SENATE
TEACHING COMMITTEE

Minutes of the meeting held on Monday 30 September 2013

Present: Professor J Robinson (Chair), Prof W Bonefeld, Mr T Clarke, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Dr J Hardman, Dr S King, Dr M Roodhouse, Dr K Selby, Dr A Shiel, Professor C Thompson, Dr J Thijssen, Dr R Vann, Dr R Waites, Mr D Whitmore (YUSU Representative), Ms X Yang (GSA Representative), Prof A Young

In attendance: Mr D Clarke (ASO), Mr R Gill (Secretary), Dr D Jackson (Learning and Development) (for M13-14/13), Ms K Mitchell (RSAT) (for M13-14/16), Professor M Ormrod (Academic Co-ordinator, Arts and Humanities), Mr B Saynor (York College)

Apologies: Mrs L Booth, Dr J Grenville, Dr C van Wyhe

CATEGORY I BUSINESS

13-14/1 Welcome
The Chair welcomed new members to the Committee: Ms C Dantec, Dr J Hardman, Dr A Shiel, Dr J Thijssen, Dr R Waites, Mr D Whitmore (YUSU Representative), Dr C van Wyhe, and Ms X Yang (GSA representative).

13-14/2 Minutes
The Committee approved the minutes of the meeting held on 24 June 2013 (UTC.13-14/1) subject to the following corrections:

- M12.13/169 ‘Postgraduate Research Degree Policy’ should be corrected to ‘Policy for Research Degrees’
- M12.13/178 needed clarification around percentage rates of participation in Study Abroad
  Secretary’s note: this has been clarified and now states “Participation rates had increased by 2% from 2011-13 and stood at 8%. The target for 2020 is 20%”
- M12.13/189 Dates of meetings for 2013/14 should be changed to note the new 1:00pm start time.
The Committee **approved** the minutes of the meeting to approve the PG Cert in Clinical Leadership held on 20 August 2013 (UTC.13-14/2).

**13-14/3 Matters arising**
The Committee **considered** a report on matters arising from the minutes (UTC.13-14/3(Appendix 1)) and noted that three items were ongoing. These concerned major modifications to the BA and MA in Social Work (M.12-13/167), E-learning vision statement and Virtual Learning Environment Tender for Renewal (M.12-13/170) and a revised Academic Misconduct Policy (M.12-13/171).

**13-14/4 Terms of Reference and membership and annual cycle of business**
The Committee **received** the terms of reference and membership for 2013/14 (UTC.13-14/4). It was **noted** that point 3 of the Terms of Reference refers to the UK Quality Code rather than Academic Framework, and it was **agreed** that the reason for this change should be clarified by the secretary. It was **agreed** that members would contact the secretary by the end of the week should any further amendments be required.

*Secretary’s note:* The reference to the UK Quality Code had been added to the terms of reference during the 2012/13 cycle, though it was unclear why. The reference to academic framework has been reinstated for 2013/14.

**ACTION:** Secretary, UTC

The Committee **received** a list of members’ roles and responsibilities, and a provisional allocation of members to periodic review and other visits (UTC.13-14/4). The Committee had previously discussed assigning roles to its members to represent particular perspectives such as PGR, and although not reflected in this year’s terms of reference and membership it was **noted** as a topic that could be revisited in the future. It was also **noted** that the Annual Cycle of Business for 2013/14 would come to the next meeting.

**13-14/5 Oral Report from the Chair**
The Committee **received** an oral report from the Chair.

*Structure of the Academic Year*
The Chair reported that conversations had taken place throughout the summer with Heads of Departments and Chairs of Boards of Study. The outcomes of those meetings had informed a revised paper and the working group had been re-activated. Following discussions with the incoming VC, the Chair would report back to UTC with further options at a future meeting.
New Teaching Building

The Chair reported that the Strategic Project Group would now be chaired by Colin Mellors, replacing the outgoing Elizabeth Heaps. An £8 million budget had been allocated and the group would receive preliminary sketches later in the Autumn term. A revised timeline was in progress for completion by the beginning of academic year 2016/17.

13-14/6 Oral report from student representatives

YUSU
The Committee received a report on YUSU’s planned introduction of departmental student representatives, in addition to existing course representatives. At present there were 327 course representatives and it was hoped that one voice from each department would streamline communication. Staff could contact the departmental representative as a first point of contact for an overview of students’ views, and the departmental representative could assist in the training of new course representatives. Prospective departmental representatives would be selected by interview from a pool of experienced course representatives by YUSU.

GSA:
The GSA had been overseeing inductions of course representatives. New representatives would be given business cards, hold drop-in sessions with students and attend termly meetings with the GSA to encourage effective communication. The GSA had attempted to involve PhD course representatives with varied levels of success. Some departments do not currently have representatives that collaborate with the GSA; however the GSA tries to fill these roles wherever there are gaps.

13-14/7 Mathematics: MSc in Advanced Mathematical Biology

The Committee considered a proposal from the Department of Mathematics for an MSc in Advanced Mathematical Biology (UTC.13-14/5) to start in October 2014. The proposal had been considered in advance of the meeting by Roddy Vann and Tim Clarke and had the support of the external assessor.

During the discussion it was noted that the proposal was well motivated, but while the Committee was supportive in principle, it took the decision not to approve at this time. The Committee recommended that the programme be brought back to a future meeting once a number of key issues had been addressed:

a) provide clarity on the higher progression hurdle for the placement stage, and why this has been set at 60% as opposed to 50%. The Committee also requested
information on available alternatives to placement for students who did not meet the progression hurdle;

b) further detail on the process for students going on placement. The Committee also requested information on whether a process was in place for addressing poor quality of workplace supervision on placement;

c) provide further information on the rationale behind the universal use of closed examinations. It was suggested that a broader range of assessment methods could be considered to reflect a diverse range of entrants;

d) the Committee felt that structures need to be looked at with regard to the timing of reassessment and exit points, and requested more clarity on how these fit. University rules mean that only a certain proportion of the programme could be re-assessed, so, technically, re-assessment should not take place until completion of the taught component. Therefore a decision on re-sits could not be made until after the group project has been completed. A suggested alternative was to ask for an exception which would allow students to take re-sits ‘at risk’, but it was noted that this was also not ideal;

e) the Committee highlighted potential uncertainty for students due to the late start of the project, and requested that the list of placement institutions be made available;

f) provide clarity on the decision for Mathematics Board of Study to take lead responsibility, as opposed to a combined Board of Study, and what the input would be from the department of Biology.

13-14/8 Environment: BA/MEnv in Human Geography and Environment

The Committee considered a proposal from the Department of Environment for a BA/MEnv in Human Geography and Environment (UTC.13-14/6) to start in October 2015. The proposal had been considered in advance of the meeting by Andy Young and Mark Roodhouse and had their support and that of the external assessor.

During the discussion the Committee noted that the proposal had been well thought out and the department was praised for the quality of the submission. The programme would form part of the department’s expansion into Geography and would stimulate its further growth, whilst providing a distinctive and highly inter-disciplinary degree.

The Committee approved the programme, subject to the following:

- clarification of the exit point degree title “BA in Human Geography and Environmental Studies” and the rationale behind this being different to the “BA in Human Geography and Environment”.

13-14/9 Sociology: MA in Criminology and Social Research
The Committee **considered** a proposal from the Department of Sociology for an MA in Criminology and Social Research (UTC.13-14/7) to start in October 2014. The proposal had been considered in advance of the meeting by Carl Thompson and Jan Hardman and had their support and that of the external assessor.

The Committee **approved** the full-time MA programme, subject to the department providing further clarity on the use of formative assessment and how it will prepare students for later summative assessments.

It was, however, **decided** that the Committee could not approve the two year part-time route until further information was provided on its structure and how it would operate. The part-time route should therefore be re-submitted at a later meeting, and the re-submission should include:

- further detail on the structure of the part-time route, addressing concerns about part-time students carrying a 40 credit workload in a term;
- further consideration of timing of re-assessment and progression decisions, and the risk to part-time students if they do not pass the taught element at the end of term 2 of their second year.

**ACTION:** Department of Sociology

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13-14/10 National Science Learning Centre: PG Cert in Understanding and Leading Early Years Science

The Committee **considered** a recommendation for a new validated Postgraduate Certificate in Understanding and Leading Early Years Science from the NSLC (UTC.13-14/8). The programme had been **considered** in advance by a panel chaired by Werner Bonefeld and at the validation review visit to the NSLC on 27 June 2013.

During the discussion it was **noted** that the NSLC had responded positively to recommendations following the original submission, and the Committee was supportive of the proposal. It was also noted that collaborations such as this require extensive support and sharing of expertise. It was agreed that the Chair would write to the NSLC to emphasise the importance of sharing its corporate knowledge across the portfolio of validated programmes.

The Committee **agreed to recommend** the programme for approval by the Senate.

**ACTION:** Chair

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13-14/11 Learning and Teaching Strategy

The Committee **considered** a paper outlining priorities and actions for 2013-14 to implement the Learning and Teaching Strategy (UTC.13-14/9). The paper summarised key
developments in the implementation of the Learning and Teaching Strategy and provided an update on progress made in 2012-13. The paper also outlined the priority and action areas for the coming year around the Strategy’s four key themes;

a) recruiting and supporting staff
b) institutionalising quality improvement
c) developing a high quality portfolio of programmes
d) managing the learning and teaching environment

The Committee approved the priorities and actions for 2013-14, and noted that the greatest challenge would be the managing of the learning and teaching environment. Staff across the university were already experiencing difficulties in terms of room space, and there was a concern that this would become a real problem soon. It was noted that the pressures on learning and teaching space could affect the student experience and could pose a future reputational risk. Concerns were also raised over a lack of office space and the impact this was having on staff collegiality in departments. It was noted that the need for more space was very clear and that resources needed to be considered further in light of a potential institutional move towards more small-group teaching. It was agreed that Matt Burton from Timetabling and Accommodation would be invited to report at the next meeting.

**ACTION: Secretary to invite Matt Burton to next meeting**

The Committee discussed the maintaining of high standards of teaching, and making this a strong theme for the coming year. In particular this concerned putting frameworks in place to assist departments in managing poor performance. It was noted that any involvement in performance management would have to involve HR, and work was already underway to do this with the initiation of a Performance Excellence project. The Chair would report on this at a future meeting.

**ACTION: Chair**

The Committee discussed its own reflectiveness, and how actions are reviewed to ensure that the Committee achieves appropriate impact in relation to the cost and time of its members. Members noted that there may be a link between this and a wider question on the expectations of academics, and the role of the York academic. The Chair would bring a proposal for assessing the impact of UTC decisions to the next meeting.

**ACTION: Chair**

**13-14/12 Potential pedagogic developments**

The Committee considered a report from the Chair on potential pedagogic developments and an institutional move towards student-work-centred programme design (UTC.13-14/10). The paper was a substantial update of a paper previously considered by the Committee
(UTC.12-13/141), and was informed by the outcomes of a series of meetings with Heads of Department and Chairs of Boards of Study.

The paper proposed a framework for programme design informed by Higher Education pedagogy research, centred around the specification of five key parts:

a) a programme’s graduates and the ascending steps in development of their learning abilities;
b) student work;
c) the mechanisms for accelerating student learning, principally staff/student appointments, which include tutorials, seminars, labs and lectures;
d) learning resources, and
e) documents.

The “Annotated Schedule of Student Work” was also proposed as a possible central document of programme design.

During the discussion the Committee suggested that:

- the notion of independent learning could be strengthened in the framework;
- it would be beneficial to gather data on how much time students spend on task, to further inform the strategy;
- resourcing issues could be addressed in more detail, particularly in relation to support for one-to-one tutorials;

The Committee approved the formation of a working group to explore the implications of implementation further, based on principles outlined in the paper. It was noted that the group should contain student representation.

**ACTION: ASO**

### 13-14/13 Continuing Professional Development

The Committee considered a paper on how the approach to, and provision of, CPD in learning and teaching might be developed at York (UTC.13-14/11). Dr Duncan Jackson from Learning and Development attended for this item. The Committee noted the importance of considering this now in view of emerging strategic considerations in learning and teaching, the changes affecting UK higher education, and the actions that peer institutions were taking.

The paper outlined options for the development of CPD at York, and invited the Committee to discuss whether the University should expand and/or change its provision of centrally provided CPD.

The Committee noted that due to external market-driven factors such as the KIS, the spotlight may fall on ‘teaching professionalism’ in the coming years and the capabilities and
qualifications of academics would be increasingly scrutinised. In this respect, further development of CPD would recognise external demands while also contributing to a consistent culture of quality within the University.

There was support for a range of different options, including developing non-credit bearing programmes such as short courses on Leadership in Learning and Teaching, which would help participants to progress and manage innovation in line with institutional priorities. The development of these courses, using the UKPSF as a guide to help inform York-specific priorities, could be an area to explore although the required resourcing would need to be assessed.

The Committee noted a need to encourage staff to engage with an expansion of CPD provision, and an internal framework on the role and minimum expectations of the York academic may help this. Additionally qualifications offered to York staff, but recognised externally, may help in encouraging buy-in as staff would see CPD courses as employability enhancing exercises.

The Committee agreed that a move towards a central CPD framework would be worthwhile, provided it was a solution aligned to our internal institutional needs. There would be a need for more resourcing, both in terms of central support for implementation and the release of staff time by academic departments.

The Committee endorsed the intention to seek further resources in support of CPD.

13-14/14 Student Evaluation

The Committee considered a paper on a proposed project on student evaluation of programmes and modules (UTC.13-14/12). The paper assessed current practice at York and identified areas for development in relation to a potential move towards more central support for module and programme evaluation. The paper also asked the Committee to consider the intended objectives for student surveys, and a number of different operational models that would assist in achieving those objectives.

During the discussion the Committee noted that:

- intended objectives for surveys differ depending on the level they are taken at;
- module-level evaluation is important for departments to identify specific issues around learning and teaching;
- NSS-style questions would be beneficial in terms of identifying weak areas early, and there is a need to obtain feedback on the student experience well before the NSS takes place;
- NSS-style questions would not necessarily mean verbatim repetition of the NSS, but could include a similar question set;
• there is a strong case for centrally-managed evaluation, to ensure consistent survey quality and to compare and track results.

The Committee noted that as a result of following centrally administered surveys, other institutions have successfully identified areas for improvement and been able to allocate their resources effectively to enhance the student experience. As a consequence these institutions have often experienced a rise in league table positioning, and as such central surveys have proved beneficial to institutional marketing. Members stressed that the primary purpose of student evaluation was to improve learning and teaching, and that it was essential that this impact was not diluted by marketing considerations.

The Committee supported a move towards a model of module evaluation administered at department level, alongside an annual centrally-administered NSS-style survey at programme/cohort level. It was noted that this should be informed by a current HEA project to pilot the use of the US National Survey of Student Engagement (NSSE). A proposal to take this forward would be brought to a future meeting.

ACTION: Chair, Secretary

13.14/15 Credit Bearing Language Elective Modules

The Committee considered a paper on credit bearing language elective modules (UTC.13-14/13). The paper outlined proposals for increased flexibility for students to take language elective modules, which are mapped to a lower level of study than the other modules they are studying within their degree programme.

The Committee was very supportive of the proposal. With increasing participation in Study Abroad programmes it was seen as a very positive move, as students would be able to plan their study with a future year abroad in mind. It was noted that the proposal applied to ‘dip down’ language modules, which would be non-compensatable and subject to pass/fail rules.

A slight concern was raised about the implications of implementing the change for the current academic year. It was agreed that this emphasised the importance of ensuring appropriate staffing capacity and quality assurance.

The Committee approved the proposal and the consequent amendment to Table 3 of the Undergraduate Modular Scheme: Framework for Programme Design, subject to the following:

• clarification that the arrangements only apply to ‘dip down’ modules, and
• clarification of Section 4.4 of the proposal, which states “It should be noted that language modules taken as core and/or options will still need to be at the relevant University level”, to confirm whether optional modules are also covered by the ‘dip down’ arrangement above.

ACTION: Secretary
13.14/16 Thesis Advisory Panel Form

The Committee considered a revised form for use by departments at TAP meetings (UTC.13-14/14). Ms Kay Mitchell from the Research Student Administration Team attended for this item. The form had been revised with the aim of:

- assisting departments with meeting both QAA code of practice requirements and the University’s own code of practice;
- protecting both the student and the department, in terms of following all procedures and regulations;
- responding to student feedback regarding the form;
- meeting University policy regarding research students, and
- equipping students to be reflective and analytical of their own progress.

During the discussion it was noted that the proposed form represented the minimum requirements for information needed centrally. The Committee recognised the challenge of capturing the specific needs of each department on one form.

Members raised concerns about a perceived increase in workload for academic staff as a result of implementing the form, and the Committee noted that it would have to outline clearly why the form was worthwhile in order to encourage departmental buy-in. There was a concern that TAP meetings could become a ‘box-ticking’ exercise and lose some value as a review of a student’s academic progress.

Some members also raised concerns over Section 5 of the form, ‘Review of Supervision’. Greater clarity was requested on data protection issues relating to information provided by students in this section.

The Committee noted support for the form but decided not to approve it at this time. It was decided that a revised proposal should be submitted to the next meeting. This should provide greater clarity on how the consultation was undertaken and how this had informed the proposed form. The Committee noted that expanded guidance notes on the proforma would be useful. It was decided that departments should continue with current TAP processes until the new form is approved.

ACTION: RSAT

13.14/17 Periodic Review: Department of Psychology

This item was deferred to the next meeting.
13.14/18 Periodic Review: Department of Politics
This item was deferred to the next meeting.

13.14/19 Three Year Review: EngD
This item was deferred to the next meeting.

13.14/20 National Science Learning Centre: PGCert in Science Education and Leadership (New and Aspiring Heads of Science)
The Committee considered and approved a report on a ‘health check’ of the PGCert in Science Education and Leadership (NaHOS) (UTC.13-14/18). The Committee noted that the course was running well with many strengths, and posed no serious concerns.

13.14/21 Triennial Review: York International Foundation Programme
This item was deferred to the next meeting.

CATEGORY II BUSINESS

13.14/22 Modifications and Withdrawals of Programmes
The Committee noted that the Chair, acting on behalf of the Committee, had approved modifications to, and withdrawals of, programmes of study (UTC.13-14/20) as follows:

Archaeology: Approval of a second version of the MA in Conservation Studies, which will seek accreditation from the Institute for Historic Buildings Conservation. The accredited version of the programme will bear the title MA in Conservation Studies (Historic Buildings) to differentiate the two programmes for administrative purposes. The accredited version makes use of existing modules and has also been approved by the Deputy Chair of Planning Committee.

Biology: Approval of change of award to MSc from MRES for Post Genomic Biology and Ecology and Environmental Management from 2014/15 academic year.

CELT: Approval of four stand-alone, credit bearing modules in Academic Speaking, Academic Writing, English as an International Language and English Language, British Life. All modules are 10 credits and delivered at Level 6. These modules will primarily be offered to visiting and Erasmus students who require credit for English Language courses undertaken at York. Students successfully completing these modules receive transferable credit (ECTS points for Erasmus) and transcripts. These modules will run in the 2013-14 academic year.

Education: Approval of the suspension of the Graduate Diploma in Academic Communication (delivered by CELT) with immediate effect.
Approval, from 2013, of the option to take *Qualitative and Quantitative Data Analysis* in place of the one of the two (currently) core modules in the second term of the MA in Applied Linguistics for English Language Teaching.

Approval, from 2013, of change in approach to a third-year undergraduate option module *Drama in Education* (formerly Drama and Education).

Environment: Approval to allow an exceptional modification from 2013 to allow students to select a 50:30 or 30:50 credit split of taught modules at stage 3 in autumn and spring terms respectively. The remaining 40 credits will be taken up by 3rd year dissertations across three terms. Students will choose dissertation topics initially and modules options taking into account time planned for their research dissertations across the year and will be advised of the need to balance workloads accordingly.

Approval of structural changes to the MSc Corporate Social Responsibility with Environmental Management from 2013 to include the addition of Corporate and Social Responsibility 2 as a core module in Spring Term, Social and Environmental Accounting to move from optional to core in Spring Term and Business Information Systems to move to an optional module in Autumn Term.

The Dissertation module has been revised and Environment will take over responsibility for the management of this module from TYMS.

Health Sciences: Approval, for new students only, to changes in assessment rules, as follows:

1. Removal of compensation from all part-time undergraduate and graduate single stage level 5 and level 6 CPD programmes (DipHE, BA/BSc and GradDip) – making all part-time undergraduate modules non-compensatable;
2. Increasing the number of credits that can be failed and reassessed at first attempt in the part-time ‘top-up’ BA/BSc single stage level 6 CPD programmes from 40 to 60 credits;
3. All full-time and part-time undergraduate and graduate programmes’ dissertation modules to be non compensatable;
4. Reducing the full-time BA Midwifery Practice programme’s reassessment opportunities from 120 credits per stage to reflect the stage reassessment opportunities in the University undergraduate modular scheme (i.e. 90 in Stages 1 and 2, and 40 in Stage 3).

Approval of modifications to the Certificate of Higher Education in Healthcare from 2013 entrants: change of title to Certificate of Higher Education in Health and Social Care, the introduction of a part-time route, two core modules becoming options, module name changes and some modules being offered at level 5 and level 4. Modules are shared with the Foundation degree.
History: Approval, following approval by the Deputy Chair of Planning Committee, of the withdrawal of the Graduate Certificate in Railway Studies and the Graduate Certificate in Transport History. A redeveloped version of the programmes to be offered by the Centre for Lifelong Learning will be brought for approval in due course.

Language and Linguistic Science: Approval of a change of title from the MA in Phonological Development in Childhood to the MA in Phonological Development from Autumn 2014 (i.e., from the 2013/14 admissions cycle for Autumn 2014 entrants).

MA in Syntax and Semantics: Approval of the addition of 'Comparative Syntax' and 'Issues in the Syntax and Semantics Interface' as alternatives for the current core modules 'Syntax' and 'Semantics'. These new modules will be for students who have already done some study of these subject areas at UG level. Also, approval of the use of shared lectures between the new option module 'Advanced Topics at the Interfaces of Syntax' and the stage 3 module 'Information Structure'.

MA in Psycholinguistics: Approval of the use of shared lectures between the new option module 'Language and the Brain' and the stage 3 module 'Neurolinguistics: language and the brain'.

Mathematics: Approval of major modifications to the MMath, MMath/Physics and MMath/Computer Science from October 2013 for students entering stage 2 only.

Removal of the three core streams in stage 3 of the integrated masters programmes resulting in the splitting of the current 20 credit core modules into 10 credit options for stage 3 and 4 (Algebraic Number Theory & Algebraic Geometry (20c at level 7) revised to Algebraic Number Theory (10c level 6) to be option module in Spring term stage 3 and Algebraic Geometry (10c level 7) to be optional module in Autumn term stage 4, Special Functions & Methods of Mathematical Physics (20c at level 7) revised to Special Functions (10c level 6) to be option module in Spring term stage 3 and Methods of Mathematical Physics (10c level 7) to be optional module in Autumn term stage 4, Lebesgue Integration and Hilbert Space (20c at level 7) revised to Lebesgue Integration (10c level 6) to be option module in Spring term stage 3 and Hilbert Space (10c level 7) to be optional module in Autumn term stage 4 and exception approved to allow students to study over 5 modules simultaneously (6) in stage 3. Approval of a new Group Project (20c) core module in Stage 3 as non-reassessible.

Approval of modifications to BA/BSc Economics and Maths and BA/BSc Maths and Finance modules. Replacement of Stage 1 Core module "Introduction to Statistical Theory" (20 credits) with "Introduction to Probability and Statistics" (20 credits) and Stage 2 module "Statistics I" (10 credits) moved to Core module.

PEP: Approval for 2013/2014 of a slight relaxation of the module choice rules for undergraduate students undertaking a student exchange to the University of California
Students will have to take a minimum of 8 Californian credits in each of the three PEP subjects; this will run alongside the requirement to take the equivalent of Microeconomics II.

Approval of changes to the BA in Philosophy and Politics, BA in Economics and Philosophy and BA in Economics and Politics for new entrants in the 2013-14 academic year. Changes include offering stage 1 students a choice between the Ethics and Knowledge and Perception modules and allowing Stage 2 students taking either Philosophy and/or Politics to take either 30 credit pathway modules or 10 credit modules. Students taking a combination involving Politics also have to take one Stage 2 module each of those designated as text or process. In stage 2 Economics combinations, students will still be required to take Microeconomics II, but will now be able to choose between Macroeconomics II or Econometrics as their second 20 credit Economics module. In stage 3 of the BA in Philosophy and Politics pathway, the Questions of Justice module will be replaced by a module entitled Ethics and Public Policy, subject to receipt of a module proposal and approval of this module. In addition, the optional PEP project offered in these programmes will no longer count towards the minimum number of credits required in each subject.

Philosophy: Approval of a modification to the ‘Indian Philosophy’ module for 2013-14 academic year only: due to staff leave, the module will be taught from the middle of the spring term up to week 4 of the summer term. The module will be assessed by two essays, one (1750 words, worth 40%) due in at the end of the Easter vacation and the other (2250 words, worth 60%) in week 6 of the summer term. Re-assessment will depend on the student’s performance in the initial assessment: students who have performed poorly in both essays will submit a 4000 word essay; students who have performed poorly in only one will retain their good mark and submit another essay of the appropriate length (1750 or 2250 words). This is in recognition of the one-off nature of this modification and to ensure every student gets the best opportunity to pass.

Politics: Approval of a change of title from the MA in Political Philosophy (The Idea of Toleration) to the MA in Political and Legal Theory: Toleration from Autumn 2013. The change in title is accompanied by a new core legal theory module (Foundational Issues in Legal Theory) and an additional option module (and the subsequent reduction in the dissertation from 100 to 60 credits), and the possibility of taking option modules in Law and Philosophy.

Approval, for 2013/2014, of a change to the assessment of the stage 2 undergraduate Political Enquiry module to ensure a better fit between the material taught and its assessment: the Spring term week 1 essay will be replaced with an examination and the Summer Term examination will be replaced with a coursework-based assessment.
Physics: Approval of Experimental Laboratory I, Experimental Laboratory for Astrophysics I, Experimental Laboratory for Theoretical Physics, Experimental Laboratory II, Experimental Laboratory for Astrophysics II, and Computational Laboratory modules in stages 1 and 2 (and 3 see below) of MPhys as non-compensatable from 2013/14 as an exception to current rules.

Approval of Stage 3 30 credit modules for MPhys to separate lecture based modules and advanced laboratory modules. For Physics programme: Advanced Experimental Physics (PHY00012H) to be replaced with (PHY00002H) Experimental Techniques in Autumn Term, (10 credits) and Advanced experimental laboratory in T1-3, (20 credits and non-compensatable).

For Physics with Astrophysics programme: Advanced Experimental Astrophysics (PHY00010H) to be replaced with (PHY00018H) Radio and IR Astronomy in Autumn Term (10 credits) and Advanced Astrophysics laboratory in T1-3, (20 credits and non-compensatable).

For Theoretical Physics programme: Advanced Computational Physics (PHY00011H) to be replaced with (PHY00003H) Mathematical Physics and Computational Quantum Physics in Autumn Term (10 credits) and Advanced Computational laboratory in T1-3, (20 credits and non-compensatable).

For Physics with Business Management programme: Advanced Experimental Physics with Business Management (PHY00025H) to be replaced with Electronics Module; Management of Technology in Autumn Term, (10 credits) and Advanced Experimental Physics with Business Management Laboratory in T1-3, (20 credits and non-compensatable). This will result in exception to current rules as students will study 6 modules simultaneously in the Autumn term.

SPSW: Approval of a move to the new Professional Capabilities Framework for Placement 2 for current cohorts on the BA and MA Social Work.

TFTV: Approval of changes to assessment for the Stage 3 ‘Current Issues in Film and TV Production’ module: BSc Film and TV Production to take effect from Oct 2013. The assessment format and contributions have been revised to; Take Home Exam (Week 10, Autumn Term) 40% contribution, Portfolio of Blogged work (Week 10 Spring Term) 40% contribution and Reflective Essay (Week 10 Spring Term) 20% contribution. Continuous formative feedback will be included to support blogging.

Approval of structural changes to the BA Writing, Directing and Performance for 2013 entrants. The changes will ensure that foundational skills are embedded across stage 1 and
provide opportunities for the BA students to work with the BSc Film and Television Production students in stages 2 and 3.

Approval of structural changes to the five taught postgraduate programmes:

- MA in Contemporary Cinema and Television: the 20 credit ‘Storytelling in Theatre, Film and Television’ module changes to 10 credits, ‘Language of Film and TV’ changes from an option to a core, and the other option modules change from 10 to 20 credits with only one being offered a year;
- MA/MSc in Post-production with sound design – ‘Storytelling’ changes from 20 credits to 10 credits; students now have to take two modules that were formerly options (‘Business of Post-production’ and ‘Spatialised Audio and Surround Sound’);
- MA/MSc in Post-production with visual effects – ‘Storytelling’ changes from 20 credits to 10 credits; students now have to take ‘Business of Post-production’ (formerly an option module) and ‘Conform and Finish’ (a new module);
- MA Digital Film and TV Production – ‘Storytelling’ changes from 20 credits to 10 credits; ‘Project Development’ changes from a 10 to a 20 credit module (and is renamed ‘Script Development’);
- MA WDP – ‘Storytelling’ changes from 20 credits to 10 credits; Case Studies in WDP increases from 10 to 20 credits.

Women’s Studies: Approval of the Postgraduate Certificate in Women’s Studies and the Postgraduate Certificate in Women, Violence and Conflict as entry points from 2014/15. They will be full-time programmes. The approval does not allow for progressive entry to the Diploma or Masters.

13.14/23 Policy on Research Degrees
The Committee noted that an amended version of the Policy on Research Degrees has been circulated to Chairs of Boards of Studies, Research Committee Chairs and Research Student Administrators and was available on the web at https://www.york.ac.uk/students/studying/manage/research-students/code-of-practice/

13.14/24 Pro-forma for research Degrees
The Committee noted that the Chair had approved amendments to the pro-forma for new research degree programmes. The changes were minor to reflect the new Policy on Research Degrees. The pro-forma was available at https://www.york.ac.uk/staff/teaching/programme-development/research-degree-programmes/

13.14/25 Periodic Review: Social and Political Sciences
The Committee noted that the Chair had approved that the periodic review of Social and Political Sciences in 2013/14 may take place over half-a-day and involve just one external
assessor (SPS may request an additional external). This decision had been taken in the light of the student numbers and range of provision in the School.

13.14/26 Re-validation: Weald and Downland Open Air Museum
The Committee noted that the Chair had approved the appointment of an external assessor for the upcoming re-validation visit to the Weald and Downland Open Air Museum: Henry Russell, College of Estate Management, Reading.

13.14/27 QAA Quality Code
This item was withdrawn.

13.14/28 Distance Learning Forum and Co-ordinating Group for Supplementary Programmes Terms of Reference and Membership
The Committee noted the terms of reference and membership of the Distance Learning Forum and the Co-ordinating Group for Supplementary Programmes (UTC.13-14/22).

13.14/29 Co-ordinating Group for Supplementary Programmes
The Committee noted that the minutes of the meeting of the Coordinating Group for Supplementary Programmes held on 16 July 2013 were available at:
https://www.york.ac.uk/staff/teaching/groups/supplementary-programmes/#tab-4

13.14/30 Distance Learning Forum
The Committee noted that the minutes from the meeting of the Distance Learning Forum held on 28 May 2013 are available at:
https://www.york.ac.uk/staff/teaching/groups/distance/#tab-4

13.14/31 Dates of the next meetings
The Committee noted the dates of the next meetings (all at 1.00pm in HG15, Heslington Hall unless otherwise stated):

- Monday 28 October 2013
- Monday 2 December 2013
- Tuesday 10 December 2013 (2.00pm)
- Monday 3 February 2014
- Monday 3 March 2014
- Monday 19 May 2014
- Monday 23 June 2014