.UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 17 October 2012 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Ms S Alexander, Professor R R Barnett, Mr M Bell, Professor P Carmichael, Miss C Cochrane, Mr J Cunningham, Professor C Curran, Dr L Fitzpatrick, Professor D Heenan, Professor M McColgan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor H McKenna, Dr A McKillop, Professor R J Millar, Dr R Monaghan, Professor I Montgomery, Professor P Ó Dochartaigh, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Professor A Adair, Professor N McClenaghan, Professor A Moran, Ms R Mullan

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner

UNRESERVED

12.81   MINUTES

The confirmed minutes of the meeting held on 20 June 2012 were signed by the Chair.

MATTERS ARISING

12.82   Plagiarism (Mins 12.37, 56-63)

The Committee at its June meeting had supported the continuation of the Turnitin licence. It was noted that the Research Office had paid for the University-wide licence for the 2012/13 academic year as a stop-gap measure, pending a decision regarding future responsibility as the Research Office was now using a different package more suited to research degrees. Professor McAlister reported that she hoped to be able to meet the cost of the licence from the budget for the new Teaching and Learning Strategy.

The Committee noted that the University's Policy, Procedures and Guidance documents had been updated during the summer and that Senate would consider the addition of 'contract cheating' as an example of an offence in the Regulations Governing Examinations at its first meeting of the session in November.

12.83   External Examiners' Access to VLE (Min 12.69 iv)

The Committee had asked the Director of Access and Distributed Learning to revisit external examiners' access to the University's VLE for the purposes of commenting on the quality of the learning opportunities available to students.

Ms Alexander reported that ADL facilitated access in response to individual requests. There was no standard access for all external examiners as this would require the collection of a considerable amount of personal information and the provision of individual visitor codes.

The Department's survey of Faculties revealed that the majority of external examiners did not have access and, for those who did, it was restricted, either under supervision from the module co-ordinator or with the ability to view only those materials they would have seen in paper format for moderation purposes. Most Faculties/Schools supported examiners having restricted access and the responses suggested different ways in which restrictions could be applied: read-only access, time restrictions, access as for standard paper-based assessment, access only for courses taught fully online. It was noted that it would also be important to ensure that external examiners understood and took account of the context in which the online materials were presented (eg online discussions), and to protect the University's intellectual property rights in courses with a significant amount of interactive materials.

AGREED that:

i)   unrestricted access to the VLE for all external examiners not be provided;

ii) where an external examiner wished to have access, the Course/Subject Director discuss the level of access with the external and make arrangements with ADL accordingly;

iii) the University's approach be communicated to new external examiners at induction and the External Examiners' Handbook be updated accordingly.

12.84   Course Handbook Template for Taught Courses (Min 12.73)

The Committee had endorsed the new Course Handbook template and Faculties were to ensure that relevant staff adapted it as necessary, with the Course Support Area being the preferred vehicle for providing such information to students online. The Chair reminded Faculties of the need to ensure that the Course Support Area held accurate information and that standardised templates and wording were used in order to ensure consistency with University-level information.

Professor McAlister reported that the Library, Information and Student Administrative Services Committee, at its meeting on the previous day, had agreed that the University's Student Handbook would in future be available only in electronic form and that, as part of the enrolment process, all students (new and returning) would be required to acknowledge receipt and were encouraged to save the link for future reference. The Students' Union representatives

commented on the value of the Handbook and reported that the possibility of developing an iPhone application or other electronic access was being considered.

CHAIR'S COMMUNICATIONS

12.85 <u>UK Quality Code for Higher Education, Chapter B3: Learning and Teaching and Chapter B10: Management of Collaborative Arrangements; and Guidance on Enterprise and Entrepreneurship Education</u>

The Chair commended recent QAA publications to the Committee and encouraged Faculties to consider them through their teaching and learning committees.

Professor McAlister reported that the final version of Chapter B3, Learning and Teaching, had been published in September and would be used as a reference point for QAA reviews from August 2013. This Chapter focussed on the approach taken to the enhancement of learning opportunities available to students, and on the staff who teach and support them, including those of partner institutions, Recognised Teachers and others who support learning in the workplace.

The Chapter embraced themes of flexibility, inclusivity and partnership with students (and external stakeholders) resulting in inspirational teaching, creative and transformational learning, and assessment which was effective in supporting learning and safeguarding standards. It also considered themes that crossed subject boundaries such as academic and digital literacies, sustainability, citizenship, enterprise and entrepreneurship, internationalisation and ethical behaviour. The Chair advised that these matters were already well reflected in the University's Corporate Plan and associated strategies. The Centre for Higher Education Practice was also working with the Students' Union on a number of projects to strengthen engagement further.

It was noted that the consultation on a revised version of Chapter B10, Management of Collaborative Arrangements, was due to conclude shortly, with the final version expected to be published by December. This Chapter would apply to all forms of collaboration including work-based and placement learning and study abroad. It was premised on a risk-based and proportionate approach to a diverse range of collaborative arrangements and on the adoption and implementation of procedures to manage them which reflected the scale and complexity of the collaboration involved. Inter alia, it emphasised that decisions on the academic probity of courses should be separate from legal, financial or other negotiations in order to safeguard academic standards and quality and protect them from potential conflicts of interest or competing priorities. The awarding body was also expected to have effective control over all public information, publicity and promotional activity, and to be pro-active in its monitoring.

Reports reviewing the University's position against finalised chapters would be considered by the appropriate committee in due course.

The new QAA guidance on Enterprise and Entrepreneurship Education (August 2012) offered a framework which covered development of awareness of enterprise, an entrepreneurial mindset, capability, overall effectiveness, graduate outcomes and included advice on delivery aspects. The guidance did not form part of the UK Quality Code but was complementary to it (min 12.14 refers).

The documents, along with other chapters, were available at www.qaa.ac.uk under Assuring Standards and Quality - the Quality Code or Skills for Employability, or Publications - Information and Guidance.

12.86   Impact of First Year Regulatory Practice on Student Progression

Professor McAlister reported that the University had agreed to participate in a British Academy funded research project to consider the impact of different assessment, re-assessment and progression rules on progression from the first year or level of Honours degree programmes. It was being undertaken by the Student Assessment and Classification Working Group which had analysed classification systems for the Burgess Group.

12.87   Student Feedback Project

The Chair reported that Ms Clare McCann, Ulster Business School, wished to survey a large number of course cohorts as part of her doctoral research into student attitudes to feedback. The Students' Union welcomed the project. It was noted that the findings would be made available to the University to inform the ongoing development of processes.

All Deans confirmed their support for the survey, which Course Directors would be asked to facilitate.

12.88   Sharing of External Examiners' Reports

The Chair referred to correspondence from a Subject Director about the requirement to share external examiner reports with all students of the course, to be undertaken at the University through internal publication on the Course Support Area of the VLE. It was suggested that external examiners might not be aware of this national expectation and that there might be an issue around the reproduction of the external examiners' signature as part of the report. It was noted that the University had taken steps to inform externals of the expectation when it was applied from 2011/12, and in revisions to the report form and the External Examiners' Handbook and at induction sessions and had asked Faculties to ensure that current externals were also informed.   The Chair advised that the report should be published at the same time as the course/subject team's response.

AGREED that:

i)   Faculties ensure that Course/Subject Directors remind external examiners that the sharing of the full report was a sector-wide expectation;

ii)   this expectation be added to the University's letter of appointment;

iii)   the University Secretary be asked to advise whether there were any legal implications or concerns related to the reproduction of external examiners' signatures on their reports published on the VLE.

COURSE APPROVAL

12.89   Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 17 October 2012 (Paper No TLC/12/24a).

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 for University-level consideration had been approved by Chair's action on account of September start dates.

The Committee noted the successful outcome of the evaluation of the FdEng Building Services and Renewable Energy at South West College. The Chair stressed to the Faculty the need to ensure that appropriate articulation to the proposed new honours degree in Renewable Energy Engineering at the Magee campus was considered by the course planning team.

The Committee noted that the new MSc Professional Software Development had received 110 applications resulting in 48 enrolments even though the number of scholarships had been limited to 33.

The Chair reported that during July/August five programmes, involving the Faculties of Computing and Engineering and Social Sciences and the Ulster Business School, had been evaluated for September start under the new franchise model at the QA Business School. It was noted that some of the conditions set by the Panels represented ongoing risks which would need to be proactively managed by the Faculties as an integral part of the PMS to ensure the success of the partnership.

AGREED: that the course provision be approved and re-approved as set out in Appendix 1.

PROFESSIONAL, STATUTORY AND REGULATORY BODY ACCREDITATION

12.90   PSRB Accreditation Annual Summary Reports

The Chair presented a summary report on professional and regulatory body accreditation for 2011/12, an updated report for 2010/11 and the schedule of proposed activity for 2012/13 (Paper No TLC/12/24b).

The Chair referred to the very positive outcomes of PSRB visits and congratulated all staff involved. It was noted that the proposed schedule for 2012/13 included a number of significant re-accreditation events.

AGREED: that Faculties provide Ms G Dooher, Quality Management and Audit Unit, with information on the likely timescale for provision of missing reports and responses for visits which have already taken place and information on any visits due in 2012/13 and not included in the paper.

12.91   The Chartered Institute of Building (CIOB)

The Committee received the accreditation report from the Institute (April 2012) in respect of the BSc Hons Construction Engineering and Management and the Faculty's response (Paper No TLC/12/24c).   The Committee noted that the University had been granted Accredited Centre Status from 2011 to 2016.

12.92   Chartered Institution of Building Services Engineers (CIBSE)

The Committee received the Faculty's response to the CIBSE visit (23/24 March 2011) for BEng Hons/MEng Energy and Building Services Engineering and MSc Renewable Energy Management (Paper No TLC/12/24d). The visit report had previously been received by the Committee at its December 2011 meeting. Although a response had been made, there had been a delay in its receipt by the Committee. The required variation to the basis of degree classification had already been approved by the Committee and appropriate action had been taken to address other matters identified in the report (mins 11.144 and 12.33 refer).

12.93   Nursing and Midwifery Council (NMC)

The Committee considered the biennial monitoring report from the NMC on three credit-bearing modules (December 2011) (Paper No TLC/12/24e) and noted that the Council had identified excellent partnership working at all levels of cooperation between the University and its partners which made risk control for practice learning outstanding. A response to the report was not required.

12.94   Architects Registration Board (ARB)

The Committee received the report on the outcome of the ARB's consideration of the Master of Architecture (July 2012) (Paper No TLC/12/24f) and noted that the course had been prescribed by the Board for the period 29 January 2012 – 29 January 2017. The report identified a standard requirement for the submission of pass lists for graduating cohorts following Boards of Examiners. A response to the report was not required.

It was noted that the Royal Institute of British Architects (RIBA) report for the BSc Hons Architecture would be received at a future meeting when the Faculty response was forwarded to the Quality Management and Audit Unit. Professor Montgomery reported that a recent change to RIBA regulations meant that prescription could now be removed as a consequence of findings during a two-yearly interim visit.

The Chair emphasised the importance of the timely submission of annual monitoring and other reports as required by PSRBs and effective communications to help avoid accreditation difficulties.

12.95   Schedule to Ordinance XXIX: Recognition of Institutions

The Committee received Paper No TLC12/24g, Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements, for the 2012 intake (Appendix 2).

The Chair reported that, given DEL's ongoing support for Foundation degrees in its *Success through STEM* Strategy, it was likely that the University would receive an increase in the number of proposals from partner institutions. The Vice-Chancellor observed the small number of Foundation degrees in the STEM subject areas provided by the FE Colleges with the University. The Committee considered that the University needed to be more proactive in setting the agenda for its relations with the FE Colleges to ensure that current and new provision aligned with the strategic goals of the University. It was reported that at a recent staff development event organised for course directors from partner institutions there was considerable enthusiasm for collaboration with the University. It was noted that a working group had recently been set up by the Collaborative Partnerships Forum to review information about progression opportunities for Associate Students in partner institutions.

AGREED: that the Pro-Vice-Chancellor (Educational Partnerships and International Affairs) be asked to take account of the DEL and University priorities for STEM and current enrolments on courses in the development of the action plans for the University's Collaborative Strategy and consider the University's strategic approach to its relations with the Colleges through the Collaborative Partnerships Forum, the Educational Partnerships and International Affairs Committee and the HE/FE Forum.

12.96   SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report from the meeting held on 20 September 2012 (Paper No TLC/12/25).

12.97   PDP Forum (Item 1)

The Committee noted that the PDP Forum had been reconstituted as a working group, chaired by Dr Diane Hazlett, and that Deans had been asked to nominate representatives.

12.98   Monitoring of Placement (Item 2i)

It was noted that during 2012/13 this key activity working group would undertake a review of placement preparation and also prepare a report on any variations in trends on the availability and uptake of sandwich placements by students compared to 2011/12.

12.99   Assessment of Placement (Item 2ii)

Subject to Senate approval of the change to a grade-based scheme of assessment for the DPP placement year, course teams had been asked to submit

CA3 forms to implement the change and to notify students accordingly. It was noted that, in order to assist course teams, a standard template table for inclusion in the module description had been drafted by the Academic Office. This set out the 27 possible permutations in the grading of the components and the appropriate overall grade based on the most common weighting of 20 (Employer's report)/20 (Supervisor's report)/60 (Project report). The template had been endorsed by the Working Group.

12.100 Models of Placement (Item 2iii)

The Committee noted that an event to launch the Self-Employed Placement model was planned during the Careers and Placement Fairs in October. The Sub-Committee would also report on the feasibility of an Internship Placement model to the Committee later in the year.

The Committee welcomed a forthcoming event which the Students' Union was organising to give students returning from placement the opportunity to present their experiences to second-year students. It was suggested that, given the increase in the availability of overseas placements, it would be particularly beneficial for students to hear the experiences of students returning from abroad.

12.101 Destination of Leavers from Higher Education (DLHE) (Item 3)

The Committee, at its June meeting, had noted that Faculty action plans in response to DLHE data (2009/10) had previously been received by the Sub-Committee but, as these had varied in their analysis and level of detail, Deans had been asked for additional commentary where appropriate. The Sub-Committee had forwarded the reports to the Committee.

The Committee noted that, despite much good practice across the University, there was still variability in the reports, with some not identifying specific actions and uneven reporting on the use of the EDORT tool. Evidence of action to embed employability skills in the curriculum on an ongoing basis was limited. The Students' Union would have welcomed more widespread promotion of the EDGE award and, where possible, the inclusion of 'professional practice' modules.

The Chair commented that, as with NSS and Retention and Progression reports, the DLHE reports provided key datasets for performance monitoring. They should be used in the same way to identify courses 'at risk' and good practice and so to prioritise action and inform dissemination.

AGREED: that the Sub-Committee consider each Faculty/School response, together with the DLHE returns, to determine, at course level, whether the proposed actions were adequate and to identify specific courses/subjects which were not performing well compared to their sector benchmark; these teams should be asked to provide more detailed action plans.

12.102 Work and Learn iLINK (Item 4)

The Committee noted that the Work and Learn iLINK was a new method of promoting job opportunities to students and had become operational from 24 September for internal vacancies. It would be rolled out to external partners from 2013/14. More information would be provided to Faculties and central departments in the next few weeks.

12.103 Placement Employer of the Year Awards (Item 5)

It was noted that the competition would be launched in November, with February 2013 being the deadline for applications. Publicity arrangements were under consideration and Faculties were encouraged to promote the competition as early as possible.

12.104 Business University Steering Group

Professor Millar reported that the first meeting of the Group, chaired by Professor McCoy, to consider the recommendations of the Wilson Review would be held in the next week. A high profile event was being planned in Spring 2013 to showcase the University's achievements in this area.

12.105 EMPLOYABILITY AND MARKETING STRATEGY

Mr McGivern presented the draft Employability and Marketing Strategy 2012 - 2016 (Paper No TLC/12/26).

The Committee noted that the Strategy sought to integrate the work of the new Department by setting the agenda for embedding employability in the Ulster student experience, which also provided a framework for domestic student recruitment and marketing.

The Strategy had been developed in an environment of ongoing change including the graduate employment market, different regimes for tuition fees and funding, the requirement for more information to be made available to applicants, greater encouragement for private HE providers, ongoing review of the UCAS admissions process and removal of GB students from the MaSN. The Strategy had been informed by the Corporate Plan, and complemented the Teaching and Learning, Internationalisation, School and College Engagement, Widening Participation, Collaborative and Research and Innovation Strategies. A wide range of internal and external stakeholders had been consulted.

The Strategy set out two goals, namely to be a sector leader in the provision and support for student and graduate employability and to market strategically Ulster's course portfolio to make it the 'University of Choice', along with seven aims which underlay the goals, performance measures and key risks and the 2012/13 Annual Plan. Reporting on the achievement of the actions under each key supporting objective would be through the Teaching and Learning Committee and the Academic Development and Enhancement Committee as appropriate.

It was noted that the 'Career Development Centre' brand would be retained as students were familiar with this name. A student marketing brand would be developed in partnership with Faculties over a 12 to 18 month period to achieve consistency in approach. It was noted that it was intended to replace generic school visits with focussed activities. To this end, the newly designated Career Consultants – Marketing were undertaking postgraduate studies in careers guidance.

Mr McGivern commented that the success of the Strategy would rely on collective ownership and commitment to working in partnership with Faculties and other central departments.

Members welcomed the development of the Strategy and recognised the importance of its widespread communication across the University. It would also be of interest to the Organisational Development Committee of Council.

AGREED that:

i)   the Strategy be endorsed and forwarded to Senate for consideration;

ii)   Faculties and the Sub-Committee on Employability consider the Strategy;

iii)   Mr McGivern and his colleagues be congratulated on a clearly articulated document.

12.106 TEACHING AND LEARNING STRATEGY 2008/9 – 2012/13: DRAFT ACTION PLAN for 2012/13

Professor McAlister reported that the progress report on the 2011/12 Action Plan had been forwarded to the Critical Friend who would be visiting the University in November to conduct interviews with staff. His report would be received by the Committee at a future meeting. No further updates to the 2011/12 report had been received (min 12.72 iii refers).

The Committee noted that, following review by the Pro-Vice-Chancellor (Teaching and Learning), the draft action plan for 2012/13 had been sent to central lead agents, Faculties and Access and Distributed Learning in August 2012. They had been asked to identify proposed new activities relating to the key supporting objectives in the Strategy, along with specific actions and performance measures.

The Chair presented the draft action plan (Paper No TLC/12/27) and invited individual Faculties and ADL to comment on their priorities.

The Committee noted that the key developments for 2012/13 in the central plan included the formulation of the new Teaching and Learning Strategy and activities related to projects in Student Engagement, Assessment and Feedback, Student Retention and Employability. There would also be support for the QA Business School's application for QAA Review for Educational Oversight. These themes were echoed in Faculty and ADL reports on their priorities for the coming year. It was noted that the key metrics provided by the Academic Plan, Retention, DLHE and NSS data informed priorities.

With regard to the new Strategy, the Committee noted that Professor McAlister was considering a more thematic approach with initiatives grouped under work streams to ease the reporting burden. The draft Strategy would be presented to the March meeting of the Committee in order to allow it to be received by Senate at its June meeting.

The Committee noted that the Faculty of Social Sciences proposed to remove a number of activities which it had embedded. Given that these activities had not been completed in all Faculties, the Chair advised that these should remain for the current Strategy's final year to help in tracking progress. Faculties might still prioritise actions within a particular year based on progress made. They should report the activity as embedded with no specific action identified.

The Vice-Chancellor raised the matter of the process for students wishing to transfer to a different course within the University, and possible implications for retention statistics. It was noted that if students transferred to a different course within the University they would not be included in the HESA return as a withdrawal, but this change would be represented differently in internal reports.

AGREED that:

i)   the 2012/13 plan be endorsed;

ii) lead agents and Deans report by 29 May 2013 on progress on the achievement of objectives and further action planned and any additional in-year activities, and identify sources of evidence (paper and minute references where available), for consideration by the Committee at its June 2013 meeting;

iii) reports be forwarded to the Critical Friend in late June for consideration as part of the annual and summative evaluation process;

iv) the Retention Implementation Group be asked to consider and clarify the process for student transfer to a different course within the University and any implications for statutory and other reports.

12.107 CENTRE FOR HIGHER EDUCATION PRACTICE: ANNUAL REPORT

Miss Cochrane, Acting Director of the Centre, presented CHEP's annual report for 2011/12 (Paper No TLC/12/28).

The Committee noted that developments in the year continued to build on the work of the Director, Professor Kate Greenan who had been on long-term sick leave. The growth, success and strategic development of the Centre were marked by:

- an increase of almost 20% in the total attendance at all CHEP events;
- a growing community of practice with 82 CHEP members (16 Associates and 66 Fellows);
- an inaugural CHEP Membership Award Ceremony;
- an inaugural Annual Conference in January 2012 with the active participation of 175 delegates;
- the appointment of two new Visiting Professors and an Honorary Fellow;

- the establishment of 3 Strategic Work Streams:
  - Embedding Assessment and Feedback for Learning Principles
  - Student Engagement
  - Research/Teaching Nexus;
- the publication of the second volume of the Centre's Journal, *Perspectives on Pedagogy and Practice,* in September 2011 (volume 3 due in September 2012).

It was noted that at least 80 doctoral students would be supported this year in applying for HEA Associate status which should help their employability.

Miss Cochrane thanked all CHEP core team members, the Centre Advisory Group, CHEP members and colleagues for their highly valued support and on-going commitment to the Centre over the past year.

The Chair considered that the report showed the richness of activity being undertaken in partnership with Faculties to develop communities of practice and was gratified to note that overwhelmingly the feedback from events had been extremely positive.

AGREED that:

i)   Miss Cochrane, staff of the Centre and those in Faculties and departments who work with the Centre be commended for their valuable contributions in developing and disseminating practice;

ii)   Deans be asked to continue to encourage staff to engage with the work of the Centre, in particular those staff in subject areas where NSS results were poor.

PLAGIARISM OFFENCES

12.108 Definition of Plagiarism

The Committee received Paper No TLC/12/29a proposing a minor revision to the University's definition.   It was noted that currently the definition stated that 'plagiarism also occurs where a student's own previously published work is re-presented without being properly referenced'. A member of academic staff had sought clarification of the phrase 'previously published' as it was suggested that a defence might be made that earlier work had not been published in the sense of being put in the public domain. In order to remove any ambiguity, the Committee was asked to consider an amendment to the definition to remove the phrase.

AGREED: that the revised definition be approved.

12.109 Annual Report on Plagiarism Offences

The Committee received the annual report on plagiarism offences recorded in 2011/12 (Paper No TLC/12/29b), comprising a central report and individual faculty reports and commentaries.

It was noted that the reporting period ran from 13 September 2011 to 10 September 2012 inclusive. The total number of offences recorded on the Plagiarism Register in 2011/12 was 197 (179 undergraduate; 18 postgraduate) compared to 378 (317 undergraduate; 61 postgraduate) in 2010/11. The definitive figure was 205 when late posted records were included and cases for 2010/11 excluded. It was, however, noted that some Faculties considered that there might have been under-reporting of offences. Three External Examiner reports received for the 2011/12 academic year had made reference to plagiarism but there were no corresponding records in the Register. No cases had been recorded in the University's major off-campus provision, SAAD College of Nursing and QA Business School. There were no cases of plagiarism reported in research degrees.

The majority of cases were first offences (93.4%) with second offences accounting for the remainder. There were no third or fourth offences. It was encouraging that the available evidence indicated a very low (and falling) level of repeat offending (6.6%), but a significant number of first offence cases had occurred at Level 6.

As in previous years, there were some discrepancies between the figures reported by Faculties and the number recorded on the Register.

The Chair reminded Faculties of the importance of consistent application of the Policy and Procedures to ensure the fair treatment of students. All offences needed to be recorded on the Register on a timely basis so that accurate and reliable information was available. It was noted that negative publicity associated with plagiarism cases could damage the reputation of the University and that of research and course teams.

AGREED that:

i)   the recommendations in the report be endorsed that:

   a)   Faculties (including the Research Graduate Schools [Centre in UBS]), Access and Distributed Learning and the Research Office ensure that the University's revised Plagiarism Policy, Penalties and Procedures (2012) be observed and rigorously applied across all programmes;

   b)   they ensure that all plagiarism offences in 2012/13 were recorded at the time when the offence is established and be mindful of the reporting cut-off date of 9 September 2013;

   c)   they provide to the Academic Office by 30 September 2013 a report on 2012/13 with a commentary on issues arising and actions proposed or taken in light of the records and trends since the introduction of the Plagiarism Policy in 2006/7;

   d)   Faculties keep under review their arrangements for compiling their annual plagiarism reports with a view to ensuring that faculty-reported figures concur with those in the Register;

e)   as agreed in January 2012 (min 12.63 i) e) refers), Faculties adopt a systematic approach to the deployment of Turnitin and report on its uptake in 2012/13;

ii)   Faculties ensure that they record all plagiarism offences by University students, including those at outcentres and on franchised courses;

iii)   Faculties consider their performance against that of other Faculties and give further consideration to the prevention of plagiarism through, for example, the study skills information provided to students and the design of assessment which reduced opportunities for plagiarism.

COMBINED STUDIES PROGRAMME

12.110 <u>Reports from Chief External Examiners and Responses from Campus Co-ordinating Groups</u>

Mr McCurry presented the 2011/12 annual reports from the Chief External Examiners for the combined undergraduate provision on the Coleraine, Jordanstown and Magee campuses and the responses from the Jordanstown and Magee Campus Co-ordinating Groups (Paper No TLC/12/30a). A formal response from the Coleraine group had not yet been received but would be considered at the December meeting of the Committee. The Committee noted that all three reports were very positive.

The Coleraine Examiner had raised the question of differences in the range of marks awarded in science modules compared to those in the arts/humanities. He had recommended that the University consider a scheme to normalise marks. The Committee noted that this was a long recognised distinction but the use of the same generic assessment criteria gave the University confidence in the standards of results.

12.111 <u>Annual Report on the Operation and Management of Combined Subjects</u>

Mr McCurry presented the 2011/12 annual report from the three Campus Co-ordinating Groups (Paper No TLC/12/30b).

It was noted that the total number of enrolments across all campuses was 1082, a reduction on the 1199 students enrolled in 2010/11. The Groups were addressing operational matters related to their campuses and a working group had been established to undertake a strategic review which would report to the March 2013 meeting of the Committee.

12.112 EXTERNAL EXAMINER NOMINATION AND APPOINTMENT: ANNUAL REPORT

The Chair presented the annual report on external examiner nominations and appointments in 2011/12 (Paper No TLC/12/31[1]).

---

[1] Revised paper issued after the meeting.

The Committee had in October 2011 agreed to extend the review in the annual report to cover a three-year period. The Committee noted that the trends in the three–year period were not encouraging after an improvement in 2010/11 with departures from the Code and late nominations worse than in 2009/10.   In 2011/12 43 (30%) nominations did not accord with the Code. The high incidence of late nominations (43%) remained a concern, with potential implications for standards assurance in terms of the extent and timing of external examiners' involvement in the approval of assessment schemes and the moderation process. During 2011/12 over half (34) of the late nominations were received after the October meeting of the Committee. The number of incomplete nominations rose slightly from the previous year (15 from eight), but was not as high as in 2009/10.

The Chair advised that a breakdown of the summary figures by Faculty would be circulated to members after the meeting.

It was noted that, while the HEA had discontinued its support for its subject-based matching service, JISC provided a useful resource for expressions of interest at www.jiscmail.ac.uk/cgi-bin/webadmin?A0=EXTERNAL-EXAMINERS

AGREED that:

i)   Faculties be again reminded of the importance of timely appointments and of the requirement that nominations should be considered by boards of faculties in time for consideration by the June meeting of the Teaching and Learning Committee. (The date for final submission for academic year 2013/14 is 31 May 2013);

ii)   Faculties consider the report and take appropriate action to ensure improved performance in 2012/13;

iii)   the Academic Office provide its annual report to the June meeting of the Committee (instead of October) and identify the Schools/courses where appointments were still to be made for the following academic year;

iv)   the Examinations Office be asked to send Faculties its reminder about examiners due for replacement one year in advance, in October instead of March as at present;

v)   Faculties ensure that staff who are involved in making, processing and checking nominations were fully aware of the University's External Examining Code of Practice and its contents and that any extension to a period of appointment should only be requested exceptionally.

12.113 CONFERMENT OF RECOGNISED TEACHER STATUS: ANNUAL REPORT

The Chair presented the 2011/12 report on the conferment of Recognised Teacher status (Paper No (TLC/12/32). It was noted that 111 nominations had been made and that a high proportion were received within the academic year for which they were required. A number of nominations for QA Business School had still to be received.

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 this also applied for those for whom the status was to be renewed at the end of the four-year term. In addition, Faculties should ensure that they took action (through the RAD process) to remove the Affiliated staff status for former Recognised Teachers no longer engaged in the teaching and assessment of University students, so that privileges associated with the role, such as access to the VLE, were stopped.

The Committee noted that from 2012/13 information would be provided on relevant experience in the summary reports to the Committee.

PRIZES AND AWARDS

12.114 <u>Annual Report</u>

The Committee received Paper No TLC/12/33a, the annual report on prizes for 2011/12. There was now a total of 408 approved prizes and awards with 39 new prizes established and 16 discontinued during the year.

No submissions had been received for two of the University-wide competitions. Consequently to encourage more applications the closing date for three prizes had been extended from 31 March to 31 May.

The Chair urged Faculties to seek to create new Faculty prizes. This could provide an opportunity to engage further with employers. Such awards did not always have to have monetary value and could, for example, be in the form of a plaque or trophy.

12.115 <u>New Prizes</u>

The Committee received Paper No TLC/12 33b which proposed one new prize. It was noted that Chair's action had also been taken on behalf of the Committee to recommend to Council three new prizes and amendments to the conditions/title of seven prizes as the awards related to performance in 2011/12.

AGREED: that it be recommended to Council that the new prize be approved.

VARIATIONS AND DEPARTURES FROM UNIVERSITY'S REGULATORY FRAMEWORK

12.116 <u>BSc Hons Healthcare Science (Cardiac Physiology); (Respiratory and Sleep)</u>

The Committee noted that Chair's action had been taken to approve a 25% Level 5 contribution to the final degree classification in respect of three level 5 specialism-specific modules in each pathway of the programme to meet a condition of the accreditating body, Modernising Scientific Careers.

AGREED: that the decision be endorsed.

12.117 <u>Diploma in Foundation English for Academic Purposes (ME and QA Business School)</u>

The Committee received a request from the Faculty of Social Sciences and the Centre for English Language Teaching to allow a variation to the normal University regulation governing classification which stipulated that this be based on the results in final level modules only, in line with the 'exit velocity' principle (Paper No TLC/12/34a).

The Committee noted that the Diploma in Foundation English for Academic Purposes consisted of seven modules totalling 150 credit points, one of which was at Level 4. It was delivered over two semesters and a six-week summer period. The programme was developmental and all skills and learning were brought together in two modules, one at Level 3 and one at Level 4. The Course Team proposed that final classification be based on the results of both modules: 25% for the 20 point Level 3 module, Subject Specific Language Studies and 75% for the 30 point Level 4 module, Integrated Skills.

AGREED: that the proposed basis of classification be approved.

12.118 <u>BSc Hons Nursing Science at Dr Soliman Fakeeh College of Nursing and Medical Sciences, Jeddah</u>

The Committee received a request (Paper No TLC/12/34b) from the Faculty of Life and Health Sciences on behalf of the College to depart from the University's regulatory framework in relation to:

a)   a further departure to the approved variation for fulfilment of the required minimum English Language standard for entry to University programmes;

b)   progression between semesters.

Dr McKillop advised the Committee that the Faculty had now decided to withdraw the proposal to delay the requirement for demonstration of achievement of IELTS 6.0.   It was noted that English language support would be given further consideration by the Faculty in advance of the revalidation of the programme scheduled for March 2013.

Regarding progression, the Faculty proposed to hold meetings of the Board of Examiners in each semester, which departed from the standard arrangement for automatic progression from semester 1 to semester 2. The Committee noted that the rationale for this proposal was to permit students the opportunity to retake a semester with attendance immediately rather than having to wait a full academic year to repeat; this would mirror the arrangement currently in place for the BSc Hons Nursing Studies programme at SAAD College [departure approved June 2006]. This arrangement did not reflect the process for the Faculty's current on-campus Nursing degree for which it had not sought to renew a previous exception. The Faculty was of the view that the departure would reduce attrition and the arrangement would be facilitated by a separate proposal to have an additional intake of students each year in semester 2.

AGREED: that the proposal be supported and that it be recommended to Senate that clauses 23 and 24 of the general Regulations for Honours degrees and non-Honours degrees be revised to add that the consequences of failure in BSc Hons Nursing Science at Dr Soliman Fakeeh College be as specified in revised course regulations.

12.119 BSc Hons Food and Nutrition; BSc Hons Human Nutrition

The Committee received a request from the Faculty of Life and Health Sciences for distinct titles for the CertHE exit awards (Paper No TLC/12/34c).

Dr McKillop presented the proposal for the CertHE exit award to have the title of 'Science with Nutrition'. While the Faculty recognised that the learning outcomes for the CertHE included references to food and nutrition, it considered that the use of the same subject names as the Honours or AB degrees ('Food and Nutrition' or 'Human Nutrition') could give the impression of eligibility to practise, which was reserved for the Honours degree and would not be well received by the professional body, the Association for Nutrition, which maintained the register of recognised nutritionists.

The Committee considered the proposed title was not entirely appropriate. Suggestions made by members included 'Science for Nutrition' and Nutritional Science'.

AGREED: that the Faculty reflect further on the appropriate title and bring a revised proposal to the next meeting.

12.120 MSc Real Estate

The Committee noted that a paper had not been received from the Faculty.

Duration 3 hours 30 mins

29 October 2012

AGF/CA/lh

18

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)		
		FT	PT			FT	PT	
							2YR	3YR
Art, Design and the Built Environment	FdEng Building Services and Renewable Energy (with CertHE exit award) at South West College	✓	✓	2012 - 2016 [provisionally]	Omagh Dungannon Enniskillen	14 10 12	7 7 7	10 10 10
Computing and Engineering	MSc Professional Software Development (with PgDip exit award)	✓		2012 - 2016	CE			
	BSc Hons Computing Systems (with CertHE and AB exit awards) at QA Business School	✓	✓	2012/13 [3 intakes per annum]	Birmingham London [franchise]	To be confirmed	To be confirmed	
Life and Health Sciences	BSc Hons Healthcare Science (Cardiac Physiology) (with AB Healthcare Science and CertHE Applied Health Studies exit awards)	✓		2012 – 2015	JN			
	BSc Hons Healthcare Science (Respiratory and Sleep Physiology) (with AB Healthcare Science and CertHE Applied Health Studies exit awards)	✓		2012 - 2015	JN			
Social Sciences	CertHE Community Development at North West Regional College		✓	2012 and 2013	Strand Road		25	
	Diploma in Foundation English for Academic Purposes at QA Business School	✓		2012 – 2016 [3 intakes per annum]	Birmingham London [franchise]	150 in Yr 1 [across 3 intakes & two campuses] 300 in subsequent		

							years [across three intakes & two campuses]	
Ulster Business School		BSc Hons Accounting (with CertHE and AB exit awards) at QA Business School	✓	✓	2012/13 – 2014/15 [3 intakes per annum]	Birmingham London [franchise]	100 (FT/PT) [across both campuses]	

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Social Sciences	9D [9Da]	Diploma in Foundation English for Academic Purposes	✓		2012 – 2016	ME		
Ulster Business School	5B1b	BSc Hons Business Studies (with CertHE and AB exit awards) at QA Business School	✓	✓	2012/13 – 2015/16 [3 intakes per annum]	Birmingham London [franchise]	To be confirmed	To be confirmed
	5E1b	MSc International Business (with PgCert and PgDip exit awards) at QA Business School	✓		2012/13 – 2014/15 [3 intakes per annum]	Birmingham London [franchise]	To be confirmed	To be confirmed

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and the Built Environment	CertHE Fine and Applied Art [last intake: 2011/12]	North West Regional College (Limavady campus)
	MLA Landscape Architecture [last intake: 2010/11]	BT
	MSc Landscape Architectural Studies [last intake: 2010/11]	BT

Arts	CertHE Modern and Contemporary Literature [last intake: 2011/12]	BT
	MA Modern French Studies [no recent intakes]	BT
Life and Health Sciences	CertHE Horticulture [last intake: 2011/12]	CAFRE (Greenmount campus)
	Associate Bachelor's Degree in Environmental Studies [last intake: 2012/13]	CE
	PgDip/MSc Coastal Zone Management [no intake]	CE
	PgDip/MSc Environmental Management [no intake]	CE
	PgDip/MSc Ecotoxicology [no intake]	CE
Ulster Business School	BSc Hons Business Studies (PT) [no intake]	City Banking College (Outcentre)

TEACHING AND LEARNING COMMITTEE
17 October 2012

SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2012/13) (as at 1 October 2012)

(Programmes which have been approved for the 2012 intake are in bold)
(Exit awards are not included)

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
BELFAST METROPOLITAN COLLEGE Campus	
Castlereagh	FdA Graphic Communication FdSc Travel and Tourism Management
Gerald Moag	Certificate in Counselling Studies CertHE Combined Social and Behavioural Sciences Access Diploma in Computing with Business and Multimedia FdSc Architectural Technology with Sustainable Design FdSc Building Services and Renewable Energies 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)
Millennium Community Outreach Centre	CertHE Community Development
Titanic Quarter	Access Diploma in Science and Technology FdSc Applied and Medical Sciences FdSc Hospitality and Tourism Management FdSc iMedia 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 Campus	
Enniskillen	FdSc Equine Management BSc Hons Equine Management
Greenmount	FdSc Agriculture and Rural Studies FdSc Horticulture (with three pathways)
Loughry	CertHE Food FdSc Food Manufacture FdSc Food, Nutrition and Health Advanced Certificate in Food BSc Hons Food Design and Nutrition BSc Hons Food Management and Marketing BSc Hons Food Technology Graduate Certificate in Food Graduate Diploma in Food
DR SOLIMAN FAKEEH COLLEGE FOR NURSING & MEDICAL SCIENCES, JEDDAH, SAUDI ARABIA	BSc Hons Nursing Science
HEALTH AND SOCIAL CARE LEADERSHIP CENTRE	Postgraduate Diploma in Health and Social Care Management
NORTHERN REGIONAL COLLEGE Campus	
Distance Learning	FdSc Retailing[1]
Antrim Library (College outcentre)	Certificate in Counselling Studies
Ballymena	Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Counselling
Coleraine	Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Building Technology and Management FdSc Sport, Exercise and Fitness

---

[1]Consortium – NRC lead College

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
Magherafelt	Access Diploma in Humanities Access Diploma in Social Sciences Certificate in Counselling Studies
Newtownabbey	Access Diploma in Humanities Access Diploma in Social Sciences
NORTH WEST REGIONAL COLLEGE Campus	
Limavady	Access Diploma in Combined Studies Certificate in Counselling Studies AB Fine and Applied Arts FdSc Counselling FdSc Multimedia
Derry/Londonderry	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 Travel and Tourism Management
Northside	Access Diploma in Combined Studies
Strabane	Certificate in Counselling Studies
The Women's Centre (College outcentre)	Access Diploma in Combined Studies
POLICE REHABILITATION AND RE-TRAINING TRUST	Access Diploma in Social Sciences
PSNI	CertHE Policing
QA BUSINESS SCHOOL Campus	
Birmingham & London	**Diploma in Foundation English for Academic Purposes**[2] **BSc Hons Accounting**[2] **BSc Hons Business Studies**[2] **BSc Hons Computing Systems**[2] **MSc International Business**[2]

---

[2] Under new 'franchise' model

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
SCHOOL OF HOTEL AND TOURISM MANAGEMENT (HTMi), SWITZERLAND	BSc Hons International Hotel and Tourism Management (Level 6)
SOUTHERN REGIONAL COLLEGE Campus Armagh	 Access Diploma in Adult Learning (with three routes – General, Science, Social Sciences and Humanities) Certificate in Counselling Studies Diploma in Irish Language AB English and History FdSc Interactive Multimedia
Banbridge	Access Diploma in Adult Learning (with one route – Social Sciences and Humanities) Certificate in Counselling Studies FdSc Counselling
Brownlow (College outcentre in Portadown)	Access Diploma in Adult Learning (with two routes – General, Social Sciences and Humanities)
Newry	Access Diploma in Adult Learning (with five routes – General, Business, IT, Science, Social Sciences and Humanities) Certificate in Counselling Studies Diploma Irish Language AB English and History FdSc Applied and Medical Sciences FdSc Architectural Technology with Sustainable Design FdSc Computing and Network Systems FdSc Counselling FdSc e-Commerce FdSc Financial Services FdSc Hospitality and Tourism Management FdSc Interactive Multimedia FdSc International Culinary Arts FdSc Sport, Exercise and Fitness FdSc Sustainable Construction FdSc Travel and Tourism Management BSc Hons Accounting (Levels 4 and 5)
Portadown	Access Diploma in Adult Learning (with two routes – Science, Social Sciences & Humanities) Certificate in Counselling Studies AB English and History FdSc Architectural Technology with Sustainable Design FdSc Computing

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
	FdSc Counselling FdSc Sustainable Construction
SOUTH EASTERN REGIONAL COLLEGE Campus Bangor	 FdA Applied Creative Arts FdSc Hospitality, Tourism and Events FdSc Leadership and Management FdSc Sport, Exercise and Fitness (with two pathways - Sports Science, Sports studies)
Downpatrick	FdSc Hospitality, Tourism and Events
Lisburn	Certificate in Counselling Studies FdSc Counselling FdSc Sport, Exercise and Fitness
SOUTH WEST COLLEGE Campus Cookstown	 Access Diploma in Social Sciences FdA Performing Arts – Acting, Dance and Production
Dungannon	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 FdSc Sustainable Construction BSc Hons Social Work (Levels 4 and 5)
Enniskillen	Access Diploma in Social Sciences Certificate in Counselling Studies FdSc Applied and Medical Sciences **FdSc Building Services and Renewable Energy** FdSc Business Services Management FdSc Civil Engineering and Transport FdSc Computing FdSc Counselling FdA Creative Media Production FdSc Hospitality and Tourism Management FdSc Sustainable Construction FdSc Travel and Tourism Management
Omagh	Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
	FdSc Building Services and Renewable Energy
	FdSc Computing
	FdA Contemporary Design and Manufacture
	FdSc Civil Engineering and Transport
	FdSc Counselling
	FdA Creative Media Production
	FdEng Engineering
	FdEng Engineering with Industrial Electronic Engineering
	FdEng Engineering with Wind Technology
	FdEng Engineering with Motorsport Technology
	FdEng Management
	FdEng Manufacturing
	FdSc Sustainable Construction
	FdSc Sustainable Events Management (Events Led Tourism)
	FdSc Financial Services
UNIVERSITY OF HONG KONG SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION	BSc Hons Food and Nutrition
	Postgraduate Diploma in Dietetics
	Postgraduate Diploma/MSc in Human Nutrition
	MSc Human Nutrition and Dietetics
WESTERN HEALTH AND SOCIAL CARE TRUST	Postgraduate Diploma in Health and Social Care Management