

UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 19 June 2013 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Miss C Cochrane, Mr J Cunningham, Professor C Curran, Dr L Fitzpatrick, Professor M McHugh, Professor N McClenaghan, Mr L McCurry, Mr D McGivern, Professor H McKenna, Dr A McKillop, Mr M McKinney, Dr T McLernon, Professor R J Millar, Dr R Monaghan, Professor P Ó Dochartaigh, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Professor A Adair, Mr M Bell, Professor P Carmichael, Professor D Heenan, Professor M McColgan, Professor I Montgomery, Professor A Moran

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Mrs R McEvoy (for min 13.56)

13.26 MINUTES

The confirmed minutes of the meeting held on 27 March 2013 were signed by the Chair.

MATTERS ARISING

13.27 Classification of Integrated Master's Degrees (Min 13.4)

The Committee, at its March meeting, had noted that the three Faculties affected were consulting with course committees, current students and external examiners about early introduction of the change to the classification system. The Chair reminded Faculties that this would require the full consent of each year group. It was noted that CA3 forms had recently been processed by the Faculty of Computing and Engineering for five programmes.

CHAIR'S COMMUNICATIONS

13.28 Statistical Data Available to External Examiners and Boards of Examiners

The Committee, at its December meeting, had agreed that Student Administration should aim to provide from summer 2013 for external examiners and Boards of Examiners three reports as standard appendices to course results sheets (min 12.145 refers).

The Chair reported that Ms Wasson had written to Deans and Heads of School to advise on how the information would be presented for this year's Boards. The

report giving means and standard deviations for each module within a course year group was already available as a stand-alone report but an unanticipated limitation in the reporting tool had not allowed it to be run concurrently with course results sheets, although the problem was expected to be resolved for semester 1, 2013/14. The report on number of results within mark bands and minimum and maximum marks for each module had been available for some time as one of the module evaluation reports but had now been customised so that it could be run for all modules on a programme. The report ranking final award candidates by overall mark was available as an option for the 'course results sheets, current year' report. Although for the current assessment period these reports were only available through Faculty/School support staff, consideration would be given to their provision by the Examinations Office in the future.

Members reported that the routine provision of the additional reports to external examiners and Boards had been generally well received. It was suggested that external examiners might be interested in data for all students on each module rather than only the specific cohort data for the particular course being considered at the Board.

### 13.29 Higher Education Credit Arrangements

Professor McAlister reported that the University had responded positively to a formal request from the Quality Assurance Agency (QAA), arising from its review of Part A of the Quality Code, to include explicit mention of the NI universities' use of the credit framework which applied in England. The Committee noted that the 2008 guidance on the use of HE credit had not referred to Northern Ireland. The EwNI credit values had originally derived from NICATS and the University had used the EwNI designations since 2009.

### 13.30 UK Quality Code for HE

QAA was consulting on the following sections of the UK Quality Code for Higher Education:

Part A:	Setting and maintaining academic standards
Chapter B1:	Programme Design and Approval
Chapter B2:	Recruitment and Admissions to HE
Chapter B6:	Assessment of Students and Recognition of Prior Learning
Chapter B8:	Programme Monitoring and Review

The consultations would end on 1 August 2013 with publication intended for October 2013. The Committee would receive commentaries relating to its business in due course.

It was noted that the Admissions Policy Sub-Committee would present a final draft of the University's revised Admissions Policy to Senate in June and it was considered appropriate for this group to take account of the draft consultation document before finalising the Policy.

AGREED: that the Admissions Policy Sub-Committee be asked to consider the content of the draft Chapter B2.

### 13.31 QAA: Concerns Procedure

The Chair reported that QAA had received a communication regarding the provision at QA Business School (Birmingham campus) and as a result the first stage of its Concerns procedure had been invoked. The four areas identified related to English language competency of students; the recording of assessment; the supervision of dissertations and the public information available.

The University's response and evidence would be considered by the Agency which would determine whether there was a prima facie case for further investigation.

### 13.32 College of Estate Management – Generic Assessment Criteria

The Chair reported that the College of Estate Management was developing its guidance for teaching, learning and assessment and wished to make use of the University's generic assessment criteria. The University had agreed to the College's request to test their use in two programmes in 2013/14. The University's ownership would be acknowledged in the information prepared.

### 13.33 The Undergraduate Awards (Ireland and Northern Ireland)

It was noted that the organisation promoting these awards had reported a low number of submissions from University students relative to the institution's size and had extended its deadline to 14 June. Deans, Heads of School, and Faculty Teaching and Learning Co-ordinators had been asked to encourage more applications.

The Committee recognised that the quality of much undergraduate work was often highly rated by external examiners and believed that academic staff should actively encourage the best students to submit their work. It was suggested that inclusion of these awards as an activity in the HEAR might assist. Mr Cunningham indicated that the Students' Union could also promote the scheme on its website.

AGREED that:

- i) in future years Faculties be more proactive in encouraging individual student applications, for example through identification of possible candidates at the semester 1 progress review meetings and through the Studies Advice system;
- ii) Faculties encourage attendance at local events designed to increase staff awareness of the awards.

### 13.34 Arkwright Scholarships

The Chair reported that she had received a request from the Faculty of Art, Design and the Built Environment to participate in the Engineering Scholarships scheme of the Arkwright Scholarships Trust by sponsoring a number of awards. The scheme was aimed at sixth form pupils wishing to consider undergraduate study in engineering or a related area of design. While recognising the valuable

aims of the scholarships, it was noted that recipients would not necessarily take up a place at the University. The Committee believed that this was a widening participation matter and that it would be more appropriate for the request to be considered through Educational Partnerships and International Affairs.

### 13.35 Higher Education Achievement Report (HEAR)

It was noted that a channel had been developed in the Teaching and Learning section of the Staff Portal which gave more information on the purpose of the Report and allowed staff to access individual student HEARs. The guidance emphasised the opportunity the HEAR offered as a formative document which could support the Studies Advice system.

The Chair reminded Deans of the requirement for associated staff (ie studies advisers) to engage with the project.

### 13.36 Blackboard Learn (BbL)

It was noted last year all course teams had been asked to make use of the course support area on BbL. The Chair reported that she had received a report from Dr A Masson, Head of Technology Facilitated Learning, which indicated good but differential usage between and within Faculties. Professor McAlister asked Deans to review a copy of their report which was available on request from TFL and that they should take action as appropriate to encourage further engagement.

## COURSE APPROVAL

### 13.37 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 30 May 2013 (Paper No TLC/13/13/8).

The Committee endorsed recommendations for approval and re-approval and noted revisions and the introduction of credit-bearing short courses and course withdrawals approved by Faculties. The Sub-Committee had approved, subject to endorsement by Academic Planning Sub-Committee, changes to the titles of four programmes.

The Committee noted the successful outcome of the evaluation of the MSc Computational Intelligence and the BEng Hons/MEng Hons Mechanical and Manufacturing Engineering and BEng Hons/MEng Hons Renewable Energy Engineering at the Magee campus for September 2013 intake.

Given the number and nature of the conditions set by the validation panel for BSc Hons Computing Systems and the new Diploma in Computing at QA Business School the Panel had recommended (re)approval for one year only (2013/14) for both programmes. It was noted that the Dean of Computing and Engineering had recently been advised that the School would not now be offering the Diploma programme in 2013/14. Subject to the conditions being met, both courses would undergo revalidation in the 2013/14 academic year.

The Committee noted that the Faculty of Social Sciences had been asked to provide a rationale for the large number of optional modules in the new LLM Commercial Law and to clarify how student expectations would be managed.

The successful outcome of the evaluation of the Cert/CertHE/AdvCert/AdvDip/BSc Hons Customer Contact Planning and Management by distance learning was noted.

AGREED that:

- i) course provision be approved and re-approved as set out in the Appendix;
- ii) the request for a one year extension to include the 2014 intake for revalidation unit 3C4A, MPharm, PgDip/MSc Pharmaceutical Sciences and BSc Hons Pharmaceutical Sciences, be approved;
- iii) the Chair be authorised to take action on behalf of the Committee in respect of the approval of the recommendations from 14 evaluation/revalidation events for which reports had yet to be received.

#### 13.38 SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report from the meeting held on 23 May 2013 (Paper No TLC/13/9a).

#### 13.39 Monitoring of Placement

The Committee noted the proportion of Year 2 students enrolled on courses with DPP, DPPI, or DIS in 2011/12 who had progressed to placement in 2012/13. Of the 110 courses and 1797 students 61% of courses (65% of students) involved a mandatory placement year and 39% (35%) an optional placement year. Although 9% of students had been exempted from placement and entered final year, 6% of these were exempt because of prior work experience.

The Chair stated that such data was operationally important as it informed the Academic Plan and also provided a means to monitor progress in meeting the University's aspiration that all students should have the opportunity to undertake a period of work experience as part of their studies. It would, therefore, be relevant for the Sub-Committee to consider the proportion of courses which did not provide such an opportunity, even on an optional basis.

AGREED: that the Sub-Committee give consideration to the minimum dataset it would need to monitor work-based learning opportunities in all courses.

#### 13.40 Placement Preparation Audit

Professor Millar reported the results of the Sub-Committee's placement preparation audit which indicated that, in Schools offering both compulsory and optional placements, similar preparation was provided. However, where a School only used optional placements, the nature of the assistance was less clear.

Mr McGivern reminded Faculties that the 50% tuition fee charged for the placement year reflected in part the preparation support provided by the University and suggested that minimum University expectations may need to be set for this activity. Professor McClenaghan suggested that opportunities to obtain feedback from students on placement should be used with a view to developing Faculty or University-wide online resources which Schools could supplement at course level.

AGREED that:

- i) the Sub-Committee give consideration to identifying placement years which were currently not adequately supported with a view to ensuring appropriate preparation;
- ii) Faculty Employability action plans should also explicitly address the matter.

#### 13.41 Assessment of Placement Year

The Committee, at its March meeting, had asked the Sub-Committee to revisit the merits of the proposed grade-based scheme, whose introduction Senate had delayed (min 13.12 refers).

Professor Millar reported that the Sub-Committee was exploring a Pass/Fail competence model for the Employer and Academic Tutor's components, while retaining a percentage mark for the Student's Report/Log, with overall gradings of Distinction and Commendation being available. Further analysis of the implications of such a model would be undertaken and considered at the autumn meeting of the Sub-Committee.

Members encouraged the Sub-Committee to ensure that the implications of any new proposal were fully thought through and seek evidence of wide support from placement tutors. Professor Millar emphasised the important representative and consultative role of Faculty nominees to the Sub-Committee in this regard.

#### 13.42 Models of Placement

The Committee noted that the 'Self-Employed Placement' model had been launched and promoted to students in semester 1. A supporting CPPD module, Enterprise Development, had been created and 18 students were currently enrolled on it. The University had been awarded InvestNI funding for further development of the module and to explore other modes of engagement in this area. The tender required 50 students to complete the module. It was intended in 2013/14 to explore the assistance which could be provided to students while on self-employed placement.

An 'Internship Placement' model was also being considered and there was evidence of growing interest in it from both students and employers, although Faculty opinion was at present divided. A small pilot would be undertaken in the next academic year.

Professor McAlister commended the work undertaken to date and the funding secured and encouraged the Sub-Committee to continue to consider a range of

flexible placement models which could provide more choice for students, particularly in subject areas where placement did not feature strongly.

#### 13.43 Personal Development Planning Working Group

The Committee noted a report summarising the work of the newly established Working Group during 2012/13 and progress against the objectives set in the 2012/13 Teaching and Learning Strategy Action Plan.

#### 13.44 Employability Benchmarks

The Committee, at its March meeting, had not approved the Sub-Committee's proposal for a 50% benchmark of leavers in graduate level jobs and had asked it to give further consideration to this matter (min 13.13 refers).

Professor Millar reported that the Working Group had now related employability targets at programme level to national benchmarks from HESA. It was noted that a spreadsheet giving actual and national percentages, presented in accordance with JACS coding, would be circulated to Faculties in mid-August and, once confirmed, issued to Course Directors. Those falling below their benchmark would be asked for an action plan to be considered by the Sub-Committee at its September meeting.

The Committee noted that the University Council advocated the setting of indicative targets for courses/Faculties. Professor Millar and Mr McGivern would liaise to ensure that targets were aligned with any agreed by the Organisational Development Committee.

#### 13.45 Placement Employer of the Year Awards Ceremony

The Committee noted the success of the fifth Awards Ceremony held on 9 May, which Minister Farry had attended.

Faculties were encouraged to promote placement by making use of the 16 video recordings produced for the occasion. These documented the contributions made by placement students with local and international employers. Professor McKenna advised that such employer-related activity could also feed into the REF in terms of impact.

#### 13.46 Ulster EDGE Award

The Committee noted that the first pilot cohort of Ulster Sports Academy students would receive awards at a small ceremony after graduation on 4 July. Thirty-six students were eligible to receive the award and 33 had applied to date. The Award would be included in the graduation booklet. It was noted that Faculties were now to aim to meet a target of 50% of eligible students registering for the Award.

#### 13.47 Draft Health and Safety Guidelines for Student Placements

The Committee noted that Mr G Gillan, Head of Health and Safety Services and Policy, had prepared draft guidance using guidelines from the Association of Sandwich Education and Training (ASET) and had identified that some existing processes did not align. A final version incorporating comments from Sub-Committee members would be considered by the Sub-Committee at its autumn meeting.

#### 13.48 Ulster Work and Learn iLink

The Committee noted that a Work and Learn iLink Steering Group was to be created to develop this initiative.

#### 13.49 Ulster Business Festival Report

Mr McGivern presented a brief report, on behalf of Professor J McCoy, on the Ulster Business Festival held on 8-10 May which had show-cased the University's extensive collaboration with businesses (Paper No TLC/13/9b). The Festival had attracted an estimated 550 attendees from across Northern Ireland. It was hoped that this would become a key feature in the annual business calendar. The Working Group's evaluation of the impact of the event, including recommendations for the future, would be received by the Sub-Committee.

The Chair thanked Professor McCoy, Mr McGivern, and the Working Group and Access and Distributed Learning staff for their work in supporting this very successful event. It was noted that its reach was much broader than that of the Teaching and Learning portfolio.

AGREED: that, as part of its review, the Working Group consider and make recommendations as to how the event might be managed and resourced in future.

#### 13.50 WORKING GROUP ON TIMETABLING

Mr McKinney presented the report of the Working Group which had been reconvened 18 months after its initial report in March 2011, to report on how well the six Guiding Principles had been adopted (Paper No TLC/13/10a).

The Committee noted that student satisfaction with timetable efficiency continued to be higher than the sector average in the National Student Survey. It was noted that the NSS would not identify any specific concerns of students on modular programmes, given the low numbers registered on these. However, any timetabling-specific issues could be identified through other means such as attendance monitoring.

Mr McKinney reported that the Principles appeared to be well embraced by all, with improved communication evident between Faculties and the Department of Physical Resources but that some work still needed to be done. Additional challenges were expected as learning space became more flexible, but central timetablers were well prepared for this.

The Committee noted seven recommendations to Faculties to enhance their timetabling processes:

a) NSS

Courses with poor National Student Survey results (Question 13 – timetabling) undertake an investigation of the underlying issues. (The Timetabling Officer would work with these courses and provide extra support to help improve their timetabling operations.)

b) Student Focus Groups

Individual Faculties, Schools, and course teams hold regular Student Focus Groups to discuss timetabling issues and consider possible enhancements and refinements. (These focus groups would also provide an opportunity to remind parties of the constraints.)

c) Reflection and Good Practice

Timetabling staff be encouraged to highlight how the Guiding Principles for Timetabling have had a positive impact on their operations. Any good practice in relation to Timetabling should be identified and shared with others. (A suitable vehicle for this might be the Programme Management System.)

d) Timeframe

As late changes to schedule were often the main reason for dissatisfaction with a timetable, the Timetabling Officer should be supplied with as much accurate information as possible by the date requested in correspondence.

e) Induction

The incorporation of a short introductory session entitled “Understanding and Interpreting your Timetable” as part of Induction was good practice. (This was especially important for courses with complex timetables (eg multiple small-group tutorial sessions).)

f) Software

All timetabling staff in the Schools/departments should be trained in the use of the timetabling software (currently Syllabus+). (This was likely to become increasingly important as the Greater Belfast Development progressed.)

g) Succession Management

Faculties and Schools should have a succession management policy with regard to timetabling practice and each Faculty should document their working arrangements for timetabling.

Mr McKinney paid tribute to the late Dr Neil Waddell for his work with the Working Group.

AGREED that:

- i) the recommendations be endorsed and taken forward by Faculties;
- ii) Mr McKinney and members of the Working Group be thanked for their work.

#### 13.51 WORKING GROUP ON REVIEW OF MODULAR SCHEME FOR COMBINED HONOURS PROGRAMMES

Mr McCurry presented the final report from the Working Group which had been convened to review the University's arrangements for modularised provision in Combined Honours degrees (Paper No TLC/13/10b). Its particular focus was on strategic implications; operational aspects including regulations, policies, logistics and timetabling; and the criteria by which combinations could be added or removed.

##### Reciprocity

The Committee noted that the principle of reciprocity, which helped balance MaSN allocation between Faculties, was not always applied as some subjects were only offered in Minor strands.

##### Rationalisation

In view of the high number of combinations available with some attracting few or no students, it was noted that a rationalisation exercise had been undertaken at Coleraine and Magee in 2011/12.

The Group **recommended** that combinations be kept under review through the yearly additions and deletions process, ie through the Campus Co-ordinating Group, to ensure that timetabling problems were not exacerbated.

##### Management and Marketing

It was noted that the management and marketing of cross-Faculty combinations presented more difficulties than intra Faculty ones, especially where a lot of choice was offered. The Group **recommended** the adoption of a core set of modules without choice for a Minor subject strand as a 'default' suite. This could ease resource and timetabling issues, enable course information to be more specific, and reinforce module viability. Alternative or substitute modules could be offered in exceptional circumstances if a timetabling clash could not be resolved.

##### Availability

The Committee noted that proposals for combinations and withdrawals should be made in consultation with the other subjects involved and that it was the

responsibility of the Campus Co-ordinating Groups to make recommendations to the Academic Planning Sub-Committee.

### Exit Awards

The Group **recommended** that those Faculties which did not offer exit awards in their modular programmes give serious consideration to providing them. The Committee agreed that this would require careful consideration to ensure that they were meaningful.

The Chair reminded Faculties that external examiners were required to be involved in the routine moderation of all work contributing to CertHE exit awards, not just that of the candidates to whom the award was being made.

AGREED that:

- i) the recommendations be endorsed and taken forward by Faculties and Campus Co-ordinating Groups;
- ii) Mr McCurry and members of the Working Group be thanked for their work.

### 13.52 EXTERNAL EXAMINERS

Professor McAlister presented the annual report on the nomination and appointment of external examiners in 2012/13 (Paper No TLC/13/11).

Following consideration of the 2011/12 annual report the Committee had agreed that the Academic Office provide its annual report earlier in the year, to the June meeting of the Committee instead of October, and identify the Schools and courses where the Examinations Office database indicated that replacements had not been proposed for the following academic year (min 12.112 refers).

The Committee noted that as at the end of May 2013, an eight-month reporting period, 30% of nominations were late, 35% involved departures from the Code of Practice and 18% were incomplete.

The apparent reduction in the number of late nominations from 47% in 2011/12 was related to the change in the reporting date and, based on previous experience, a substantial number of late nominations were expected after the June meeting. The external examiner database indicated that approximately 34 external examiner appointments were due to end this current academic year but had yet to be replaced. It was acknowledged that this figure might include some courses which had finished or individuals who did not need to be replaced. Professor McHugh indicated that this was the position for all but one such examiner in the Ulster Business School.

The main reason for non-accordance with the Code was nominees' lack of previous external experience. The Chair explained that provision was made under the 'Exceptions and Special Cases' heading for the appointment of individuals without previous experience. In considering such cases she gave

particular attention to their experience in teaching, learning and assessment activities, the Faculty's proposals for mentoring arrangements and whether there were existing concerns regarding the provision.

The number of incomplete nomination forms in 2012/13 had risen and it was noted that in March a short checklist including appointment criteria had been circulated to Faculty staff to remind them of the information they were expected to provide.

In the light of feedback from Faculties on the presentation of information on non-compliant and late nominations, it was proposed to provide more information in future reports on categories of departures to identify those without previous experience and extensions, and to distinguish nominations which were legitimately late on account of unforeseeable circumstances.

It was noted that the Examinations Office had undertaken to send Faculties its reminder regarding replacements in October, instead of March.

AGREED that:

- i) Faculties be again reminded of the importance of timely appointments and of the requirement that nominations should be considered by boards of Faculties in time for consideration by the June meeting of the Committee. (The date for submission for appointments effective from the 2014/15 academic year is 30 May 2014.)
- ii) Faculties ensure that staff involved in making, processing and checking nominations were aware of the External Examining Code of Practice and its contents;
- iii) a more detailed analysis of the 'departures' and 'late' statistics be provided in future annual reports;
- iv) progress in relation to 2014/15 appointments (processed during 2013/14) be reviewed by the Committee in June 2014.

### 13.53 UK QUALITY CODE FOR HIGHER EDUCATION, CHAPTER B3: LEARNING AND TEACHING

Ms Cochrane presented Paper No TLC/13/12 on the institutional review of the UK Quality Code, Chapter B3: Learning and Teaching which was published by the QAA in September 2012. It was noted that the paper set out how the University addressed the key expectation for the assurance of academic standards and quality and nine indicators of sound practice. Four further enhancements to existing practice had been identified for consideration by the Committee.

The Committee noted that the focus of the Chapter was the high-level strategic enhancement of learning and teaching, and was reinforced in more detail through other chapters. The further enhancements identified were reflected in the University's draft Learning and Teaching Strategy (2013/14 – 2017/18) and could be embedded through the action plans.

AGREED: that the report be endorsed.

## TEACHING AND LEARNING STRATEGY

### 13.54 Progress on Achievement of Teaching and Learning Objectives in the 2012/13 Action Plan

The Committee received Paper No TLC/13/13a) which provided summary progress reports from lead agents and Faculties on the achievement of planned activities in 2012/13 and an assessment of progress in each as satisfactory, partially satisfactory, or unsatisfactory. The Committee, at its March meeting, had agreed that a summative assessment against the Key Indicative Performance Measures would not be included in the 2012/13 progress reports. A report on 'Further Action Planned' was also not required in view of the development of the new Learning and Teaching Strategy.

The Chair commended the Faculties and lead agents for the substantial achievements and the thoroughness of their reviews. It was noted that in many instances where a partially satisfactory assessment had been given, work was either ongoing or the reporting deadline was later in the academic year. Unsatisfactory assessments had been recorded against a small number of activities.

It was noted that the Critical Friend's evaluation report of the current Strategy had been generally positive (min 13.17 refers).

AGREED: that the 2012/13 reports and assessments of progress be endorsed.

### 13.55 Draft Learning and Teaching Strategy 2013/14 – 2017/18

The Committee at its March meeting had considered the draft Learning and Teaching Strategy (2013/14 – 2017/18) as part of the Formal Consultation Stage of the development process. Feedback received from the Committee and other stakeholders had been embraced in the proposed final Strategy.

The Chair presented the revised draft Strategy (Paper No TLC/13/13b) and highlighted that amendments had included:

- a revised Vision – 'Empowering learners for professional life through higher education';
- a significant reduction in the number of Objectives which were now termed 'Key Enabling Objectives' rather than 'Supporting Objectives';
- the inclusion of a glossary of common terms and links to relevant web sites.

The Committee noted that the overarching aim was to provide students with a high quality, challenging and rewarding learning experience that would equip them with the knowledge, skills and confidence necessary to demonstrate critical intellectual inquiry, to progress in their career, to adapt to change, and to become responsible global citizens who make meaningful contributions to their profession and their communities.

Four priority themes were identified to shape and focus the University's activities, viz student engagement and partnership, employability and graduateness, flexibility and responsiveness, and recognition and reward. These were articulated in the three strategic aims and one enabling aim, and related objectives. Annual action plans would set out in more detail how these commitments would be prioritised and delivered, assign responsibilities for achieving them, and identify key operational performance indicators and strategic performance measures. Professor McAlister envisaged the objectives functioning as a 'menu' selection to enable Faculties to determine their particular priorities. The first plan would be developed during the autumn semester 2013/14.

The Committee would continue to oversee the monitoring and evaluation of the Strategy and the progress being made, both formatively and summatively, in respect of each of the aims. Reporting requirements would be less onerous than for the current Strategy. Professor McAlister expected that an annual de-briefing event on the 'Big Conversation' model would assist Faculties to reflect on progress and prepare brief reports, supported by evidence from the performance indicators.

On behalf of the Students' Union, Mr Cunningham welcomed the focus of the Strategy. However, he suggested that the final draft did not articulate the Students' Union feedback as fully as it would have wished and that the language used within the document was not entirely suited to a student audience. The Union was disappointed that the relationship with the student body appeared to have changed from a partnership to a more consultative arrangement and that the role of the Students' Union as the 'student voice' was not sufficiently emphasised.

Professor McAlister explained that the language was appropriate to a document written primarily for staff, but a different summary version might be developed to communicate its aims and objectives to students. Given that there was not a consensus within the University as to what was meant by 'partnership', this aspect needed to reflect the reality of the current position, with movement over the period to a shared understanding through engagement rather than the imposition of contested definitions. Professor McAlister undertook to revisit the document to make more explicit the formal role of the Students' Union as well as students generally.

It was also suggested that an appropriate adjective should be added before 'higher education' in the Vision to reflect the distinctive nature of the University of Ulster experience.

AGREED: that, subject to final revision, the draft Strategy be endorsed.

### 13.56 INTERNATIONALISATION OF THE CURRICULUM

Ms R McEvoy, Head of International Student Experience, presented Paper No TLC/13/14, which offered guidance on internationalisation of the curriculum, an action point in the 2012/13 Teaching and Learning Strategy action plan, in line with objective 1.10 of the University's Internationalisation Strategy. The paper had previously been received by the Educational Partnerships and International Affairs Committee at its May meeting.

The Committee welcomed the paper and noted that this agenda was concerned with more than the University's plans to increase international student numbers and student mobility. The development of students as global citizens and leaders who met the University's graduate qualities should be reflected in students' learning as it related to the curriculum of their discipline. The paper examined various aspects of the University's activities, provided guidance on available resources and good practice and made a number of recommendations to support a high quality international experience for all students.

The Committee considered the report's four recommendations. It was proposed that internationalisation of the curriculum should be made a key transversal element of the new Learning and Teaching Strategy and that staff development seminars be offered to support the activity on a subject/discipline basis. These seminars would draw on significant range of existing resources that exist in the public domain (including those of the Higher Education Academy). Their purpose would be to find and consolidate within course teams capacity to deliver a quality international curriculum. Such workshops could be delivered in partnership between the International Department and Staff Development through the Centre for Higher Education Practice. Specifically it was proposed that an 'Internationalisation of the Curriculum' toolkit, similar to the Employability Development Opportunities Review Toolkit (EDORT), be developed. Finally, it was suggested that a section of course validation documentation should be devoted to this topic.

The Chair advised that the new Strategy was closely aligned to the Internationalisation Strategy but that their focus differed. The Strategy did refer to internationalisation under its Strategic Aims, reflecting Graduate Qualities and Employability, but she offered to review the enabling Aim and its Enabling Objectives to make explicit reference to the opportunity provided by internationalisation of the curriculum.

The Committee welcomed the proposed staff development initiatives. While the toolkit would be useful, the Chair advised that EDORT had been a major project with dedicated personnel and external funding. While the International Department might aim to develop a toolkit and investigate possible external funding, it was suggested that, in the meantime, information on existing resources could be compiled and made available through CHEP's Resources pages.

The Committee did not support the inclusion of a separate section in validation documentation as this matter should be addressed through the commentary on the achievement of Graduate Qualities. The aide-memoire for course teams and panels prompted consideration of internationalisation. The identification of resources would, however, be an important aid to teams in reflecting on their approaches.

It was suggested that where courses/subjects were not as well advanced in the internationalisation of their curriculum as others, Faculties would identify this priority in their Learning and Teaching Strategy action plans.

AGREED that:

- i) the draft Learning and Teaching Strategy be revisited to add reference to internationalisation of the curriculum under the Enabling Aim and Objectives;
- ii) CHEP and the International Department be asked to collaborate in providing support for this activity through seminars, workshops and information on online resources as well as through the Development Fund and the CHEP Journal;
- iii) the development of a toolkit be reconsidered when resources permitted;
- iv) an explicit section not be added to validation documentation.

### 13.57 RESEARCH GOVERNANCE – POLICY ON RESEARCH INVOLVING HUMAN PARTICIPANTS

Professor McKenna presented a paper on the promotion of compliance with the University's policy on research involving human participants in respect of student projects in taught courses (Paper No TLC/13/15).

It was noted that the Research and Innovation Committee, at its March meeting, had endorsed recommendations from the Research Governance Steering Committee and had referred these to the Teaching and Learning Committee for consideration.

The Teaching and Learning Committee had previously discussed this matter in 2005/06 and had agreed that course directors and other staff should consider the merits of alternative forms of research for undergraduate and postgraduate taught courses, but that when it was undertaken with human participants, the University's policy and procedures would apply (min 05.206 refers).

The Committee discussed the five recommendations:

- a) where students were time- and resource-limited, they should not necessarily be encouraged to undertake original, stand-alone human participant research, especially if that research was higher risk or involved access to vulnerable populations and would require filter and ethical review. Possible alternatives for undergraduate or taught postgraduate students included:
  - being added as investigators to existing projects to undertake components or carry out analyses;
  - carrying out research using existing datasets; or
  - restricting their studies to include professional participants only;
- b) if students preferred, or were permitted or required, to undertake studies requiring ethical review, they should be made aware of the University's requirements and the likely timeframe for application, approval and completion;

- c) all such students should be required to bind a declaration into their projects/ dissertations either confirming ethical approval or showing evidence of exemption. (A draft self-assessment form for completion by students and confirmation declaration for signature by supervisors was provided);
- d) where it was discovered that a student had not sought relevant ethical review and approval for his or her study, a penalty should be applied, perhaps in the form of a reduction in/discounting of the marks awarded for that component and, where appropriate, the initiation of disciplinary action;
- e) all students should be required to take and pass the University's online Research Integrity course, which will be made available as a reusable package via Blackboard to be either:
  - devolved to Course Directors for subsequent use by students; or
  - tied into dissertation/research modules to be administered by module co-ordinators and be made a component of the marking scheme.

With regard to recommendation d) the Committee considered that assessment criteria should already address the question of ethical approval and that serious breaches would also be subject to separate disciplinary penalty. The Committee considered that the introduction of this revised guidance would provide course teams with an opportunity to review their information for students and assessment criteria in order to ensure that the matter of ethical review and approval was explicitly addressed.

Regarding recommendation e) it was noted that this was currently required for PhD students but was a labour-intensive activity for the Research Integrity section of the Research Office and could not be managed by it for high numbers of taught course students. There was general agreement that research methods/project or other modules in taught courses should already provide appropriate consideration of research integrity (and where applicable ethical approval) which would be reflected in assessment criteria. If not, course teams would need to consider directing students to use the online course.

AGREED that:

- i) recommendations a) – d) and the draft student self-assessment form and supervisor declaration be endorsed;
- ii) course teams ensure that assessment criteria for research methods and/or the project/dissertation module include a requirement for students to provide evidence of ethical review and approval for their study where applicable;
- iii) it not be made a requirement that all taught course students pass the University's online Research Integrity course, but that Faculties be asked to review the curriculum of their research methods modules and projects/ dissertations to ensure that research integrity issues were adequately

addressed. Course teams might direct students to the Research Integrity course for the purpose of self-assessment.

### 13.58 REGULATIONS FOR FOUNDATION DEGREES

The Committee, at its March meeting, had considered a paper from the Collaborative Partnerships Forum which proposed changes to the regulations for Foundation degrees to reflect the recent development of a fast track part-time mode. The Committee had approved automatic progression from semester 2 to 3 but not the proposal to allow 40 credits of failure to be carried (min 13.19 refers). The Committee received revised regulations for the consequences of failure (Paper No TLC/13/16).

The regulations now closely aligned to the University's standard regulations, with a maximum of 20 credits permitted to be carried. The main difference was the absence of a supplementary examination opportunity in the summer, because of automatic progression from each semester in the year and summer study requirements.

AGREED that:

- i) the proposed regulations for fast track, part-time Foundation degrees be endorsed with effect from the current academic year and be added to the Foundation degree regulations template,
- ii) the Collaborative Partnerships Forum remind Colleges that only high calibre students should be selected for such intensive part-time courses, so as to limit the risk of failure.

### PRIZES

#### 13.59 Review of Prizes

The Committee at its March meeting had agreed that when financial sponsorship for a prize with a monetary value and a trophy or similar ended, the prize should be withdrawn completely and had discontinued three awards. Consequently, it had asked for a review of existing prizes to identify any other awards which may have been revised in this way previously (min 13.25 refers).

The Committee noted that following the meeting the Ulster Business School had requested that the three prizes be reinstated as further investigation had revealed that each prize had been established without a monetary element.

The Committee considered Paper No TLC/13/17a) which identified that 34 prizes were awarded with no monetary element and five which comprised money and a trophy had had the monetary element withdrawn.

The Committee was asked to consider the reinstatement of the three prizes and whether the five other prizes whose monetary element had been withdrawn should be discontinued.

AGREED that:

- i) the three discontinued prizes be reinstated;
- ii) it would not be appropriate to discontinue existing prizes with no monetary value nor to do this retrospectively for those prizes which offered both a trophy and money, where the monetary element had been removed;
- iii) the Committee consider the appropriateness of proposed arrangements for new prizes comprising more than one element at the time of submission.

### 13.60 New Prizes

The Committee received Paper No TLC/13/17b) which set out nine new prizes and two amended prizes, already approved by Chair's action.

The Committee noted that the title of the 'Food Policy Award' had been amended to 'Suki Tea Food Policy Award' and that it might be more appropriate not to fix the value of the tea given. The Committee asked the Ulster Business School to investigate a minimum monetary value for the 'Hutchinson Tiles Award'.

### 13.61 DATES OF SEMESTERS 2013/14 – 2018/19

The Committee received Paper No TLC/13/18, Dates of Semesters 2013/14 – 2018/19 and considered proposed dates for 2018/19.

AGREED: that the dates of semesters for 2018/19 be approved as follows:

Introductory period Monday 17 September 2018 - Friday 21 September 2019

<u>Autumn Semester</u>	Monday 24 September 2018 – Friday 25 January 2019	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 17 December 2018– Friday 4 January 2019)	
Examinations begin	Monday 7 January 2019	
<u>Spring Semester</u>	Monday 28 January 2019 – Friday 31 May 2019	(16 weeks) 12+(2)+1+3
(Easter vacation	Friday 19 April 2019 – Friday 26 April 2019)	Easter Sunday 21 April
(Revision week	Tuesday 7 May 2019 – Friday 10 May 2019)	
Examinations begin	Monday 13 May 2019	
<u>Summer Semester</u> (intensive)	Monday 22 July 2019 – Friday 13 September 2019	(8 weeks) 6+2
Examinations begin	Monday 2 September 2019	
<u>Supplementary Examinations</u>	Wednesday 14 August 2019 – Thursday 22 August 2019	

### 13.62 TERMS OF REFERENCE AND MEMBERSHIP

The Committee reviewed its terms of reference and membership (Paper No TLC/13/19). In view of the adoption of a 'Learning and Teaching' Strategy it determined to reverse the current order of words in term 1a). The Committee noted that a range of handbooks and templates (eg programme specification, module description, and external examiner's report) would also be revised to reflect the change, in phrases such as 'Teaching and Learning Methods'.

AGREED that:

- i) it be recommended to Senate that:
  - a) the reference in term 1a) to 'Teaching and Learning Strategy' be changed to 'Learning and Teaching Strategy';
  - b) that the name of the Committee be revised to Learning and Teaching Committee;
- ii) the composition of the Committee be reviewed at the October meeting in the light of the approved Strategy.

### 13.63 DATES OF MEETINGS

The Committee noted its schedule of meetings for 2013/14 as follows:

Wednesday 16 October 2013	10.15 am	Coleraine
Wednesday 11 December 2013	1.30 pm	Jordanstown
Wednesday 5 March 2014	10.15 am	Magee
Wednesday 18 June 2014	1.30 pm	Jordanstown

Duration 4 ½ hours

8 July 2013

AGF/CA/lh

**COURSE APPROVAL**

FACULTY	COURSE TITLE	MODE		INTAKES	LOCATION	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Computing and Engineering	Diploma in Computing	✓		2013 – 2017	ME		
	Diploma in Computing	✓		2013 only	QA Business School (London/ Birmingham)	25 (London) 20 (B'ham)	
	BEng Hons/MEng Hons Mechanical and Manufacturing Engineering	✓		2013 – 2017	ME		
	BEng Hons/MEng Hons Renewable Energy Engineering	✓		2013 – 2017	ME		
	MSc Computational Intelligence (with PgDip exit award)	✓	✓	2013 - 2017	ME		
Life and Health Sciences	FdSc Responding to Drug and Alcohol Use (with CertHE exit award)		✓	2013 - 2017	North West Regional College		18
Social Sciences	LLM Commercial Law (with PgCert/PgDip exit awards)	✓	✓	2013 – 2017	JN		
Ulster Business School	Cert/CertHE/AdvCert/AdvDip/BSc Hons Customer Contact Planning and Management		✓	2013 - 2017	DL		
	Undergraduate Honours Subject: Consumer Studies (Minor)	✓	✓	2013 - 2017	CE		
	Undergraduate Honours Subject: Travel and Tourism Studies (Minor)	✓	✓	2013 - 2017	CE		

## COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	LOCATION	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Computing and Engineering	16A1	PgCert/PgDip/MSc Health Informatics		✓	2013 - 2017	JN		
	16B1a	BSc Hons Computing Science (with CertHE and AB exit awards) [and BEng Hons Computer Science exit title – specific final year pathway]	✓		2013 – 2017	JN		
		BSc Hons Computing Technologies (with CertHE and AB exit awards) (previously BSc Hons Information and Communication Technologies)	✓		2013 – 2017	JN		
		BSc Hons Interactive Multimedia Design (with CertHE and AB exit awards)	✓		2013 – 2017	JN		
		BEng Hons Software Engineering (with CertHE and AB exit awards)	✓		2013 – 2017	JN		
		BSc Hons Computing Systems		✓	2013 - 2017	JN		
16B1b	BSc Hons Computing Systems	✓		2013 only	QA Business School	25 London		
Life and Health Sciences	12A	BSc Hons Environmental Science (Single Honours/Major/Main/Minor) (optional DPP/DIAS and AB and CertHE exit awards)	✓		2013 – 2017	CE		
		BSc Hons Geography (Single Honours/Major/Main/Minor) (optional DPP/DIAS and AB and CertHE exit awards)	✓		2013 – 2017	CE		

		BSc Hons Marine Science (optional DPP/DIAS and AB and CertHE exit awards)	✓		2013 - 2017	CE		
	22A2	BSc Hons Nursing Studies (with exit awards of CertHE, AB and BSc Hons Health Care)	✓		2013 – 2017	Outcentre - SAAD College of Nursing and Allied Health Sciences, Saudi Arabia		
		Graduate Certificate in Nursing Practice	✓		2013 - 2017	“		
	22B2	BSc Hons Specialist Community Public Health Nursing (with pathways in Health Visiting, Occupational Health and School Nursing)	✓	✓	2013 – 2017	JN		
		PgDip Specialist Community Public Health Nursing (with pathways in Health Visiting, Occupational Health and School Nursing)	✓	✓	2013 - 2017	JN		
	3C2A	MSc Biomedical Science (with PgCert/PgDip exit awards)	✓	✓	2013 – 2017	CE/DL		
		MSc Biomedical Science (with PgCert/PgDip exit awards) (with pathways: Cellular Pathology, Clinical Chemistry, Haematology (previously Haematology with Transfusion Science), Medical Microbiology, Immunology (new pathway) )	✓	✓	2013 – 2017	CE/DL		
		PgCert/PgDip Stem Cell Biology		✓	2013 - 2017	DL		
	3G	PgCert Veterinary Public Health		✓	2013 – 2017	DL		
		PgCert/PgDip/MSc Food Regulatory Affairs	✓	✓	2013 – 2017	DL		
		PgDip/MSc Food Regulatory Affairs (Veterinary Public Health)	✓	✓	2013 - 2017	DL		

Social Sciences	26C1(b)	PgDip in Health and Social Care Management (with PgCert exit award)		✓	2013 - 2017	Health & Social Care Leadership Centre		20
						Western Trust		18
	30F	Access Diploma in Social Sciences	✓		2013 - 2017	Police Rehabilitation and Retraining Trust	20	
Ulster Business School	5C1	BSc Hons Human Resource Management (with AB exit award)	✓		2013 – 2017	JN		
		BSc Hons Management and Leadership Development (with AB exit award)	✓		2013 - 2017	JN		
	15A	BSc Hons Consumer Studies (with AB/CertHE exit awards)	✓	✓	2013 – 2017	CE		
		BSc Hons International Travel and Tourism Management (with AB/CertHE exit awards)	✓	✓	2013 – 2017	CE		
		Undergraduate Honours Subject: International Travel and Tourism Studies (Major) (with AB/CertHE exit awards)	✓	✓	2013 – 2017	CE		
		BSc Hons Leisure and Events Management (with AB/CertHE exit awards)	✓	✓	2013 – 2017	CE		
		BSc Hons Culinary Arts Management (with AB/CertHE exit awards)	✓	✓	2013 – 2017	BT		
BSc Hons International Hospitality Management (with AB/CertHE exit awards) (with specialism in Tourism)	✓	✓	2013 – 2017	BT				

## COURSE WITHDRAWALS

<b>FACULTY</b>	<b>COURSE</b>	<b>LOCATION</b>
Art, Design and the Built Environment	FdA in Applied Creative Arts (FT/PT)	South Eastern Regional College, Bangor Campus
Arts	Diploma in Irish Language (PT)	Annagry Outcentre
	Diploma in Irish Language (PT)	Southern Regional College, Armagh Campus
	Undergraduate Honours Subject: Irish (Single Honours, Major, Main, Minor) (FT) Irish (Main) (FT)	CE ME
	BA Hons Irish Studies (FT/PT)	CE
	BA Hons Irish Language and Literature (FT)	CE
Life and Health Sciences	Access Diploma in Science and Technology (FT/PT)	Belfast Metropolitan College
	CertHE Health and Wellbeing (PT)	JN
	BSc Hons Nursing Sciences (FT)	Dr Soliman Fakeeh College, Jeddah Saudi Arabia
	PgDip/MSc Interdisciplinary Dementia Studies (PT)	DL
	MSc Primary Care and General Practice (FT/PT)	DL
	PgDip/MSc Specialised Midwifery Practice (FT/PT)	JN
	PgDip/MSc Specialised Midwifery Practice (Ultrasound) (PT)	JN
Social Sciences	PgDip/MSc Communication, Advertising and Public Relations (FT/PT)	JN
	PgDip/MSc Health Communication (FT/PT)	JN
	PgDip/MSc Political Lobbying and Public Affairs (FT/PT)	JN
Ulster Business School	BSc Hons International Hotel and Tourism Management	BT