

## University Teaching Committee

Confirmed Minutes of the meeting held on Thursday 24 November 2022 in HG/021

### CATEGORY I BUSINESS

<b>Members Present</b>	Tracy Lightfoot (Chair) Jane Warne (Ja W) (Secretary)  Claire Ball-Smith, Jan Ball-Smith, Tom Banham, Paul Bishop, Wayne Campbell, Tom Cantrell, Zoe Devlin, Patrick Gallimore, Jen Gibbons, Claire Hughes, Petros Kefalas, Steve King, Kirsty Lingstadt, Richard McClary, Simon O'Keefe, Lisa O'Malley, Pierrick Roger (YUSU), Hannah Smith, Jill Webb, Jen Wotherspoon, Teng Zhang (GSA)	
<b>In Attendance</b>	Angela Ranson (minute-taker)  The following colleagues attended for specific items: Adrian Lee (UTC.22-23/21), Daniel Baker (UTC.22-23/23) and David Gent (UTC.22-23/24).	
<b>Apologies</b>	Michelle Alexander, Debayan Dey and Matthew Perry	
<b>SECTION 1: Standing Items</b>		
<b>Minute number</b>	<b>Item</b>	<b>Action</b>
	<b>Welcome and Apologies for absence</b>	
M22-23/19	The Chair welcomed new members to the Committee: <ul style="list-style-type: none"> <li>• Dr Zoe Devlin, Head of Online Partnerships</li> <li>• Dr Simon O'Keefe (co-opted Sciences representative)</li> <li>• Prof Steve King (first meeting as Associate PVC)</li> <li>• Prof Claire Hughes (first meeting as Associate Dean for Sciences).</li> </ul>	
	<b>Declaration of Interests</b>	
M22-23/20	Members were invited to declare any potential conflicts of interest relating to the business of the meeting and none were identified.	
	<b>Minutes of the meeting held on 29 September 2022</b>	
M22-23/21	The minutes of the previous meeting (UTC.22-23/13) were <b>approved</b> with one addendum to M22-23/12:	<b>Ja W</b>

	<p>a) The Committee had agreed that Maxine Charlton (Deputy Head of Admissions) would find out if apprenticeships should be included as an additional category, alongside Online and PGCE, as the admissions process for apprenticeships is also different from standard procedure.</p>	
	<b>Action log and matters arising</b>	
M22-23/22	This was taken as read.	
	<b>Report of Chair's Action</b>	
M22-23/23	<p>The Chair <b>noted</b> that the report (UTC.22-23/15) contains updates on new and modified IPC programmes, which have been approved by chair's action since the last meeting.</p> <p>The Committee <b>requested</b> a report on how many students are registered on IPC programmes and it was agreed that a report would be circulated to members before the next Committee meeting.</p>	<b>MP</b>
	<b>Oral report from the Chair</b>	
M22-23/24	<p>The Chair <b>reported</b> that:</p> <p>a) In response to the national mandate for strike action and action short of a strike in relation to pay and pension disputes:</p> <ul style="list-style-type: none"> <li>● There would be industrial action three days this week.</li> <li>● A group has been set up to determine the impact of strike action, which will meet with students and will link to the Academic Contingency Group, where necessary.</li> <li>● No marking and assessment boycott had been planned, but it was noted that this could be the next step.</li> </ul> <p>b) Following on from the proposals made to the Committee by the Academic Supervision Working Group (UTC 21-22/37), a new approach to Academic Supervision would be implemented in 2023/24.</p> <p>c) There will be a 3 Year Review of the following York Online programmes in the School of Business and Society on 22nd February 2023 to include:</p> <ul style="list-style-type: none"> <li>- MSc Finance, Leadership and Management</li> <li>- MSc Innovation, Leadership and Management</li> <li>- MSc International Business, Leadership and Management</li> </ul>	<b>TL</b>

	<b>Oral report from the student representatives</b>	
M22-23/25	<p>The representative for YUSU, Pierrick Roger, <b>reported</b> that:</p> <ul style="list-style-type: none"> <li>YUSU had conducted a survey about the industrial action: 76% of students were in favour of strike action and action short of a strike. It was noted that previous ballots had shown a 50-50 split.</li> <li>YUSU did not support SCA's decision to restrict self certification.</li> <li>YUSU was busy preparing the Student Submission for TEF.</li> </ul> <p>A meeting to discuss the visibility of SCA procedures was suggested by the Chair. This was supported by Patrick Gallimore (Chair of SCA) and Pierrick Roger (YUSU representative).</p> <p>The representative for GSA, Zhang Teng, <b>reported</b> that:</p> <ul style="list-style-type: none"> <li>The GSA questionnaire to all PGT/PGR students had the same results as YUSU: around 60% of students agree with the strike. It was reported that GSA members accept that industrial action is not great for students but they still support it.</li> <li>GSA has met with the Student Expert Panel to discuss how international students engage with seminars. Currently, their engagement is often minimal.</li> <li>It was noted that neither home nor international students are satisfied, with many home students feeling that they are currently doing all the activities and leading discussions. It was reported that: <ul style="list-style-type: none"> <li>GSA is working with the Inclusive Learning team to determine what support international students need to help them to engage with these seminars. The Committee <b>recommended</b> that this initiative is extended to include undergraduates and that this work also thus involve YUSU.</li> <li>The Committee asked for a written report, to the next meeting, summarising the outcomes of the Student Expert Panel.</li> </ul> </li> </ul>	<p><b>TL and PG to meet with YUSU and GSA</b></p> <p><b>JBS</b></p> <p><b>GSA - ZT</b></p>
<b>SECTION 2: Strategic Development, Performance Monitoring and Student Insight</b>		
	<b>Annual Report on Student Employability</b>	

M22-23/26	<p>The Committee <b>considered</b> the annual report on Student Employability (UTC.22-23/16), which set out progress against the Student Employability Strategy in 2021/22. Hannah Smith, Director of Careers and Student Systems, spoke to this item.</p> <p>It was <b>noted</b> that:</p> <ul style="list-style-type: none"> <li>a) An update on the Strategy had also been given to the Student Life Committee (SLC.22-23/9).</li> <li>b) Careers are refreshing their set of defined key objectives and key results for 2022-2025.</li> <li>c) Careers had introduced a new technology system, Handshake, which connected students with employers. <ul style="list-style-type: none"> <li>● It was noted that the work of this team could be further integrated into York Life and York Strengths.</li> <li>● GSA expressed that it would be helpful to receive a breakdown of usage of the system by international postgraduate students. It was noted that this is available and would be shared after the meeting.</li> </ul> </li> <li>d) The development of a course, for students, on leadership was currently in progress.</li> </ul> <p>The Committee <b>commended</b> this report and the work of the Careers and Placements team.</p>	HS
	<b>Action Plan from NSS 2022</b>	
M22-23/27	This item was postponed until the next meeting.	
	<b>Plans for NSS 2023</b>	
M22-23/28	<p>The Committee <b>considered</b> a paper proposing options for NSS 2023 (UTC.22-23/18). Jane Warne spoke to this item.</p> <p>The Committee <b>approved</b> the following:</p> <ul style="list-style-type: none"> <li>a) The start date would be 6 February 2023 (week 5).</li> <li>b) The inclusion of all 5 proposed additional questions from the bank: B1, B2, B3, B11, and B15. For the 6th question, it was <b>agreed</b> that the Chair would choose between B12 and B16.</li> </ul> <p><i>[Secretary's Note: B16 was selected on the basis that B12 (Learning Community) is reflected elsewhere in the survey so would be the least useful.]</i></p>	TL

	<p>c) To include a provider-specific question relating to overall satisfaction: I am satisfied with the overall quality of my course.</p> <p><i>[Secretary's Note: it was possible to include a 5 point scale: Definitely Agree to Definitely Disagree so free text has been avoided]</i></p> <p>d) Not to use the external prize draw.</p> <p>e) To mandate internal promotion of the survey by departments. The Committee <b>observed</b> that the University should incentivise responses by offering a donation to charity, per response. This would reflect the University's mandate of being a university for the public good.</p>	<b>Ja W</b>
	<b>Plans for Learning and Teaching Conference</b>	
M22-23/29	<p>The Committee <b>considered</b> proposals for the Learning and Teaching Conference (UTC.22-23/19) and <b>observed</b> that:</p> <p>a) The proposed date (Wednesday 17 May 2023) conflicts with a Senior Leaders meeting so the Committee <b>suggested</b> a new date was proposed.</p> <p>b) The Committee <b>supported</b> the proposed theme: Supporting the Student Journey (which was deliberately generic to encourage proposals) but <b>recommended</b> that the sub-themes align more clearly with University strategy.</p> <p>c) The Committee <b>supported</b> the proposal to deliver the conference in a hybrid format, like last year.</p>	<b>TL &amp; LR</b>
	<b>Framework for Reading Lists</b>	
M22-23/30	<p>The Committee was asked to <b>consider</b> and <b>endorse</b> a new framework for reading lists (UTC.22-23/20) and to <b>recommend</b> how to promote the service and develop a top-level vision for reading lists. Kirsty Lingstadt spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <p>a) Departments would see this as an additional piece of work when they are already working at capacity to support modularisation and semesterisation.</p> <p>b) Communications should be very carefully worded to explain its remit and purpose. Kirsty Lingstadt explained that training and communications would be included in existing</p>	

	<p>plans for the VLE rollout. The Committee <b>supported</b> this joined-up approach.</p> <p>c) Success in this area is dependent on maintaining the budget for library content. The Committee <b>endorsed</b> the maintenance of the Library budget.</p> <p>d) Professional programmes work to different timescales and this should be considered.</p> <p>e) York Online is working with the Library to integrate cycles of business and approaches to reading lists.</p> <p>f) It should be made clear to students what is essential and recommended reading, and what these terms mean.</p> <p>The Committee <b>endorsed</b> the framework and <b>observed</b> that it supports accessibility, enhances the student journey and supports new programmes, as they develop.</p>	
<b>SECTION 3: Policy and Regulatory Matters</b>		
	<b>Programme Design Framework for Postgraduate Online and Distance Learning Programmes</b>	
M22-23/31	<p>The Committee was asked to <b>approve</b> the proposed Programme Design Framework for Online / Distance-learning PGT programmes (UTC.22-23/21). Adrian Lee spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <p>a) The framework covers programmes outside York Online.</p> <p>b) Appropriate changes had already been made to existing PGT design policy, which includes 3-year part-time programmes.</p> <p>c) If there is a requirement for students to attend in person e.g. for a conference or induction week, this must be made optional.</p> <p>d) This framework should not be confused with the Credit Accumulation Framework.</p> <p>e) When developing a new online programme, HEP is usually given the right of first refusal.</p> <p>The Committee <b>approved</b> the framework, and <b>endorsed</b> its dissemination (via upload to the website and appropriate communication to departments)</p>	<b>JaW</b>

	The Committee thanked Adrian Lee and <b>commended</b> his excellent work on developing the framework.	
	<b>Revisions to Award and Progression Rules</b>	
M22-23/32	<p>The Committee was asked to <b>consider</b> revisions to the award and progression rules for 2023, which have been made in light of modularisation and semesterisation (UTC.22-23/22). Patrick Gallimore spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <ul style="list-style-type: none"> <li>a) The revisions had been thoroughly considered by SCA.</li> <li>b) Originally, the request was for the Committee to approve the changes, but first the University needs to determine whether SITS can manage the changes, and in the timescale required.</li> </ul> <p>The Committee <b>endorsed</b> the continuation of the project in its current direction.</p> <p>The Committee <b>commended</b> Mike Bentley for his incredible work on this immensely complicated project.</p>	
	<b>Degree Outcomes Statement</b>	
M22-23/33	<p>The Committee was asked to <b>approve</b> a revised Degree Outcomes Statement, which is an annual published analysis of degree outcomes (UTC.22-23/23). Daniel Baker (Deputy Chair of SCA) spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <ul style="list-style-type: none"> <li>a) The revisions to the Statement take into account the latest data and amend the section on COVID-19, in light of additional modelling.</li> <li>b) The report only considers degree results at Level 6.</li> <li>c) The University entered the pandemic below the Russell Group median.</li> <li>d) The trend in 'good degrees' in relation to the Russell Group (Appendix 1), is where the University is notably out of line.</li> <li>e) Daniel Baker explained that the data set is from 2019 - 2021, and the University's degree outcomes increased by 3.9%. 1% is attributed to the Safety Net Policy (2020), 0.5% is</li> </ul>	

	<p>attributed to alternative weightings and options and the remaining 2.4% is due to other factors, such as open/online assessments and students performing better. For 2022, residual grade inflation is expected but this will drop away. The Committee <b>observed</b> that, given the circumstances, this is not drastic inflation and degree outcomes at the University have been stable.</p> <p>The Committee <b>requested</b> that <a href="#">guidance</a> on terminology relating to equality, diversity and inclusion (ED&amp;I) was shared with the minutes of the report.</p> <p>The Committee <b>approved</b> the Statement.</p>	<p><b>Ja W</b></p>
	<p><b>University Performance against OfS Condition of Registration B3: Student Outcomes.</b></p>	
<p>M22-23/34</p>	<p>The Committee was asked to <b>consider</b> and <b>approve</b> the proposed actions in the paper on University performance against the new OfS Condition of Registration B3, which sets minimal performance thresholds on Continuation, Completion and Progression data (UTC.22-23/24). David Gent spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <ul style="list-style-type: none"> <li>a) Overall, the University hits these thresholds, in all cases at institution level and in the vast majority of areas at subject level and in relation to student characteristics.</li> <li>b) Subsequent to the paper being written, the OfS has confirmed that it will select 20 institutions for assessment this year, looking at UG / PGT full-time across 6 subject areas (Sociology, History, Business, Law, Computing, Psychology). It was noted that York does not have statistically significant indicators below threshold in any of these areas.</li> <li>c) Next year, OfS will look at sub-Level 6 provision, including Foundation Years. For this, we are 25th bottom for Completion, so unlikely to be one of the 20 selected institutions unless our position gets worse.</li> <li>d) Departments would benefit from the opportunity of having access to the data on an annual basis. It was noted that data sets and programme mapping would be considered as part of the Review of Reviews and a wider institutional data strategy. This should also be joined up with the Access and Participation Plan and other related projects.</li> </ul>	



	<p>The Committee <b>endorsed</b> that data, related to teaching, is shared with departments, as a matter of course and should be used for ongoing QA monitoring, as part of the Review of Reviews.</p> <p>e) The section re. PGT Asian students should read ‘the majority of PGT Asian students <b>who do not continue</b> are on York Online programmes’.</p> <p>The Committee thanked David for an excellent paper that explains what is coming and what is already happening.</p> <p>The Committee <b>approved</b> the proposed actions as listed on the paper and <b>endorsed</b> the approach that information should be shared with departments in due course.</p>	DG / JaW
	<b>Update on the Teaching Excellence Framework</b>	
M22-23/35	<p>The Committee <b>noted</b> the current work on the University’s Teaching Excellence Framework (TEF) submission (UTC.22-23/25). Tom Banham spoke to this item.</p> <p>The Committee <b>observed</b> that:</p> <p>a) The submission deadline is 24 January 2023.</p> <p>b) The TEF Working Group intends to ask UTC members to comment on the narrative in a targeted way. The Committee <b>endorsed</b> this approach.</p> <p>c) The paper invited members to consider what they feel is particularly distinctive about York to help inform the submission. It was <b>noted</b> that this should be done offline by email to Tom Banham.</p> <p>The Chair gave thanks to David Gent for all his excellent work on the TEF.</p>	TB  Members / TB
<b>SECTION 4: Quality Assurance Processes and Programme Approvals</b>		
	There were no papers in this section of the agenda for this meeting.	
<b>SECTION 5: Sub-Committees / other groups Summaries and Business</b>		
	<b>SCA - updated ToR and priorities</b>	
M22-23/36	The Committee was asked to <b>consider</b> a number of requests by the Standing Committee on Assessment (SCA)(UTC.22-23/26), and as a result:	

	<p>a) The Committee <b>approved</b> the updated SCA terms of reference: relating to quoracy and student representation, as recommended at the last University Teaching Committee meeting.</p> <p>b) The Committee <b>approved</b> a new member: Jeremy Airey.</p> <p>c) The Committee <b>noted</b> that SCA has added timeliness of feedback to its priorities; has reviewed these as requested by the Committee; and is confident it can achieve the priorities.</p>	
	<b>Academic Skills Steering Group - update</b>	
M22-23/37	Due to a shortage of time, UTC.22-23/27 would be considered at the next University Teaching Committee meeting.	<b>Ja W</b>
	<b>Summary</b>	
M22-23/38	<p>The Chair wished everyone a wonderful festive break and gave thanks to the various teams in Student and Academic Services for their great work in the midst of so much change. The Chair especially noted the work of the Academic Quality team and their support of the delivery of the Modularisation and Semesterisation project.</p> <p>The next meeting is on 19 January 2022, 9.30 in Heslington Hall HG/21</p>	

Angela Ranson & Jane Warne, Academic Quality Team, 30 November 2022  
Approved by Professor Tracy Lightfoot on 9 December 2022.