TERMS OF REFERENCE

Technical Assistance

For

the proposed School of Social Sciences

To review and develop the full higher education diploma and Bachelor level units in History

1. SERVICES

This TA will carry out a number of specific activities related to improvement and upgrading of Department of Social Sciences ahead of establishment of the proposed School of Social Sciences (SSS), as listed below.

2. BACKGROUND AND RATIONAL

The School of Education & Humanities has grown in terms of its courses and enrolment since becoming a university. Currently, it offers certificates, diplomas and degrees in teacher education, journalism & media, and youth development work.

The department of Social Sciences is one of the five major departments of the School of Education and offers social science units across all levels of teacher education courses which include;

a. Diploma of Teaching (in Early Childhood)
b. Diploma of Teaching Primary (Preservice and In-service)
c. Diploma of Teaching Secondary
d. Bachelor of Teaching Primary (Preservice and In-service); and
e. Bachelor of Teaching Secondary (Preservice and In-service).

Furthermore, Social Science department also offers social science units which include history and geography units, as a teaching subject major for secondary teacher trainees.

The School is moving towards implementing changes in its teacher education courses to ensure it boosts its teaching subject content to at least 70 percent of the programme. This change entails the following:

2.1. Rationalizing of units to be offered under the new structure, thus requiring the department of social sciences to determine which history units will be offered to satisfy history as a teaching major option for secondary school teacher trainees; and
2.2. Identifying history units to be taught under the new structure leading to a stand-alone Diploma or a Bachelor program in History as a single major; or as one of the double majors in a Bachelor of Arts degree.

3. PURPOSE

This TA aim to engage in the following activities:

3.1. The expert shall assess the merit and sufficiency of the existing units in

history in various teacher training programs at the School currently.

3.2. The expert will develop all the core History units for the Bachelor and Diploma programmes of a credible University. The units shall be part of both, teacher training programmes (Bachelor of Education, and Diploma in Education), as well as stand-alone Bachelor of Arts and Diploma in Arts programmes. For clarity, the Diploma programmes are Higher Education Diploma, comprising the first two years of a Bachelor programme.

3.3. The expert will assist the department to develop core units for university preparatory programs in history. (This is equivalent to the year 12 and 13 in the country's education system, also known as Form 6 and 7]

4. OUTCOMES

4.1. The following outcomes are expected:

4.1.1. A short report on the merit and sufficiency of the History units offered in
4.1.1.1. Bachelor of Teaching Secondary
4.1.1.2. Diploma of Teaching Secondary
4.1.1.3. Bachelor of Teaching Primary
4.1.1.4. Diploma of Teaching Primary (Preservice and In-service)

4.1.2. Recommend core units for History suitable for the Bachelor and Diploma levels of a credible university, and develop detailed unit descriptors for each unit using the recommended template of the University for developing unit descriptors. [The template is provided in Appendix I]

4.1.3. Recommend core units for History in the University Preparatory program (equivalent to the year 12 and 13 in the country's education system), and develop detailed unit descriptors for each unit using the recommended template of the University for developing unit descriptors.

5. MQR

5.1. The applicant should have a Doctorate level qualification in History. Candidates with a good Masters degree in History would also be considered. Demonstrated experience in programme development in History at a University standard (upto a Bachelor degree level) is necessary. Experience in teaching History at year 12 and 13 level in the Pacific is highly desirable

5.2. Teams comprising 2 or more members with qualifications at the Master or PhD level in History, with programme development experience at the

Bachelor level would also be considered. Such applications must nominate a team leader; in such a case all payments would be made to the team leader for disbursements amongst members.

6. FACILITATION

6.1. The expert shall work with the following people:
- 6.1.1. Dean of School of Education and Humanities
- 6.1.2. All staff currently teaching History
- 6.1.3. Director Planning and Development
- 6.1.4. Vice Chancellor
- 6.1.5. Pro-Vice Chancellor Academic
- 6.1.6. Ministry of Education

7. LOGISTICS, COMMENCEMENT DATE AND PERIOD OF VISIT

7.1. It is expected that the expert shall carry out the desk study for all the Outcomes listed, and send a draft report to the Dean no later than 13 October 2019.

7.2. Dean shall examine the documents, and send the expert detailed comments by 18 October 2019.

7.3. The Expert shall finalize the documents for presentation to the School Academic Board by 25 October 2019.

7.4. The expert may visit the School, at least once in late October for addressing any query arising from the School Academic Board on the proposal.

7.5. If the expert is from outside Honiara, the University shall pay return economy class fares to Honiara, and accommodation at the University owned or rented facilities.

8. REMUNERATION

8.1. The applicants should propose a single sum fee to include all costs other than that listed in paragraph 7.5 above.

9. CONTACT

9.1. Please send the EOI by 13 Sept 2019 to: eoi.history@sinu.edu.sb

9.2. Further details on this project can be obtained from the Dean, School of Education and Humanities (dean.soeh@sinu.edu.sb), or the Vice Chancellor (VC@sinu.edu.sb)

Appendix I: Template for Developing Unit Descriptors

SOLOMON ISLANDS NATIONAL UNIVERSITY
Faculty of……..
School of …….
Department of …….

Semester: 2, 2019
Course: LLC500 Introduction to the Theory of .....
Credit Points: 20
Prerequisite: A pass in AAA400 or 50% in Maths in Form 7 or equivalent examination

Lecturer: Joe Brown
Other Lecturers: Suka Bilong, Buka Levu Ram & Johnson Kari

Lectures: Mondays 9-10am (Rm: PNT5);
Tues: 11-11.50am (Rm: PNT11);
Thursdays: 9-10am (Rm: PNT13)
Tutorials: Tba in week 1
Workshops: Wed, Thurs, Friday: 1pm-5pm (Rm: LAB 23)
Clinical: Nil
Self Directed Learning: 126 Hours per week recommended [Unit developer to determine this]
Consultation Time: Walk-in: Monday 11.15am-12pm; Fridays: 11am-12pm
At other times, through appointment with the Dept secretary
(If multiple lecturers, consultation time for each lecturer to be stated)
E-Information: All pertinent information relating to the course shall be posted on……. Students are required to check their emails regularly for communication from the lecturer ...

TOTAL LEARNING HOURS [Unit developer to determine this] (Includes Recommended Self Directed Learning)	Learning Hours
Contact Hours	73
Lectures	42
Tutorials	12
Labs/Workshops	14
Field Trip(s)	5
Self Directed Learning (during term)	87
Self Directed Learning (Mid-Term Break)	12
Self Directed Learning (Study & Exam Weeks)	28
Total Learning Hours	200

1.0 Welcome
I welcome you to this Course and hope that you will find it enriching and interesting. This course will introduce you to ……

1.1 Course Description

This course offers ……..
(One paragraph description of the unit – 5-7 lines only)

1.2 Learning Targets/Outcomes
On successful completion of this course, students will be able to understand the following:
1.
2.
3.
4.
5.
etc.
To meet these outcomes, students are strongly recommended to follow the learning hours guidelines given in section 3 below. Self directed learning comprises all the recommended readings, writing workshop reports, doing your tutorial exercises, doing your assignments, and your revision. The hours indicated for these are indicative only. You need to pace your own self-directed learning.

2.0 Resources

List recommended textbooks or other resources needed. The list should list all books/monographs and reports that will be used, and names of journals, etc that will be referred to. One may also add a brief description of each material source (eg. Numerous textbooks are in the market which can cater for the first year AAA at the undergraduate level. A widely used text is by XYX. Copies of this book are available in the library. Materials from other sources are also prescribed as indicated in the reading list. These materials will be placed on reserve in the library

2.1 Text
List full reference of main text (if any) or refer students to section 3 for detailed reading list by topic

2.2 Supplementary Materials
List all supplementary materials

2.3 Class Shares
List full details on class shares

3.0 Course Content and Reading References
Provide an overview statement which describes any distinctive features of delivery, teaching and learning. Also describe the inclusion of practical elements of the course, e.g. a clinical component, an industrial attachment, etc. and the Guidelines for this learning and teaching. If there is a contribution by another provider, that contribution must be clearly identified, and describe how SINU will monitor this.

Content [Unit developer to determine this]	Hours
I. Introduction:	
No. of Lectures	1
Tutorials	0
Labs/Workshops (etc)	0
Readings:	
1. "How to .", pp. 12-24	1

2. Baxter (2012), chapter 2	1
Other activities Nil	
Assessment due: Nil	
Recommended Self Learning Hours (Including Reading Time)	2
II. Theory of…..	
No. of Lectures	6
Tutorials	2
Labs/Workshops etc	4
Readings:	
1. "How to .", pp. 25-51	2
2. Baxter (2012), chapter 2	1
etc	1
Other activities: Preparation for workshop	1
Assessment due: Tutorial Question preparation (5%)	3
Recommended Self Learning Hours (Including Reading Time)	8
III. Theory of…..	
No. of Lectures	6
Tutorials	2
Labs/Workshops (etc)	2
Readings:	
1….	1
2….	1
3…..	1
Other activities: Write workshop Report; start preparing for major assignment	3
Assessment due: Tutorial Question preparation (5%)	4
Recommended Self Learning Hours (Including Reading Time)	10
IV. Controversies in...	
No. of Lectures	5
Tutorials	1
Labs/Workshops (etc)	1
Readings:	
1….	1
2….	1
3…..	2
Other activities: Write workshop Report	3
Assessment due: Major Assignment No. 1 (10%)	15
Recommended Self Learning Hours (Including Reading Time)	22
V. General Models of…..	
No. of Lectures	6
Tutorials	1
Labs/Workshops (etc)	1

Readings:	
1….	1
2….	1
Other activities: Write workshop Report	1
Assessment due: Mid Term Test (10%), preparation +12 hrs in mid termbreak	2
Recommended Self Learning Hours (Including Reading Time)	5
VI. Recent Developments..	
No. of Lectures	5
Tutorials	2
Labs/Workshops (etc)	2
Readings:	
1….	2
2….	2
3…..	1.5
Other activities: Write workshop Report	3
Assessment due: Tutorial prep (5%)	4
Recommended Self Learning Hours (Including Reading Time)	12.5
VII. Applications of…..	
No. of Lectures	6
Tutorials	2
Labs/Workshops (etc)	2
Readings:	
1….	1
2….	1
3….	0.5
4….	1
Other activities: Write workshop Report	2
Other activities: Prepare for Major Assignment No. 2	5
Assessment due: Nil	0
Recommended Self Learning Hours (Including Reading Time)	10.5
VIII. Applications in Solomon Islands.	
No. of Lectures	6
Tutorials	2
Labs/Workshops (etc)	2
Field Visit	5
Readings:	
1….	1
2….	0.5
3….	2.5
4….	1
Other activities: Write Fieldtrip Report (5%)	2
Assessment due: Major Assignment No. 2 (10%)	10

Recommended Self Learning Hours (Including Reading Time)	17
IX. Revision	1

4.0 Assessment: (unit developer to determine)
Internal Assessment: 50% of total, comprising:

Tutorial Presentations (3):	15%
Major Assignments (2):	20% (due dates: End of weeks 6 & 13)
Mind Term Test (1):	10% (Week 8)
Field Visit Report (1):	5%
Final Exam:	50% of Total

Special Condition: Nil

5.0 Grading System

Grade	Marks (%)		Grade Points
A+	90-100	High Distinction	4.33-5.00
A	85-89	Distinction	4.00-4.27
A-	80-84	Distinction	3.73-3.93
B+	75-79	High Credit	3.33-3.60
B	70-74	Credit	3.00-3.27
B-	65-69	Credit	2.67-2.93
C+	60-64	Pass	2.33-2.60
C	55-59	Pass	2.00-2.27
C-	50-54	Pass	1.67-1.93
D+	45-49	Fail	1.33-1.60
D	40-44	Fail	1.00-1.27
D-	35-39	Fail	0.67-0.93
E	Below 35	Fail	0
DNQ	Did Not Qualify: Did not meet other specified conditions for a pass	Fail	0
F(X)	Consistent plagiarism, cheating of collusion	Fail	0
RPL	Recogntion of Prior Learning		0
RCC	Recognition of Current Competencies		0
W	Withdrawn from Unit		0
CT	Credit Transfer	Cross credit (CT)	0
NV	Null & Void for Dishonest practice		0
I	Result withheld/Incomplete assessment		0
X	Continuing course		0
DNC	Did Not Complete		0
STC	Still to Complete		0
CP	Compassionate Pass		0
Aeg	Aegrotat Pass		0
PT	Pass Terminating		0
P	Pass		0
NP	Not Passed		0

Notes:

a. The result sheet shall record the % mark of the student, the respective grade point, and the cumulative grade point to the time of the result notification.
b. The conversion from a mark to a grade point is as follows: for each mark less than 100, subtract from 5 the difference between 100 and the mark obtained multiplied by a factor of 0.066667. (For example: 5-([100-mark obtained]*0.066667). Thus, for a mark of 90%, the GP = 5-([100-90]*0.066667)=4.33. Or for a mark of 54, the GP = 5-([100-54]*0.066667)=1.933.) Schedule III of the Academic Policies provides the full conversions for all marks.
c. The formula for calculating GPA is: $\sum X_i \ (Y)_i$
where X_i is grade point in unit i, and Y_i = (credit point in unit i as % of total credit points for units done to the time of calculation of the GPA, irrespective of whether passed or failed).
d. GPAs, calculated as the sum on the grade points weighted by the credit points in each unit/course, include all units/courses that record a mark (%) or a letter grade ranging from A+ to E and including DNQ.
e. Grade points for credits transferred shall not be included in the calculation of GPAs.

6.0 Dissatisfaction with Assessment

Insert Procedure on grievance against assessment. eg: Should a student be dissatisfied with the assessment of a particular piece of work, either absolutely or relative to other student's assessments, two steps may be taken;

1. In order to rule out the possibility of error, the work may be referred back to the course Lecturer for checking/reassessment. In this case, the change in the grade, whether up or down, will then stand.

2. If there is still dissatisfaction with the assessment, then……...)

Plagiarism and Dishonest Practice

Insert from policies.....