

LTC17D087

Title: *SSF LTQC Course Approvals*
Author: Heather Reynolds
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Status: Open

Issue

To receive minor changes course proposal for **MRes Social Science Research Methods – Linguistics Pathway** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation

N/A

Resource Implications

None.

Risk Implications

N/A

Equality and Diversity

N/A

Timing of decisions

SSF LTQC approved 22.11.17
Course to be made available 2018/19

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

CP1, CP

Course Proposal Outline Form (CP1) for Taught programmes only



Please complete and forward electronically to the Senior Faculty Manager.

Title of course (including award)	MRes Social Science Research Methods Linguistics Pathway
Date of first student intake/year of implementation	2018-19
Duration of degree	1 year
School(s) of Study	Psychology
Proposer (Lead Academic)	Laura Biggart

Part 1 – Description of proposal

1a Provide a brief description of the proposal

This CP1 is seeking approval for Linguistics as an extra pathway on the MRes Social Sciences Research Methods programme. 6 new MRes pathways have been recently approved and we are seeking the same approval for Linguistics.

The MRes in Social Science Research Methods is for people training for careers in social sciences research and for those progressing to a research degree in social sciences. It is also relevant for those working towards careers in related areas of policy and practice and management. The MRes in Social Science Research Methods an ESRC recognised research masters for any 1+3 studentship application. UEA are part of the SeNSS (South East Network of Social Sciences) Doctoral Training Partnership and can host ESRC funded PhD studentships. The MRes in Social Science Research Methods provides an opportunity for students to get a good grounding in social sciences, including working closely with students following pathways in Education, Law, Business and Management, Psychology, Social Work, International Development, Politics, Experimental Philosophy, Economics and Social Anthropology, Human Geography, Science, Technology and Sustainability **and Linguistics** whilst simultaneously deepening specific research capabilities in social sciences. The programme combines training in social science research and methods, with advanced training in research methods across thirteen social science disciplines, and support to pursue independent research with a specialist supervisor. This course attracts high-achievers who benefit from the

<p>foundation it offers for smooth progression into doctoral studies and research careers. See Original and proposed new course profiles. Appendices 1 and 2.</p>
<p>1b What are the unique selling points of the course?</p> <p>The MRes SSRM provides a research masters programme for social science disciplines at UEA which do not currently provide research methods as part of their Masters programmes and therefore do not have a Masters programme which meets the SeNSS DTP criteria for 1+3 programmes. The MRes SSRM meets the SeNSS DTP criteria for 1+3 programmes.</p>
<p>1c How does the course complement the existing School/Faculty/University portfolio of courses?</p> <p>The UEA MRes working group agreed in March 2016 that UEA should adopt a common structure for MRes programmes for entry from 2017/18, to be supported by dedicated MRes Award Regulations. These programmes will consist of 180 credits in total, split with a dissertation module of 100 credits (incorporating research training) and a taught element of 80 credits (4x20), primarily focused on advanced skills training. See Appendix 3</p> <p>The existing MRes Social Science Research Methods provides preparatory PhD research methods training for all social science disciplines. Following the successful Doctoral Training Partnership bid (SeNSS) in August 2016, enabling UEA Social Science disciplines to host ESRC 1+3 Scholarships, new pathways need to be added to this programme.</p> <p>The current MRes SSRM started in 2011 and has successfully seen 84 students complete the degree. The MRes SSRM currently has six discipline pathways: (Education, Business, International Development, Psychology, Law and Social Work).</p> <p>From September 2017, UEA needs to add six more discipline pathways in order for all SSF or other social science disciplines in other Faculties to take advantage of ESRC 1+3 Funding. This proposal recommends six new pathways: Politics, Experimental Philosophy, Economics, Social Anthropology, Human Geography and Science, Technology and Sustainability.</p> <p>The link member of academic staff for existing pathways are listed below: Education – Dr Esther Priyadarshini Business – Dr Zografia Bika International Development – Professor Laura Camfield Psychology – Dr Laura Biggart Law – Dr Michael Hamilton Social Work – Professor Gillian Schofield</p> <p>The link member of academic staff for proposed pathways are listed below: Politics – Dr Chris Hanretty Experimental Philosophy – Dr Eugen Fischer Economics – Dr Corrado di Maria Social Anthropology – Dr Ben Jones Human Geography - Dr Peter Simmonds Science, technology and Sustainability – Dr Peter Simmonds Linguistics – Dr Gabrina Pounds</p>
<p>1d How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?</p> <p>The MRes SSRM course is one of 4 Masters programmes offered in Psychology and provides core research methods modules underpinning these programmes and 12 other Discipline pathways. Admissions decisions are made by pathway school by the Pathway lead contact as listed above. The</p>

school is growing and having a suite of master's programmes is essential to encourage our undergraduate students to stay on with us for PGT study which contributes to improving our DLhe ratings. The MRes SSRM provides a Placement and professional skills module to explicitly address employability.
1e Please provide an estimate of additional student numbers to be included in the School student numbers targets (at steady state)
2 per year
1f Please include details of market intelligence/market scanning to support the proposal
There are 12 other Masters programmes in the UK offering Linguistics and research Masters (Findamasters.com)
1g Does the proposal involve collaboration with another school within the University, or another provider external to the UEA? If so provide details
No
1h Will the programme require accreditation from a professional, statutory or regulatory body? If so please detail
No
1i Will any new modules be required or existing modules changed, and if so please list (including the number of credits, by stage, that are affected)?
It is intended to introduce a 20 credit module on Linguistic Theory and Methods.
1j Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail. For course closures, please complete a Course Closure Form (CC1) and include with this form.
No.
1k Please outline features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning
There is a Placement and professional skills module offered as an option in the Spring semester. This module has already been agreed as part of the previous 6 new pathways agreement on 28 Feb 2017.

Head of School Support/Authorisation	
 Head of School name and signature	Date: 26.6.17

On completion of the above, please forward to **Senior Faculty Manager**

Office Use Only – For completion by Associate Dean L&T in consultation LTS Coordinator Please refer to UEA course proposal and approval process guidance notes to assign a risk category.			
Risk category 1 (low risk)	<input checked="" type="checkbox"/> But is it worth it for a target of 2	Risk category 2 (high risk)	
For risk category 1 only CP4 (Academic Design) required Y/N. If Y, please details <u>which sections</u> . If N, proceed direct to completion of CP5 (Notification of Approval and set up – <u>for LTS</u>			
Associate Dean (Learning and Teaching) Support/Authorisation			
Ratula Chakraborty  Associate Dean (L&T) name and signature		Date 12/9/17	

Comments from Associate Dean ADM <u>in consultation with ARM.</u>	
<p>Looks fine and importantly needed as part of the SeNNS proposal.</p> <p>Difficult to judge market demand as it necessarily a specialised course, so unsurprising we don't receive speculative enquiries.</p> <p>What will be the Plan B if only one student registers in the year to ensure a good learning experience?</p>	
Associate Dean (Admissions) Support/Authorisation	
 <p>Dr Kevan Williams Associate Dean (Admissions) name and signature</p>	Date 23 Oct 17

For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):

Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Eve Dewsnap Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive	Date

Course Proposal – Stage 3 Academic Design (CP4)



Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Summary

The Academic Design (CP4) is completed for all standard risk (Category 2) proposals, and, for low risk proposals, some parts of the form will need to be completed if the academic content is changing (These will be identified on the CP1).

It consists of three parts:

Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.

Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the modules forming the academic content of the course.

Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Basic instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

These guidance notes aim to give roleholders more detail of the process of completion and what is expected at each stage.

Completion of the Form

The form should be completed by the Academic Lead with support and advice from the LTS Coordinator supporting the School.

1. Part 1, the Programme Specification, should be straightforward to complete for standard courses. The Coordinator can advise on the regulations (for sections 4.1.5 to 4.1.12). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. If the course is a variation of a current course, or is part of the same group, and they will share a Programme Specification, the LTS Coordinator will join this up at the CP5 stage.
3. The Course Profile will not be required for Part 1 – after approval, this will be available on the Admissions pages, and internally through eVision.

4. The Programme Specification includes information on the Board of Examiners and placement information (including a period of study abroad), however, further details will be required to help inform the approval consideration. These should be recorded in Part 2.
5. Part 2, the additional information required to consider approval, should be completed by the Lead Academic. The LTS team (normally the Team Leader) can help with section 4.2.1, the Course Profile, and can advise on timetabling and defined choice constraints if necessary. The Lead Academic should discuss the inclusion of modules from other Schools with the appropriate Teaching Director, and agree any slotting requirements, pre-requisites, cap on numbers etc.
6. The LTS Coordinator/Team Leader should check with the Lead Academic that:
 - a. There is an even spread of modules across the academic year;
 - b. It is clear which modules can and which cannot clash;
 - c. Where relevant, other Schools are aware and support the inclusion of their modules in the Course Profile and that there are no restrictions.
 - d. Where new modules are being proposed, a completed Module Outline is included, or hyperlinked to. The Team Leader can provide a new code when approval for the module has been given.
 - e. Section 4.2.7 provides details of any placement, having discussed the requirements with the Study Abroad Office (for periods of study abroad), Local Support and Careers Service (For year in industry) or LTS Placements (For professional placements).
 - f. There is no need for further consultation at this stage, unless it has been expressly raised as a condition in the approval of CP2/3. Check CP2/3 to ensure that there is no outstanding issues to resolve, and all parts are complete (this should have been checked/resolved by the School Manager at Stage 2, so this is a safety check; nothing should be going to LTC with missing or unresolved issues).
7. Once parts 1 and 2 are complete the LTS Coordinator supporting the School should ensure that the CP4 is completed appropriately, that 4.3.1 is completed, and then forwards it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.
8. The secretary to FLTQC forwards the approved case to the secretary of LTC for final consideration and approval.
9. Following approval, the secretary to LTC notifies the secretary to FLTQC, who starts off the completion of CP5 before passing all the documents to the Student Records Office for setting up the course on the system and keeping the master copy of the documents for the approved course.

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia							
4.1.0	Reference Code	CP..... Please copy reference from CP1 e.g. CPENV130616					
4.1.1	Title	MRes Social Science Research Methods					
4.1.2	School (s)	Psychology					
4.1.3	Faculty	Social Sciences					
4.1.4	Date of first student intake	September 2018					
4.1.5	Award	MRes					
4.1.6	Interim Award/ degree title	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).				Tick here if standard
		Non- standard (detail)	Enter the detail here, where there is a PSRB requirement to have a different title for a named exit award from the intended award, state the title (eg the MB BS exit award is 'medical studies')				Tick here if <u>not</u> standard
4.1.7	Level	Level 6 FHEQ (Bachelors)					
		Level 7 FHEQ (Masters/Integrated Masters)					✓
		Other (specify)					
4.1.8	Award Regulatory Framework	Bachelors and Integrated Masters					
		Common Masters Framework					✓
		Other (specify)					
4.1.9	Course-specific regulatory requirements	Set out any course-specific rules that are not covered in the regulatory framework above eg a maximum period of study which is shorter than the standard, due to PSRB requirements.					
4.1.10	Length of course	1 year full-time 2 years part-time					
4.1.11	Board of Examiners	The Board of Examiners exists already					
4.1.12	Mode of Attendance	Full-time	✓	Part-time	✓	Other	Provide detail if 'other'
4.1.13	Professional Accreditation details	Professional award (if applicable), name of accrediting body. Give details of any membership, exemptions etc that the award confers, and the accrediting body website URL. If applicable, state if the accreditation is dependent on specific module choices (do not list the modules).					
4.1.14	Placement information	Research placement Further details of any placements should be provided in section 4.2.8.					

		Professional placement	
		Year Abroad	
		Year in Industry	
		Semester Abroad	
		Other	✓
		None	
4.1.15	Relevant Subject Benchmark	<p>South East Network for Social Sciences Doctoral Training Partnership http://senss-dtp.ac.uk/ Quality Assurance Agency – Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code Quality Assurance Agency – Masters http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/masters-degree-subjects ESRC – Post-Graduate Training Strategy http://www.esrc.ac.uk/skills-and-careers/studentships/postgraduate-strategy/</p>	
4.1.16	Course Description	<p>The MRes in Social Science Research Methods is for people training for careers in social sciences research and for those progressing to a research degree in social sciences. It is also relevant for those working towards careers in related areas of policy and practice and management. The MRes in Social Science Research Methods an ESRC recognised research masters for any 1+3 studentship application. UEA are part of the SeNSS (South East Network of Social Sciences) Doctoral Training Partnership and can host ESRC funded PhD studentships. The MRes in Social Science Research Methods provides an opportunity for students to get a good grounding in social sciences, including working closely with students following pathways in Education, Law, Business and Management, Psychology, Social Work, International Development, Politics, Experimental Philosophy, Economics and Social Anthropology, Human Geography and Science, Linguistics, Technology and Sustainability whilst simultaneously deepening specific research capabilities in social sciences. The programme combines training in social science research and methods, with advanced training in research methods across ten social science disciplines, and support to pursue independent research with a specialist supervisor. This course attracts high-achievers who benefit from the foundation it offers for smooth progression into doctoral studies and research careers.</p>	
4.1.17	Course Profile details	<p>Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees</p>	
4.1.18	Learning Outcomes	<p>By the end of this programme you will be able to:</p> <ul style="list-style-type: none"> Effectively structure and present arguments in both spoken and written form Critique research in your own field and the more general field of social sciences 	

		<ul style="list-style-type: none"> • Acquire research skills in qualitative and quantitative methods and analysis which can be applied in academic and applied settings • Have successfully designed, managed and written up an independent research dissertation • Predict criticism and develop defence of your argumentation • Use literature sources critically and efficiently • Acquire new specialist knowledge about theory and methodology in language research and learn how to apply those in further study
4.1.19	Graduate Attributes and Employability Skills	<ul style="list-style-type: none"> • Acquire research skills in qualitative and quantitative methods and analysis which can be applied in academic and applied settings • Master writing about your research for different audiences: e.g. academic, public, policy • Project managing an independent research project • Understanding the context in which research takes place – publishing, grant funding, REF
4.1.20	Assessment and Feedback Strategy	<p>Students are required to undertake a range of different writing styles: proposal, literature review (Autumn), analysis write up (Spring) and offered opportunities to present their ideas and work (Autumn and Spring). Students gain feedback through formative assessments; lecturer verbal and written feedback and peer feedback and summative assessments via written feedback. Students also meet regularly with their dissertation supervisor who gives verbal and written feedback throughout the year. Students undertaking the research placement module will also gain feedback via their placement advisor, placement colleagues, peers and lecturer.</p>
4.1.21	Additional course-specific costs that students should expect to meet	<p>If students choose the PSY 7014B Research placement and professional skills module, they may have to meet travel costs if their host organisation is external to UEA. If student are going to be working with children or vulnerable groups, they may have to fund a DBS check.</p>
For Office Use:		
4.1.22	Log of annual review - Version and date of production/revision	<p>The Programme Spec should be reviewed annually and the review logged here:</p> <ol style="list-style-type: none"> 1) If there is no change, no new version is required. 2) If there are any changes, the version number should be incremented, and a summary of the changes recorded here. This should include a summary of any course profile changes.
Example	Sept 2013	Minor change – addition of International Development pathway
	28 Feb 2017	Addition of 6 new MRes pathways: Experimental Philosophy, Politics, Economics, Social Anthropology, Science, Technology and Society, Human Geography

	25/10/17	Addition of Linguistics pathway
4.1.23	Last active academic year	n/a
4.1.24	Date archived	n/a

4.2.8	Placement detail	Our Placement module has been running for the last 2 years and we work with the central UEA LTS Placement team (Mel Clifford) and follow UEA code of practice for placements. Existing placement agreements drawn up in PSY will be adapted for extra Pathway students. With increasing numbers of students taking the placement module, there may be an increase in reasonable travel costs offered for placement students. PSY will be recruiting a Placement Officer to co-ordinate the activity generated by the new BSc Year in Industry and widening of the Placement module for the MRes SSRM Programme.
4.2.9	Course Director	Dr Rose Meleady (from 30 October 2017)
4.2.10	Deputy Course Director	MRes pathway lead for Linguistics – Prof Luna Filipovic
For office use only – for completion by LTS Coordinator supporting the School		
LTS Coordinator’s name, signature and date		Robbie Meehan LTS Co-ordinator, ZICER Hub 25/10/17

Part 3 - Approval of the academic case

		Name	Date of meeting/ decision
4.3.1	School (Teaching Director on behalf of the Teaching Committee/Executive)	Neil Cooper	18.10.17
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)	Ratula Chakraborty	22.11.17
	Additional Faculty approval, if applicable		
4.3.3	University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)		
4.3.4	Comments Any comments regarding approval/refusal of approval to be documented here		

PSY (MRes Social Science Research Methods – Linguistics Pathway)

Scrutineer: Yvonne Johnson, PhD (SWK) Date: 10/11/17

Response Neil Cooper, TD PSY, 22.11.17

Strengths of Linguistics Pathway:

1. Module Organiser for Theory and Methodology in Language Research (20 credits) is a Professor of Language & Cognition.
2. As I understand it, PSY will not be dependent on personnel and resources from other Schools.
3. Interesting addition to the programme.

Response

It is not a PSY subject area – Luna Filipovic is Professor of Language and Cognition, is based in the School of Politics, Philosophy, Language and Communication Studies

(Along with Dr. Alberto Hijazo- Gascón, Dr. Gabrina Pounds)

PSY is hosting the pathway as part of the SeNSS route into funding for research degrees.

Questions: 1. 'There are 12 other Masters programmes in the UK offering Linguistics and research Masters' (stated on CP1): In what way(s) is this pathway different from competitors' offerings?

Response

It is not specifically unique – but enables Linguistics to utilise the SeNSS funding opportunities. In this respect the Masters is research focused.

2. 'It is intended to introduce a 20 credit module on Linguistic Theory and Methods' (stated on CP1). Is this ample to provide a solid grounding in Linguistics?

Response

The MRes is focused on *research* training and the subject aspects are bound up with this research instruction.