

LTC09D153

Title: **Report on Module Monitoring, Course Update and Programme Reviews**
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1 Module Monitoring and Course Update

- 1.1 The methodology for the annual review and update of modules and courses, approved by Senate in March 2003 and implemented in September 2004, requires Schools to report annually to Faculty Learning, Teaching and Quality Committees confirming that the processes of module monitoring and course update have been completed and on any significant issues arising from the review of modules and courses, including student feedback. Faculty LTQCs are in turn required to report to the Learning and Teaching Committee of Senate before the end of the academic year following the year to which the module and course monitoring relate that Schools have completed the process and to raise any issues which require wider consideration or discussion.
- 1.2 An MCM3 report in respect of teaching delivered in 2008/9 has been received from the Faculty of Social Sciences.
(Appendix 1)

2 Programme Review 2008/9

- 2.1 The arrangements for the periodic review of courses require Schools to report to Faculty LTQCs on the outcomes of Programme Reviews and set out an Action Plan of issues arising from the Review. Faculty LTQCs are in turn required to report annually to LTC to confirm that Programme Reviews were undertaken and draw to LTC's attention any relevant issues (PR5).
- 2.2 Further to the Associate Dean (LTQ)'s report to the Committee at its meeting in April 2010, the PR5 from the Faculty of Science has been received.
(Appendix 2)
- 2.3 The attention of the Committee is drawn to the absence of a report from the Faculty of Science Learning, Teaching and Quality Committee on a number of Programme Reviews scheduled for completion in 2007/8 and 2008/9.

3 Programme Review 2010/1

- 3.1 The arrangements for the periodic review of courses require Faculty Learning, Teaching and Quality Committees to agree a schedule of reviews for the coming year (within the overall timetable) and to report this schedule to the Learning and Teaching Committee of Senate in May / June of each year.
- 3.2 A PR1 report setting out the schedule of Course Reviews in 2010/1 has been received from the Faculties of Arts & Humanities, Health, and Social Sciences.
(Appendix 3)

4 **Amendments to Programme Review Cycle**

4.1 In accordance with paragraph 3.1 of *Programme Monitoring and Review* the approval of the Academic Registrar is required where a School wishes to review a course more than five years after its commencement or its previous review.

4.2 The Academic Registrar has approved the following amendments to the schedule:

Deferral from 2010/1 to 2011/2

HUM – PHI MA in Philosophy and Literature

HUM – ART MA in Cultural Heritage and Development Studies / International Development

SSF – NBS MBA part-time

All three requests were made on the basis that Schools wished to align the above reviews with review of cognate courses.

APPENDIX 1

CONFIRMATION OF MODULE MONITORING AND COURSE UPDATE (MCM3)



Faculty: Social Sciences

Academic Year report relates to 2008/ 2009

Name of Associate Dean for Learning, Teaching & Quality: Dr Shawn McGuire

Date report submitted: March 2010

I confirm that the Faculty LTQC has received confirmation that all modules and courses within the Faculty have been reviewed with the exception of the list attached.

Signed _____

Summary of issues that have emerged

- Despite having achieved the required IELTS, poorly developed written English skills remain a serious concern in relation to some international students in Schools. These difficulties undermine the students' engagement with learning and assignments which result in heightened levels of anxiety. Unfortunately, weaker students will not always engage with voluntary support until late on in the assessment process. Schools have continued to work (to a greater or lesser extent) with DOS to help support these students and to deliver language and other skill enhancements. Aside of utilisation of the available School and central support services, Schools have independently worked hard to address the support and integration of international students e.g.
 - LAW with a largely international PGT cohort, has introduced an introductory 20 credit Legal Skills and Research module aimed, in part, at acclimatising international students to a common law based approach.
 - LAW provide one single adviser for all UG international students.
 - NBS have spent time analysing the tail in results for international students and review is now underway with the intention to liaise with INTO to enhance transition, additional support after transfer and regular monitoring and review by the Teaching Executive. IELT admission levels have been increased. The School were however happy to note two 1sts for INTO students.
 - NBS has tried to address the underperformance of PGT international students by progression board and counselling of weaker students early in semester 2 when evidence from assessment semester 1 modules can be drawn on. The School has worked on enhancing the induction, providing additional sessions, in conjunction with DoS, to enhance the student's appreciation of the different

expectation of the UK education system. There has been limited take up of some of the support. The School in 2009/10 have adopted a more structured approach throughout semester 1 in conjunction with INTO.

- EDU at PGT level (e.g. MA Education) have adjusted the nature of assessments and consult students regularly as to how they may continue to enhance support. The team rigorously review the impact of modifications. The MA ECS team has also recognised and responded to similar language-support needs for some of its students.
- ECO and NBS have recruited large numbers of students through INTO and have monitored their performance. Early data considered by ECO has not shown significant difference between the performance of INTO and other international students. NBS have however found some historic differences suggesting added value by INTO. This however, continues to be monitored /investigated to establish whether entry standards should be raised to avoid the disappointing tail of underperformance.
- Dramatic improvements have taken place in fulfilling the University's requirements for 20 day turnaround for feedback however maintaining a balance between speed and quality remains a challenge. The Faculty will be considering feedback and student expectation management at the May LTQC.
- As commented last year, whilst Schools continue to make significant strides towards the improvement of employability, there is still a need to develop more effective tools/strategies for tracking the career development/achievements of their alumni. There is also a call for developing better quality data on employment outcomes for all students – particularly international and PGT students.
- Several Schools mention that they have experienced problems of poor attendance, preparation for teaching sessions and lack of academic engagement. Whilst it is noted that seminar sign in is helping the situation, in part, and some measures following CCS review will improve engagement at UG, Schools have taken independent action e.g.
 - NBS have revised their course profiles for 2010/11 intake to rebalance core and compulsory modules in Year 1
 - NBS are making increased use of assessment within seminars
 - ECO are examining their use of online lecture notes
- Whilst action had been taken to resolve immediate concerns, DEV and ECO reported on the challenges of inter School/Faculty course and module delivery.
- Schools continue to consider narrow mark distributions and take steps, where appropriate, to counter this.
- A number of Schools report problems in timetabling and rooms. It is anticipated that the recent enhancements in timetabling will ease some pressures as measures bed in however the following concerns have been raised:
 - Both EDU (through SSLC) and NBS noted that concerns had been raised regarding the unsuitability of some rooms.
 - NBS noted that the movement of large student groups across campus causes timekeeping issues.
 - EDU commented on the the loss of space for IT work and Sports facilities.
 - NBS commented on lecture facilities such as Congregational Hall being substandard for use with high fee paying students.
- Some Schools (LAW, EDU, NBS) have raised various concerns relating to teaching resource issues. LAW has particular concerns at PGT with reliance on a small number of key staff. AT staff are increasingly being utilised across the Faculty and this has been, on the whole, successful. There are however ongoing concerns

- relating to over reliance plus the training / support / performance monitoring needs.
- EDU has faced some difficulties with the processing of safeguarding (CRB) checks. There is a need to ensure continued capacity of admissions to support all matters of safeguarding related to student placements and with regard to the Independent Safeguarding Authority. In particular this entails alertness to changing national arrangements across the coming year, but also clarity of process, timeliness and rigour in order to maintain the confidence of our placement partner institutions, and to satisfy the regulations of relevant professional bodies.

Summary of actions taken to maintain and enhance quality

Aside of any standard UEA process or matters which the University has led on (or placed on the Faculty agenda), the Faculty has introduced additional steps to enhance quality:

- The introduction of a standard External Examiner pack which acts as a follow up to the Exam Office appointment letter and ensures External's receive information which a) is standard b) meets the expectations of the University and School c) the needs of the External Examiner.
- Learning and teaching enhancement has been a regular agenda item for Faculty LTQC and the Faculty has utilised the space to consider best practice. The meeting in summer 2009 was almost entirely dedicated to new developments.
- The introduction of a fixed agenda point at Faculty LTQC for student representatives to present information or to raise/discuss issues of importance to them.
- Introduced, irregular, Plagiarism Officers' meetings to discuss policy and practice within the Faculty.

Schools have been busy developing practices to enhance quality and, whilst not an exhaustive list, the highlighted points below provide an indication of the work carried out.

- Teaching Directors encourage an inclusive approach to the quality assurance and enhancement process through formal and informal meetings with faculty to consider QA documentation e.g. MM1's, CU1's, External Examiner reports, strategic future teaching plans, NSS results etc. ECO holds an Annual Teaching Review each summer, LAW an annual, informal, teaching debrief.
- Schools have considered any weaknesses in NSS results and where appropriate applied additional resources or measures to improve and enhance the student experience e.g. LAW carries out a 'mid way' MM1 for new modules, where new members of staff are teaching, where low previous NSS scores exist. ECO carries out early MM1's in order to implement any minor adjustments to teaching at the earliest opportunity.
- All Schools have taken steps to improve contact hours and continue to reflect how increased contact hours can usefully improve engagement, feedback and learning outcomes. Most have increased contact through small group seminars, reading groups, video tutorials, practical sessions, additional workshops and support/revision sessions. Where time has been added to increase lecture time this has proved unpopular with students and sessions have been suitably modified. Schools continue to reflect how increased contact hours can usefully improve engagement, feedback and learning outcomes. Some Schools such as DEV have utilised ATs (with close guidance) to support this process. SWP has expanded some modules to enable students to be taught in smaller classes with the added benefit of lighter marking loads and therefore quicker return in feedback.
- Blackboard technology is used across the Faculty. Some Schools utilise this to

provide preparatory reading which whilst useful for all students provides tangible benefits to international students to read, translate and digest material. EDU make considerable use of ICT in teaching and learning with improved resourcing (equipment, support, reliability and access).

- DEV's appointment of a dedicated ATS to design and implement new key skills training streams has had a transformative impact on the School's key skills, employability strategy and activities. They have furthermore made an investment in AT support for modules requiring greater input to improve learning.
- Both LAW and DEV have strategies to increase the use of formative feedback, and to improve the nature and speed of feedback on student assessment via early formative assessment and generic feedback.
- EDU has divided the responsibility of UG and PGT quality assurance and enhancement matters by the creation of two Teaching Director posts. DEV has continued the UG Teaching Director post to provide support to the Teaching Director.
- DEV has introduced new guidelines for coursework and assessment. Each module now providing at least two forms of (summative) assessment and two pieces of feedback (formative or summative). This practice ensures that all students receive feedback prior to completing their second piece of coursework.
- ECO have drawn up – in consultation with PGR teachers - more detailed guidelines for part time teachers.
- ECO have introduced a dedicated support tutor to provide individualised support to students in need and those in risk of drop-out.
- Following recommendations of a working group regarding student engagement ECO have introduced (i) an economics essay competition for each year of UG students (ii) three video competitions which should highlight the Economics student life at UEA, and (iii) a public lecture series that would feature outside speakers and an economics topic of general interest. The Working Group also identified that 'learning how to learn' is critical for sustained overall academic engagement and success. The School has approved a large first year module, Economics and Society, to teach 'learning to learn' skills.
- All Schools have continued to utilise the module monitoring and course update process to consider and adjust modules/courses positively to develop teaching and assessment and to suit changing needs and expectations of students. Efforts are made to post module feedback to increase the transparency of the process.
- Schools have worked hard to maintain positive recognition / achieve accreditation from professional bodies. The input and scrutiny by such third parties strengthens and develops quality assurance processes. NBS has achieved further external recognition, within the period, from the CII towards their accounting undergraduate degrees. EDU are currently in the process of dealing with another of the regular OFSTED inspections with an aim of consolidating a grade 1 status. The BA/MA Social Work and Post Qualifying courses received accreditation / re-accreditation by the GSCC. Schools within the Faculty continue to develop courses in conjunction with professional bodies.
- EDU offers a series of open seminars on aspects of pedagogy and teaching-related research and this continues to draw high-profile experts across the discipline. Attendance is very good by both staff and students of the school.
- Placements within EDU and SWP continue to be managed effectively clearly supporting the development of skills pertinent to professional roles and employability whilst ensuring good and useful relationships with local authorities and agencies. Within social work teaching many other universities have ceased using student

supervisors (doubly qualified in social work and practice education) however SWP has continued this practice which has enabled them to maintain the quality of the programme component and to comply with the Government's Social Work Task Force requirements.

- EDU has improved means of understanding the career progression of its alumni. PGCE programmes have taken steps to acquire related data in accordance with government (TDA) databases.
- NBS has integrated careers events into the curriculum for 2009/10 rather than to continue hosting careers evening e.g. The Careers Office has provided input into a common level 1 module, guest lectures from the professions, employers and alumni are taking place within a common level 2 module, lunchtime lectures have been provided to support job seeking and applications. This approach is recognised as excellent practice.
- Provision of laboratories for the BSc Psychology programme to accommodate the request by the British Psychological Society (BPS) for enhanced practical research work.

Areas of good practice which have been identified

Schools identify many examples of good practice in the information detailed above however some points are highlighted below:

SWP

- The provision of laboratories for the BSc Psychology programme, responsive to the BPS requirements.
- The continuation of investing expert staff time into supervision of student placements for the BA and MA Social Work programmes, in response to the Government's Social Work Task Force requirements.
- A very successful 5 year course review of the MA in Social Work.
- Reflection and responsiveness to relatively weak NSS results and concerns around some research modules taught in MED.
- Comprehensive provision of post qualifying social work awards at both BA specialist and MA Higher Specialist levels making SWP the major provider of PQ education in social work in the country.

NBS

- Employability rates high compared to other institutions (in the top 20% of like courses).
- Involvement with outside agencies and guest speakers.
- Increased use of assessment within seminars to address some of the problems relating to student engagement.
- The management of course profiles to avoid possible underperformance in non-core modules.
- Positive steps taken to improve assessment and feedback e.g. through handbooks and 'expectation management'.
- The rigour of accreditation by professional bodies.
- Vigilance in resources to ensure that materials are readily available to students, without unreasonable cost e.g. through a special compendium.
- The Integration of careers within the curriculum.

LAW

- Variety and innovations in teaching and assessment within the discipline.
- The faculty offer a high level of pastoral care through various means (including an

open door policy).

- The School offers a number of student centred activities and was commended at Programme Review for its high level of international student support.
- Active review of teaching for new modules, new teaching staff, low scoring modules via the use of mid-way MM1s.
- Generic feedback lectures.
- The now standard policy to issue to students useful marking criteria covering the five or so areas that coursework will be assessed which then naturally feeds into the provision of feedback in the same terms.
- Developed induction processes for international students.

EDU

- Experience of placements/work experience, especially the management of and “supervision” of students.
- The high level of personalised care and attention to student learners.
- The monitoring of student progress.
- The quality of feedback.
- Diverse assessments which are very much tailored to outcomes.
- The split of the Teaching Director workload.
- The extensive and effective use of IT in teaching.
- Wider engagement provision in the guise of CE and ‘top up’ courses.

ECO

- Early use and consideration of MM1 forms to permit early changes in practice.
- The valuable increase in contact time.
- The Introduction of a support tutor and other support sessions.
- Innovative teaching. e.g. the new ‘learning to learn’ module.
- Introductions of new student competitions following working group recommendations.
- The preview of notes on Blackboard to encourage preparatory reading.

DEV

- The success of the ATS appointment to the School's key skills and employability strategy and activities.
- Further investment in AT support for modules where increased improvement required.
- The split of the Teaching Director workload.
- Good practice informal lunchtime meetings.
- Strategies to increase the use of formative and generic feedback plus improvement in the nature and speed of feedback.
- Increase in contact hours and better student engagement.
- The introduction of new guidelines for coursework and feedback.
- Increased support for research skills and training at UG level.
- The work carried out to inform students and avoid plagiarism.

• Whether and how areas of good practice are being disseminated

The sharing of best practice through Faculty LTQC and School Plagiarism Officers. At a School level through teaching committees or the equivalent. Through contributions to UEA Teaching and Learning Day. Disseminated of developments promoted on course materials, School web sites, open days and information/promotion days. Also (within LAW and DEV) the use of a dedicated BB site available for teaching staff.

• Issues the Faculty LTQC wishes to bring to the attention of LTC

The process of module monitoring and course update enables reflection and improvements within Schools. Furthermore, the consideration of material across the Faculty via LTQC is a useful way to reflect on common concerns and share best practice. The committee noted however, that the process in reporting up the chain, beyond LTQC, does not in turn generate any useful information being fed back down to the Faculty. SSF would like to suggest an enhancement by the creation of some form of central mechanism to consider MCM3 reports and to then disseminate good practice across all Faculties.

A number of innovations often arise at Teaching and Learning Day. The Faculty would like to suggest that some form of electronic dissemination of material for faculty not able to attend.

APPENDIX 2

CONFIRMATION OF PROGRAMME REVIEW (PR5)



Faculty: Faculty of Science

Academic Year report relates to 2009 / 2010

Name of Associate Dean for Learning, Teaching & Quality: Dr N Watmough

Date report submitted: 16 April 2010

I confirm that the following reviews have been considered and signed off as completed by the Faculty LTQC

Signed _____ Dr N Watmough _____

School	Course Code/s	Course Name/s	Academic Year Review Related to	Date of Panel
BIO	U1C101401	BSc Biological Sciences + year in Europe	2002/3 – 2007/8	8 July 2009
BIO	U1C701401	BSc Biochemistry with a year in Europe	2002/3 – 2007/8	8 July 2009
BIO	U1C183401	BSc Ecology + year in Europe	2002/3 – 2007/8	8 July 2009
BIO	U1C702401	BSc Biochemistry + year in N America	2002/3 – 2007/8	8 July 2009
BIO	U1C102401	BSc Biological Sciences + year in N America	2002/3 – 2007/8	8 July 2009
BIO	U1C703401	BSc Ecology + year in N America	2002/3 – 2007/8	8 July 2009
BIO	U1C703401	BSc Biochemistry + year in Australia	2002/3 – 2007/8	8 July 2009
BIO	U1C103401	BSc Biological Sciences + year in Australia	2002/3 – 2007/8	8 July 2009
BIO	U1C184401	BSc Ecology + year in Australia	2002/3 – 2007/8	8 July 2009
BIO	U1C180301	BSc Ecology	2003/4 – 2007/8	8 July 2009
BIO	U1C9C1301	BSc Ecology with Biology	2003/4 – 2007/8	8 July 2009
BIO		Graduate Diploma in Ecology	2003/4 – 2007/8	8 July 2009
BIO	T1CD14101	MSc Applied Ecology and Conservation	2002/3 – 2007/8	7 July 2009
BIO	T1C231101	Plant Genetics and	2003/4 –	6 July 2009

		Crop Improvement	2007/8	
CHE	U1CFG0301	BSc Natural Sciences	2002/3 – 2007/8	26 June 2009
CHE	U1FCGO401	BSc Natural Sciences + year in Australasia	2002/3 – 2007/8	26 June 2009
CHE	U1FGCO401	BSc Natural Sciences + year in Europe	2002/3 – 2007/8	26 June 2009
CHE	U1GCFO401	BSc Natural Sciences + year in industry	2002/3 – 2007/8	26 June 2009
CHE	U1GFCO401	BSc Natural Sciences + N America	2002/3 – 2007/8	26 June 2009
CMP	U1G410301	BSc Applied Computing	2004-2009	21 May 2009
CMP	U1G410302	BSc Applied Computing Science	2004-2009	21 May 2009
CMP	U1G400301	BSc Computing Science	2004-2009	21 May 2009
CMP	U1G4003010	BSc Computing Science (Ordinary)	2004-2009	21 May 2009
CMP	U1G402301	BSc Computing Science + year in N America	2004-2009	21 May 2009
CMP	U1G405302	BSc Computer Graphics	2004-2009	21 May 2009
CMP	U1G515301	BSc Information Systems and Software Engineering	2004-2009	21 May 2009
CMP	U1G412301	BSc Computer Systems Engineering	2004-2009	19 May 2009
CMP	U1G4123010	BSc Computer Systems Engineering (Ordinary)	2004-2009	19 May 2009
CMP	U1G450302	BSc Imaging and Multimedia	2004-2009	26 May 2009
CMP	U1G450301	BSc Computing Science with Imaging and Multimedia	2004-2009	26 May 2009
MTH	U1G1G4301	BSc Mathematics with Computing	2003-2008	2 June 2009
MTH	U1G1L1301	BSc Mathematics with Economics	2003-2008	2 June 2009
MTH	U1G1F9301	BSc Mathematics with Environmental Science	2003-2008	2 June 2009
MTH	U1G1N2301	BSc Mathematics with Management Studies	2003-2008	2 June 2009
MTH	U1G1FX301	BSc Mathematics with Meteorology	2003-2008	2 June 2009
MTH	U1G1G3301	BSc Mathematics with Statistics	2003-2008	2 June 2009

The Faculty LTQC wishes to bring the following issues to the attention of LTC

The above reports were considered by SCI LTQC at its meeting on 16 December 2009. SCI Associate Dean (LTQ) met individually with the SCI DLTs in March 2010, to consider the action plans associated with the Course Reviews last year.

Directors confirmed that the issues raised in the action plans had been (or were continuing to be) actioned and appropriate changes/amendments had been made.

It was noted by all Schools that rationalisation of courses and modules would take place and it was agreed that each School would produce a document (for the June 2010 SCI LTQC meeting). This document would indicate the status of courses / modules. For example, courses/modules would be highlighted as follows::

Red – significant problem

Amber – potential problem

Green – no problem

This document would be an on-going active document, and SCI LTQC would not consider further new courses, unless consideration had been made as to whether any courses could be closed, or modules withdrawn.

APPENDIX 3

SCHEDULE OF PROGRAMME REVIEWS (PR1)



Faculty: SSF

Reviews to be held in Academic Year 2010/2011

School	Course Code	Course Title and Course Code (please bracket together courses to be covered in same review):	Years review relates to:	Proposed Dates of Review Events:
		No courses/programmes to review		

The Faculty wishes to bring the following factors to the attention of LTC (for example, any professional body requirements or the sequencing of reviews to accommodate review of joint provision):

Faculty Associate Dean of Learning, Teaching & Quality:
Date submitted:

SCHEDULE OF PROGRAMME REVIEWS (PR1)

Faculty: Health

Reviews to be held in Academic Year 2010/2011



School	Course Code	Course Title and Course Code (please bracket together courses to be covered in same review):	Years review relates to:	Proposed Dates of Review Events:
MED	T2B931201 T2B932301	PGDip Cognitive Behavioural Therapy PGDip Cognitive Analytic Therapy	6 years to 2009/10 (deferred from 2008/9) 6 years to 2009/10 (deferred from 2008/9)	See note below
FOH (CIPP)	-	Inter-professional Learning (IPL 1, 2, 3 and 4)	5 years to 2010/11	November 2010
NAM	T1B70A101, T1B78A101, T1B79A101, T1B23A301, T1B160101, T1B72A101, T1B79B101, T1B93A101	MSc Advanced Practitioner	5 years to 2010/11	April/May 2011
NAM	U2B792201	CertHE Substance Misuse	5 years to 2010/11	June 2011
NAM	U2B780201	DipHE Paramedic Science	N/A	Closing report
NAM	U2B716401 U2B715401	BSc/DipHE Community Healthcare Practice	-	Further deferment will be sought

The Faculty wishes to bring the following factors to the attention of LTC (for example, any professional body requirements or the sequencing of reviews to accommodate review of joint provision):

2009/10 MED Reviews: to note that the PGDip Cognitive Behavioural Therapy programme will be reviewed in Autumn 2010 (change of Course Director); the PGDip Cognitive Analytic Therapy programme will be closed.

DipHE Paramedic Science: the programme no longer runs so will be closed.

BSc/DipHE Community Healthcare Practice: a further deferment will be sought as elements of this programme remain uncommissioned.

Faculty Associate Dean of Learning, Teaching & Quality: Dr Nicola Spalding Date submitted: 10th May 2010

SCHEDULE OF PROGRAMME REVIEWS (PR1)

Faculty: Arts and Humanities

Reviews to be held in Academic Year 2010/1

School	Course Code	Course Title and Course Code (please bracket together courses to be covered in same review):	Years review relates to:	Proposed Dates of Review Events:
HIS	T1V14X102/T2V14X202 T1V100101/ T2V100201 T1VV14102/ T2VV14202 T1V130102/ T2V130202 T1V140102/ T2V140202	Early Modern History History Landscape History Medieval History Modern History	2004/5-2010/1	Spring 2011
LCS	U1RN92302 U1R1L9401 U1R9N2401FA U1R9N2401 U1R9N2402X U1T901402X U1T901401XS U1T901401 U1T901401FA U1T902302 U1T901401H U1T901401HA U1R4L7401 U1R4L7401HA U1R9N2401HA	French or Spanish with Management Studies (3 Year) French Honours Language with International Development Studies French Language (AB INITIO) with Management Studies French Language with Management Studies French Spanish Double Honours with Management Studies Modern Languages: Double Honours (French/Spanish) Modern Languages: Double Honours Language Modern Languages: French Modern Languages: French (AB INITIO) Modern Languages: French or Spanish (3 Year) Modern Languages: Spanish Modern Languages: Spanish (AB INITIO) Spanish Honours Language with International Development Spanish Honours Language with International Development (AB INITIO) Spanish Language (AB INITIO) with Management Studies	2005/6-2010/1	Spring 2011

	U1R9N2401H U1Q9R8401 U1Q9R8401XS U1RP1H301 U1RP13401 U1RP13401FA U1RP43401 U1RP4H301 U1RP43401HA U1RP93401 U1RP93401HF U1T901V01	Spanish Language with Management Studies Translation and Interpreting with Double Honours Language Translation and Interpreting with Double Honours Language Translation, Media and French (3 Year) Translation, Media and French Translation, Media and French (AB INITIO) Translation, Media and Spanish Translation, Media and Spanish (3 Year) Translation, Media and Spanish (AB INITIO) Translation, Media with French and Spanish Translation, Media with French and Spanish (AB INITIO) Visiting Studies in Modern Language & European Studies		
LIT	U1W400301 U1QT37301 U1Q300301 U2Q300701 U1WQ43301 U1Q3W8301 U1QV3102 U1WW84301	Drama English and American Literature English Literature English Literature English Literature and Drama English Literature with Creative Writing Literature and History Scriptwriting and Performance	2005/6-2010/1	Spring 2011

The Faculty wishes to bring the following factors to the attention of LTC (for example, any professional body requirements or the sequencing of reviews to accommodate review of joint provision):

1. Propose that the PHI pgt courses (T1V500/T2V500201 Philosophy MRES, T1VQ53101/T2VQ53201 Philosophy and Literature and T1V540101/T2V540201 Social Philosophy) are reviewed in 2011/2. This will bring all three courses into synch for programme review.

2. Propose that T1V9L7101/T2V9L7201 MA Cultural Heritage and Development Studies to be reviewed with all other ART PGT provision in 2012/3. The School of World Art Studies and Museology conducted an informal review of all pgt provision in 2009-10. Consequently three courses were revised and required fast-track course approval by FLTQC, including Cultural Heritage and Development Studies which is now titled Cultural Heritage and International Development. This proposal will locate all ART pgt courses in synch for programme review.

Faculty Associate Dean of Learning, Teaching & Quality: Mr Ian Farr

Date submitted: 6 May 2010