



## SENATE

### TEACHING COMMITTEE

#### Minutes of the meeting held on 21 May 2012

**Present:** Professor John Robinson (Chair), Dr H Altink, Ms B Akua-Sakyiwah (GSA Representative), Dr TT Arvind, Prof W Bonefeld, Mr N Dandy, Dr S King, Mr G Osborn (YUSU Representative), Dr A Parsons, Ms E Roberts, Prof L Siciliani, Dr H Smith, Prof C Thompson, Dr R Vann, Dr R Waites

**In attendance:** Dr Z Devlin, Mrs K Dodd, Mrs Y Gledhill, Ms C Lowe, Ms C Moore (Secretary)

**Apologies:** Mrs L Booth, Prof P Drew, Dr R Ogden, Mr B Saynor, Dr M White

#### 11-12/148 Welcome

The Chair welcomed Yvonne Gledhill from the Hull York Medical School who was attending as an observer.

#### 11-12/149 Minutes and Action Log

The minutes of the last meeting on 12 March 2012 were **approved**.

The UTC Action Log was **considered** and it was **noted** that the following action required further follow-up:

- From the SWS: to provide more information on which departments or areas are specifically experiencing problems with the organisation of TAP meetings (M11-12/68), *and* to consider how best to monitor the occurrence of TAP meetings (M11-12/99). *Processes for monitoring TAPs and reporting to UTC need to be agreed.* **ACTION: ASO/Registry Services to discuss with Chairs of UTC/SCA and PVC(R), add to UTC cycle of business and report on the agreed procedure at the June UTC meeting.**

The following actions were **noted** as closed:

- to agree how to carry out deep analysis of degree classifications (M10-11/74). *“Deep analysis” of degree results is postponed until the end of 2013/14 when all students will have graduated under Category 2 rules.*

- to revisit the Learning and Teaching Strategy to consider whether a more detailed statement on research led teaching should be included (M10-11/167). *The Committee agreed that to add a more detailed statement on research-led teaching to the Learning and Teaching Strategy is unnecessary. The present strategy gives a clear indication of the importance of research in teaching and being more descriptive or expository may not allow for the embedding of such a diverse range of research in creative ways.*
- PhD submission data to include information about the outcomes of PhD vivas as well as submission rates (M10-11/204). *This data is currently collected but not has not been collated into a report thus far. From 2012/13, reporting on 2011/12 data, a report will be produced which will go to UTC and Research Committee then Senate.*
- To look at data on number of students seeking advice and support from GSA to see if any themes emerge (M11-12/47). *Compared to this time last year, double the amount of students have contacted the GSA and ended up as a case. There were 26 academic cases and 14 welfare cases. Of the academic cases, 17 were related to students not meeting the criteria for their awards. GSA to monitor and report to UTC if they wish to.*

To investigate the perceived barriers to internal programme transfers during the first term as a result of the new modular scheme (M11-12/48). *Data from Mathematics, PEP and HYMS was received after the original report for Teaching Committee on the first year of the NMS had been considered. This action is closed as far as Teaching Committee is concerned, and these issues will be taken up with the departments concerned. The wider issue of compatibility of programme structures will be reconsidered during a further review of the new modular scheme at the end of the next academic year.*

- To review election of course reps to discuss the best method to use and to streamline the process where possible (M11-12/67). *This action is now closed as the discussion has been taken forward as part of the development of the student Representation policy - see M11-12/160.*
- To clarify how many departments are not giving staff undertaking the PGCAP programme a reduced teaching load while they are enrolled on the programme (M11-12/98). *The Director of PGCAP investigated and shared his findings with the Chair, who will discuss this with the heads of the relevant departments.*
- To find ways to ensure that departments only make late changes to the Timetable for essential reasons and to identify how to encourage good citizenship by departments in relation to this, *and* to produce a discussion paper for UTC, addressing the following points:
  - Whether it is still possible to continue to make further improvements to the Timetable with the current constraints or whether alternative ways of progressing need to be found.
  - Whether the KPIs for the timetable production do reflect the needs of staff and students (M11-12/101).

*The former Chair held a meeting with staff in the Timetabling Office to discuss late changes. The points in the actions above will be addressed by the Timetabling Office as part of its internal review, and Departmental reviews in mid-September. The timetabling annual report to Teaching Committee in early spring Term 2013, will seek to address the question of whether alternative ways of producing the timetable need to be found.*

- To publicise the procedure for students to raise informal concerns relating to Learning and Teaching with the PVC for L&T via the ASO (M11-12/104). *This procedure will be included in the web pages currently being developed for students to inform them about the Complaints Procedure, which will be ready for the start of the 12/13 academic year.*
- To revise the draft fitness to practice policy in the light of points raised by the Committee and bring back to the committee (M11-12/129). *See M11-12/161.*

#### **11-12/150 Politics: Politics Mundus MAPP (Erasmus Mundus Programme)**

Further to M11-12/20, it was **noted** that this programme was submitted to the meeting of Senate on 1 November 2011, having been given conditional final approval by UTC. Further to M11-12/119, this programme was reconsidered by the Netherlands accreditation agency (NVAO) in April 2012 and the consortium hopes that the outcome will be positive. The final draft version of the consortium Mundus MAPP programme guide (which includes further information on programme content and assessment details) will be circulated to the Committee shortly. This information will form an appendix to the existing consortium agreement. Over the remainder of the Summer Term and summer vacation, various support offices will need to liaise with their counterparts in the other consortium members to finalise administrative details.

*Secretary's note: This programme has now been accredited in the Netherlands, following a positive review by the Netherlands accreditation agency (NVAO). The Mundus MAPP programme guide will be circulated to UTC members for comment in advance of the June meeting.*

#### **11-12/151 Education: BSc Psychology in Education**

Further to M11-12/134, it was **noted** that the minor matters raised by the Committee will be reported on at the next meeting and the module descriptors will be submitted for consideration at the November Committee meeting. **ACTION: Secretary to follow up with department**

#### **11-12/152 Health Sciences: Certificate of Higher Education for Support Workers**

Further to M11-12/132, it was **noted** that the matters raised by the Committee have now been addressed to the satisfaction of the Chair and so final approval has been granted.

**11-12/153 SPSW: MA or MPA in Comparative Applied Social and Public Policy, Evaluation and Research (CASPPER)**

Further to M11-12/135, it was **noted** that the matters raised by the Committee are being addressed and the revised proposal will be forwarded for approval by the Chair shortly. **ACTION: Secretary to follow up with department**

**11-12/154 Politics (PRDU): MSc in International Humanitarian Affairs by Online Distance Learning**

Further to M11-12/129, it was **noted** that progress on the matters raised by the Committee is as follows: A new programme steering group has been set up which will meet once a month to review progress. The first update from this group will be provided to the June meeting. The finalised content for Module 1 will also be provided to the June meeting.

**11-12/155 Oral Report from the Chair**

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

*Weald & Downland Open Air Museum*

The Museum has addressed the conditions of the validation to the satisfaction of the Chair and following approval at Senate, the validation agreement has been signed. York will now validate the MSc in Timber Building Conservation and the MSc in Building Conservation (both with exit routes at PG Certificate and PG Diploma levels), taught at the museum. The partnership begins in September 2012 and will run for two years. See also M11-12/167.

*Vice-Chancellor's Teaching Awards*

This year's VC's Teaching Award winners are:

- Oliver Craig, Archaeology
- Calvin Dytham, Biology
- Richard Waites, Biology
- Ann Kaloski-Naylor, Women's Studies
- Nigel Lowe, Chemistry
- Nick Guyatt, History
- Catriona Kemp, Librarian for HYMS
- Paul Foulkes, Languages and Linguistics
- Linda Perriton, Management
- Martin Smalley, Physics
- Vanita Sundaram, Gillian Hampden-Thompson and Kate Harper from the Volunteering and Enrichment programme team, Education and Careers
- Kyriaki Mikelidou, PGWT Psychology
- Hannah Davies, TFTV (a PGWT)

*National Student Survey 2012*

The NSS survey has now closed; the final response rate was 70%. The data will be released to the University by Ipsos MORI at the end of July. Departments will get the headline results at the beginning of August and, following analysis by Planning, the full report early in September. UTC will consider the results at its October meeting.

#### *PTES 2012*

We are currently halfway through the survey which closes on 14th June. The response rate is currently 20%, so departments need to really encourage students to answer the survey. The Academic Registrar, Communications Office, the GSA and ASO are meeting on Tues 22<sup>nd</sup> May to discuss how to promote the survey further.

#### *Update on the Key Information Set*

The project team has met with all departments to go over the data that needs to be checked. Departments will submit a change request where data is inaccurate or incomplete. This has led to discussion of issues of principle, such as whether an hour of teaching as represented in module descriptors should be represented as an hour given that timetabling policy is to deduct 10 minutes to allow travel time. The project team is now turning its attention to the contextual messages that departments need to provide on their websites. The Web Office has developed a CMS template to ensure information is presented in a consistent and useful way. There will be further work in July and August following on from the release of the NSS and DLHE data and departments will need to consider further relevant context messages at that point. The Academic Registrar will discuss the issue of the representation of teaching hours with counterparts at other Russell Group universities and report back to the Committee. (or the KIS project team) **ACTION: Kate Dodd.**

#### *HEA project*

A project led by Paul Roberts from CELT has been selected to join an HEA Internationalisation Change Programme. Paul's project also involves Kate Dodd, Steve King, Caprice Lantz (a 2nd year PhD student) and Duncan Lean from the GSA. They aim to set up frameworks to redesign programmes of study and assessments in order to bring internationalising aims to the fore. Their progress will be documented using a blog as well as publications and conference papers.

#### **11-12/156 Oral Report from the Student Representatives**

The Committee **received** an oral report from the student representatives, as follows:

#### *GSA representative:*

The GSA is working with the Academic Registrar, Communications Office and ASO to promote the PTES 2012. Letters will be sent to departments shortly to organise follow-up focus groups. The GSA will be meeting with student reps to discuss what further support and training they need to fulfil their roles effectively.

*YUSU representative:*

YUSU are working on a campaign regarding assessment, which will run until the end of week 7. Postcards will be issued to gather feedback on assessments using question formats similar to the NSS and returned via a ballot box. Questions will focus on, e.g., the timetabling of closed exams, the suitability of exam locations and whether students feel the knowledge they have learned on the course is being assessed. The information gathered will feed into YUSU reps' approach next year. It was **noted** that YUSU needed to consider how to get input from distance learners and students on placement.

As part of their involvement in the QAA project 'Developing Quality Engagement' (M11-12/67), YUSU held focus groups in the spring term with academics interested in student engagement and they will work with course reps on the findings. YUSU, along with the GSA, are working on engaging postgraduate students to ensure they get the best representation possible. Both YUSU and the GSA are working with the Chair and Secretary to ensure students engage with the APR process, in particular by ensuring course reps understand the process, know what input they should have and know how to engage the wider student body.

The Academic Officer will attend the QAA's Student Sounding Board on 15 June in London where representatives from 33 students' unions meet senior QAA staff to discuss issues in HE.

#### **11-12/157 QAA Institutional Review**

The Committee **considered** the final report from the QAA of the Institutional Review of the University carried out in February 2012. It was **noted** that the evidence base that accompanied the report was not published publicly although anyone could request it from the QAA. The university was able to check the report for factual accuracy before its publication. The report includes reasonable and manageable recommendations and indicates that the review team understood the university's aims. The report and evidence base will go to Senate in July.

#### **11-12/158 QAA Institutional Review**

The Committee **considered** the Action Plan arising from the QAA Institutional Review. It was **noted** that the action plan will go to Senate in July when it will be formally signed off by the Vice Chancellor. The action plan will then be published on the university website and updated annually until all actions are completed. The Committee **noted** that actions 1-3 are the most significant and that in addressing action 3 (Ensure the consistent implementation of procedures regarding the timing and conduct of Thesis Advisory Panels for postgraduate students) student reps and Chairs of Graduate Boards should be involved. The Committee also noted, with regards to action 13 (an affirmation by the QAA that opportunities for formative assessment are being extended for all students, especially in the early stages of their

studies) that the Learning Enhancement Team will be working on formative assessment with departments during 12/13, particularly, but not exclusively, with regards to PGT and international students. The Committee **agreed** to recommend to Senate that the Action Plan be approved.

#### **11-12/159 APR process for 2011-12**

The Committee **considered** updated guidance on the APR process for 2011/12. The Committee approved the revised guidance and pro forma, with the following amendments:

- that question 2 should also refer to Advisory Boards;
- swap the order of questions 3 and 4 to avoid confusion with the interpretation of the latter;
- that question 5 should ask how students are involved in preparation of the APR report and should refer to their 'contribution' rather than their 'feedback';
- that question 5 should only ask about mechanisms of student representation until the student representation policy is in place; following that it should ask only about issues;
- that question 6 should also refer to the Peer Support for Teaching policy and should be headed 'New policies';
- that variations in wording in the pro-forma (resolved, addressed, dealt with etc) be reconciled;
- that the guidance should state that contributions from student reps should be included whether or not they attend the APR meeting;
- that the guidance should state more clearly that departments should comment on significant changes in progression and completion rates etc, but not provide descriptive statistics. **ACTION: secretary to amend and circulate to the Committee via email.**

It was also **agreed** that ASO should consider how to ensure that students see the completed APR report. *Secretary's note: the APR memo that goes out to departments asks them to publish the report on their website; this will be emphasised more this year.*

#### **11-12/160 Student Representation Policy**

Further to M11-12/131, the Committee **considered** an updated version of the proposed Student Representation Policy. It was **noted** that the initial paper has been redrafted to become a more succinct Policy for Student Representation in Learning and Teaching Activities in Academic Departments and that it included more specifics on the staff-student forum's workings. The policy has been discussed with members of the original working group, including student representatives, and aims to give a basic structure to the forums to ensure student representatives know what they can bring for discussion. The policy was **approved** with the following amendment:

- that i) be amended to make it clearer that the majority of people on the forum are students. **ACTION: Chair.**

The Committee **agreed** to recommend to Senate that the revised policy be approved.

### **11-12/161 Fitness to Practice Policy**

The Committee **considered** an updated version of the proposed Fitness to Practice Policy. The Committee **approved** the revised policy with the following amendments:

- that a decision should be taken as to consistent use of FTP or FtoP;
- that 2.3 should be moved to the preamble as it is advisory not policy;
- that 3.3 should be amended to state that the department should appoint a panel from whom an investigating officer is appointed;
- that the final sentence of 3.6 should be proof-read and corrected;
- that in 3.11, “he or she has not taught the student in practice” should be amended to “he or she has not interacted with the student”;
- that the opening sentence of 3.12 should be amended to refer to *an investigation* into academic misconduct;
- that 3.15 should be amended to add a member of staff from YUSU or the GSA;
- that 3.19, 3.20 and 4.1 should be amended so that it is clear that it is Special Cases Committee who make the decision and the Board of Studies only makes a recommendation;
- that the second sentence of 4.1 be revised so that it is clearer;
- that in 4.4 the cross-reference to 2.15 should be corrected to reflect the re-numbering;
- that a flowchart of decision-making should be created

The Committee **acknowledged** the work of Helen Shay in producing this policy and **agreed** to recommend that Senate approve the revised version following the incorporation of these amendments. **ACTION: Secretary and Academic Registrar**

### **11-12/162 Departmental Handbooks**

The Committee **considered** guidance on the content of Departmental Handbooks. It was **noted** that handbooks form a part of the student contract. The Committee **agreed** that the following amendments should be made:

- that on page 4, “Late penalties procedures” should be amended to “Procedures for penalties, including late penalties”;
- that the language should be revised in some areas to be more ‘student-friendly’, e.g. “Outline process for the mitigating circumstances committee” could be amended to “What if something goes wrong?”
- that the student guide to University rules for progression and award should be moved to part 1

It was **noted** that the E-learning Development Team are also providing similar checklists for transition VLE sites and websites and it was **agreed** that the two should be reviewed together before sending to departments. **ACTION: ASO**

#### **11-12/163 Computer Science: MSc in System Safety with Automotive Applications**

The Committee **considered** a proposal for an MSc in System Safety with Automotive Applications from the department of Computer Science (UTC.11-12/84). The proposal had been considered in advance of the meeting by Dr A Parsons and Dr TT Arvind. It was **noted** that the proposed programme would use credit from other institutions towards a York award, utilising existing modules and relationships already in place via a Technical Accreditation Scheme overseen by the University of Warwick. The Committee noted that Dr Parsons and Dr Arvind had been unable to reach the departmental contact in advance of the meeting and requested further information on what mechanisms would be in place for dealing holistically with compensation and reassessment; what processes there would be for students to raise concerns with teaching at particular institutions; and whether York would be required to accept students or whether it is possible to select. **ACTION: ASO and Dr Parsons and Dr Arvind.**

#### **11-12/164 Computer Science: MSc Autonomous Robotics Engineering**

The Committee **considered** a proposal for an MSc in Autonomous Robotics Engineering from the department of Computer Science (UTC.11-12/85). The proposal had been considered in advance of the meeting by Professor L Siciliani and Dr R Waites. It was **noted** that this is a joint proposal with Electronics, for start in October 2013, and that the information provided on equality and diversity was very good. The following concerns were **noted**:

- whether the department had discussed the issue of teaching on both east and west campus with the Timetabling Office;
- how timetabling would fit with existing patterns of teaching in each department;
- that the 30 credit literature review seems thin in terms of content;
- that it is unclear how the peer assessment will work in the group project;
- whether any changes will be made as a result of the external assessors reports;
- that more information could be provided on employability;
- that the learning aims and outcomes are a bit vague and not necessarily reflecting M level teaching, and that Cecilia Lowe can assist them if necessary.

It was agreed that an update on these concerns should be presented formally at the next meeting. **ACTION: ASO and Professor L Siciliani and Dr R Waites.**

#### **11-12/165 Computer Science: modification to the MSc/Diploma in Safety Critical Systems Engineering and Certificate in Systems Safety Engineering**

The Committee **considered** a major modification to the MSc/Diploma in Safety Critical Systems Engineering and Certificate in Systems Safety Engineering (UTC.11-12/86). The proposal had been considered in advance of the meeting by Mrs L Booth and Dr R Ogden. The proposal was that students who have completed both weeks of the BAE CPD module and who subsequently wish to register for the Certificate in System Safety Engineering or Diploma/MSc in Safety Critical Systems Engineering should be able to add some extra elements of private study and 10 hours of open assessment in order to be credited with a new module, Foundations of Systems Safety for BAE, which will provide an alternative Core module to Foundations of Systems Safety Engineering, for these awards.

The Committee **approved** the proposal and **noted** that the department will need to seek PSRB approval for this alternative core module.

### **11-12/166 Standing Committee on Assessment**

The Committee **considered** a report from the Standing Committee on Assessment (UTC.11-12/87).

#### *Annual Reports of External Examiners of Taught Postgraduate Programmes*

It was **noted** that all external examiners were happy that all standards have been met. References to the need to use the full range of marks are less common now than in previous years although some external examiners have raised queries or concerns about what they are allowed to do in Boards of Examiners. A further concern raised by some was with regard to the suitability of ISMs and Ms Lowe has taken on an action from the Standing Committee on Assessment to assist individual departments.

#### *Request to approve recommendations concerning Section 8, Code of Practice on Research Degrees*

It was **noted** that the proposed changes would make confirmation of registration into a progression point, giving clarity to the student of what is expected of them and giving departments the authority to terminate the registration of a student who is failing to meet the academic standards of the programme. Departments were consulted on the proposals and as a result, SCA recommend that supervisors are involved in the confirmation panel. The Committee **noted** that the four-year PhD should be explicitly mentioned. The Committee discussed the composition of the confirmation panels, and also discussed the exact role that external examiners should play in making decisions about progression or termination of enrolment. The proposal was returned to SCA for further discussion. **ACTION: SCA.**

#### *Summary of business from the Standing Committee on Assessment*

The Committee **received** a summary of business from the meeting of SCA held on 27 April 2012.

*Recommendations for the implementation of the QAA Quality Code for Higher Education, Chapter B7: External Examining*

The Committee **noted** that current practice at the university is broadly in line with the revised Quality Code but some revisions to policy are required. It was **noted** that

- indicator 5a creates a person specification exceptions to which must be approved by SCA.
- indicator 5b refers to institutions not being able to appoint as an external examiner someone who has a research collaboration with a member of staff involved in the delivery of the programme for which they are being appointed as an external. This may be very difficult to abide by and exceptions and explanations should be submitted to SCA for sign off.
- the recommendation against indicator 11 should be amended to indicate that it was desirable for existing University of York staff who act as external examiners elsewhere should be involved in the development of training courses for staff wishing to be externals, and should also be utilised as mentors for newly appointed externals where possible.

The amendments were **approved**.

#### **11-12/167 Validated provision**

The Committee **received** an update on validated provision (UTC.11-12/88).

#### **11-12/168 Periodic Review Action Plan**

The Committee **received** the Periodic Review Action Plan from the department of Economics (UTC.11-12/89).

#### **11-12/169 Employability Coordination Group**

The Committee **received** a report from the Employability Coordination Group (UTC.11-12/90)

#### **11-12/170 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 March and May 2012 (UTC.11-12/91). The Committee **noted** that the Chair, acting on behalf of the Committee, had approved modifications to, and withdrawals of, programmes of study as follows (further details are available from the Academic Support Office):

**Archaeology:** Approval of the request to permanently withdraw the MA in Historic Landscape Studies.

**Centre for Women's Studies:** Approval of a 20-credit intensive option module (The Social Challenges of Gender and Equality: Theory, Practices and Professions), with teaching delivered by CWS and EGALES (Masters in

European Gender and Equality Studies) partners but assessment by CWS only.

**Computer Science:** Approval of the request to withdraw the MEng Computer Science with Business Enterprise Systems, the MEng Computer Science with Business Enterprise Systems with a year in industry , the BSc Computer Science with Business Enterprise Systems and the BSc Computer Science with Business Enterprise Systems with a year in industry. (N.B. These programme withdrawals were approved in December 2011).

**Education:** Approval of the request to waive the IELTS requirement for the Norwegian cohort of the MA in Teaching English to Young Learners, as students will have studied their first degree in English.

Approval of the modifications to the PGCE written assignments to meet the revised QTS standards which take effect from 1 September 2012.

**Health Sciences:** Approval of the request to suspend recruitment to the part time programmes of the Masters in Public Health and the Masters in Public Health: International for 2012/13 only, pending revision of the programmes.

Approval of the request to change the name of the Masters in Public Health: International to Masters in Public Health: International Health, to fit in with naming conventions.

**History/Philosophy:** Approval of the request to allow stage three students on the BA History and Philosophy to do the History dissertation (40 credits) in place of Debating Historical Practice (20 credits) and one of the Philosophy Option modules (20 credits), from 2012/13 onwards. The dissertation will be optional, students will be able to continue to do Debating Historical Practice (20 credits) and one of the Philosophy Option modules (20 credits).

**Language and Linguistics:** Approval of the request to allow stage three students returning from a year abroad in 2012/13 (category 1 students) to take more than 40 credits of language modules, therefore, relaxing the requirement that they must do 80 credits of linguistics modules. Students will still be able to do 40 credits of language and 80 credits of linguistic modules if they wish.

**Lifelong Learning:** Approval of the module An Introduction to Traditional Environmental, Ecological and Horticultural Techniques and Practices, including teaching during the summer vacation.

**Physics:** Approval of a change to the assessment tasks for 3<sup>rd</sup> and 4<sup>th</sup> year modules: From 2012/13 for 4<sup>th</sup> year students and from 2013/14 for 3<sup>rd</sup> year students, the split of 15% coursework/85% examination assessment of each module will be replaced by 100% examination. This will be accompanied by an overhaul of the problem classes and tutorial sessions for students in the department and will be monitored.

#### **11-12/171 Nursing and Midwifery Council (NMC) re-approval event**

The Committee **noted** that a Nursing and Midwifery Council (NMC) re-approval event took place on 3 February 2012 for the Mentor Preparation module and the Postgraduate Certificate in Academic Practice Module 2 Pathway B for teachers of nurses and midwives. The panel **approved** the programmes with no conditions and one recommendation (to proof-read the documentation to students in order to remove minor errors that may cause confusion). The programmes are next due for re-approval on 03 February 2017.

#### **11-12/172 BA in Midwifery Practice**

The Committee **noted** that an NMC re-approval event took place on 27 March 2012 for the BA in Midwifery Practice. The panel **approved** the programme with no conditions or recommendations and the programme team was commended for the quality of the programme. The programme will be due for its next re-approval in 2017.

#### **11-12/173 Date of the Next Meeting**

The Committee **noted** the date of the next meeting:

- Monday 25 June, 14:15, room H/G15, Heslington Hall