



## SENATE

### TEACHING COMMITTEE

Minutes of the meeting held on 14 March 2011.

*Present:* Deputy Vice-Chancellor, Professor T Sheldon (Chair), Dr H Altink, Ms I Arora (GSA Representative), Mr N Dandy, Dr D Efird, Ms S Ford, Mr B Humphrys (YUSU Representative), Dr S King, Dr N Milner, Dr A Parsons, Ms E Roberts, Mr T Tew, Dr R Vann, Dr R Waites, Dr M White.

*In attendance:* Dr D Duncan (Registrar and Secretary), Mrs L McNeil (Widening Participation Manager), Mr S Page (Student Support Services Manager) and Mr S Willis (Director of Student Recruitment and Admissions) for M10-11/128, Ms Zoe Delvin (Project Officer, Academic Integrity) and Ms K Mann-Benn (Project Officer, Academic Skills) for M10-11/130, Ms L Crossley (Academic Support Office), Ms V Gossage (Secretary), Ms C Lowe (Project Leader, Learning Enhancement).

*Apologies:* Dr TT Arvind, Mrs L Booth, Mrs K Dodd, Mr B Saynor, Dr L Siciliani, Dr H Smith (on research leave)

#### **10-11/117 Welcome**

The Chair welcomed Ms Cathy Moore who was attending the meeting as an observer.

#### **10-11/118 Minutes**

The minutes of the meeting held on 7 February 2011 (UTC.10-11/81) were approved, subject to the date of the minutes being amended from 4 February 2011.

#### **10-11/119 Mathematics: MSc in Statistics and Actuarial Science**

Further to **M09-10/137**, it was **noted** that the matters raised by the Committee were still to be addressed.

#### **10-11/120 Centre for Lifelong Learning: Certificate in Lifelong Learning (Heritage Studies)**

Further to **M09-10/76**, it was **noted** that the matters raised by the Committee in relation to the University Certificate in Lifelong Learning (Heritage Studies) had been addressed by the Centre for Lifelong Learning to the satisfaction of the Chair and so final approval had been granted.

#### **10-11/121 English: MA in Culture and Thought after 1945**

Further to **M10-11/77**, it was **noted** the matters raised by the Committee were still to be addressed.

#### **10-11/122 Health Sciences: BSc in Nursing**

Further to **M10-11/78**, it was **noted** that the University (Mrs L Booth and Dr J James) and the Nursing Midwifery Council (NMC) held a joint approval event for the BSc in Nursing on 22 February 2011. The NMC reviewers were extremely positive about the new programme and the joint approval panel granted the programme full approval (i.e. it would not return to the Committee for further consideration), subject to two conditions and a recommendation, as follows:

- Condition 1: That the Programme Team furnish the NMC Reviewers with the completed CAP (Continuous Assessment of Practice) documents for Stages 2 and 3, by 1 July 2011
- Condition 2: That the APL policy is rewritten to make explicit reference to the most recent NMC Standards, by 1 July 2011
- Recommendation: That the Programme Team revisit the Base and Spoke Handbook to clarify the definition and precise role of the 'Spoke Supervisor', and the Quality Assurance mechanisms which would apply.

It was **noted** that to meet the requirements of the NMC, the programme had a number of exceptions to the new modular scheme.

It was further **noted** that informal feedback from the NMC reviewers indicated that it would be appropriate for there to be two UTC-appointed academics on future NMC approval panels, and that the University members of the approval panel had equal status to the NMC reviewers. It was also **noted** that it would have been helpful if there could have been a more detailed record of the Committee's 'in principle' scrutiny of the programme, and that it should have been clear in M10-11/78 that the final approval of the programme would rest with the conjoint approval panel of the NMC and the University.

#### **10-11/123 History of Art: MA in History of Art**

Further to **M10-11/107**, it was **noted** that the matters raised by the Committee were still to be addressed.

#### **10-11/124 Management: BA in Management**

Further to **M10-11/108**, it was **noted** that the matters raised by the Committee were still to be addressed.

#### **10-11/125 Oral Report from the Chair**

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

#### **2011 National Student Survey (NSS)**

The Chair **reported** that the response rate as of 9 March had been 43% compared to 41% in 2010

### ***2011 Postgraduate Research Survey (PRES)***

The Chair **reported** that the survey had been running since 1 March and would close on 17 May 2011. The response rate as at 8 March was 17.7%.

The Committee **noted** that the University response rate to the 2008/09 survey was 33.7%, with the difficulties in interpreting the small numbers in each department acknowledged. In order for the survey to provide the institution with effective information, a response rate of between 50% and 60% is desirable. Departments are therefore encouraged to promote (through supervision) the importance of the survey.

### ***Standing Committee on Assessment (SCA)***

The Chair **reported** that Dr S King would take over the role of Chair of SCA from January 2012. An interim chair would be appointed from 1 August 2011 to 31 December 2011.

### ***Institutional review 2012***

The Chair **reported** that the dates of the institutional review 2012 had been confirmed, as follows:

- preparatory meeting: week commencing 17 October 2011
- institution uploads and submission of supporting evidence: by 21 November 2011
- first team visit: Tuesday 3 and Wednesday 4 January 2012
- review visit: week commencing 13 February 2012

The Committee **noted** that the review would take place in four, rather than six years, after the last institutional audit.

### ***Nomination of student reviewers for institutional review***

The Chair **reported** that the QAA are looking to appoint students, sabbatical officers and graduates as members of the QAA Institutional review teams from September 2011.

Students are required to submit a nomination form and a supporting letter of endorsement and recommendation from the institution. The Committee **noted** that the deadline for nominations was midday **Monday 4 April 2011**.

Students interested in the role of a student reviewer were encouraged to speak to Dr S King or Dr R Aitken, prior to contacting the Academic Support Office.

### **ACTION: ASO**

### ***New Higher Education funding regime***

The Chair **reported** that the University's response to the HEFCE consultation on the Key Information Set (KIS) has been submitted. The Committee **noted** that the final KIS requirements would be

published no later than July 2011. Further discussion on the KIS would be brought back to May's meeting of the Committee.

#### **ACTION: ASO**

##### *Erasmus Mundus*

###### *Politics*

The Chair **reported** that the Department of Politics is applying to renew their Erasmus Mundus Masters programme (Mundus MAPP). As part of the renewal process, there is a plan to move to the award of two joint degrees, one with the Institute of Social Studies of Erasmus University Rotterdam and the other with the Central European University in Hungary.

###### *Chemistry*

The Chair **reported** that the Department of Chemistry is proposing a joint degree with Strasbourg, Zaragoza, Athens and Rio for an Erasmus Mundus Masters programme (Sustainable Chemical Industrial Technologies (SCIT)). This proposal is still early in the approval stage.

Departments interested in pursuing a Mundus MAPP proposal should contact the Academic Support Office early in the planning stages, due to the length of time required to obtain approval.

##### *Oxford tutorial*

The Chair **reported** that with the introduction of the new Higher Education funding regime there is a need to review the learning and teaching experience of students.

The Committee **decided** that a working group should be established to explore the opportunities for enhancing the student learning and teaching experience should the University attract greater net fee income. The working group should consist of academic staff, administrative staff and student representatives. There would be a special meeting of the Committee during the Autumn Term 2011 to consider the Group's report and recommendations.

#### **ACTION: ASO**

#### **10-11/126 Oral Report from the Student Representatives**

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

The YUSU representative **noted** that:

- the paper on research-based teaching (M10-11/10) would be postponed until May's meeting of the Committee. The paper would be circulated to members prior to the meeting for comment
- Graeme Osborn would be taking over from Ben Humphrys on 1<sup>st</sup> July and would attend the June meeting of the Committee.

The GSA representative **noted** that the GSA:

- held the Postgraduate Forum last week, and that whilst the turnout had been poor, the feedback gained would be valuable in identifying areas of work
- are holding discussions with departments about the support available for taught postgraduate students over the Easter Vacation, and the dissertation writing-up period. GSA hope to dovetail student activities with the support from departments during this time.

It was **noted** that further work still needed to be undertaken in relation to the support and facilities available to taught postgraduate students during both the Easter and Summer vacations.

### **10-11/127 Review of Optional Module Choice Allocations**

The Committee **considered** a report on the review of how departmental processes are used to manage student selection of optional modules (UTC.10-11/83).

In introducing this item, the Chair of the working group **noted** that the review had been prompted by concerns raised by YUSU and free comments in the NSS survey and updated the Committee on the further work, as follows:

#### *Requirements analyst – recommendation (f)*

Dr J Cussens from the Department of Computer Science had agreed to supervise a final year undergraduate project which would look at the opportunities for an online bidding system for optional module enrolment. In the first instance, Archaeology and History would trial this system. Students in those departments would enrol in the usual way so as to evaluate the success of the bidding system. Whilst the scope of the project is to look at enrolment based on bidding points for modules, there may be opportunities to explore enrolment based on simple ranking enrolment as part of this project.

Recommendation (f) that UTC approve hiring a requirements analyst is no longer required.

#### *The National University of Singapore (NUS)*

A teleconference with key individuals from the NUS would take place in April to include further discussion on how optional module choices could be managed when not made on a first-come, first-served basis.

#### *Online module catalogue*

A meeting of the Academic Support Office, Planning Office, Admissions and Recruitment, Student Systems Development Team and Timetabling had taken place, and there was strong endorsement for the module catalogue. Further work in this area was progressing with consideration being given to the resources required.

The Chair of the working group **noted** that the proposals recommend a baseline which all departments comply with, providing students with:

- clear information about the choices they could make
- the mechanism and criteria used for making choices, and allocating places

- information, support and guidance in advance of making study choices
- an open and transparent system of reallocation and appeal.

The working group also recommended that departments monitor over and under subscribed modules, using such statistics to influence curriculum design and workload/teaching planning. It was **noted** that this would need to be carefully monitored when students make choices on a first-come, first-served basis, as this would not automatically register the students' original choice.

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

- Archaeology had experienced some student dissatisfaction with the suite of option modules available to the cohort this year, despite providing increased information on the choices available
- alongside increased information about modules, and better support and guidance, departments may also need to communicate the benefits of research-led teaching, and the constraints this sometimes has
- a module catalogue would clarify information about elective modules which is currently not clear
- departments operating first-come, first-served allocation where there is a high demand for modules would have to manage and monitor over and under populated modules in a more sophisticated way than recording the module size at the start of teaching
- the information on each module would be extremely important for combined students, and the students' supervisor
- rather than asking each department to submit their implementation plans of how the recommendations would be implemented, a summary of the paper would be circulated to Chairs of Boards of Studies, to be discussed at departmental Board of Studies meetings in the Summer Term
- implementation of the recommendations would be monitored through APR, periodic reviews and website checks
- student representatives would be made aware of these changes, and encouraged to inform UTC when the recommendations have not been implemented
- not all departments offer a process in which 'module swaps' and changes were possible, in such cases this should be made explicit at the start of the process with any complaints being logged
- that discussions with the central SITS development team had revealed that there were not, currently, the resources to increase the number of departments using e:Vision to administer first-come first-served electronic optional module enrolment.

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

1. that detailed information on each optional module (as specified in the report, alongside reassessment methods) should be published electronically by departments at least four weeks before students are expected to make their choices
2. that departments should publicise the deadline by which students must make their study choices, and the mechanism and criteria by which modules are allocated
3. that the information, support and guidance students need to make study choices would be available to students, from relevant staff in the Department, in advance of making study choices

4. that information regarding changing modules is publicized to students, and that complaints relating to module choice allocation are monitored
5. that departments monitor the levels of over and under subscription on modules, and use such statistics to inform future portfolio planning.

#### **ACTION: ASO**

The Committee thanked the working group for its recommendations and Dr H Altink for chairing the group.

#### **10-11/128 Annual Update on the Widening Participation Strategy**

The Committee **received** an annual update on the Widening Participation (WP) Strategy (UTC.10-11/84) and a verbal update on the OFFA Access Agreement. The Registrar and Secretary, Director of Student Recruitment and Admissions, Widening Participation Manager and the Student Support Services Manager attended for this item.

In summarising the annual update, the Widening Participation Manager **noted** that:

- WP has taken on a more significant drive in the new post fee-cap era
- WP has been funded at York since 1963, and whilst progress has been slow the University has made positive improvements when compared to competitors
- the WP strategy is currently being updated and would continue to be focused on the five themes of the student lifecycle, which is broadly aligned to the principles of the OFFA agreement. The strategy would come to a later meeting of the Committee for consideration course
- the retention rate for students covered by the WP agenda is very strong
- the percentage of State School students at York is ahead of competitors; our Social Class 4-7 numbers are below our benchmark but not significantly; Low Participation Neighbourhoods numbers are in line with the benchmark but need to improve; full time mature graduate entrants with no previous HE and from low participation neighbourhoods are relatively low
- the number of students from minority ethnic groups are improving but there is still a lot of work to be done to increase student numbers
- the University continues to work on a number of WP activities to attract students, diversify the student body, support students and applicants from WP backgrounds, retain WP students once they are at York and enhancing the overall student experience, including the WP experience

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

- YUSU had cases of students who have been accepted through Access routes and do not feel adequately supported once here
- from 06/07 the overall percentage of WP students has remained static, however, student numbers have increased during this period.

In summarising the work on agreeing the OFFA Access agreement, and the student support package for the University, the Student Services Manager **noted**:

- the University needed to submit the Access proposals to OFFA at the end of April
- a working group had been set up to consider the Access agreement and student support package and included members from the Planning Office, Student Financial Support Unit, Student Support Services, Finance Department and Student Recruitment and Admissions, (the Student Support Services Manager was chairing the working group)
- the group would look at how the Institution could increase and widen participation
- consideration would be given to whether reduced fees, scholarships, or a combination of the two would strengthen the WP Strategy
- the University could define the WP targets, however, they would be monitored and the University would be accountable to the targets in five years time
- it is important to set realistic targets for WP, acknowledging that in certain areas we do not score highly
- there would be a caveat on the OFFA Access agreement because the decision on fees would not be made by the University before the Council meeting in June
- the University would have to contribute to the National Scholarship Fund
- the Student Unions have been contacted about their involvement in the working group.

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

- there should be some way of recognising the WP activities the University is involved in on a national scale
- student Recruitment and Admissions is tracking departmental attitudes to WP, and the emphasis on the agenda in recruitment activities
- student Recruitment and Admissions is working more closely with departments, considering the WP profiles and dealing with issues appropriately
- Health Sciences and SPSW are concerned about the impact the new fees regime would have on the number of WP students they attract
- investment in technology and infrastructure are needed if the University is to keep track of all the WP activity, and usage statistics.

The Committee **thanked** the Widening Participation Manager for preparing the report, and **noted** the significant achievements made by the relatively small WP team. The Committee also **thanked** the Student Support Manager for the oral update on the OFFA access agreement.

#### **10-11/129 Transition Sites**

The Committee **noted** that the Transition Sites presentation was deferred until the May meeting of the Committee.

#### **10-11/130 Turnitin Project**

The Committee **considered** a report on the Turnitin project (UTC.10-11/85). The Project Officer, Academic Skills and the Project Officer, Academic Integrity attended for this item.

In introducing the item, the Project Officers **noted**:

- the Turnitin project pilot has been running for a year
- the overall feedback has been very positive
- the report recommends that students undertake the training at the most relevant point in their academic career, and that this point would vary between different programmes
- the underlying principle of the above recommendation is the promotion of independent development and that students should take responsibility for their own learning
- the sessions provide postgraduate students with employability skills, as they deliver the training.

In the discussion, it was **noted** that:

- the resources for the preferred option would be the same as the pilot year, currently £1 to train each student, combined with 77 hours of the learning enhancement team's time
- Archaeology, Biology, Health Sciences and SPSW had all piloted the project and would continue to run it, next year. The feedback was positive with increased confidence in students' writing being cited
- the pilot covered almost half of the eligible undergraduate cohort, which supports delivery delivered on this scale
- reference to the tutorial not being fully workable as an online resource is applicable in the context of face-to-face students only. It was reported that resources had been committed to the distance learning tutorial which would be further developed so that it was a stand-alone online resource for these students (the resource would also be available to campus based students, as a refresher course)
- there would still be lunchtime drop-in sessions delivered by the enhancement team
- the usage statistics are being tracked and there are increases in the access to the writing and referencing skills areas after undertaking the tutorial
- the feedback received from students via GSA had been very positive, it was **noted** to be most helpful if the training was undertaken early in the academic career, and used throughout the year
- in the Departments where the students had requested further face-to-face training, the skills modules embedded in the academic programmes would now incorporate the Turnitin training, rather than being completed in parallel
- the impact of the tutorial would be monitored by the Project Officer, Academic Integrity, via the number of SCC appeals relating to academic misconduct.

The Committee **approved** recommendation 5.3: Blended learning model for on-demand access to Turnitin, as follows:

- 1) that students should receive training in Turnitin via a one-hour workshop at the point most useful for them (ideally after they have completed one written assignment and the Academic Integrity tutorial)
- 2) that students should have access to Turnitin, throughout their programme, and that they should decide if and when to upload their assignments
- 3) attendance at workshops is not compulsory but there is strong evidence students are more confident with the training when taught in small groups by PGWTs who teach them for other modules within their programme
- 4) the workshops would need to be timetabled within the relevant programme; delivered by a staff member or a PGWT who has undertaken the Introduction to Learning and Teaching course, the Turnitin training and the shadowing of an experienced Turnitin workshop leader, and who is confident about delivering a 20-minute presentation; and assisted by student facilitators (on a ratio of 1:10 with the students) trained in academic integrity and the use of Turnitin.
- 5) Academic departments would need to be responsible for:
  - timetabling and advertising the workshop(s),
  - hiring and paying workshop leaders and undergraduate facilitators,
  - making discipline-specific changes to the contents of the VLE site (if required),
  - enrolling students on the VLE site
- 6) Workshop leaders would be responsible for:
  - answering general queries after the workshops
  - reminding students to bring a piece of work to the workshop
  - chasing non-attendees and pointing them towards the drop-in workshops
  - reminding students to complete the test and evaluation survey.
- 7) The LE team would be responsible for:
  - training PGWT as workshop leaders and arranging shadowing opportunities,
  - training undergraduate ambassadors,
  - providing contact details for trained PGWTs and facilitators to departments,
  - providing staff briefings
  - training departmental VLE managers where requested,
  - updating the VLE site and workshop format prior to the start of each academic year
  - continuing to review feedback and improve training for workshop leaders and facilitators
  - offering lunchtime drop-in workshops
  - incorporating extra help with using Turnitin to improve writing into other academic writing workshop provision.

The Project Officers were congratulated on the impressive pilot undertaken.

**ACTION: ASO**

### **10-11/131 QAA consultation on Doctoral degree characteristics**

The Committee **considered** the QAA consultation on the *Doctoral degree characteristics* and *A Rough Guide to the UK doctorate* (UTC.10-11/86). The *Doctoral degree characteristics* document is intended to give guidance to higher education professionals who set and assess standards for postgraduates

wishing to undertake a doctorate. The companion guide, *A Rough Guide to the UK doctorate*, developed in partnership with the National Union of Students is intended to provide helpful information for students interested in undertaking a doctorate.

The Committee **noted**:

- distance learning PhDs are not covered by the information in the *Doctoral degree characteristics* document
- the *Doctoral degree characteristics* document out-steps its own remit when referring to the funding of PhDs
- objections to example four, in the fictitious scenarios provided
- section 5.3 'Final Assessment' refers to the procedure of the 'doctoral viva', noting the 'usual process'. As the viva is an examination subject to quality assurance procedures which HEIs govern, it was felt that the section should be amended to note that it may be independently chaired or recorded
- a contradiction within the *Doctoral degree characteristics* document which cites that the doctoral degree is the highest academic qualification a University can award (pg3), and then notes that Higher Doctorates (section 2.3, pg 10) are of a higher level than the doctoral degree

The deadline for responses is **29 April 2011**. Committee members should provide the Academic Support Officer with any additional comments by Friday 15 April.

**ACTION: ASO**

### **10-11/132 Employability Co-ordination Group**

The Committee **considered** a report from the Employability Co-ordination Group (UTC.10-11/87).

The Committee **noted**:

- the Action Plan should differentiate between the different types of the detailed information the Careers Centre and departments would provide relating to the employability of their students. For example, one internal document recording the skills students leave with and the types of careers they may pursue, and a second document providing information for students about the work related activities and experiences provided by the Careers Centre and the Department
- the two external metrics (HESA Employability Performance Indicator and University league tables) should be supplemented with internal data (e.g. a survey of intentions may provide a good internal indicator to mark the success of the employability strategy)
- the metrics used to calculate University league tables should be carefully considered when measuring the impact of the Student Employability Strategy (SES) against our benchmark and competitors
- the initial destination statistics of our students do not demonstrate whether the impact of the SES has been successful, and should not be used in isolation

- the group need to be assured, using internal data, that the SES is making a difference whilst accepting that external factors such as the changing economy and perceptions of the market, all influence employability statistics
- the Action Plan notes that it distinguishes between undergraduate and postgraduate students, the preface to the bullet points should be changed and refer to all taught students
- The work of the Employability Coordination Group should include disseminating, and sharing, 'good' practice across the University from both within and outside of the institution

The Committee **approved** the proposed terms of reference and Action Plan, subject to incorporation of the above comments.

#### **ACTION: Academic Registrar**

#### **10-11/133 Learning and Teaching Strategy Awards**

The Committee **received** a summary of agreed Learning and Teaching Strategy awards (UTC.10-11/88).

It was **noted** that the bids had been initially reviewed by the Deputy Vice-Chancellor and staff from the Academic Support Office. Recommendations on each bid were presented to the Academic Steering Group, and eight awards were provisionally agreed subject to various conditions and further development of the initial proposals. The awards are for the current academic year, however, a number of the projects would continue into 2011/12. As a result a proportion of next year's project budget had already been committed.

Project progress would be reviewed via the interim reports to the Committee, when consideration would be given to the feasibility of the programme(s) being developed. One of the conditions of the awards is that the project leaders seek advice from various relevant parties, for example, the PRDU online programme project had been asked to set up a project team to include a member of the Distance Learning Forum.

#### **ACTION: ASO**

#### **10-11/134 Report on Research Led Teaching**

The Committee **noted** that consideration of the report on Research Led Teaching was deferred until the May meeting of the Committee.

#### **10-11/135 Distance Learning Forum**

The Committee **considered** the minutes of the meeting of the Distance Learning Forum held on 15 February 2011 (UTC.10-11/90).

It was **noted** that this item had been brought forward from Category II to provide an update on the work of the Forum and report on the Online Task Force report to HEFCE.

The Chair of the Distance Learning Forum, **noted** that:

- the Forum is running a pilot peer support project for online learning, project managed by Dr R Walker, E-Learning Development Manager
- work was underway to look at student representation within distance learning, consideration was being given to the possibility of an e-college and increasing the sense of community for distance learning students, outside of their department
- the Forum had developed guidelines for those considering developing distance learning programmes, which offered advice on the general issues, and help with business planning
- the work on business planning had highlighted the extent to which it would be useful to have a central steer including firmer and more professional advice from Central Support Services for prospective distance learning providers who are currently directed to members of the Forum for advice and expertise.

The key recommendations of the report to HEFCE were **noted**, as follows:

- Recommendation two: Investment is needed to facilitate the development and building of consortia to achieve scale and branding. This signals an intention from HEFCE to part fund collaborative ventures, however, the Forum recognises that such ventures can be costly and deliver very little. The forum recommend the University think about how it may position itself in light of such funding, ascertaining whether there are current collaborations which could be built on.
- Recommendation three: More and better market intelligence about international demand and competition is required. The Forum identify that the current marketing of Distance Learning programmes, is done at programme level and that there is a gap in the institution's recruitment and marketing strategy. The Forum recommend that the marketing of distance learning programmes is addressed by the institution's recruitment strategy
- Recommendation four: Institutions need to take a strategic approach to realign structures and processes in order to embed online learning. The Forum recognises the work being done in this area in supporting distance learning but continue to identify the need for a "one-stop point of expertise to support potential and existing providers of distance learning".
- Recommendation five: Training and development should be realigned to enable the academic community to play a leading role in online learning. The Forum continue to cite that the proposed central expertise includes a 'learning technologist' role, acknowledging that the work currently undertaken by the e-learning team, is not part of their 'core work'

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

- the University had not responded to the report from the Online Learning Taskforce
- at a recent Council meeting it was reported that distance learning at the University of York would remain a niche market in the post-fee cap era
- some programmes in Health Sciences might benefit from distance learning delivery, for example continuing professional development programmes at both undergraduate and postgraduate level

- YUSU are involved in the work on distance learning student representation, alongside GSA
- the problems cited with support and advice for new programmes, are institutional, those proposing new face-to-face programmes are given the same level of advice, from Central Support Services as those considering distance learning programmes
- it is unlikely that there would be any formal resource made available in the next two years, however, the Academic Support Office would continue to develop guides and resources for distance learning providers
- the Forum would continue to offer informal advice to prospective providers, for example the Centre for Applied Human Rights, and are exploring the possibility of bidding for funding to deliver a course on the practicalities of designing distance learning programme.

It was **noted** that the Director of External Relations should be invited to attend the next forum meeting to discuss distance learning in relation to the University's marketing and recruitment strategy.

#### **ACTION: ASO**

The Committee thanked Ms E Roberts for Chairing the Forum, and for the continued work and support the forum members' offer to distance learning providers.

#### **10-11/136 Computer Science/Philosophy: MEng/BSc in Computer Science and Philosophy**

The Committee **considered** a proposal for an MEng/BSc in Computer Science and Philosophy (UTC.10-11/91). The proposal had been considered in advance of the meeting by Dr R Waites and Dr M White and it was **noted** that the departments had dealt satisfactorily with the queries that they had raised. The proposal had the support of the external assessor.

The Committee **noted** that the two disciplines intellectually fit together, offering relevance to join as a new combined degree, even if the two elements are not fully synthesized. Whilst the external advocated further consideration be given to more bridging modules, he **noted** that the programme as it currently stands is, "academically sound, attractive to students, and would be an excellent addition to York's portfolio of degree programmes".

The committee **approved** the programme subject to further consideration being given to:

- (a) the differentiation in the learning outcomes for the BSc and the MEng
- (b) a possible increase in bridging elements, including whether there are opportunities for students in their final stage to choose to undertake a joint project, supervised by staff from both departments
- (c) the amount of assessment occurring during the stage one, Summer Term assessment period, and confirmation that this is not over burdensome
- (d) the diagrammatic representation for stages 2 and 3 (and 4 for the MEng) to confirm that 120 credits are undertaken at each of these stages
- (e) the suitability of the programme as a BSc rather than a BA
- (f) section twelve of the programme approval pro-forma, relating to employability

(g) section twenty one of the programme approval pro-forma, relating to Internationalisation.

*Secretary's note: the programme has received Planning Committee approval and may now be advertised.*

### **10-11/137 Health Sciences: MSc in Cognitive Behavioural Therapy for Advanced Clinical Practice**

The Committee **considered** a proposal for approval for an MSc in Cognitive Behavioural Therapy for Advanced Clinical Practice (UTC.10-11/92). The proposal had been considered in advance of the meeting by Mrs L Booth and Dr A Parsons and it was **noted** that the Department had dealt satisfactorily with the queries that they had raised. The proposal had support of the external assessor, who received copies of the draft module descriptors, and commented on them, for 'in principle' approval.

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

- (a) confirmation from the Department that the external assessor has received a response from the Department on his initial comments, and that the external is satisfied with the Department's responses.

The Committee **noted** that the programme:

- had Board of Studies approval
- is a three year part-time masters programme and as such has an ISM submission date of July.

### **10-11/138 History: MA in Public History**

The Committee **considered** a proposal for approval for an MA in Public History (UTC.10-11/93). The proposal had been considered in advance of the meeting by Mrs L Booth and Dr N Milner and it was **noted** that the Department had dealt satisfactorily with the queries that they had raised. The proposal had the support of the external assessor.

The Committee **noted** that the programme now had Board of Studies and Graduate School Board approval.

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

- (a) the intended learning outcomes being clearly linked to the learning outcomes and the teaching methods/assessment
- (b) the discrepancy in the reassessment information for core module one in the module descriptor and the programme specification being addressed
- (c) further consideration being given to whether the formative feedback on Public History II can be made available to students earlier so that it can inform the students' summative assessment
- (d) the use of the term, 'procedural essay' in the module Packaging the Past in the Present being changed to 'formative essay'
- (e) confirmation as to whether the PG Diploma is actually an interim award, and the diagrammatic structure of the programme being amended to reflect this

*Secretary's note: the programme has received Planning Committee approval and may now be advertised*

#### **10-11/139 Lifelong Learning: University Certificate in Lifelong Learning (Social Enterprise)**

The Committee **considered** a proposal for approval for a University Certificate in Lifelong Learning (Social Enterprise) (UTC.10-11/94). The proposal had been considered in advance of the meeting by Mr T Tew and Dr L Siciliani and the Centre had dealt satisfactorily with the queries raised. It was **noted** that the programme was well thought out, and that there may be an opportunity to develop links with stage two of Social Policy and Social Work programmes. The proposal had the support of the external assessor.

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

- (a) satisfactory arrangements being made for covering the absence of the tutor, Paul Norbury
- (b) that entry to the programme should be via the first module only and modules should only be undertaken in the originally prescribed order. This would ensure the sequence of summative assessments makes pedagogic sense
- (c) that the total hours for assessments is increased to thirty two, and advice is given to students on how this time should be divided between formative and summative assessments
- (d) that the reference to the 'Teaching and Learning Projects Fund', which is now defunct, is removed and replaced with reference to the Learning and Teaching Strategy Awards

*Secretary's note: the programme has received Planning Committee approval and may now be advertised.*

#### **10-11/140 Politics: MA in International Relations**

The Committee **considered** a proposal for approval for an MA in International Relations (UTC.10-11/95). The proposal had been considered in advance of the meeting by Ms E Roberts and Dr R Waites. The proposal had the support of the external assessor.

It was **noted** that the information submitted for consideration by the Committee, in relation to the optional modules available, varied somewhat to the information publically available on the Department website and the Department had satisfactorily responded to the request for clarification on this issue.

The Committee **approved** the programme subject to a meeting between the UTC departmental contact and the programme convenor to explore possible links with the PRDU in terms of strengthening the post-war reconstruction elements.

*Secretary's note: the programme has received Planning Committee approval and may now be advertised.*

#### **10-11/141 Theatre, Film and Television: MA in Cinema, Television and Society**

The Committee **considered** a proposed modification to the MA in Cinema, Television and Society (UTC.10-11/96). The proposal had been considered in advance of the meeting by Dr H Altink and Dr

S King. It was **noted** that the major modification repositioned the masters as a degree focused on contemporary cinema and television. The programme has strong support from the Department and the Department had dealt satisfactorily with the queries that the reviewers had raised. The proposal had support of the external assessor.

The Committee **approved** the major modification, subject to:

- (a) refocusing the key texts on the module reading lists
- (b) outlining the 10 credit option modules which students would be able to choose from, from outside of the Department (noting that the Department of History no longer offer 10 credit modules)

#### **10-11/142 MA in Stained Glass and Heritage Management: Three year review**

The Committee **noted** that consideration of the three year review of the MA in Stained Glass and Heritage Management was deferred until the May meeting of the Committee.

#### **10-11/143 Theatre, Film and Television: Interim Review Report and Agreed Action Plan**

The Committee **noted** that consideration of the interim review and agreed action plan for the Department of Theatre, Film and Television was deferred until the May meeting of the Committee.

#### **10-11/144 Social Policy and Social Work: 2009/10 Annual Programme Review**

The Committee **considered** the 2009/10 Annual Programme Review (APR) for the Department of Social Policy and Social Work (UTC.10-11/99). The Social Policy and Social Work APR was being considered in advance of April's APR meeting in order to meet the General Social Care Council's monitoring deadline of 31 March 2011.

The Department's UTC representative **noted** that:

- from attending the APR meeting, periodic review, and the periodic review follow-up meeting, she can report that the Department continues to deliver good quality teaching
- that any issues identified within the department's QA cycle are being or have been addressed
- a reflective APR meeting took place in which both students and staff were fully engaged with the programme review
- the APR meeting was lively and interesting with groups of staff and students working in focus groups to discuss the issues and successes
- the APR document alone provides an aide memoir of the meeting, and in the submission to the General Social Care Council it should be supplemented with the external examiners issues log, and the periodic review Action Plan.

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

- the Department reflected on the high drop-out rate on the Social Work degree noting that this had been a small cohort and the reasons for leaving did not relate to the programme

- whilst the National Student Survey scores had been poor, the Department reflected that the response rate had been low, and that the narrative 'free comments' had provided more positive feedback
- the Department **noted** concerns that the potential decrease in staff: student ratios may negatively impact on students receiving prompt feedback.
- the note about the Crèche closing before classes finished would be taken to the Operations Group for discussion
- student attendance is not an issue for UTC, and the Department should contact the Academic Registrar about implementing a policy on attendance and discipline.

**ACTION: Academic Registrar**

- the Department should refer students asking for advice on writing CVs to the Careers Centre.

*Secretary's note: this submission to the General Social Care Council's was sent before the 31<sup>st</sup> March deadline*

**10-11/145 Standing Committee on Assessment**

The Committee **considered** a report of the Standing Committee on Assessment meeting of 7 January 2011 (UTC.10-11/100).

The Committee **approved** the three recommendations for action, as follows:

- (a) that students on postgraduate taught programmes be required to complete the Academic Integrity Tutorial module successfully before their first assignment is marked, although submission of the assignment would be accepted regardless of whether the student has completed the tutorial

**ACTION: SCA**

- (b) that departments should implement independent checks of exam papers in order to minimise errors and that the checks should take place at the final stage of the papers development, after the point where it has been formatted as it would appear to students in their examination

**ACTION: SCA**

- (c) that the guidance concerning Category 2 students in section D13 and D14 of the Rules for Assessment, Progression, and Award in the Guide to Assessment Standards, Marking and Feedback 2010/11 should be amended to clarify what should happen when an Integrated Masters student does not successfully meet the stage 2 or 3 criteria, including after possible reassessment.

**ACTION: SCA**

**10-11/146 Update on Validated Provision**

The Committee **received** an update on validated provision (UTC.10-11/101).

**10-11/147 Modifications and Withdrawals**

The Committee **received** a report on modifications to, and withdrawals of, programmes of study **approved** by Chair's action between February 2011 and March 2011 (UTC.10-11/102). The following were approved:

- *Education*  
Approval of a change of name from the *MA in Language Learning and Education* to the *MA in Applied Linguistics for Language Teaching*. Approval of the introduction of a new MA (based on MAALLT and involving no new modules) called the *MA in Applied Linguistics for English Language Teaching*. The Postgraduate Certificate for both programmes would be entitled the *Postgraduate Certificate in Applied Linguistics for Language Teaching*. The changes would apply from October 2012.
- *History*  
Approval of the modification to the *BA in History with Economics* from a main/subsidiary combined degree to an equal combined degree, from 2011-12.
- *Mathematics*  
Approval of the withdrawal of the *MRes in Mathematics in the Living Environment* programme from 2011/12.

#### **10-11/148 External Assessors**

The Committee **noted** that the Chair has **approved** the following external assessors for periodic review:

- Physics (11 March 2011): Professor Simon Morris (Durham University) and Professor Yvonne Elsworth (University of Birmingham)
- Language and Linguistics (19 May 2011): Professor Andrew Radford (University of Essex) and Professor Caroline Heycock (University of Edinburgh)

#### **10-11/149 Dates of the Next Meeting**

The Committee **noted** the dates of the next meetings:

- **Thursday 14 April 2011 12.15–15.00 (lunch provided) in H/G15, Heslington Hall (special meeting to consider Annual Programme Review reports)**
- Monday 23 May 2011 at 14.15 in HG15, Heslington Hall