UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 19 October 2011 at the Coleraine campus

PRESENT

Professor D A McAlister (Chair), Ms S Alexander, Mr S Cannell, Professor P Carmichael, Professor C Curran, Dr D Gray, Professor M McColgan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor H McKenna, Dr A McKillop, Dr A Melvin, Professor R J Millar, Professor I Montgomery, Professor A Moran, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Professor A Adair, Professor R R Barnett, Miss C Cochrane, Professor K Greenan, Professor N McClenaghan, Professor P Ó Dochartaigh

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Ms S Maguire

UNRESERVED

11.93 MEMBERSHIP

The Chair welcomed new members - Professor McKenna and Professor Moran in their capacity as new Pro-Vice-Chancellors, Professor Curran as Dean of Life and Health Sciences, and Dr A Melvin and Dr A McKillop as Faculty representatives for Arts and Life and Health Sciences respectively, and Mr S Cannell for the Students' Union.

The Committee extended its best wishes to Professor Greenan who was currently on extended sick leave.

11.94 MINUTES

Subject to the amendments below the confirmed minutes of the meeting held on 15 June 2011 were signed by the Chair.

Min 11.54 Correct title of Principles - 'Assessment and Feedback for Learning'.

Min 11.87 Correct course title - 'BSc Hons Civil Engineering (Geoinformatics)'.

MATTERS ARISING

11.95 Greater Belfast Development Plan (Min 11.47)

At the previous meeting Mr Tyler of Fielden Clegg Bradley Studios had reported that various layouts for the Belfast campus had been examined to reflect a range

of pedagogical approaches from formal didactic delivery in large lecture theatres to small student-centred learning spaces. Professor Carmichael reported that at a recent meeting the Pro-Vice-Chancellor (Communication and Development) had made reference to proposed layouts changing from didactic to collaborative teaching and Professor Carmichael sought reassurance that pedagogical requirements would remain the primary consideration. Professor McAlister confirmed the University's desire to move to more collaborative learning approaches and this was to be reflected in the design of the teaching spaces. Although there would still be large lecture theatres, it was expected that the accommodation should be designed also to facilitate collaborative learning.

Professor McAlister also reported that the Department of Physical Resources had identified spaces at other campuses where it would be possible to experiment with collaborative and flexible arrangements in 2012/13 and subsequent academic years. This testing would inform and help to refine the design process at the Belfast campus. There would in addition be engagement with Staff Development to ensure that the institution, as a whole, was in a position to support changing teaching styles.

11.96   Non-Award Bearing Working Group (Min 11.68)

Professor Curran presented paper TLC/11/31 setting out revised terms of reference and membership of the Working Group and an implementation plan. She advised that for 2011/12 three main areas of work had been identified:

a)   a pilot system to test single transaction application, payment and enrolment;

b)   liaison with central departments to clarify a number of residual matters including the oversight of consultancy-sourced training; the dataset to be held in the student record; learning resource entitlements of occasional students taking non-credit bearing courses; and the arrangements for printing certificates of completion;

c)   the central co-ordination of non-award bearing activity with an initial listing on Lifelong Learning Administration's web page with a view to integration in the online prospectus, and guidance on the management of prerequisites.

Following the pilot and a subsequent report to the Committee in June 2012 a plan would be developed for the roll-out of the system in 2012/13.

AGREED: that, subject to the inclusion of a representative from the Student Marketing and Employability division, the terms of reference, membership and implementation plan be endorsed.

11.97   Graduate Qualities (Min 11.78)

The Committee had endorsed, with effect from 2011/12, the new Statement of Graduate Qualities and had asked the HEAR Steering Group to consider the provision of a commentary to guide staff on the University's intentions for each quality.

Mr McCurry presented paper TLC/11/32 which provided a sample evidence base for each of the four qualities. The guidance had been tested at two recent events, the Evaluation/Revalidation annual briefing seminar and a CHEP workshop. Given that the statement of Graduate Qualities would be part of the HEAR document and in the public domain, it was important for course teams to consider how they were fulfilled. The course team's commentary would form part of the narrative in the course validation documentation. A 'tick box' mapping would not however be expected.

The Chair advised that the achievement of the Graduate Qualities should be relatively straightforward to demonstrate, as all course/subject teams were already taking account of, inter alia, the national subject benchmarks, the University's Principles of Assessment and Feedback for Learning and its expectations for Employability, Entrepreneurship Training and Personal Development Planning. The Committee noted that the term 'global citizenship' should be interpreted broadly and contextualised. It was also suggested that an appreciation of sustainability should be included explicitly within the third Quality.

AGREED: that the Statement of Graduate Qualities be revised to add a reference to sustainability.

11.98   Viewpoints Project (Min 11.79)

It was noted that the dissemination plan would now be received at the December meeting.

CHAIR'S COMMUNICATIONS

11.99   Undergraduate Awards of Ireland and Northern Ireland 2011

The Chair reported that, although the number of submissions from Ulster students had increased from 109 in the 2010 competition to 130 submissions in 2011, none was successful in obtaining an award. Faculties were asked to be proactive in the identification of high performing students and high quality work and in encouraging submissions in the 2012 competition.

11.100   Extenuating Circumstances

The Chair reminded Deans of the need to ensure that, in accordance with the University's procedures, documented evidence relating to extenuating circumstances was considered before or at the relevant Board of Examiners at which student progress decisions were made. It was understood that HESA might seek such evidence as part of its audit of data returns.

COURSE APPROVAL

11.101   Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 21 September 2011 (Paper No TLC/11/33a).

The Committee noted that the majority of business for University level approval had been approved by Chair's action on account of September start dates. Revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals were noted.

The Committee noted that an AB in Psychiatric Nursing (distance learning) to be offered in partnership with the College of Registered Psychiatric Nurses of Alberta (Canada) had been evaluated. A consultancy firm was to contribute to the management of many aspects of delivery. Although the curriculum was deemed by the panel to be fit for purpose, it had been agreed that the commencement of the course would require explicit, separate approval, following consideration of a revised model of delivery.

The Committee also noted the approval, subject to formal recognition of the institution, of the BSc Hons Nursing Science at Dr Soliman Fakeeh College of Nursing and Medical Sciences in Jeddah, Saudi Arabia. The Academic Development and Enhancement Committee had recommended to Senate the recognition of the College at its meeting on 18 October. The course had been approved to have an English language entry standard below the University's minimum but students were required to meet the University's standard by the end of Year 2. The consequences of failure in the course differed from the University's norm on account of the size of modules and the holding of meetings of Boards of Examiners at the end of each semester. This reflected arrangements in other University undergraduate nursing courses.

Professor McAlister drew attention to a new part-time BSc Hons Management Practice programme for delivery at the Jordanstown and Magee campuses initially and at the Birmingham and London campuses of the QA Business School in the future. The QABS's campuses would also be new outcentres for the delivery of the University's full-time BSc Hons Business Studies and MSc Executive Leadership from September 2011.

The Chair reported that Senate under its Delegated Authority Framework had not granted to the Committee power to agree periods of approval of less than five years, extensions to periods of approval, nor changes to titles of new courses at the time of evaluation. Since the introduction of the Framework in 2007, Senate had not turned down any recommendations of the Committee in these matters, as respectively the proposals usually related to alignment in the revalidation cycle, were based on evidence of ongoing quality, or were recommendations from validation panels. In view of these safeguards, it was considered appropriate to invite the Senate to extend its delegation of authority.

AGREED that:

i)   the course provision be approved and re-approved as set out in Appendix 1;

ii)   the following recommendations for approval be made to Senate:

    a)   changes in title from that originally proposed:

        • FdEng in Management (previously Engineering) at Belfast Metropolitan College and South West College

- FdEng Manufacturing (previously Engineering) at Belfast Metropolitan College and South West College
- BSc Hons Nursing Science (previously Nursing) at Dr Soliman Fakeeh College of Nursing and Medical Sciences, Jeddah, Saudi Arabia
- FdSc Business Services Management (previously Business Leadership and Management) at South West College
- AdvDip in Sustainable Investment for the Third Sector (previously Sustainable Investment and Financial Management for the 3rd Sector);

b) reduced periods of approval for the BA Hons Architecture and the MArch, FdSc Applied Medical Sciences at South West College, PgCert/Dip/MSc Sensory Integration, PgCert Sport and Exercise Medicine, FdSc Business Services Management as set out in Appendix 1 to align with the revalidation schedule;

c) extensions to the periods of approval for PgCert Health Informatics, PgDip/MSc Health Informatics, and Certificate in Community Youth Studies to include the 2012/13 intake;

d) subject to recognition of the institution by Senate, the addition of BSc Hons Nursing Science to the courses listed in Regulation 23 of the Regulations for Degrees, Honours Degrees and Integrated Master's degrees as having their own consequences of failure;

iii) that Senate be asked to delegate authority to the Committee in respect of shorter periods of approval, extensions to periods of approval and changes in course title, and that the Committee's terms of reference be revised accordingly.

11.102 <u>Structure and Naming of CertHE Exit Awards in Combined Degrees</u>

The Committee considered a proposal from the Faculty of Social Sciences that the Minor subject should not be identified in the title of the CertHE exit award for students of certain Combined degrees in the School of Communication who left having successfully completed Level 4 (Paper No TLC/11/33b). The Course Approval Sub-Committee had taken the view that the award title should reflect the Major/Minor combination on which the student had enrolled and had referred the matter to the Committee for consideration.

The Committee noted that titles of AB exit awards would name both subjects. Mr McCurry reported the general view of the other Campus Co-ordinating Groups that the principles of the combined degree system should be respected with the appropriate proportion of study in each subject at each level. The system should also be kept simple, especially in view of the small number of students who might be involved, so as not to require intervention to change award titles for those leaving early.

AGREED:

i) that the titles of all exit awards in combined degrees reflect the Major/Minor combination;

ii) the proposal from the Faculty of Social Sciences to omit the Minor subject in the CertHE title be not approved.

11.103 PSRB Accreditation

The Chair presented a summary report on professional and regulatory body accreditation for the 2010/11 academic year and the schedule of proposed activity for 2011/12 (Paper No TLC/11/33c).

The Committee noted the very positive outcomes of PSRB visits but that a number of reports and responses had not yet been received by the Committee.

It was noted that the schedule of proposed activity for 2011/12 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 had already taken place and on any visits scheduled for 2011/12 not included in the paper.

11.104 Schedule to Ordinance XXIX: Recognition of Institutions

The Committee noted Paper No TLC/11/33d, Schedule to Ordinance XXIX: Recognition of Institutions, an annual statement of courses offered by partner institutions under validation arrangements from the 2011 intake (Appendix 2). The differing levels of collaboration among local partners was noted.

11.105 SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report of the meeting held on 28 September 2011 (Paper No TLC/11/34).

11.106 Diploma in International Academic Studies (DIAS)

The Committee noted that, in relation to the Teaching and Learning Committee's recommendation to the Sub-Committee, a Working Group would revisit the 'Guide to Good Practice' and that a report would be forwarded to the December meeting of the Committee (min 11.72 refers).

11.107 Reporting Mechanisms within Faculties

The Committee noted that Faculty representatives had provided the Sub-Committee with details of the processes in place to assist the two-way flow of information and to ensure discussion in the relevant Faculty committee.

11.108 Ulster EDGE Award

Professor Miller reported that the Award had been launched on 26 September and that it was currently open to first and second year full-time undergraduate students and that a small pilot was also being conducted for Year 3 Sports students. Positive feedback had been received from outside the University regarding the scheme and its title.

11.109 Professional Experience Programme

The Committee noted that the Professional Experience Programme (PEP) and the Graduate Certificate in Professional Practice were provided as a partnership between the University and employers, with £160K available to fund 30 graduate level jobs with high profile employers. Registrations had reached 350, with six students already appointed (at 28 September).

11.110 Teaching and Learning Strategy Action Plan

Professor Millar reported that four Key Activity working groups were to take forward activities identified in the 2011/12 action plan, viz to improve the monitoring of placement, to revisit the good practice guidelines for the assessment of placement, to consider how placement might be handled in the academic planning process, particularly with current difficulties in obtaining placement, and to review DLHE statistics.

11.111 Employability Development Opportunities Review Tool (EDORT) Online

The Committee noted that information on EDORT was now online. A pilot for DHSSPS funded programmes was being taken forward with BSc (Hons) Community Youth Work and BSc (Hons) Nursing (Mental Health).

11.112 PDP Forum

The Committee noted that a cross-Faculty survey of student perceptions had elicited 581 responses across 16 subject areas, with 71% of students agreeing that PDP had helped them engage in thinking about life-long professional development. It was hoped to conduct a similar survey among second year students.

11.113 Destinations of Leavers from Higher Education (DLHE) Report

Professor Millar advised Faculties of the need to review their DLHE information, in particular the proportion of graduates obtaining employment and, of these, the percentage obtaining graduate level jobs since graduate/non-graduate employment was a KIS metric. It had been agreed that Faculty representatives would set up working groups to compare their results with the national subject averages and develop action plans if appropriate. Faculty information would be presented to the Committee at its next meeting.

Professor McHugh raised the anomalous position of Accounting graduates who were expected to take up training contracts which would not be identified as graduate-level but were placed in a 'work and study' category. Mr McGivern

advised that he would be meeting with the Head of Department in the near future to discuss this matter; however all institutions offering accounting degrees were likely to report these destinations in the same way.

11.114 <u>Development of Technically Mediated Services Supporting Employability</u>

The Committee noted that PACE, replacing the PD System, had been launched in June and as at 28 September there were a total of 5,937 users. Training sessions had been held for staff at all campuses. It was also noted that 'Careers Connect', the University's on-line career service management application, had 688 registered employers and over the last calendar year 1,413 opportunities have been advertised on the system. The 'Going Global' account had been renewed for another year to allow students and graduates access to online information, advice and jobs across 32 countries. It could be accessed from both PACE and the University portal.

TEACHING AND LEARNING STRATEGY

11.115 <u>Draft Action Plan: 2011/12</u>

The Committee noted that in August lead agents in central departments and Deans of Faculties had been asked to consider a table of new key activities proposed for 2011/12 by the Pro-Vice-Chancellor (Teaching and Learning), together with other activities rolled over from the 2010/11 action plan and to add to or amend it as appropriate. Specific performance measures, target dates and likely sources of evidence were to be included.

The Chair presented the draft action plan for 2011/12 (Paper No TLC/11/35a) structured in two parts with central activities grouped together and the Faculties presented individually. It was noted that the Faculty of Arts had yet to submit its action plan.

The Committee noted that new actions including priorities relating to assessment and feedback for learning, the KIS, the University's revised Code of Practice for External Examining, the online prospectus and a review of student marketing, outreach activity, green issues, placement, the review of DLHE statistics, and the development of the Professional Standards Framework for staff.

It was noted that with regard to the topic of 'Green issues' within the curriculum (Aim 3) the Senior Management Team in March 2011 had agreed to promote the embedding of sustainability matters in programmes. The Committee discussed possible interpretations of the phrase and considered 'Sustainability Issues' would have clearer meaning.

The Deans outlined their priorities for 2011/12. Mr Cannell reported that the Students' Union would also be working to make a positive contribution as it developed its student engagement activities.

AGREED that:

i)   subject to the 'Green Issues' activity identified under Aim 3 being revised to 'Sustainability Issues', the plan be endorsed;

ii)   the Faculty of Arts forward its action plan for consideration at the December meeting;

iii)   lead agents report by late May on progress on the achievement of objectives and further action planned and any additional in-year activities, and identify definitive sources of evidence (paper reference numbers and minute references where available), for consideration by the Committee at its June 2012 meeting;

iv)   the reports be forwarded to the Critical Friend in late June for consideration as part of the evaluation process.

11.116 Critical Friend's Commentary on the Strategy

The Committee, at its meeting in June 2010, had endorsed a methodology for evaluating the implementation of the Teaching and Learning Strategy (min 10.121 refers). Mr Gabriel Jezierski, Head of Learning and Teaching, University of Wales Institute, Cardiff, had been appointed as the Critical Friend to review the central and Faculty assessments of progress in the 2010/11 action plan following their endorsement by the Committee. A round of face-to-face meetings had complemented his desk-based document review.

The Chair presented Mr Jezierski's Executive Summary (Paper No TLC/11/35b) and the Committee noted that the full report had been provided to the Retention Implementation Working Group for discussion with Faculty Teaching and Learning Co-ordinators.

The report was very positive and identified a substantial number of strengths in both the Teaching and Learning Strategy and its implementation. A number of points for consideration had also been identified.

Student Engagement

The Committee noted that it would be important to ensure that the class representation system was working effectively for full-time, undergraduate programmes, before considering its roll-out to all courses.

Strategic Alignment and Priorities

It was noted that the new Corporate Plan was better aligned to the Strategy than its predecessor.

The report drew attention to the challenge of sustaining the priority given to small group teaching in the current financial climate. The Chair advised that this commitment would remain highly important to the University but that the achievement of efficiencies would continue to be sought.

Relationship between Teaching, Learning, Scholarship and Research

The report noted that the connections between teaching and research had only begun to be addressed systematically in the later annual action plans and reports.

The Committee expected that further steps, consistent with the explicit statements in the new Corporate Plan, would be taken in the remaining years and in the next Strategy. The role of pedagogical research in the Research Excellence Framework 2014 was noted.

Internationalisation

The report had commented on little substantiation and reporting of an international agenda in line with the University's Vision in the 2007-2011 Corporate Plan, (Strategy Objective 'to enhance possibilities of EU and international exchanges and outreach'). It was considered that the establishment of the Pro-Vice-Chancellor portfolio for Educational Partnerships and International Affairs would allow this matter to be revisited.

Annual Performance Reporting

Among the recommendations for increasing confidence in assessing progress, Mr Jezierski had suggested that Key Performance Indicators and Faculty Performance Measures could be 'SMART-er'. It was noted that not all information was reported through the Teaching and Learning Committee, with for example retention and NSS data being considered by Senate and other committees and groups.

The Committee noted that in developing the next Strategy consideration would be given to how best to report on cross-cutting aims where there was least direct control over progress, particularly where lead agents were not within the portfolio of the Pro-Vice-Chancellor (Teaching and Learning).

AGREED that:

i) Mr Jezierski be thanked for his comprehensive report and that he be invited in June 2012 to evaluate progress in relation to the achievement of the 2011/12 action plans and to meet with a range of staff and students;

ii) lead agents and Faculties be thanked for the substantial work and progress made in implementing the Teaching and Learning Strategy to date.

11.117 CENTRE FOR HIGHER EDUCATION PRACTICE: 2010/11 ANNUAL REPORT

Ms Maguire presented, on behalf of Professor Greenan, the CHEP annual report for 2010/11 (Paper No TLC/11/36).

The Committee noted the very full programme of events held in the year which included seminars, workshops, discussion fora and the Festival of Innovative Practice. Although there had been a greater level of staff participation than previously, this varied across the Faculties and there was considered to be scope for increased engagement. The Centre's sub-committees had addressed a range of topics dealing with creativity in the curriculum and research and practice. The Development Fund had supported eight projects on the themes of student engagement and assessment for learning and a second edition of the Centre's Journal had been published.

The report provided an interim evaluation of progress in the implementation of the Peer Assisted Study Sessions (PASS) scheme and its positive effect. The Working Group would be exploring potential resource models to support sustainable expansion.

It was noted that the Centre's involvement with students had continued to increase, for example in the selection of the title for the 2011 Student Competition, in support for student focus groups for those subjects reviewing curriculum in preparation for evaluation and revalidation, and in the production of a leaflet on assessment and feedback.

The Committee noted that the results of a staff survey were positive with the majority of staff finding Centre events 'worthwhile' or 'extremely worthwhile'. Other feedback received would be taken on board in the 2011/12 academic year.

AGREED that:

i)   the Committee's appreciation be extended to Professor Greenan for her leadership of the Centre;

ii)   staff of the Centre and those in Faculties and departments who worked with it be commended for their valuable contributions in developing and disseminating practice.

11.118 PLAGIARISM OFFENCES IN 2010/11

The Committee received the annual report on plagiarism offences recorded in 2010/11 (Paper No TLC/11/37), comprising a central report and individual Faculty reports (min 10.164 refers).

The Committee noted that the total number of offences recorded in 2010/11 was 378, which was significantly higher than the 266 offences recorded in 2009/10. The number of repeat offences had remained at approximately 10% for the last two years with no fourth offences being recorded in 2010/11. Some Faculties had experienced overall reductions but increases were marked in Computing and Engineering and Life and Health Sciences. While some Faculty reports noted increased vigilance, others commented on concern about possible inconsistency in the application of policy locally. Faculties had reported on measures to improve consistency during 2011/12. The Faculty of Social Sciences had sought guidance on whether the use of Turnitin should be made compulsory.

There was some concern over discrepancies in figures in the central record, populated by Faculties, and their subsequent reports. A number of recommendations were made to improve the timeliness of recording on the register and the functionality of reporting tools, as at present analysis was undertaken manually.

A University Working Group on Plagiarism would convene in the current year to review Policy and Procedures. It was noted that plagiarism was a recurring topic in the press and an article had recently appeared on the nationally developed points-based Plagiarism Reference Tariff.

AGREED that:

i)   Faculties be commended for the evident seriousness with which they took this matter;

ii) Faculties and Access and Distributed Learning be asked to:

- ensure that the University's Plagiarism Policy and Procedures were rigorously applied across all programmes;

- review how their annual plagiarism reports were assembled with a view to ensuring that their figures concur with those in the Register;

- ensure that all plagiarism offences in 2011/12 were recorded on the central register as soon as possible, and to note that the cut-off for 2011/12 would be 10 September 2012;

- provide by 30 September 2012 their reports for 2011/12, with a commentary on issues arising and actions taken or proposed in light of the records and trends since the introduction of the Plagiarism Policy in 2006/7;

iii) Student Administration be asked to investigate and advise on any additional functionality or reporting capabilities within the Cognos application;

iv) the Working Group on Plagiarism be asked to consider, as part of its review, the question of the compulsory use of Turnitin and the Plagiarism Reference Tariff (2010).

11.119 APPOINTMENT OF EXTERNAL EXAMINERS: ANNUAL REPORT 2010/11

Professor McAlister presented the report on external examiner nominations and appointments in 2010/11 (Paper No TLC/11/38).

After considering the 2009/10 report, the Committee had asked Faculties to ensure more timely submission of nominations in 2010/11 and to promote greater awareness of the existence and expectations of the University's Code of Practice among staff (min 10.166 refers). In June the Committee had agreed to implement with immediate effect a revised Code of Practice which took account of the national UniversitiesUK and GuildHE review (mins 11.82-83 refers) and nominations received after 15 June had been reviewed in line with the stricter Code. The Teaching and Learning Strategy action plan identified conformity to the Code's expectations as a new activity for 2011/12. The Committee noted that the new UK Quality Code for HE being developed by QAA would contain a revised section on external examining to incorporate the Review's recommendations. It was expected to be published by the end of October 2011 and a paper would be presented to the next meeting of the Committee on implications for the University's arrangements.

The Committee noted that of the 164 nominations made in 2010/11, 63 (38%) had been late, eight (5%) had been incomplete and 24 (15%) involved departures from

the Code. Although there had been a welcome reduction in the number of incomplete nominations, the high proportion of late nominations remained a concern, with potential implications for standards assurance in terms of the extent and timing of external examiners' involvement. Exploiting contacts with subject colleagues and making contact early would assist in the identification of possible external examiners.

AGREED that:

i)   Faculties again be reminded of the importance of timely appointments and of the requirement that nominations be considered by boards of faculties in time for the June meeting of the Teaching and Learning Committee. (The submission date advised to Faculties in the Examinations and Associated Activities Calendar is 25 May 2012);

ii)   Faculties ensure that staff involved in making, processing and checking nominations were aware of the External Examining Code of Practice and its contents, particularly given the recent revisions to the Code;

iii) progress in relation to 2011/12 appointments be reviewed through the report received by the Committee in October 2012.

11.120 CONFERMENT OF RECOGNISED TEACHER STATUS: ANNUAL REPORT 2010/11

Professor McAlister presented the 2010/11 report on the conferment of Recognised Teacher status (Paper No TLC/11/39). It was noted that 92 nominations had been received. A high proportion continued to be made within the academic year for which conferment was required.

Faculties were reminded of the need to forward nominations in good time, preferably in the preceding academic year for those involved in semester 1. It was also noted that Recognised Teacher status was bestowed for a four year period and consequently those nominations approved for 2007/8 would need to be reviewed and submitted for renewal, if appropriate, in the current year, for 2012/13.

The Committee noted that in February 2011 it had agreed an amendment to the Regulation to exclude those individuals involved in the supervision, teaching and assessment of clinical or social work practice placement, as well as industrial placement.

The Chair commented that Recognised Teacher status was originally intended to recognise the contribution and expertise of individuals in the exceptional circumstances where University academic staff were not available to teach and assess University students. In arranging to use external staff in course delivery, Faculties should ensure that their qualifications and experience were commensurate with what was expected for academic staff of the University and that appropriate staff development was provided. Professor McAlister also expressed concern that in some courses a substantial number of recognised teachers was used. Faculty reliance on non-University staff, particularly in the delivery of provision at outcentres, could distort this model of collaboration and call

into question quality assurance arrangements, the rationale for offering courses for which the University lacked staff resources/expertise on a significant scale, and the decision not to follow the Recognised Institution and validated course model of delivery.

It was noted that Academic Development and Enhancement Committee had agreed to a themed audit of outcentre activity in 2011/12.

PRIZES AND AWARDS

11.121 Annual Report: 2010/11

The Committee received Paper No TLC/11/40a), the annual report on prizes for 2010/11. There were now a total of 395 approved prizes and awards and 39 new prizes had been established and 21 discontinued during the year. The Committee noted the winners of six of the University-wide prizes. No submissions had been received for the Greer Garson Theatre Award.

The Committee considered the proposed guidelines to distinguish the basis of the award of the Walter Allen Prize for Creative Writing and the McCrea Literary Award.

AGREED: that the guidelines for the above two prizes be approved.

11.122 New Prizes

The Committee received Paper No TLC/11/40b) which proposed two new prizes and amendments to six prizes. It was also noted that Chair's action had been taken on behalf of the Committee to approve thirteen new prizes and amendments to six prizes as the awards related to performance in 2010/11.

AGREED: that it be recommended to Council, through Communications and External Affairs Committee, that the new prizes and amendments be approved.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

11.123 BEng Hons/MEng Energy and Building Services Engineering

The Committee, at its June meeting, had approved proposals from the Faculty of Art, Design and the Built Environment regarding progression from the BEng to MEng Civil Engineering (common entry and 60% standard for transfer at the end of Level 5), and the basis of the classification of the BSc Hons Civil Engineering (Geoinformatics), BEng Hons Civil Engineering and BEng Hons Civil Engineering exit award (20% Level 5 and 80% Level 6) (min 11.87 refers).

To ensure a standardised arrangement across the Faculty and to meet professional body expectations, the Faculty had reviewed these matters in the BEng Hons/MEng Energy and Building Services Engineering and submitted a proposal to the Committee (Paper No TLC/11/41a) for all students to be recruited onto the BEng with a UCAS tariff of 270 points and for an overall mark of 60% or

above in all Level 5 modules to permit progress to Level 6 of the MEng programme.

It was also noted that a joint visit by two professional bodies earlier in the year had included a recommendation that the BEng and MEng classifications should be determined by a 80%/20% split, with 80% taken from the final year and 20% from the penultimate year. The Faculty wished to give further consideration to how students who did not complete the MEng final year might demonstrate fulfilment of the outcomes of the BEng for an exit award and intended to report back to the Committee on this matter.

AGREED that:

i)   the proposed arrangements for entry and progression be approved;

ii)   the proposal regarding the basis of classification of the BEng and MEng be considered at the December meeting together with the Faculty's proposal regarding the BEng exit award.

11.124 BSc Hons Computing Systems (Part-Time)

The Committee received a case from the Faculty of Computing and Engineering to vary the regulations on consequences of failure in a new part-time degree which was delivered across the full calendar year in years 1 – 4 (Paper No TLC/11/41b).

It was noted that, in order to allow recruitment in September 2011, Professor McAlister had taken Chair's action on behalf of Academic Development and Enhancement Committee to approve the introduction of the course. She had also taken action on behalf of the Teaching and Learning Committee to approve the regulatory departures. These related to permitting an increased volume of failed credit (40 points) which might be carried into the next academic year (normally only 20 credits) and the number of resit attempts in the penultimate year of study which was reduced to one (normally two).

The Committee noted that the programme used all three semesters and that in the first four years students would study 30 credits in each of Semesters 1 and 2, followed by 20 credits in Semester 3. Under this model no supplementary examination would be arranged in the summer.

The Committee was asked to consider whether the approved departures should be considered as exceptions to the University's regulations or whether there would be merit in extending them to all undergraduate students.

AGREED that:

i)   the departures be treated as exceptions and that it be recommended to Senate that the BSc Hons Computing Systems be added to the courses listed in Regulation 23 of the Regulations for Degrees, Honours Degrees and Integrated Master's Degrees as having their own consequences of failure;

ii)   the Faculty monitor the impact of the revised regulation on progress and student achievement.

11.125   MEng Mechatronic Engineering + German Masters degree
MEng Electronic Engineering + German Masters degree
MEng Mechanical Engineering

Professor Millar presented a proposal (Paper No TLC/11/41c) from the Faculty of Computing and Engineering to revise regulations for the five year MEng programmes which included Year 4 at either of the Universities of Applied Sciences in Augsburg or Kempten, Germany. It was proposed that students who failed in modules in this year be allowed to carry up to 40 credits of failed modules into their final year.

The Committee noted that the semester dates in Germany which ran to the end of July did not provide for a supplementary examination period and there would thus be insufficient time to study for and repeat assessments before the start of the following academic year. While failure in the MEng was uncommon and generally accommodated by the rule which permitted 20 points to be carried, in 2011 one student had failed more and had not been able to progress to final year.

Given the high academic ability of students admitted to the programme, the very small number of students who might be in this position and the implications of a heavy study load in final year, the Committee agreed that the proposed departure was not appropriate. It encouraged the Faculty to explore the possibility of providing a resit opportunity before the start of the academic year.

AGREED: that the proposal be not approved.

Duration 2 hours 50 mins

28 October 2011

AGF/CA/lh

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COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	COLLEGE/CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Computing and Engineering	FdEng Management / FdEng Manufacturing (with CertHE Engineering exit award)		√	2011 - 2014	Belfast Metropolitan College, Gerald Moag campus South West College, Omagh campus		20 in Year 1 (rising to 30 by Year 5)
Life and Health Sciences	FdSc Applied and Medical Sciences	√	√	2011 - 2012	South West College, Enniskillen campus	14	14
	AB Psychiatric Nursing	√		*2011 – 2015	DL in partnership with the College of Registered Psychiatric Nurses of Alberta, Canada		
	BSc Hons Nursing Science	√		2011 - 2012	Dr Soliman Fakeeh College of Nursing and Medical Sciences, Jeddah, Saudi Arabia	100	
	PgCert/PgDip/MSc Sensory Integration		√	2011 – 2013	JN		
	PgCert Sport and Exercise Medicine		√	2011 – 2013	JN		
Ulster Business School	FdSc Business Services Management	√		2011 - 2014	South West College, Enniskillen campus	15	
	BSc Hons Management Practice (with AB exit award)		√	2011 – 2015	JN/ME, outcentre - QA Business School, Birmingham and London campuses		
	Advanced Diploma Sustainable Investment for the Third Sector (with Advanced Certificate exit award)		√	2011 – 2015	JN, ME		

*Subject to approval of delivery model

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	COLLEGE/CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Art, Design and the Built Environment	2G	BA Hons Architecture	√		2011	BT		
		Master of Architecture (MArch)	√		2011	BT		
		BSc Hons Architectural Technology and Management (with AB exit award) (with DPP/DIAS - FT)	√	√	2011 – 2015	JN		
	4A2	BSc Hons Building Surveying (with AB exit award) (with DPP/DIAS - FT)	√	√	2011 – 2015	JN		
		BSc Hons Quantity Surveying and Commercial Management (with AB exit award) (with/without DPP/DIAS - FT)	√	√	2011 – 2015	JN		
		PgDip/MSc Commercial Management in Construction (with PgCert exit award)	√		2011 – 2015	JN		
		PgCert/PgDip/MSc Commercial Management in Construction		√	2011 – 2015	JN		
		BSc Hons Building Engineering and Materials (with AB exit award) (with/without DPP)	√		2011 – 2015	JN		
		BSc Hons Construction Engineering and Management (with AB exit award) (with/without DPP - FT)	√	√	2011 – 2015	JN		
		PgCert/PgDip/MSc Construction Business and Project Management	√	√	2011 - 2015	JN		

COURSE WITHDRAWAL

FACULTY	COURSE	LOCATION
Arts	UG Hons Subject: European Studies (FT/PT)	CE

TEACHING AND LEARNING COMMITTEE
19 October 2011

SCHEDULE TO ORDINANCE XXIX: RECOGNITION OF INSTITUTIONS FOR THE PURPOSE OF OFFERING APPROVED PROGRAMMES OF STUDY LEADING TO UNIVERSITY AWARDS (from 2011/12) (as at 3rd October 2011)

(Programmes which have been approved for the 2011 intake are in bold)
(Exit awards are not included)

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
THE BEECHES MANAGEMENT CENTRE	Postgraduate Diploma in Health and Social Care Management
BELFAST METROPOLITAN COLLEGE Campus	
Brunswick Street	*FdSc Hospitality and Tourism Management[1]* *BSc Hons Business Studies (Level 5)[1]*
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[2] 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[2] 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 iMedia FdEng Software Engineering Advanced Diploma in Health Promotion and Public Health Practice[2]

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[1] Formerly Brunswick Street - Location from September 2011 – to be confirmed
[2] Change in Title
[3] Consortium – NRC lead College (five contribute – mainly distance learning)

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
COLLEGE OF AGRICULTURE, FOOD AND RURAL ENTERPRISE Campus Enniskillen	 FdSc Equine Management BSc Hons Equine Management
Greenmount	CertHE Horticulture **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**
NORTHERN HEALTH AND SOCIAL CARE TRUST	Postgraduate Diploma in Health and Social Care Management
NORTHERN REGIONAL COLLEGE Campus Distance Learning	 FdSc Retailing[3]
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
Magherafelt	**Access Diploma in Humanities** **Access Diploma in Social Sciences** Certificate in Counselling Studies
Newtownabbey	**Access Diploma in Humanities** **Access Diploma in Social Sciences**

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
NORTH WEST REGIONAL COLLEGE	
Campus	
Limavady	Access Diploma in Combined Studies[2] Certificate in Counselling Studies CertHE Fine and Applied Arts 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 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
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 four routes) Certificate in Counselling Studies Diploma in Irish Language AB English and History FdSc Interactive Multimedia
Banbridge	Access Diploma in Adult Learning (with one route) Certificate in Counselling Studies FdSc Counselling
Brownlow (College outcentre in Portadown)	Access Diploma in Adult Learning (with two routes)

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
Newry	Access Diploma in Adult Learning (with six routes)
	Certificate in Counselling Studies
	Diploma Irish Language
	AB English and History
	FdSc Applied and Medical Sciences
	FdSc Architectural Technology with Sustainable Design[2]
	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[2]
	FdSc Travel and Tourism Management
	BSc Hons Accounting (Levels 4 and 5)
Portadown	Access Diploma in Adult Learning (with one route)
	Certificate in Counselling Studies
	AB English and History
	FdSc Architectural Technology with Sustainable Design[2]
	FdSc Computing
	FdSc Counselling
	FdSc Sustainable Construction[2]
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)
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

EDUCATIONAL INSTITUTION	APPROVED PROGRAMME OF STUDY
Dungannon	Access Diploma in Social Sciences **Certificate in Counselling Studies** FdSc Civil Engineering and Transport FdSc Computing FdA Creative Media Production FdSc Sustainable Construction[2] BSc Hons Social Work (Levels 4 and 5)
Enniskillen	Access Diploma in Social Sciences Certificate in Counselling Studies **FdSc Applied and Medical Sciences** **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[2] FdSc Travel and Tourism Management
Omagh	Certificate in Counselling Studies FdSc Architectural Technology with Sustainable Design[2] **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[2] FdSc Sustainable Events Management (Events Led Tourism)[2] FdSc Financial Services FdEng Industrial Electronic Engineering
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