

THE ROBERT GORDON UNIVERSITY

ACADEMIC COUNCIL

Minute of the meeting held on 15 March 2017 (2.00pm – 4.25pm).

Present: Professor J Harper (Vice-Chair), Mr F Antoniazzi, Mrs M Buchan, Professor D Cairns, Mr J Dunphy, Ms J Guest, Professor P Hagan, Mrs E Hancock, Dr A Lamb, Mrs A Lawani, Mr M Lewis, Professor K Mackinnon, Professor D McClean, Dr J McConnachie, Professor I Murray, Professor C O'Neil, Mr E Pollock, Ms J Royle, Mr M Sollis, Professor J Steel and Dr A Weidmann.

Apologies: Professor D Ashall, Mrs K Close, Ms J Cutting, Mr B Faturoti, Professor E Gammie, Ms K Harrison, Professor C Jayne, Ms J Leith, Dr K Martzoukou, Mr B McCann, Professor F von Prondzynski, Ms J Steed, Mrs V Strachan and Professor S Vertigans.

In Attendance: Dr D Cockburn, Ms H Douglas (Secretary) and Mrs F McLean Whyte (Clerk).

1. MINUTE

Action

Academic Council **approved** the *Minute of the meeting held on 8 December 2016 (AC/17/1)*, subject to item 3, first bullet being amended to read: "it was unlikely the higher education sector could expect more than a flat cash settlement at best which would mean, in real terms, funding cuts." A *Matters Arising Report* was noted.

1.1 University Strategy [AC/17/1/4.1]

The Vice-Principal (University Advancement) had confirmed the new *University Strategy* was still in development, with feedback being sought from the Executive, the strategic planning group, and other key stakeholders across the university community. A complete draft would be presented to Council at its meeting on 21 June 2017, and ahead of it submission to the Board of Governors of 6 July 2017 for approval.

Mr M Sollis

1.2 Vice-Conveners: Standing Committees 2016-17 [AC/17/1/12]

Dr Emma Gillibrand, Research Strategy Manager, had been appointed Vice-Convener of the Research Committee.

2. CHAIR'S REPORT

In his routine report, the Chair had highlighted the following:

- *public funding*: published on 10 February 2017, the Scottish Funding Council's main grant letter to universities had announced indicative funding, which was subject to the finalisation of the Scottish budget in April 2017, and completion of the *Outcome Agreement* process. Due to inflation, the flat cash settlement would effectively mean cuts, although these were not as severe as once feared. A slight increase in the university's teaching funding had been offset by a reduction in research funding;
- *shared services discussions*: opportunities for sharing some professional services between the university, the University of Aberdeen and North East Scotland College (NESCoI) were currently being explored;
- *Enterprise and Skills Review*: the Scottish Government had commenced implementation of the recommendations arising from phase 1 of the *Review*. This

included the establishment of a Scotland-wide statutory board to coordinate the activities of Scottish Enterprise (SE), Highlands and Islands Enterprise (HIE), Scottish Development International (SDI), Skills Development Scotland (SDS) and the Scottish Funding Council (SFC). Phase 2 involved a number of workstreams: *innovation*, *internationalisation*, and the *learning journey*. The Principal was represented on the *internationalisation* stream, and Professor Ian Diamond of the University of Aberdeen was involved in the *learning journey*;

- *partnership discussions*: several discussions concerning potential partnership arrangements were currently in progress, including with the North East Scotland College (NESCol) and with existing academic partners in Switzerland. Discussions were also progressing with the University of Aberdeen regarding the establishment of the *Oil and Gas Technology Centre (OGTC)*, which had officially launched on 10 February 2017.

The Vice-Principal (Research) informed Council that the OGTC had established *solution centres* that brought together knowledge and expertise from industry and universities to deliver practical and immediate solutions in three themes: asset integrity, wells construction, and small pools. Managers for the *solution centres* had been appointed. Multi-disciplined academic and industrial research and development *Centres of Excellence* were also being established. The first of these, in collaboration with the University of Aberdeen, was concerned with field life extension and decommissioning and was expected to be operational by the end of 2017. Both universities would be expected to invest in the *Centre of Excellence*, in cash or in kind.

Although continuing professional development (CPD) provision was not directly being discussed by the *Centre for Field Life Extension and Decommissioning*, it was understood there was potential for a *Centre for Learning*, possibly under the auspices of *Opportunity North East (ONE)*.

Several senior members of staff had met recently with Ms Liz McIntyre, the new Principal and Chief Executive of NESCol.

The Student President (Communications and Democracy) informed Council that he, and the student community, were aware of the significant changes introduced over the past 12 months. He believed it was a significant tribute to staff that the student experience had been maintained during this time, that there was clear evidence of progression with the many actions and activities identified, and that it had also been a catalyst for driving many ideas and plans forward. He had also been impressed with the university's commitment to engaging fully with the student body during this period of change. The Vice-Chair thanked Mr Pollock for his generous tribute.

3. STRATEGIC PLANNING

3.1 Business Plan and Risk Register 2016-17

Council considered the *Second quarter update on the Business Plan and Risk Register 2016-17*, from the Director of Planning and Policy Development. The following was highlighted:

- the university's Scottish Funding Council-funded student numbers were at 6.5% above the indicative number (within its 6-8% target);

- the university would fail to meet its revenue target for fee-paying student recruitment. Against a difficult recruitment environment and limited time to benefit from changed marketing and recruitment tactics, second semester enrolment did not meet targets;
- the university's overall MD40 target had been achieved, although the MD20 target had been narrowly missed. The university had committed to ambitious MD20 recruitment targets over the next three years within its *Outcome Agreement*;
- the university had received funding from Skills Development Scotland (SDS) for two *graduate apprenticeship* schemes in IT, both of which had recently been validated in collaboration with the School of Computing Science and Digital Media, and making the university the first in Scotland to achieve this. The courses would commence before summer 2017;
- the university had achieved a student success rate of 91.9%, which was an increase from 91.0% in the last session and above the university's 90.6% benchmark;
- in respect of research revenues, the university had improved its six-month performance compared to last year but had not yet achieved its target. The value of applications to date had risen compared to the two previous financial years;
- the university was currently developing its new *Commercial Strategy* to grow revenue and surplus-generating activity, including growth in fee-paying student numbers, and development of academic partnerships and business relationships;
- the university's Audit Committee had agreed a new discrete risk relating to the implications of Brexit would be included in the high level *Risk Register*.

The university, with SDS, and Heriot Watt and Strathclyde universities, had launched a *Centre for Work-Based Learning*, and the university would lead one of the four workstreams, *Designing the learner journey*. The other streams were *Influencing Change*, *Measuring the impact of work-based learning* and *Understanding the skills for the future*.

A *What's Next - Postgraduate Study at RGU* event would be held on 23 March 2017 in the Sir Ian Wood Building. This had been promoted, in particular, to honours students. It was **agreed**, however, that further regular promotional events, activities and communication would be required to promote postgraduate study options in the university, particularly within the context of the forthcoming introduction of a universal student loan entitlement of £10,000 for eligible Scottish-domiciled students undertaking postgraduate study from 2017-18.

Mr F Antoniazzi
&
Mr M Greenhalgh

3.2 University Operating Plan 2016-17

The *Second quarter update on the University Operating Plan 2016-17*, from the Director of Planning and Policy Development, was noted.

The tendering process for a system to support the *Research Asset Management Project* had recently closed and due diligence was currently being undertaken on the four tenders received.

3.3 SFC Outcome Agreement

Council noted the progress report on the *Outcome Agreement 2016-17*, and an early draft *Outcome Agreement 2017-2020*. In expressing its satisfaction with the document, the Scottish Funding Council had also made a number of minor points that would be addressed prior to its submission to the Board of Governors on 23 March 2017.

3.4 Athena SWAN Charter

Council received a paper from the Vice-Principal (Research) providing a briefing on the *Athena SWAN Charter* and an update on the current status of the university's submission. It was anticipated the university would make its submission for a bronze award in November 2017.

As a means of embedding an appropriate culture of equality and diversity, it was **agreed** Heads of School should be encouraged to keep *Athena SWAN* high on the agenda within Schools, with the additional aim that Schools might submit individually for *Athena SWAN* awards in the future.

Heads of School

A staff survey, with a dual purpose of fulfilling one requirement of the *Athena SWAN* criteria, and also meeting the needs of the *Investors in People* re-accreditation, would be launched in April 2017.

3.5 Semester 2 2016-17 Enrolments and Applications for 2017-18

Consideration was given to a paper from the Director of Planning and Policy Development concerning semester 2 enrolments for 2016-17 and university applications for Session 2017-18 for SFC-funded students and for fee-paying students. The following was highlighted:

- enrolment of SFC-funded (home/EU) students had achieved 85% of the target;
- enrolment of fee-paying home/EU students had achieved only 56% of the target, and fee-paying international students achieved 60%;
- a small number of courses had not yet commenced, and this affected enrolment figures for SFC-funded home/EU (by up to 18 enrolments) and fee-paying home/EU category (by up to 20 enrolments), although this would be insufficient to achieve the respective targets;
- enrolment of 102 fee-paying rUK students had more than trebled the target of 34, a significant proportion of which was attributable to postgraduate part-time recruitment to the MSc Clinical Pharmacy Practice;
- partnership courses had only achieved 19% of the target, but the partnership courses with the Bénédict Schools in Switzerland had yet to enrol students (by up to 62 enrolments, which would deliver the target).

3.6 Academic Development Committee

Council noted a report of the meeting held on 2 February 2017 and, in particular, the Committee's discussion of the following:

- opportunities to make postgraduate courses more attractive to the international market with the potential for *extended Masters courses*, by incorporating longer

periods of industrial placement, while not compromising recruitment to the standard versions of the courses;

- development of flexible entry routes, such as formal January entry points for undergraduate and taught postgraduate, and advanced entry to stage 2 of undergraduate courses for suitably qualified candidates (e.g. A level students);
- a proposed methodology for a preliminary screening of collaborative opportunities to more efficiently and effectively progress genuine business opportunities;
- opportunities and risks associated with the changing political and financial context on SFC funding, particularly in respect of the introduction of a universal student loan entitlement of £10,000 for eligible Scottish-domiciled students undertaking postgraduate study from 2017-18, and recruitment of non-UK EU students following Brexit.

4. ACADEMIC QUALITY AND STANDARDS

4.1 Quality Assurance and Enhancement Committee

Consideration was given to a report of the meeting held on 1 March 2017.

4.1.1 Quality Events

Academic Council **endorsed** the *Review, Validation and Professional Body Event Outcomes* report for onward submission to the Board of Governors.

Board of
Governors
[23.03.17]

4.1.2 Academic Regulations

Academic Council **approved**:

- (i) with immediate effect, an amendment to *Regulation A3, Section 1*, paragraph 6.5, to read as follows [deleted text struck through]:

Appeals shall be considered only on the following grounds for appeal:

- (i) that there is exceptional and compelling justification, which can be evidenced, that the student was experiencing such physical or mental incapacity as to prevent the student from:

- (a) notifying the School ~~in advance of the assessment~~ by submitting a *Coursework Extension Request*, or a *Deferral Request*;

- (ii) from Session 2017-8, *Regulation A4*, paragraph 3.4, be amended to read as follows [new text underlined, deleted text struck through]:

It is the student's responsibility to ensure the School is informed of any circumstances ~~such as illness or exceptional personal circumstances, which might~~ which have prevented him/her from undertaking an assessment, and which he/she wishes to be taken into account by the Assessment Board (also refer to the University's *Fit to Sit Policy*).

The mechanisms for notifying the School of such circumstances:

- prior to a coursework submission deadline is through submission of the [Coursework Extension Request Form](#), with verifiable evidence, by email to the School Office;

thereafter is through ~~completion~~ submission of the [Deferral Request Form](#), with verifiable evidence, by email to the School Office no later than five working days from the date of the assessment submission deadline or examination.

Department for
Governance and
Academic Quality

Failure on the part of the student to provide such information within these published timescales, either through the submission of a *Coursework Extension Request* or a *Deferral Request*, may be taken by the Assessment Board, the *Student Appeals Committee* or the Principal as sufficient reason to dismiss an appeal (refer also to *Regulation A3, Section 1: Academic Appeals (Awards and Progression) Procedure*, paragraph 6.5).

~~The *Deferral Request Form* should be accompanied by verifiable evidence and should be submitted by email to the School Office not later than five working days after the date of the examination and/or the assessment submission date.~~

4.1.3 *Competition and Markets Authority (CMA)*

Academic Council was reminded of the *CMA's Guidance on consumer law for higher education*, and informed of a number of enhancements completed or in progress which were aimed at addressing the CMA's requirements, and also meeting the needs of the *Unistats* website.

The CMA regarded students as consumers and, consequently, the *Consumer Protection from Unfair Trading Regulations 2008 (CPRs)* and *Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 (CCRs)* applied to the university's promotional materials. Therefore, the university was required to make changes in order to comply with the CMA's guidance. The guidance was not about preventing course changes, but ensuring applicants and current students were informed of the changes with reasonable notice, and offered reasonable options if they were unsatisfied.

In parallel with this, the *Unistats* website and the *Key Information Set (KIS)* widget, which provided links to *Unistats* and was provided on the university's courses pages, would be changing. The UK funding bodies had removed the following information from the data to be collected centrally for *Unistats* in 2017:

- the proportion of time spent in scheduled learning and teaching and independent study;
- the proportion of assessment by method;
- tuition fee information; and
- accommodation costs.

Instead institutions would be required to provide this detailed information about course delivery and costs on their own websites, with links from the *Unistats* site.

Consequently, the university was taking the opportunity to proactively review its approach to promoting courses on its website, to assist with student recruitment whilst ensuring consistency and compliance. Developments would be informed, in part, by the outcomes of an internal audit to be undertaken by PwC, 24-26 April 2017.

4.1.4 *Key Priorities in Learning and Teaching*

The Committee had endorsed the recommendations of the Teaching, Learning and Assessment Sub-Committee for a set of short, medium and longer term activities for the enhancement of assessment and feedback. The assessment feedback enhancement actions, described as 'a minimum baseline', had been communicated to Heads of School on 13 February 2017. The Committee had also agreed

consideration should be given to evaluating progress by Schools against the baseline actions, perhaps utilising the *Student Experience Questionnaire*.

4.1.5 *Items for Noting*

The following additional items were noted:

- *Annual Appraisal Process – Session 2015-16: Points of Discussion and Actions:* the Committee's consideration of several progress reports relating to actions arising from the *Annual Appraisal Process* for Session 2015-16;
- *Teaching Excellence Framework (TEF):* the update provided to the Committee regarding developments with the *TEF*;
- *Graduate Attributes and Course Documentation:* the Committee's discussion of the function of graduate attributes within the university's courses and course documentation;
- *Implications of Suspension/Termination of Enrolment (Misconduct):* the Committee had requested the Academic Regulations Sub-Committee revise the memo template used to recommend a student's suspension to the Principal, to incorporate tick box options to ensure all possible variables relating to access to facilities, the extent of the suspension and rights of future re-enrolment were addressed. The Sub-Committee had also been asked to implement a formal mechanism for informing all necessary Support Departments of a suspension or termination, in order that they might take appropriate measures.

4.2 **Teaching Excellence Framework (TEF)**

Council was advised the university made a formal submission to the *Teaching Excellence Framework (TEF)* on 26 January 2017. A total of 299 universities, colleges and alternative providers of education submitted across the UK. Submission to TEF was optional in Scotland, and the university was one of the five Scottish universities to submit (the others being St Andrews, Heriot-Watt, Dundee and Abertay).

The *TEF* methodology used evidence from established data sources (the *National Student Survey*, the *Higher Education Statistics Agency (HESA)* and *Destinations of Leavers from Higher Education (DLHE)*) to rate the quality of teaching and student outcomes (employability), in addition to a *Provider's Submission*, which was limited to 15 pages. The award ratings of *gold*, *silver* and *bronze* were likely to be awarded in accordance with a normal distribution (20%, 60%, 20%) and could be valid for up to three years, unless an institution chose to resubmit within this period.

Institutions were provided with their metrics, which were based on undergraduate provision, in November 2016. The initial assessment was based on performance against benchmark for the '*majority*' mode of delivery, which for RGU was full-time. The core metrics for the university in the *majority full time mode* had positive flags in 3 of the 6 areas, placing the university initially in the top 25%. However, the university's metrics for the *minority mode of delivery (part-time)* were poorer, with 3 positive and 3 negative flags.

It was not clear to what extent the poorer *minority mode* metrics would impact on the rating, and the university's *Provider Submission* sought to explain both the low volume/proportion of part-time students, as well as specific known factors and actions taken to address the cause of the poor result. The *Provider Submission* drew on the recent ELIR report to evidence good practice, and was produced with input

from a working group which included student representation. All applications would be considered by assessors and panellists with the outcomes being published at the end of May 2017.

Whilst there had been much debate about the merits of *TEF* and its methodology, participation and achieving a good rating would underpin the unique selling point that the university was focused on employability (student outcomes) and quality of teaching.

Discussions were ongoing across the UK sector regarding the development and implementation of subject-level *TEF*. What implication subject-level *TEF* might have on institutional *TEF* ratings were proving particularly contentious, as it was generally accepted that a sum or aggregation of subject *TEF* ratings should not be used to formulate an institutional rating. Mr Jo Johnson, UK Minister of State for Universities, Science, Research and Innovation had announced on 24 February 2017 that implementation of subject-level *TEF* had been deferred until *TEF Year 5* in order to permit an extension to the pilot phase by an additional year. This provided two years of piloting with a small number of volunteer institutions, none of which were Scottish. The Academic Registrar was a member of a national working group considering the implications of *TEF* and subject-level *TEF*.

4.3 External Examiner Appointments

In respect of nominations received from the School Academic Boards, Council **approved** 2 new appointments and 2 extensions, and **ratified** 1 new appointment.

Governance and
Academic Quality

5. RESEARCH

5.1 Research Committee

Council noted the report of the Committee's meeting held on 15 February 2017 and, in particular, the Committee's discussion of recent developments and issues impacting on the university's *Research Strategy*, and the *Consultation on the second Research Excellence Framework (REF)*.

The university would be undertaking a review of how the *Research Excellence Grant (REG)* was used, and how it was monitored, in order that it might be prioritised for strategically significant activities such as building teams around existing areas of strength, supporting early career researchers, developing postgraduate research scholarships, and pump-priming projects.

The Vice-Principal (Research) confirmed he had read all of the Schools' research plans, which had varied from one to 30 pages. He wished to commend one particular plan, from the School of Health Sciences, that had been very clear, transparent and realistically addressed the School's needs.

David Sweeney, Director of Research, Education and Knowledge Exchange at Higher Education Funding Council for England (HEFCE), had indicated in a blog on 15 March 2017 that the funding bodies were considering other ways to define 'research-active staff', following concerns with the use of the contractual status, as notified to HESA, to determine who was research-active. It was now acknowledged that many universities, particularly in Scotland, were required to use a model contract, such as the HE2000 contract, which included both teaching and research duties and which

was an agreement between the university and the academic staff member. This was particularly welcome news for the university.

5.2 Research Degrees Committee

Council considered a report of the meeting held on 22 February 2017.

5.2.1 Conferment of Research Degrees by the Robert Gordon University

Academic Council **approved** the awards to the undernoted students and **agreed** the students and their supervisory teams be congratulated:

- (i) The degree of PhD be conferred on Ms Amy Arnold, School of Pharmacy & Life Sciences, with effect from 13 January 2017, in recognition of a programme of work entitled: "Hypoxia-Induced Responses of Porcine Pulmonary Veins".
- (ii) The degree of PhD be conferred on Mr Ahmad Mohammadhasan A Baghdadi, Scott Sutherland School of Architecture and Built Environment, with effect from 3 March 2017, in recognition of a programme of work entitled: "The Allocation of Risks in the Saudi Arabian Domestic and Regional Aviation Construction Projects".
- (iii) The degree of PhD be conferred on Mr Shaun Edward Crawley, Law School, with effect from 21 February 2017, in recognition of a programme of work entitled: "The Difference in how UAE and EW Law controls *Gharar* (Risk) and so *Riba* in a Construction Contract in the Emirate of Dubai, UAE".
- (iv) The degree of DInfSc be conferred on Ms Veronica Theresa Cunningham, School of Creative and Cultural Business, with effect from 9 December 2016, in recognition of a programme of work entitled: "Only Connect: A phenomenographic study exploring stakeholders' conceptions of information literacy across an International Middle School community".
- (v) The degree of MRes be conferred on Mr Jose Miguel Lloret Perez, School of Computing Science and Digital Media, with effect from 7 October 2016, in recognition of a programme of work entitled: "CAWIML: A Computer Assisted Web Interviewing Mark-up Language".
- (vi) The degree of DBA be conferred on Mr Jeff McDonald, Aberdeen Business School, with effect from 14 December 2016, in recognition of a programme of work entitled: "An Exploratory Study of Localisation Drivers and Barriers of Oil and Gas Service firms: A Case Study Approach".
- (vii) The degree of PhD be conferred on Ms Nkeiruka Chisaramokwu Onyejekwe, Law School, with effect from 23 January 2017, in recognition of a programme of work entitled: "Using Corporate Tax Regimes to promote Economic Growth and Development: A Legal Analysis of the Nigerian Corporate Tax Regime".

5.2.2 Items for Noting

The following additional items were noted:

- *progress monitoring of research students*: following discussions involving Research Degrees Coordinators and a review of sector-wide practice, the Committee had agreed to extend monitoring of research student progress to six-monthly, to be implemented during 2017;

- *Postgraduate Research Experience Survey (PRES) 2017*: the university would participate in the survey from 22 March to 18 May 2017. The Committee deferred a decision on whether or not to continue to participate in *PRES* on a biennial basis, rather than on an annual basis as currently being recommended by the Higher Education Academy, until after the results of the 2017 survey were known;
- *Amendments to Academic Regulation A6: Research Degrees*: following the university's restructuring in 2016, a number of proposed amendments were considered by the Committee. Whilst most were essentially basic housekeeping, a number of issues were more substantive in nature and would be further refined, prior to a recommendation going to the May 2017 meeting of the Committee, and for subsequent approval by Academic Council;
- *Academic Regulations Sub-Committee*: the Head of the Graduate School would participate in the Academic Regulations Sub-Committee to assist in ensuring consistency between taught and research related regulations.

5.2.3 Graduate School

Council was pleased to receive comments from the member representing the research student community regarding the significant impact the Graduate School was already having on the research student experience, despite being in existence for under six months. In particular, she praised Dr Andrew Lamb, Head of the Graduate School, and his team members for being proactive and research students across the university were aware of things happening that were making a difference.

Dr A Lamb

6. ACADEMIC CALENDAR AND SEMESTER DATES

The *Academic Calendar 2017-18* was noted.

Consideration was given to a report from the Academic Year Review Working Group, with proposals for a revised *Academic Calendar* for implementation from Session 2018-19.

At the *Student Union Annual General Meeting* in February 2016, there had been a majority vote to move the January assessment period to December, prior to the festive break. A change to accommodate this would impact on the start date for semester 1 of the university's *Academic Calendar*. The proposals were developed following consultation with students and senior staff across the university, and involved changes to semester 1, thereby achieving students' requests, but no changes to the timing of semester 2 and 3, protecting start dates that were attractive to international students. Academic Council **approved** the proposals (see [Appendix](#)), for implementation in Session 2018-19, subject to clarification of a small number of minor points: whether the week commencing 27 May 2019 intentionally covered two discrete activities; and whether the 'post-assessment break/marking' that appeared in the final two lines were there in error.

Mrs V Strachan
& Governance
and Academic
Quality

In addition, the Assistant Chief Academic Officer was asked to liaise with the Human Resources Department in relation to the implications of the proposals for contractual public (Aberdeen local) holidays.

Mrs V Strachan

7. COMMITTEE CALENDAR 2017-18

The draft *Committee Calendar for 2017-18* was noted. This contained dates for meetings of the Board of Governors, Academic Council (and their Standing Committees) and the Executive, Senior Management Group and Operations Management Group. Appropriate Sub-Committee dates would be added to the *Calendar* and uploaded on the web in due course.

8. ACADEMIC COUNCIL MEMBERSHIP

Nominations would be sought in the spring to fill one representative vacancy, for a three year term from August 2017, from the following:

School of Applied Social Studies

School of Creative and Cultural Business

School of Computing Science and Digital Media

Scott Sutherland School of Architecture and the Built Environment

The Law School

9. DATE OF NEXT MEETING

The next meeting would be held on Wednesday 21 June 2017, at 2.00pm, in room H230, Health and Social Care building.

Professor John Harper, P

23 March 2017

Appendix: Approved Academic Calendar for 2018-19

	Week Commencing	Approved Academic Calendar 2018-19	Semester
1	10 September 2018	Start of Semester 1 - induction/freshers' activities and introductory teaching	1
2	17 September 2018		2
3	24 September 2018		3
4	1 October 2018		4
5	8 October 2018		5
6	15 October 2018		6
7	22 October 2018		7
8	29 November 2018		8
9	5 November 2018		9
10	12 November 2018	Reading Week (<i>flexible</i>)	10
11	19 November 2018		11
12	26 November 2018		12
13	3 December 2018	End of Semester 1 Teaching (Friday 7 December)	13
14	10 December 2018	Semester 1 Assessments	14
15	17 December 2018	Semester 1 Assessments	15
16	24 December 2018	Student Christmas Break	16
17	31 December 2018	Post-Assessment Break (<i>Marking/coursework hand-ins where required at Head of School discretion</i>)	17
18	7 January 2019	Post-Assessment Break (<i>Marking/coursework hand-ins where required at Head of School discretion</i>)	18
19	14 January 2019	Post-Assessment Break (<i>Marking/coursework hand-ins where required at Head of School discretion</i>)	19
20	21 January 2019	Post-Assessment Break (<i>Marking/coursework hand-ins where required at Head of School discretion</i>)	20
21	28 January 2019	Start of Semester 2	1
22	4 February 2019	Assessment Boards (postgraduate)	2
23	11 February 2019	Assessment Boards (postgraduate)	3
24	18 February 2019	Last date for notification of (provisional) Semester 1 assessment results to students (Monday 18 February)	4
25	25 February 2019		5
26	4 March 2019		6
27	11 March 2019		7
28	18 March 2019		8
29	25 March 2019		9
30	1 April 2019	Student April Break	10
31	8 April 2019		11
32	15 April 2019		12
33	22 April 2019	End of Semester 2 Teaching (Friday 26 April)	13
34	29 April 2019	Reading Week (<i>flexible - could align with Student April Break</i>)	14
35	6 May 2019	Semester 2 Assessments (from Saturday 4 May)	15
36	13 May 2019	Semester 2 Assessments (to Saturday 18 May)	16
37	20 May 2019	End of Semester 2 for all students except final year honours students (Friday 17 May)	17
38	27 May 2019	Post-Assessment Break / Marking	18
39	3 June 2019	Start of Semester 3 (Monday 27 May)	1
40	10 June 2019	Assessment Boards (<i>graduating cohorts</i>)	2
41	17 June 2019	Assessment Boards (<i>continuing cohorts</i>) (until Thursday 13 June)	3
42	24 June 2019	End of Semester 2 for final year honours students (Thursday 13 June)	4
43	1 July 2019	Last date for notification of assessment results to Academic Administration (Monday 17 June)	5
44	8 July 2019		6
45	15 July 2019		7
46	22 July 2019		8
47	29 July 2019		9
48	5 August 2019		10
49	12 August 2019	Re-sit Assessments (undergraduate and postgraduate) (from Saturday 3 August)	11
50	19 August 2019	Re-sit Assessments (undergraduate and postgraduate) (to Saturday 17 August)	12
51	26 September 2019	Post-Assessment Break / Marking	13
52	2 September 2019	Re-sit Assessment Boards	14
53	2 September 2019	End of Semester 3 (Friday 6 September)	15

Semester 1

Semester 2

Semester 3