UNIVERSITY OF ULSTER

TEACHING AND LEARNING COMMITTEE

Minutes of a meeting held on 20 June 2012 at the Jordanstown campus

PRESENT

Professor D A McAlister (Chair), Professor A Adair, Ms S Alexander, Professor R R Barnett, Professor P Carmichael, Miss C Cochrane, Professor C Curran, Dr D Gray, Professor N McClenaghan, Mr L McCurry, Mr D McGivern, Professor H McKenna, Dr A McKillop, Professor R J Millar, Dr R Monaghan, Professor I Montgomery, Professor A Moran, Professor P Ó Dochartaigh, Mrs U Quinn, Dr I Taylor, Dr J A C Webb

APOLOGIES

Mr S Cannell, Professor K Greenan, Professor M McHugh, Dr A Melvin, Ms R Mullan

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Mrs A Scanlon (for min 12.65), Professor S Steacy (for mins 12.56 - 63)

UNRESERVED

12.31   MINUTES

The Committee noted the following amendments to the minutes of the meeting held on 28 March 2012.

Min 12.12: 'approval' to read 'approach' in last sentence of paragraph 5.

12.14: second sentence to begin: 'When finalised, this would …'.

The Chair reported that the Faculty of Art, Design and the Built Environment had objected to minute 12.27 which related to the Committee's consideration of departures arising from the restructuring of the MFA Art in Public and the MFA Multidisciplinary Design programmes.

The Faculty had raised two points, the first of which related to the resit opportunity for the 120 credit point module and requested that the phrase 'a case had not however been brought forward to the Committee for consideration' be removed from the minute. The Chair advised that the minute was factually correct as a case had not been brought forward. Although in this instance the Faculty was not asked to do so, a case must always be presented for any variation or departure from the University's regulatory framework.

The second point raised related to the Public Output/Project module which extended over two years in part-time mode. The Faculty requested removal of the final sentence of the fifth paragraph, 'The Chair suggested that the re-

configuration of this module in the part-time programme, for example as two 60 credit point modules possibly with a pass/fail grading at the end of the first module, would allow continuity of studies'. Again, the Chair advised that this was an accurate record of what she had said at the meeting.

The proposed revisions were not accepted by the Committee. Subject to the amendments to minutes 12.12 and 12.14, the confirmed minutes of the last meeting were signed by the Chair.

The Committee considered the Faculty's request to revisit its previous decision not to allow the 120 point Public Output/Project module to be spread across two years in the part-time mode of the course.

It was noted that the Faculty had consulted the Deputy Director Finance and Information Services (Student Administration and Registry) about an administrative solution to manage the roll-forward of the student record. The Chair advised that this did not obviate the need to consider the principle of a single module being extended over a four to six semester period, rather than the normal maximum of three semesters and the implications for examination regulations and when a formal progress decision should be made. The Committee noted that an examination board at the end of the year would not be appropriate as there would be no formal assessment completed at this stage.

AGREED: that the Committee's pervious decision be re-affirmed.

MATTERS ARISING

12.32   Validation of Franchised Courses (Mins 12.2 - 7)

The Chair reported that Deans had reviewed their current collaborative provision and had not identified any courses other than those with the QA Business School which should be categorised as 'franchised'. It was noted that the QA Business School would undergo an institutional approval visit in August and that course evaluation visits under the new arrangements would take place in July to consider two current courses and two new course proposals (BSc Hons Accounting, BSc Hons Computing Systems), and in August the proposed Diploma in Foundation English for Academic Purposes. A new 'franchise' folder had been created on the publicly available Collaborative Provision Register and information updated accordingly.

12.33   PSRB Accreditation (Min 12.17)

The Committee noted that the response to the report of the CIBSE visit (23/24 March 2011) for BEng Hons/MEng Energy and Building Services Engineering and MSc Renewable Energy and Energy Management) had not yet been provided by the Faculty. It would be considered at a future meeting.

CHAIR'S COMMUNICATIONS

12.34 UK Quality Code for HE Consultation: Consultation on Chapter B3: Learning and Teaching

The Chair reported that the QAA were consulting on the draft content of a new Chapter of the UK Quality Code for Higher Education, Chapter B3: Learning and Teaching (www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/learning-teaching-consultation.aspx). The final version was expected to be published at the end of September 2012.

12.35 Chartered Financial Analyst Society, UK (CFAUK)

The Chair reported that CFA UK had confirmed that the BSc Hons Finance and Investment Analysis met its requirements as a formally recognised Investment Management Advantage programme which mapped to its level 4 Investment Management Certificate (IMC). Congratulations were extended to the Faculty, particularly as it was CFA UK's first 'IMC Advantage' partner.

12.36 Improving Quality Assurance in Higher Education

The Chair reported that HEFCE had launched a consultation on the introduction of a risk-based approach to quality assurance in higher education in England, in response to the Government's White Paper, 'Students at the heart of the system'. Drafted with the advice of the QAA, the consultation (HEFCE 2012/11) proposed that in future the frequency, nature and intensity of external quality assurance would be guided by each higher education provider's record in assuring the quality of its provision, as well as the nature of that provision. The consultation (England only) was available on the HEFCE website http://www.hefce.ac.uk/pubs/year/2012/201211.

12.37 Turnitin

The Chair reported that the Research and Innovation Committee, at its meeting earlier in the day, had considered the matter of the renewal of the Turnitin licence which was currently funded from the Research Office budget. It had noted that Turnitin's 'iThenticate' database, which was less expensive, would meet the needs of the Research Office. The Teaching and Learning Committee was asked to consider the matter of the acquisition and payment of the Turnitin Licence for staff and students for taught courses which was estimated to be circa £25-30,000.

The Committee considered Turnitin to be a very useful resource for the deterrence and detection of plagiarism and supported the continuation of a licence by the University (see also mins 12.62 – 63).

COURSE APPROVAL

12.38 Course Approval Sub-Committee

Professor McAlister presented the report of the meeting held on 31 May 2012 (Paper No TLC/12/10a).

Recommendations for approval and re-approval were considered and revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals were noted.

The Committee noted the successful outcome of the two revalidation events for Nursing provision held jointly with the Nursing and Midwifery Council. A very positive outcome had also been achieved in the joint University, Health Professions Council (HPC) and multi-professional event for five degrees. All the professional bodies had now advised that they were satisfied with revised documentation and responses and were recommending approval to their relevant approval board or committee. The HPC had also advised that approval had been recommended for four out of five courses with further evidence of fulfilment of one condition being sought for the other programme.

All law provision had been successfully revalidated and new proposals, LLM Clinical Legal Education and LLM Gender Conflict and Human Rights, had been approved.

It was noted that the Sub-Committee had approved a request from the Faculty of Social Sciences to bring forward the revalidation of the Diploma in English for Academic Purposes from October 2012 to August 2012 so that the new curriculum could be applied for the University's own 2012 intake as well as for a proposed franchised course at the QA Business School.

The Committee noted that, in relation to the revalidation of the Level 5 of BSc Hons Business and Management and Business with Accounting degrees at Belfast Metropolitan College, the Ulster Business School had now confirmed full-time progression routes to the parent courses at Coleraine campus with progression to the part-time Business Studies degree programme at the Jordanstown campus also available. The Faculty was able to accommodate the cohort size, and any over-recruitment by the College would be appropriately managed. It had also since been clarified that BMC would be responsible for preparing students for the DPP or DIAS should students wish to avail of this option. The reduced three year period of approval reflected the proposed development of Foundation degrees to replace the existing Level 5 provision (min 12.16 refers).

The Chair reported that the proposal for a 60 point module as the basis for award in the Advanced Certificate in Contract Centre Management had been withdrawn. The Committee discussed the principle of modules of this size in certificates and diplomas. They were considered generally to be inappropriate in courses with a low overall credit value, and that any proposals should be considered as exceptions by Teaching and Learning Committee.

AGREED:

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

ii)   the following changes in proposed or existing titles:

BDes Hons Design for Interaction and Animation (originally Digital Animation/Interactive Design)
Advanced Certificate and Postgraduate Certificate in Non-Medical Prescribing (formerly Nursing Independent Supplementary Prescribing)
BSc Hons Diagnostic Radiography and Imaging (formerly Radiography (Diagnostic))
BSc Hons Radiotherapy and Oncology (formerly Radiography (Therapeutic))
Postgraduate Diploma/MSc Applied Peace and Conflict Studies (formerly Peace and Conflict Studies)
Postgraduate Diploma/MSc English Language and Linguistics (formerly Language and Linguistics)

iii)   a one year extension to period of approval to include the 2013/14 intake, be approved, in respect of the following provision:

Unit 3C1

BSc Hons Biomedical Science with DPP/DPP (Pathology)
Graduate Certificate in Biomedical Science

Unit 3C3

Postgraduate Diploma/MSc Pharmaceutical Sciences

Unit 3C5

FdSc Applied and Medical Sciences at North West Regional College and South West Regional College

12.39   Late Reports

The Committee agreed that Chair's action be authorised on behalf of the Teaching and Learning Committee in respect of the outcomes of late evaluation/revalidation events.

12.40   Annual Report on Evaluation and Revalidation Activity: 2011/12

The Committee noted that, arising from the 2011/12 review, the Sub-Committee had agreed to a number of measures to improve efficiency and effectiveness of evaluation and revalidation arrangements from 2012/13. The report had also identified the success of CHEP focus groups with students in assisting course teams preparing for revalidation. The Sub-Committee had endorsed a proposal for class representatives (in subjects other than that under review) in partner institutions to be included as Panel members from 2012/13. The Chair reminded Faculties of the importance of nominating senior academic staff from a university with a reputation for excellence in teaching and learning in the specific subject areas as external panel members.

The annual report had identified pedagogical matters which had been raised by panels in discussions with course teams and in meetings with students. The report had been provided electronically to Sub-Committee members and Faculty Teaching and Learning Co-ordinators so that these matters might be considered

by Faculty teaching and learning committees and teams preparing for evaluation and revalidation. The Committee noted that the Principles of Assessment and Feedback for Learning, research-informed teaching, Graduate Qualities, and employability matters would continue to be highlighted at events.

Professor Montgomery reported that it was being proposed that for 2012/13 a KIS Datasheet be completed by course teams and be provided to validation panels. Chairs of course planning committees and subject unit co-ordinators would be advised in due course of this additional documentation requirement.

PROFESSIONAL, STATUTORY OR REGULATORY BODY ACCREDITATION

12.41   Joint Board of Moderators Report

The Committee received the Joint Board of Moderators Report of their visit (6 - 8 April 2011) in relation to the MSc Infrastructure Engineering, MEng Civil Engineering, BEng Hons Civil Engineering, BSc Hons Civil Engineering (Geo-Informatics), FdSc Civil and Transport Engineering together with the Faculty's action plan (TLC/12/10b).

It was noted that the first three recommendations had already been considered and approved by the Committee in June 2011 (mins 11.87 & 11.88 refer). The Chair asked the Faculty to ensure that the substantive teaching and learning matters raised in the report were fully addressed.

12.42   ETI Report: Dissolving Boundaries Programme

The Committee noted the positive ETI Report on the Dissolving Boundaries Programme (TLC/12/10c) which was a project which the School of Education managed with NUI, Maynooth. The Department of Education had already received the team's proposed actions and would be liaising with it to monitor progress.

Although the Committee expected to receive all PSRB reports it was considered that this report was not a 'Course Approval' matter.

AGREED: that the Faculty Board consider the report and report any required actions to Senate.

12.43   KPMG Audit of Course Accreditation

The Committee noted that a 'Substantial' assurance rating had been given by KPMG in relation to the Internal Audit of the University's course accreditation procedures. The joint Ulster, HPC and professional body Health Professions revalidation/re-accreditation event (21-23 February 2012) had been used as a case study in the audit.

12.44   SUB-COMMITTEE ON EMPLOYABILITY

Professor Millar presented the report of the meeting held on 30 May 2012 (TLC/12/12a).

12.45   <u>Working Group on Monitoring of Placement</u> (Item 1i)

The Committee, at its March meeting, had noted that an audit of staff visits during placement and compliance with University guidelines was being undertaken (min 12.21 refers).   The returns received from Faculties indicated that they were generally meeting their commitments regarding the stated number of visits but students on overseas placements were usually only visited once.   It was, therefore, proposed that Skype be used as an alternative to a second visit.   The Committee noted that additional support might be available through, for example, alumni and other networks and the use of online software. The Committee noted that there was an obligation on the University to undertake a prior assessment of each proposed placement to ensure its suitability and quality.

The Committee noted that an audit of courses offering placement had also been undertaken which identified 93 courses with compulsory and 72 courses with optional one-year sandwich years.   As there was variability in the preparation provided, the Sub-Committee intended to undertake a review of these arrangements in 2012/13.   The Chair reminded members of the NI HE Strategy: Graduating to Success which proposed that ideally every full-time undergraduate student should have the opportunity to experience a structured University-approved internship during their period of study.   Recent research by Dr Peter Green had also indicated that, regardless of the level of student engagement, it was the placement itself which added value.

The Committee noted the new progress codes which had been included in the Procedures for Boards of Examiners this year to assist in the monitoring of exemption from placement.

AGREED: that for overseas placements, technology-enabled support, such as Skype, might be used as an alternative to a second visit and that this should ideally be augmented by other support which might be available locally.

12.46   <u>Working Group on Assessment of Placement</u> (Item 1ii)

The Committee noted that a set of learning outcomes applicable to all courses with sandwich years leading to the DPP/DPP(I) award had been developed as a guide and that course teams/schools would be expected to reflect on these and develop a customised set (min 12.22 refers).

The Working Group had finalised its proposal for a grading scheme to replace the use of percentage marks for the placement module and the DPP award.   A sample scheme had been developed with assessment criteria defined for the Fail, Pass, Pass with Commendation and Pass with Distinction grades.   It was noted that in the criteria for a Distinction the phrase 'good or extensive abilities' should be simply 'extensive'.   The Group had recommended that all three components of assessment, Academic Supervisor's Assessment, Employer's Assessment and Student's Reports/Projects, must be passed.   As there were 27 possible permutations in the calculation of the overall grading, each course team would be required to determine how the results in the three components would be combined to form an overall assessment of a student for the grading of the Diploma award, taking account of the particular assessments required and their relative weighting.

The Committee noted that, in order for a student to progress to final year, regardless of whether placement was mandatory or optional, the placement module must be passed unless otherwise determined by the Board of Examiners in exceptional circumstances.

AGREED that:

i)   the learning outcomes for the placement module be endorsed and that course teams customise the module description for their own courses;

ii)   subject to revision of the criteria for the Pass with Distinction grading, the Module Grading Scheme (Appendix 2) be approved with effect from the 2013/14 (Year 3P) academic year;

iii)   course teams submit a CA3 form for the revised module description and assessment scheme for their placement modules and to revise course regulations; and consult current Year 1 students;

iv)   it be recommended to Senate that Regulations 8, 11, 12 and 14 of the Regulations for Diploma in Professional Practice/Diploma in Professional Practice (International) be revised, with effect from 2013/14, to remove the percentage mark and to add a new Distinction band, and that the template regulations for degrees, Honours degrees and Integrated Master's degrees be revised accordingly;

v)   the exemplars contained in the Sub-Committee's report replace the current ones in the Assessment Handbook.

12.47   <u>Working Group on Models of Placement</u> (Item 1iii)

The Committee, at its March meeting, had asked the Sub-Committee to explore new opportunities for placement and work experience (min 12.23 ii) refers). The Working Group had suggested that a further CPPD module, based on an undergraduate internship model or equivalent, was required. This module could be used to accredit work-based learning with a duration between the 80 hour threshold of the current level 4 CPPD module and the 25 week minimum for the sandwich placement year. It was noted that the Sub-Committee would investigate this further in the next academic year. The Committee also noted an initial work plan for extending opportunities for self-employed work-based learning during a pilot next year.

12.48   <u>The Wilson Review</u> (Item 2)

The Committee, at its March meeting, had asked the Sub-Committee to consider how the University might engage strategically with internal and external stakeholders in taking forward consideration of the recommendations of the Wilson Review (min 12.25 refers). The Committee noted that a high profile event was proposed in Spring 2012/13 to showcase Ulster's achievements in this area and that Professor J McCoy had agreed to chair a Working Group.

Professor Adair suggested that the Working Group consider the distinctiveness of the Ulster brand in terms of its placement activity. It was suggested that case

studies from the Faculty of Art, Design and the Built Environment might be used to promote placement and help encourage uptake.

Professor McKenna welcomed the proposed representation from Research and Innovation on the Working Group and suggested that consideration be given to similar representation on the Sub-Committee.

AGREED that:

i)   the proposed membership and terms of reference of the Working Group be endorsed;

ii)   the membership of the Sub-Committee on Employability be extended to include representatives from Research and Innovation.

12.49   Placement Employer of the Year Awards (Item 3)

The Committee noted the results of the 2012 competition and that the student-nominated award had been designed by a first year BA Hons Fine and Applied Arts student.

12.50   Destination of Leavers from Higher Education (Item 4)

The Committee noted that Faculty action plans in response to DLHE data (2009/10) had been received by the Sub-Committee. As these varied in their analysis and level of detail, Deans had been asked for additional commentary where appropriate. An overview would be provided to the Committee at its October meeting.

It was noted that art/design graduates who aimed to become self-employed with their own studios tended to record that they were not in employment or graduate-level employment, which had a negative effect on the overall University DLHE results. Mr McGivern advised that the survey questions were pre-set and confirmed that representations had been made at national level about how destinations were recorded. Professor Ó Dochartaigh, who was reviewing the University's position in various league tables, agreed to liaise with Mr McGivern about this matter.

12.51   Study USA Annual Report (Item 5)

The Committee noted that DEL had confirmed support for the extension of the programme until 2014/15. Ulster had secured 27 out of 72 places for 2012/13.

12.52   PDP Forum Annual Report (Item 6)

It was noted that the future of the PDP Forum was being reviewed in light of changes in personnel. A working group would be established to consider PDP and to draw up a programme of work.

12.53   Proposal for 'Work and Learn iLink@Ulster' (Item 7)

The Committee noted the proposal that all work experience and volunteering opportunities available at the University be addressed through 'Work and Learn iLink', a centralised online vacancy management system which would match student and provider preferences. There would be no additional costs involved.

AGREED that:

i)   the Work and Learn iLink proposal be approved and a Steering Group be established to develop the initiative;

ii)   all on-campus vacancies be managed through Work and Learn iLink.

12.54   Summary Report on the Professional Experience Programme (Item 8)

It was reported that, from the 30 places funded in 2011, 27 graduates had been either offered graduate level employment or proceeded to further study. Twenty-four had completed the Graduate Certificate in Professional Practice successfully with 14 Distinctions awarded. It was hoped that Ulster would have 35 internships in 2012/13.

12.55   Employability Development Opportunities Review Toolkit (EDORT) (Item 9)

The Committee had previously approved a recommendation from the Sub-Committee that EDORT be used by course teams of courses funded by DEL in their preparations for revalidation. A pilot for DHSSPS-funded courses had been undertaken in 2011/12 and had been a success. The Sub-Committee had therefore recommended that all course teams be required to engage with EDORT in preparation for revalidation.

AGREED: that the proposal be endorsed.

12.56   PLAGIARISM WORKING GROUP

Professor Steacy, Chair of the Working Group, presented its report (TLC/12/12a).

The Teaching and Learning Committee, at its meeting in December 2011, had agreed the terms of reference for the Working Group which had representation from each Faculty, Access and Distributed Learning and the Students' Union (min 11.140 refers). The Working Group had met on three occasions, reviewed current policy and procedures, faculties' approaches to their application and considered the proposed national Plagiarism Referencing Tariff. It was noted that there had been liaison with representatives of Research Degrees Committee in respect of research degrees and with Staff Development. The Chair had also attended a meeting of the Research Degrees Committee in May 2012 to present proposals in respect of research degrees.

The Committee noted that the existing policy and scale of penalties remained broadly fit for purpose, with the merits of clarity and simplicity in a graduated framework providing for formative advice and appropriate discretion in very minor instances. The recommendations of the Working Group focused on consistency

within the policy and penalties and their application. It was noted that the University's current policy and procedures document would be redrafted as a three-part document: Policy and penalties, Procedures for dealing with plagiarism, and Guidance for staff.

12.57 <u>Benchmark Plagiarism Tariff</u> (Item 2.1)

The Committee noted that the Group was not in favour of adopting the Benchmark Plagiarism Tariff (Tennant and Rowell, 2009-10) as it was considered to be a highly prescriptive approach accumulating points for offences on the basis of a combination of criteria which then attracted a range of penalties. It was felt that this mechanistic process might actually lead to toleration of a low level of plagiarism below an arbitrary reporting threshold. It could also be difficult to interpret and implement.

12.58 <u>Definition</u> (Item 2)

The Committee noted that the Working Group had reviewed the University's definition of plagiarism and proposed the removal of the reference to dishonesty while maintaining a clear statement that it was a form of cheating and a disciplinary offence.

The Working Group had also discussed collusion and 'contract cheating' which had become a concern in recent years. It confirmed that these should be dealt with under the standard disciplinary process, and recommended that the term 'contract cheating' be explicitly added to the University's examination regulations as an example of an assessment offence.

12.59 <u>Framework of Penalties: Taught Courses</u>

The Working Group recommended one change to the penalties dealing with plagiarism in coursework in taught programmes: that a first offence in a Master's dissertation be treated in the same manner as other first offences with a reduction of marks based on the exclusion of the plagiarised work, rather than a mark of zero.

The Working Group also recommended that MRes students be treated in accordance with the framework for taught programmes, not research degrees, and that this qualification be added to the title of the Framework of Penalties for Taught Courses.

12.60 <u>Research</u>

The Committee noted that the Plagiarism Policy (2006) preceded the introduction in August 2009 of the Policy for the Investigation of Allegations of Research Misconduct and that there was now some overlap between the two. Hence, the Working Group proposed to clarify arrangements by confining the Plagiarism Policy to instances of plagiarism in formally assessed work only; 'interim submitted work' (eg draft chapters or papers for publication) would be dealt with under the Research Misconduct Procedure. The Research and Innovation Committee had supported the recommendations in the report at a meeting earlier in the day.

12.61   Procedures (Item 3)

The Committee noted that the Working Group considered that the procedures for dealing with suspected plagiarism were overly bureaucratic and recommended that these should be streamlined by removing a requirement of a formal written report to the Course Director. In addition, it recommended that, in line with current practice, work suspected of plagiarism should normally be double marked, and that students should have an informal right of appeal to provide further information, normally to the Course Director before a Board of Examiners sits. In relation to research degrees it was recommended that cases of plagiarism be recorded on the central Plagiarism Register.

12.62   Turnitin (Item 4)

The Working Group had discussed a matter raised by the Faculty of Social Sciences, whether the use of Turnitin by staff should be mandatory. It was currently voluntary and usage was variable. Professor Steacy reported that compulsory use was considered unworkable and was not recommended. However, Turnitin was considered to be a very valuable resource with functionality to support more sophisticated analysis, and the Working Group had agreed that the use of Turnitin should be strongly encouraged in at least some work at all levels within taught programmes. To promote further usage, it was recommended that Faculties be asked to include a report on usage in their annual report to the Committee. There should also be extensive training made available for staff through Staff Development. The Committee noted that three other detection packages had been tested a number of years ago and at that time Turnitin was considered to be the best available.

It was suggested that consideration should be given to using Turnitin formatively to encourage a learning lifestyle rather than solely as a means of detection. The possibility of directing students to other freeware might also be useful.

12.63   Guidance for Staff (Item 5)

Professor Steacy reported that discussion at school level was critical in fostering a common understanding and consistent application of policy and procedure. The importance of induction and reinforcement throughout each year was noted. The Committee noted the availability of the new online resource, Skills Plus, to complement local advice and guidance.

AGREED that:

i)   the recommendations of the Working Group be endorsed with effect from the 2012/13 academic year, that:

        a)   the Benchmark Plagiarism Tariff (Tennant and Rowell) not be adopted;
        b)   the University's definition of plagiarism be revised, principally to exclude the word 'dishonest';
        c)   in relation to taught Master's programmes, a first offence in a dissertation be treated in the same manner as first offences in other taught courses;

d) students on MRes programmes be treated in accordance with the framework of penalties for taught programmes;

e) the current third column of the Framework of Penalties for Research Programmes, dealing with Interim Submitted Work, be removed;

f) for students undertaking research degrees, a distinction should be made between interim work produced for external use, including publication, and that produced for internal use. Plagiarism detected in the former should be addressed under the research misconduct policy, whilst in the latter it should be dealt with, initially at least, through formative feedback;

g) the penalty for plagiarism in a research degree thesis be informed by the student's record, including whether or not there had been any previous instances of detected plagiarism;

h) instances of plagiarism by research students be recorded on the central register and be included in the annual report on plagiarism to the Teaching and Learning Committee;

i) collusion, as well as other offences where it was established that work was completed by third parties (including 'contract cheating'), should be dealt with under the general disciplinary procedures for cheating;

j) the procedures for dealing with suspected plagiarism be streamlined as proposed;

k) the student declaration of ownership of coursework include the phrase, '… that all material has been accurately and consistently referenced' and that the expectation of a signature be removed;

l) the use of Turnitin should not be compulsory but be strongly encouraged in some work at all levels within taught programmes. Faculties should include a report on usage in their annual plagiarism report to the Teaching and Learning Committee;

m) extensive training in the use of Turnitin be made available for staff through Staff Development;

n) discussion about plagiarism and how it is dealt with within the discipline should take place at school level, with the aim of fostering a common understanding and consistent application of policy and procedure;

o) the focus of student induction should be to introduce students to academic life and should include clear guidance on academic referencing with subject-specific examples and consequences. This should be reinforced throughout the year;

ii) the University's Policy, Procedures and Guidance be revised accordingly;

iii) it be recommended to Senate that regulation 35 of the Regulations Governing Examinations in Programmes of Study be revised to add 'contract cheating' as an example of an offence;

iv) the University renew the Turnitin Licence for one year in the first instance and should explore if there were any more cost-effective packages for future years;

v) Professor Steacy and members of the Working Group be thanked for their valuable work.

12.64   NON-AWARD BEARING PROGRAMMES WORKING GROUP

Professor Curran presented the report of the Non-Award Bearing Programmes Working Group (TLC/12/12b).

The Committee noted that a suitable system (WPM) had been identified to meet the needs of a centralised system to manage and administer non-award bearing activity and that the costs had been agreed with the Deputy Director Finance and Information Services (Information Services). The Group had agreed that ownership of the core WPM system should reside with the Finance Department. Information Services would support and manage the technical side and Access and Distributed Learning would take ownership of the implementation and administration of the Short Course Module Component of the WPM system.

As the WPM package had not yet been acquired, its pilot had been delayed to 2012/13 and would cover both campus-based and online CPD courses. A draft Activity Contract had been drawn up and Guidance Notes would be developed. This would give the relevant Head of School the opportunity to check the quality of planned outcomes for the activity.

The Committee noted that the purpose of the Group's work related to developing the market for non-award bearing short course activity and as such did not fall properly within the remit of the Teaching and Learning Committee. Ms Alexander reported that it might be appropriate for non-award bearing activity, CPPD and the proposed Postgraduate CPD framework, to come together as a single sub-committee, when the working groups had completed their work.

AGREED that:

i)   the recommendations for the pilot be endorsed;

ii)   Professor Curran and Ms Alexander consider and advise regarding the future oversight arrangements for these activities.

12.65   CERTIFICATE OF PERSONAL AND PROFESSIONAL DEVELOPMENT

Mrs Scanlon presented the 2011/12 annual report on the CPPD framework (TLC/12/13).

The Committee noted that the number of CPPD modules had increased from 102 in 2010/11 to 333 in 2011/12 and that the number of live part-time modules had increased from six to 35. Part-time enrolments had increased from 220 to 463. There were 5210 full-time students taking additional short course modules. Positive feedback had been received from participants through the 'First Impressions Survey'.

The Committee noted that in 2011/12 consistency of practice in considering student performance had been improved with procedures devised to standardise arrangements into two stages, with subject-based module boards of examiners and a progress and award board with a chief external examiner, similar to the arrangements which operated for Combined Honours degrees. As current examination regulations did not recognise this distinction for the Certificate, the

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Committee considered that the regulations should be revised to identify explicitly this modus operandi.

An internal information sheet had also been designed to help academic staff to understand the formal typology of short courses and stand-alone modules and their relationship to the framework.

The Committee noted that the Accredited Professional Development Management (APDM) Board within Access and Distributed Learning (ADL) continued to oversee the academic governance arrangements for the CPPD. As ADL had quasi faculty status, it was noted that the APDM Board was expected to report to Senate.

The Chair raised the matter of the 'revalidation' of the CPPD framework which was scheduled for 2012/13. It was suggested that this was not necessary as its operation and the constituent modules were monitored by other internal reporting processes.

AGREED that:

i)   it be recommended to Senate that Regulation 1, 8, 10 of the Regulations Governing Examinations in Programmes of Study be revised to add reference to the Certificate of Personal and Professional Development;

ii)   the CPPD Framework not be revalidated.

12.66 PROPOSED POSTGRADUATE CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

Ms Alexander presented a paper on the proposed Postgraduate CPD Framework (TLC/12/14).

The Committee noted that the Educational Partnerships and International Affairs Committee had set up a Working Group to develop the framework and had approved the full report and the piloting of the scheme in 2012/13. This paper highlighted the matters relating to academic governance and regulations which were within the remit of the Teaching and Learning Committee.

The Framework aimed to widen access to postgraduate level study by providing flexible learning opportunities for the professional postgraduate CPD market. All modules could be taken on a stand-alone basis with credit accumulated towards the Postgraduate Certificate (requiring 60 credits). The academic governance and programme management arrangements were modelled on the undergraduate Certificate of Personal and Professional Development. A degree entry standard was set and all modules were to be at level 7. Existing modules might be used. It was noted that it was not at present proposed to extend the qualification to Postgraduate Diploma or Master's degree.

AGREED that:

i)   the academic governance framework be approved;

ii) it be recommended to Senate that the regulations for the award of the Postgraduate Certificate of Professional Development be approved (Appendix 3);

iii) regulations 1, 8 and 10 of the Regulations Governing Examinations in Programmes of Study be revised to add reference to the Postgraduate Certificate of Professional Development.

12.67 EXTERNAL EXAMINERS' REPORTS (2010/11)

Professor McAlister presented her annual overview report identifying general issues arising from the reports of external examiners for the 2010/11 academic year (TLC/12/15).

12.68 Participation in the Process

Most external examiners expressed high levels of satisfaction with their involvement in the moderation process throughout the year and many praised the way in which they had been supplied with relevant documentation and paperwork in a prompt and efficient manner. Fewer had commented on late appointment than last year.

It was noted that a number of external examiners had advised that they had not received a response to their report.

A small number would have wished not to be actively involved in the formal Board of Examiners meetings, preferring that the University delegate responsibility for making recommendations for awards to the preliminary meetings. The Committee confirmed that this would not be appropriate since broader issues were considered at Boards of Examiners, and the University required its boards to be independently chaired, not least in the interests of consistency and to ensure that the formal stage had support from Student Administration.

A small number of external examiners also expressed interest in access to the VLE, to help in the moderation of coursework. Ms Alexander confirmed that guest access was available, but some members of the Committee expressed some concern about fuller access, although externals would be governed by the University's rules on acceptable use of computers and ownership of copyright in course materials.

12.69 Assessment

The majority of external examiners were satisfied with assessment standards and marking standards were generally considered to be appropriate. External examiners generally commented favourably on the quality of feedback provided to students. Some external examiners (and students' views included in their reports) reiterated previous concern with regard to the assessment of group work, especially where a single group mark was given.

The Committee noted that the use of viva voce examinations, which were discretionary and intended either to reach decisions on individual (borderline) candidates, or to confirm a general judgement on the appropriateness and

consistency of marking standards, had been questioned by an external examiner, given the potential of the latter to introduce unfairness should a student who was interviewed be treated differently from those who were not. (The External Examiners' Handbook advised that the implications for the whole cohort should be taken into account.) The Committee noted that a Themed Audit of viva voce examinations was to take place in 2012/13.

AGREED that the following recommendations be endorsed:

i)   Faculties ensure that External Examiner nominations were made on a timely basis and that nominations accord with the expectations and criteria as set out in Chapter B7 of the UK Quality Code for Higher Education;

ii) with effect from the 2012/13 academic session, Course/Subject Directors ensure that the full text of the external examiner's report (redacted only to remove personal data) together with the Course Team's response is discussed with student representatives and uploaded onto their course support area in Bb Learn;

iii) the Deputy Director Finance and Information Services (Student Administration and Registry) give further consideration to the range (and presentation) of quantitative data to be routinely provided to external examiners to support their evaluation of student performance (see also min 12.70);

iv) the Director of Access and Distributed Learning revisit external examiners' access to the University's VLE for the purposes of commenting on the quality of the learning opportunities available to students;

v)   Course/Subject Directors and module coordinators ensure that both course and module learning resources and literature signpost students in a relevant and structured way to the Skills Plus online diagnostic and support resources;

vi) as part of the Themed Audit, the Quality Management and Audit Unit review University guidance on the use of viva voce examinations, to provide greater clarity and consistency with regard to those situations where the viva has a useful role to play.

12.70   STATISTICAL DATA AVAILABLE TO EXTERNAL EXAMINERS AND BOARDS OF EXAMINERS

The Committee, at its December meeting, had reviewed Chapter 7 of UK Quality Code and noted the issue of provision of statistical data to external examiners (min 11.141 refers). The Committee had considered it desirable that external examiners and Boards be better informed through quantitative data and agreed that further consideration be given to the quantitative data currently available, and whether they should be routinely provided.

The Committee received Paper No TLC/12/16 from the Deputy Director Finance and Information Services (Student Administration and Registry). The responses to a questionnaire to Faculties showed that, although reports on standard

deviations and means were available, there was variability in the data currently provided by Faculties to external examiners and Boards of Examiners.

While a number of comments and proposals had been made by Faculties, it was noted that the report did not take account of views of external examiners. It would, therefore, be premature to make a decision without further consideration of what would be useful and feasible and how information would be provided and used.

AGREED that:

i)   in order to ensure validation of data, only data from the central student record system should be used;

ii)   the minimum dataset be considered further by the Deputy Director Finance and Information Services (Student Administration and Registry) taking account of the views of external examiners;

iii)   course teams might offer further analyses of data.

12.71   CAMPUS CO-ORDINATING GROUPS

The Committee, at its March meeting, had agreed that a fundamental review of the combined modular arrangements be undertaken (min 12.12 refers).

Mr McCurry presented the proposed terms of reference and composition of the Working Group to review the modular scheme (TLC/12/17). This would include strategic implications, operational aspects such as logistics and timetabling, and the setting of criteria by which combinations were added or removed, with a view to ensuring a more consistent approach to approval across the three campuses

AGREED that:

i)   the terms of reference and composition of the working group be endorsed and that it report to the March 2013 meeting of the Committee;

ii)   Deans ensure that Faculty representatives were well briefed in terms of issues relevant to their Faculties.

12.72   TEACHING AND LEARNING STRATEGY

The Committee considered Paper No TLC/12/18 which provided summary progress reports from lead agents and Faculties on the achievement of planned activities in 2011/12 and also on overall progress under each Strategic Aim. These gave indications of partial, unsatisfactory or satisfactory progress and an overall assessment of progress using the Key Indicative Performance Measures.

The Committee noted that the use of 'traffic lights' in last year's report had more visual impact than the shading used this year. This would be reconsidered for the June 2013 report. The Committee noted that sources of evidence were to have been updated so that the evidence cited was readily available, preferably electronically, should the University's Critical Friend, Mr Gabriel Jezierski, seek to

view them during summer 2012. Some reports had not, however, referenced sources and the Academic Office had identified references where these were available and seemed appropriate from records of Senate and its committees.

The confirmed report would shortly be forwarded to Mr Jezierski and his report and any recommendations for the 2012/13 action plan and the new Teaching and Learning Strategy would be considered by the Committee at its October meeting.

Deans briefly outlined the main issues arising in their Faculties. The Chair commended the Faculties and lead agents for the thoroughness and frankness of their reviews.

The Pro-Vice-Chancellor (Teaching and Learning) would identify in August 2012 new actions for the 2012/13 action plan. The draft action plan would then be circulated to Faculties and central departments for the inclusion of other activities with consideration of the final plan at the Committee's first meeting of 2012/13.

AGREED that:

i)   the 2011/12 reports and assessment of progress be endorsed;

ii)   Faculties and lead agents notify the Academic Office immediately of other references for sources of evidence;

iii)   lead agents for any activities for which a report had not yet been provided or an interim report had been provided, forward a final report for consideration by the Committee in October;

iv)   'further actions' be carried over into the 2012/13 Action Plan.

12.73   COURSE HANDBOOK TEMPLATE FOR TAUGHT COURSES

The Chair presented a paper on the Course Handbook Template (TLC/12/19). It was noted that the development of a downloadable template by CHEP to replace the guidance in the Programme Approval, Management and Review (PAMR) Handbook had been a recommendation from a Review of Information provided to Students undertaken for Academic Development and Enhancement Committee. The initial structure had been developed by a Working Group and approved by ADEC in April 2010. It was noted that the outline had now been expanded to take account of new developments, such as HEAR and EDGE. The recent ADEC requirement for all courses to have a course support area in Blackboard Learn also provided the opportunity for Course Directors to supplement the basic information for students by giving adding linked online information. It was noted that the balance between paper and on-line material should be appropriate to the course. Standard wording was provided for some entries to ensure accuracy and consistency.

As well as having the template on the Academic Office website, it was suggested that consideration be given to pre-populating the Blackboard Learn course support area with the principal headings and links.

Professor Montgomery emphasised the need for relevant future course handbooks and prospectus entries to make explicit the re-location of courses from the Jordanstown to the new Belfast campus.

AGREED that:

i)   the Course Handbook 'template' be endorsed;

ii)   the 2012 Handbooks (PAMR and Partnership) include the structure and headings only, with the full document made available on the Academic Office web page, and that Access and Distributed Learning be asked to consider its availability on BbLearn;

iii)   Deans and Heads of School ensure the dissemination of the template to relevant staff and that it was adapted as necessary and populated with accurate information;

iv)   Dr Carter and CHEP colleagues be thanked for their work in developing the template;

v)   appreciation and best wishes be extended to Dr Carter, who was retiring from the University, for her extensive contribution to the work of the University and in the provision of support to Deans, particularly in relation to retention matters.

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

12.74   BSc Hons Nursing (Adult) and BSc Hons Nursing (Mental Health)

The Committee received a case from the Faculty of Life and Health Sciences to depart from the University's Regulatory Framework (TLC/10/20a) regarding titles of exit awards and the accreditation of prior learning (APL).

The Committee noted that at revalidation, a number of exit awards had been introduced for students who achieved success in academic work but did not achieve competence in their practice. Such students would not be eligible for professional registration. The Committee noted that consequently each exit award had been titled 'Health Care' in order to protect the BSc Hons Nursing title.

As the Nursing and Midwifery Council restricted APL to a maximum of 50% of the programme, the Faculty had also requested a departure from the University's regulations which permit exemptions in two-thirds of the credit value of the course.

AGREED: that the proposed exit award titles of 'Health Care' and the restricted APL arrangements be approved.

12.75   BSc Hons Optometry

The Committee received a case from the Faculty of Life and Health Sciences for the CertHE and AB exit awards of the BSc Hons Optometry to use a different title, given that the Optometry degree was regulated by the GOC and its use might

suggest fitness to practise. The Faculty preferred different titles for each qualification but had also proposed a common title.

AGREED: that 'Vision Science' be approved as the subject title for both exit awards.

12.76   <u>BSc Hons Food Nutrition; BSc Hons Human Nutrition</u>

The Committee noted that a case for distinct titles for CertHE exit awards would be received at the next meeting.

12.77   PRIZES

The Committee received Paper No TLC/12/21 detailing eight new prizes and four amended prizes which had been approved by Chair's action on behalf of the Committee as they were to be awarded in the current academic year.

AGREED: that the recommendations to Council, for the approval of the new and amended prizes be endorsed.

12.78   DATES OF SEMESTERS 2012/13 – 2017/18

The Committee received Paper No TLC/12/23, Dates of Semesters 2012/13 – 2017/18 and considered proposed dates for 2017/18.

AGREED: that the proposed dates of semesters for 2017/18 be approved as follows:

Introductory period	Monday 18 September 2017 - Friday 22 September 2017	
<u>Autumn Semester</u>	Monday 25 September 2017 – Friday 26 January 2018	(15 weeks) 12+(3)+3
(Christmas vacation	Monday 18 December 2017 – Friday 5 January 2018)	
Examinations begin	Monday 8 January 2018	
<u>Spring Semester</u>	Monday 29 January 2018 – Friday 1 June 2018	(16 weeks) 8+(2)+4+1+3
(Easter vacation	Monday 26 March 2018 – Friday 6 April 2018)	Easter Sunday 1 April
(Revision week	Tuesday 8 May 2018 – Friday 11 May 2018)	
Examinations begin	Monday 14 May 2018	
<u>Summer Semester</u>* (intensive)	Monday 23 July 2018 – Friday 14 September 2018	(8 weeks) 6+2
Examinations begin	Monday 3 September 2018	
<u>Supplementary Examinations</u>	Wednesday 15 August 2018 – Thursday 23 August 2018	

*Courses requiring a full semester of study (60 credit points) will use the whole summer period between the Spring and Autumn semesters.

12.79   TERMS OF REFERENCE AND MEMBERSHIP

The Committee reviewed its terms of reference (Paper No TLC/12/24) and considered them fit for purpose.

On behalf of the Committee, the Chair thanked Dr Gray who was leaving the University, for her excellent contribution to the work of the University, particularly in relation to teaching and learning.

The Committee also expressed thanks to Dr Melvin, Faculty of Arts, for his contributions in the current academic year and noted that he was to be replaced by Dr Lisa Fitzpatrick in 2012/13.

12.80   DATES OF MEETINGS

The Committee noted its schedule of meetings for 2012/13 as follows:

Wednesday 17 October 2012	10.15 am	Coleraine
Tuesday 11 December 2012	1.30 pm	Jordanstown
Wednesday 27 March 2013	10.15 am	Magee
Wednesday 19 June 2013	1.30 pm	Jordanstown

Duration 3 hours 10 mins

10 July 2012

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Art, Design and the Built Environment	BDes Hons Design for Interaction and Animation (with Diploma in Foundation Studies in Art and Design, CertHE and AB exit awards)	✓		2012 - 2016	BT		
Social Sciences	LLM Clinical Legal Education	✓	✓	2012 - 2016	JN		
	LLM Gender, Conflict and Human Rights (with PgCert and PgDip exit awards)	✓	✓	2012 - 2016	JN		
	PgDip/MSc Applied Peace and Conflict Studies with Early Years	✓	✓	2012 - 2016	ME		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Art, Design and the Built Environment	2Ba	Master of Fine Art (with PgDip exit award) (previously PgCert/PgDip/Master of Fine Art) (FT)	✓	✓	2012 - 2016	BT		
		MFA Art in Public (with PgDip exit award) (previously MA Art in Public (with PgCert and PgDip exit awards))	✓	✓	2012 - 2016	BT		
	2Bb	MFA Multidisciplinary Design with pathways in Communication Design; Computer Animation; Contemporary Applied Arts; Textiles (previously MA Multidisciplinary Design with pathways: Communication Design; Computer Animation: Contemporary Applied Arts; Textiles (with PgDip exit award))	✓	✓	2012 - 2016	BT		

Faculty	Code	Programme			Years	Location		Numbers
	2Ca	BDes Hons Design for Visual Communication (with Diploma in Foundation Studies in Art and Design, CertHE and AB exit awards)	✓	✓	2012 - 2016	BT		
Life and Health Sciences	22A1	BSc Hons Nursing (Adult) (with CertHE in Health Care, AB in Health Care and BSc Hons Health Care exit awards)	✓		2012 - 2016	ME		
		BSc Hons Nursing (Mental Health) with CertHE in Health Care, AB in Health Care and BSc Hons Health Care exit awards)	✓		2012 - 2016	ME		
	22D	Advanced Certificate in Non-Medical Prescribing (previously Advanced Certificate in Nursing Independent Supplementary Prescribing)		✓	2012 - 2016	JN		
		Postgraduate Certificate in Non-Medical Prescribing (previously Postgraduate Certificate in Nursing Independent Supplementary Prescribing)		✓	2012 - 2016	JN		
	25B	CertHE Combined Social and Behavioural Sciences		✓	2012 - 2016	Belfast Metropolitan College (Gerald Moag)		40 [20 day & 20 evening]
	28M	BSc Hons Occupational Therapy	✓		2012 - 2016	JN		
		BSc Hons Physiotherapy	✓		2012 - 2016	JN		
		BSc Hons Diagnostic Radiography and Imaging (previously Radiography Diagnostic)	✓		2012 - 2016	JN		
		BSc Hons Radiotherapy and Oncology (previously Radiography (Therapeutic))	✓		2012 - 2016	JN		
		BSc Hons Speech and Language Therapy	✓		2012 - 2016	JN		

School	Code	Programme			Years	Location		
Social Sciences	18A	Undergraduate Hons Subject: Law (Major) (with optional DIAS)	✓	✓	2012 - 2016	JN		
		Undergraduate Hons Subject: Law (Major) (with optional DIAS)	✓	✓	2012 - 2016	ME		
		Undergraduate Honours Subject: Law (Single Honours) (with optional DIAS)	✓	✓	2012 - 2016	JN/ME		
	18C	LLM Human Rights Law and Transitional Justice (with PgCert and PgDip exit awards)	✓	✓	2012 - 2016	JN/ME		
		MSc Human Rights and Peacebuilding (with PgCert and PgDip exit awards)	✓	✓	2012 - 2016	ME		
	26B	BSc Hons Community Youth Work (with CertHE and AB exit awards)	✓		2012 - 2016	JN		
		BSc Hons Community Youth Work (with CertHE and AB exit awards)		✓	2012 - 2016	JN/ME		
		PgDip/MSc Community Youth Work (with PgCert exit award)		✓	2012 - 2016	JN		
	26G2	PgDip/MSc Professional Development in Social Work (with PgCert exit award)		✓	2012 - 2016	Outcentres & JN [one module only at JN]		
		MSc Professional Development in Social Work (with PgCert and PgDip exit awards)		✓	2012 - 2016	Outcentres & JN [one module only at JN]		
	26H	PgDip/MSc Applied Peace and Conflict Studies (previously PgDip/MA Peace and Conflict Studies)	✓	✓	2012 - 2016	ME		
Ulster Business School	5I	BSc Hons Business Management (Level 5) (with AB exit award)	✓		2012 - 2014	Belfast Metropolitan College (Titanic Quarter)	20	

	5I	BSc Hons Business with Accounting (Level 5) (with AB exit award)	✓		2012 - 2014	Belfast Metropolitan College (Titanic Quarter)	20	

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Arts	Undergraduate Hons Subject: Irish (Minor/Main/Major) [last intake: 2011/12]	CE
	BA Hons Irish Language and Literature [last intake: 2011/12]	CE
Life and Health Sciences	Advanced Diploma in Health Promotion and Public Health [last intake: 2009/10]	Belfast Metropolitan College (Titanic Quarter)
Social Sciences	DipHE Counselling (PT) [last intake: 2004/05]	South West College (Fermanagh campus)

AG/js/CASC/31.5.12

Placement Module Grading Scheme

	Academic Supervisor's Assessment	Employer's Assessment	Student's Project(s)/Report(s)
Fail	• Little or no ability to identify appropriate personal and professional objectives • Insufficient evidence of ability to set quantifiable and realistic objectives • Insufficient progression towards the achievement of set objectives • Little or no critical reflection on personal and professional development • Unacceptable level of reflection in determining career plan • Insufficient ability to maximise opportunities encountered on placement • Little or no ability to effectively manage self and maximise organisational impact	• Did not achieve the minimum accepted standard of a placement student	• Omission of some relevant material or insufficient and largely irrelevant material • Limited or lack of knowledge and understanding of key principles and concepts • Limited or no ability to apply theory to practice • Limited or no critical reflection of own performance • Limited or no reference to supplementary sources • Weak, poor or unacceptable presentation and structure
Pass	• Basic ability to identify appropriate personal and professional objectives • Basic ability to set quantifiable and realistic objectives • Basic progression towards the achievement of set objectives • Basic level of critical reflection on personal and professional development • Basic level of reflection in determining career plan • Basic ability to maximise opportunities encountered on placement • Basic ability to effectively manage self and maximise organisational impact	• Achieved the standard expected of a placement student	• Mainly accurate description of main issues • Basic knowledge and understanding of key principles and concepts only • Basic ability to apply theory to practice • Basic critical reflection of own performance • Some reference to supplementary sources • Acceptable presentation and structure
Pass with Commendation	• Sound ability to identify appropriate personal and professional objectives • Sound ability to set quantifiable and realistic objectives • Sound progression towards the achievement of set objectives • Sound level of critical reflection on personal and professional development • Sound level of reflection in determining career plan • Sound ability to maximise opportunities encountered on placement • Sound ability to effectively manage self and maximise organisational impact	• Frequently exceeded the standard expected of a placement student	• Evaluation and synthesis of main issues • Knowledge and sound understanding of principles and concepts • Sound ability to apply theory to practice • Sound level of critical reflection of own performance • A range of supplementary sources referenced • Good presentation and logical structure
Pass with Distinction	• Extensive ability to identify appropriate personal and professional objectives • Extensive ability to set quantifiable and realistic objectives • Extensive progression towards the achievement of set objectives • Extensive level of critical reflection on personal and professional development • Extensive level of reflection in determining career plan • Extensive ability to maximise opportunities encountered on placement • Extensive ability to effectively manage self and maximise organisational impact	• Consistently exceeded the standard expected of a placement student	• Extensive critical evaluation and synthesis of issues • Comprehensive knowledge and understanding of key principles and concepts • Evidence of detailed application of theory to practice • Extensive critical reflection of own performance • A wide range of supplementary sources referenced • Excellent, well directed presentation, logically structured

Regulations for the Postgraduate Certificate of Professional Development
(Charter Art. 5(E): Statute II: Ordinance XXXI)

1   The University awards the Postgraduate Certificate of Personal and Professional Development to candidates who have successfully completed the requisite number of modules approved within the framework for the Postgraduate Certificate of Professional Development and who have satisfied the conditions specified in Ordinance XXXI.

Admission Requirements

2   Candidates for the award must:

(a)   have gained

(i)   an Honours or non-Honours degree from a University of the United Kingdom or the Republic of Ireland, from the Council for National Academic Awards, the National Council for Educational Awards, or the Higher Education and Training Awards Council or from an institution of another country which is recognised as being of an equivalent standard;

or

(ii)   an equivalent standard in a Graduate Certificate or Graduate Diploma or an approved alternative qualification;

and

(b)   provide evidence of competence in written and spoken English (GCSE grade C or equivalent);

or as an alternative to (a) (i) or (a) (ii) and/or (b):

(c)   in exceptional circumstances, where an individual has substantial and significant experiential learning, a portfolio of written evidence demonstrating the meeting of graduate qualities may be considered as an alternative entrance route.

Conditions for entry may be specified for specific modules.

Modules

3   Modules at level 7 only shall contribute to the framework. The specific modules which shall contribute to the framework shall be approved by faculties and the Access and Distributed Learning Division.

Examination and assessment

4   Candidates shall be assessed in modules:

(a)   by examination; or

(b)   by coursework; or

(c)   by a combination of the methods in (a) and (b).

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

5   The detailed assessment requirements shall be set out in module descriptions which shall specify:

(a)   the method of assessment; and

(b)   the distribution of marks within the module.

6   The performance of candidates shall be assessed by Boards of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

7   Where marks are used to grade performance, the pass mark for the module shall be 50%. Where a module is assessed by a combination of coursework and examination a minimum mark of 45% shall be achieved in each element.

Submission of coursework

8   Coursework shall be submitted by dates as specified by the module coordinator.

9   Students may seek prior consent to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation and in the case of illness, by a medical certificate. This application shall be made to the Module Co-ordinator.

10   Coursework submitted without consent after the deadline shall not normally be accepted.

Re-examination

11   Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves for one or more supplementary written examinations and repeat such coursework or other assessment requirements as shall be prescribed by the Board.

12   Where candidates are required to repeat coursework or take a supplementary examination, the original mark in the failed coursework component or

examination shall be replaced by a mark of 50%, or the repeat mark, whichever is the lower, for the purposes of calculating the module result.

Final award

13   Candidates who have successfully completed modules amounting to 60 credit points shall be eligible for the award of the Postgraduate Certificate of Professional Development.

14   The award is not classified.

Illness and other extenuating circumstances

15   The Board of Examiners may, in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment, or whose results are substantially affected by illness or other sufficient cause:

    (a)   permit the candidates to take, complete or repeat the assessment in one or more modules at an approved subsequent date; or

    (b)   deem the candidates to have passed the assessment and recommend the award of an Aegrotat Postgraduate Certificate.

16   Before an Aegrotat award is recommended a candidate must have indicated that he or she is willing to accept the award.