

University College Dublin

**Annual Report on
UCD Taught Collaborative / Transnational
Educational Provision
2013-14**

UCD Quality Office

December 2014



**University College Dublin
UCD Quality Office**

**Summary Report on UCD Taught Collaborative/Transnational Programme Annual Monitoring
Reports from 2013-14**

Second Cycle

November 2014

1. Introduction – Why Annual Monitoring?

The Annual Monitoring of UCD's taught collaborative programmes is an important element in the University's quality assurance and quality enhancement framework. Annual monitoring allows Programme Teams, Schools, Colleges and the University to assure themselves that the programmes delivered, in conjunction with collaborative partners, meet the expectations of staff and students, as well as facilitating ongoing opportunities to develop and enhance provision.

Aside from regular programme monitoring being good practice (e.g. *Standards and Guidelines for Quality Assurance in the European Higher Education Area*), the Qualifications and Quality Assurance Act (2012), also places explicit responsibility on Designated Awarding Bodies (i.e. Irish universities; RCSI and DIT) for the quality of their programmes delivered in partnership with 'linked providers'. Universities themselves are monitored annually in this regard.

It should also be noted that a ***UCD and TCD Framework for Collaborative Postgraduate Taught Programmes/Courses Leading to Joint Awards*** was approved by UCD Academic Council in October 2014. This Framework, *inter alia*, states under section 37 (iii): 'It will be the responsibility of the Programme/Course Committee to ensure that the respective quality assurance processes are in line with the guidelines laid down by QQI and both institutions'.

To further enhance institutional oversight of UCD taught programmes delivered via certain types of collaborative arrangements, Academic Council Committee on Quality agreed to introduce a pilot process of annual reporting by relevant Programme Boards/Co-ordinators or equivalent in 2013. The first annual monitoring reports (pilot phase) for the academic session 2012-13, were received in October 2013. This is the second aggregated monitoring report (2013-14) under the current cycle of review.

2. Methodology

A short written, retrospective report was prepared by each Programme Board/Programme Co-ordinator (or equivalent) in conjunction with the collaborative partner, as appropriate (e.g. transnational provision may not necessarily involve a partner), and submitted to the UCD Quality Office by 30 October 2014. Feedback from individual programme reports has been aggregated in this report and will be considered by Academic Council Committee on Quality (ACCQ) and the UCD University Management Team. This Report will also be circulated widely within UCD and to UCD partner institutions (see section 8 below).

In order to be effective, *annual reports should act as a focus for reflective evaluation by the programme team*, including, for example, programme/partner management arrangements, the curriculum, teaching and learning, feedback from staff and students. Reports should also look forward to the incoming year, building on the experience and lessons learned from previous years, thereby facilitating the active enhancement of the programme and student experience.

A report template (see Appendix 1 and 2) was made available to Programme Board/Co-ordinators, together with a completed report exemplar, the latter being based on good practice from annual monitoring reports from the first cycle of review. Some flexibility in reporting formats was permitted, however, provided that a minimum set of data was provided. All programme submissions used the template provided (although one set of reports had made a few minor changes to the original template).

3. Programmes Included in this Report

Many types of collaborative and transnational programme arrangements exist, ranging across a spectrum of activity including: franchise, exchange, joint, dual, co-tutelle, branch campuses, joint research, articulation and so on. Not all 'collaborative' programme arrangements are required (nor is it necessarily appropriate), to be formally monitored on an annual basis (e.g. due to the nature of the collaborative relationship, typically, student exchange and articulation arrangements would be excluded). That said, some form of regular oversight of these types of arrangement should take place at the appropriate 'local' level (e.g. School/Programme monitoring of the student experience on the exchange programme). Again, UCD may have a 'collaborative arrangement' with another university, but the 'partner' institution contributes only one module to the UCD programme – for the time being, this type of arrangement is also excluded (in part because it represents a low risk to UCD, but also, because the requirement for a formal annual report would be disproportionate to any benefit resulting). Which programmes should or should not be included in the annual reporting process, will be kept under annual review by ACCQ. UCD will also be guided by the requirements of Qualifications and Quality Ireland (QQI).

Currently, in the absence of a national glossary of collaborative types, accurately classifying arrangements can be problematic. Work is in progress within the sector (and UCD) however, to agree a standard glossary of terms to describe, in a more consistent way, the varying types of collaborative provision. For the purpose of the current cycle of annual monitoring, the taught programmes covered are those categorised in the UCD Collaborative Programme Register held by UCD Academic Secretariat,

as 'franchise', 'joint'; 'dual' or 'validated'. These programmes have been prioritised on the basis of preliminary feedback from Qualifications and Quality Ireland, as to the type of programme that should be formally monitored on an annual basis. *The programmes listed below account for approximately 97% of UCD's students on taught collaborative/transnational programmes in 2013-14.* For the purpose of this report, certain types of 'joint' arrangements have also been excluded, for example 'multiple' arrangements - as currently these arrangements are too complex to generate a meaningful report and UCD may only be contributing one or two modules to the programme (and then, not every year); or where further clarity is needed to determine the category and nature of some collaborative arrangements, and/or whether it is appropriate to annually monitor some types of arrangement e.g. if UCD has a joint degree arrangement with an Irish peer institution. UCD's categorisation of collaborative arrangements will need to be reviewed to ensure appropriate alignment when a national glossary of 'collaborative types' has been agreed.

Programmes included in this report are set out in the table below:

Partner / Transnational Campus	UCD School	Programme	Total Registered Students (2013-14) (as of October 2014)
Teagasc	UCD School of Agriculture & Food Science	BAgrSc Dairy Business (Stage 3) (F/T) (Franchise/placement)	26
		Professional Diploma in Dairy Farm Management (F/T) (Validation)	20
Beijing Dublin International College (Beijing University of Technology)	UCD School of Computer Science and Informatics	BSc: Internet of Things Emerging (F/T) (Dual)	113
		BSc Software Engineering (F/T) (Dual)	55
		BSc Finance (F/T) (Dual)	48
Kaplan, Singapore	UCD School of Business	MSc (Logistics and Supply Chain Mgmt., HRM, Management, Marketing, IT, Project Mgmt.) (F/T & P/T) (Franchise)	304
		BSc (Finance, IT, HRM, Management, Marketing, Logistics, Banking & Wealth Mgmt.) (F/T & P/T) (Franchise)	2,990
Kaplan, Hong Kong	UCD School of Business	MSc (Logistics and Supply Chain Mgmt., HRM, Management, Marketing, IT, Project Mgmt.) (F/T & P/T)	48

		(Franchise) BBS (Finance, IT, Management, Marketing, Logistics) (F/T & P/T) (Franchise)	254
National Institute of Business Management, Sri Lanka	UCD School of Business	MSc (Management, IT) (P/T) (Franchise) BSc (Management Information Systems, Management, HRM) (P/T) (Franchise)	101 1,280
Justus Liebig University Giessen, Germany	UCD School of Biology & Environmental Science	MSc Global Change Ecosystem Science and Policy (Joint)	5
Université Pantheon-Assas (Paris II)	UCD School of Law	BCL Maîtrise (Joint)	16
Centro De Estudios Superiores Universitas De Galicia (Partnership will terminate in 2015)	UCD School of Architecture / UCD School of Business	B.Arch.Sc/B.Arch/M.Arch and Master of Engineering Science/BComm (Franchise)	124
Total Registered Students			5,384

4. Summary Findings from Annual Reports 2013-14

GENERAL FINDINGS

- As in 2012-13, programme monitoring reports overall, provided evidence of appropriate reflection and engagement with the process.
- There is increasing evidence demonstrating the collection and use of feedback from students in relation to collaborative provision, however, there is still scope to improve this source of data on some programmes.
- There is evidence of ongoing programme enhancements.
- The rigour of the annual monitoring reports on collaborative provision is evident.

ACTION REQUIRED: UCD PARTNERSHIP PROGRAMME CO-ORDINATORS (as appropriate)

- Effective informal and formal communication mechanisms between UCD and partner organisations should be kept under periodic review, to ensure they are fit for purpose and provide timely and relevant data to eg. Inform decision making or flag issues that need to be addressed. Partner organisations should receive a full copy of external examiner reports (and responses) and other written reports that relate to the programme provision.

- Each Partnership Memorandum of Agreement (MOA) should be reviewed at least annually, by the programme team (or equivalent) to ensure that the terms and conditions of the partnership are being actioned appropriately and that the MoA remains up to date and fit for purpose.
- Publicity and public information should be reviewed annually by each programme team, to ensure that a systematic and accurate flow of material has been approved by UCD and appropriately reflects the nature of the partnership.
- While relevant supplementary reports are welcome from overseas universities/agencies, they should be submitted in English translation, or at the very least, the key elements/themes identified in English. In one case where a report was provided in a foreign language, there were important aspects that UCD should have been made aware of, for example, Irish students were one of two overseas student cohort streams joining a joint programme in a partner institution. The second (non-Irish) student stream, however, came from a country which spoke the language of the host, and were better placed to keep pace with teaching as a consequence. The Irish student cohort struggled by comparison, to keep pace in the early part of the first semester, resulting in some students leaving the programme. This has been recognised by the programme team and efforts to provide additional supports to the Irish students are planned e.g. pre-sessional language classes.
- There should be a clear grading structure and insofar as practicable, a 'balance' of assessment mechanisms used between the partners.
- An *ad hoc*, informal approach to collaborative programme management is no longer appropriate. Programme management arrangements should be formally established and appropriate records maintained e.g. minutes of joint programme meetings; changes to the curriculum documented; a record kept of staff-student liaison meetings and issues raised/discussed/actioned.
- UCD staff teaching on overseas programmes should receive a comprehensive induction before joining the teaching team (e.g. background to the partnership: awareness of Memorandum of Agreement requirements; cultural issues such as attitude to plagiarism; student behaviour norms in class etc.).

ACTION REQUIRED: UNIVERSITY

- Further clarity and consistency is needed in relation to the nomenclature that is used to describe types of collaborative provision e.g. some are described as 2+2 when in fact they are articulation arrangements (see also section 3 above – forthcoming new national glossary of collaborative types). NB – UCD Academic Secretariat is currently co-ordinating a review of UCD's Collaborative Programme Framework.

5. Examples of Good Practice

It should be emphasised that the features of good practice identified in this report should be considered in their proper institutional context, and that each is perhaps best viewed as a stimulus for reflection and further development rather than as a model for emulation.

EXAMPLES OF GOOD PRACTICE

- The widespread commitment and support given to partners by UCD programme teams, in the design, development and delivery of programmes.

- The University's close engagement with collaborative partners in the development and enhancement of collaborative provision.
- The creative approach to gathering student feedback on collaborative programmes which employs both formal and informal processes, to elicit information directly from students and indirectly through partner organisations.
- Staff student liaison meetings held at the beginning and end of each semester.
- In one overseas partnership, a weekly video link between UCD and the partner took place (as well as day-to-day email communications) in order to coordinate and manage programme delivery and development.
- Action points identified in the 2012-13 monitoring reports were progressed, and actions documented.
- A number of collaborative programme teams used a module assessment form to capture staff feedback to inform discussion on module matters and explain/analyse student performance in a module (three anonymised examples are attached in Appendices 3 - 5).
- There was evidence of curriculum/programme development enhancement in response to staff and student feedback.
- Programmes showed evidence of planned action points to enhance the quality of the programme in the forthcoming year.
- A number of overseas programmes offered students the opportunity to attend a summer school at UCD – this facilitates international students feeling they are part of the UCD community and helps them engage with their programme of study.
- Evidence of regular documented meetings with UCD and collaborative partners.
- The benefit of induction and orientation processes for students entering collaborative programmes.

6. Feedback from students

This included:

- The need for teachers to speak more slowly (students with English as second language).
- More study material needed for reference.
- More teaching assistants needed for laboratory classes.
- More language support was needed on some programmes – e.g. Irish students joining overseas programmes; and overseas students being taught in English.
- Extra time spent on how to make class presentations would be helpful.
- Blackboard content was not always helpful to international students.
- The scheduling of assignment deadlines was, at times, challenging.
- Some study material was not delivered to students sufficiently well in advance for them to prepare for the modules.
- Provide more information about assignment grading.

7. Examples of programme developments planned for 2014-15

Evidence was provided that indicated that ongoing programme monitoring and enhancement was routinely taking place. Further evidence was also provided demonstrating how student feedback was being responded to. Examples of programme developments are listed below:

- A review of the process of providing feedback to students on coursework will take place in order to establish if more detailed feedback can be provided.
- Guest lecture series by industry experts to be introduced to supplement the academic curriculum with real world examples.
- Laboratory report writing skills workshops to be introduced as a result of a concern highlighted by UCD staff.
- Plagiarism and assessment workshops to be introduced as a result of concerns raised by UCD staff.
- Students value group work in helping to understand lecture material – more time, especially in UCD, will be sought for group work.
- Grade distribution for the full-time and part-time cohorts will be displayed separately in future meetings.
- Proposed changes to IELTS progression requirements to be considered.
- UCD Policies and Procedures Handbook for XX Programme Office to be updated and circulated to all staff.
- Changes to assessment weightings have taken place based on feedback from module co-ordinators and trend analysis.
- A curriculum review of the programme was undertaken in 2013-14 and changes will be monitored in 2014-15.
- Monitoring is also evidenced at module level – for example: percentage of students failing the module is significantly higher in the full-time offering (compared with the P/T cohort) – the module co-ordinator will review the design of the assessment strategy.
- The induction schedule for incoming students was found to be too demanding – action will be taken to redistribute the content over a longer period.

8. Next Steps

- i. This Report relates to the annual monitoring of UCD's Taught Collaborative/Transnational Programme Provision. As stated in the introduction, regular programme monitoring is considered good practice (eg. Standards and Guidelines for Quality Assurance in the European Higher Education Area 2005 (new version expected May 2015)).
- ii. Annual monitoring is about assuring academic standards and the student experience, but it is also about ensuring the University is constantly enhancing its provision. A key element of enhancing our practice is learning from each other. There may be lessons learned/Good Practice generated by the annual collaborative reports, that may have application across all UCD programmes.

Consequently this Report will be circulated to UCD Programme Co-ordinators/Provost of taught collaborative/transnational programmes, Heads of School, VP T&Ls, Programme Directors,

Directors of relevant support units, as well GA, ACCQ and UMT. A revised version of this report (eg. the quantitative data and programme listing will be omitted) will also be circulated to the collaborative partners listed in this report, via the relevant UCD programme co-ordinator.

The annual monitoring process of UCD's collaborative programmes has a strong enhancement focus, with an emphasis on collegiate discussion and reflection at programme level, around the student experience, the management and delivery of modules and programmes and related inter-institutional issues. This is an evolving process and further formal reflection will be undertaken by UCD's Academic Council Committee on Quality (ACCQ) prior to next year's monitoring exercise. This review may also include assessing the potential impact of the ongoing development of a new national Framework for Quality Review in Irish Higher Education (being undertaken as part of the implementation of the Qualifications of Quality Assurance Act 2012). As part of the review, ACCQ will also consider the benefit of introducing a formal systematic (eg. annual/periodic) programme reporting process for all UCD taught programmes and how that might be implemented.



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Annual Programme Reporting 2013-14- Specimen Template

Collaborative and Transnational Programmes

Programme Title(s):

Please describe the nature of the collaboration
(e.g. franchise, 2 year taught at X: 2 years taught at UCD – UCD Award)

UCD Programme Board:

Partner Institution/Transnational Campus:

Name of Programme Board Chair/Coordinator/
Academic Committee Chair (or equivalent):

Date of Last Report:

1. Summary of Student Feedback (formal and informal)

Summarise student feedback from e.g. modules, staff-student meetings, etc.

2. Summary of Feedback/Issues raised by Module Coordinators/staff (and External Examiners as appropriate) on module and/or programme delivery

3. Please comment on the overall operation of the programme(s) during the previous year

e.g. programme delivery/structure/administration; student results; quality assurance issues; student supports/guidance; resources/finance issues and any other relevant information:

4. Please provide summary details of programme management meetings/contact between the partners

e.g. date, purpose of meeting, staff present etc

5. Does the collaborative programme remain financially viable?

e.g. please comment on summary income/expenditure/future trends (e.g. recruitment)/mitigating factors etc

6. Action Points progressed from 2013-14

Outline progress with previous year's action points

N/A for this Report

7. Action Points planned for 2013-14

Identify any developments planned

Please provide relevant summary statistics e.g. applications, admissions, completion data to support this report

Date for Next Report 30 October 2015

Signed _____ Date _____
*Campus Provost/Programme Board Chair/Coordinator
(or equivalent)*

Signed _____ Date _____
(if appropriate) _____
Head of UCD School

Please return the completed form to the UCD Quality Office, Room 118B, Tierney Building by 30 October 2014

Annual Report Extract

Student Survey Exemplar

Summarise student feedback from e.g. modules, staff-student meetings, etc.

Student feedback in the form of an X Programme Level Student Survey for the Academic Year 2013-14 is presented below.

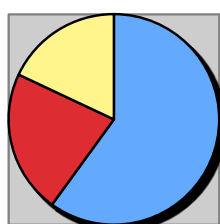
“You are being asked to complete this survey so that we can continue to make the X Programme a positive experience for all students. All forms are anonymous and both positive comments and points giving constructive criticism and/or feedback are welcome.

(NOTE: X students in total were recruited)

Please answer the following questions.

Overall Academic Development

1. Which module did you find of most benefit to your academic knowledge and development?

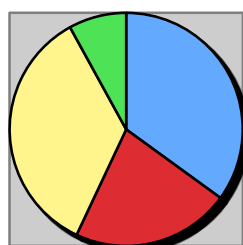


- Module 1 (X votes)
- Module 2 (X votes)
- others

- 1) Reasons for choices included: “interesting” “useful” “practical” “basic knowledge to learn”.
- 2) Other chosen modules/activities included: “Irish culture” “group discussion” “experiment” “spoken English”

Module Content & Delivery

2. Which module did you enjoy most?

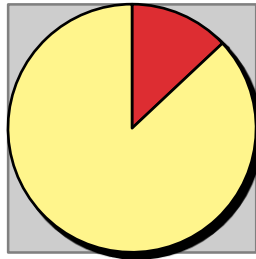


- Module 1 (X votes)
- Module 2 (X votes)
- unrelated to modules (X votes)
- Other

- 1) Reasons for choices included: “interesting” “useful” “practical” “experimental”.
- 2) For Module 1 many students mentioned “teacher’s hard work” “interesting teaching method”.
- 3) Eight votes unrelated to modules, included “comfortable dormitory” “travel to Ireland” “group discussion and team work”.
- 4) Other chosen modules included: X, Y and Z.

Programme Area

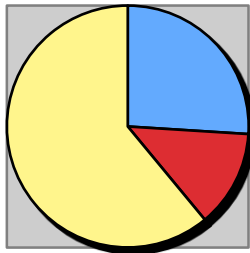
3. Has the content and structure of the degree programme been better than, worse than or equal to what you expected?



■ Better than
■ worse than
■ equal to

There were three votes for “worse than”. The reason was mainly that they are too busy in the second semester and in comparison had too few classes in the first semester.

4. Overall, has your experience of the X programme during the academic year been better than, worse than or equal to your expectations?



■ better than
■ worse than
■ equal to

Positive feedback included: 1) English improvement; 2) interesting modules; 3) comfortable living and study environment; 4) trip to Ireland.

The reasons for “worse than expectations” votes included: 1) grading method and transcript differences between the two universities are not clear; 2) too busy in second semester

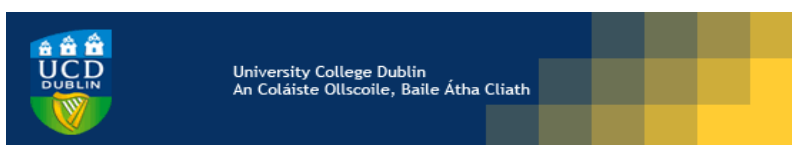
Optional question – Suggestions for Possible Improvements:

5. If you think that there are areas of the programme that could be changed or developed to improve the student experience within X, please give some suggestions here:

Suggestions included:

- 1) More experiments and practice besides lectures;
- 2) More study material for reference;
- 3) More time for self-study and English improvement;
- 4) More discussion and interaction with professors;
- 5) Providing more time and classes for IELTS preparation;
- 6) Even distribution of modules/study loads among semesters;
- 7) The need for Professors to speak more slowly and clearly;
- 8) Providing clear information of grading and transcript.

(NOTE: Actions on these points are contained in APR Section X)



MODULE ASSESSMENT REPORT FORM (MARF)

Please forward the completed form to the Vice Principal (Teaching & Learning). The MARF is designed to facilitate SAR discussion on module matters and explain/analyse student performance in a module.

A	Module code & title	
B	Module coordinator	
C	Assessment strategy <i>(List the assessment components and the weighting attached to each one)</i>	
D	Grade distribution explained¹ <i>(drawing on the assessment criteria applied, comment briefly on student performance – positives and negatives)</i> XX Module Grade Breakdown by Component can be generated in InfoView to assist with this section and please attach to this form	
E	'Closing the loop'² <i>(Based on the assessment, feedback etc list the planned module changes for next offering)</i>	
F	Programme Goals & Assessment³ <i>(indicate how the module assessment contributes to the attainment of Programme Goals)</i>	

¹ **Relate the spread of grades to the criteria used to assess student performance.** For example, in the formal examination, students displayed deep knowledge of the theory and used pertinent examples to support their assertions. **Or**, difficulties among certain students were evident in relation to quantitative techniques needed to analyze data for the module project or in the Research Paper.

² Based on this module offering & student performance, **what might be changed** next time around – change the text book, assessment weighting **OR** no changes are planned

³ Specific linkages between **modules and Programme Goals/outcomes** are needed – outline how this can be attained, as appropriate.

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SPECIMEN TEMPLATE

PROGRAMME NAME Module Coordinator Questionnaire template:

Module name and code: _____

Module co-ordinator and other participants: _____

Note: Questions can be adapted/changed as required.

1. Do you have any comments in relation to your module content and the aims of the XX programme?
2. Is your module content or delivery format (semester) likely to change in the near future (3 years)?
3. Does your module require software that is not available to download on student's laptops?
4. Could the module benefit from other inputs (from the university or outside) or logistics support?
5. Do you have any other comments/recommendations in general regarding the XX programme?
6. If available, please paste here any summary of student questionnaires/feedback that you might have for your module for the year 20XX/XX.

See also example summary feedback forms attached.

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Annual Programme Report 2013-14 – SPECIMEN EXTRACT

Programme Title: XX _____

Partner Institution: XX _____

A programme-specific questionnaire was sent to all module coordinators from UCD and Partner Institution. X% of UCD core modules lecturers responded. X% of Partner Institution core module lecturers responded.

Summary Feedback from UCD Module Coordinators

1. Module CODE/NAME/LECTURER

- The student feedback indicates that they find the module useful.
- The students could cope with a more advanced module perhaps.
- This module is going to become a stage 3 module in Sept 2015 and the content is going to be simplified
- The PROGRAMME NAME students fit in to the larger class seamlessly. They tend to be the stronger students though, so the upcoming change to the module (Stage 3) will make it less suitable for them.

2. Module CODE/NAME/LECTURER

- This module is 'core' to the programme
- More links with other modules (module A in UCD and module Y in Partner Institution) should be developed

3. Module CODE/NAME/LECTURER

- Module B fits well with the 'policy' aspect of the PROGRAMME NAME, particularly 'topic'.
- Other students would be interested in this programme if it is of shorter duration

4. Module CODE/NAME/LECTURER and optional module - Module CODE/NAME/LECTURER

- Both modules appear central to the topic of the PROGRAMME NAME and should be maintained
- Both the content and mode of delivery evolve as the knowledge of the area changes and as the student body changes. However, these changes are incremental rather than involving significant changes at any one time.
- The students of the programme are very mature, motivated and a joy to deal with. The diversity of the student body helps, especially in relatively small classes.

5. Module CODE/NAME/LECTURER

- This is vital part of the programme and a critical selling point against other masters programme.
- We are working on increasing the number of 'pre-agreements' between the programme and institutions and this makes the graduates even more 'employable' as the programme's reputation is increasing.
- The feedback from the institutions is all positive with some requesting the students to stay longer (maybe 8 weeks). This is however not permitted under current COUNTRY NAME accreditation system in the context of the students' welfare.
- There was no administrative support during 2013/14, however, this has been addressed for 2014/15 at College level.

6. Module CODE/NAME/LECTURER

- There is an increasing trend that research projects are mostly carried out in Partner Institution. This is due to the logistics of returning to Ireland where it is more expensive to live. Therefore only Irish students tend to return to UCD for the 3rd semester.
- A levelling of grades between the two institutions was required and a system of two or three reviewers is in place.

7. Module CODE/NAME/LECTURER

- This module is an option but is always well taken by PROGRAMME NAME students (on average 50% every year) who find it relevant and demonstrating a very good example of issues related to management of a – REFERENCE TO PROGRAMME FOCUS/CONTENT ETC

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Annual Programme Report 2013-14 – SPECIMEN EXTRACTProgramme Title: XXPartner Institution: XX**Summary Feedback from PARTNER INSTITUTION Module Co-ordinators**

1. Module CODE/NAME/LECTURER

- We did an intensive evaluation discussion at the end of the course. It turned out that all participants were very satisfied with the learning curve and they collectively called their participation a success.

2. Module CODE/NAME/LECTURER

- Generally the PROGRAMME NAME students have less relevant background studies compared to the SUBJECT students who also take this module. But the PROGRAMME NAME students progress very well and we will keep the context as mentioned in the module description.
- Move previous or concurrent statistical inputs (multivariate analysis) would be helpful.
- The module will be reviewed if part of a new XX Programme in PARTNER INSTITUTION.

3. Module CODE/NAME/LECTURER

- There are no content or logistical issues or comments regarding this module and the PROGRAMME NAME students.

4. Module CODE/NAME/LECTURER

- This module is critical to the programme and much appreciated by the students who can talk to people with jobs that they are potentially aiming for. Both SUBJECT NAME and SUBJECT NAME areas are presented which broaden the subject.
- This module should run in similar fashion (with lecturers from outside and full day workshops).

5. Module CODE/NAME/LECTURER

- A newly designed timetable of this module, taught solely by Prof. X will facilitate the delivery of this module.