SENATE

TEACHING COMMITTEE

Minutes of the meeting held on Monday 15 October 2012

Present: Professor J Robinson (Chair), Dr I Abrahams, Prof W Bonefeld, Mrs L Booth, Dr A Carpenter, Mr T Clarke, Mr N Dandy, Prof P Drew, , Dr S King, Mr G Osborn (YUSU Representative), Mr T Rajab (GSA Representative), Dr K Selby, Dr H Smith, Professor C Thompson, Dr R Vann, Dr M White, Professor A Young

In attendance: Dr J Grenville (DVC) Ms L Stead (Academic Support Office)

Apologies: Dr A Kaloski-Naylor, Mr B Saynor (York College), Professor L Siciliani

Category I

12-13/1 Welcome
The Chair welcomed new members to the Committee: Dr I Abrahams, Dr A Carpenter, Mr T Clarke, Dr K Selby and GSA Academic Officer, Mr T Rajab.

12-13/2 Minutes
The Committee **approved** (UTC.12-13/1) the minutes from the meeting held on 25 June 2012 subject to the following corrections:
- the status of the Academic Registrar should be corrected from 'in attendance' to that of member
- the inconsistent term of 'practice/practise' should be corrected to that of 'practise' when referring to Fitness to Practise

12-13/3 Matters arising
The Committee **considered** a report on matters arising from the minutes. (UTC.12-13/1 appendix) and noted that most items had been closed. Items not covered by the report were then considered:

Working Group for Visiting Students - Centre for Lifelong Learning to pilot credit based cultural learning programme

Further to M11-12/182 (e) the Director of the Centre for Lifelong Learning gave an oral update. Eight visiting students had engaged in modules timetabled during the evening and had enjoyed the experience and a further eight had enrolled for 10-40 credit modules in the Autumn term. In discussions with the Study Abroad Office it was agreed that Sarah Leach

would investigate what was required to satisfy visiting students' needs and clarify with John Busby financial arrangements regarding how monies would be divided for students wishing to take such modules offered by the Centre for Lifelong Learning.   **Action Closed**

It was **noted** that a further report on progress would be considered by the committee in Spring 2013.

Thesis Advisory Panel (TAP) meetings

Further to M11-12/184 (omitted from the June Matters Arising) it was confirmed that the TAP meetings are now recorded on SITS. The Secretary would confirm with Registry Services that the monitoring of TAP meetings was underway. **Action: Secretary and Registry Services**

Amendments to MSc in Autonomous Robotics Engineering

Further to M11-12/90 it was **noted** that the matters raised by the Committee had been addressed and approved by the Chair.   **Action Closed**

Student Representation Policy

Further to M11-12/60 (omitted from Matters Arising) it was **noted** that Senate had approved the Student Representation Policy and it had been circulated to Departments (Senate M11-12/37).

12-13/4 Terms of reference and membership for 2012/13
The Committee **considered** its terms of reference and membership for 2012/13 (UTC.12-13/2).

The Committee **approved** its terms of reference and membership subject to the following corrections:
- remove ' for Senate ratification' within the paragraph on the reporting structure (page 1) to reflect the direct reporting from SCA to Senate for all awards.
- amend Student Services Committee to Student Experience Committee
                                                                    Action: Secretary

12-13/5 Annual cycle of business
The Committee **received** and **approved** the annual cycle of business, a list of members' roles and responsibilities, and a provisional allocation of members to periodic review and other visits. (UTC.12-13/3). It was **noted** that the reference to the QAA Codes of Practice should be updated to QAA Quality Code and that the Chair and ASO had decided that an overview of programmes approved in the previous academic year should be removed from November business as this duplicated items of business.   **Action: Secretary**

It was confirmed that submission rates and awards of research degrees were received by SCA.

It was **agreed** that the Chair would consider how to include the University's Code of Practice on Research degrees within its cycle of business noting that the Committee had considered and approved proposed amendments from the Research Development Team in the past (*M11-12/185 refers*).

Action: Chair

Secretary's note: Members are reminded to raise any concerns relating to the roles and responsibilities with the Secretary outside the meeting

12-13/6 Annual Programme Review
The Committee **received** and **noted** the UTC revised process for consideration of APR's and a list of members' assigned APR reports. (UTC.12-13/4)

Each member had been assigned five or six APR reports and would return their comments form to the ASO for collation before Christmas. During discussion some concerns were expressed as the process no longer included the usual physical meeting of groups to discuss APR reports and share comments on themes. It was **agreed** that members should be invited to email their corresponding member (all reports would be considered by at least two members including the Departmental contact) to discuss any issues and/or themes before returning their comments form.

The Chair reminded the Committee that the aim was to streamline the process but not to compromise on the quality of discussions and all members were asked to comment on the process via their comments form. This would inform the process for 2012/13 reporting.

Due to some inconsistencies in deadline dates the Chair confirmed that all APR reports were due to be returned to the ASO by 30th November. These would be circulated to members by 7th December (along with the Committee's responses to APR reports for 2010/11) and should be returned to David Clarke (david.clarke@york.ac.uk) in the ASO by 21st December 2012.

12-13/7 UTC Strategic Business
The Committee **considered** a paper from the Chair and the Head of the ASO on the conduct of UTC strategic business. (UTC.12-13/5)

Additional December meeting

It was proposed that the additional December meeting should be used to discuss strategic matters as this would no longer be taken up by the consideration of APR reports. It was **noted** that the large size of the Committee and Heslington Hall venues made discussions of strategic issues difficult but previous attempts to solve this had resulted in dividing the Committee into subject groups which was also felt to be restrictive to strategic debate as members appreciated interdisciplinary input. However it was **agreed** that the meeting should take place and that further meetings should be convened if necessary.

Sub committee structure

A member expressed concern that the current process occasionally resulted in hasty consideration of new programme proposals as UTC agendas were usually long. The Chair **noted** that programme approval items received 15 minutes consideration and could be moved higher on the agenda than is current practice to ensure that they continued to be an integrated part of UTC business. This would be preferable to removing this business to a sub- committee.

(Secretary's note: Programme approvals business may be considered earlier on subsequent agendas)

12-13/8 Start time of UTC

The Committee **considered** and **approved** the start time of 1.15pm for UTC meetings from the Spring term onwards. The start time of 2.15pm would continue for November and December meetings due to the teaching commitments of some members.

12-13/9 Oral report from student representatives

The Committee **received** an oral report from student representatives.

YUSU representative:

The timescales for the nominations for Course Representative elections are as follows:

- Nominations Open**:** 12pm, Friday Week 1 (12th October)
- Nominations Close**:** 12pm, Friday Week 2 (19th October)
- Voting Opens: 12pm, Wednesday Week 3 (24th October)
- Voting Closes: 12pm, Monday Week 4 (29th October)

Committee members were asked to promote the elections within their own departments and YUSU was asked to ensure all Departmental Administrators were informed.

Attendance at NUS/QAA joint events

The YUSU Academic Officer reported that student engagement continued to play a large role in the QAA's agenda and debate continued concerning a risk based approach to Institutional Review with a possible 8 year interval between visits.

GSA representative:

Course Representative Elections

It was reported that the GSA were mid way through their elections and would be providing training for the elected representatives.

Student Support

The GSA has assisted in 54 cases of academic misconduct, 19 queries regarding progression decisions and 2 cases regarding PhD upgrades.

Restructure of the Academic Year

It was reported that some students were concerned that semesterisation would prevent Welcome Week from taking place.

VLE Service Group

The GSA reported that they were keen to be included in this group.

12-13/10 Oral report from the Chair

The Committee **received** an oral report from the Chair as follows:

Chairs of Boards of Studies Conference

The Chair reported that the conference arranged by POD on 24-25 September had been successful and included workshop and briefing sessions. The only action arising from the conference that will come to UTC was a request for Terms of Reference for Boards of Studies.

National Surveys

The Chair reported that the NSS 2012 and PTES 2012 memos and data had been circulated to departments and were available at https://www.york.ac.uk/staff/teaching/monitoring-and-review/surveys/. In his PTES memo the Chair requested that departments reflected on and responded about policies and processes for assessment and feedback, by 30 November. ASO will collate the responses for consideration by UTC.

The 'Ask SMG' event on 17th October 2012 would focus on the NSS results and the possibility of a new teaching building.

New Teaching Building

The Chair reported that, following his email memo, (UTC 12-13/18) five members (Roddy Vann, Ian Abrahams, Graeme Osborn, Lesley Booth and Taha Rajab) would take part in the working group meeting on the 24 October regarding a new teaching building on Heslington West. Others would be co-opted to the group and the Chair's paper resulting from the meeting and other consultation would be discussed at the SMG 6th November. The Chair had also raised the subject at other fora including the HoDs Forum; Administrators Forum; Learning and Teaching forum workshop; the Chairs of Boards of Studies meeting and had consulted with the Timetabling Office. It was **noted** that assessment needs, teaching group sizes, and subject specific accommodation requirements should be considered by the working group.

12/13/11 New Appointments to the Standing Committee on Assessment

(item moved from Category II due to additional information since receipt)

The Committee **considered** and **approved** the proposed nominations for three new members:

Dr Dominic Watt (Language and Linguistic Sciences

Dr Oliver Craig (Archaeology)

Mr John Bone (Economics)

One further vacancy remains for an academic member. (UTC.12-13/19)

12-13/12 Review of the Academic Year
The Committee **considered** a progress report from the Chair of the Review of the Academic Year Working group which had analysed a range of possible adjustments to solve problems due to the current academic year, post modularisation (UTC.12-13/6). They had concluded that none of the possible minor adjustments satisfactorily resolved the issues and were now recommending that the group continue with an explicit mandate to consider semesterisation.

The Chair reported that there seemed to be growing support for semesterisation amongst academic departments and some members confirmed that such a restructure would ensure we were in a comparable position with our competitors, support better programme structures, especially for combined programmes, and solve timing problems with international exchanges. It was acknowledged that academic departments would be required to revise programmes again but there was general agreement that the University needed a system that was fit for purpose, rather than a structure that required many patches and workarounds. Professor Andy Young (Psychology) expressed grave concerns about the negative impact such a restructure would have on staff morale and workload given the time spent previously for re- modularisation.

YUSU reported that officers students had not yet consulted with the student body. GSA reported that such a restructure would support internationalisation.

Following discussion the Committee **agreed** to continue with the project and requested that ASO:

a) investigate the sector and categorise current systems

b) contact representative Universities to gather information on their recent experience

c) contact recent recruits to York who have experience of alternative systems

The outcomes would be received by working group in November and would consider the next steps.

Action: Chair and ASO

12-13/13 Learning and Teaching Strategy
The Committee **approved** the Learning and Teaching Strategy: Priorities and Actions for 2012-13. (UTC.12-13/7)

The Head of the ASO introduced the four key themes and referred to the top level priorities for 2012/13.It was **noted** that UTC's remit was concerned with the governance of the strategy and the endorsement of these priorities. The operational aspects of its implementation and mapping of priorities to actions was the responsibility of various relevant academic and central staff. The Head of the Academic Support Office was responsible for the annual reporting on the progress of all actions linked to the priorities during the year.

12-13/14 National Student Survey 2012

The Committee **considered** the results from the 2012 survey. This included the memo previously circulated to members and to departments, subject area observations and all data sets. Overall the University has increased its position in the sector to 24th on overall satisfaction.

The Chair reported that the teaching dimension continued to receive excellent scores, was supported by the open comments and correlated with the outcomes from Question 22 on overall satisfaction. It was **noted** that assessment and feedback continued to be the poorest scoring dimension. Open comments suggested that feedback was sometimes late, inconsistent and not detailed enough. Archaeology was the best performing department in this area. Many of our highly performing departments continued to do very well, while several others had shown significant improvements across the board or in key dimensions.

It was **noted** that slippages in large departments had a considerable effect on outcomes. Some members suggested that the University's approach to reacting to outcomes each year should be tempered by departmental expectations in the light of such issues as managing the final cohorts on the old modular scheme and subsequent student expectations. It was agreed that good management within departments involved reflection in order to plan for the future and to manage student expectations accordingly. The Chair confirmed that his planned discussions with departments would take this into account.

Learning Resources had improved dramatically due to the completion of the Library. Academic Support received rather mixed scores and Personal Development was the most out of step with the rest of the outcomes.

The Committee suggested that links to data should be provided within the paperwork (rather than the current receipt of all data in hard copy).

It was acknowledged that excellent two-way communication was crucial to NSS outcomes and that the focus should be on providing the best learning experience possible, making clear to students how their departments were going to do this and working in partnership with the student body to achieve this.

It was **noted** that the Chair would be engaging in more detailed discussions with specific departments to discuss their results and approaches.

12-13/15 Key Information Sets

The Committee **received** a verbal report on the KIS from the Head of Academic Support Office. It was **noted** that the University had 201 statements of Learning and Teaching activities completed by 22nd August. All departments were allocated a KIS Liaison Officer to support the process. The KIS went live via Unistats on 27th September and departments were currently digesting the published information. It was **noted** that sector comparisons were available using Tableau software. Contact time has been a major topic of debate amongst departments and assessment and employability would also require future discussion. Professor Werner Bonefeld expressed concerns about the lack of guidance provided by the University and it was noted that the HEFCE guidance did not deal with all issues as they surfaced within the sector.

A fuller summary and institutional analysis would be received at the November Committee.

12-13/16 Collaborative provision and revised UK Quality Code

The Committee **received** the revised draft of Chapter B10 of the UK Quality Code for Education: Management of collaborative arrangements, currently out for consultation. It was **noted** that the concept of collaboration had been expanded to include placements and work based activities and the previous code on Placement Learning had been discontinued. The final version of the chapter will be published in December 2012. (UTC.12-13/8)

The revised chapter was divided into an 'Expectation' followed by indicators to provide details on what was expected of providers that were responsible for collaborative arrangements. It was **noted** that the chapter suggests that due diligence procedures should be undertaken initially. The University currently undertakes this in parallel with further activities to secure a collaboration. Indicator 9 confirms that the University must fulfil its contractual obligations to students should a partner withdraw from an arrangement; this is currently made clear in the University's validation agreements. It was agreed that the final chapter must be carefully checked to ensure the University is aware of all its obligations.

It was **noted** that the recent UK Border Agency obligations regarding checks on international placements should be included in any revised University Policy.

Members were asked to forward comments to Dr Juliet James by Friday 19th October.

Action: Members

12-13/17 Approval of Research Degree pro forma

The Committee **approved** the draft pro forma (UTC.12-13/9) for the approval of research degrees for use by Departments from October 2012 pending minor corrections and additions as follows:

> a) ensure that references to 'PhD' which apply to all research degrees are changed to say 'Research Degrees'

b) section 14: confirm if taught elements are pass/fail

c) section 17: include TAP meeting timetable arrangements to ensure they comply with University guidelines

Action: ASO

12-13/18 PhDs approved by the Board for Graduate Schools

The Committee **considered** a list of PhDs produced by SITS in September 2012. The location of minutes that documented approvals of research degrees was proving difficult. It was **noted** that that these must have been approved by the Board for Graduate Schools in the past (dissolved in 2010) as they were logged on SITS and ASO proposed that this list should divide what had previously been approved by the BfGS and what was now UTC responsibility. Since October 2010 UTC approvals of research programmes were clearly minuted and auditable. (UTC.12-13/10).

The Committee retrospectively **approved** this list pending clarification of three duplicated PhDs that had different codes (PhD in Medical Sciences, PhD in TFTV and Doctor of Medicine in Medical Sciences). The Committees also requested a list for Masters by Research and M Phil programmes.

Action: Secretary and SITS Manager

12-13/19 VLE staff and student report

The Committee **considered** the bi- annual VLE staff and student survey report including the forthcoming tender for the University VLE (UTC.12-13/11).The Team Leader of the E-Learning Development Team (ELDT) highlighted the issues arising from the survey as follows:

Students

- inconsistency of on-line provision across taught programmes
- inconsistency in quality standards employed in the design of module sites
- improvements in usage training
- improvements in user interface (usability and functionality)

Staff

- improvements in range of support and training
- some usability problems when designing modules or uploading content
- time spent creating EARL reading lists

It was **noted** that both staff and student engagement had increased considerably since the last report and students welcomed access to course information and content. The committee acknowledged that VLE sites would continue to be different as departments varied in how they approached their teaching. The level of training was discussed in the light of people's

expectations for more intuitive systems. The Committee supported the continued promotion and endorsed the recommendations for the ELDT to:

- explore usability issues by convening student focus groups
- work with Departmental VLE Coordinators to advise on student training
- discuss planned use of e-learning tools to support student learning with departments and assist in the development of action plans from 2012/13

Tender Exercise

It was reported that the licence for Blackboard runs until December 2015 and the University's Supplies Office has recommended that an open tender exercise be conducted from June 2013 to test Blackboard's offering against the market place. The VLE Service Group (VSG) proposed the set up of a coordinating group to oversee the preparations for the tender exercise. The Committee suggested that teaching staff should be invited onto the group and representatives from UTC would also be involved to give a firm steer for a future on-line learning space.

The revised specification of requirements would be signed off by UTC in June 2013.

The Committee endorsed the convening of the working group.

12-13/20 Education: BSc Psychology of Education
Further to M11-12/134 the Committee **considered** the resubmission of BSc Psychology of Education Programme specification and module descriptions from the Department of Education (UTC.12-13/12).

Lesley Booth and Helen Smith had reviewed the proposal prior to the meeting. They acknowledged the work undertaken by the department to follow up previous UTC comments, and reported their view that the proposal was ready for approval.

Exception due to PSRB rules

It was **noted** that for graduate recognition by the British Psychological Society, students must be separately assessed on defined subject content. In order to avoid a situation where a student passes Stage 2 having failed a BPS-required component, the proposal included a special assessment rule for each Stage 2 module on the programme (except for Research Methods in Psychology in Education I) that *both components* of the module be passed in order for the module to be passed. Compensation would be allowed within the module, providing no component mark was below the potentially compensatable pass mark.

The Committee **approved** these special assessment rules in respect of Stage 2 modules for the BSc Psychology in Education and agreed that students must be made aware of the rules as soon as possible. The Committee suggested further detailed mapping to the BPS requirements.

Minor corrections

The Committee approved the programme for October 2013 pending minor corrections as follows:

- programme specification- Section B (ii) Skill learning outcome number 5. should be mapped to the appropriate corresponding learning/teaching and assessment methods
- programme specification (Assessment Rules column) must be corrected to reflect the exception to assessment rules
- module descriptors- removal of '5, 000 word essay' from Breakdown of module workload section with descriptor form for Understanding learning and behaviour II and Learner development and socialisation II modules
- correct 256 hours Private Study shown under 'Other' in Breakdown of module workload section with descriptor form for Learner development and socialisation I module

Major modifications

The Committee **considered** the rationale for the proposed major modified modules: Children and Literature; Learning Gender, Teaching Learning and Using Language in Educational Contexts, Skills for studying English in Education; Education Policy and Society: Past and Present; Psychological Practice in Schools; Psychological Aspects of Teaching and Teaching and Learning Literature.

The reviewers had considered these in detail in advanced of the meeting.

The Committee **approved** the major modifications to the BA Educational Studies, BA English in Education and BA Sociology and Education for October 2013 and **agreed** to forward any further minor corrections to the Secretary.

Action: Secretary, Education

Category II

12-13/21 Strategic fund awards
The Committee **received** for information a summary of strategic fund awards (UTC.12-13/13).

12-13/22 Report from the Director of LFA
The Committee **received** a report from the Director of LFA (UTC.12-13/14).

12-13/23 Erasmus exchange agreement
The Committee **noted** that the Chair has **approved** an undergraduate Erasmus exchange agreement between the School of PEP and the Universitaet Bayreuth, Studiengang 'Philosophy and Economics' in Germany.

12-13/24 External assessors for Periodic Review of York Law School

The Committee **noted** that the Chair had **approved** the appointment of external assessors the forthcoming Periodic Review of York Law School: Professor Kathryn Hollingsworth (University of Newcastle), Ms Sarah Greer (University of Greenwich) and Ms Carol Cook, on behalf of the Solicitors Regulation Authority.

12-13/25 National Science Learning Centre revalidation

The Committee **noted** that the National Science Learning Centre has met the conditions of revalidation of the following programmes:

- the Postgraduate Certificate in Primary Science Education and Leadership, part of the Extending the Role of the Science Subject Leader programme (ERoSS)
- the University Certificate in Science Education and Leadership, part of the Senior Technicians Accredited Co-Leaders in Science Programme (STACS)

The University will therefore validate the above awards for a period of three years from September 2012. This has been signed off by the Chair of UTC.

12-13/26 Modifications to, and Withdrawals of, Programmes of Study

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between June and October 2012 (UTC.12-13/15). The Committee **noted** that the Chair, acting on behalf of the Committee, had approved modifications to, and withdrawals of, programmes of study as follows (further details are available from the Academic Support Office):

Archaeology: Approval of a new optional skills module 'Qualitative Methods' for taught postgraduate students. This module will be marked on a pass/fail basis and will be available for students entering in October 2012. Approval of six 20 credit modules for stage 2 undergraduates spending the autumn term abroad (replacement for usual 30 credit modules). These modules will be available for students entering stage 2 in 2012/13 onwards.

Economics: Approval of a change to the first year of the undergraduate programme: from October 2012 there will be a single mathematics module '*Using Mathematics in Economics*', taken by all students (currently there are two mathematics modules, one for those with a high grade in A-level Mathematics and one for those without).

Electronics: Withdrawal of the following programmes for 2013/14 due to recruitment of exceptionally small numbers (no more than 4 in each of the past 2 years): BEng in Digital Media Systems,   BEng in Electronic Engineering with Digital Media Systems, MEng in Digital Media Systems, MEng in Electronic Engineering with Digital Media Systems. Approved by Chair of Planning Committee.

Health Sciences: Approval of the request to allow four identified branch/field specialities of the BSc Nursing and to recruit to them separately for 2013/14 entry. These are: child, adult, mental health, and learning disability. N.B. This just means that the specialities will each need a separate UCAS code, but not a separate degree title. The degree programme, as it currently exists, remains exactly the same. Approval of modifications to the online PGCert/PGDip/MSc Haematopathology, to come into effect for new entrants 2012/13. 20cr M-level modules Diagnosis 1, 2 and 3 to become non-compensatable, to correspond with other modules in Health Sciences which assess clinical skills. Introduction of continuous assessment throughout each module.

Mathematics: Approval of a change to allow Stage 3 students to take up to 20 credits of M-level mathematics modules as options if their programme allows Stage 3 options**.** A student will only be able to choose the M-level modules if they average 60 or over in their Stage 2 mathematics modules. If a student chooses to do M-level modules and then subsequently fails to attain this average then the student will be asked to choose H-level modules in place of their original M-level choices. Approval of a change to allow final year single subject MMath students to take up to 40 credits of H-level modules in their final year. The student must have at least 120 credits worth of M-level material by the end of their degree. Currently a single subject MMath student can only take 20 credits of H-level material in their final year and due to their programme structure they will have taken 40 credits of M-level material in Stage 3 and 100 in Stage 4. This is 20 more than the University requires for a MMath degree. This amendment gives the student the choice of taking more than the required 120 M-level credits in their degree. Approval of changes to the *Conversion Year* from October 2012. The pass mark for modules is no longer fixed at 50. This ensures consistency with the University mark scheme for undergraduate modules. The entitlement to reassessment is increased to 60 credits. Students are now entitled to be reassessed in modules that they have passed with a mark less than 60 at first sit. This removes the opportunity for 'leapfrogging'. Clarification of programme rules that students are only entitled to reassessment if they have achieved below 60 in, at most, 60 credits-worth of modules.

Management: Approval of a proposal that the three core taught modules (Leadership, Management and Human Resources; Financial Management; Skills for HRM) of the MA in Human Resource Management become non-compensatable to meet the requirements of the CIPD (the professional body). Approval of changes to delivery and assessment of summer term module Strategic Planning, optional for students on the MA Public Administration and Public Policy, in order to comply with PGT Framework regulations on progression. To come into effect 2012-13.

PEP/Philosophy/SPS: Approval from October 2012, that as a pre-requisite for taking stage 2/3 Philosophy modules, students who are not doing the Beginning Philosophy module (i.e. primarily PEP students on the Econometrics stream and SPS students

taking Philosophy modules) should have to pass a short non-credit-bearing online philosophy skills tutorial.

PGCAP: Approval of workload-neutral modifications to the delivery and assessment of Modules 2 and 3 ('Researching Learning and Teaching'; Developing Academic Practice'), in response to external examiner and participant feedback. To come into effect in 2013-14 for the October 2012 intake.

SPSW: Approval of the following changes to the online Masters programmes to come into effect in 2012/2013:

• Change the credit-weighting of the new, long, Independent Study Project (ISP) so that it is worth 60 credits (rather than 40) and make this 60-credit route available on the online MA in Public Policy and Management only
• Retain a 20 and 40-credit ISP route for students on all the online programmes
• Set the word limits for the ISPs as follows: 20-credit ISP: 6,000 words, 40-credit ISP: 12,000 words, 60-credit ISP: 18,000 words
• Retain the current plans to introduce a Research Methods module. This would be an options choice for those taking the 20 and 40-credit ISP route, and a pre-requisite for those taking the 60 credit route (this reflects the fact that the 60-credit route will provide an opportunity for students to undertake some substantive empirical work, and that the training provided in the Research Methods module will provide a necessary underpinning for that work)
• Note that all ISP modules are subject to ISM marginal fail rules (this was previously agreed for the existing 20 and 40-credit ISP modules).

Sociology: Approval of a change in the Summer Term assessment (from examination to coursework) of Research Methods, a compulsory stage 2 module, to come into effect in 2012/2013.

York International Foundation Programme: Approval, for a 2012/2013 start, of: (a) the replacement of the current IT unit with a more comprehensive Research and IT Skills unit, and (b) new rules for selecting units to ensure that students take units that are relevant to their pathway and do not take on an excessive workload.

Computer Science: Approval of exceptions from 2012 to the University's rules for compensation to all programmes accredited by the IET. The IET require a maximum of 20 credits (out of 120) to be compensated at 30% for H and lower level modules in all years of a first degree, and 30 credits at 40% for all M level modules.

12-13/27 Updated policies and procedures
The Committee noted that the Chair has approved updated versions of the following policies and procedures:

- Role of external assessors in the approval of new programmes and modifications

- Role of external assessors in periodic reviews and other visits

12-13/28 HYMS Joint Learning and Teaching Committee

The Committee **received** minutes of the meeting of the HYMS Joint Learning and Teaching Committee held on 25 July 2012 (UTC.12-13/16) and **noted** this has now been dissolved.

12-13/29 Coordinating Group for Supplementary Programmes

The Committee **noted** that the minutes of the meeting of the Coordinating Group for Supplementary Programmes held on 19 July 2012 are available at:

https://www.york.ac.uk/staff/teaching/groups/supplementary-programmes/#tab-4

12-13/30 Distance Learning Forum

The Committee **noted** that the minutes from the meeting of the Distance Learning Forum held on 29 May 2012 are available at:

https://www.york.ac.uk/staff/teaching/groups/distance/#tab-4

12-13/31 Dates of next meetings

The Committee **noted** the dates of the next meetings (from February all at 1.15pm in HG15, Heslington Hall unless otherwise stated):

- Monday 5 November 2012 (2.15pm)
- Monday 10 December 2012 (2.15pm)
- Monday 17 December 2012 (1.45pm)
- Monday 4 February 2013
- Monday 11 March 2013
- Monday 20 May 2013
- Monday 24 June 2013