regional review arising from the Northern Ireland Social Care Council's Five Year Review in 2014. This was due to report by June 2016.

The Committee's concern about the proposal not to permit any exemption based on APL except in respect of certificated learning by relevant graduates, who were admitted to a specific route, had also been noted in the regional meetings and further consideration was to be given to achieving regional agreement. December 2015 was set as the deadline for completion of this work.

AGREED: that current rules be maintained for the 2015 intake and that the Faculty provide further reports on these matters in 2015/16.

15.73 PRIZES

The Committee received Paper No LTC/15/19 which set out proposals for four new prizes and eight new prizes which had been approved by Chair's action on behalf of the Committee and Council.

MFS Advanced Measurement Prize
MFS Procurement and Administration Groupwork Prize
Thomson Reuters Dissertation Prize
Thomson Reuters EU Law Prize

Gradam Eigse Cholm Cille
Gradam Mhic Mhurchaidh
Alex McGuigan Memorial Prize
Outstanding Academic Achievement Award
Danske Bank Year 2 Team Award
Pat Duffy Award
CIMA Management Accounting Prize
Peninsula Award for Excellence in HRM

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

15.74 DATES OF SEMESTERS 2015/16 – 2020/21

The Committee received Paper No LTC/15/20 Dates of Semesters 2015/16 – 2020/21 and considered proposed dates for 2020/21.

AGREED: that the dates of semesters for 2020/21 be approved as follows:

Introductory period	Monday 14 September 2020 - Friday 18 September 2020
<u>Autumn Semester</u>	Monday 21 September 2020 – Friday 22 January 2021 (15 weeks) 12+(3)+3
(Christmas vacation	Monday 14 December 2020 – Friday 1 January 2021)
Examinations begin	Tuesday 5 January 2021
<u>Spring Semester</u>	Monday 25 January 2021 – Friday 28 May 2021 (16 weeks) 9+(2)+3+1+3
(Easter vacation	Monday 29 March 2021 – Friday 9 April 2021) (Easter Sunday 4 April)
(Revision week	Tuesday 4 May 2021 – Friday 7 May 2021)
Examinations begin	Monday 10 May 2021
<u>Summer Semester</u> (intensive)	Monday 19 July 2021 – Friday 10 September 2021 (8 weeks) 6+2
Examinations begin	Monday 30 August 2021
<u>Supplementary Examinations</u>	Wednesday 11 August 2021 – Thursday 19 August 2021

15.75 TERMS OF REFERENCE AND MEMBERSHIP

The Committee reviewed its terms of reference and membership (Paper No LTC/15/21). No changes to the terms of reference were proposed.

15.76 DATES OF MEETINGS

The Committee noted the proposed schedule of meetings for 2015/16.

The Chair reported that Senate at its June meeting had agreed that meetings of Senate and its Committees should be held by video-conference and commence at quarter past the hour. It was noted that currently the Learning and Teaching Committee met at 1.30 pm. It was also noted that SET had decided that one face-to-face meeting might be held. Professor McAlister indicated that she would aim to attend different campuses during the year to chair the meetings.

AGREED: that video-conference facilities be used for three meetings and that afternoon meetings be scheduled to commence at 1.15 pm:

Wednesday 14 October 2015	1.15 pm	82C05/H215/8H09/MD122
Wednesday 9 December 2015	1.15 pm	82C05/J611/12G02/MC115
Wednesday 16 March 2016	10.15 am	82C05/H215/8H09/MD122
Wednesday 15 June 2016	1.15 pm	Boardroom, JN

Duration: 2 hours 50 minutes

29 June 2015

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Arts	MA Hons Applied Languages and Translation (French & German) (with CertHE, AB and BA Hons exit awards) [with DIAS/DPP(I)]	✓	✓	2015 – 2019	CE		
	MA Hons Applied Languages and Translation (French & Spanish) (with CertHE, AB and BA Hons exit awards) [with DIAS/DPP(I)]	✓	✓	2015 – 2019	CE		
	MA Hons Applied Languages and Translation (German & Spanish) (with CertHE, AB and BA Hons exit awards) [with DIAS/DPP(I)]	✓	✓	2015 - 2019	CE		
Life and Health Sciences	FdSc Applied Industrial Sciences (with CertHE exit award)		✓ [and PT fast-track]	2015 – 2019	SRC [Newry & Portadown campuses] January 2015 (one intake) – part-time fast-track mode of the programme to be available at the Newry campus; September 2015 and each September thereafter – both part-time and part-time fast track modes of the programme to be available at both the Newry and Portadown campuses.		13 PT fast track (Newry only) <u>Newry & Portadown</u> 2015/16: 12 PT fast track on each campus 2016/17 – 2018/19: 12 PT and 12 PT fast track on each campus

	FdSc Sport, Exercise and Fitness (with CertHE exit award)	✓	✓	2015 – 2018	NWRC [Strand Road campus]	20	<u>Year of 1st intake</u> 18
	BSc Hons Biomedical Healthcare Sciences [University of Ulster award]		✓ [Blended Learning]	2015 – 2018	DL with some campus attendance [CE/IT Sligo]		<u>Subsequent intakes</u> 20
	BSc Hons Biomedical and Bio-industrial Sciences [IT Sligo award]		✓ [Blended Learning]	2015 - 2018	DL with some campus attendance [CE/IT Sligo]		
	BSc Hons Biomedical Sciences [Joint University of Ulster / IT Sligo award]		✓ [Blended Learning]	2015 – 2018	DL with some campus attendance [CE/IT Sligo]		
	<p>The following exit awards are available within all of the programmes:</p> <p>Higher Certificate in Biomedical Studies [IT Sligo award] Associate Bachelor's Degree in Biomedical and Bio-industrial Studies [University of Ulster award] FdSc in Biomedical and Bio-industrial Studies [University of Ulster award] BSc Ordinary Degree in Biomedical and Bio-industrial Studies [IT Sligo award].</p>						
	Postgraduate Certificate in Theory of Independent Prescribing for Optometrists		✓	2015 – 2019	DL		

Ulster University Business School	MSc International Tourism Management (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	BT	
	MSc International Hospitality Management (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	BT	

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Access, Digital and Distributed Learning	31C	Postgraduate Certificate in Higher Education Practice (PgCHEP)		✓	2015 – 2019	JN		
Art, Design and the Built Environment	4D	FdEng Civil and Environmental Engineering (with CertHE exit award)	✓	✓ Fast-track (2 years)		SWC, Dungannon, Enniskillen and Omagh	25	25
Arts	20	Undergraduate Honours Subject: English as a Second Language (Minor);	✓	✓	2015 – 2019	CE		
		Undergraduate Honours Subject: Chinese (Minor) [with optional DIAS/DPP(I)];	✓	✓	2015 – 2019	CE		
		Undergraduate Honours Subject: French (Major/Main [with DIAS/DPP(I)] / Minor [with optional DIAS/DPP(I)]);	✓	✓	2015 – 2019	CE		
		Undergraduate Honours Subject: German (Major/Main [with DIAS/DPP(I)] / Minor [with optional DIAS/DPP(I)]);	✓	✓	2015 – 2019	CE		
		Undergraduate Honours Subject: Spanish (Major/Main [with DIAS/DPP(I)] / Minor [with optional DIAS/DPP(I)]);	✓	✓	2015 – 2019	CE		

		Language optional modules (17 Personal and Professional Development Language optional modules and 3 Chinese optional modules);	✓		2015 – 2019	CE		
		BA Hons Applied Languages and Translation (French & German) (with CertHE and AB exit awards) [with DIAS/DPP(I)];	✓	✓	2015 – 2019	CE		
		BA Hons Applied Languages and Translation (French & Spanish) (with CertHE and AB exit awards) [with DIAS/DPP(I)];	✓	✓	2015 – 2019	CE		
		BA Hons Applied Languages and Translation (German & Spanish) (with CertHE and AB exit awards) [with DIAS/DPP(I)].	✓	✓	2015 – 2019	CE		
Computing and Engineering	10A1	BEng Hons Clean Technology (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BEng Hons Electronic Engineering (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BEng Hons Engineering Management (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BEng Hons Mechanical Engineering (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BEng Hons Mechanical and Manufacturing Engineering (with AB and CertHE exit awards) (FT [with DIAS/DPP(I)] and PT Fast Track Level 5 entry) ;	✓	✓	2015 – 2019	ME		

		BEng Hons Mechatronic Engineering (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓	✓	2015 – 2019	JN		
		BEng Hons Renewable Energy Engineering (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓	✓	2015 – 2019	ME		
		MEng Hons Renewable Energy Engineering [with Diplom Ingenieur option (Dual award – Ulster/Augsburg)] (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	ME/Augsburg		
		MEng Hons Mechanical and Manufacturing Engineering [with Diplom Ingenieur option (Dual award – Ulster/Augsburg)] (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	ME/Augsburg		
		MEng Hons Engineering Management (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		MEng Hons Mechatronic Engineering [with Diplom Ingenieur option (Dual award – Ulster/Augsburg or Kempten)] (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	ME/Augsburg or Kempten		
		MEng Hons Mechanical Engineering [with Diplom Ingenieur option (Dual award – Ulster/Augsburg)] (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN/Augsburg		
		MEng Hons Electronic Engineering [with Diplom Ingenieur option (Dual award – Ulster/Augsburg or Kempten)] (with BEng Hons, AB and CertHE exit awards) [with DIAS/DPP(I)].	✓		2015 – 2019	JN/Augsburg or Kempten		

	10A2	BSc Hons Biomedical Engineering (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BSc Hons Engineering Science (with AB and CertHE exit awards) [with DIAS/DPP(I)];	✓		2015 – 2019	JN		
		BSc Hons Technology with Design (with AB and CertHE exit awards) [with DIAS/DPP(I)].	✓		2015 – 2019	BT/JN		
	10B1	FdEng Engineering with specialisms (with CertHE exit award) in						
		Automotive Engineering	✓	✓ [and PT fast-track]	2015 – 2019	SWC - Omagh & Dungannon	See Appendix A attached for Max Cohort Sizes	
		Manufacturing Engineering	✓	✓ [and PT fast-track]	2015 – 2019	SWC - Omagh & Dungannon		
		Mechatronics	✓	✓ [and PT fast-track]	2015 – 2019	SWC - Omagh & Dungannon		
		Wind Turbine Technology	✓	✓ [and PT fast-track]	2015 – 2019	SWC - Omagh		
Life and Health Sciences	3C4A	BSc Hons Pharmaceutical Sciences	✓		2015 – 2019	CE		
		PgDip/MSc Pharmaceutical Sciences (with PgCert exit award)	✓	✓	2015 – 2019	CE		
		Master of Pharmacy (MPharm) with Honours (with AB exit award)	✓		2015 – 2019	CE		
		MSci Hons Pharmaceutical Biosciences (with BSc Hons, AB and CertHE exit awards)	✓		2015 – 2019	CE		

	12D	FdSc Horticulture (with specialisms in Landscape Management, Sportsturf Management and Production Management) (with CertHE exit award)	✓	✓	2015 – 2019	CAFRE	1 st yr = 10 2 nd yr = 12 3 rd yr = 15 4 th yr = 15 5 th yr = 15	1 st yr = 14 2 nd yr = 15 3 rd yr = 16 4 th yr = 17 5 th yr = 17
	22B1	BSc Hons Specialist Nursing with 11 pathways:	✓	✓	2015 – 2019	JN		
		Community Learning Disability	✓					
		Learning Disability (new pathway)	✓					
		Community Mental Health	✓					
		Mental Health	✓					
		Adult Emergency Care		✓				
		Adult Nurse Practitioner		✓				
		Adult Diabetes		✓				
		Adult Stroke		✓				
		Adult Palliative Care		✓				
		Community Children's	✓					
		District Nursing (Integrated Nurse Prescribing)	✓					
		Postgraduate Diploma in Specialist Nursing with 11 pathways as above	✓	✓	2015 – 2019	JN		
		PgDip/MSc Palliative Care (with PgCert exit award)		✓	2015 – 2019	JN		
Social Sciences	26F	BSc Hons Social Work (with CertHE and AB exit awards) (with optional DIAS)	✓	✓	2015 – 2019	ME		
		BSc Hons Social Work (Levels 4 & 5) (with CertHE and AB exit awards)	✓		2015 – 2019	BMC [Gerald Moag campus]	30	
		BSc Hons Social Work (Levels 4 & 5) (with CertHE and AB exit awards)	✓		2015 – 2019	SWC [Dungannon campus]	15	
	30B2	Access Diploma (Social Sciences) with Pathways (with Certificate in Adult Learning exit award)	✓	✓	2015 – 2019	SRC	See Appendix B attached for	

		<p>The following pathways are available:</p> <p>Social Sciences and Humanities</p> <p>Science</p> <p>Combined Studies</p> <p>Community Development</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>[Armagh, Newry & Portadown campuses]</p> <p>Armagh, Newry & Portadown</p> <p>Armagh, Newry & Portadown</p> <p>Armagh, Newry & Portadown</p> <p>Armagh, Newry & Portadown</p> <p>SWC, [Dungannon & Enniskillen campuses]</p>	<p>Max Cohort Sizes</p> <p>Dungannon: 18 Enniskillen: 24</p>	
	30B4	Access Diploma in Social Sciences (with Certificate in Adult Learning exit award)	✓	✓	2015 – 2019		Dungannon: 15 Enniskillen: 16	
Ulster University Business School	1Ac	BSc Hons Accounting with Specialisms in Management, Taxation and Information Systems (with AB and CertHE exit award) [with optional DPP(I)/DIAS]	✓	✓	2015 – 2016	ME		
	1C	BSc Hons Accounting and Management (Levels 4 and 5) (with CertHE and AB exit awards)		✓	2015 – 2019	SRC [Newry campus]	Faculty to confirm cohort sizes	
	1Ab	BSc Hons Accounting and Management (with CertHE and AB exit awards)	✓		2015 – 2019	QAHE [London]	1 st yr = 95 2 nd yr = 95 3 rd yr = 105 4 th yr = 125 5 th yr = 125	
	5E1B	Revalidation Unit 5E1B: MSc International Business (with PgCert and PgDip exit awards)	✓		2015 – 2019	QAHE [London & Birmingham]	<u>London</u> 1 st yr = 95 2 nd yr = 95 3 rd yr = 105 4 th yr = 125 5 th yr = 125	

	5H	MSc Management and Corporate Governance (with PgDip exit award)	✓ [JN only]	✓	2015 – 2019	JN & Marino Institute Dublin [outcentre]	<u>Birmingham</u> 1 st yr = 97 2 nd yr = 160 3 rd yr = 175 4 th yr = 187 5 th yr = 191	
	5O	FdSc Business Services Management (with CertHE exit award)	✓	✓ [and PT fast-track]	2015 – 2019	SWC [Dungannon, Enniskillen & Omagh campuses]		
	15B	MSc International Event Management (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	BT		
	15F	FdSc Tourism, Hospitality and Events [previously FdSc Hospitality, Tourism and Events] (with CertHE exit award)	✓	✓	2015 – 2019	SERC [Bangor, D'patrick & Lisburn campuses]	15 at each campus	15 at each campus

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and the Built Environment	BSc Hons Building Engineering and Materials [last intake: 2014/15] BSc Hons Housing Management [last intake: 2014/15] PgDip/MSc Hydrogen Safety Engineering [last intake: 2014/15]	JN JN JN
Computing and Engineering	MEng Engineering [Last intake: 2005/06] MEng Electronics and Software [Last intake: 2003/04]	JN JN
Life and Health Sciences	BSc Hons Health Studies [no intake] PgDip/MSc Health Studies [no intake]	JN JN

Appendix A – Revalidation Unit 10B1: Engineering at South West College

Maximum Cohort Sizes

Foundation Degree in Engineering (Automotive Engineering)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
DUNGANNON/OMAGH	FT 2/2 PT 1/0 F-T 1/2	FT 3/5 PT 1/1 F-T 3/2			
Foundation Degree in Engineering (Manufacturing Engineering)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
DUNGANNON/OMAGH	FT 4/2 PT 1/0 F-T 2/1	FT 5/3 PT 1/1 F-T 4/3			
Foundation Degree in Engineering (Mechatronics)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
DUNGANNON/OMAGH	FT 2/2 PT 0/1 F-T 1/2	FT 3/4 PT 2/1 F-T 3/3			
Foundation Degree in Engineering (Wind Turbine Technology)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
OMAGH	FT 1 PT 2 F-T 1	FT 7 PT 3 F-T 2			
Foundation Degree in Engineering (with Specialisms)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
TOTAL	FT 15 PT 5 F-T 10	FT 30 PT 10 F-T 20			

Appendix B – Revalidation Unit 30B2: Access Diploma (Social Sciences) with Pathways (with Certificate in Adult Learning exit award) (FT/PT) at Southern Regional College (Armagh, Newry and Portadown campuses)

Maximum Cohort Sizes

Social Sciences and Humanities pathway

Year	Campus	Full-time	Part-time
2015/16	Newry	40	40
	Armagh	34	-
	Portadown	25	-
2016/17	Newry	45	45
	Armagh	25	-
	Portadown	25	-
2017/18	Newry	50	40
	Armagh	25	15
	Portadown	25	-
2018/19 & 2019/20	Newry	50	50
	Armagh	25	20
	Portadown	25	20

Science pathway

Year	Campus	Full-time	Part-time
2015/16	Newry	40	40
	Armagh	17	15
	Portadown	25	20
2016/17	Newry	45	45
	Armagh	25	20
	Portadown	25	20
2017/18 – 2019/20	Newry	50	40
	Armagh	25	25
	Portadown	25	25

Combined Studies pathway

Year	Campus	Part-time
2015/16	Newry	45
	Armagh	22
	Portadown	38
2016/17 – 2019/20	Newry	45
	Armagh	24
	Portadown	38

Community Development pathway

Year	Campus	Full-time	Part-time
2015/16	Newry	-	25
	Armagh	-	-
	Portadown	-	20
2016/17	Newry	20	25
	Armagh	-	-
	Portadown	-	25
2017/18	Newry	20	25
	Armagh	-	18
	Portadown	20	25
2018/19	Newry	20	50
	Armagh	-	25
	Portadown	25	50
2019/20	Newry	20	50
	Armagh	-	25
	Portadown	50	50

COMMENDATION AWARD IN POSTGRADUATE COURSES

Proposed amendments to Regulations (additions in bold):

Regulations for Postgraduate Diplomas and Certificates

- 23 The results of candidates who have successfully completed a programme of study leading to the award of Postgraduate Certificate or Postgraduate Diploma shall be graded by order of merit as Pass with Distinction, **Pass with Commendation**, and Pass.

The assessment results for the final level of the programme shall determine the overall grading. The weighting of each module's contribution to the final result shall be determined by the module's credit value.

The following shall be the minimum overall percentages used to determine the final gradings of candidates:

Pass with Distinction 70%
Pass with Commendation 60%
 Pass 50%

Regulations for Master's degrees

- 22 The results of candidates who have successfully completed a programme of study leading to a Master's degree shall be graded by order of merit as Pass with Distinction, **Pass with Commendation**, and Pass.

The assessment results for the final level of the programme shall determine the overall grading. The weighting of each module's contribution to the final result shall be determined by the module's credit value.

The following shall be the minimum overall percentages used to determine the final gradings of candidates:

Pass with Distinction 70%
Pass with Commendation 60%
 Pass 50%

Where a dissertation or project of 45 credits or more is a requirement for the award, a mark of 70% or above **or 60% or above** shall also be achieved in this module in order for the degree to be awarded with Distinction **or Commendation respectively**.

[...]

VIVA VOCE EXAMINATIONS

Proposed amendments to Regulations and the Code of Practice for External Examining of Taught Programmes of Study:

Regulations Governing Examinations in Programmes of Study

Regulations 5 and 9: The duties of [Course/Subject] External Examiners shall include:

[...]

Replace:

- d) attendance with or without one or more internal examiners as determined by the [Course/Subject] Board of Examiners at viva voce examinations and oral examinations which are held at the discretion of the [Course/Subject] Board of Examiners.

with:

- d) attendance with one or more internal examiners at such oral examinations as are determined by the [Course/Subject] Board of Examiners.

Regulation 12: Duties of Chief External Examiners shall include: **delete** clause (c):

- (c) attendance with or without one or more internal examiners as determined by the Progress and Award Board of Examiners at viva voce examinations and oral examinations which are held at the discretion of the Board;

and re-number remaining clauses.

Code of Practice for External Examining of Taught Programmes of Study

Clause 8d) Replace as 5 and 9 above.

Clause 9c) Delete and re-number remaining.

Clause 11:

- 11 In order that Course and Subject External Examiners can fulfil their duties, the Course or Subject Director shall ensure that:

[...]

Replace:

- d) where a viva voce examination is held for some of the candidates, the principles for the selection of candidates and the form which the examination will take are agreed with the External Examiners;

with:

- d) where External Examiners are to attend oral examinations, the arrangements are agreed with them in advance. Where at the discretion of the Board of Examiners it is agreed that interviews are held with selected candidates to assist External Examiners in judging the standards of assessment and the quality of student learning, the principles for the selection and the form of the interviews are discussed with the External Examiners in advance. (It should be made clear to students that such interviews are not part of the assessment process and will not contribute to their individual results.) External Examiners may choose to meet with groups of students.

Clause12 [in respect of Chief External Examiners]

Replace:

- c) where a viva voce examination is held for some of the candidates, the principles for the selection of candidates and the form which the examination will take are agreed with the External Examiners;

with:

- c) where at the discretion of the Progress and Award Board of Examiners it is agreed that interviews are held with selected candidates to assist the Chief External Examiner in judging the standards of assessment and the quality of student learning, the principles for the selection and the form of the interviews are discussed with the Chief External Examiner in advance. (It should be made clear to students that such interviews are not part of the assessment process and will not contribute to their individual results.) Chief External Examiners may choose to meet with groups of students.

All Award Regulations

Delete the following clause under Examination and Assessment:

At the discretion of the Board of Examiners, candidates may be required to attend a viva voce examination.

AMENDMENTS TO REGULATIONS AND GUIDELINES RELATING TO HARD COPY SUBMISSION OF MASTER'S DISSERTATIONS AND DEPOSIT IN LIBRARY

Regulations for Postgraduate Programmes of Study Leading to the Award of Master's Degrees

Replace:

13. Dissertations which achieve a final mark of 70% or above shall be made available for public access through the University Library. Access to such dissertations shall not normally be restricted. [...]

with:

13. Dissertations which achieve a final mark of 70% or above shall be deposited in digital form in the University Library. Access to such dissertations shall not normally be restricted. [...]

Guidelines for the Preparation of Dissertations for Master's Degree Programmes

2. Restriction to access

Dissertations which receive a mark of 70% or above are deposited **ADD in digital form** in the University Library. Access to such dissertations shall not normally be restricted. [...]

5. Submission of dissertation

Replace:

The course committee shall specify in programme regulations the date for submission of the dissertation for examination.

For campus-based programmes two hard copies shall be required. The copies shall be securely bound. An electronic copy (using industry standard software) may also be required but shall not be the sole submission. For fully online programmes dissertations may be submitted electronically.

The format of dissertations shall be as described in the Guidelines for the Presentation of Dissertations for Master's Degree Programmes.

with:

The course committee shall specify in programme regulations the date for submission of the dissertation for examination and whether the dissertation shall be submitted in digital form and/or hard copy^{*}, and the number of copies required.

The format of dissertations shall be as described in the Guidelines for the Presentation of Dissertations for Master's Degree Programmes.

^{*} The hard copy reference will be removed when the University has completed the transition to online submission of all coursework.

Guidelines for the Presentation of Dissertations for Master's Degree Programmes

Replace preamble:

Note: The guidelines at 1 and 7 relating to paper and binding do not apply to the examination copy of dissertations in fully online courses if so determined by the course committee.

with:

Note: The guidelines at 1, 5 and 7 relating to paper and binding apply only where the course committee has determined that hard copies must be submitted for examination purposes.

3. Introduction of dissertation

The following preliminaries to the dissertation shall be presented in the order listed:
[...]

- (f) *Note on access to contents*

Replace:

Dissertations which receive a mark of 70% or above are deposited in the University Library in hard copy and electronic form. The authors of such dissertations are required to include one or other of the following declarations in the final version of the dissertation presented to the Library. [...]

with:

Dissertations which receive a mark of 70% or above are deposited in the University Library in digital form. The authors of such dissertations are required to include one or other of the following declarations in the final version of the dissertation presented to the Library. [...]

7. Non-Book Media

Work [~~DELETE~~ submitted in forms] which cannot be **ADD submitted in digital form** or incorporated in a pocket within the dissertation should be provided within an appropriate container and should have on the outside the following information: [...]

Delete clause 8 **Binding** [relates to hard copy submission for Library].

Renumber clause 9 (Alternative form of presentation) as 8.