

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

1 Introduction

- 1.1 The Review of Educational Provision in the Department of Information Systems took place on 7 and 8 March 2002.
- 1.2 The Review Team comprised: Mr Mark Hoffman, Dean of the Undergraduate Studies who led the Review Team; Mr John Madeley, Dean of Graduate School; Dr Liz Barnett, the Teaching and Learning Development Officer; Professor Leslie Willcocks from the University of Warwick as External Assessor; and Ms Clare Taylor, LSE Students' Union General Secretary (for the pre-meeting on 7 March).

Dr Eamon Wright, from the Teaching Quality Assurance and Review Office, acted as secretary to the Team.

Dr C Sorenson acted as Departmental Facilitator.

- 1.3 Before the review took place the Review Team received a range of documentary evidence about the Department. This included the Department's self-evaluation document/statement, which incorporated information about provision for its MSc students and research students, and programme specifications. The document was 20 pages long. It was evaluative of many aspects of the Department's work and, along with the advice of the Departmental Facilitator, assisted in guiding the Review Team. The Department is to be commended for the quality of its statement.
- 1.4 The Review Team held a preparatory meeting on the evening of 7 March to establish areas for discussion it wished to pursue on 8 March. The Departmental Facilitator identified departmental strengths and issues and areas of concern which the Department wanted the Team to note and on which the Department would welcome advice and guidance. In its self-evaluation document the Department described the challenges it is facing and the issues on which it wanted the Review Team to specifically comment:
- i. study packs (see paragraph 2.22 below);
 - ii. cluster support (see paragraph 2.24 below);
 - iii. the nature of the Department (see paragraph 4.3 below);
 - iv. the School's expectations of the Department (see paragraph 4.5 below);
 - v. the external programme (see paragraph 1.7 below).
- 1.5 Information Systems is a small-sized department in terms of the School. Statistical data provided by the School's Planning Unit indicated that in the 2000/1 academic session the Department had a total of 13.08 academic staff. There were 158 (FTE) taught graduate students and 34.5 (FTE) research students registered in the Department.

For details of numbers of registered students and the number of students who attended the Review see Annex 1. The Review Team did not meet with any undergraduate students who received service teaching by the department. It met with MSc students and research students, but it remained mindful of the fact that these students may not have fully represented all students registered on these programmes. It therefore exercised care to place their comments in an appropriate context and, where possible, to corroborate (or otherwise) their views from the other evidence available to it.

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

1.6 The Department offers:

MSc in Analysis, Design and Management of Information Systems
MPhil/PhD in Information Systems

In addition, a significant volume of teaching by the Department is service teaching to a large number of undergraduate students taking other degrees throughout the School.

1.7 Several points, both positive and negative, relating to particular members of staff or courses arose during the Review, which it would not be appropriate to detail in this Report. These points were communicated to the Convener by the Chair at a subsequent meeting shortly after the Review and were minuted; a report of this was communicated to the other members of the Review Team.

1.8 The Review Team would like to thank all participants involved in the Review.

2 Masters Students

Curriculum

2.1 The Masters programme is informed by the work of high quality, research-active staff. Professor Powell, external examiner in 2000/01, commented that the "teaching is based on high quality research and scholarship" along six thematic lines: modernity; artefacts; transactions; globality; agora and demos; and organisation.

2.2 The students had chosen LSE because of the nature of the programme, its flexibility and non-technical foundation, and the reputation of the staff in the Department as well as that of the School. The students stated that their expectations had been met. The Department is to be commended for this.

2.3 The ADMIS programme has grown rapidly over the past dozen years from 60 students in 1988/89 to 150 in the current year. This includes a substantial rise in the number of students over the last year - an increase that resulted from a decision made by the APRC which the Department said, had been made without consulting it fully and ran counter to the recommendations of its external examiners, the previous APRC Review and the Appointments Committee review. The Department said that very high student numbers this year had meant that it had to restrict the range of options students were permitted to take. It also said that high student numbers had adversely affected the ability of staff to pursue quality research. If such numbers persisted in the future, the Department would have to consider the possibility of creating formal streams within ADMIS, thereby significantly limiting student choices in the options they could pursue. The students that the Review Team met stated that they would not welcome such a development; neither would staff. The Review Team would like to draw to the attention of the APRC the apparently detrimental effect high student numbers has on the overall student experience.

2.4 The Review Team noted from the self-evaluation document that

"the curriculum for MSc ADMIS is designed around two teaching terms with the third term devoted to examinations and preparation for the dissertation. Students complete their dissertations over the summer period."

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

The students had a sound understanding of the structure of their programme; they said that they had been aware that there would be no teaching in the Summer Term but would nonetheless appreciate receiving some form of structured contact with staff during the period. Some students also commented that they would welcome more time for structured discussion in smaller seminar groups of material covered in the lectures. The students the Review Team met liked the case-study approach deployed in some of the courses and would welcome their wider use within the Department. A number of students also commented that there should be a focus on SMEs and not just on the large MNCs in the cases that were used. At the moment, the availability of courses due to staff on sabbatical leave did not appear to be a problem. The Department stated that this was a result of its policy on team teaching and forward planning of leave on a 6-7 year cycle. The Department is to be commended for this.

- 2.5 The students the Review Team met said that they liked the diversity of the curriculum, particularly the wide range of options available, though there were mixed responses to its particular emphasis on theory. Some students said that the curriculum lacked rigour in technical expertise, of a kind which they suspected would be required in the job market. The majority welcomed the non-technical, social science focus of the degree and the diversity of view on offer. The Department stated that it aimed to deconstruct mainstream information management theories and instead to provide an emphasis upon the theoretical issues surrounding practical applications, particularly within the context of global issues. It was aware that some students wanted specific skills in relation to the job market, but stated that its programme was not about skilling for jobs. This was echoed by some students who said that learning specific programming languages was not important because the curriculum provided sufficient grounding in broader skills which would enable them to fit into all categories of IT work and careers. The Department said that this was corroborated by the views and experiences of its former students. The Department is to be commended for matching its overall provision to the needs of its students.
- 2.6 External examiners' comments on the programmes have been complimentary. Their reports confirmed that standards of the Department's provision were at least comparable to those of their own establishment and other institutions at which they have served as external examiners. The Department is to be commended for this.

Teaching, learning and assessment

- 2.7 The Review Team noted from the self-evaluation document that the Department
- "offers a mix of assessment methods for students. These range from traditional, unseen examinations, to individual essays and dissertations (of 5000 or 10000 words), to teamwork exercises which are assessed both in terms of the teamwork deliverable and also the students' reflections on the teamwork processes."
- The students whom the Review Team met with were positive about this mix of assessment methods. However, many said they were uncertain as to the precise relevance of the team/group essay assignment for one course. The Department might wish to clarify the rationale for this work.
- 2.8 The Department said that it provides its students with a marking scheme and also places it in Public Folders. While the students the Review Team met all welcomed its existence, many commented that the categories used in the scheme could be more directly related

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

to the classification system used in the examinations. The students said that they were not confident that they knew exactly how to interpret the information provided by the marking scheme. Additionally, some students were concerned at what they described as variability of the marking by teachers within the Department: to them it appeared that there was sometimes no common pattern to the marking and this contributed to their unease regarding a sense of how they were progressing in their studies. The Review Team would like to commend the Department for making its marking scheme available to students but would like to suggest that it monitors its use by staff and makes it more transparent by, for example, clarifying what would be meant by 'satisfactory'.

- 2.9 The Department said that it was committed to providing full feedback on students' work, using a variety of methods for doing so, which included written comments on papers and the innovative use of a web-based feedback mechanism. The students the Review Team met said that feedback was generally good, though four issues concerned them. Firstly, they would like to receive feedback earlier than it was given. Secondly, they would like a greater correlation between the material covered in the lectures, the assignments required, such as essays or project work, and the nature of feedback given. Thirdly, students were concerned that the marking of assessed coursework was not 'blind', as it appeared that the second marker was merely 'confirming' the first marker's judgement. Fourthly, students were concerned about the nature of 'group marking' for joint projects on some courses and the possibility that they were potentially disadvantaged by the 'luck of the draw' and the quality of their project partners. The Department is to be commended for its policy on feedback but might wish to re-examine the manner in which it is implemented.
- 2.10 The students the Review Team met appreciated the variety of academic backgrounds and skills represented by the students on the programme. They said it was a source of strength of which the Department might make more effective use of in its teaching. The Department thought that this was an interesting idea. However, some students also expressed the opinion that the academic background of some of them had not been fully appreciated and suggested that there ought to be a system of exemptions from certain elements of some courses. The Department explained that it had experienced problems with regard to operating such a policy: however, the Review Team would like to suggest that the Department might consider implementing a system of streaming some of its students; there are already some examples of practice on this elsewhere in the School. The Department might wish to explore this further with the TLDO.
- 2.11 Preparation for the dissertation, which is submitted at the end of the Summer, includes staff reading drafts of dissertations and the interesting innovation of having PhD students present their research topics when MSc students are choosing their dissertation topic. The Department is to be commended for this innovation. However, students were concerned about possible variability in the quality of supervisory support over the Summer Term. The students appreciated the Department making available previous dissertations.
- 2.12 Some students raised the issue of uncollegial behaviour on the part of their fellow students, which included arriving late for lectures and seminars as well as eating, drinking, talking and using mobile telephones in lectures as well as leaving litter on the 3rd floor common room. The Department said that it was aware that this was a continuing problem. The Review Team noted from the self-evaluation document that the Department had attempted to address this in its handbook. However, the Team would like to suggest that the Department explores other ways of reinforcing the point to its students.

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

Student support and progression

- 2.13 The students the Review Team met had settled in quickly, and were made to feel welcome by the Department. The Department provides its own induction arrangements to supplement and complement those provided by the School, which the students found very helpful. They also greatly appreciated the departmental handbook. The Department is to be commended for this.
- 2.14 The Department makes extensive and interesting use of electronic teaching and support mechanisms, including the use of Public Folders, a video library of lectures and workshop and the provision of free study packs on courses which have them. The Department is to be commended for this.
- 2.15 The students said that staff were accessible and approachable, though to some extent they said that pressure on staff due to the large number of students registered on the programme curtailed the level of contact they would like. This problem manifested in a number of ways both at the level of the programme and at the level of courses.

At the programme level this meant:

- i. additional pressure on already overworked supervisors, who were required to supervise more students than was reasonable. The student experience suffered as a direct consequence in that access to supervisors was constrained;

At the course level this meant:

- i. that courses in the Department were heavily oversubscribed -indeed the Department had to put in place timetabling arrangements that made it difficult for students to pursue certain courses at the same time;
- ii. that there was additional pressure on already overworked course proprietors and seminar teachers;
- iii. that there was consequential pressure on Timetables to reallocate seminars to appropriately sized rooms, further disrupting teaching.

The Review Team would like to draw this to the attention of the APRC. Additionally, the Team would like to suggest to the Graduate School Committee that it needs to devise an operable policy which restricts the numbers of students permitted to register on courses.

- 2.16 The Review Team noted from the Department's statistical data that throughput of students was impressive and completion rates were very good. This included a high number of 'distinction' and 'merit' awards. From the self-evaluation document, the Team also noted that:

"typically no more than 6 percent of students fail to pass all the examinations at the first attempt. Apart from those students who fail to show up for the resit examinations the following year, most such failing students successfully complete the degree the following year."

The Department is to be commended for its high completion rate.

- 2.17 Additionally, the Review Team noted from the self-evaluation document that

"...the Department regularly undertakes reviews of its students to see if there are

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

any emerging patterns in terms of student success or failure. Similar analysis has also been undertaken to try and identify any patterns in terms of student arrival based on admissions data. There are some obvious patterns: students with computer science backgrounds and some with business studies backgrounds often lack experience in writing formal, academic papers, students who don't attend the lectures and classes are unlikely to succeed etc. Students are warned of the common kinds of problems at the start of the year and the Department has adjusted the teaching it offers in writing essays to provide extra support for students who don't have suitable experience in this area. Another identified problem lay with the English language skills of some students. After close consultation with the Language Centre, the Department was able to refine its entry requirements to minimise such problems."

The Department is to be commended for the overall quality of its attention to its student constituency.

- 2.18 The Staff Student Liaison Committee (SSLC) appears to be an effective vehicle for raising and resolving issues and complaints. Some of the students the Review Team met had raised their concerns to the Committee and received a response. The Department is to be commended for this.
- 2.19 Given the timing of the Review, it was not surprising that a number of the students whom the Review Team met were concerned about post-graduation employment and were already in the process of seeking jobs. The Department keeps a record of all references requested by and provided for its students so that it has a good picture of where its students end up. The Department uses this information along with contacts it has with some firms to provide careers guidance but it was aware that the students would like more careers support than either it or the School provided. The Department is to be commended for the effort it makes in this area; the Review Team would like to bring this practice to the attention of the recently established working group on careers guidance.

Learning resources

- 2.20 The Review Team was taken on a tour of the Department's new premises, including the new fifth floor research studio known as iStudio5. The Department is still in the process of settling down in its accommodation; the Team noted that a great deal of the renovation had been covered out of Departmental resources. The Department is to be commended on its efforts towards providing a modern working environment for its staff and students.
- 2.21 The students were concerned at the low number of PCs available in the Department, especially in the light of the large number of students registered on the programme. The Department said that it was in the process of installing further PCs but had also included a 'wireless' LAN-network within the Department which allowed students to use their own laptops without the need for hard wiring to the School's network. The Department is to be commended for making use of cutting-edge technology.
- 2.22 The Review Team noted that the students did not feel the need to raise any issues of immediate concern regarding the Library that had not already been raised at the Staff:Student Committee. The Department, again out of its own resources, makes available copies of journal articles and relevant book chapters from its own documentation centre. However, the Review Team noted from the self-evaluation document that the Department was concerned about problems over the provision of

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

study packs. Discussions were taking place with the Library to improve the quality of the service in this area.

2.23 The Review Team noted from the self-evaluation document that part-time teachers on its undergraduate provision are normally MPhil/PhD students from within the Department. The Department encourages all its research students to undertake some teaching as part of their professional development. All part-time teachers undergo the School's induction and training. Undergraduate class teachers receive specialist training in the packages they teach as part of their courses. The MSc students the Review Team met had also been taught by research students; although they described the experience as good they had not expected to receive teaching from research students.

2.24 The Review Team noted from the self-evaluation document that the Department had acknowledged that it had received an excellent service from the Cluster Support Team. However, the Department was also concerned that

"...the system for the School as a whole offers limited flexibility for when cluster support staff are off ill or away on holiday. The current situation involves other clusters providing backup support. We would like to propose, instead, that the School consider hiring a 'flying cluster support person' who would not be based in a particular cluster, but rather would be prepared to assist any cluster where staff are absent. We believe that the increase in service for the School as a whole would justify the extra expenditure."

The Review Team would like to concur and recommends that IT Services explores this idea further.

3 Research Students

Curriculum

3.1 The Department believes that it provides an appropriate research environment for research students. The Review Team would concur with this: the quality of the research work carried out by academic staff in the Department has been nationally recognised by the award of 5 in the 2001 RAE exercise (as part of the Business and Management Studies Unit of Assessment). The Department is to be commended for this.

3.2 The Department runs a highly active PhD research programme which has grown in recent years, with recruitment of around fifteen students per year over the past two years. The students the Review Team met had a variety of backgrounds and had chosen the Department for a variety of reasons. These included the reputation of staff and the emphasis upon interdisciplinary social sciences. The overwhelming majority of the students the Review Team met characterised most of the staff as being very supportive and approachable and felt as if they were being dealt with as 'colleagues rather than merely students'. In particular, they praised the quality of the support provided by the research co-ordinator. The Department is to be commended for this.

3.3 From the self-evaluation document, the Review Team noted that

"On the PhD programme, all first year students attend a course on research methods (IS554) that introduces them to the main research methods used in information systems. They develop an annotated bibliography and research plan

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

as part of the requirements for this course. They also attend and participate in a weekly research seminar. This provides them (as well as members of staff and visiting academics) with the opportunity to present their on-going research ideas in a supportive environment. Attendance at the seminars is strong (typically between 20 and 30 members including staff)."

In the second term of their first year, students are also required to attend one of the MSc specialist streams (normally 'Interpretations of Information') and are required to write a 5000 word research essay. The Department is to be commended for the quality of its first year research training.

- 3.4 Opportunities to present papers to one another beyond their first year appeared to the students to be limited. The Department explained that students were invited to present their work in the regular research seminars IS555 and that many of the presentations were by students from their second year and beyond. The Review Team recognises that the Department has put considerable effort into devising an appropriate curricular framework for its research students but would like to suggest that extending the workshops would also aid in continuing the sense of community among its students. The Department said it would explore introducing new mechanisms for monitoring the ongoing progress of students.

Student progression

- 3.5 Students whom the Review Team met stated that the allocation of supervisors was for the most part unproblematic. Although supervisory arrangements appeared to be working well, the quality of some supervision was described as variable. Some students commented favourably on working relationship with their supervisors and the innovation of group supervision for students pursuing related topics. Others stated that they would welcome similarly close working relationships with their supervisor. There was also a general sense of a reduction in the level of support provided in the second year compared with the 'Rolls Royce' provision in the first year. The Department may wish to explore these issues, including how it manages research student expectations.
- 3.6 From the self-evaluation document the Review Team noted that

"at the end of their first year, MPhil students are expected to present upgrade materials including a bibliography, research plan and samples of writing. Two other members of staff, one of whom becomes the student's second supervisor, evaluate these. They are also expected to present their research proposal to members of the Department."

All the students the Review Team met were aware of the procedures for upgrading. The Department is to be commended for the thoroughness of its upgrading process.

- 3.7 As noted above (see paragraph 2.18), the SSLC appears to be working very well. The Department is to be commended for this

Learning resources

- 3.8 The Department provides LAN connection to PC/laptops in its new accommodation. Although the MPhil/PhD students said they appreciated the area dedicated for their use, they said that they would prefer it if it was not fully open plan as they did not believe that it would be conducive to working on their research. There was also concern that because

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

of the very high numbers, MSc students were encroaching on dedicated study space for the research students. The Department might wish to explore in liaison with the students ways in which it could reconfigure the PhD space differently but the Review Team appreciated that at the time of the Review, the space had only just been opened and that there would inevitably be teething problems.

- 3.9 The Review Team noted that the research students had raised no issues of immediate concern regarding the Library, or IT Services which the SSLC had not already addressed, though a number of students mentioned that they would like remote access to e-journals.
- 3.10 The Department said that one of its members of staff responsible for research students was about to go on leave from the School. The students were very keen to know what would happen afterwards. The Department should continue to allay student anxieties on this matter.

4 Management of academic quality and standards

- 4.1 The Department has a range of quality enhancement mechanisms in place – the convener's team, team teaching, departmental meetings, an effective SSLC, regular reviews of courses and programmes as well as review of and responses to external examiners' reports. As part of its overall strategic planning, the Department has organised a 'strategy workshop' bringing in a professional facilitator to assist it in thinking through important issues. The Department is to be commended for its 'joined up' management processes and the innovative manner in which it has approached this area.
- 4.2 The Department requires all new staff to participate in School induction programmes and has in place a mentoring programme for new staff. The Department is to be commended for this.
- 4.3 Similarly, all occasional teachers are required to participate in the training and induction session run by the TLDO and the Dean of Undergraduate Studies. It also engages in peer observation to ensure the quality of its teaching provision. The Department is to be commended for this.
- 4.4 The Department teaches its subject area in a research-led setting, in accordance with the School's mission statement. The Review Team noted from the self-evaluation document that the Department stated that its intellectual aims and strengths are best addressed by focussing on the social study of information technology.
- 4.5 However, the Department explained that it was concerned that decisions taken centrally, for example regarding student intake numbers, were having a detrimental effect on its ability to provide a satisfactory level of provision. To take an especially important example, the Review Team noted from the self-evaluation document, that the Department was concerned about

"...conflicting signals being sent from the School about areas into which it is being asked to develop. On the one hand, the School is keen to have the Department as an integral member of the proposed new management school, on the other it wishes the Department to form closer links with Computer Science Departments, for example, with Imperial College. Once again it appears that the main drivers for this proposal are financial with little consideration appearing to be given to the research directions of the Department."

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

The Review Team would like to support the Department in drawing this to the attention of the APRC. It would like to recommend to that Committee that full consideration be given to helping the Department shape its academic future.

5 Summary

In making both its commendations and recommendations the Review Team wishes to acknowledge that it recognises the considerable pressures under which the Department and its staff are operating.

5.1 The Department is to be commended for the following in particular:

- i. for the quality of its self-evaluation document (paragraph 1.3);
- ii. for meeting student expectations (paragraph 2.2);
- iii. for its forward planning of staff leave (paragraph 2.4);
- iv. for matching its overall provision to students' needs (paragraph 2.5);
- v. for the comments of its external examiners (paragraph 2.6);
- vi. for making its marking scheme available to its students (paragraph 2.8);
- vii. for its policy on feedback to students (paragraph 2.9);
- viii. for its induction arrangements and handbook (paragraph 2.13);
- ix. for extensive use of electronic teaching and support mechanisms (paragraph 2.14);
- x. for its high completion rate (paragraph 2.16);
- xi. for the overall quality of its attention to its student constituency (paragraph 2.17);
- xii. for the effectiveness of its SSLC (paragraphs 2.18; 3.7);
- xiii. for its careers guidance and support (paragraph 2.19);
- xiv. for providing a modern working environment for its students (paragraph 2.20);
- xv. for making use of cutting-edge technology (paragraph 2.21);
- xvi. for its research status (paragraph 3.1);
- xvii. for the quality of the support provided by the research co-ordinator (paragraph 3.2);
- xviii. for the quality of its first year research training (paragraph 3.3);
- xix. for the thoroughness of its upgrading process (paragraph 3.6);
- xx. for its 'joined up' management processes and the innovative manner in which it has approached this area (paragraph 4.1);
- xxi. for its induction and mentoring programme for new staff (paragraph 4.2);
- xxii. for requiring OTs to attend TLDO training sessions and for conducting peer observations (paragraph 4.3).

5.2 Recommendations to the Department:

a) The Department should consider the following in particular:

Masters students

- i. exploring other ways of reinforcing collegial behaviour among its Masters students (paragraph 2.12).

Review of Educational Provision in the Department of Information Systems

Final Draft, including comments from TQAC, sent to Department for initial response

Research

- ii. exploring the possibility of extending the workshops and introducing new mechanisms for monitoring the ongoing progress of students (paragraph 3.4);
 - iii. reconsidering how it manages research student expectations, especially in the context of their relationship with their supervisors in the second year (paragraph 3.5);
 - iv. allaying research students' anxieties concerning arrangements for research supervision at the level of the department (paragraph 3.10).
- b) The Department might consider the following:
- i. clarifying the rationale for team/group assignments (paragraph 2.7);
 - ii. monitoring the use of its marking scheme by staff and makes it more transparent by, for example, clarifying what would be meant by 'satisfactory' (paragraph 2.8);
 - iii. re-examining the manner in which its policy on feedback is implemented (paragraph 2.9);
 - iv. seeking advice from TLDO about introducing streaming for its Masters students (paragraph 2.10);
 - v. exploring ways in which it could reconfigure the PhD accommodation differently (paragraph 3.8).

5.3 Recommendations to the School:

- i. *Academic Planning and Resources Committee*: the Review Team would like to draw the attention of the Committee to the apparently detrimental effect of high student numbers on the overall student experience (paragraph 2.3), specifically the wider negative consequences for individual courses and programmes (paragraph 2.15).
- ii. *Graduate School Committee*: the Team would like to suggest to the GSC that it needs to devise an operable policy which restricts the numbers of students permitted to register on courses (paragraph 2.15).
- iii. *Careers Service Review Group*: the Review Team would like to draw to the attention of the Review Group the careers guidance and support provided by the Department of Information Systems (paragraph 2.19);
- iv. *IT Services*: the Review Team would like to recommend that IT Services explores the idea of a 'flying cluster support person' (paragraph 2.24);
- v. *APRC*: the Review Team would like to recommend to that Committee that full consideration be given to helping the Department shape its academic future (paragraph 4.5).

EW
12 June 2002