



SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 17 October 2011

Present: Deputy Vice-Chancellor Professor T Sheldon (Chair), Ms B Akua-Sakyiwah (GSA Representative), Dr H Altink, Dr TT Arvind, Professor W Bonefeld, Mr N Dandy, Mrs K Dodd, Professor P Drew, Dr S King, Dr R Ogden, Mr G Osborn (YUSU Representative), Dr A Parsons, Ms E Roberts, Dr H Smith, Professor C Thompson, Dr R Vann, Dr R Waites, Dr M White

In attendance: Ms L Crossley (Academic Support Office), Mr M Kidson (Representation & Democracy Development Coordinator, for M11-12/17), Ms C Lowe (Project Leader, Learning Enhancement), Ms C Moore (Secretary), Ms K Mitchell (Representation, Advice and Welfare Coordinator, for M11-12/17), Professor J Robinson (incoming Chair and PVC for Learning and Teaching, from April 2012)

Apologies: Professor L Siciliani, Ms Lesley Booth

11-12/1 Welcome

The Chair congratulated John Robinson on his appointment as the PVC for Learning and Teaching, from April 2011 and welcomed new members to the committee: Professor Werner Bonefeld, Politics; Professor Paul Drew, Sociology; Professor Carl Thompson, Health Sciences and the new student members, Mr Graeme Osborn, YUSU, and Ms Beatrice Akua-Sakyiwah, GSA.

11-12/2 Minutes

The minutes of the meeting held on 27 June 2011 were **approved** (UTC.11-12/1) subject to the following correction:

- M10/11-190 a Combined Board of Studies for the combined degree with the Department of English and the Department of Language and Linguistic Science is already listed in the ordinances, under: Literature and Linguistics

11-12/3 UTC terms of reference and membership for 2011-2012

The Committee **considered** its terms of reference and membership for 2011-2012 (UTC.11-12/2).

The Committee **approved** its terms of reference and membership subject to the following additions:

- to refer to the Employability Strategy under term of reference 4
- to add "consideration of data relating to employability" to term of reference 6

- to add “postgraduate” to term of reference 4, bullet point 3 which notes “to develop, and monitor the implementation of policy ... admissions and widening participation at undergraduate level...”, to take into account the responsibility the Committee has for postgraduate provision
- under membership, “of whom at least nine should normal be the status of present or former Heads of Department or Chairs of Board of Studies”, add, “or Chairs of Graduate School Boards”

ACTION: ASO

11-12/4 Annual cycle of business

The Committee **received** 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.11-12/3). It was **noted** that the report from the Employability Strategy Group would be considered annually, in January, and that the report on the Postgraduate Taught Experience Survey should be referred to in the annual business for June, as per the Postgraduate Research Experience Survey reporting structure.

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

11-12/5 English: MA in Culture and Thought after 1945

Further to M10-11/77 it was **noted** that matters raised by the Committee are still to be addressed. The Chair **noted** that matters arising relating to programme approval that have not been addressed to the satisfaction of the Chair within six months, will need to be submitted again in full, to the Committee for consideration.

ACTION: ASO

11-12/6 Health Sciences: MSc in Cognitive Behavioural Therapy for Advanced Clinical Practice

Further to M10-11/137 it was **noted** that the matters raised by the Committee are still to be addressed. The Chair **noted** that these outstanding issues had to be addressed prior to the programme commencing.

ACTION: ASO

11-12/7 History: MA in History and Politics (re-titled MA in Contemporary History and International Politics)

Further to M10-11/175 it was **noted** that the matters raised by the Committee are still to be addressed.

ACTION: ASO

11-12/8 Guidance to Departments on Proofreading

Further to M10-11/207 it was **noted** that the draft guidance presented to UTC had been sent to departments for feedback. A revised guidance would be produced, sent out for consultation, presented to SCA on 16 December and recommended to UTC for approval in January 2012.

11-12/9 Biology, Computer Science, Physics, Chemistry and Mathematics: Four year PhD in Combating Infectious Disease: Computational Approaches in Translational Science (CIDCATS)

Further to M10-11/208 it was **noted** that matters raised by the Committee had been addressed by the CIDCATS Programme Executive Committee to the satisfaction of the Chair and so final approval had been granted.

11-12/10 Sociology and Social Policy and Social Work: BA in Criminology

Further to M10-11/209 it was **noted** that the matters raised by the Committee had been addressed by the departments concerned to the satisfaction of the Chair and so final approval had been granted.

11-12/11 Centre for Women's Studies: Master in European Gender and Equality Studies

Further to M10-11/210 it was **noted** that the matters raised by the Committee are still to be addressed.

11-12/12 Oral Report from the Chair

The Committee **received** an oral report from the Chair.

Postgraduate Research Experience Survey

Meetings had taken place with the following departments: Economics, Health Sciences and Management and Psychology. The departments had been asked to include action plans to their Annual Programme Reviews in response to the action taken to address the issues raised in the PRES.

E-assignment Delivery

The JISC bid has been unsuccessful and that the resources are not available internally to support the work of the group, during the current year. The Head of the E-Learning Development Team will inform Departments of the result of the bid and reconvene the technical group to evaluate ways forward over the next year.

ACTION: ASO (HEAD OF E-LEARNING DEVELOPMENT TEAM)

11-12/13 Oral Report from the Student Representatives

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

YUSU course rep elections

The nominations are open until midday Friday, and the additional publicity material has had a positive impact on promoting the elections. YUSU thanked the Chair for providing additional funding to promote the elections and nominations. Elections will open at midday on Wednesday of week three and close at midday on Wednesday of week four.

Widening Participation Champions Programme

YUSU is involved in a Widening Participation Champions programme which is a scheme where unions who want to focus on WP share tips and best practice. Involvement in this will enable YUSU to evaluate what the union and the University offers in this area, compared with others in the sector, and how it may improve.

National Union of Students Student Skills Programme

YUSU is involved in the NUS Student Skills Award programme, a three tiered award scheme with comprehensive criteria focusing on student development and skills. 100 students have been entered into the pilot.

Library Opening

The Academic Affairs Officer attended the opening of the study space areas of the library. The final year of refurbishment was taking place during this academic year. The news relating to the library opening hours being extended to 24 hour access after Easter had been well received.

Virtual Learning Environment

The VLE site for students to communicate with their course representatives and the GSA was now complete but there remained some Data Protection issues with the GSA having access to information about students since changing their status to that of a charity. It was **reported** that Charles Fonge had now drawn up a memorandum of understanding which, once signed, it is hoped will allow the University to share information with the GSA, to the satisfaction of both parties. A meeting is scheduled to take place to discuss this, involving: Kate Dodd, David Duncan, Charles Fonge, Duncan Lean and Rosemary Royds.

In relation to the VLE site, it was reiterated that course representatives are the Department's representatives, but that they should also be able to communicate with the student associations. It was **noted** that the student associations should not have access to all areas within the VLE site, as some discussions would be resolved by the course representatives, without input from the student associations being needed.

ACTION YUSU and GSA

Postgraduate Students' Skills

The GSA has identified a lack of opportunities for postgraduate personal development, outside of opportunities to teach, and is keen to look at ways to engage the talents of postgraduate students in ways other than teaching. It was **noted** that the opportunities available to undergraduate students: volunteering through the GSA, colleges, clubs or societies and undertaking paid roles such as maths support centre, CV triage and application form checking, are also available to postgraduate students. It was **noted** that the opportunities for off campus students to engage with skills development also needed to be addressed. The Committee **noted** that entrepreneurship offered a number of opportunities which it might be worth articulating to the postgraduate body as well as providing a forum for the exchange of skills.

The Committee **proposed** the GSA work with Kate Dodd to develop a number of case studies detailing opportunities the GSA would like to see available to the postgraduate student body, and the barriers stopping this from being possible. It was noted that the Autumn Term Employability Group was focusing on postgraduate employment, so this would provide an ideal place to start these discussions.

ACTION: ACADEMIC REGISTRAR AND GSA

International Students' Induction

The induction went well but work still needed to be done to include off-campus students in the induction activities available. The GSA is working with the DL Forum to benchmark the student support offered at the University compared with our competitors.

The postgraduate sessions delivered by the Learning Enhancement Team had gone very well, demonstrating that good publicity of induction events and skills workshops will lead to well attended workshops.

11-12/14 Priorities for investment in Learning and Teaching

The Committee **received** a Report of Summer meetings held to discuss priorities for investment in Learning and Teaching (UTC.11-12/5).

It was **noted** that two open sessions had been held to discuss and prioritise investment opportunities if the University has more income in future years because of increased fees. In context, if student numbers remain stable in the new funding regime, once bursary and scholarships have been accounted for, there will be an increase in funding. This will be invested in improvements to the student experience. Over 70 individuals participated in the events, and Nigel Dandy was thanked for organising the meetings.

The Chair **reported** that the outcomes of the meetings have been discussed at both the Senior Management Group (SMG) and the Council Away Day. The Chair, the incoming Deputy Vice Chancellor: Jane Grenville, and the Registrar and Secretary: David Duncan, have shortlisted the priorities to allocate to the first set of investment (approximately 50% of the expected increase in income). The projected additional income is expected to be just less than 2 million pounds, per annum, which will increase as we recruit more students under the new fees regime. The shortlisted priorities are divided into: improvement to Learning and Teaching, social and welfare improvements and strategic investment. Many of the top priorities highlighted at the summer meetings will be funded (PGR support, improving space, reducing SSRs, investing in summer research internships and investments into: internationalisation, the IT infrastructure, library content, library opening hours and the digital recording of lectures). Further details relating to the investments will be reported at the next Committee meeting.

More investment will be committed once the University knows what the student numbers are likely to be, around April/May 2012. It was noted that the priorities which cannot be invested in, during this round, should be retained for future funding and investment opportunities.

It was **noted** that there needed to be a careful balance between investments centrally and re-investing the extra income into departments. It was **reported** that there will continue to be investment in SSR reductions, with six extra posts having recently been created in the departments with highest SSRs: History, History of Art, Law, Politics, and Sociology (2 posts).

YUSU **noted** that this had been a very valuable exercise, and that it demonstrated that the University is committed to reinvesting additional income into the student experience. The Academic Affairs Officer (YUSU) **reported** that the offer from the Chair to run this event for the course representatives, once they are appointed, had been accepted.

11-12/15 Self Evaluation Document for QAA Institutional Review

The Committee received the draft Self Evaluation Document for Institutional Review, noting the QAA's guidance on its format. It was recognised that this guidance had presented some challenges and that judgements had been made to address the listed 'factors' directly as a framework for the document.

Following discussion a number of changes were identified which would be incorporated in the next draft for the Senate. Subject to these amendments, the Committee fully endorsed the approach taken to drafting the document, and agreed to recommend the Self Evaluation Document to the Senate for approval.

Thanks were expressed to staff in the ASO who had prepared the document and to members of the Committee who had acted as an informal drafting advisory group during the summer.

11-12/16 2011 National Student Survey Results

The Committee **received** the 2011 National Student Survey Results (UTC.11-12/7), which had been circulated prior to the meeting, and **noted** that all NSS data were available to members at: <http://www.york.ac.uk/staff/teaching/monitoring-and-review/surveys/nss/#10>.

The Chair **noted** that the survey results would be considered at Senate and that a large amount of analysis, presentation of the data and follow-up work had already taken place with particular attention being paid to discussing the need to improve with the departments that had achieved poor results. The Chair and the Vice Chancellor attended full staff meetings in Economics and Management. The Chair, the Academic Affairs Officer (YUSU) and members of the Academic support Office had also attended senior management meetings in these departments. Additional meetings had taken place with the Head of Department and Chair of Board of Studies in Social

Work, Environment and Theatre, Film and Television (TFTV). A meeting has also been planned to meet with the Head of Department and Chair Board of Studies in Mathematics.

In presenting the NSS results the Chair **noted** that:

- all departments were expected to respond to the NSS in their APR reports
- Economics and Management have already submitted an action plan
- the NSS results were discussed at the Mathematics Long Term Planning meeting at which the Vice Chancellor, Deputy Vice Chancellor/PVC Learning and Teaching and the PVC for Research were present
- Environment, Mathematics, Social Work and TFTV have to submit an action plan in response to the NSS with their APR reports
- Economics and Management have to submit updated action plans alongside their APR reports
- with the new Head of Department in Economics, it is hoped that big changes will be seen. The meetings with the Department have been fruitful and a good action plan has been developed. YUSU Academic Affairs Officer is meeting with the Head of Department at the end of October to discuss the student experience.
- the issues in Management are more complex but the appointment of a new Departmental Administrator should have a positive impact. The new Head of School will need to address various issues in the School.
- the issues highlighted in the TFTV NSS results were expected and had been highlighted in the interim review of the Department, last year. The Department now needs to focus its attention on the wide range of concerns raised by students.

During the course of discussion, it was **noted** that:

- some departments, which had been doing less well, have shown substantial improvements: Nursing, Politics, Philosophy, Physics and Psychology, which is evidence that things can be turned around.
- Law should be congratulated on the excellent NSS scores from the first cohort
- several departments continue to do well or improve: Archaeology, Biology, Chemistry, Electronics and History
- the action plans need to be long term plans to improve rather than knee jerk reactions to issues
- learning resources (80%) and personal development (80%) continue to rank relatively poorly when compared with our competitors, alongside Assessment and Feedback (68%)
- disappointment was expressed that the University did not market the NSS scores on the University homepage, the Chair **noted** that whilst some departments did very well, and should highlight their results, the picture was mixed
- the NSS data will form part of the KIS from next year, discussions are underway within the University to understand how to present KISs where NSS data cannot be disaggregated to programme level.

- the responses to the institutional question have provided an excellent insight into how and where improvements can be made and departments have been encouraged to use the rich qualitative data to inform how they respond to the issues raised

11-12/17 Student Representation

The Committee **received** a report from the working group set up to review student representation (UTC.11-12/8). Marc Kidson and Kay Mitchell attended for this item.

In introducing this item, the Chair of the working group **noted** that the working group had been set up following a request by YUSU to look at student representation in departments.

During the course of the discussion the Committee **noted** that:

- the recommendations were intended to level up what is offered, as it was recognised that a large number of departments already have Staff Student Forums
- the policy makes it clear that the course representative system is a partnership between the student unions and departments, and outlines responsibilities for the student unions as well as departments
- that course representatives are for departmental committees, and are the Department's representatives, but the unions facilitate the nomination and election process, and train and guide the representatives to work to the best of their ability
- that the draft Terms of Reference of the SSF are designed to allow for autonomy and flexible approaches which work in different departments depending upon their individual culture and type of students
- the emphasis of the SSF is that the students have the principle voice, that they are listened to and consulted with, and there is no push regarding what is considered
- YUSU will assist departments in setting up SSFs
- departments where members of staff are members of Teaching Committee, with SSFs, felt they do work effectively
- YUSU and GSA have both improved the training they offer, so it is shorter and more focussed.
- all parties need to encourage the course representatives to attend training, and departments should be supplementing the training with their own induction into the role.
- that the training should be developed so that it can be accessed from off campus so that all types of student can access it
- that the policy brings together both undergraduate and postgraduate students
- the intention is that the policy and creation of the SSF, alongside the other recommendations, will be rolled out to departments through a series of workshops which include representatives from departments where student engagement is positive, and SSFs exist.

The Committee **approved** the recommendations of the working group as follows:

Recommendation one: Adoption of a Student Representation policy

The Committee **decided** to recommend to Senate that the Student Representation Policy is adopted, subject to

- Rephrasing of the section dealing with the timings of the elections process:
- emphasising, within the policy, that this is applicable to all students: undergraduate, taught postgraduate and research postgraduate

The Committee **approved** the recommendation that web resources be developed from the draft guidance which does not form part of the policy.

Secretary's note: Comments on the guidance should be sent to Laura Crossley, ASO

Recommendation two: Creating a time limited steering group with oversight of student representation and clarifying the departmental informal complaints procedure.

The Committee **approved** the creation of a time limited steering group to report to the Committee, with oversight for student representation, which would review the logistical and operational success of the elections, develop and approve the web resources (see above), scrutinise the report on student engagement and representation in the first years (in future years this would be part of the APR) and advise departments on multi-layered representation approaches

The Committee **recommended** that the working group liaises with the Academic Registrar regarding the wording of the informal departmental complaints procedure.

Recommendation three: Increasing opportunities for engagement with students through the creation of a Staff Student Forum (SSF) for each separate Department, Centre or School and advising on multi-layered representation.

The Committee **approved** the recommendation that there should be a Staff Student Forum for each separate Department, Centre or School, subject to:

- further considering the place of students on combined programmes, and ensuring this is clear in the recommendation to Senate
- clarifying the difference between representatives on the Board of Studies and student representatives on the SSF

Recommendation four: Adopting standard terminology to describe student representatives

The Committee **approved** the recommendation to adopt standard terminology to describe the student representatives. Course representative, academic representative and student representative were the agreed terminology.

Recommendation five: Fully engaging with the student representatives and the student unions to ensure effective communication with the student body

The Committee **approved** the recommendation that the VLE and other channels of communication, are publicised in departments and engaged with as appropriate.

Recommendation six: Developing central web resources

The Committee **approved** the recommendation that the steering group has responsibility for creating web resources for students, course representatives and departments which clarify the role of the course representative, inform students about the role they play in quality assurance and enhancement, and showcases ideas about how to effectively engage with the student body.

Recommendation seven: Monitoring student engagement in departments through the Annual Programme Review

The Committee **approved** the recommendation that a question is added to the APR proforma, for completion by the course representatives, which provides an annual update on student engagement and representation within the department. In the first year, the steering group will evaluate this, and report to the Committee.

It was **noted** that a separate paper would be submitted to Teaching Committee which recommend clearer routes through which student representatives can raise issues of non policy adherence to the PVC for Teaching and Learning.

ACTION: ASO

11-12/18 Mathematics: MSc in Financial Econometrics and Statistics

The Committee **noted** that this proposal had been **withdrawn** due to the level of duplication with a programme already offered at the University in the Department of Economics. The Chair **noted** that the Department should ensure the relevant departments are consulted when designing new programmes, and that a submission for a suitable replacement programme was expected soon, to satisfy the Department's Long Term Plans.

11-12/19 Mathematics: PhD Degree Programme in Mathematics (with Foundation Phase)

The Committee **considered** a proposal for a PhD Degree Programme in Mathematics (with Foundation Phase) (UTC.11-12/10). The proposal had been considered in advance of the meeting by Professor Thompson and Dr Vann. It was noted that Planning Committee approval had already been obtained. In the first year of the programme, students take around 80 credits of taught modules, some provided by the Department and some by the MAGIC consortium, with whom the University has already signed an agreement for delivery of postgraduate level modules. Students will also undertake a study project and produce a project report.

Following discussions with the Chair of the Graduate School Board in Mathematics, it had been agreed that the modules would be chosen in agreement with the students' supervisors to ensure Departmental expertise in the subject areas of any MAGIC modules chosen. A student would be entitled to reassessment in any failed MAGIC modules. This reassessment would take the form of a viva presentation to two members of academic staff in the department on a selection of topics from the syllabi of any failed modules. University rules on the conduct of vivas would be followed including the requirement for them to be recorded. If after reassessment the student had not managed to redeem the failure, they would have their PhD registration terminated and would be

given the opportunity of expanding their project report into a dissertation for the award of MSc by research.

It was confirmed that the department would still be offering 3 year PhD programmes, which might be more suitable for entry by students who had obtained a Masters degree, depending on the level of Mathematical knowledge of the student. It was also confirmed that the university's minimum requirement of 6 in ILETS was being allowed for recruitment to this programme.

The programme was approved subject to the submission of an amended programme specification which addressed some small issues and typographical errors.

11-12/20 Politics Mundus MAPP (Erasmus-Mundus programme) The Committee **considered** a proposal for a Politics Mundus MAPP (Erasmus-Mundus programme) (UTC.11-12/11). The proposal had been considered in advance of the meeting by Ms Roberts and Dr Arvind. The Committee noted that since 2006, the Department of Politics at the University of York has been collaborating with three European higher education institutions (Central European University (CEU) in Budapest, Institut Barcelona d'Estudis Internacionals (IBEI) in Barcelona, and International Institute of Social Studies of Erasmus University Rotterdam in The Hague) to deliver a two-year masters programme in public policy, known as Mundus MAPP, under the European Commission's Erasmus Mundus scheme. Currently the Mundus MAPP programme operates as a dual degree i.e. students receive two awards, one from each of the two consortium institutions they attend. The EC has recently extended the funding for the Mundus MAPP programme for a further five years and one of the conditions of the funding renewal is that the programme becomes (for 2012 entry) a fully fledged joint degree i.e. students receive a single award from the two consortium institutions they attend. The Mundus MAPP programme has been revised to accommodate this change. The Committee welcomed this as a strong proposal in a strong teaching area.

Ms Roberts noted that the department had updated the programme pro forma to provide further information on a number of points including the arrangements for managing the joint supervision of the thesis report and thesis, and the role of work-based learning via the internship. The department also planned some further amendments to the sections on employability. Due to the timings of Senate meetings, the meetings of other European partners and EC funding regulations, the Committee agreed to take the unusual step of giving this proposal conditional final approval in advance of the assessment regulations and the modules descriptors being seen, and in advance of the following conditions being satisfied:

- (i) approval by the full committee (by circulation if required and following consultation with the Chair and Secretary of the SCA) of the assessment rules pertaining to the programme;
- (ii) approval (by the full committee and following consultation with the University's legal advisor) of the draft written agreement between the University of York and ISS and CEU;

- (iii) approval (Chair's action following consideration by the nominated members and the Chair) of the module descriptions for the core and track specific modules offered by ISS and CEU;
- (iv) approval (Chair's action following consideration by the nominated members and the Chair) of the two new taught modules and revised (shortened) dissertation module to be offered at the University of York;
- (v) production of an action plan for the resolution of any administrative and support issues (e.g. relating to visas, accommodation, student records) identified at the briefing meeting to be held for administrative and support areas on 9 November

11-12/21 Computer Science –BSc in Computer Science with Business Enterprise Systems (3 year route of an already existing 4 year programme)

The Committee **considered** a proposal to make modifications to the BSc in Computer Science with Business Enterprise Systems (UTC.11-12/12), commencing 2012. This programme had been considered in advance of the meeting by Richard Waites. The modification to offer a three year route to the existing programme was **approved**, however, the Committee noted that the Department should think carefully about the whether the programme title would be understood by applicants, and hence would enable the programme, with its excellent connections with industry, and obvious employability links, to be marketed effectively to prospective students.

11-12/22 Language and Linguistic Science: Periodic review report, the agreed action plan and external assessors' reports

The Committee **considered** and **approved** the periodic review report, the agreed action plan, and external assessors' reports for the department of Language and Linguistic Science (UTC.11-12/13).

It was **noted** that staff in the Department were very committed and that the Department had some very interesting ideas relating to employability which included organising events with alumni. The detailed action plans addressed the Department's main issues which are primarily related to the strategic direction of both the Department and LFA, and staffing.

11-12/23 Languages for All: Periodic review report, the agreed action plan and external assessors' reports

The Committee **considered** and **approved** the periodic review report, the agreed action plan, and external assessor's report for Languages for All (UTC.11-12/14).

It was **noted** that the dedication of staff in the LFA was exceptional and that the creation of the new Deputy Director role should help to address some of the issues faced in LFA.

11-12/24 Department of Physics: Periodic review report, the agreed action plan and external assessors' reports

The Committee **considered** and **approved** the periodic review report, the agreed action plan, and external assessors' reports for the department of Physics (UTC.11-12/15).

It was **noted** that the Department had enthusiastic staff and good students. The panel identified issues with the workload model, the lack of engagement with industry and the small number of students opting to do an LFA. There are also issues relating to cleanliness of blackboards and issues relating to the timetabling office and the management in the Department working together. The updated action plan show how these issues are being addressed.

The reference to the external examiner comment regarding the high number of 3rd class degrees was already been taken forward in the Department.

11-12/25 Minutes of the meeting of the Standing Committee on Assessment

The Committee **considered** a report of the minutes of the meeting of the Standing Committee on Assessment held on 7 October 2011 (UTC.11-12/16). The committee **approved** the increase in the membership from six to seven members but requested the rationale for the change to remove the two members who are currently in attendance. The changes to terms of reference one, eight and nine were approved, as was the truncated reporting structure reference. The Committee **agreed** that “and to recommend to Teaching Committee” should be added to terms of reference one and twelve.

ACTION:SCA

The committee **noted** the concern from some external examiners about the lack of contact they now have with students and **recommend** that guidance is sent out to departments to clarify that whilst vivas with external examiners cannot be used to assess borderline cases, or to inform a student’s award, external examiners can meet with a selection of students to talk about the programme of study and the assessment in the Department, and departments may wish to encourage their external examiners to do so.

ACTION: SCA

The summary and report of External Examiners Reports on Undergraduate Programmes was deferred to the next meeting.

11-12/26 Update on Validated Provision

The Committee **received** an update on validated provision (UTC.11-12/17)

11-12/27 Proposed collaboration with the Weald & Downland Open Air Museum: East Sussex

The Committee **approved** the proposed collaboration with the Weald & Downland Open Air Museum, East Sussex (UTC.11-12/18)

11-12/28 Periodic Review of Music

The Committee **noted** that the updated action plan for the Periodic Review of Music had been approved to the satisfaction of the Chair of Teaching Committee, in consultation with the panel Chair and Secretary.

11-12/29 The York Management School: MA in Human Resource Management

The Committee **noted** that the MA in Human Resource Management (The York Management School) had been approved for accreditation by the Chartered Institute of Personnel and Development on 8th June 2011.

11-12/30 Renewal of agreement between the Department of Education and the Lorna Whiston Schools

The Committee **noted** that the Chair had approved the renewal of an agreement between the Department of Education and the Lorna Whiston Schools in Singapore, pertaining to the initial and Mid-course modules of the MA in Teaching English to Young Learners.

11-12/31 Assessment Rules

The Committee **noted** the approved assessment rules relating to Masters that consist of 240 or more academic credits, and clarifications to the assessment rules regarding additional years (UTC.11-12/19).

11-12/32 Distance Learning Forum: Terms of Reference and Membership

The Committee **received** the terms of reference and list of members of the Distance Learning Forum (UTC.11-12/20)

11-12/33 Distance Learning Forum: Minutes

The Committee **noted** that the minutes from the meeting of the Distance Learning Forum held on 19 September 2011 were available online.

11-12/34 Coordinating Group for Supplementary Programmes: Terms of Reference and Membership

The Committee **received** the terms of reference and list of members of the Coordinating Group for Supplementary Programmes (UTC.11-12/21)

11-12/35 Coordinating Group for Supplementary Programmes: Minutes

The Committee **noted** that the minutes from the meeting of the Coordinating Group for Supplementary Programmes held of 4 July 2011 were available online.

11-12/36 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 2011 (UTC.11-12/22)

The Chair, acting on behalf of the Committee, has approved modifications to, and withdrawals of, programmes of study as follows (further details are available from the Academic Support Office):

Archaeology: Approval to mark Archaeological Excavation (a 20 credit, stage one module) on a pass/fail basis.

CAHR: Approval of a short course in International Refugee Law and Advocacy available as both a non-credit bearing and credit-bearing (20 credits) alternative. Approval of modifications to the MA in Applied Human Rights, including making the Defending Human Rights module non-compensatable.

Chemistry: Approval of a request to create entry points for the Postgraduate Certificate and Diploma in Green Chemistry and Sustainable Industrial Technology, previously only available as exit points from the MSc. Approval of a request to move the module Commercialisation of Green Chemistry to the summer term where it will form part of the Diploma and MSc in Green Chemistry and Sustainable Industrial Technology. Approval of the request to move the module Transferable Skills to the Spring Term and make it part of the Certificate in Green Chemistry and Sustainable Industrial Technology.

Economics: Ratification of changes to the assessment rules for stage 2 students in relation to reassessment opportunities and degree classification.

Education: Approval of an extension to the mark and feedback turnaround time for Masters dissertations (for 2011/12 only). Approval of a proposal to make the Intensive Introductory Module and Intensive Mid-Course Module of the MA in TEYL pass/fail.

English: Approval of name change of the MA in Medieval English Literatures to MA in Medieval Literatures.

Health Sciences: Approval to temporarily withdraw the following programmes: BSc in Health & Social Care Practice (Learning Disabilities) during 2011/12; BSc in Health & Social Care Practice (Diabetes Nursing) during 2011/12 and 2012/13; Graduate Diploma in Health & Social Care Practice (Diabetes Nursing), during 2011/12 and 2012/13.

History: Approval to make the undergraduate, stage two, dissertation skills module a pass/fail module. Approval to assess Rome to Renaissance through a one-day open examination, rather than a two-day open examination, and to assess Citizens, Comrades and Consumers through a three hour closed examination rather than a two hour closed examination. Both modules will continue to be assessed through a 2,000 word assessed essay alongside this change. Approval to change the one-two-three day examinations from a one day period defined as a working day 09.00 – 16.30, to a 24 hour period spanning 10.00 – 10.00.

Management: Approval of the minor modifications to the MRes in Management Studies to ensure compliance with the new modular scheme from 2011/2012.

PEP: Approval of a number of modifications to the MA in PPE (various streams) including the merging of *Research Proposal* with *Research Skills for PPE* and the introduction of a new stream: the MA in PPE: Political Research. Approval of a part-time variant of the PEP PhD.

Philosophy: Approval of a request to change the assessment method of the module Causation (430066) to a single long essay rather than a three hour exam. Approval to change the module PHI00001C, Academic skills for Philosophers, to a Pass/Fail module in which students having to pass all four assessment components in order to pass the module. Approval of a modification to

the stage one module, Ethics, to become a Spring/Summer module assessed through a Summer Term examination in the CAP.

Politics: Approval of a modification to the MA in Public Administration and Public Policy in which *Public Management and Delivery* replaces *Understanding Governance* as a core module (the latter becomes an optional module).

Social Policy and Social Work: Approval of changes to the BA and MA in Social Work, including changing the timing of the placement in the first year of both programmes, and replacing the 50-credit ISM in year 2 of the MA with a 60-credit ISM in year 2 of the MA.

Theatre, Film and Television: Approval of a request to change the two 20 credit, stage three, modules offered in the Autumn and Spring Term on the BA in Writing, Directing and Performance to two 10 credit modules offered in the Autumn Term (Playwriting: the one person show and Writing and structuring stage dialogue). Approval to change the assessment method for Storytelling and Story Analysis in Film and Television, a stage one, 20 credit module, the module will now comprise of a 500 word formative piece of writing (a treatment of the screenplay) and a 3000 word summative short screenplay.

11-12/37 Dates of the Next Meetings

The Committee **noted** the dates of the next meetings (all at 2.15pm in HG15, Heslington Hall unless otherwise stated):

- Monday 7 November 2011
- Monday 12 December 2011
- Monday 19 December 2011 (12.15-3.00pm including lunch – meeting to consider APR reports)
- Monday 16 January 2011
- Monday 12 March 2011
- Monday 21 May 2011
- Monday 25 June 2011