

## UNIVERSITY OF ULSTER

### LEARNING AND TEACHING COMMITTEE

Minutes of a meeting held on 1 April 2015 at the Coleraine campus

#### PRESENT

Professor D A McAlister (Chair), Professor A Adair, Dr M Black, Miss C Cochrane, Professor C Curran, Professor P Hanna, Professor D Hazlett, Ms A Honan, Professor J Jędrzejewski, Professor F Lyons, Mr L McCurry, Mr D McGivern, Professor A McKillop, Professor M McKinney, Professor N McClenaghan, Professor G McMullan, Professor I Montgomery, Dr R Moreland, Dr B Murphy, Mrs U Quinn

#### APOLOGIES

Dr M Boyd, Professor P Carmichael, Professor D Heenan, Professor L Maguire, Mr C Mackey, Professor M McHugh, Professor H McKenna, Dr T McLernon, Professor U McMahan-Beattie, Dr A Melvin, Professor R J Millar

#### IN ATTENDANCE

Mrs J Alleyne (for mins 15.6 – 15.8), Mrs C G Avery, Miss C Browning (for mins 15.6 – 15.8), Mr A G Faulkner, Dr J Stockdale (for mins 15.6 – 15.8)

#### UNRESERVED

#### WELCOME

The Chair welcomed Dr Michaela Black as the new Teaching and Learning Co-ordinator for the Faculty of Computing and Engineering and Professor Adair in his new role as Acting Vice-Chancellor.

#### 15.1 MINUTES

The confirmed minutes of the meeting held on 9 December 2014 were signed by the Chair.

#### MATTERS ARISING

#### 15.2 Accreditation of Prior Learning (Mins 14.86 & 102)

The Committee at its October meeting received a commentary and evidence base on the University's current position against the Indicators set out in Chapter B6 of the Quality Code: Assessment of Students and Recognition of Prior Learning published October 2013. The Committee had noted that the policy on APL would benefit from greater prominence on the University's external website (Indicator 3), and that it might address explicitly the question of feedback to applicants (Indicator 9). These matters were referred for comment respectively to Mr McGivern and Professor Curran, Chair of the former APL Working Group.

The Chair reported that the location of information on APL had been revisited for the new website (February 2015) and that Professor Curran was currently considering revised wording for the policy and guidance.

### 15.3 Combined Honours Degrees: Profiles of Achievement (Min 14.146)

At the December meeting, Mr McCurry had agreed that the Campus Co-ordinating Groups would compare profiles to ascertain whether there was any significant differences in achievement between students taking a combination of subjects and Single Honours graduates.

Mr McCurry reported that he had reviewed the degree classifications published in recent Graduation Booklets. Although performance data were available, interpretation was difficult since the many variables warranted a multi-factorial analysis. The performance profiles of single honours and combined students had not been raised as an issue by any Chief External Examiner or External Examiner. He suggested that analysis of results at University level might not provide the basis for appropriate action if needed and that Schools/subject disciplines might be better placed to consider performance in the different subject strands and related pedagogy. Professor McKinney indicated that there was evidence that students tended to perform less well in their minor subject.

The Chair stressed that the arrangements in modular programmes should provide students with appropriate support to help them succeed and that the structure of the strands should not restrict that opportunity. She suggested that, rather than a very complex analysis being undertaken, a review of the literature on this topic might more usefully identify potential issues and effective mitigating actions.

Mr McCurry agreed to explore this matter further with Subject Directors.

### CHAIR'S COMMUNICATIONS

### 15.4 Competitions and Markets Authority (CMA) Advice for UK Higher Education Providers on Consumer Protection Law

The Chair reported that the CMA had issued advice on the minimum standards in various aspects of an HE provider's dealings with prospective/current students, and the requirement for fairness in terms of the contract between them. The advice document, available at: <http://bit.ly/HEadvice> had been widely circulated within the University with Mr Hope and Mr Mullan to liaise and lead on the University's response.

Professor McAlister reported that the CMA considered it important that students were given the protection required by law and the guidance would help maintain the standards and reputation of the UK HE sector and student confidence in it. Although the advice related to undergraduate students, it was generally applicable. The CMA proposed that all providers review their information for prospective and current students and relevant practices, policies, rules and regulations. The CMA intended to begin a review of compliance in October 2015. She said that it was critical that all promotional materials provided accurate information, for example in terms of the likelihood of optional modules being available and costs associated with a

programme of study. The CMA expected that prospective students should be fully informed in the decision-making process and misleading omissions should be avoided; students should receive what they expected at the time that they entered into a contract. Clauses allowing a wide discretion to vary a course were considered unfair. Changes which were narrow in scope and effect were less likely to be open to legal challenge. The Chair advised that in approving changes to courses, faculties were already expected to consult current students and to ensure that such changes were not detrimental to their studies.

AGREED: that Faculties and central departments consider the guidance and discuss its implications at Faculty Boards and other fora and take (advise on) appropriate action.

#### 15.5 Undergraduate Awards 2015

The Chair reminded members that the deadline for submissions was 29 May 2015 and asked Faculties and the Students' Union to continue to encourage student submissions. It was noted that there were 25 categories and that students could submit up to three pieces of their best work.

#### PROGRAMME MONITORING AND REVIEW

#### 15.6 Overview Presentation (Item a)

Miss Cochrane and Dr Janine Stockdale provided the Committee with an overview presentation entitled 'Revalidating the Students' Learning Experience' which set out the overall strategic context for the proposed changes to the revalidation and annual monitoring processes contained in papers LTC/15/1b) and 1c). The Committee noted that the 'Reframing and Enhancing Approach to the Revalidation Process' project, jointly led by the Head of Staff Development and Professor Ruth Fee, was one of the four initiatives within Ulster's VITAL (Valuing Innovative Teaching and Learning) Organisational and Cultural Change Programme:

- i) Formulation and Implementation of a Digital Learning Strategy;
- ii) Establish Faculty UK PSF Leadership Infrastructure;
- iii) Aligning Learning and Teaching promotional Pathways with UK PSF;
- iv) Enhancing Revalidation and the Student Experience.

It was noted that a new approach to revalidation was a specific target for 2014/15 under the University's Strategic Institutional Sustainability Indicator 2.1 aimed at 'reviewing existing policies, procedures and structures to ensure a sustained focus on enhancing the students' experience, thereby serving to achieve a transformative experience for all students'.

Implementation challenges identified for the Enhancing Revalidation and the Student Experience initiative included the need to build distributed strategic academic leadership capacity; to mandate course directors; to facilitate a school/subject based approach; to engage programme design teams and communities of practice; to streamline the revalidation and programme management processes; and to design relevant and accessible student resources/handbooks.

Dr Stockdale outlined the ARCS (Attention, Relevancy, Confidence, Satisfaction) Model of Instructional Design (Keller 2010) which was proposed as a means to achieve a team-based approach to curriculum design. It was proposed that the pilot for the process would include two-day sessions on Introduction to Curriculum Design and Communities of Practice.

#### 15.7 Revised Model for Revalidation (Item b)

The Committee considered Paper No LTC/15/1b) on the revised model for revalidation. The Chair advised members of the need to refocus faculty/school activity in relation to the existing periodic review arrangements on the ongoing student experience of a research/scholarship-informed curriculum designed by an engaged course team, rather than on the process itself and the production of a course document every five years. The requirement for further cost savings and the prospect of radical reshaping of the academic organisation of the University and its taught course portfolio in the short-term made this review timely. It was noted that Staff Development and Panel chairs had suggested that there had been variable engagement from teams/Schools/Faculties in curriculum development and in meeting University priorities, and concerns had been reported regarding the limited contribution of some panel members.

##### *Programme Review and Development Units*

It was intended that the new process, to be called 'Programme Review and Development' (PRD) instead of 'Revalidation', would be used for all internal taught courses, outcentres and franchised provision, but not research programmes, other external collaborative provision or joint courses. Aspects of the new process would also be applied in course evaluation. There were currently 125 internal revalidation units and sub-units, ranging in size from one to 12 courses and it was proposed to reduce these to larger school-based units, with the review led by the Head of School, although some larger schools would have subject-based divisions. This would result in approximately eight PRD events per year.

##### *Documentation*

Documentation would include as at present curriculum information in programme specifications and module descriptions, regulations and resources statements, but updated course handbooks would also be received to inform the Panel about the intended student experience in each course and these would contain some of the material currently provided in separate commentaries such as an exemplar assessment schedule, information on the internal coherence of the course, progression opportunities, relations with PSRBs, the achievement of graduate qualities and the new key principles underpinning the Ulster Student Experience.

Subject Librarians would prepare information on the Library resources in collaboration with the School and technical staff would help prepare the description of specialist resources.

### *Engagement with Panel*

A key feature of the new process would be an iterative engagement between the School staff redesigning the curriculum and the approval panel formally from 16 weeks in advance of a final panel meeting. Panel members would give structured feedback on a first draft of the curriculum for the courses in the unit and flag potential areas for discussion before a 'definitive' version was submitted for the Panel meeting.

If the School engaged well prior to the meeting, few final changes would be needed to the documentation and events could then focus on outstanding matters with deeper discussions around pedagogy.

Panels would be chaired by a Pro-Vice-Chancellor and include external subject experts. Internal panel membership would be restricted to a Head of School, a Faculty Learning and Teaching Co-ordinator and a Students' Union Officer. External and internal staff members would be expected to meet Descriptor 2 of the UK Professional Standards Framework (Fellowship of the HEA). New features of the Panel event included discussions with a range of employers and with central administrative departments (Library, ADDL, Student Support, Employability and Marketing, International Department, Staff Development, CHERP) and Faculty technicians.

### *Information Resource*

The intention was that the process would be largely paperless with information for panels being collated electronically. Much of the information would be available from existing electronic data resources or developed in the Curriculum Management System and brought together in a single easily and reliably accessible and navigable resource.

### *Timeframe*

Substantial work would need to be undertaken in 2015/16, particularly in relation to computer system development and guidance documentation. It was proposed that a pilot be undertaken in that year and that a development schedule be worked out with ISD to ensure that the new process was included as part of the enhancements to be made in the second phase of the CMS project. The new model would then be introduced from 2016/17.

### *Comments*

Members welcomed the proposals in terms of the increased opportunity for strategic oversight at School level and the aim to encourage course team members to engage fully in curriculum review and re-design. It was suggested that staff engagement in curriculum design should be an ongoing process and not limited to preparations in PRD.

Some members considered that it was not clear how some of the perceived cumbersome aspects of the current revalidation process would be alleviated and Professor McClenaghan, in particular, expressed concern that staff, already

engaging in the review of curriculum in a professional manner and using a team approach, might view the proposals with misgivings. Members stressed the need for computer systems to be fully developed prior to full implementation of the new process.

The Chair advised that, while there was evidence of excellent practice within the University, this was not as widespread as it should be. She explained that the proposed pilot would test the new process and that any shortcomings identified would be addressed. Extensive research had been undertaken by the project leads into practice elsewhere in UK universities and the proposed arrangements reflected those recently adopted by other universities.

Professor McAlister explained that the Council of the University had given a time-frame for delivering a revised process with a focus on a transformative student experience, and that, while much of what was described related to operational matters and the administrative burden on Faculties would be reduced where possible, the University had still to ensure that the process met external benchmarks such as those of the UK Quality Code together with the University's own requirements.

The proposed interactive and collaborative engagement with external panel members prior to the final meeting was welcomed by Professor Jędrzejewski, but he was concerned that it might prove difficult for a panel to commit to participation in such an extended process. Professor McKinney suggested that the narrow field of internal panel members might make it more difficult for academic staff to gain useful experience and that there might be benefit in allowing other staff to attend as observers. He also suggested that a representative from Physical Resources should be part of the central staff group to meet the Panel.

Ms Honan stated that the Students' Union would consider how the student body could engage in the proposed process with teams before the event and as internal Panel members.

Some members expressed concerns about Heads of School leading the PRD given their current responsibilities and heavy workloads. While appreciating the burden of their workloads, the Chair stressed that a crucial and important aspect of the role was academic leadership. Heads of School would have responsibility for the development and review of their provision but they would be able to delegate certain aspects as appropriate.

#### 15.8 Proposed Changes to the Annual Monitoring Process (Item c)

Mrs Alleyne and Ms Browning presented a paper (LTC/15/1c) on the proposed changes to the annual monitoring process.

The key aims were to increase the effectiveness of University-level oversight of the Programme Management System for annual monitoring; to reduce overlap in the paperwork required for the Annual Monitoring Sub-Committee and Learning and Teaching Strategy monitoring activity; and to reduce bureaucracy at Course Committee-level to create greater space for discussion and consequent emphasis on resolution of issues and development of good practice.

### *University-Level*

It was proposed that there would be an increased focus on Learning and Teaching Strategy monitoring as the main method of reviewing performance against metrics, with monitoring extended to all taught provision. The Annual Monitoring Sub-Committee would be stood down with courses for review being identified by the Senior Executive Team based on the dataset used for Learning and Teaching Strategy monitoring and Faculty reports. SET would have a more formal role in determining outcomes based on this monitoring activity which would be reported to relevant committees as appropriate. Where SET decided that course reviews should be undertaken, these would be conducted by panels with findings and recommendations being reported directly to ADEC.

### *Faculty Level*

Faculties would continue to maintain oversight of the PMS through a Faculty committee but they would be required to discontinue any additional audit/review activity to ensure that, with increasing constraints on resources, effort was effectively focussed on this activity.

### *Course Level*

The course-level Programme Management System would have two elements with management and oversight of the running of the programme considered at usual course committee meetings and monitoring considered annually in November. It would no longer be a requirement for Course Committee meetings to be minuted but a formal record must be kept with a detailed action plan completed for review at the next meeting. The monitoring meeting would result in a completed proforma, as currently used in the Learning and Teaching Strategy monitoring process, being forwarded to the Head of School.

### *Timeframe*

Implementation for 2015/16 was proposed and, subject to agreement to the proposals, further work included a review of the dataset and Faculty and School reporting proformas.

### *Comments*

Members welcomed the streamlining of the process and reduction in the duplication of information. It was suggested that it would be useful for any good practice identified through the process to be shared with CHERP for wider dissemination. The Head of School's annual report on all courses included consideration of the academic plan which would help in identifying action points. It was also suggested that the role of School Learning and Teaching Co-ordinators should be formally recognised in assisting Heads of School in developing the School strategy.

Some members expressed concern about the proposed focus on action points alone in the record of meetings since the minutes provided a useful record of the receipt of information, discussion of issues (including particular views of members)

and identification of good practice. It was suggested that the template be amended to include scope for the inclusion of key points of note and good practice.

AGREED that:

- i) the underlying vision and proposed revisions to the University's processes of programme monitoring and review be endorsed in principle;
- ii) a high level strategic paper be brought to the June meeting of the Committee, setting out the context for the proposed changes and identifying how the proposals built on existing strengths and good practice. The key features of the processes should be outlined and the need for the University to commit to prioritise further development of supporting technology to ensure successful implementation of the proposed PRD process highlighted. Information on the proposed 2015/16 pilot should also be provided.

## 15.9 STEP-UP TARIFF DISCOUNT

Professor McKinney presented Paper No LTC/15/2 on the Step-Up tariff discount.

It was noted that the present Step-Up to Science scheme provided students with the opportunity to earn a tariff discount for entry to the University. As part of the planned expansion and diversification of the scheme, approval was sought to extend the established tariff discount to new Step-Up strands from entry in September 2015 and to revise the existing tariff discount so that it mapped against the new UCAS tariffs points system with effect from 2017. From that date up to 24 UCAS points would be awarded for both existing and new strands of Step-Up. Should a pupil from a partner school register on more than one Step-Up subject strand the total tariff discount that a student could earn for both assessed projects would be capped at 32 points.

It was noted that, as Faculties increasingly made admissions decisions on the basis of letter grades rather than tariff score, this trend would be kept under review to ensure that the tariff discount set was at an appropriate and meaningful level that supported Step-Up participants in securing a place.

Professor Montgomery was assured by Dr Murphy that, although initial discussions regarding extension of the scheme had focussed on the subject areas of Mechanical and Electrical Engineering, other STEM Engineering subjects such as Civil Engineering would be considered. Professor McClenaghan suggested that it might be advisable, in light of experience in science, initially to pilot the extension of the scheme in a new subject area.

AGREED: that the proposals be approved.

## COURSE APPROVAL

### 15.10 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting of the Sub-Committee held on 4 February 2015 (Paper No LTC/15/3a). It was noted that Dr Black and

Dr Ruth McAlister were the new representatives for the Faculties of Computing and Engineering and Social Sciences respectively.

15.11 Course Approval (Item 1)

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.

The Chair highlighted business relating to Foundation degree programmes and Higher Level Apprenticeships. Given the importance of the University taking the lead in discussions in this area, it had been agreed with DEL that ADDL, in partnership with the Department, should hold a symposium in early autumn to consider national developments and to identify best practice. This initiative was particularly welcomed by Mrs Quinn in view of the high level of interest being shown by Colleges in incorporating such apprenticeships into existing or new Foundation degrees.

The Chair noted that, in the revalidation of Education (Minor), some concern had been expressed regarding the achievement of compulsory work-based learning, as this subject was only offered as a Minor. She clarified that the University's expectation was that this would be the responsibility of the subject in which the student was taking their Major.

The Committee noted that in the Certificate and Postgraduate Certificate in Restorative Practices relating learning outcomes to the level of the course was a significant standards issue which needed to be addressed by the course team.

The Chair commended Ms Clare McCann, Revalidation Unit Co-ordinator for Unit 1A Accounting, and the subject team for the successful production of high-quality documentation for complex course provision through the CMS for the recent revalidation event and for their prompt response to the Panel's conditions and recommendations which had resulted in early approval of the final documentation.

AGREED that:

- i) course provision be approved and re-approved as set out in the Appendix;
- ii) one-year extensions to the periods of approval for BSc Hons Architectural Technology and Management (to include 2016 intake) and FdSc Hospitality and Tourism Management and FdSc Travel and Tourism Management at Belfast Metropolitan College (2015 intake) be approved.

15.12 Revalidation of Unit 21: Music

The Committee noted that Chair's action has been taken to approve a one-year extension to the period of approval, to include the 2016 intake, for provision in Revalidation Unit 21 and to defer revalidation to the 2016/17 academic year.

## 15.13 SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan presented the report from the meeting of the Sub-Committee held on 4 February 2015 (Paper No LTC/15/4).

### 15.14 Work Experience (Item 3i)

The Committee at its December meeting had advised that the Sub-Committee would provide further guidance on models of compulsory work-based learning in all Honours (including integrated Master's) degrees (min 14.101 refers.) The Committee noted that the Work Experience Working Group had concentrated on providing guidance on achieving a compulsory component but planned to look at the monitoring of placement and to update University work experience guidelines.

The Committee was asked to consider five proposed Guiding Principles to help course teams in the development of proposals to meet the requirement. The term 'compulsory work-based learning' was to be used rather than 'placement' to avoid potential confusion with the sandwich year. Professor McMullan emphasised that there was no requirement to introduce a sandwich year and the guidance was not prescriptive in terms of duration. Examples of innovative practice had been provided to assist faculties and best practice would need to be widely disseminated. It was noted that the working group still had to consider and provide advice on other issues related to the introduction of work-based learning such as indemnity insurance.

The Committee noted that the projected increase in the required number of work-based learning opportunities was taking place at a time when there was increased competition for limited places and that there was a need to explore opportunities outside Northern Ireland. It was recognised that it might not be possible to secure subject-related work-based learning in some subject areas but that their students could still be provided with appropriate opportunities to develop their employability skills. It was therefore suggested that 'to the subject area' should be removed from Principle 1. Also, given that work-based learning settings would differ, it was suggested that not all students would have 'mentors' and that this expectation should be removed from Principle 3.

The Chair clarified that, although compliance with the Guiding Principles was not a University requirement, they should be viewed as being University expectations which were the appropriate considerations for course teams to take into account in developing compulsory work-based learning opportunities.

The Committee noted that in certain circumstances study abroad might be considered as meeting the University requirement for work-based learning in accordance with the Principles, but there were potential difficulties in designing into the curriculum such a work-based learning activity that the full cohort could be expected to undertake. The Working Group would wish to consider this matter further.

**AGREED:** that, taking account of the suggested amendments, the Principles be endorsed as follows:

- Work-based learning opportunities should be relevant and provide an authentic and meaningful context for experiential learning<sup>1</sup>.
- Work-based learning should support student learning and provide an awareness of the current graduate market place.
- Work-based learning opportunities should provide a supportive environment with access to a network of experienced colleagues.
- Work-based learning opportunities should provide a context for students to practise and reflect on real issues leading to applicable learning and critical thinking<sup>2</sup>.
- Work-based learning and assessment should be integrated in a valid and reliable way; and linked to the development of relevant employability skills and the Ulster graduate qualities.

#### 15.15 Employability Monitoring (Item 3ii)

The Committee noted the Employability Monitoring Working Group had agreed a proposed ‘Ulster Student Employability Journey’ and draft questions which would be compulsory for all students to complete through the online registration system from 2015/16. The purpose of this was to identify where on the journey students considered themselves when commencing their studies at the University and, year on year, to monitor progress. The information would also be available to course teams to effect curriculum change where appropriate on a timely basis. It was noted that this development mapped well to the Ulster Student Experience Working Group and the Principles being drawn.

AGREED: that the Employability Journey proposal be endorsed.

#### 15.16 Award Gradings in DPP and DIAS (Item 4)

Arising from discussion at Senate, the Committee at its December meeting had asked the Sub-Committee and Faculties to consider further the consequence of failure in the placement year or non-completion for reasons other than redundancy (min 14.97 refers). It was noted that currently students in the 40%-49% band passed the year and progressed to the final year of study but did not receive the DPP award. Under the revised regulations they would be eligible to receive the DPP award.

Professor McMullan reported that he had met with Professor McMahon-Beattie to discuss her concerns expressed at Senate. The vast majority of Faculties maintained that 40% was appropriate for the award and the Sub-Committee

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<sup>1</sup> Association of Business Schools (ABS), Chartered Institute of Management (CMI) (2014) Available from:

[http://www.associationofbusinessschools.org/sites/default/files/21st\\_century\\_leaders\\_june2014\\_-\\_final\\_report.pdf](http://www.associationofbusinessschools.org/sites/default/files/21st_century_leaders_june2014_-_final_report.pdf) (Accessed 20 January 2014).

<sup>2</sup> QAA Scotland (2010) Available from:

[http://www.qaa.ac.uk/en/AboutUs/Documents/WBL\\_Guidelines.pdf](http://www.qaa.ac.uk/en/AboutUs/Documents/WBL_Guidelines.pdf) (Accessed 20 January 2014).

considered that Faculties should have their own mechanisms to deal with individual cases where behaviour was a concern. The Committee was satisfied that students would not be disadvantaged by the change in the regulation.

AGREED: that the new 40% award standard be confirmed, effective from the 2015/16 placement/study abroad year.

#### 15.17 PROFESSIONAL AND CONTINUING EDUCATION SUB-COMMITTEE

Dr Murphy, on behalf of Professor McMahon–Beattie, presented the report from the meeting of the Sub-Committee held on 3 February 2015 (Paper No LTC/15/5).

#### 15.18 Terms of Reference and Membership (Items 2 and 3)

The Committee noted the following minor amendments to the original Terms of Reference approved at its October 2014 meeting (min 14.89 refers):

- 2b) Faculty Professional and Continuing Education Plans (previously 'FDL agreements')
- 3) Faculty PCE Plans (previously 'Faculty Flexible & Distributed Learning agreements')
- 5) Short course provision and associated financial models including ... (previously 'financial models and')
- 7) non-regulated (previously 'non-MaSN').

It was also proposed that a representative of the Information Services Department be added to the membership of the Sub-Committee.

AGREED: that the changes to the Terms of Reference and Composition be endorsed.

#### 15.19 Professional and Continuing Education Plans (Item 4)

The Committee had asked that all Faculties had Continuing Professional Development as an agenda item for their Faculty academic development committees. The Centre for Flexible and Continuing Education had met with Deans who had agreed to it working with Heads of School in the development of Professional and Continuing Education Plans. Concerns regarding student numbers, FTE and fee income had been identified through discussions held with Faculties. The planning process was intended to bring transparency and a strategic approach to development and reporting of this activity. It was noted that the FTE and fee income associated with the undergraduate and postgraduate frameworks was attributed to schools.

#### 15.20 Annual Reviews (Item 5)

It was noted that the Annual Reviews for the Certificate of Personal and Professional Development and the Postgraduate Certificate of Professional

Development frameworks would be considered by the Sub-Committee before coming to the Committee.

It was noted that in 2013/14 enrolments through the undergraduate flexible framework accounted for 32% of the part-time undergraduate numbers at the University. Enrolments on the postgraduate framework had risen to 66. Dr Murphy drew attention to the benefit of using the frameworks to test the market with short courses before developing a full award-bearing course.

15.21 Non-Credit Bearing Short Courses (Item 7)

The Committee noted that non-credit bearing courses were only to be used when academic credit was not required and that they should not undermine the current flexible framework provision. In 2013/14 an online short-course payment system (WPM) had been piloted and issues had been referred to the WPM project board. Regrettably, this system was not yet scalable due to lack of integration with University systems. The Sub-Committee would continue to press for resolution of this matter.

15.22 Short Course Prospectus (Item 8)

It was noted that it was intended that information on short course provision would be incorporated within the prospectus rather than being located separately within ADDL's web pages.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

15.23 Advanced Diploma in Intelligence Management (PSNI)

The Committee noted that Chair's action had been taken to approve a departure from the University's standard regulations to prevent automatic progression between semesters. A board of examiners would be held at the end of each semester.

15.24 Revalidation Unit 1A: Accounting

The Committee received Paper No LTC/15/6a from the Ulster University Business School requesting two variations from the University regulations in relation to an additional 10 credit point module in year one of the BSc Hons Accounting and Law and differently named exit awards in BSc Hons Accounting and Management.

*BSc Hons Accounting and Law* (Item 1)

The Committee noted that Level 4 of the programme comprised 130 credit points and that the programme had 490 points in total. The Level 4 modules provided an introduction to the two main subject areas of accounting and law (60 credit points from each area) and students would undertake an additional 10-credit point module 'Academic and Professional Awareness' to ensure that they had the appropriate study/learning skills to support the transition to University. It was felt that the addition of this module would not be an onerous burden on the students in the first

year as they were high achievers and the module was 100% coursework assessed in one semester. Student feedback on this current arrangement was highly positive.

Some concern was expressed in relation to the rationale for this additional study requirement given that the course was aimed at high achievers. The Chair explained that it was based on the fact that there was no scope to reduce the core curriculum to meet the accreditation requirements at Level 4 of two professional bodies.

#### *BSc Hons Accounting and Management (Item 2)*

The Committee noted that it was proposed that the award titles of the CertHE and AB exit awards be 'Accounting' rather than 'Accounting and Management' because of the commonality and transferability in the structure of the programme with the Management Consulting pathway of the BSc Hons Accounting which also had these exit award titles in place.

AGREED: that both proposals be approved.

#### 15.25 Revalidation Unit 20: Modern Languages

The Committee received Paper No LTC/15/6b from the Faculty of Arts requesting approval for the transfer arrangements from the BA Hons to the integrated MA Hons Applied Languages, which was a new linked programme considered as part of the recent revalidation of provision in Unit 20: Modern Languages. It was proposed that all students would register on the BA Hons and those students wishing to transfer to Level 6 of the MA Hons would be expected to achieve an overall average of 50% at Level 5. Those students not seeking to progress to the MA Hons or who failed to achieve the required threshold would complete BA Hons. Students would undertake the dissertation in their chosen target language at Level 7 and setting the threshold at 50% was seen as a means of ensuring that students would have sufficient language skills to undertake the dissertation. In addition, a 50% threshold would equate with the minimum requirement of a 2ii Honours degree for entry to a Master's programme.

Since the 50% threshold did not comply with the University's normal progression regulation of 40% between years in integrated Master's degrees, the Faculty was seeking approval for the variation. The Committee noted that two other faculties had been permitted to use a 60% progression threshold in their Integrated Master's programmes.

AGREED: that the proposal be approved.

#### 15.26 Revalidation Unit 26F: Social Work

The Committee received Paper No LTC/15/6c from the Faculty of Social Sciences requesting three departures from the University's regulatory framework in relation to admission requirements, exemptions and the classification of the final result.

The Committee noted that the BSc Hons Social Work was offered in full-time and part-time modes on the Magee campus and that Levels 4 and 5 of the full-time

programme were also offered by BMC and SWC with students completing Level 6 at Magee. Graduates of related disciplines were permitted, with the requisite prior certificated learning, exemption from Level 4 of the full-time programme at Magee and complete the programme in two years through the 'Relevant Graduate Route'.

### *Admission Requirements*

It was proposed that the part-time mode only should have the following additional entry requirement: 'A minimum of three years sustained paid or voluntary experience in social care or a related field within the previous five-year period'.

This had been approved at the inception of the part-time programme in 2010 by both the Northern Ireland Social Care Council (NISCC) and by the University, having been introduced as a widening participation initiative to encourage applications from under-represented groups, including disabled people and carers. (Caring responsibilities were taken into account as well as relevant work experience.)

Given that the curriculum in the part-time and full-time modes was identical, the Committee considered that the objective justification for having this as an additional part-time entry requirement was not clear and could be open to challenge.

### *Exemption from Part of the Programme*

The Committee noted that it was proposed that exemption be restricted to full-time applicants to the Relevant Graduate Route and for 120 credits at Level 4 and for prior certificated (and not experiential) learning only.

Those seeking admission would have a degree in at least one subject which relates to a part of the social work curriculum. Prior experiential learning would not count and there was a regional agreement to recognise prior certificated learning for this pathway only.

The Committee considered that the paper did not make clear why exemptions from the three year full-time or the part-time programme and why APEL should not be permitted.

### *Classification of Final Result*

The Committee noted that a variation had previously been approved for the existing degree to allow a 25% Level 5 contribution to the final classification and that it was proposed that this be continued. The rationale was mainly one of ensuring student motivation and reflected concerns over the quality of Social Work education elsewhere in the UK. The Committee noted the supporting letter from NISCC which indicated that it was an expectation. It was understood that Queen's University, Belfast had a similar arrangement.

AGREED that:

- i) the additional admission requirement be referred back to the Faculty to clarify with the NISCC/DHSSPS/Regional Body why this was being imposed on

part-time students and to confirm that the proposed rule would be defensible in law;

- ii) the APL matter also be referred back to the Faculty for further clarification of the rationale for the proposal;
- iii) the proposal for classification be approved.

#### 15.27 PRIZES AND AWARDS

The Committee received Paper No LTC/15/7 which set out details of the following seven new prizes for consideration.

Liberty IT Prize  
Hannigan Immunology Prize  
Agnes Finnegan Peace Prize  
Tom Finnegan Peace Prize  
CIMA (Ireland) Award for Excellence in Economics  
PwC Award  
Translink Business Process Improvement Award

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

Duration: 3 hours 20 mins

22 April 2015

AGF/CA/lh

**COURSE APPROVAL**

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Computing and Engineering	FdSc Computing Infrastructure (with CertHE exit award)		PT Fast-track	2015 - 2018	BMC, Castlereagh campus		1 <sup>st</sup> yr intake = 16 Subsequent intakes = 32
Life and Health Sciences	MSci Hons Biological Sciences	✓		2015 - 2019	School of Medicine, Indiana University, Indianapolis (IUPUI) (Outcentre)		
Social Sciences	Advanced Diploma in Intelligence Management		✓	2015 - 2017	Police Service of Northern Ireland (PSNI), Lisnasharragh, Belfast		2015: 66* 2016: 66* 2017: 68* *over multiple intakes each year
	BSc Hons Sociology (with CertHE and AB exit awards) (with optional DIAS).	✓	✓	2015 - 2019	ME		
Ulster University Business School	BSc Hons Accounting (Pathways) (Accounting, Forensic Services, Financial Economics, Management Consulting) (with CertHE and AB exit awards) (with optional DPP(I) / DIAS) ( <b>replacing BSc Hons Accounting</b> ).	✓		2015 - 2019	JN		

**COURSE RE-APPROVAL**

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Arts	7D	FdA Digital Arts and Technologies (with CertHE exit award [replacing FdA Creative Media Production])	✓	✓ & PT fast-track	2015 – 2019	SWC Dungannon, Enniskillen and Omagh	20 on each campus	20 students in total across PT, PT fast-track on each campus

	13A	AB in English and History (with CertHE exit award)		✓	2015 – 2019	SRC, Newry		40
	19A	UG Hons Subject: Film Studies (Major/Main/Minor) (with CertHE and AB exit awards and optional DIAS)	✓	✓	2015 – 2019	CE		
		BSc Hons Interactive Media ( <b>proposed new title and award – previously BA Hons Interactive Media Arts</b> ) (with CertHE and AB exit awards and optional DPP & optional DIAS)	✓	✓	2015 – 2019	CE		
		UG Hons Subject: Journalism (Major) (with CertHE and AB exit awards and optional DIAS)	✓	✓	2015 – 2019	CE		
		UG Hons Media Studies (Major/Main/Minor) (with CertHE and AB exit awards and optional DIAS)	✓	✓	2015 – 2019	CE		
		BA Hons Media Studies and Production (with CertHE and AB exit awards and optional DIAS)	✓	✓	2015 – 2019	CE		
	19B	UG Hons Photo Imaging (Minor) (with CertHE and AB exit awards and optional DIAS)	✓	✓	2015 – 2019	CE		
		MA Documentary Practice (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	CE		
		MA Journalism (with PgDip exit award)	✓		2015 – 2019	CE		

		MA Media Management and Policy (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	BT		
Computing and Engineering	10A3	PgDip Advanced Composites and Polymers (with PgCert Engineering exit award)	✓	✓	2015 – 2019	JN		
		MSc Advanced Composites and Polymers (with PgDip and PgCert Engineering exit awards)	✓	✓	2015 – 2019	JN		
		PgDip Biomedical Engineering (with PgCert Engineering exit award)	✓	✓	2015 – 2019	JN		
		MSc Biomedical Engineering (with PgDip and PgCert Engineering exit awards)	✓	✓	2015 – 2019	JN		
		PgDip Manufacturing Management (with PgCert Engineering exit award)	✓	✓	2015 – 2019	JN		
		MSc Manufacturing Management (with PgDip and PgCert Engineering exit awards)	✓	✓	2015 - 2019	JN		
Life and Health Sciences	3A	BSc Hons Biology (with CertHE and AB exit awards) (with optional DPP/DPP(I)/DIAS)	✓		2015 – 2019	CE		
		BSc Hons Biotechnology	✓		2015 – 2019	CE		
		BSc Hons Applied Biosciences (DL)		✓	2015 – 2019	DL		
	12C	FdSc Equine Management (with CertHE exit award)	✓	✓	2015 – 2019	CAFRE, Enniskillen	20	
		BSc Hons Equine Management (with CertHE and AB exit awards) (with optional DPP(I))	✓		2015 – 2019	CAFRE, Enniskillen	20	
	22F	BSc Hons Health and Wellbeing	✓	✓	2015 – 2019	ME		
BSc Hons Health and Wellbeing			✓	2015 – 2019	JN			

		PgDip/MSc Health and Wellbeing (with PgCert exit award)	✓	✓	2015 - 2019	JN/ME			
Social Sciences	9A	Postgraduate Certificate of Education – Primary	✓		2015 – 2019	CE			
		Postgraduate Certificate of Education – Post Primary - Art and Design - English with Drama and Media Studies - Geography - History - Home Economics - Music Education - Physical Education - Technology and Design (including an initial six weeks at the Mountcollyer Technical Resource Centre)	✓		2015 – 2019	CE			
	9F	Undergraduate Hons Subject: Education (Minor) (with Certificate of Higher Education and Associate Bachelor's Degree exit awards)	✓		2015 – 2019	CE			
	26M	Certificate in Restorative Practices			✓	2015 – 2019	JN		
		PgDip/MSc in Restorative Practices (with PgCert exit award)			✓	2015 – 2019	JN		
	27A	UG Hons Subject: Sociology (Single Hons [with CertHE and AB exit awards] / Major / Minor) (with optional DIAS)	✓	✓		2015 – 2019	JN		
UG Hons Subject: Sociology (Major [with CertHE and AB exit awards] / Minor [with CertHE and AB exit awards]) (with optional DIAS)		✓	✓		2015 - 2019	ME			

Ulster University Business School	1Aa	UG Hons Subject: Accountancy Studies (Minor)	✓		2015 – 2019	JN		
		BSc Hons Accounting and Management (with CertHE in Accounting and AB in Accounting exit awards) ( <b>replacing BSc Hons Accounting with Finance</b> )		✓	2015 – 2019	JN		
		BSc Hons Accounting and Law (with DPP(I) / DIAS)	✓		2015 – 2019	JN		
		BSc Hons Finance and Investment Management (with CertHE and AB exit awards) (with optional DPP(I) / DIAS) ( <b>replacing BSc Hons Finance and Investment Analysis</b> )	✓		2015 – 2019	JN		
		Graduate Diploma in Accounting	✓		2015 – 2019	JN		
	5E1a	MSc International Business (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	ME & DL		
	5I	MSc Business Development and Innovation (with PgCert and PgDip exit awards)	✓	✓	2015 – 2019	JN		
	5Q	FdSc Leadership and Management (with CertHE exit award)	✓ [new proposal]	✓	2015 – 2019	South Eastern Regional College (Bangor campus);	20	20
		FdSc Leadership and Management (with CertHE exit award)	✓		2015 – 2019	South Eastern Regional College (Lisburn campus).	20	
	15C	FdSc International Hospitality and Tourism Management [ <b>previously FdSc Hospitality and Tourism Management</b> ] (with CertHE exit award)	✓	✓	2015 – 2019	North West Regional College (Derry/L'Derry campus) and	15 at each campus	15 at each campus

		FdSc International Travel and Tourism Management [ <b>previously FdSc Travel and Tourism Management</b> ] (with CertHE exit award)	✓	✓	2015 - 2019	Southern Regional College (Newry campus) and South West College (Enniskillen campus)  North West Regional College (Derry/L'Derry campus) and Southern Regional College (Newry campus) and South West College (Enniskillen campus).	15 at each campus	15 at each campus
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### COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Art, Design and the Built Environment	FdA Graphic Communication [Last intake: 2012/13]	BMC, Castlereagh campus
Arts	Diploma in Chinese (BT/CE) [Last intake: 2011/12];  FdA Performing Arts – Acting, Dance and Production [Last intake: 2011/12];  AB English and History [no intake];  MA Professional Translation [Last intake: 2012/13].	BT/CE  SWC, Cookstown campus  SRC, Armagh and Portadown only  CE
Computing and Engineering	FdEng Engineering Management [no intake];  FdEng Manufacturing [no intake];  BSc Hons Sports Technology [Last intake: 2014/15];	BMC  BMC  JN

	MSc Professional Practice (and modules MEC870 and MEC871) [Last intake: 2014/15].	JN
Life and Health Sciences	FdSc Equine Management (Part-time mode only to be withdrawn) [no current intake];  FdSc and CertHE in Rural and Countryside Management [Last intake: 2013/14].	CAFRE, Enniskillen campus  CAFRE, Greenmount campus
Social Sciences	Access Diploma in Adult Learning (Business and IT Pathways only) [Last intake: 2013/14];  Access Diploma in Humanities [Last intake: 2015/16];  Access Diploma in Social Sciences [Last intake: 2013/14];  PgDip/MEd with specialisms [ <b>Note: withdrawal of surplus course codes 7410 and 7411 only</b> ] [no intake].	Southern Regional College (Newry, Portadown, Armagh and Brownlow)  Northern Regional College (Coleraine, Magherafelt, Newtownabbey and Trostan campuses)  Police Rehabilitation and Retraining Trust (PRRT, Maryfield)  Athlone Education Centre (Outcentre) [7410] and Monaghan Education Centre (Outcentre) [7411]
Ulster University Business School	BSc Hons Business (2710 – replaced by Business Management) [Last intake: 2009/10];  MSc International Hotel and Tourism Management [Last intake: 2014/15].	CE  BT