LTC11D039

Title:	**Report from TPPG**
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Issue

A report from the Director of Taught Programmes on issues considered by TPPG

Recommendation

LTC members are asked to consider the questions and recommendation contained in the report.

Resource Implications

Many of the recommendations contained in the report will have resource implications for the University. These are explained in relation to the specific recommendations brought forward to LTC.

Risk Implications

Many of the recommendations contained will have a 'risk' element for the University in the sense that decisions about policy issues will have an impact on processes and outcomes for students, and the student experience.

Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics.

Timing of decisions

The report from the Director of Taught Programmes reflects discussions at TPPG meetings on 19 January 2012. A copy of draft UG Regulations for the New Academic Model will be circulated separately.

Further Information

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Background

TPPG is an advisory group which provides guidance and advice to the Academic Director of Taught Programmes on issues relating to UEA policy and teaching/pedagogy in general. TPPG is not a decision-making body and has no executive powers – it is a body with cross-University membership which puts forward recommendation to LTC for the latter to consider and/or approve.

Discussion

The report from the Academic Director for Taught Programmes draws attention to a number of important policy recommendation that LTC is asked to consider/approve. Most relate to the implementation of the New Academic Model. However, there are also recommendations relating to wider issues or policy developments.

Report from Academic Director of Taught Programmes to
Learning & Teaching Committee (LTC)

Recommendations from Academic Director for Taught Programmes are in text boxes:
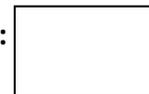
1) An update: Code of Practice on Placement Learning (COPPL)

The ADTP shared a copy of the existing draft of the CoP Placement Learning with TPPG in October. The ADTP also consulted with a diverse group of staff involved in the delivery and administration of placement learning and work-based learning across Faculties in November. Following these discussions and consultations, and extensive research into practice in other HEIs, the ADTP came to the conclusion that the draft CoP required extensive revisions in order to reflect best practice in the sector, and in order for it to deliver the right balance between student safety and the administrative/organisational workload for staff. The ADTP has produced a revised CoP and has shared a very early draft with a small number of colleagues (including the PVC Academic) who have kindly acted as a 'sounding board' and source of constructive feedback. The new draft adopts a risk-based approach, rather than a 'one size fits all' approach. The ADTP intends to circulate a draft to Faculty LTQCs for comment in late February and will bring a copy of a more 'polished' draft to the March meeting of TPPG (a copy will be simultaneously circulated to Paul Donson, University Safety Officer). Feedback from TPPG, Faculty LTQCs and the University Safety Officer will inform the version which the ADTP brings to LTC for approval at its meeting in April 2012.

2) An update: Code of Practice on Assessment (COPA)

The ADTP aims to develop, following appropriate discussion and consultation, a new Code of Practice on Assessment. Initial discussions have already begun and a small working group has already met (Sep 2011) to discuss its content, focus and development. Progress on the COPA has not been as rapid as initially hoped, partly because priority has had to be given to the revisions of the CCS Regulations in readiness for the New Academic Model. The latter have been revised with the COPA in mind, and elements of guidance which were in the Regs will in future be located within the COPA. Now that draft Regulations are well advanced (a copy was circulated to TPPG on 19 Jan), work on the COPA can proceed. The ADTPs intention is to work with LTS colleagues to create a 1st draft during February 2012, with a view to circulating it to Faculty LTQCs for comment in early March 2012. A revised draft incorporating feedback from Faculty LTQCs will be provided to TPPG at its meeting on 14 March. Feedback from TPPG, and Faculty LTQCs will inform the version which the ADTP brings to LTC for approval at its meeting in April 2012.

3) Towards a Culture of Continuing Enhancement in Pedagogical Practice at UEA
Introduction

Higher education is an 'outlier' in terms of the continuing professional development expectations placed on practitioners. In virtually every other professional grouping – e.g. lawyers, doctors, nurses, teachers, HR professionals, surveyors, architects – practitioners are expected to engage in a certain amount or level of professional development activity. For most professionals in our 21st century society continuing professional development, aimed at ensuring/maintaining/enhancing professional competence and practice, is simply a fact of life and one which professionals recognise is a legitimate expectation. Professionals who do not continue to develop their skills, knowledge and

awareness of best practice in their field are much less likely to provide a 'professional' level of service for very long in a fast-changing world where quality criteria and the expectations of service users are continually evolving. Key agencies with influence over the ongoing development of the HE sector, including the QAA and HEA (representing our funders and our fellow HE practitioners) have identified the 'professionalisation' of teaching in higher education as a <u>key priority</u> for the Academy.

At UEA, we have made considerable and important strides in pedagogy-focused ongoing professional development via:
  i.   Our new Code of Practice on Peer Observation – requiring biennial observation.
  ii.   Our well-established and highly successful MA HEP programme for staff on probation – over 250 staff are registered on the programme.
  iii.   Our well-established programme of annual CSED academic development workshops (many led by or organised by the ADTP and focused entirely on best practice in teaching and assessment).

However, engagement of academic staff with ongoing pedagogy-focused professional development is variable across the University, as is attendance at key teaching-related events such as the UEA Learning & Teaching Day (the lack of male academics colleagues was noted by the PVC Academic at the outset of last year's event). At present, the ongoing training or pedagogy-focused professional development requirements for experienced staff and less experienced staff following completion of probation are not clearly stipulated – it is left to individuals and to Schools to monitor and manage and is normally reviewed, if at all, within the biennial Appraisal process, where training needs are often identified and brought to the attention of HoS.

The ADTP has initiated a discussion within TPPG (at its 19 Jan meeting) which explores the challenges facing HE and how we, at UEA, might respond by developing a 5 year plan. This has already generated some exciting ideas. The ADTP's intention is to bring a paper with some concrete proposals to LTC at its meeting in June 2012. In the meantime, the ADTP felt it might be useful for LTC members to have some of the key issues highlighted. It is not intended, necessarily, that LTC discuss this at its 1 Feb meeting – rather the information below will help to place into a wider context those proposals which will be brought forward to LTC for discussion and approval at its meeting in June. The information below 'sets the scene' and flags the key issues which will inform subsequent discussions.

<u>The Drivers</u>
The external (sector) drivers for developing an enhanced culture of ongoing, pedagogy-focused CPD include:
  • Increasing expectations of students (and their parents) of high-quality teaching in a new 'high-fees' environment. In a recent survey of HE students, only 56% reported that the feedback they received helped them to tackle the assignment which followed.
  • A choice-driven HE market place in which 'perceived teaching quality' is increasingly influencing students decisions about where to study HE.
  • An increasingly competitive HE sector (league tables will not be going away!) in which the attractiveness and reputation of HEIs is increasingly being measured in terms of teaching quality metrics.
  • The appearance of private/commercial universities within the sector whose focus is very much on quality teaching (rather than research).
  • The increasing diversity of the HE student body – with a wider range of educational backgrounds and abilities than ever before – that places new demands on HE practitioners to engage learners effectively.
  • An emerging change in the relationship between staff and students. Old hierarchical relationships will give way to a new kind of 'partnership' with students as 'co-creators' of the

learning experience in HE. Students will need to be placed increasingly at the heart of decision-making and the entire HE process – this will require staff to seek new ways of involving students which will, in turn, require a new kind of academic 'mindset'.

- Learners will expect to have more opportunities to learn from each other – HE practitioners will therefore need to explore innovative ways of facilitating groupwork, peer-assisted learning, peer-mentoring, etc.
- The 'employability agenda' – all academics will need to give much more emphasis to the development of 'transferrable', 'translatable' and 'employability' skills, attitudes and capacities in order to ensure that our graduates retain a competitive edge in the employment market, as well as developing enterprise/entrepreneurial capacities.
- Revised QAA Quality Audit regime will place much more emphasis on *Quality Enhancement* – what HEIs are doing to continually improve the quality of programmes and drive-up the quality of teaching. QAA has already confirmed that the number of HE teachers with teaching qualifications will feature as a 'quality metric'. This will also inform league table calculations/positioning.
- International competitors are investing huge sums in driving-up HE teaching standards – Germany, for example, has recently invested 2 billion Euros in enhancing HE teaching. UK is not – if we are to maintain our global position much of what we do will need to be 'in house': i.e. each University will need to develop their own strategies for CPD.
- Extensive evidence now exists which indicates that properly trained and qualified HE teachers produce a more positive student experience (as argued by Craig Mahoney, Chief Exec of HEA)

Internal (UEA) drivers for this include:
- The development of the New Academic Model at UEA – this places considerable emphasis on the development of innovative approaches to programme level design and the development of creative assessment strategies which include dynamic, integrated formative and summative assessments and feedback/feed-forwards strategies. These changes will place greater emphasis than ever before on colleagues' capacity for pedagogical innovation and creativity, drawing on identified best practice in the sector.
- The poor performance of International (and EU EAL) students in comparison with Home students – especially at M level. In an increasingly competitive international market place, UEA needs to rapidly enhance the quality of the support provided to International students and the methods employed to engage them in effective learning. Again, this will require new approaches to teaching and learning and a radical re-thinking of how to best engage International students.

Towards a New Culture of Professional Development
The case for change is therefore compelling and undeniable. Ignoring the drivers outlined above is simply not an option. Simply hoping that they will 'go away' is potentially a suicidal strategy for the University. The crucial question we must ask ourselves, therefore, is not whether to embrace change, but, rather, what strategies we will need to set in place to enable us to collectively rise to the challenge and build a new culture of ongoing professional development within the organisation, which goes beyond requiring new staff to do the first 60 credits of the MA HEP, and biennial peer observation.

Proposal brought forward to LTC at its 27th June meeting will attempt to articulate how UEA might set about developing a new culture, and this might extend to the creation not just of new academic opportunities, but also new structures and processes within the organisation to monitor, manage and review the University's performance in this area. These proposals will be informed by the work

of a small *Professional Development Working Group* consisting of PVC Academic, ADTP, the 4 Faculty Assoc Deans for L & T, and the Head of CSED.

4) Widening the use of Peer-Assisted Learning (PAL) at UEA

Peer Assisted Learning (PAL) has rapidly emerged since 2001 as a major new theme in higher education, and is now operated widely within UK HEIs in one form or another. Its use is particularly well-established at UCL, University of Bournemouth, and the University of Manchester. The ADTP has researched PAL extensively and has conducted fact-finding visits to Manchester, Bournemouth and UCL to investigate how it operates and what impact it has on students and their performance.

A paper written by the ADTP was discussed within TPPG on 19 January 2012. This analysed the potential merits of employing PAL more widely at UEA. It described the justification/rationale for a PAL approach to learning in higher education, the principles that underpin it, and the practical considerations/processes which would need to be in place to facilitate its successful introduction and continued operation.

There have been a couple of small-scale PAL pilots at UEA (e.g. in Maths) and in some cases, these are continuing. However, these have been relatively isolated, with very limited resourcing (mostly via small sums from Teaching Fellowships). The time is now right to consider whether a more STRATEGIC vision of PAL can be developed and roll-out across the institution as form of student engagement which complements the introduction of the New Academic Model. PAL complements and reflects wider developments in HE generally and within the New Academic Model at UEA:
- Emphasis on student-led learning
- Increased emphasis on peer learning
- Emphasis on students as 'partners' in the learning process
- Focus on student engagement, attendance and performance
- High expectations of students in terms of their general commitment to study and taking responsibility for their own learning (learner autonomy)

Where PAL is employed in other HEIs, it is normally used to provide 1st years with additional support on particularly difficult 1st year modules. The 1st years are mentored by 2nd/3rd year mentors.

Justification/Beneficiaries

PAL can provide a range of benefits which justify its use as a learning development tool in universities. It benefits **all** the parties involved: students, staff and PAL mentors:

Staff: PAL provides additional guidance and support which is run by students for students. Evidence form other HEIs with PAL indicates clearly that PAL increases the level of student involvement in, and ownership of their learning. Many relatively minor queries are dealt with within PAL sessions, leaving staff to deal with queries or a more substantive nature. Staff in HEIs with PAL systems have noticed that they have to deal with far fewer 'trivial' queries from 1st year students.

PAL Student Mentors: During evaluation PAL Leaders have indicated that, through their experiences in PAL, they have both developed their personal and professional skills and have gained experience that has proved highly valuable on their CV and at job interviews. Leaders also indicate the benefit of revisiting and reviewing Year 1 course materials again because this process helps to underpin their studies in year 2.

1st Year Students: Most students have said that they enjoy PAL, benefit from discussion with other students, and welcome the advice and guidance they have obtained from their PAL Leader.

In addition:
- ➢ It helps 1st year students and students entering a University environment for the first time to adjust more quickly to the demands and expectations of University life and academic study.
- ➢ It assists in the development of subject knowledge through collaborative discussion.
- ➢ It promotes and supports an active form of learning which involves a two-way dialogue rather than a 'passive' process.
- ➢ It encourages independent learning.
- ➢ It can enhance the student experience and assists in maintaining high retention rates.
- ➢ It provides a means by which students may increase their academic performance.
- ➢ It fosters cross-year support for students and the positive sharing of practice/knowledge/experience.
- ➢ All students can benefit regardless of their current academic competency or performance.
- ➢ It builds confidence and transferral skills amongst students – both Peer Mentors and their mentees.

Key Principles
The key principles of a robust PAL system are that it should be:
- • Student-led, but supported by faculty.
- • An additional, complementary source of learner support provided at School level and not a formal part of any one course or award.
- • Characterised by small group learning.
- • Facilitated by other students acting as mentors – the latter being carefully recruited, properly trained and supported in their roles by academic staff (as a partnership).
- • 100% confidential – anything said in PAL sessions is confidential and should not be shared more widely without the express permission of the appropriate student mentor.
- • Voluntary (but regular attendance will be encouraged).
- • Non-remedial (i.e. it is not intended to be aimed only at 'struggling' students, but, instead, at 'tricky' 1st year modules).
- • Participative – students can engage in discussion without fear of 'getting it wrong' in front of academic staff. Its a chance to test-out learning and understanding in an informal environment.
- • Focused on collaborative learning rather than competitive learning.
- • Conducted in a safe environment where students can ask questions and about course expectations etc and receive guidance from other students about their course and its content.

Some defining characteristics of PAL sessions:
- o PAL sessions are run by students for students – students have 'ownership' of the process.
- o PAL sessions are facilitated and organised by Student Mentors with assistance from the PAL Officer.
- o It is expected that Student Mentors will normally work in pairs so as support each other in the planning and delivery of PAL sessions.
- o PAL sessions are supplemental to formal teaching. They are not a part of any course or award.
- o The content of sessions is decided upon by students, and NOT the Mentor (and certainly NOT academic staff).
- o PAL sessions should be structured and well organised, but also informal and friendly, with the emphasis on collaborative group-working and cooperation as a means of achieving a better understanding of course-related topics/subjects at individual and group level.
- o Interdependent learning will be key – it is expected that students and mentors will learn from each other.

What PAL is NOT intended to do:
- o The PAL process is NOT intended to replace formal teaching on degree courses.
- o PAL sessions are NOT intended to place mentors in a position where they teach students – their role is a 'facilitative' one, and not a formal teaching role.
- o PAL sessions should NOT be targeted at weaker students – all students should be welcome to become involved or attending sessions.

Appointment and Responsibilities of a PAL Officer

In Universities which run successful PAL systems, it is the norm for them to be facilitated by someone who 'heads-up' PAL in each School of Study (a PAL Officer). The ADTP envisages that this could be a PGT/PGR student. The fee paid to the student would provide additional income and a valuable opportunity to develop wider transferable skills and experience prior to entering employment. The fine details can be agreed in due course. However, the ADTP envisages that the responsibilities of the PAL Officer might include:

- o Undertaking training as a PAL supervisor (for example by undertaking PASS Training via Manchester).
- o Leading in the recruitment of student mentors.
- o Assisting in delivery of training to student mentors.
- o Monitoring effectiveness of student mentors (e.g. by observing each mentor in practice at least once).
- o Advising/supporting and responding to queries from student mentors during their role.
- o Liaising with mentors to ensure that each has put in place/delivered the correct number of PAL sessions.
- o Assist in establishing a PAL Blackboard site which can be used by mentors/students alike, with some key PAL resources/links provided by the Officer.
- o Lead role in evaluating PAL at end of the year (seeking feedback from mentors and mentees), and writing-up brief report to School Teaching Director.

The Qualities and Roles of PAL Mentors

PAL Student Mentors are $2^{nd}/3^{rd}$ year students who take a lead role in helping other students (1st years) learn and adapt to the demands of study on difficult 1st year modules. Mentors are academically successful students with effective learning strategies of their own, who want to help other students. They also have a passion for learning, with a desire to learn from PAL work experiences and from other students.

PAL mentors would usually have the following qualities:
- Competent performance on the first year of their course
- Empathy with the first year experience
- An interest in people and how they learn
- Good communication, listening and interpersonal skills
- Good self-organisational skills
- Ability to model and demonstrate good study habits
- Possession of other qualities such as enthusiasm, credibility, commitment, honesty and approachability

PAL mentors might be expected to:
- Attend the initial PAL Mentor Training (1 Day, led by ADTP)
- Offer regular fortnightly PAL sessions in 1st or 2nd semester (depending on timing of the 1st year module)
- Maintain contact with School PAL Officer

- Complete attendance sheets, self-reflection forms and gather student evaluation information on a semester basis
- Maintain a professional attitude on issues such as confidentiality, marks, and complaints
- Demonstrate good learning strategies, facilitate discussion rather than re-teach material, discourage attending PAL as a substitute for classes.

The PAL Student Mentor role often includes providing advice to students on:
- Finding way around the campus resources, for example lecture theatres, , librarlabs/studios, staff offices, admin offices, assignment room, notice boards, etc.
- Getting students to practise referencing books, journals, web sites, etc.
- Using plagiarism-related resources to ensure that students are aware of what does and what does not constitute plagiarism.
- Where to find student support services, e.g. DoS, Union, Health Centre etc
- The Student Union, how to find out about clubs/societies, how to get involved in Union activities and campaigns etc.
- Accommodation – where can students find advice and guidance?
- Going out in Norwich, places to go, places to avoid, tips on safety.
- Discuss ideas on good study habits, study tips. What worked for them?

In other HEIs, PAL Mentors also:
- ✓ discuss issues/topics more directly related to their degree programme.
- ✓ discuss study skills work: for example note taking techniques, time management, oral presentations or essay writing skills etc.
- ✓ discuss issues or themes covered in the lectures that week. PAL Mentors often liaise closely with the module convenor to agree which themes might be useful to focus on. However, content of PAL sessions is also often student-led – i.e. the students chose what to discuss based on their own priorities.
- ✓ Ideally, rather than providing answers to questions, PAL Mentors simply help other students to find the answers they are seeking – e.g. by referring them to sources of information etc. Mentors' roles do NOT include commenting on or providing feedback on students' coursework!

Benefits to Student Mentors
- Revision – most 1st year students say that they intend to revise parts of their 1st year programmes in their 2nd or 3rd years but workloads and other factors often prevent this from happening. Being a PAL Mentor means that you have an opportunity to revisit issues/topics covered in Year 1 – in this case with a group of Year 1 students!
- Skills Development – being a PAL Student Mentor provides a range of opportunities for you to develop your subject-related and transferrable skills, including those associated with time management, leadership, empathy, listening, reflection, organisation etc.
- Confidence – The role as a Student Mentor gives you the chance to build your personal confidence, especially the confidence to talk in front of a group.
- Payment - At one University mentors are paid, with a commitment of 34 hours (including training) at £7.60 per hour (Total fee of £258.00).
- Great for studnets' CVs – The role of Student Mentor will look great on any CV. The role demonstrates a willingness to help others and to take on additional responsibilities, and a desire to want to develop new skills and become a confident speaker and spokesperson. Student mentors in other universities have been surprised to find during job interviews that their interviewers have focused on this aspect of their activities at University. A review of Peer-learning (PAL) strategies at the University of York recently concluded that:

"peer teaching provides excellent development opportunities for the facilitators, not only improving skills, but also increasing their confidence and general awareness of the needs of others".

> **Recommendations:**
> 1. Create <u>two</u> annual 'PAL Fellowships' worth **£3,000** funded from within the UEA's existing Teaching Fellowships Scheme. Each should fund the appointment of a part-time PAL School Officer. This should normally be a current PGT/PGR student. Time allocation of 8 hours (one day) a week for 12 weeks (**£800**). PAL Officer would attend PASS Training at Manchester (**£400**).
> 2. Invite Schools to apply for fellowships in June/July 2013. Focus of application should be on the 1st year module which PAL will be used to facilitate within the NAM, and how its use will enhance students' performance and understanding on said module. Provide training for a maximum of 6 PAL mentors in the School (2nd/3rd years). This will be provided centrally by ADTP. All mentors to keep a PAL log and provide the TD in the School with an end of module reflective report.
> 3. Pay mentors with a stipend of £300 (£100 payable upon completion of training, £200 payable upon completion of end of module reflective report). 6 mentors @ £300 = **£1,800.**
> 4. Review the operation and impact of PAL within each School where Fellowships run during 2013/14. Draw on experience of Fellowships to inform operation of PAL from 2014/15 onwards.

THE NEW ACADEMIC MODEL

There follows 2 key items relating to the implementation of the New Academic Model:

1) Defined Choice: Some clarification on operational aspects

Following discussions at the TPPG meeting of 23 November 2011, further discussions on how defined choice would work under the New Academic Model for undergraduate programmes took place on 21 December 2011. Present at the meeting were Ben Milner, Adam Longcroft, Helena Gillespie, Sanna Inthorn and Caroline Sauverin. Information and proposals from this meeting were subsequently discussed by TPPG on 19 January 2012. The following was agreed as a recommendation to LTC:

> **Recommendations:**
> 1. There will be three' types of choice' as defined below. The distinctions between PLC, EEC and LSM choices are primarily intended to aid internal organisation and planning of programmes. These distinctions are not necessary, however, in information made available to students. Students only need to know what defined choice consists of for their degree programme, not which modules are EEC, PLC or LSM.
>   a. **Programme Level Choice (PLC)**, similar to the current choices available through option ranges, where the modules contribute to the programme level outcomes; Course Directors may choose to include language options as part of their PLC options available to students.
>   b. **Employability and Enrichment Choice (EEC)** which replaces the current 'free choice' and gives students the option to take modules outside their discipline of study, for enrichment or employability enhancement. The distinction between EEC and Free Choice is that the group of modules in the EEC range will be chosen so they do not clash with any of the core modules, will not require School approval, and the students will be guaranteed a place on them (except in cases where

resource constraints dictate otherwise).

    c. **Language Skills Modules (LSM)** where languages are not integral to the programme level outcomes. These do not preclude languages to be part of the Programme Level Choice.

2. PLC options will continue to be considered in the usual way, although Course Directors are asked to pay particular attention to timetabling to ensure the avoidance of clashes. It is recommended that all modules use the A to E timetabling slots, and their sub-slots, to help with planning. These options may include languages.

3. EEC options will be a mixture of new EEC modules designed and delivered by a School specifically for students studying outside the School's discipline area, and of standard modules, already part of a School's core provision for its own students, which students external to the discipline can take alongside the core students.

    a. To aid the avoidance of clashes, it is proposed that the new EEC modules put on specifically for out-of-School students be offered in an evening slot – Tues/Thurs 6-9pm. The choice of two evenings allows some flexibility in terms of 2+2 or 3+1. All such EEC modules would be timetabled in the identified slots, as students would only take one.

    b. New EEC modules will be expected to be 20 credits, and may be year-long or one semester only and will be at level 2. However, in order to ensure that 3rd Year HUM students have opportunities to engage with EEC modules, Schools will be free to offer EEC modules in a parallel 20/30 credit format. In such cases, 3rd year HUM students doing a 30 credit version of the module can study alongside other students doing the 20 credit version of the module. However, modules offered in joint 20 and 30 credit formats will have discrete and separate learning outcomes and assessment strategies, and a separate module code.

    c. New EEC Module contact time (lectures/seminars/lab sessions) should be a minimum of 4 hrs per week (for a 20 credit one-semester module).

    d. New EEC Modules will have a member of academic staff as Module Organiser. However, much of the delivery of EEC modules could be by PGR students who have undergone the PGR Teaching programme run by CSED.

    e. There will be no exams scheduled in the main Exam period for EEC modules. Staff are encouraged to ensure that EEC modules are assessed wherever possible by coursework only.

4. LSM Language options – in some courses, language modules provided by the School of Language and Communication Studies (LCS) may form part of PLC choice. For other courses, where possible , language choices will be provided through EEC modules, categorised as LSM options. Ideally LCS would offer at least one group of each of the most popular languages in the evening EEC slot (subject to a minimum group size to make it viable to run). In addition, students would be able to choose pre-existing language modules (for example, being put on as part of another course's PLC choice or put on during the day specifically as LSM options, where feasible), as long as it fits with their timetable.

5. Identification of Defined Choice Modules:

- New EEC Modules will have an 'E' suffix after the School name in the module code, e.g. 'HIS**E**2B03' or 'NBS**E**3B05'. These will be taught Tuesday/Thursday evenings.
- LSM Language Modules offered by LCS will have an 'L' after the School name: e.g. LCS**L**2F06 (or another letter that easily identifies LSM modules in LTS).

6. In future years it might be desirable to make EEC 20/30 credit modules available to PGR students as an aspect of their Personal Development plan and overall employability development.

2) Revised Undergraduate Regulations relating to the New Academic Model

Undergraduate Regs for NAM

The ADTP has been working closely with the Head of LTS West (Caroline Sauverin) and the NAM Project Officer (Julia Jones) to revise and re-draft the Undergraduate Regulations relating to the UG NAM. Draft 'skeleton' regulations for the UG NAM were published by the Learning, Teaching and Quality Office in July 2011 for comment. In putting together the current draft, the Academic Director of Taught Programmes, with support from the Head of LTS and the NAM Project Officer have taken into account the extensive feedback received. The aim of the new format of the regulations is to incorporate the *Instructions to Examiners* into the Regulations so there are no longer two separate documents.

A draft of the UG Regs were considered by TPPG on 19 January 2012. Feedback from TPPG has informed the draft considered by LTC. The UG Regs will be circulated separately to the main LTC committee papers, along with notes of guidance on their interpretation.

It is important to recognise that the Regs are not yet in a finalised form – the ongoing work of the Academic Review of Appeals and Complaints means that sections dealing with complaints, appeals, the treatment of extenuating circumstances and concessions can only be drafted once the recommendations of the Review Panel have been endorsed by LTC.

Post-graduate Regs for NAM

It is our intention to forward to LTC a copy of the revised PGT Regs for its June meeting, once the basic precepts of the PGT version of the New Academic Model have been finalised by the ADTP (following consultation with members of the PGT NAM Working Group).

Dr Adam Longcroft
Academic Director for Taught Programmes
24 January 2012