

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting of the University Teaching Committee held on 24th June 2013.

Present: Professor J Robinson, PVC for Learning and Teaching (Chair), Dr I Abrahams, Professor W Bonefield, Mrs L Booth, Dr A Carpenter, Mr T Clarke, Mr N Dandy, Mr R Davis (GSA Representative), Mrs K Dodd, Dr S King, Mr G Osborn (YUSU Representative), Dr M Roodhouse, Dr K Selby, Professor L Siciliani, Dr H Smith, Professor C Thompson, Dr R Vann, Dr M White, Professor A Young.

In attendance: Mr J Busby (for Minute M12-13/176), Professor B Fulton (Academic Co-ordinator, Sciences), Mr R Gill (Secretary), Dr J Grenville (DVC), Ms S Leach (for M 12-13/178), Dr L Perriton (for Minute 12-13/171), Ms E Stead (ASO), Dr R Waites (For Minute 12-13/174), Professor A Webster (Academic Co-ordinator, Social Sciences).

Observers: Mr R Quayle (YUSU), Dr JM Rhodes (Health Sciences), Mr D Whitmore (YUSU)

Apologies: for absence were received from Dr A Kaloski-Naylor, Professor W M Ormrod, Mr Bob Saynor.

Category I

12-13/160 Welcome

The Chair welcomed Dr Julie Marie Rhodes (Health Sciences), Mr Richard Quayle (YUSU) and Mr Dan Whitmore (YUSU Officer-elect) who attended as observers. Richard and Dan would observe the meeting in order to help facilitate the smooth transition and handover between the YUSU Academic Officer and Academic Officer-elect.

The dates for next year's meeting were **noted** with the plan to hold an additional shorter meeting in November/December to focus on strategic issues. Start times would be confirmed by the Secretary shortly.

12-13/161 Minutes

The minutes of the meeting held on 20 May 2013 were **approved** (UTC12-13/104) subject to the following corrections:

- M12-13/38 Remove 'undergraduate', as the exception granted referred to postgraduate modules only;
- M12-13/142 Insert 'UTC' to clarify the meeting that the Guidance for Boards of Studies would be considered by;
- M12-13/151 Insert in d) that the MCC... 'report their decisions using the authority delegated by SCC...' in the amendments to the Regulations ;
- Add Michael White to the list of members present at the meeting.

12-13/162 Matters arising

The Committee **considered** a report on matters arising from the minutes (UTC.12-13/105) and noted that three items were on-going. These concerned early work on the next learning and teaching strategy (M12-13/141), amendments to the APR pro-forma (M12-13/143) and the University response to External Examiners (M12-13/146).

12-13/163 Oral Report from the Chair

The Committee received an oral report from the Chair.

Membership

The Chair thanked members for their work during the year and, in particular, those whose period of office was coming to an end: Helen Smith, Luigi Siciliani, Ian Abrahams, Michael White, Amber Carpenter (who would be going on maternity leave), and the retiring student representatives, Mr Graeme Osborn (YUSU) and Mr Robert Davis (GSA). Ann Kaloski-Naylor, who had been unable to attend in 2012/13 due to ill health, would not return next year. Dr Jane Grenville, acting as the Vice Chancellor, would be absent for the Autumn term.

Validations

The Chair reported that a validation visit to the National Science Learning Centre (NSLC) would take place on 27th June 2013 to consider a Postgraduate Certificate in Understanding and Leading Early Years Science and to conduct the required health check on the NaHoS programme prior to revalidation in 2014.

Annual business

It was noted that the review of annual business, normally considered at the last meeting of the year, would be considered at the September meeting to enable integration with a forward looking report.

12-13/164 Oral report from the student representatives

YUSU

All members were reminded that the Excellence in Teaching and Supervision Awards event would take place on Wednesday 26th June 2013 and all were welcome to attend.

The number of requests from students for help with appeals and complaints had increased considerably in 2013. The DVC confirmed that 39 academic appeals had been considered by the Special Cases Committee up to date and more would be expected by the end of the appeals window. As the grounds for many cases was not strong and the time involved in considering each case was considerable it was **agreed** to reiterate the appeals criteria to Chairs of Boards of Studies at the next induction meeting for 2013/14 and request that they communicate this to supervisors. Staff and students should be referred to the appeals guidance on the website under 'If things go wrong' at <https://www.york.ac.uk/students/help/>. It was **noted** that the incoming Director of Student Support Service and the Director of Registry Services were planning College briefings and workshops which would include information about appeals and complaints for the next academic year.

ACTION: Secretary

Members were thanked for their welcome and cooperation over the last year by Graeme. Dan Whitmore, the new Academic Affairs Officer was introduced.

GSA

It was reported that good feedback had been received at the recent meeting of course representatives and GSA would shortly contact departments to discuss coursework assessments and possible improvements.

An internship had been created to review postgraduate programmes, consider practical components currently on offer and how such opportunities could be extended to other programmes. Practice at other institutions would also be considered.

12-13/165 Electronics: MSc in Audio and Music Technology

The Committee **considered** a proposal for the MSc in Audio and Music Technology (UTC.12-13/106) to start in October 2013. The proposal had been considered in advance of the meeting by Luigi Siciliani and Katherine Selby and it was noted that the Department had responded satisfactorily to the queries that they had raised. The proposal had the support of the external assessor. It was **noted** that the programme had been resubmitted to the Planning Committee and would be considered at the July meeting. The proposal included a part time route and it was confirmed that the department wished to reconsider this in the light of the application of compensation and reassessment and now proposed the full time route only. It was suggested that the two proposed pathways (Analysis and Programming and Music Production) could be considered as two separate programmes. The Committee **approved** the full time programme subject to:

- a) clarification regarding whether the pathways should be separate programmes;
- b) clarification of the status of the 40 credit Project Development module (completed in week 9 of Summer Term) , particularly whether it is an ISM or taught module and whether it should be non-compensatable;
- c) confirmation that the module 'Audio Algorithm Design' has similar learning outcomes to the iOS Audio Programming module;
- d) inclusion of the 100 credit industrial placement in the overview of module table in the programme specification;
- e) removal of the use of brackets in the award title and replacement with a colon;

- f) insert level 6 module as pass/fail in the overview of module table;
- g) confirmation that Music Board of Studies has approved the proposal;
- h) that internationalisation has been properly considered.

(Secretary's note: the programme team have responded to all points raised by the committee and made the required amendments, with the exception of e) where they are awaiting confirmation from the Department of Music. The programme team have stated that they wish to retain the two proposed pathways rather than create two degrees. The department have confirmed that the Project Development is a taught module which would be non-compensatable to allow students to exit with a PG Dip, if required. The module has been granted an exception to the normal assessment rules.)

12-13/166 Sociology: Four-year ESRC funded PhD under the White Rose Doctoral Training Centre.

The Committee **considered** a proposal for a PhD in Science and Technology Studies (STS) to start in October 2013 (UTC.12-13/107) for one student only. The proposal had been considered in advance of the meeting by Ian Abrahams and Andy Young who were supportive. It would provide the opportunity for social science and science students to work co-operatively and enable them to understand the trial context. It was noted that the proposal had received approval from the Chair of the Planning Committee.

The Committee **approved** the programme subject to:

- a) a new name for the programme to differentiate from the three year PhD;
- b) changing the word 'compulsory' to 'strongly encourage' in the first paragraph in section 14 of the pro forma;
- c) further details concerning how placements would be secured and managed (second paragraph in section 18 of the pro forma).

12-13/167 Social Policy and Social Work: Major modifications to the BA and MA in Social Work

In response to changes in the external environment (new professional standards outlined in the Professional Capabilities Framework (PCF) and the withdrawal of the year 1 BA bursary) the Department of SPSW had revised its social work programmes (UTC.12-13/108).

The proposal had been considered in advance of the meeting by John Robinson and Mark Roodhouse and earlier discussions had taken place with the ASO .

BA and MA 2013 starters

The Committee **considered** the proposed minor modifications to the BA and MA for 2013 starters and **approved** as an exception to University rules:

- Practice placements to be non re-assessable (this will continue on the revised programme (below) from 2014 onwards)
- assessments for 'Readiness to Practice' to move to week 7 of Spring Term in stage 1 (students must pass this module)

The Committee also **approved** the change from 76/104 to 70/100 placement days and the movement of a small number of assessments.

It was **noted** in the light of placements becoming non re-assessable that the Department should ensure that placements are high quality and that students on placement are monitored carefully and have plenty of opportunity to raise any concerns. It is vital to ensure that any students who are in danger of failing the placement are identified as early as possible and given support and advice so that they can attempt to address their deficiencies.

BA and MA 2014 starters

The Committee **considered** and **approved** the proposed major modifications to the BA and MA for 2014 starters subject to:

- a) completion of the essay lengths and other coursework requirements, ensuring that there is consistency (e.g. in essay lengths) where appropriate, a good variety of assessment types and that the assessment method fits with what is being tested (e.g. the use of short answer/MCQ exams for covering factual law information and a presentation or viva or OCSE to assess communication skills) and that the assessment workload implications for students are appropriate (in particular in the summer term of stage 1);
- b) ensure that there is sufficient formative assessment, particularly in the large 40-credit modules in stage 1 of the BA;

- c) provide greater clarity about how the practice placements are assessed (student work versus practice educator assessment);
- d) ensure that where modules are offered at two different levels there is appropriate distinction in terms of learning outcomes and assessment (and the support needed to achieve the different outcomes). Also the same modules at level 6 and 7 have different credit weightings and this should be taken into account in terms of assessment tasks;
- e) ensure that the rationale behind the various elements of the programme is clear to students (e.g. why the three key themes, why the differences in teaching hours between the elements, why the differences in assessment);
- f) ensure that the different academic expectations of BA and MA students is fully reflected in the documentation (and to consider what impact the different academic expectations have in terms of the type of social worker produced);
- g) design a non-PSRB PG Diploma exit route from the MA programme;
- h) clarify the timing of the submission of assessments for the DP and IC modules in the MA and ensure that students have passed the first year before they progress to the second;
- i) confirm the support and contact arrangements available to students prior to beginning and in the initial weeks of the practice placements that commence before the start of term;
- j) confirm the funding and accommodation arrangements for students starting their placement before the start of term;
- k) Further discussion of a small number of minor points with the ASO.

The following exceptions were approved:

- Stage 1 of the BA permitted to have three 40 credit modules
- Stage 3 of the BA to have a 30 credit module in the Autumn term
- MA to consist of 180 level 7 credits and 120 level 6 credits (marked on a pass fail basis)

ACTION: Department

12-13/168 The University's implementation of the Quality Code

The Committee **considered** an update on the University's implementation of the published sections of the Code, specifically Chapters B3, B4, B5, B10 and B11 (UTC.12-13/109 initially received in November 2012 (*M12-13/48 refers*)).

The Committee considered a) whether more could be done within the University to adopt inclusive learning and teaching practices in order to enhance the learning opportunities for all students (Chapter B3, indicator 2) and b) more to formally recognise the role of students in enhancement activities (Chapter B5, indicator 6). It was **agreed** that current practices considered accessibility and inclusivity within learning and teaching through the variety of assessments, delivery methods, programme design and continuous enhancements. The role of support services in assisting disabled students and departments in meeting needs was reaffirmed. It was acknowledged that the remit of the HEAR working group dealt, in part with b) and previous discussions (*M12-13/69 and 42 refers*) concerning the York Awards and further opportunities to attend workshops; take up internships; study a language; study abroad or volunteer demonstrated the university's commitment to providing and recognising such opportunities.

The Committee **approved** the following recommendations:

- that Staff-Student Forums should have a standing item on the agenda for the spring or summer term to enable the monitoring, review and evaluation of the information provided to students on learning opportunities and support (handbooks, websites, programme specifications etc.) (Chapter B3, indicator 7);
- that the University should alter its procedure for assessing and approving potential collaborative arrangements so that initial due diligence is carried out as part of Stage 1 approval and full due diligence at Stage 2 (Chapter B10, indicator 6).

It was **agreed** that PGR admissions processes may be of relevance to UTC and that the B11 indicator table for Research Degrees (section 5 and 6) should be updated to reflect this. The HR Policy Committee referred to in section 9 of the table would be disbanded shortly.

Further work by the ASO to meet the requirements of the revised codes was **noted** as follows:

- a) to raise guidance on the programme approval process in relation to student engagement (Chapter B5, indicator 1);
- b) to investigate contacts in departments where there is the need for additional specific training and/or central support resources for staff members who are involved in student engagement, including module leaders, programme leaders and committee chairs (Chapter B5, indicator 4);
- c) to define responsibilities for signing learning and teaching agreements between the DVC, PVC for Learning, Teaching and Information, and academic departments, and make this available on the web (Chapter B10, indicator 7);
- d) to create a taxonomy that defines all forms of collaborative arrangement within the University, establishes responsibilities of academic departments and central offices in establishing and managing such partnerships, links to the relevant policies and guidance, and designates parties responsible for records management (Chapter B10, indicator 2).

ACTION: Secretary

12-13/169 Updated Postgraduate Research Degree Policy (formerly the Code of Practice on Research Degrees) and action plan.

The Committee **considered** the revised Postgraduate Research Degree Policy (UTC.12-13/110). It was **noted** that the review also took the opportunity to clarify issues regarding ownership and oversight of research degree programmes since the dissolution of the Board for Graduate Schools, and was informed by the QAA Quality Code, Chapter B11 on Research Degrees.

The Committee discussed the provision of facilities and resources (detailed in section 5 of the policy) and the changing landscape in relation to university and departmental responsibilities. As students become part of a doctoral training centre with different local provisions the locus of decision making would become less distinct and guidance on

available resources would become more complex. A meeting had been arranged for Brian Fulton, Andrew Webster, Juliet James (ASO) and Richard Gill (ASO) to take this forward.

The Committee **approved** the revised Postgraduate Research Degree Policy pending the edits below:

- a) the clarification of research methods for Masters by Research degrees to differentiate from MPhil (paragraph 2.3);
- b) edit paragraph 8.6 to include programmes that allow students to negotiate projects during their first year (e.g. CIDCATS, specific CDTs);
- c) removal of the requirement to provide a separate 500 word reflective statement relating to PDP in advance of the final TAP meeting and record this within the TAP form (remove paragraph 10.5 (iii) and remove the requirements for the twice yearly formal review of the PDP by the TAP under (ii));
- d) the list of recommendations open to examiners should include an option for a period for corrections for the MA and MSc by research (paragraph 12.26 (vii) and (xiii)).

The Committee acknowledged that whilst the inclusion of material on employability was beneficial and necessary, the currently method was unpopular and did not work in practice. The training needs analysis outlined in 10.5 (i) was useful. Anecdotal feedback suggested that some students found more focused discussions with supervisors and TAP members more useful. The committee agreed that the new TAP form would be checked to ensure that it includes a prompt for discussion to ensure that personal, professional and career development is covered.

The Secretary confirmed that a small number of suggestions had been received since the papers had been circulated to members and would also be considered.

ACTION: ASO

The Committee **noted** the Research Councils UK recent publication of its Statement of Expectations for Doctoral Training and a Joint Vision for Collaborative Training. Further work during the summer and into the next academic would ensure the University meets the expectations set out in these documents.

ACTION: Secretary

Further work on the University rules and regulations was **noted** relating to the impact of Research Council funding regimes, collaborative research degree programmes leading to joint or dual awards and whether the University should offer integrated four-year PhD programmes. It was **agreed** that the Chairs of UTC and the Research Committee would meet to take this forward.

ACTION: RG, JR, John Local

12-13/170 E-learning vision statement and Virtual Learning Environment Tender for Renewal

The Committee **considered** the vision statement and the proposed VLE specification for the forthcoming Call for Tender produced by the working group (UTC.12-13/111). The current VLE contract with Blackboard expires in 2015 (*M 12-13/147 refers*). The Head of the ASO confirmed that the vision statement aimed to set out the University's approach for further embedding the VLE, supported and encouraged integration of learning technologies into programme design and set out future priorities to achieve a more consistent minimum level of online learning for all students. The time table and procedure for the call for tender was **noted**.

It was **noted** that any changes to the VLE supplier should not negatively impact on the current momentum, built up since 2005 and disengage those staff getting to grips with the current system and processes. The technical specification aimed to ensure a smooth process of transition and tenders had been asked to comment on the transition process. The Committee strongly supported the need for an intuitive, efficient and flexible workflow, the ability to effectively manage reading lists and support for the integration of online assessments. During discussion concerning the current problems with the accessibility and the unintuitive nature of the current system it was confirmed that the internal pre-validation panel who report to the working group, would consider the mandatory requirements including the usability and intuitive nature of the system and demonstrations would take place during the summer for UTC members. It was **agreed** that this should be

extended to academic staff and students and YUSU would work with the ASO to organise this.

ACTION: Secretary/YUSU

It was **noted** that the University had in-house expertise in Computer Science and Sociology to call upon to discuss any issues.

The Committee **approved** the Vision statement for e-learning and the specification of requirements. The procurement process would consider open source solutions where offered by tendering companies.

12-13/171 Revised Academic Misconduct Policy

The Committee **considered** the Academic Misconduct Policy which had been revised in the light of comments from the February meeting (*M12/13-104 refers*) and from SCA (UTC.12-13/112). The Chair of the Working Group confirmed that Standing Academic Misconduct Panels (StAMPS) would take place at cluster level (with members from a university wide pool) and be convened when required; penalties would be applied at module, not degree level. Further work had been done to clarify the distinction between disciplinary and academic offences and the use of probationary modules.

Discussion with the ASO would need to take place to agree how the probationary modules (intended to develop understanding of academic integrity) would be managed and approved.

During discussion it was **noted** that:

- a) the policy should make clear that StAMPS can recommend permanent exclusion to the Vice-Chancellor as he alone has the power to exclude students;
- b) the policy should include transitional arrangements to clarify how to manage offenses from 2012/13 and how past cases will interact with the new proposals;
- c) the working group should clarify whether there should be some mechanism to address the possibility of a student accruing different offenses without being excluded;

- d) the working group should confirm if the Ethics committee makes judgments regarding unethical behaviour (and, if so, whether the StAMP will be required to convene);
- e) the Assistant Registrar for Student Progress would decide on which department would manage offences from student on combined programmes.

The policy was not approved. Amendments would be made for consideration by UTC in the Autumn term 2013.

12-13/172 Ordinary degrees

The Committee **considered** a proposal for rules of compensation and reassessment for Ordinary degrees absent from the original rules under the new modular scheme (UTC.12-13/113). It was **noted** that 300 credits (with at least 60 credits at level 6) achieved an Ordinary Degree and these were not named or classified awards.

The Committee **approved** the following:

- Compensation would be applied to a maximum of 20 credits of the 60 achieved in Stage 3
- No reassessment opportunities would be allowed as the award already allows for 60 credits to be disregarded

The Guide to Assessment, Standards, Marking and Feedback would be updated to reflect the above.

ACTION: SCA Secretary

12-13/173 Amendments to the Mitigating Circumstances Policy

The Committee **considered** and **approved** the proposed amendments to the policy as a result of discussions by the SCA to formalise the process for cases where proven mitigating circumstances had been belatedly diagnosed (UTC.12-13/114). The Guide to Assessment, Standards, Marking and Feedback would be updated as follows:

Paragraph 26.1 viii

In exceptional cases Boards of Examiners can make a recommendation to SCC that a student's final degree result can be calculated by weighting years 2 and 3 at a ratio of 1:3 for a three-year programme. (Special ratios for integrated Masters programmes are yet to be determined). Such recommendations should only be made where it has not been possible for mitigating circumstances to be submitted and considered before the end of the stage of the programme during which they occurred. Such recommendations can be made before, during or after the final Board of Examiners meeting, but Examination Boards will be required to perform the calculation (i.e. Special Cases Committee should not be expected to perform it). Where the likely outcome of applying the ratio of 1:3 is known, this should be indicated to SCC with the recommendation.

Example: A student is diagnosed with a disability which is of an ongoing nature, eg dyslexia, during their third year. Adjustments are made for that academic year, an improvement in academic performance is noted and the student's final mark is borderline but using the alternative ratios of 1:1 or 1:2 does not result in a degree classification uplift. Assessments in previous years when no adjustments were made are likely to have been affected by the disability.

Third paragraph of 26.2.1

The following text would be added after the third paragraph:

Please note that the (Combined) MCC can only offer remedies in these instances within the stage concerned. For example, where a student is diagnosed with a disability towards the end of Stage 3, it is possible to offer a sit 'as if for the first time' on assessments taken earlier in Stage 3, but it is not possible for remedies to be offered for assessments taken in an earlier stage of the programme. In cases where earlier stages may have been affected, the MCC should consider whether there is a case to make a special recommendation to SCC at the end of the degree programme, as outlined in 26.1 viii. above.

Paragraph 26.2.3 ii

The following addition would be inserted as iii:

iii. In cases where a student submits a claim for an extension of a submission deadline outside the Common Assessment period, and where the submission deadline is before the next meeting of the relevant (Combined) MCC, the claim should be considered by the (Combined) MCC by email circulation where possible, ensuring that all members of the (Combined) MCC have considered the full documentation. (Combined) MCCs should be mindful of the University's Data Protection Policy and Guidance relating to the circulation of sensitive data however.

Paragraph 26.2.3 v and vi

The following addition would be inserted as vi (later numerals would be amended to follow on):

vi. In cases where a student has made claims for previous assessments it may be appropriate for the (Combined) MCC to consider the claim in the context of the previous claims, for example in order to identify whether leave of absence might be appropriate.

26.3 Section B of the Guide

An explanatory paragraph would be added below the table in Section B and immediately before Section C as follows:

Evidence from College Welfare Teams and Supervisors (including Independent Study Module Supervisors or other tutors) may be submitted to supplement professional evidence, for example in order to indicate the impact on the student of the events/illness described in the professionals' evidence. Letters from Supervisors etc would not normally be accepted as stand-alone evidence however.

The Committee **agreed** SCA's request for permission for the Special Cases Committee to use the solution described in 26.1 viii in response to academic appeals received in Summer 2013 relating to on-going mitigating circumstances for three-year Bachelors programmes. Similar solutions for four and five year programmes would be forthcoming next year.

ACTION: SCA

The Chair of the Board of Studies for Biology highlighted the need for a streamlined committee structure to enable the department to carry out its business more effectively and the current model would soon be unsustainable (UTC.12-13/115). The Committee **noted** that the introduction of the new Biomedical Sciences degree would add further strain from 2014.

The Committee **approved** the proposal for three programme committees (PCs) for Biology (BIO), Biochemistry (BCH) and Biomedical Sciences (BMS) to have responsibility for each programme.

It was **noted** that shared modules would be distributed evenly across the PCs. Membership of the PCs would be across the relevant departments and communication would be formally managed by the Teaching Committee and the Chairs of Teaching Committee and Chair of BoS. The Chair of Board of Studies for Biology **agreed** to ensure that the departments APR meeting would include all members.

The committee **noted** this was an exception to Ordinance 1a.

12-13/175 Governance structures for interdisciplinary programmes by Boards of Studies

The Committee **considered** proposed guidance on the governance of 'integrated' degrees to clarify the requirements for the departmental governance of such programmes, in particular to confirm where a separate Board of Studies is required (UTC.12-13/116). This had arisen from a recent new Biomedical Science programme proposal (*M12-13/139 refers*) and from the Committee's consideration of proposed revisions to the learning and teaching committee structure in Biology (*M12-13/174 refers*).

The Committee supported the principle that a single Board of Studies could provide adequate oversight of a combined programme provided that appropriate arrangements were put in place. To that end, the Committee **agreed** that:

- the guidance for the undergraduate Framework for Programme Design should be amended to include programmes such as Biochemistry within the definition of

combined degrees for the purposes of quality assurance and Board of Studies oversight;

- the guidance for the Framework for Programme Design and for programme approval should be augmented to indicate that departments contributing to interdisciplinary programmes must agree explicitly to the statutory governance arrangements as well as to the composition of supporting bodies such as a programme steering group. This will also confirm the arrangements for formal review processes such as whether a programme will be subject to a separate periodic review and APR submission.

The Committee **noted** that it was unclear whether Ordinance 1a would need to be amended to explicitly allow for a single Board of Studies to manage a combined degree programme. It was **agreed** that advice should be sought on this and that the Ordinance should be amended if necessary.

ACTION: Nigel Dandy

(Secretary's note: Following the meeting a proposal was made to Senate that Ordinance 1.3 be amended as follows (amendment in bold):

1.3 The Senate shall designate each Board of Studies constituted under paragraphs 1 and 2 above as:

*(a) a Single Board of Studies (**which may also govern a combined programme with the approval of the Senate**); or as*

(b) a Combined Board of Studies, the membership of which shall be drawn from two or more Single Boards of Studies.)

12-13/176 Undergraduate and postgraduate degree results analysis

The Committee **considered** a report from the Planning Office on undergraduate and taught postgraduate degree outcomes and research postgraduate student submission rates (UTC.12-13/117). This report had been re-submitted to the Committee following the

previous meeting to allow members further time to fully consider the paper (M145 refers) and identify and areas for inclusion in the deep analysis next year.

The Committee **noted** that the Standing Committee on Assessment had also considered the report and had requested that an analysis of merits and distinctions for postgraduate taught programmes should be added into future routine reports.

Committee members suggested that the following data should be included in the deep analysis:

- That information should be included which allow for the tracking of the performance of students from identified minority groups and poorer socio-economic backgrounds. These data would be similar to those reported to OFFA.
- That more detailed information on the reasons students leave the University should be gathered to help to identify potential trends.
- An analysis of the performance of students who take study abroad as opposed to students who do not.
- That the data on PGR students who did not submit on time should be disaggregated to show where this was the result of a Leave of Absence as opposed to an extension.
- That the UCAS tariff on entry should be plotted against degree performance on a per programme basis.

12-13/177 QAA Institutional Review: Updated University action plan

The Committee **considered** and **approved** the updated action plan (June2013) from the QAA Institutional Review in 2012 (UTC.12-13/118). All of the recommended areas for action had been the subject of on-going work for some time and most were completed. The updated action plan would be considered annually, until all actions have been completed and published on the University website. The Head of ASO **noted** that the University was one of only six institutions to receive a commendation from the QAA.

12-13/178 Annual report from the Study Abroad Office

The Committee **considered** an annual report from the Study Abroad Office as requested in June 2012 (*M11-12/182 refers*) and **noted** the continuing work to enhance activities and expansion plans in order to meet the objectives of the International Strategy (UTC.12-13/119). Participation rates had increased by 2% from 2011-13 and stood at 8% of the 20% target for 2020.

The University was successfully reviewed by the British Council in March 2013 via an Erasmus systems audit. The University's strategic approach to staff mobility, the role of Erasmus Coordinators, work placements, site monitoring, ECTS and promotion would be considered in the light of the Council's recommendations in a review by the University's European Strategy Group during the summer. The University's application for the renewal of its Erasmus Charter for 2014-2020 had been submitted to the European Commission.

The Committee **noted** the following:

- the forthcoming launch of the Centre for Global Programmes which would manage mobility activities from summer 2013;
- the three new worldwide exchanges agreed in 2012/13;
- the International Study Centre opening in Massachusetts and programme support initiatives e.g. the development of a four year undergraduate degree with a year abroad was underway with the Law School as a pilot for future possibilities;
- the new fee structure for fee paying visiting students would allow fees per credit from 2013/14 incoming students.

The numbers taking up the Erasmus programme had remained static in 2012/13 and only a quarter had taken part in work placements. Of the 400 places offered, 100 had taken these up. However 146 applications were received for the 46 places via the worldwide exchanges. Current challenges reported by the SAO included the lack of suitable modules for part year incoming students, the barriers encountered by the structure of the university's academic year and some programme requirements (PEP). The expansion of Erasmus agreements (over 200) currently in place would be subject to a review this summer to ensure they meet the criteria for sustainable and reciprocal exchanges and to terminate those that did not.

Concerns about the lengthy application process had prompted a forthcoming review by the SAO with a view to centralising some of the decision making and to unburden departments from administrative tasks. In addition participating institutions would be reminded to include references to prevent further time wasting. Accommodation costs were a further barrier as payments for a full year rather than fixed periods were the norm.

Further funding to support more bursaries was **noted** as a particular challenge and it was agreed that the university should aim to offer a wider range of exchanges (e.g. vacation periods, internships)

It was noted that the contract language courses had been transferred from CELT to the SAO.

12-13/179 Ofsted Report on the Department of Education's Initial Teacher Education provision

The Committee **noted** the outcomes of the report from the Ofsted visit in April 2013 (UTC.12-13/120) and the judgment of the department's provision from 'outstanding' to 'good' since the last visit. Changes in criteria for 'outstanding' judgments within the inspection framework were more demanding. An action plan is underway in response to the report and will be considered by the Committee in September 2013.

12-13/180 Archaeology: Periodic Review

The Committee **considered** and **approved** the periodic review report, the agreed action plan and the external assessors' reports for the department of Archaeology (UTC.12-13/121).

The Chair of the Review confirmed a positive outcome but noted some problems concerning the Kings Manor estate and facilities (e.g. time taken to fix broken printers). The Secretary to the review was in the process of following up these actions with the relevant staff.

12-13/181 Centre for Lifelong Learning: University Certificate of Lifelong Learning (Creative Writing): Three-year Review

The Committee **considered** and **approved** the report and the recommendations.

The Chair of the Review confirmed a positive outcome. The distance learning was effectively managed by the VLE site and students had a strong sense of community.

12-13/182 Report from the Standing Committee on Assessment

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment held on 24 May 2013 (UTC.12-13/123). It was **noted** that the SCA had:

- extended the period of corrections for PhD theses to three months and removed the word 'minor' from 'minor corrections';
- granted permission for External Examiners to attend final Boards of Examiners virtually if they wished for this year only. More time was needed for solutions to be considered in the light of feedback from departments and Externals on their future role in the awards process;
- allowed departments to revisit 2nd year marks from 2011/12 for new modular scheme students. As a result of marking under the old and new schemes simultaneously and not fully realising the impact of the calculation of degree classifications some departments were concerned that some students may have been disadvantaged;
- reviewed degree classification and submission rates for undergraduate, postgraduate and research postgraduate awards;
- approved a proposal for mitigating circumstances diagnosed after the fact to be considered at an additional stage by the SCC.

The Committee **recommended** for approval to Senate the proposed revisions from SCA for amendments to the University's regulatory framework and the Guide to Assessment, Standards, Marking and Feedback concerning the Mitigating Circumstances Policy and procedures set out below (*M12-13/151 refers*):

Regulation 6.7, paragraph 1(a)

- Students wishing to exercise their right of appeal against a decision or recommendation reached by a Board or Studies, Board of Examiners, or Mitigating

Circumstances Committee must follow the Procedures for Students on Taught Programmes – Academic Appeals and Hearings.

Regulation 6.7, paragraph 3(b)

- In all other cases, an appeal will only be heard if, in the judgement of the Chair of a relevant sub-committee, acting on behalf of Senate, evidence has been presented that the decision or recommendation concerned may be invalid. Where a case for an appeal has been established on these grounds, the Board of Studies, Board of Examiners, or Mitigating Circumstances Committee concerned may be asked if it is prepared to reconsider its recommendation or decision. Students retain the right to appeal against a subsequent recommendation or decision following such reconsideration.

Regulation 6.7, paragraph 5(c)

- to refer the matter back to the Board of Studies, Board of Examiners, or Mitigating Circumstances Committee for reconsideration of the original recommendation or decision.

Amendments to the University's Guide to Assessment, Standards, Marking and Feedback

Section 26, paragraph 1.iii (p163)

- Decisions regarding claims of mitigating circumstances should be made by the Mitigating Circumstances Committee (MCC) using authority delegated to it by the University's Special Cases Committee (SCC) with appeals to the SCC.
- Consideration of mitigating circumstances for students on combined programmes should be by the Combined MCC even where the affected module 'belongs' to one of the departments.

Section 26, paragraph 1.ix (p164)

- Mitigating circumstances should not be considered at MCC without completion of the University's standard form and provision of satisfactory evidence.

Section 26, paragraph 2.2.i (p166-7)

- Mitigating circumstances must be considered by a 'Mitigating Circumstances Committee' (MCC) which must be a sub-committee of Special Cases Committee (SCC) with membership drawn from the relevant Board of Studies or Combined

Board of Studies. This includes consideration of mitigating circumstances arising during an assessment. There is to be one MCC for each Board of Studies (a single-subject MCC) covering all programmes within the remit of that BoS and one MCC for each Combined BoS (a Combined MCC) covering all programmes within the remit of that Combined BoS.

Section 26, paragraph 2.2.ii (p167)

- A single-subject MCC must consist of five members of academic staff selected by the Chair of the Board of Studies in consultation with the Head of Department. The quorum for meetings of the MCC is three, and an MCC meeting must not take place unless it is quorate. The term of office for members of the MCC should normally be three years. In exceptional circumstances, the Chair of the BoS in consultation with the Head of Department can extend the period of office for a member to four years.

Section 26, paragraph 2.2.iii (p167)

- A combined MCC must consist of four members of academic staff selected the Chair of the Combined Board of Studies in consultation with the Heads of Department. If a Combined MCC cannot agree on the acceptability of mitigating circumstances in an individual case, the Chair of the Combined MCC shall have a casting vote. The quorum for meetings is three with at least one member from each department, and an MCC meeting must not take place unless it is quorate. The term of office for members of the MCC should normally be three years. In exceptional circumstances, the Chair of the BoS in consultation with the Heads of Department can extend the period of office for a member to four years.

Section 26, paragraph 2.2.iv (p167-8)

- The Chair of the BoS/Chair of the Combined BoS in consultation with the Head(s) of Department should recommend for appointment by SCC a Chair of the MCC/Combined MCC from its members. (Combined) MCC meetings should be serviced by an administrator, and all decisions must be recorded.
- The administrator from a Combined MCC should be from the same department as the Chair.

Section 26, paragraph 2.3.iii (p169)

- Consideration of mitigating circumstances cannot be anonymous but should, however, remain confidential. Discussions and decisions should not normally be disclosed outside the (Combined) MCC and the recording of decisions.
- The documentation relating to mitigating circumstance cases should be confidentially held within the department. In the case of Combined MCC cases the documentation should remain in the department of the Chair with notification held on relevant files within the other department(s).

Section 26, paragraph 2.3.iv (p169)

- The (Combined) MCC will make decisions regarding claims of mitigating circumstances using the authority delegated to it by Special Cases Committee and convey these to the appropriate Board of Examiners.

Section 26, paragraph 2.3.v (p169-70)

Delete the paragraph below in order to accurately reflect current practice, in which the Examinations Office does not require notification of such decisions

- The (Combined) BoS must take a decision in relation to any case for which mitigating circumstances have been accepted by the (Combined) MCC and notify the Examinations Office of the decisions concerning mitigating circumstances at the same time as the assessment results are submitted for ratification. Where the recommendation of a (Combined) MCC has been changed by the (Combined) BoS, this change must be annotated on the results lists.

Section 26, paragraph 2.3.vii (p170)

- Any requests for consideration of mitigating circumstances which fall outside this procedure should be submitted to Special Cases Committee for consideration.

Section 26, paragraph 2.3.ix (p170)

- When the procedure has been completed, the Mitigating Circumstances Claim Form and supporting evidence should be retained on the student's departmental file in a sealed envelope which states that the envelope should be opened only by a member of the (Combined) MCC or Chair of the (Combined) BoS in the event SCC request their comment as part of an appeal/complaint being investigated (see Guidance to Departments for further information).

Section 26, paragraph 2.3.x (p170)

- Where a decision relating to acceptance of mitigating circumstances is taken outside a meeting of the (Combined) MCC, a report of such decisions should be made to the next meeting of the (Combined) MCC, whether that is the scheduled meeting or an interim meeting called by the Chair of the (Combined) MCC. The student record system (SITS) should be updated with the decision as soon as possible and, in any case, within a week of each formal meeting.

Section 26, paragraph 3 (p171)

- Please note that the Mitigating Circumstances Committee can make recommendations to Special Cases Committee in relation to mitigating circumstances which it supports but which are not covered below.

Amendment to the definition of 'close' relatives

Section 26, paragraph 3, section B, footnote 17 (p172)

- The following relatives are accepted as 'close' without further evidence: spouse, civil partner, child, parent, sibling, grandparent, and grandchild. For other bereavements, evidence of closeness in the form of a statement from a third party should also be provided. Additional evidence should be provided where mitigation is claimed for an extended period where the bereavement is not close, for example, for more than a fortnight following the death of the relevant person.

CATEGORY II BUSINESS

12-13/183 Vice-Chancellor's Teaching Awards

The Committee **noted** a report on the Vice-Chancellor's Teaching Awards 2013 (UTC.12-13/124). 16 awards had been made from a field of 23 applications. The winners were as follows:

- Dr Amber Carpenter, Philosophy
- Professor David Howard, Electronics
- Dr Meesha Warmington, Psychology
- Dr Mike Thom, Biology
- Dr James Moir, Biology
- Professor Peter Lamarque, Philosophy

- Dr Steve Ashby, Archaeology
- Dr Malin Holst, Archaeology
- Dr Martin Cockett, Chemistry
- Elaine Tham, Psychology
- Learning Enhancement Team (ASO)
- Dr Louise Jones, Biology
- Emily Hellewell, Archaeology
- Professor Mike Bentley, Physics
- Matthew Gilbert, Electronics
- Daniel Howdon, Economics and Related Studies

12-13/184 Modifications to, and Withdrawals of, Programmes of Study

The Committee **noted** that the Chair, acting on behalf of the Committee, had approved modifications to, and withdrawals of, programmes of study (UTC.12-13/125) as follows:

Archaeology: Approval of the Stage 1 module 'Heritage Practice' as a Pass/Fail module. This change applies to students entering in October 2012 onwards.

Computer Science: Approval of the withdrawal of the MSc in Large-Scale Complex IT Systems, with immediate effect (also approved by Planning Committee).

Education: Approval of the change to the programme title of the BA Educational Studies to the BA Education for 2015 entry.

Health Sciences: Approval of the withdrawal of the MSc in Health Sciences from 2014/15 (i.e., 2013/14 would be the last cohort).

Language and Linguistic Science: Approval of the merger of the 20 credit Literature Review module and the 60 credit ISM in the MA in Phonological Development in Childhood with immediate effect, and the introduction of an 80 credit ISM from 2013/14 entry.

Philosophy: Amendment for academic year 2012/13 only of the assessment for 'Advanced Writing Skills for Philosophers'. Following a miscommunication in the assessment requirements, the module mark for each student will be calculated by whichever ratio gives them the better result, 1:99 or 34:66.

Social Policy and Social Work: Approval of the withdrawal of the stage 2 option module 'Social Inequalities' and the introduction of 'Citizenship, Difference and Inequality', and the withdrawal of stage 3 option modules 'Sex, Sexuality and Policy' and 'Health and Inequality'. These changes apply from 2013/14.

12-13/185 Revised programme approval documentation

The Committee **approved** the revised template pro-formas for programme approval, including UTC pro-formas and an External Assessor report form for PGR programmes (UTC.12-13/126).

12-13/186 KIS 2013

The Committee **noted** a report on the implementation of the KIS in 2013 (UTC.12-13/127). Recognition of travel time means that 50 minute lectures can be counted as an hour of contact time. The schedule of work was noted, with the confirmation of typical student pathways, planned changes to structures and accreditation to take place by late July 2013 and sign-off by the Head of Department by 9th August 2013. Web-pages and contextual content will need to be developed by September and data will be published nationally in late September.

12-13/187 Guidelines on undergraduate visiting students

The Committee **noted** that the Chair has approved revisions to the Guidelines on Undergraduate Visiting Students to include references to the Centre for Lifelong Learning (UTC.12-13/128).

12-13/188 Accreditation of the non-medical prescribing programmes

The Committee **noted** that the General Pharmaceutical Council has reapproved the Non-Medical Prescribing programmes in the Department of Health Sciences with no conditions or recommendations.

12-13/189 Dates of Next Meetings

The Committee **noted** the dates of the next meetings in HG15, Heslington Hall:

- Monday 30th September 2013, 1.15pm
- Monday 28th October 2013, 1.15pm
- Monday 2nd December 2013, 1.15pm
- Monday 3rd February 2014, 1.15pm
- Monday 3rd March 2014, 1.15pm
- Monday 19th May 2014, 1.15pm
- Monday 23rd June 2014, 1.15pm