

RECORD OF EXPEDITED PROGRAMME APPROVAL – SUMMER 2020

[Note that this document will be completed by FSO/QAO and appended to the existing programme/module specification/s for 2020/21]

Name of School:	English
Date of Approval Meeting:	22 July 2020
Attendees:	Professor Simon Kirchin, Dean of Humanities Professor Gordana Fontana-Giusti, Associate Dean (Graduate Studies) Will Wollen, Divisional Director of Education and UG Student Experience Declan Kavanagh, Senior Lecturer Matt Whittle, Lecturer Kit Williams – Faculties Support Office
1. Rationale for Amendment/s and Record of Discussion on School's Reflection on the Guidance Points	<p>1.1 Convenors of the SOE's MA modules do not believe that any of the proposed running modules are at risk of compromised or non-delivery in Autumn or Spring due to Covid-19, and all can be delivered virtually if necessary, although some convenors place their modules in the Amber category with a preference for socially distanced learning.</p> <p>1.2 There are no programme components that would have to be reduced or delivered in a different year. One optional module, EN909, is supposed to run in the Special Collections in week 5, however the convenor suggests that the content can be adapted for online teaching and students wishing to access these materials may still be able to book individual trips to view items in the Special Collections.</p> <p>1.3 Matt, could you pay particular attention to this point to ensure that it is appropriate. Modules contributing to the MA in Creative Writing would be unable to support numbers over 12 as the delivery of these modules is dependent on smaller class sizes. Reduction in these modules would not only mean that students had inappropriate levels of choice, but also that class sizes would be at unmanageable levels. Student feedback consistently indicates that larger class sizes have severe detrimental impacts on student enjoyment of the modules, and also their ability to perform to their ability. Modules contributing to our literary programmes, that is English and American Literature and Postcolonial Studies, must be retained in order to ensure that students have access to teaching in a relevant area of interest. The School is facing the challenge of losing applicants following the Summer 2020 programme review, and the withdrawal/resting of modules will further impact applicants' decision to chose to come to the University of Kent in September 2020 at a time when the School cannot financially afford to lose any applicants.</p> <p>1.4 Potential impacts on both stage 1 and stage 2, if students do not have access to the modules that would contribute to the research that would instruct the dissertation.</p>

1.5 N/A The SOE does not imagine that any amendments would be necessary in order to deliver any programmes or modules in Autumn 2020.

1.6 N/A

2.1 There would be no changes to the anticipated length of the programme.

3.1 Module convenors contributing to the SOE's MA programmes are confident that the programmes can be delivered entirely online without significant amendments if necessary. Some have expressed a preference for the incorporation of socially distanced seminars where possible.

3.2 Convenors will be using the technology recommended by the eLearning team to provide online webinars to replace face-to-face seminars. They are ensuring that copies of eBooks are obtained where required and will support students in accessing other materials.

3.3 The experience of the teaching staff varies in all cases, but convenors know how to access guidance provided by the learning technologists and should not find it difficult to adapt courses.

3.4 Personal circumstances aren't known, but all staff have been communicated to with advice on how to access this guidance.

3.5 It is the hope and the expectation of the department that students will not be detrimentally impacted if teaching has to be taken online and staff expect to be able to deliver the anticipated high standard of teaching on their modules.

3.6 There may be circumstances whereby some students may encounter difficulties in participating on these courses, and staff will seek guidance on how to proceed in these circumstances. It may be that some applicants would prefer to defer their entry to the course, and in these circumstances staff are available to talk through all of their options and support them in deferring their entry if they so wish.

3.7 Current students on part-time pathways, returning to the University in September to complete the MA have been invited to a Zoom meeting on Wednesday 22 July to invite any questions from them. It is anticipated that not all students will attend, and an FAQ can be put together to address questions that have been raised. For incoming students, a Zoom event has been arranged for Thursday 23 July. This event is designed to give students an overview of the range of research areas supported by our module provisions and aid them in creating a module selection. The event will also be an opportunity to discuss how teaching will be conducted over the coming months. Again, it is expected that there will not be full engagement with this event, and a subsequent communication will go out with fuller information. The School has not yet sent communications out to current students or applicants as they are awaiting a) details of how module registration must be conducted this year (CSAO comms have indicated that this information should be available to Schools w/c 20 July), and b) indication from the Directors of the Div of Arts and Humanities about which modules the School may offer to students.

4.1 Generally the methods of assessment will not need to be altered on any programmes. The module convenor of EN868 has requested a change as part of this expedition process in light of feedback from students and their assessment of the effect the current weighting of the assessment may have upon the students' wellbeing if the module is delivered online.

4.2 Students can still meet the programme learning outcomes. In cases where the convenors have deemed it appropriate to change the wording of their learning outcomes to make it easier to establish that these learning outcomes can be met by online teaching, they have indicated these recommendations on their module specifications provided. The majority do not feel that the specifications need explicit changes.

4.3 There may be barriers to some students in terms of assessment and timing, particularly if the UK experiences the anticipated second spike, which may affect

	<p>the January deadline of Autumn term modules. The School currently has an established extension policy, whereby the Student Support Officer can grant flexibility around deadlines. It is not clear how this policy will be applied at the new Divisional level, but the School anticipates that there will still be a system of providing support for students who require flexibility around deadlines, or periods of intermission to mitigate against these barriers and will have to communicate this to students.</p> <p>5.1 The SOE does not have any professional accreditations affiliated with MA programmes, and as such can confirm that there will be no changes required to the qualifications awarded.</p> <p>6.1 Teaching at the Canterbury campus will continue, where safe and appropriate, and staff will use spaces as and when governed by the implemented timetable. PSAC will continue to negotiate the Paris timetable for the delivery of teaching at Reid Hall, and will be ensuring that students are kept safe when delivering teaching, adhering to the French government's rules on social distancing. PSAC have not indicated that teaching will be taking place in any other locations.</p> <p>6.2 Staff generally agree that it is preferable to deliver face-to-face teaching, and if lockdown measures are eased further, if it is safe to do so will aim to deliver teaching on campus. However, if lockdown is imposed again locally teaching can continue uninterrupted and staff have been asked to prepare to deliver all teaching virtually in anticipation that there could be later local lock-downs.</p> <p>7.1 We do not expect students to incur additional costs on these programmes of study. Staff will continue to request as many materials as possible are available as eBooks through the Templeman and students should not incur the costs of purchasing books as a result of the university library being inaccessible. It is hoped that most students will have access to a personal computer or laptop. In cases where they do not, the School can look to making their study spaces available to PG students after undertaking the relevant Health and Safety checks, or directing them to financial support that may be available through the Student Union and financial aid.</p> <p>8.1 The Professional Services team will continue to work from home and direct students to pastoral support through the available channels. The SOE anticipates that a model of support will be established within the new Divisional Structure, although it has not been communicated what this will look like yet. Students will still be able to receive the current levels of academic support virtually, with online drop-ins and regular email communication.</p> <p>8.2 Attendance at online teaching events must still be monitored. There are no lectures, so it will be possible for staff to monitor student engagement on all module and programme-specific events and Tier-IV attendance will still be recorded in the usual way so that issues can be reported to and dealt with by the Visa Compliance team.</p>
2.	List of programmes/modules requiring amendment/resting (and associate modules)
	None
3.	Will there be any changes to the following CMA material information? <i>[Tick all that apply]</i>
	Programme title <input type="checkbox"/>
	Entry requirements <input type="checkbox"/>
	Compulsory modules <input type="checkbox"/>
	Optional modules <input checked="" type="checkbox"/>
	Delivery mode <input checked="" type="checkbox"/>

Contact hours	<input type="checkbox"/>
Methods of assessment	<input checked="" type="checkbox"/>
Type of award (eg, BA to BSc)	<input type="checkbox"/>
Location of study	<input type="checkbox"/>
Length of programme	<input type="checkbox"/>
Accrediting body	<input type="checkbox"/>
Tuition fees	<input type="checkbox"/>
Costs to students	<input type="checkbox"/>
Change in how/when fees/costs are paid by students	<input type="checkbox"/>
Change to accommodate offer	<input type="checkbox"/>
Availability of funding and support	<input type="checkbox"/>

4. List of Approved Amendments

School of English: UG response.

Please consider the following points prior to the approval meeting. This guidance has been designed to aid compliance with the requirements of the OfS, QAA and CMA Law.

Content of the programme of study

- 1.1. Which module/s are at risk of compromised or non-delivery in Autumn due to Covid-19? These must be prioritised for consideration.
None
- 1.2. Are there any other programme components, such as placements or field trips, that need to be reduced, amended or delivered in a different year?
 - Placements – there are no SoE students with confirmed placements for 20/21.
 - No **compulsory** field trips in our modules.
 - Year Abroad – I understand that students may choose either
 - To drop the year abroad (reverting to 3-year programme)
 - To defer the year abroad until after Stage 3 (I don't think the Spec specifies when year abroad is taken).
 - To study at Kent in Autumn and go abroad for Spring Term only
 - *Query:* There is now **no longer an award title of 'xxx with term abroad'**. The term abroad simply appears as a module on the final transcript. Will students in this situation keep 'year abroad' in their degree title, or will it have to be removed? *CSAO said this is being considered at Uni level.*
- 1.3. If modules are rested or withdrawn, how will this impact upon module choice and increase in numbers for the remaining modules? Timetabling issues?
Not aware of any modules being rested or withdrawn as a result of Covid-19
- 1.4. Which Stages will be affected?
All stages will potentially be affected
- 1.5. Could the amendments become permanent? Aim to review in January 2021.
We will review in January 2021. Some amendments may become permanent

- 1.6. Where the proposed amendments present significant changes across the School/suite of programmes, it may be necessary to consult with an external adviser, for example, an External Examiner. The Associate Dean, FSO or QAO can provide advice on this. For example, changes to or inability to meet the programme learning outcomes

N/A. No significant changes across programmes

Length of the programme of study

- 2.1. Are there are changes to the anticipated length of the programme to take account of particular assessment methods or placements that might be core requirements for the programme which can only be undertaken in a normal operating environment?

No

How the programme of study will be delivered

- 3.1. To what extent will the programme now be delivered online rather than on campus?

Most modules are 'amber' in phase 1 data collection i.e. preferably on campus but could be online. Timetabling will eventually let us know which can be accommodated on campus.

- 3.2. How will the balance between, lectures, seminars and self-learning change?

No change.

- 3.3. What support and resources will be available to support learning that will take place online?

Students may consult English Student Support, seminar teachers, convenors, academic advisers, Student Learning Advisory Service (SLAS) and Kent IT services as usual, albeit online if necessary.

- 3.4. Do the teaching staff have the necessary experience to design and deliver blended learning?

Guidance given in Divisional Forum on Student Experience in June. Head of School's Fortnightly Bulletin has signposted colleagues to the University's new Moodle module for online teaching. The School's Education Lead has arranged a central repository of teaching resources and will contribute regular updates to the Fortnightly Bulletin. Education Lead has also invited colleagues to address him with any concerns about online teaching so that training may be arranged. A Teaching Away Day is scheduled for 16th September.

- 3.5. Have staff accessed training in blended learning techniques via the e-Learning Team?

As above.

- 3.6. How will the proposed amendments impact upon the student and their overall university experience?

Unclear.

- 3.7. Are there any barriers to participation for **all** students?

We don't know the full answer to this. We can conjecture that not all students will have equal access to technology or the necessary 'distraction free' home space. We propose to use our Student Forum to raise this issue across all year groups within the School.

- 3.8. How have you consulted on the proposed changes with current students?
School will send out updates to current students before September.

How the programme of study will be assessed

- 4.1. Do the methods of assessment need to be changed?
In some cases. We have collated the necessary information for this EPA meeting.
- 4.2. Can the student still meet the programme and module learning outcomes?
Yes, we are revising any methods of assessment and learning outcomes as necessary to ensure this.
- 4.3. Are there any barriers to participation for all students in terms of assessment method and timing?
No, written assessments are asynchronous.

Award

- 5.1. Will there be any changes to the qualification that is awarded, for example professional accreditation, as a result of the pandemic? If professional accreditation has not been confirmed for 2020-21 then this should be made clear.
N/A

Possible locations

- 6.1. Due to social distancing measures, will teaching occur at an alternative location to that currently described in the programme specification?
No
- 6.2. How will programme delivery change if public health guidance alters, eg, return to a full lockdown or 100% on campus teaching can resume?
Staff are preparing for teaching fully online should the need arise. If 100% on campus teaching can resume, this will depend upon timetabling and room allocation.

Cost of the programme of study

- 7.1. Will the costs to the student change? Information about the cost of a course should be explicit up front and should not increase once the programme has started. Providers should also be clear about any extra costs that students might need to bear to access resources or buy equipment as a result of the changes to teaching.
No.

Other Considerations

- 8.1. How will pastoral and academic support be provided to students?
The usual route, but online if necessary.
- 8.2. Are there any Tier 4 issues? Please discuss with Visa Compliance.
We await guidance on this matter from the University.

EN892 - Poetry 1 has been withdrawn in Paris, but NOT in Canterbury, and will run in Canterbury in the coming year and going forward

EN894 - Poetry 2 will run in both Paris and Canterbury next year, and will continue to run in Canterbury going forward

As of September 2021, the Paris programme will be completely revised (provided we can get everything approved).

The modules EN906 and EN907 have also been withdrawn by the Division.

School	Year that the change applies to	SDS Module Code	KV Module Code	Title	Term changes	Rested/WD	old assessment pattern	
Rested - DONE	Engl sh	2020 /21	EN836	ENGL8 360	Dickens and the Material Culture of the Victorian Novel		WITHD RAW	Compul sory - but think the course has been suspend ed anyway. 1 student on optional . 1 student on MA Dickens and Victoria n Culture due to complet e June 2020

	Rested - DONE	Engli sh	2020 /21	EN834	ENGL8 340			RESTED	
	Changed to term 1 - DONE	Engli sh	2020 /21	EN889 #3	ENGL8 890	Literary Theory	Chan ge to Autu mn		
<p>All amendments approved.</p> <p>22 July 2020.</p>									
7.	Actions:					Action by:		By:	
	<i>If approved:</i> <ul style="list-style-type: none"> • <i>Inform applicants</i> • <i>Inform existing students</i> • <i>Inform CSAO</i> • <i>Inform Timetabling</i> • <i>Inform EMS</i> • <i>Review on [insert date]</i> • <i>Other</i> 								