



Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Global College of Engineering and Technology (GCET) Muscat
Delivery Location	GCET, Muscat Oman
Study abroad/ Exchange/ Credit recognition	
Faculty responsible for programme	Faculty of the Environment & Technology (FET)
Department responsible for programme	Department of Engineering Design and Mathematics
Modular Scheme Title	FET UG Modular Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BEng(Hons) Electronics and Telecommunication Engineering
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BEng Electronics and Telecommunication Engineering Diploma of Higher Education Electronics and Telecommunication Engineering Certificate of Higher Education Electronics and Telecommunication Engineering
UWE Progression Route	
Mode(s) of Delivery	FT/PT
ISIS Codes	H641
Relevant QAA Subject Benchmark Statements	
For implementation from	November 2017 v3

Part 2: Educational Aims of the Programme

- The programme is designed to provide the balance of theoretical and practical understanding needed to meet the demands of the electronic engineering industry for engineering practitioners. To produce graduates with a broad understanding of the discipline in conjunction with a detailed understanding of their chosen specialism of electronics and telecommunication engineering.
- The Electronics and Telecommunication Engineering programme produces graduates with a wide range of expertise relevant to the electronics industry. The programme covers a broad range of disciplines such as digital and analogue circuit design, power electronics, control, signal processing and project management. A number of developments have occurred in electronic engineering in recent times, although signals are analogue in nature, many electrical or electronic designs involve

Part 2: Educational Aims of the Programme

conversion to digital format as soon as possible and processing by microprocessor or digital integrated circuit. In recognition of this, this programme allows students to develop expertise particularly in system design, microprocessor hardware/software design, telecommunication engineering and simulation and modeling techniques.

- The programme has been designed to cater for students with both industrial and/or academic backgrounds, to develop problem solving skills and be able to demonstrate leadership in a number of engineering settings.

The aims are that the graduate shall:

- gain a sound knowledge and understanding of the fundamental principles governing the behaviour of electronic, communication and digital systems and of the related mathematics;
- be capable of analysis of the behaviour of complex electronic, communication and digital electronic or electrical systems;
- demonstrate a capacity for innovative and creative design and be able to draw on knowledge of fundamental principles and proven systems to further develop existing systems and to generate new systems which meet required specifications;
- have a broad knowledge and understanding of engineering theory, practices and applications and be able to use advanced techniques of analysis, synthesis and simulation, and implementation in the field of electronic engineering or electrical engineering,
- have developed the ability, interest and motivation to conduct independent study and keep abreast of future changes in technology and engineering practices.
- be able to work in a largely unsupervised way to undertake an individual research project and present the findings in a professional manner,
- be able to communicate clearly, concisely and persuasively with individuals and groups, using a professional standard of English, both orally and in writing.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Designed in conjunction with key national and multi-national employers, this programme provides graduates with the mix of skills and capabilities required by Omani industry for the specification, design and delivery of electronic and communication systems and solutions, including control systems, as required by the manufacturing industries, transport, heavy electrical machines, plants, and other industries.

Delivered in a way that develops technically competent individuals who think and communicate effectively and who can conduct inquiry, solve problems, undertake critical analysis and deliver effective electronic, control and communication systems solutions in a constantly changing Omani business context.

It provides a solid foundation for lifelong learning, emphasising the development of knowledge, skills and professional values essential to the practice of systems development.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding

1. Scientific principles and methodology necessary to underpin electronic and systems engineering, to enable appreciation of its scientific and engineering context in support of understanding of future developments and technologies.
2. Mathematical principles necessary to underpin electrical and electronic engineering and mathematical methods, tools and notations used in the analysis and solution of electrical and electronic engineering problems, number systems and their applications.
3. The range of applicability of abstract models of electronic components and their fundamental limitations in linear and non-linear circuit applications.
4. Electronic components, digital circuits and logic families and an ability to characterise them; ability to use combinatorial and sequential logic circuits; basic computer structure (microcomputer and DSP) their use in real-time applications. Ability to use HDL systems and techniques.
5. System-on chip design methodologies and their application to the top-down design of electronic systems.
6. The commercial, ethical, economic and legal context of engineering processes, including sustainable development, risk management, health and safety and environmental legislation.

B. Intellectual Skills

1. Demonstrate an understanding of the need for a high level of professional and ethical conduct in engineering.
2. The ability to investigate and define a problem and identify constraints including environmental and sustainability limitations, health and safety and risk assessment issues.
3. Critically review available literature relevant to the subject discipline.
4. Demonstrate independent thinking in the design and development of solutions to real-world problems.
5. The ability to select and apply appropriate computer-based methods for modelling and analysing problems in the fields relating to the design, manufacture and control of electrical and electronic components and systems.
6. The ability to understand issues relating to the marketing of products and the management processes associated with their design and manufacture.

C. Subject/Professional/Practical Skills

1. Select and apply appropriate quantitative methods and computer software tools for the evaluation, analysis and solution of electronic and systems engineering problems and situations.
2. Apply experimental methods in the laboratory relating to engineering design, manufacture and test.
3. Use relevant design, test and measurement equipment.
4. Execute and manage multi-disciplinary projects.
5. Undertake practical testing of design ideas through laboratory work or simulation with technical analysis and critical evaluation of results.
6. Apply engineering techniques taking account of environmental, industrial and commercial constraints.

D. Transferable Skills and other attributes

1. To communicate using professional standards of English, both orally and in writing, including, for instance, the results of technical investigations, to peers and/or to "problem owners".

Part 3: Learning Outcomes of the Programme

2. To manage his or her own time; to meet deadlines.
3. To work with others, being aware of the benefits and problems which teamwork can bring, having gained insights into the problems of team-based systems development.
4. To use software in the context of problem-solving investigations, and to interpret findings.
5. To express problems in appropriate notations.
6. To gain experience of, and to develop skills in, learning independently of structured class work, including the use of on-line facilities to further self-study.
7. To read and to use literature sources appropriate to the discipline to support learning activities.

The focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

Learning Outcomes:	UFMFJ9-30-1	UFMFCA-15-1	UFMFF8-30-1	UFMFN7-15-1	UFMFP8-15-1	UFMFVA-15-1	UFMFHA-15-2	UFMFKA-30-2	UFMFL9-15-2	UFMFMA-15-2	UFMFE8-30-2	UFMFV7-15-2	UFMFR7-15-2	UFMFRJ-15-2	UFMFJ8-15-2	UFMFQ8-30-2	UFMFX8-30-3	UFMFW7-15-3	UFMFV8-15-3	UFMFM7-15-3	UFMFC95-15-3	UFMFS7-15-3	UFMFH8-15-3	UFMFD7-15-3	UFMFJN-15-3	UFMFKN-15-3	UFMFLN-15-3	
A1.			X		X	X			X	X		X	X	X	X			X				X	X	X	X	X	X	
A2.	X				X	X		X	X	X		X	X					X				X	X	X	X	X	X	
A3.					X							X				X		X	X			X			X			
A4.		X	X	X				X		X	X			X					X					X				
A5.				X				X											X					X		X		
A6.		X			X		X	X						X					X	X	X	X		X		X	X	
B1.				X	X		X	X						X			X		X	X	X	X		X		X	X	
B2.		X		X	X		X	X					X		X			X	X	X	X	X	X	X		X	X	
B3.		X	X	X	X			X			X		X				X	X	X	X			X	X	X		X	X
B4.				X	X			X					X	X	X	X	X	X	X				X	X	X		X	
B5.				X	X			X						X	X	X	X	X	X	X	X	X	X					
B6.							X								X	X	X			X	X			X				
C1.	X				X	X		X	X	X	X	X		X	X				X	X	X	X			X	X	X	
C2.		X	X		X	X		X	X	X	X	X						X	X	X	X	X	X		X		X	
C3.		X	X		X	X		X		X	X			X	X				X				X	X		X		
C4.																			X		X	X		X				
C5.	X	X	X	X	X	X		X			X	X	X					X	X	X	X	X	X	X		X	X	X
C6.								X						X	X				X		X	X	X	X		X	X	
D1.		X	X	X	X			X		X		X	X	X	X	X			X		X	X	X	X		X	X	X
D2.	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
D3.		X		X	X	X		X			X		X						X		X	X	X					
D4.	X		X	X	X	X		X		X	X	X		X				X	X				X	X		X	X	X

Part 3: Learning Outcomes of the Programme

D5.	X		X			X		X	X	X	X	X		X		X	X			X	X	X		X	X	
D6.	X	X	X	X	X	X		X	X	X	X		X	X	X	X				X	X	X	X	X	X	X
D7.	X	X	X	X	X	X		X	X	X	X		X		X				X	X	X	X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The programme learning outcomes are delivered through an appropriate mix of lecture, tutorial and practical lab-based sessions supported by directed independent learning. Throughout the delivery fundamental engineering principles are explored and consolidated through practical lab-based learning. The development of design and modelling skills is embedded in a number of modules at each level. Group work activities and projects are used to add to the development of academic knowledge with the aim of producing well-rounded individuals who understand the demands of the professional environment they will enter as graduates. At appropriate stages of the programme industrial experts are brought in to lead sessions.

At GCET Muscat (Oman), there is a policy for a minimum average requirement of 18 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BEng (Hons) Electronic and Telecommunication Engineering programme teaching is a mix of scheduled learning and independent learning.

Scheduled learning includes lectures, tutorials, project supervision, demonstration, practical classes, workshops and external visits. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Description of the teaching resources provided for students

- Through provision of specialised Electrical and Electronic laboratories equipped with the latest apparatus and equipment.
- Through provision of frequently available, computer laboratories that provide access to a wealth of knowledge through the Internet.
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Description of any Distinctive Features

Academic Support

Academic advice and support is the responsibility of those delivering the individual modules. Academic staff is expected to be available outside normal timetabled hours, either by appointment or during published "surgery" hours, in order to offer advice and guidance on matters relating to the material being taught and on its assessment. Students also have a personal academic tutor

Developing graduate skills

All GCET students have free access to the training courses offered by GCET Training Centre on soft and graduate skills.

In year-1 students have group meetings with their Academic personal tutor to introduce reflection on graduate skills and career aspirations. Year 2 provides extensive opportunities toward career planning, including sessions from College careers and from industrial recruitment personnel toward application and CV writing, and good interview techniques. In Year 3 students engage with developing their graduate skills through project work and their project supervisor.

GCET Students' Services runs many seminars on employability and invites key professionals from industry to give talks.

Part 4: Student Learning and Student Support

Mathematics Support

Additional support in mathematics outside of timetabled classes is available throughout the academic year via

- (i) PAL sessions,
- (ii) Drop-in mathematics at the Math Support Centre which also includes Mathematics Resource (.taken-away leaflets, text books, module handbooks and reference materials).
- (iii) On-line support and electronic learning resources such as that Maths 1st Aid Kit leaflets, HELM booklets and <http://www.mathcentre.ac.uk/>
- (iv) Mathematical software such Matlab.

Technology Enhanced Learning

All modules on the programme are available via the College's Virtual Learning Environment.

- Computer based e-assessment is implemented in a number of modules, so that students can take regular short tests with automated computer generated feedback.
- Recordings of some lectures (audio and/or video) are made available after classes via the College's Virtual Learning Environment.

Pastoral Care

The College offers pastoral care through two routes:

- Personal Academic Tutors: All level 0 students are assigned a Personal Academic Tutor, who is an academic member of staff in their department. Students meet individually with their tutor at least twice a year and also participate in group sessions with the Personal Academic Tutor's tutor group (max size 15) during years 1, 2 and 3. In year 4 project supervisors take on the role of Personal Academic Tutor.
- Student Advisers, a team of administrative staff who provide comprehensive, full-time student support service on a drop-in basis or by appointment. Advisers are trained to provide advice on matters commonly of concern, including regulatory and other matters; the Adviser will, when necessary, advise the student to seek advice from other professional services including the College's Students Services or from members of academic staff.

Facilities to Support Learning

Within the College student learning will be supported in the following distinctive ways :

1. Through provision of Open Access and other available computer laboratories that provide access to a range of relevant computer based applications.
2. Technical support staff is available in laboratory sessions and during project work.
3. Laboratory facilities to support the technological modules. These include the Electronics Laboratory with facilities for investigation of electrical and electronic principles and circuit design, build and test, the Control and Telecommunications Laboratory with facilities for control system analysis and design, the Microprocessors and Digital Systems laboratory.
4. A Project Rooms which provide students with individual and group work spaces and the facilities.
5. College-wide services include a Virtual Learning Environment, library, English support Centre and Learning Centre.

Computing Facilities

The College offers a wide range of computing facilities running Windows operating system. In addition, the College runs two specialised labs which offer a variety of specialist engineering software. In addition there is an Open Access lab, not used for teaching so giving access to machines at all times.

Support for the computing system is provided with extensive information on the web, ranging from which lab has free machines (on a real time basis), where to find specific software packages and how to use the printing system, to problem solving and FAQs. A support desk provides first line support to users during normal office hours.

Part 5: Assessment

To understand assessment regulations and policies, the following web link is recommended:
[University Regulations and Procedures](#)

Assessment Strategy

The programme learning outcomes are achieved by using a range of assessment techniques across the modules at different levels. The programme requires the application of fundamental concepts and theory, often expressed in mathematical language to practical engineering situations. The assessment strategy reflects this requirement with coursework assignments used to allow students to develop understanding of concepts and explore their understanding through task according to level, practical examinations that ensure that these concepts can be applied with an appropriate level of reflection and traditional examinations where theory and application can be combined under controlled conditions. Group work activities and projects are used to develop a wider range of skills such as team work, project work and research methodology. Students are encouraged to communicate concepts and findings through reports and presentations.

The mixture of examination/practical/coursework tasks reflects the broad and specific aims/objectives of the programme to introduce key concepts and domain knowledge and to develop skills in the selection and application of relevant tools and methods.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; module diet (i.e., compulsory and optional modules)

ENTRY		Compulsory Modules	Optional Modules	Awards
	Year 0	UFMFBG-30-0 Foundation Mathematics: Algebra and Calculus UFMFEG-30-0 Engineering Experimentation UFCEXX-30-0 Program Design and Implementation UFCFGK-30-0 Professional and Academic Skills	None	120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
	Year 1	Compulsory Modules UFMFJ9-30-1 Engineering Mathematics UFMFCA-15-1 Practical Electronics UFMFN7-15-1 C Programming UFMFF8-30-1 Digital Principles UFMFP8-15-1 Electrical & Electronic Principles A UFMFVA-15-1 Electrical & Electronic Principles B	None	Interim award: Cert HE Electronics and Telecommunication Engineering Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0

Year 2	<p>Compulsory Modules</p> <p>UFMFKA-30-2 Microcontroller Applications Group Laboratory</p> <p>UFMFL9-15-2 Maths for Signals & Control</p> <p>UFMFMA-15-2 Signal Processing & Circuits</p> <p>UFMFHA-15-2 Project Management</p> <p>UFMFV7-15-2 Control</p>	<p>Optional Modules</p> <p>Choose 30 credits from:</p> <p>UFMFE8-30-2 Digital Design</p> <p>UFMFQ8-30-2 Electrical Technology</p> <p>UFMFJ8-15-2 Drives and Motions</p> <p>UFMFR7-15-2 Communications, Signals and Filters</p> <p>UFMFRJ-15-2 Power Systems Fundamentals</p>	<p>Interim award:</p> <p>Dip HE Electronics and Telecommunication Engineering</p> <p>Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p>
Year 3	<p>Compulsory Modules</p> <p>UFMFX8-30-3 Individual Project</p> <p>UFMFS7-15-3 Communications</p> <p>UFMCF95-15-3 Entrepreneurial Skills</p> <p>UFMFJN-15-3 Radio Frequency and Microwaves Circuit Design</p> <p>UFMFKN-15-3 Mobile and Wireless Communication</p> <p>UFMFLN-15-3 Satellite Communications</p>	<p>Optional Modules</p> <p>15 credits from:</p> <p>UFMFV8-15-3 Group Design & Integration Project</p> <p>UFMFH8-15-3 Digital Signal Processing</p> <p>UFMFW7-15-3 Control System Design</p> <p>UFMFD7-15-3 Energy Technologies</p>	<p>Interim award:</p> <p>BEng Electronics and Telecommunication Engineering</p> <p>Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0</p> <p>Highest award:</p> <p>BEng(Hons) Electronics and Telecommunication Engineering</p> <p>Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>

GRADUATION

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **part time student**, including: level and credit requirements; interim award requirements;

- module diet (i.e., compulsory and optional modules)

ENTRY	Compulsory Modules	Optional Modules	Awards
Year 0.1	UFMFBG-30-0 Foundation Mathematics: Algebra and Calculus UFCFGK-30-0 Professional and Academic Skills	None	120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
Year 0.2	Compulsory Modules UFCEXX-30-0 Program Design and Implementation UFMFEG-30-0 Engineering Experimentation	None	
Year 1.1	Compulsory Modules UFMFCA-15-1 Practical Electronics UFMFF8-30-1 Digital Principles UFMFP8-15-1 Electrical & Electronic Principles A	None	Interim award: Cert HE Electronics and Telecommunication Engineering Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
Year 1.2	Compulsory Modules UFMFJ9-30-1 Engineering Mathematics UFMFN7-15-1 C Programming UFMFVA-15-1 Electrical & Electronic Principles B	None	
Year 2.1	Compulsory Modules UFMFKA-30-2 Group Fabrication Laboratory UFMFL9-15-2 Maths for Signals & Control UFMFHA-15-2 Project Management	None	

Year 2.2	Compulsory Modules UFMFMA-15-2 Signal Processing & Circuits UFMFV7-15-2 Control	Optional Modules Choose 30 credits from: UFMFE8-30-2 Digital Design UFMFQ8-30-2 Electrical Technology UFMFJ8-15-2 Drives and Motions UFMFR7-15-2 Communications, Signals and Filters UFMFRJ-15-2 Power Systems Fundamentals	Interim award: Dip HE Electronics and Telecommunication Engineering Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0
Year 3.1	Compulsory Modules UFMFS7-15-3 Communications UFCF95-15-3 Entrepreneurial Skills UFMFJN-15-3 Radio Frequency and Microwaves Circuit Design	Optional Modules 15 credits from: UFMFV8-15-3 Group Design and Integration Project UFMFD7-15-3 Energy Technologies UFMFH8-15-3 Digital Signal Processing UFMFW7-15-3 Control System Design	Interim award: BEng Electronics and Telecommunication Engineering Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.
Year 3.2	Compulsory Modules UFMFX8-30-3 Individual Project UFMFLN-15-3 Satellite Communications UFMFKN-15-3 Mobile and Wireless Communication	Optional Modules None	Highest award: BEng(Hons) Electronics and Telecommunication Engineering Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0

GRADUATION

Part 7: Entry Requirements
<p>Applicants holding the following qualifications are eligible to apply for entry to Level 0 of the programme:</p> <ol style="list-style-type: none"> 1. Thanawiya amma (General Secondary School Certificate) or the one year certificate with an overall mark of 70%, or above 2. Thanawiya amma (General Secondary School Certificate) with an overall mark of 65% or above PLUS a mark of over 60% in each stage of the GCET Foundation Studies Programme <p>PLUS</p> <ol style="list-style-type: none"> 1. A minimum overall score of IELTS 5.5, or equivalent <p>Further details of entry requirements for applicants holding the IB Diploma or A Levels can be found at: http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/entryrequirements.aspx</p>

Part 7: Entry Requirements

Applicants holding more advanced qualifications may be considered for entry to the programme with advanced standing on an individual basis.

Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
National qualification framework
Subject benchmark statements

QAA subject benchmark statements:

All modules in the programme have been written to conform to the learning outcomes required by the Engineering Council UK. This is mandatory for accredited engineering programmes. The specific outcomes are derived from the requirements for electronic and digital engineering described in the The IET Handbook of Learning Outcomes for BEng and MEng programmes.

The modules have been designed to ensure adequate and appropriate coverage of these outcomes across the levels of study.

SEEC level descriptors have informed the design of the assessment of the learning outcomes.

College strategies and policies:

This programme addresses the College strategies through the following:

- To produce "Able and Ready to Work Graduates"
- To develop Distinctive Curriculum.
- To establish assessment and feedback processes that enhance and deepen learning..
- To promote research-informed education and evidence-based practice that supports an increasingly diverse student body.
- To sustain and extend approaches to learning that further enhance the employability of GECT graduates and the career destinations they are able to reach.
- To use technology and the campus environment to further enhance the student learning experience and teaching effectiveness within the context of a larger and more diverse student population

Staff research projects:

Research and industrial collaborations are key to several modules including UFMFHA-15-2, UFMFKA-30-2, UFMFE7-15-3, and UFMFX8-30-3.

Employer interaction and feedback:

The College works with a number of industrial partners through the Industrial Consultative Committee. Feedback from employers through their sponsored students also helped in the design of this programme. The programme provides part-time and flexible options which ensure an ongoing interaction with regional employers.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The methods that have been used to inform the development of this programme for delivery in Oman:

- Consultation with the Ministry of Higher Education in the Sultanate of Oman.
- Consultation with the Ministry of Manpower in the Sultanate of Oman and, in particular, the Engineering human resources needs.
- Consultation with the University of Sultan Qaboos, the only public University in the Sultanate of Oman.
- Consultation with the Directorate of Technical Vocation Education.
- Feedback from students sponsored by different industries.
- Consideration of the statistics from the National Center for Statistics and Information in the Sultanate of Oman.
- Consideration of Oman's Ninth Five-Year Development Plan (2016-2020) where manufacturing has been identified as the top sector for development.

FOR OFFICE USE ONLY

First CAP Approval Date	14 October 2016			
Revision CAP Approval Date		Version	1	Link to MIA
	30 July 2017		2	Link to RIA 12409
	6 November 2017		3	Link to RIA (ID 4533)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				