

Co-Curricula Module Provision

Background & Rationale:

A central tenet of the Learning and Teaching Strategy ([LTS](#)) is to provide Students at Imperial with a broad and inclusive educational experience. One key mechanism for achieving this is to provide all students with a varied suite of co-curricular modules from which they are expected to select one for degree credit. Departments must therefore make space for these modules during the curriculum re-design process. The educational imperative for this from both a global and an Imperial perspective is set out in the appendix to this proposal.

Key Features:

1. Students select one module from a list of possible modules common across College.
2. All modules count for 5 ECTS degree credit (although some modules will have a credit value of 7.5 ECTS; for these, the additional 2.5 ECTS will constitute extra credit).
3. All departments will reserve 5 ECTS credit within their curricula in either year 2, year 3 or year 4 of their UG degree programmes (or combinations thereof, allowing students to choose which year to take their module in).
4. The timetabled slots for these modules will normally be the existing Horizons/BPES reserved periods.
5. All modules will be graded, but for the purposes of degree credit will be on a pass/fail basis. *i.e.* the module will NOT form part of the degree outcome calculation.
6. Not-for-credit (year 1) and extra credit (years 2-4) Horizons modules will still be available for students to elect to take (within the same existing slots in the timetable).

The following provides context for each of the above key features (*NB.* The numbered paragraphs correspond to the above key features):

1. Choice of Modules Offered:

We have until AY 2020-21 to develop the portfolio of co-curricular modules we offer to students.

It is proposed that modules will be grouped into three broad categories: Horizons modules, BPES modules and STEM modules. All offered modules will be controlled for co-curricular suitability by a single committee – The Co-Curricula Education Committee. This committee will be based on the current Horizons committee – the membership of which will be reviewed to ensure it is equipped to assess the breadth of provision envisioned across the three categories.

Quality assurance (QA) for the three module categories will be as follows: Horizons by the CLCC/CHERS Education committee (CCEC), BPES by the ICBS committee, and STEM by the relevant FoNS, FoE or FoM Education Committee, prior to final approval in all cases by Programmes Committee.

Academic Departments as well as the Hackspace, Enterprise Hub and Outreach *etc.* have been invited to propose new modules within either the Horizons or STEM categories. The principles guiding the scope and suitability of modules need to be finalised but are likely to include the following:

- The Learning Outcomes of all modules will need to be aligned with the College's Graduate Attributes (see [here.](#)), the [LTS](#), and the ethos of co-curricular provision.
- Modules to be offered within the Horizons category (organised into three fields: Science, Culture and Society; Global Challenges; Languages), need to be co-

sponsored/developed in association with a member of the CLCC (normally the field leader for the field to which the proposed module belongs).

- Modules offered within the STEM category should be aimed at a non-specialist general audience, and so will not normally be available to students of the offering Department(s).
- All modules must be at [FHEQ](#) level 5 or above. For this reason, no Level 1 (*i.e.* beginner) Language modules can be taken for credit (throughout the degree). A student could however take a Language at Level 1 in Yr 1 not for credit, then at Level 2 in Yr 2 for credit; or Level 1 not for credit in Yr 2 and Level 2 for credit in Yr 3; etc. NB. all students are assessed for their language level *before* enrollment, so *e.g.* a fluent Korean speaker couldn't take Korean Level 3 for credit.

Some work remains to be carried out to develop a financial model for all new modules, to decide on how the enrolment and logistical aspects of the provision will be coordinated, and to resolving issues relating to the FHEQ level of offered modules.

2. Credit Arrangements:

All modules will be designed to attract either 5 or 7.5 ECTS and will normally run for between 10 and 20 weeks during term-time although out-of-term modules may also be developed. The amount of credit space that should be reserved in departmental curricula for these modules is 5 ECTS. If a student takes a 7.5 ECTS module then their total credit for that year will be 62.5 ECTS rather than 60 ECTS. In all cases, the calculation of their degree marks will be on the basis of the other 55 ECTS that year.

3. Timing within Degree Programmes:

All departments will reserve 5 ECTS credit within their curricula in either year 2, year 3 or year 4 within their UG degree programmes, or combinations thereof. If a choice of years is offered to students that has implications for offering alternative disciplinary 5 ECTS 'optional' modules in the affected years. Coordination will be required to achieve a spread of Departments selecting to allow these modules in each of the three years for logistical reasons.

4. Timetabling of these Modules:

All UG timetables currently have 3 periods every week reserved for Horizons modules – Tue 4-6 pm (1st years); Mon 4-6 pm (2nd years) and Thurs 4-6 pm (3rd/4th years) and BPES modules mainly run in lunchtime slots (12-2 pm, Mon, Tue, Thurs, Fri). These will be retained but modules may also run in timeslots outside of the normal timetable (*e.g.* student projects over summer vacation periods).

5. Assessment and Grading:

The modules offered will be subject to the same level of academic rigour in terms of assessment as all other taught modules. Ensuring that this is possible will be an integral part of the approval process for new courses and will be overseen by the Co-Curricula Education Committee. However, the percentage marks from the module will NOT be fed into the degree outcome calculation/algorithm – allocation of credit will be on the basis of pass/fail. The percentage grade *will* be provided to the student *via* the Registry e-service. The percentage grade will also by default appear on a student's end of year transcript but there will be the option to request that this does not appear (*i.e.* an individual student will need to 'opt-out'; the default is for the grade to appear).

Resit exams/assessments will be available for all modules in line with College's resit policies. Note that within the new regulations governing taught modular courses there will be the

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opportunity to compensate 15 ECTS of optional modules, and so a pass on this module may not be required to progress.

6. Relationship to Not-for-Credit and extra-Credit Horizons & BPES Provision

Not-for-credit (e.g. current year 1, 8 week) Horizons courses and extra credit (i.e. current years 2-4) Horizons/BPES modules will still be available to students (within the existing timetable slots), in the years in which they are not taking their for-degree credit module. The current choice system (3 choices in order of preference) will remain, but priority will be given to 'for-credit' students in the allocation algorithm.

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