

**Minutes of Meeting of Faculty of Humanities and Social Sciences
Learning, Teaching and Quality Committee on Wednesday 10th
November 2021 at 2.15pm held remotely via Teams**

Present:

Dr Nathalia Gjersoe, Associate Dean (Learning and Teaching) (Chair)
Dr Andre Barrinha, Director of Learning and Teaching, Department of Politics,
Languages and International Studies
Dr Gail Forey, Director of Learning and Teaching, Department of Education
Dr James Fern, Director of Learning and Teaching, Department for Health
Prof Richard Joiner, Director of Learning and Teaching, Department of Psychology
Dr Peter Manning, Director of Learning and Teaching, Department of Social and
Policy Sciences
Dr Andreas Schaeffer, Department of Economics
Mr Zisis Tzifaz Kratiras, Undergraduate Student
Miss Rhea Menon, Undergraduate Student

In Attendance:

Prof Momna Hejmadi, Associate Dean (Learning and Teaching), Faculty of Science
and CTC member
Dr Chris Bonfield, Director of CLT and CTC member
Miss Imogen le Patourel, Projects Officer, Academic Registry
Dr Paul Chin, Head of Learning and Teaching
Miss Suzanne Jacobs, Assistant Registrar (Secretary)
Mrs Rachel Acres, Assistant Registrar
Ms Amy Childe, Student Engagement Manager
Dr Briony Frost, Curriculum Development Officer, CLT
Mr Chris Goff, Business Development Manager
Mrs Helen Lofkin, Marketing Manager
Dr Kerry Papps, MRes Programmes Director
Dr Karen Angus-Cole, Department of Education
Dr Matteo de Tina, Department of Economics

Apologies for absence were received from:

Dr Florin Bisset, Head of Learning Partnerships
Miss Emilia Scott, Postgraduate Student
Miss Annie Willingham, Students' Union President

1908 – Terms of Reference 2021/22, Membership List 2021/22 and Minutes of Previous Meetings

The Committee noted that as this was an extraordinary meeting with a single agenda item the usual noting of Terms of Reference, Membership and minutes of previous meetings will be included on the agenda for the meeting on the 15th December 2021.

1909 – Chair's Business

Welcome

The Chair welcomed the additional participants to this meeting: Prof Momna Hejamdi and Dr Chris Bonfield as CTC members, and Miss Imogen le Patourel for Academic Registry.

Next meeting

The chair reported that documents for the next meeting of the Committee on the 24th November, at which UG CT Phase 2 proposals for the remaining three departments will be considered, will be available on Monday 15th November.

It was noted that in view of the large number of documents for review at this second meeting, all six Directors of Teaching will be allocated responsibility as a main reviewer for several courses. Directors of Teaching are asked to submit their comments using the Checklist documents prepared for the documents they will review into the relevant 'Final FLTQC docs' folder in Teams **by Thursday 18th November** in order that the proposing Department colleagues will have time to provide a response to questions raised in advance of the meeting of the Committee. This is particularly important in view of the absolute deadline for the final approval of all Phase 2 proposals by the 30th November.

1910 – Curriculum Transformation, Phase 2 for Undergraduate Courses

The Committee considered Phase 2 submissions for the following courses in accordance with [QA Statement for the approval of Courses under Curriculum Transformation \(Phase 2\)](#).

It was noted that updated documents should be posted in the appropriate Department 'Post-FLTQC docs' folder in the [HSS FLTQC Teams](#) space in order to be able to maintain version control.

Prof Hejmadi and Dr Bonfield, members of CTC, complemented the CT development teams for the excellent sets of documents being considered, noting that they incorporated some exciting proposals.

The Committee noted that the principal reviewers for each of the proposals had submitted their initial comments in advance of the meeting for consideration by the CT development teams. These Phase 2 Checklist documents had been posted in the Teams space for the committee to review in advance. It was noted that in some

cases the CT Development teams had been able to respond to questions raised in advance of the meeting.

The Committee also noted that the Chair had submitted questions and comments in advance and that Miss le Patourel had also provided some written comments and questions which have been passed to the relevant Directors of Teaching.

ACTION: Directors of Teaching to post brief written responses to questions raised by the Chair and Miss le Patourel in the 'Post- FLTQC docs' folder for their department in Teams.

All of these documents will remain part of the record of the Committee's consideration of the Phase 2 proposals.

Department of Education (Paper 003)

BA Education with Psychology

Dr Karen Angus-Cole, as Director of Studies, attended the meeting. Dr Angus-Cole explained that in developing the proposals the Department had considered the strong desire expressed by students for an interdisciplinary course which would include a focus on social justice. Longer units which will draw on expertise across the department will help achieve this and will allow the reinforcement of different concepts in different contexts. Will help with sustainability in terms of delivery. An all-year 10 credit synoptic unit in the final year is intended to encourage students to pull together all of the variety of learning and experience through the degree, and to think beyond the degree towards their next steps, with a wide range of career pathways. The proposal also includes a vertical alignment in the development of research skills in preparation for the final year with compulsory year-long units in studying and research Education in both Year 1 and Year 2.

The Committee noted that meetings had taken place with Psychology and SPS to discuss the range of options which might be available. This has raised ideas for the development of joint units for further consideration in the future. Dr Angus-Cole explained that the Department has thought a lot about how to enable students with different backgrounds to succeed through the introduction of a variety of learning and teaching approaches and assessment methods.

Dr Fern, as the principal reviewer of the proposals for this course stated that it was obvious from the documents that the proposal had been very carefully thought through. He noted in particular the planned final year Education Futures unit, which is intended to help prepare students for their future careers, as an excellent idea and one which he thought he and colleagues in the Department for Health would wish to explore. He also commented that the development of research methods skills throughout the programme was a strength.

Dr Fern noted that in the Programme Structure document (Annex 4) 'TBC' is indicated against the period of study for a number of units in the final year. Dr Angus-Cole confirmed that this relates to options and the plan is to consider further the timing of Education units in Phase 3 when there is more information relating to those options available from other departments.

In considering the mapping of Course Intended Learning Outcomes in Annex 5, Dr Fern noted that Course Learning Outcome 6 is not achieved in Year 1. Dr Frost confirmed that it would be expected that all CLOs would be met by the end of the course but that it is not a requirement that all are met in each year of a course. The Committee noted that consideration would be necessary in Phase 3 to ensure that students leaving with an exit award would meet the required CLOs.

ACTION: exit awards and the achievement of CLOs to be considered for Phase 3.

The Committee commented that the interdisciplinarity of the course is a strength. Miss le Patourel confirmed that for a “with” course, the minimum content required for each subject is 108/180 credits (60%) education and 45/180 credits (25%) psychology. While noting that some units will include content in both subject areas it was agreed that it may still be appropriate to consider steering student option choices to ensure that the required minimum credit levels in the two subject areas is achieved by all students.

ACTION: Steering of student option choice to ensure minimum credit levels in education and psychology by all students to be considered in Phase 3.

Prof Hejmadi commented that the vertical integration of skills is very helpful to see.

Dr Bonfield raised a query in relation to the use of the term ‘blended learning’ in the course description, suggesting that it may need to be clearer that the expectation is for the majority of teaching to be in-person.

ACTION: It was agreed that Education and the Faculty Marketing Team would review and change the wording for this the use of blended learning (Phase 2).

ACTION: Marketing team to consider whether some template text about the university’s approach to blended learning should be shared with HSS departments to adapt.

In response to a question relating to the absence of any DEUs Dr Angus-Cole explained that the Department did not wish to use DEUs in the context of the widening participation agenda and the need to develop students from a variety of backgrounds throughout the course. The Department did not wish to imply that certain skill-sets and knowledge may be more important than others and was comfortable with the opportunity to condone marginal failure in line with the Regulations. She also noted the importance of aligning with Psychology as this is a shared degree, and Psychology has no DEUs other than the dissertation.

The Committee agreed that the Course Description should include details of the likely additional cost which would apply for students who need to undertake a DBS check, noting that the cost may change.

ACTION: Department to add reference to DBS check cost to Course Description (Phase 2).

Miss le Patourel suggested that the statement in the Careers section that the course

prepares students for a variety of careers including mental health work and teaching should also include a reference to the need for additional training and qualifications for these careers.

ACTION: add reference in the Course Description to further training and qualification needed for certain careers (Phase 2).

The Committee agreed that it would be preferable to refer to a range of assessment methods being used rather than stating what the % of assessments would be in the different categories of assessment in order that there would be CMA constraints should it be desirable to make changes in the future.

ACTION: to review how the range of assessment methods is described, removing the use of %s but retaining the message that it will not be an examination-heavy course (Phase 2).

The Committee noted that the Faculty Marketing Team had reviewed all documents and updated text had been agreed with the Department.

The Committee confirmed approval of the proposal for Phase 2 of the BA Education with Psychology (subject to the few minor edits to the documents referred to in the Actions recorded).

Department of Psychology (Paper 004) BSc Psychology

The Committee noted the following from the Rationale document:

The BSc Psychology has a set of course-wide learning outcomes, which are based on the British Psychological Society accreditation criteria and the QAA subject benchmarks for psychology.

The Department of Psychology has developed a course wide approach to design in three main ways:

1. Developed a course wide assessment strategy which will enable the development and assessment of core skills in each year of study.
2. Mapped the core areas of the British Psychological Society curriculum, which will help to prevent repetition and overlap in the courses, whilst enabling the provision of complementary content between units.
3. Set up BPS subject groupings and appointed BPS subject area leads who will be responsible for making sure the units across years are building on each other and prevent repetition and overlap of content.

Dr Manning, as the principal reviewer for the proposal, reflected on the amount of work which had clearly gone into the proposal.

In response to a question relating to the proposed Year 2 25 credit Research Methods and Design unit Prof Joiner explained that it may have been preferable for this to be 20 credits but the only way to achieve this would have been the addition of a superfluous 5 credit unit, which was not appropriate. Dr Gjersoe confirmed that

she had noted 30 credit units elsewhere and therefore that this should not be considered as a problem.

The Committee noted that in the transition from the current to the new curriculum it will be important to understand which version of a final year unit a student who has previously taken a related year 2 option would need to be registered for but it was also noted that this may create issues in relation to the total number of credits for a student.

ACTION: Phase 3 consideration of transition final year for students who take Level 4 units in Year 2.

Miss le Patourel confirmed that students accruing more than 60 credits in a year would potentially be acceptable but it was unclear as yet how much flexibility there could be with regards students accruing less than 60 credits (or 180 in the full course). This is currently being considered by Academic Registry.

Prof Joiner confirmed that the Dissertation is a DEU in line with BPS accreditation requirements but that it was not necessary or desirable for any other units to have this designation.

Dr Manning commented that the assessment strategy is very holistic, with pragmatic ideas in order to reduce burden of assessment and to avoid bunching of assessments.

The Committee noted that the Vertically Integrated Project is currently included as an option in Year 2 and it was suggested that it might be useful to refer to this in the Course Description. Prof Joiner explained, however, that the inclusion of this as an option is not yet finally confirmed and therefore that he would not wish to refer to this in the Course Description at this stage. Prof Hejmadi confirmed that work is currently underway to consider the credit-weighting and assessment of the VIP.

Prof Joiner confirmed that he had communicated with the School of Management and the Department of Biology about the options they are likely to be able to offer but that it is not yet certain how this will work in particular for Biology units. It was noted that access to Level 4 units in Year 2, and then Level 5 units in the final year would be constrained by the maximum credits in a lower level permitted in the final year. It was agreed that it is best not to explicitly refer to Biology as a possible stream in marketing information at this stage because there is still a lot to resolve.

ACTION: The Marketing Manager to double-check whether text relating to optional units mentions Biology. This should be removed and replaced with a more general reference to optional areas.

The Committee noted that BPS accreditation for the new 2023/24 course will be dependent on their review of the proposal and that it is hoped that they will be able to complete this by the end of 2021. Ms Lofkin confirmed that the Course Description will indicate that BPS accreditation is to be confirmed and that the BPS logo will not be used in the 2023/24 prospectus.

Prof Joiner confirmed that it is correct that there are two Dissertation unit synopses in the folder: one for placement programme and one for non-placement programme.

It was noted that the Year 1 Controversies in Psychology unit synopsis includes more specific details about assessment than other units.

ACTION: more general reference to assessment needed in Controversies in Psychology unit synopsis (Phase 2).

In response to a query on the assessment for the Year 2 25 credit Research Methods and Design unit, Prof Joiner confirmed that there will be more than one piece of assessment and that the mode of assessments is currently under consideration.

The Committee noted that the Faculty Marketing Team had reviewed all documents and updated text had been agreed with the Department.

The Committee confirmed approval of the proposal for Phase 2 of the BSc Psychology (subject to the few minor edits to the documents referred to in the Actions recorded).

Department of Economics (Paper 005)

BSc Economics

The Committee noted the detailed Rationale for the course design, in particular that a key goal was to retain and strengthen what already works well, which includes the rigorously taught core units in economic theory (micro- and macroeconomics) along with the core quantitative units (Mathematics, Probability, Statistics, and Econometrics), but also the wide variety of options which allow students to customise their degree in ways that suit their interests and career ambitions and that in order to strengthen students' enviable employability and transferrable skills (to which the industry placement year contributes significantly), it has been necessary to ensure that all units (core and options alike) complement the academic rigour with a real focus on real-world applications and the consistent practice of software and programming skills that allow a closer link between economic models and their application/implementation in practice.

Dr Andre Barrinhe, as principal reviewer for this proposal, noted that in line with the stated vision, the proposed course is very practical in its approach with the intention to enable students to consolidate basic knowledge and to allow them to choose options which allow them to their own areas of special interest.

Dr Barrinhe raised a query in relation to the focus on examinations as a form of assessment, particularly in the first two years. Dr Schaeffer agreed that there is a significant number of exams, although there are also some other forms of assessments. He recognised the point made in Dr Gjersoe's comments (sent prior to the meeting) that students should have the opportunity to try and receive feedback on types of coursework before they get to the final year. He explained that an examination continues to be the most appropriate tool to ensure that learning

outcomes and skills development have been met, particularly in the context of such large student numbers (300 – 400 in each year). Dr Gjersoe recognised the difficulty of workload management when teaching such large numbers of students, but raised the importance of students receiving some individual feedback in each year of their degree. The Committee also agreed that it is important to ensure that students receive formative feedback. Dr Shaeffer noted that much of the formative feedback given would be to small groups rather than individuals. Dr Schaeffer confirmed that there are feedback opportunities in some units but also indicated that further consideration will be given to the use of assessment methods other than examination in Phase 3. Prof Hejmadi proposed that Department of Economics may benefit from speaking with Departments in Science facing similar issues to explore solutions. Dr Shaeffer noted that the qualitative components of the Economics' assessments differ from those in e.g. Dept of Mathematics, but agreed that it may be useful to discuss further with them.

ACTION: Phase 3, consider alternatives to examination assessment and ensure opportunities for formative (and ideally some individual) feedback to students in each year.

In response to a question relating to the proposal for 20 credit final year optional units, Dr Schaeffer explained that the intention is to provide an appropriate 'container' for employment skills development and the application of these to real world problems. Currently there is insufficient time to introduce, for example, computational skills and projects for in-depth investigation, but this will be more possible in the proposed 20 credit units, allowing students to choose at least one unit in the final year in which they will be able to focus in depth on a real world project.

Dr Schaeffer also explained that compulsory units do not make sense in the final year, particularly in view of the variety of career progressions. He also explained that final year units will be research-led, inspired by the research portfolio of colleagues in the research themes being developed currently. It will be compulsory for students to choose from one of a small set of 20-credit all-year Economics options to ensure coherence of the programme with Years 1 and 2 and ensure all students meet the programme-level CILOS, but allow streaming by specialism.

ACTION: Phase 2 reconsider with the Marketing Manager whether the Course Description describes the concept of the final year 20 credit optional units appropriately, and revise if necessary.

The Committee noted that the Faculty Marketing Team had reviewed all documents and updated text had been agreed with the Department.

The Committee confirmed approval of the proposal for Phase 2 of the BSc Economics (subject to the few minor edits to the documents referred to in the Actions recorded).

BSc Economics with Politics

The Committee noted that the proposed course has a new title, 'and' being replaced by 'with' and that a proposal for this major programme change is currently being

considered by the Academic Programmes Committee in accordance with QA4. It was also noted that as this is a change to the proposal since CTC approval of Phase 1, the Phase 2 proposal will be considered at the next CTC meeting.

The Committee noted the following from the Rationale for the proposal:

Through the combination of Economics with key aspects of Political Science (notably political economy), the proposed BSc Economics with Politics programme (as an evolution of the current BSc Economics and Politics course) will equip students with important concepts and skills to navigate confidently the economic and political inter-relationships in modern societies, which shape both current and future generations' institutional frameworks and lifestyles. The complexity and inter-connectedness of real-world challenges has risen dramatically in recent years, as has the body of scientific knowledge and methodological tools available in both Economics and Political Science. In particular, advances in information technology and data analysis and processing have significantly expanded the set of applied statistical, econometric, and numerical methods in Economics. Furthermore, the closer interlinking between theoretical economic analysis of real-world phenomena and their empirical quantification (possibly coupled with numerical simulations) means that the core training of any political economist must now occupy a larger proportion of their academic training.

Dr Andre Barrinhe, as principal reviewer for this course and in the context of the shared content with PoLIS, explained that he felt that the proposed course might benefit from an enhanced focus on politics. He noted that in the proposed course students will no longer have access to international relations options but will have a greater focus on political science units, which will complement the development of skills.

In response to a query about how a student who fails in the last year of the current BSc Economics and Politics and needs to repeat would be able to transfer to the new course and still achieve the relevant CLOs, Dr Shaeffer indicated that it would be most likely that units which are equivalent to what the student would have taken will need to be identified, with an appropriate exit point.

ACTION: Phase 3: will students on the current BSc Economics and Politics who need to complete their final year in 2025/26 or later be able to achieve the CLOs of the new BSc Economics with Politics.

Noting that the inclusion of social science options may be a selling point of the degree, it was agreed that as part of Phase 3 work a review of the options available should be undertaken to ensure that all students will accrue the required number of credits for the two subject (minimum of 25% of credits in politics, minimum of 60% of credits in economics).

ACTION: Phase 3: review final year options and how to ensure that all students meeting the minimum credit requirements in economics and politics.

The Committee noted that the Faculty Marketing Team had reviewed all documents and updated text had been agreed with the Department.

The Committee confirmed approval of the proposal for Phase 2 of the BSc Economics with Politics (subject to the few minor edits to the documents referred to in the Actions recorded).

ACTION: in view of the changes made since Phase 1 (new course title), the Secretary will forward documents to CTC for approval.

BSc Economics and Mathematics

The Committee noted the following from the Rationale:

The successful core Economics units currently taught on the programme are retained in the proposal. However, some Level 5 and 6 (Year 2 and Year 3) unit content in Micro- and Macroeconomics will now be taught at Levels 4 and 5 (Year 1 and Year 2), respectively. This increases the credit weight of Economics units at Level 4 of the course, bringing them to a credit weight of 30 ECTS, which matches that of the newly designed 2 x 15 credit Mathematics units ('Mathematics for Economists and Computer Scientists a in S1 and b in S2). The dedicated Mathematics units replace the 42 ECTS credits of separate Level 1 Mathematics units (Analysis, Algebra, and Probability and Statistics) that students currently take on the programme. In creating the new Mathematics units, and setting it on an equal footing with the credit weighting of the Economics units, it has been possible to recognise better the specific needs and cross-disciplinary interests of Economics and Mathematics students.

In order to ensure that graduates leave with a firm understanding of the core principles of Economics, Mathematics, and the corresponding coding and software skills appropriate to both disciplines, the proposed course will ensure (i) that units have a clear focus on real-world applications of rigorous methods and models; and (ii) that students learn and use relevant skills across the degree.

Dr Fern reported that the questions raised by his colleague, Dr Lucy Noble, as principal reviewer of the proposal but who was unable to attend the meeting, had been appropriately responded to by the Team. Dr Fern commented that it was positive that there will be more options available to students in Stage 2 of the course and that there will be opportunities for formative feedback alongside a general reduction in assessment points.

The Committee noted that there has been appropriate communication with the Department of Mathematics in the development of the proposal.

The Committee noted that in further work towards Phase 3 a review of the option instructions to students should be carefully considered so that it can be confirmed that all students will meet the minimum credit requirements in the two subject areas on completion of their degree.

The Committee noted that the unit synopsis should have been included in the Phase 2 documents for all non-economics units.

ACTION: Add unit synopsis documents for all non-Economics core units to the Phase 2 documents.

A question was raised with regard to whether the following statement in the Optional Units section of the Course Information Annex 3 document was correct: 'You will study these units alongside your final year project'.

ACTION: for Phase 2 check that the statement relating to the final year project and units is correct.

Dr Schaeffer indicated to the Committee that he would respond in writing to the questions raised by Miss le Patourel. (This should also be posted in the Teams space).

ACTION: written response to questions raised by Miss le Patourel.

The Committee noted that the Faculty Marketing Team had reviewed all documents and updated text had been agreed with the Department.

The Committee confirmed approval of the proposal for Phase 2 of the BSc Economics and Mathematics (subject to the few minor edits to the documents referred to in the Actions recorded).

Summary of Actions:

All: ACTION: Directors of Teaching to post brief written responses to questions raised by the Chair and Miss le Patourel in the 'Post- FLTQC docs' folder for their department in Teams.

BA Education with Psychology:

ACTION: exit awards and the achievement of CLOs to be considered for Phase 3.

ACTION: Steering of student option choice to ensure minimum credit levels in education and psychology by all students to be considered in Phase 3.

ACTION: It was agreed that Education and the Faculty Marketing Team would review and change the wording for this (Phase 2).

ACTION: Marketing team to consider whether some template text about the university's approach to blended learning should be shared with HSS departments to adapt.

ACTION: add reference to DBS check cost to Course Description (Phase 2).

ACTION: add reference in the Course Description to further training and qualification needed for certain careers (Phase 2).

ACTION: to review how the range of assessment methods is described, removing the use of %s but retaining the message that it will not be an examination-heavy course (Phase 2).

BSc Psychology

ACTION: Phase 3, consider alternatives to examination assessment and ensure opportunities for formative (and ideally some individual) feedback to

students in each year.

ACTION: The Marketing Manager to double-check whether text relating to optional units mentions Biology. This should be removed and replaced with a more general reference to optional areas.

ACTION: more general reference to assessment needed in Controversies in Psychology unit synopsis (Phase 2).

BSc Economics

ACTION: Phase 3, consider alternatives to examination assessment and ensure opportunities for formative (and ideally some individual) feedback to students in each year.

ACTION: Phase 2 reconsider with the Marketing Manager whether the Course Description describes the concept of the final year 20 credit optional units appropriately, and revise if necessary.

BSc Economics with Politics

ACTION: Phase 3: will students on the current BSc Economics and Politics who need to complete their final year in 2025/26 or later be able to achieve the CLOs of the new BSc Economics with Politics.

ACTION: Phase 3: review final year options and how to ensure that all students meeting the minimum credit requirements in economics and politics.

ACTION: in view of the changes made since Phase 1 (new course title), the Secretary will forward documents to CTC for approval.

BSc Economics and Mathematics

ACTION: Add unit synopsis documents for all non-Economics core units to the Phase 2 documents.

ACTION: for Phase 2 check that the statement relating to the final year project and units is correct.

ACTION: written response to questions raised by Miss le Patourel.