SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 23 June 2014

Present: Professor J Robinson (Chair), Professor W Bonefeld, Ms L Booth, Mr T Clarke, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Dr J Hardman, Dr S King, Dr M Roodhouse, Mr B Saynor (York College), Dr K Selby, Dr Á Shiel, Dr J Thijssen, Dr R Vann, Dr R Waites, Mr D Whitmore (YUSU Representative), Dr C van Wyhe, Ms X Yang (GSA Representative), Professor A Young

In attendance: Professor S Bell (Academic Co-ordinator, Social Sciences), Mr D Cashdan (for M13-14/176), Mr D Clarke (ASO), Mr A Knock (for M13-14/176), Dr Adrian Lee (ASO, observer), Mr G Offer (YUSU, observer), Mr R Quayle (YUSU, observer), Dr R Walker (for M13-14/175)

Apologies: Professor B Fulton (Academic Co-ordinator, Sciences), Dr J Grenville, Professor M Ormrod (Academic Co-ordinator, Arts and Humanities), Professor C Thompson, Mrs J Fox (ASO, Secretary).

M13-14/160 Welcome
The Chair welcomed George Offer (YUSU's incoming Academic Officer) and thanked outgoing Committee members Werner Bonefeld, Tim Clarke, Bob Saynor, Carl Thompson, Dan Whitmore and Xiaoyin Yang.

M13-14/161 Minutes
The Committee **approved** the minutes of the meeting held on 19 May 2014 (UTC.13-14/**103**).

M13-14/162 Matters Arising from the Minutes
The Committee **considered** the matters arising from the minutes (UTC.13-14/**103 Appendix 1**) and **noted** that outstanding issues had been resolved and that all items had been closed. In reference to M13-14/137, members **noted** a change in title to University Certificate of Lifelong Learning (Science Principles), and that the programme's learning outcomes would be agreed shortly.

M13-14/163 Oral Report from the Chair
The Committee **received** an oral report from the Chair as follows:

UTC meetings in 2014/15
The majority of UTC meetings in the next academic year would be held in HG21.

Postgraduate Taught Experience Survey
The final institutional response rate was 44% (10% higher than in 2012 and 16% higher than the sector average). The Chair thanked members for promoting the Survey in their departments, and **noted** that as a result of the response rate £1103 would be given to the Student Hardship Fund. The Departments of Biology and Health Sciences had the joint-highest response rate with 64%.

QAA FHEQ consultation
The University's response to the QAA's consultation on a revised version of the UK frameworks for higher education qualifications had been finalised and would be submitted in the coming days.

Congratulations
The Chair congratulated the Deputy Vice-Chancellor on her OBE.

M13-14/164 Oral Report from the Student Representatives
YUSU
The Excellence in Teaching and Supervision Awards had been held on 11 June, and the YUSU representative thanked UTC members who attended. Recruitment for Departmental Representatives was under way for 2014/15. YUSU currently had 8 representatives in place and was hoping to fill the rest of the positions quickly.

GSA
The GSA representative reported that some students had experienced difficulty where dissertation deadlines had been after University accommodation contracts end. Students affected had therefore had to find temporary accommodation in the run up to deadlines. The Accommodation Office was aware of this issue and was working to resolve it.

The GSA representative also raised concern about inconsistency in how Turnitin was used across departments. The Committee **noted** that there was no University policy on Turnitin because it was used differently in different disciplines. Students should be made aware of the practices in their departments.

M13-14/165 Natural Sciences
The Committee **considered** a report and recommendations from the Natural Sciences sub-group, including finalised versions of the core programme and module documentation and proposals for programme governance (UTC.13-14/**104**), to start in October 2015. Roddy Vann and the programme team were thanked for the huge amount of work that had gone into the development of the programme.

The proposals included the introduction of a new award title: Master of Science (MSci). The programme titles would be Bachelor of Science (BSc)/Master of Science (MSci) in Natural Sciences with extensions to reflect the pathway e.g., 'Master of Science in Natural Sciences specialising in Biology'.

The Committee **considered** proposals from the sub-group for a number of exceptions to the modular scheme rules for programme design, in particular to allow more than the maximum permitted number of modules to be taken simultaneously. A set of principles to be applied specifically to the Natural Sciences programme were outlined in the report and Appendix 3 of the report showed how their application would lead to programmes being given exceptions.

It was **noted** that the proposals for governance structures were the result of discussions around ensuring appropriate involvement from all participating departments, within an effective and efficient governance framework. The proposals included a specific recommendation to UTC and Senate, that Ordinance 1 be amended to enable the establishment of a Natural Sciences Board of Studies. This would avoid creating an excessively large body, which would arise from applying the existing Ordinance 1.2.

The Committee **decided** to approve:

- the programmes and pathways, and
- the set of principles to be applied specifically to the Natural Sciences programme to guide decisions about exceptions to the rules for programme design, and therefore the list of exceptions in the report.

The Committee also **decided to recommend to Senate:**

- approval of the new award title of MSci, and
- the governance structure, and associated changes to the Ordinances relating to Boards of Studies.

The sub-group's report **noted** areas where the Natural Sciences Development Group continued to undertake work, including:

- further consideration of the report from the Exams Office, and ongoing attention to the balance between practicalities and pedagogy;
- the procedure for ensuring that students understood fully the implications of taking a high number of concurrent modules to be conducted formally and documented;
- the Chair and Programme Director to discuss the possibility of introducing more interdisciplinary modules in future;
- completion of the set of statements on skills.

[**Secretary's notes:** having received both Planning Committee and UTC approval, the programmes may now be advertised. The programmes will be subject to a three-year review in 2018/19.]

M13-14/166 Integrated Masters Progression (Stage 2 to 3)
The Committee **noted** that the following two agenda items (M13-14/167 and M13-14/168) containing proposals for integrated masters programmes were specifying a progression threshold from Stage 2 to 3 of 60. The University rule for that progression threshold is 55.

The Chair **reported** that the rule of 55 should be upheld though a wider discussion on policy change could happen at a later date. Members **noted** that if this discussion was to take place then it should happen as soon as possible.

It was also **noted** that in December 2013 progression thresholds of 60 had been approved in error when considering proposals for an MBiol and MBiochem (M13-14/60 refers). The 55 progression threshold would need to be applied to both of these programmes.

It was further **noted** that for transfers from BSc to integrated masters at the end of stage 2, as an interim arrangement prior to the new integrated masters taking direct entrants, departments could set their own transfer requirement.

M13-14/167 Department of Biology: Integrated Masters in Biomedical Science (MBiomedSci), Year in Europe variant for the BSc in Biomedical Science and MBiomedSci, and stages 2 and 3 of the BSc
The Committee **considered** proposals from the Department of Biology for a four year Integrated Masters in Biomedical Science (MBiomedSci), a year in Europe variant for the BSc in Biomedical Science and MBiomedSci, and stages 2 and 3 of the BSc (further to M13-14/139) (UTC.13-14/**105**).

The MBiomedSci would take its first entrants in 2016/17. The 2014/15 and 2015/16 entrants to BSc Biomedical Science would be able to transfer to the integrated masters, subject to meeting the requirements at the end of stage 2. The year in Europe variant was the same as that in place for Biology's existing programmes.

The proposals had been reviewed in advance of the meeting by Roddy Vann and Carl Thompson. It had their support and that of an external assessor.

The MBiomedSci proposals requested three exceptions to rules set out in the University's Frameworks for Programme Design, as follows;

- that the 40 credit project/skills module at stage 3 and specialisations could be re-assessable if the failing mark was owing to poor quality of the write-up but not for lack of engagement in the practical work;

- that the 80 credit stage 4 project report could be resubmitted if the failing mark was owing to poor quality of the write-up but not for lack of engagement in the project activity;

- that the Project director's report element (10% for the M level project and 5% for stage 3 project) be non-reassessable, as it would be based on student performance in the lab. Since the project could not be repeated, there would be no reason for the project director to change their report on the student's abilities.

The Committee **decided** to approve the programmes and the exceptions above, subject to the MBiomedSci's progression threshold from Stage 2 to 3 being set at 55 (see M13-14/166).

The Committee **decided to recommend to Senate** approval of the new award title of MBiomedSci.

[Secretary's note: having received both Planning Committee and UTC approval, the programmes may now be advertised].

M13-14/168 Department of Psychology: Integrated Masters in Psychology (MPsych)
The Committee **considered** proposals for a four year Integrated Masters MPsych degree from the Department of Psychology, to start in 2015/16 (UTC.13-14/**106**). BSc Psychology students entering in 2013/14 and 2014/15 would be able to transfer to the MPsych, subject to meeting the requirements at the end of stage 2. The proposals included a new exit award of BSc Psychological Studies.

The programme had been reviewed in advance of the meeting by Katherine Selby and Mark Roodhouse. It had their support and that of an external assessor.

The Committee **decided** to approve the programme and exit award, subject to the progression threshold from Stage 2 to 3 being set at 55 (see M13-14/166).

The Committee **decided to recommend to Senate** approval of the new award title of MPsych.

[Secretary's note: having received both Planning Committee and UTC approval, the programme may now be advertised].

M13-14/169 York Law School: LLB (Senior Status)
The Committee **considered** proposals for a two year degree of LLB (Senior Status) from the York Law School, to start in 2015/16 (UTC.13-14/**107**). The programme had been reviewed in advance of the meeting by Áine Shiel and Jacco Thijssen. It had their support and that of an external assessor.

The programme would be an accelerated route into professional legal careers for those with a first degree in a non-Law subject. Members **noted** that the proposal would be an innovation for the University as students would study a total of 240 credits to gain their award, primarily as a combination of Level 4 (C) and Level 6 (H) modules.

Prior to the meeting, the Chair, the UTC contact for Law, and the Chair of SCA had met to discuss options for how the degree might be awarded. It had been suggested that it could be awarded through an accreditation of prior learning (APL) route, comprising 360 credits but with 120 credits accredited from the student's previous degree. However, it was **decided** that the preferred route would be through the University's recognition of a new 240 credit degree. The 240 credit degree would, in line with the 3 year Honours degree, be required to contain at least 100 credits at Level 6 (H). The Committee **noted** that the creation of this type of degree would require amendments to the Guide to Assessment, the University frameworks for programme design, and the Ordinances and Regulations.

During the discussions, members **noted** concerns over the rules for progression and the weighting of the two years in the classification of the award. Although new to York, this type of degree was increasingly common in the sector and members felt that it would be useful to have sight of exemplars of how other 240 credit degrees were assessed, in order to inform this proposal.

The Committee **decided** to approve the programme 'in principle', subject to:

- the School providing examples of progression and degree classification for existing LLB (Senior Status) programmes;
- the School and the Chair of SCA considering the examples and agreeing proposals for the requirements for progression and degree classification;
- approval of the final proposals by a sub-group consisting of the Chair, UTC reviewers and the Chair of SCA.

It was **decided** that having received both Planning Committee and UTC approval, the programme may now be advertised. However, applications should not be accepted until the progression and degree classification rules had been agreed.

The Committee **decided to recommend to Senate** approval of the new award title of LLB (Senior Status).

ACTION: YLS

[**Secretary's note:** following the meeting, the School confirmed that the programme title would be LLB (Senior Status) in Law].

M13-14/170 University Strategy
The Committee **considered** a draft consultation document on a new University Strategy (UTC.13-14/**108**). Responses to the draft had been invited by 7 July 2014. The document set

out three key objectives for the University and three enabling objectives. The key objectives were:

1) to be a world leader in research;
2) to offer outstanding teaching and learning;
3) to offer all our students an outstanding and valuable experience.

The Committee accepted the overall shape and structure of the document, the aim to recruit the best students, and plans for growth (including the International Foundation Programme with York College) provided that it was properly resourced. The Committee endorsed the statement of vision for key objective 2, and plans to encourage and support innovation in teaching. The Committee accepted the relationship between the key objectives, though members **noted** that the language used in the teaching and learning sections could be more closely aligned with the research element. Members also felt the plans to appoint and support the best teachers aligned with CPD work already being undertaken by the Committee, and that section of the document could be strengthened to reflect this.

During the discussions, the Committee focused mainly on three areas: the plans to give students opportunities for experience, to introduce a faculty structure, and to articulate a York pedagogy.

In discussing plans to give students opportunities to gain experience that would prepare them better for employment or further study (key objective 2.5), the Committee **noted** its support for experiential learning (including placements, internships, study abroad and other forms of work-based learning). Members felt that the statement "We will provide all York students with an international dimension to their studies, to prepare them for working in a global environment" created a commitment that was risky and potentially difficult to meet. Members felt that it was important to continue to encourage internationalisation alongside transferable skills, knowledge and understanding. Members **noted** that there were a range of existing activities across campus, e.g., in CELT and LFA, contributing to the internationalisation agenda and these could perhaps be joined up and built on further. There was also scope for adding a statement on opportunities for teaching for students who wished to pursue careers in academia. Members **noted** that the statement could be further strengthened with a reference to preparing students for global citizenship, and some members felt that generally the term 'internationalise' might be best replaced by 'globalise'.

The Committee **noted** that there was very little specified on the proposed faculty structure and creation of a Graduate School, but expressed caution about the potential impacts. There was concern that the proposed structure would in reality increase bureaucracy and duplicate work as UTC would need to retain an oversight of teaching and policy even if some powers, such as programme approval, were devolved. Members felt that this oversight of decision making was important and UTC's holistic membership, with expertise and

contributors from a wide range of disciplines, was invaluable in planning and oversight of teaching throughout the University.

There were widespread concerns that a faculty structure could compromise interdisciplinarity and create barriers to cross-departmental links, and members felt that if administrative teams were to become less embedded within departments it could have a direct impact on the student experience. Some members suggested that strengthening the existing structures in the central University and departments would be a preferred alternative, however it was also **noted** that there were efficiencies to be found by reducing the current duplication of tasks carried out in departments.

The Committee endorsed the statement "We will articulate a University of York pedagogy and apply it to all programmes" and subsequent bullet points in key objective 2.1, noting that this had been informed by the Committee's discussions in previous meetings (M13-14/120, M13-14/11 and M13-14/12 refer). It was **noted** that success would depend on resourcing, with a reliance on staff 'champions' of the pedagogy in departments. Members also **noted** the importance of clearly articulating the expectations on students when conveying the pedagogy to encourage engagement.

ACTION: Chair to submit the Minute to the consultation

M13-14/171 Effectiveness of UTC
The Committee **considered** a report on the effectiveness of UTC (UTC.13-14/**109**). It had been agreed in October 2013 that the Chair would invite a member to undertake a light-touch review to trace the effects of decisions and actions from previous meetings, and report on the impact (M13-14/34 refers). The Chair thanked Tim Clarke for undertaking the review.

The report concluded that the Committee operated strategically and effectively. It was **noted** that reflectiveness was deeply embedded in the way the Committee conducted its business and the breadth and variety of experience of the UTC membership was a critical factor in this.

During discussion it was **noted** that interactions between UTC and Boards of Studies were relatively limited, and there may be some mileage in fostering stronger links. Similarly, members felt that stronger links with the Learning and Teaching Forum and increased engagement with the HEA could be explored. Members also discussed the possibility of aligning the APR with MTP, to improve efficiency of processes for departments. It was **noted** that these areas of discussion might be revisited at a future meeting in the context of the new Learning and Teaching Strategy.

The Committee **decided** that the review had achieved its aims and that no further effectiveness review was appropriate.

M13-14/172 Aarhus University

The Committee **considered** a draft individual agreement for the joint PhD programme with Aarhus University (UTC.13-14/**110**). During the discussion, it was **noted** that section 5.3 should be amended to define a "significant period". Members were invited to send any further comments to Juliet James in the ASO. The Committee **decided** to delegate authority to the Chair to approve the Letter of Agreement with the Aarhus Faculty of Science.

M13-14/173 Peer Support for Teaching

The Committee **considered** a paper summarising the responses received from departments during a review of the University's Peer Support for Teaching Policy, which was conducted in 2013 (UTC.13-14/**111**). The review specifically aimed to gather departmental feedback about their experiences relating to the workability of the Policy, the degree to which it had been successfully implemented and, broadly, its effectiveness in practice.

The Committee **noted** the overall success of the Peer Support for Teaching Policy. It was **decided** that a small working group would be established to meet once and consider the further development of the Peer Support for Teaching Policy in the light of the questions in the report.

ACTION: Duncan Jackson, Chair

M13-14/174 New Teaching Building

The Committee **considered** an update on plans for a new teaching building (UTC.13-14/**112**). It was envisaged that the teaching building would incorporate as close to thirty seminar rooms as possible and one or two lecture theatres. The Timetabling Office had developed projections of future lecture theatre usage based on planned and estimated growth of existing and new programmes, and these suggested that a single 350 seat or 250 seat lecture theatre would suffice. Members discussed lecture theatre capacity and it was **decided** that a 350-seat theatre would be the preferred option, provided it was of high quality. It was felt that a larger theatre would enable departments to avoid double-teaching of modules, which could have a significant impact on a programme, and would also benefit non-teaching events such as open days.

ACTION: Chair to report back to the Teaching Building Steering Group

M13-14/175 National Survey of Student Engagement

Richard Walker (E-Learning Development Team) attended for this item.

The Committee **considered** a report on the University's participation in the HEA's pilot study of the National Survey of Student Engagement (NSSE) question set, which was widely used in the USA and other countries (UTC.13-14/**113**). The Committee had agreed to take part in the pilot to inform consideration of introducing more standardised programme/cohort evaluation across the institution (M13-14/14 refers). The pilot was

conducted on a small scale with three departments taking part (Mathematics, Social Policy and Social Work, Theatre, Film and TV).

The Committee **noted** a significantly higher response rate in TFTV, where they had conducted the survey on paper rather than online. It was felt that paper-based surveys were successful because there was a 'captive audience', and members discussed the possibility of piloting an online survey that students completed in-class in a similar way.

Members felt that the question set was good, as it encouraged reflectiveness and acted as a tool for evaluating engagement. However, there was concern that some questions were too generic and some could raise expectations that might result in a long-term negative effect on the NSS. Departments involved in the pilot had questioned whether the survey had been successful in capturing the views of the least engaged students. The Committee **noted** that although the pilot had been limited, international research suggested that the NSSE question set was more insightful for planning learning enhancement, possibly therefore aligning with a new strategic vision around work-centred programme design.

It was **decided** that a UTC sub-group would be convened to consider the feasibility of running an extended, University-wide trial of the NSSE/UKES question set in 2014/15.

ACTION: Chair and Nigel Dandy

It was also noted that in the interim (and further to M13-14/14) departments would be asked to reaffirm that modules were evaluated at departmental level and to ensure that Boards of Studies had a clear statement on module evaluation. Copies of departmental surveys would also be requested to inform good practice and further developments.

ACTION: ASO

M13-14/176 Analysis of 2012/13 Degree Results

Alistair Knock and Dan Cashdan (Business Intelligence Unit) attended for this item.

Deep Analysis of Undergraduate Results

The Committee **noted** that a deep analysis of all 2012/13 degree results was ongoing. The Business Intelligent Unit had been looking at variables and testing whether they could be used as predictors of degree class, and further work had been done to disaggregate disability. A small working group had been formed to explore specific questions over the summer, and members were asked to contact Alistair Knock with any questions or comments to feed into discussions. The results would be made available to the Committee for consideration as soon as they were available.

ACTION: BIU

Shallow Analysis of Postgraduate Taught Results

The Committee **considered** a shallow analysis of 2012/13 taught postgraduate degree results (UTC.13-14/**115**). Members **noted** that 93.7% of students achieved their intended award or greater, a percentage which had remained relatively stable since 2009/10 and indicated that York compared well against other institutions (just below the Russell Group average of 94%). Overall it was **noted** that there were no institution-wide concerns, although the percentage of students obtaining their intended award in the Department of Mathematics had fallen sharply over a four-year period. The Committee **decided to refer the report to Senate** for further consideration.

Postgraduate Research Outcomes

The Committee **considered** a report on postgraduate research (PGR) outcomes (UTC.13-13/**116**). The report comprised summary monitoring of PGR submission rates, considering submissions that would be expected to take place by the end of the academic year 2012/13, and updated analysis presented to Senate in July 2013 (Senate M12-13/42 refers). The Committee **noted** that there had been a 4% increase in submission rates, with a particular increase in Arts and Humanities. The report contained analysis of HEFCE's Research Degree Qualification Rate predictive model, which was designed to give an indication of the likely PGR outcomes for students commencing their research degree two years previously. The HEFCE model forecast a decline in the percentage of full-time York PGR students being awarded a PhD, although concerns were noted about the validity of the model. The Committee **decided to refer the report to Senate** for further consideration.

The Committee thanked the Business Intelligence Unit for the reports.

M13-14/177 Role of Boards of Examiners and External Examiners
The Committee **considered** a paper on the role of Boards of Examiners and External Examiners (UTC.13-14/**117**). The paper was an updated version of proposals that had previously been considered by the Committee (M13-14/141 refers), following discussions with Chairs of Boards of Examiners and the Academic Registrar.

The proposal outlined a framework for meetings of Boards of Examiners for making recommendations about progression or award of degrees. Boards of Examiners would act on behalf of Boards of Studies in making those recommendations, and initial discussion, including input from External Examiners, would take place at a Departmental Exam Board meeting in Week 9 or early Week 10 (for UGs). Ratification of final recommendations would happen at a second meeting to be held on Friday of Week 10. The second meeting would be permitted to involve just a small number of examiners, with an External Examiner available by telephone or Skype.

The Committee **decided** to confirm the appropriateness of the Board of Examiners acting on behalf of Board of Studies in making recommendations on award and progression, and to approve the proposal for implementation in 2014/15.

M13-14/178 Interim Arrangements for Students with Possible Dyslexia

The Committee **considered** a proposal to revoke the process for 'interim arrangements' for students with possible dyslexia, dyspraxia and other Special Learning Difficulties (UTC.13-14/**118**). Since 2012 there had been a protocol for supporting students who might have assessments in the period between a positive initial screening for dyslexia and the results of a full educational psychological assessment being available. This period had been reported to be as long as 10 weeks, and sometimes longer.

A change in the supplier of psychological assessments had reduced the waiting time to 2 weeks, and support from the Writing Centre and Maths Skills Centre meant the interim arrangements were no longer necessary. The Committee **noted** that the interim arrangements also proved unfair when students had a positive initial screening for dyslexia but did not meet the diagnostic criteria, as they still received the benefits of interim arrangements.

The Committee **decided** to revoke to interim arrangements with immediate effect, though existing arrangements would be honoured.

CATEGORY II

M13-14/179 Maths Skills Centre

The Committee **received** a report on the Maths Skills Centre (UTC.13-14/**119**). The report provided an update on changes and developments at the Maths Skills Centre since its last report to UTC (M10-11/203 refers).

M13-14/180 Turnitin

The Committee **received** a report on an impact evaluation of the University-wide use of the Turnitin text matching software, conducted in 2012/13 (UTC.13-14/**120**). The report **noted** that Turnitin was seen as a valuable resource for addressing plagiarism and for assisting students in learning how to cite and integrate source materials appropriately into their assignments. The report also **noted** that staff and student use of Turnitin could be enhanced further by:

- providing more comprehensive, accessible staff training and support;
- encouraging departments to discuss how they would use Turnitin as part of assessment processes;
- considering what policy direction was required from the University to departments and how Turnitin use was integrated into relevant related policies;

- how the student training workshop could be developed to increase students' confidence to use Turnitin independently and over sustained periods.

The Committee **approved** the findings of the report and its recommendations to the Learning Enhancement Team in order to maximise the use and benefits of Turnitin by staff and students.

M13-14/181 External IT Services for Teaching and Learning
The Committee **received** a report on guidance on use of external IT services for learning and teaching (UTC.13-14/**121**). The report **noted** that the University provided a suite of IT tools and services that could be used by academic staff to support learning and teaching activities, such as the Yorkshare VLE's tool-set and the University's Google Apps for Education. The E-Learning Development Team was aware of staff choosing to use external IT services such as Facebook to support formal study activities, rather than centrally supported tools. The E-Learning Development Team would provide support to academic staff, guiding them through the steps that need to be taken in the use of external IT services for teaching and learning activities.

The report **noted** that the University's centrally managed IT provision could support a wide range of pedagogic scenarios and learning activities. Where staff wished to use external IT services instead of those provided by the University, they must consider the terms and conditions of the external services, addressing: data protection arrangements; how access would be managed to student data; provision of takedown policies (e.g. controls for the deletion of defamatory postings on a public site) and they must provide clear guidance to students on how these services would be used in the information that was available at the beginning of a module/programme of study.

The Committee **approved** the guidance on the way that external IT services should be incorporated in learning and teaching activities.

M13-14/182 Centre for Global Programmes
The Committee **received** a report from the Centre for Global Programmes (UTC.13-14/**122**). The report aimed to provide an overview of the Centre for Global Programmes' activities related to inward and outward international student mobility in 2013/14 as well as highlighting issues that were relevant to the Committee's work in teaching and learning, in response to a request for an annual report on the visiting student programme (M11-12/182 refers).

M13-14/183 Periodic Review Cycle
The Committee **received** a report on proposed changes for the 2014-2020 periodic review cycle (UTC.13-14/**123**). The Committee **approved** the following recommendations:

- that YUSU would be asked to continue to produce 'Student Evaluations for Periodic Review' which would form part of the documentation for review panels;
- that 'additional' evidence would be provided to panel members electronically;
- that a revised review day schedule would be implemented for the new periodic review cycle, including a presentation by the Chair of BoS.

The report also **noted** that over the Summer the guidance on writing a reflective Self-Evaluation Document (SED) and other policy and guidance relating to periodic review would be updated. The Committee **approved** the recommendation to delegate responsibility to the Chair to sign-off the revised documents (noting that members would be consulted, if needed).

M13-14/184 Modifications and Withdrawal of Programmes
The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's Action between May and June 2014 (UTC.13-14/**124**).

Biology: Approval of a 12 month progression hurdle for the 4 year PhD in Combating Infectious Disease: Computational Approaches in Translational Science (CIDCATS) from 2014/15.

Students who were not able to progress would be considered by the Biology Board of Studies and CIDCATS Programme Executive Committee for permission to submit a thesis for the award of a MSc (by research) in Biology.

Computer Science: Approval of modifications to the MSc in Computing from 2015/16 due to development in current technologies. The existing Java Programming core module (JAPC) had been revised to include content from Concurrent and Real-time Programming (CRTP) module and a new High Performance Computing (HIPC) core module would replace the existing Computer Systems Architecture (CSYA) module. A new Cloud Computing (CLOC) optional module would replace the existing Systems and Networking (SYNE) module in the Spring term.

Approval of a modification to replace the stage 1 undergraduate module Digital Architecture Circuits and Systems (30 credits) with Foundation in Electronics Signals and Circuits (20 credits) and Implementation Trade-offs in System Design (10 credits) with effect from 2014/15. This included an exceptional approval to permit seven modules to be studied at the same time.

Economics: Approval of the withdrawal of MSc in Economic and Social Policy Analysis and MSc in Public Economics and their replacement with MSc in Economics and Public Policy, from 2015/16. The module Social Policy Analysis had been renamed Public Policy Analysis.

English: Approval of a change in title for three programmes, as part of the department's re-branding of MA offerings from 2015/16:

- MA in Medieval Literatures and Languages (formerly MA in Medieval Literatures);
- MA in Global Literature and Culture (formerly MA in Cultures of Empire, Resistance and Postcoloniality)
- MA in Victorian Literature and Culture (formerly MA in Nineteenth Century Literature and Culture)

History: Approval of a change in assessment for Stage 3 Comparative Histories modules, from a one-day open exam (i.e. 7.5 hours) to a twenty-four hour open exam, from 2014/15.

Language and Linguistic Science: Approval of modifications to *ab initio* pathways of UG Language programmes:

- BA French and German Language
- BA French and Italian Language
- BA French and Spanish Language
- BA German and Italian Language
- BA German and Spanish Language
- BA Italian and Spanish Language

Stage 1 ab initio modules would be non-compensatable from 2014-15, to ensure students met the standard required in their ab initio language to progress to stage 2.

Management: Approval of a package of changes to the MSc in International Business and Strategic Management programme from October 2014 (the removal of the core *International Business Strategy* module and the *Global Marketing* module, the addition of two new option modules, the replacement of *Strategic Management and Organisational Change* with *Introduction to Strategic Management*, and the replacement of *Strategic Management and Organisational Change in Practice* with *Case Studies in Strategic Management*).

Physics: Confirmation had been received from the Chair of SCA to the Chair of UTC that a 12 month progression point was agreed in 2012 for the PhD in Physics. This would take effect for 2013/14 entrants.

M13-14/185 Validated Provision
The Committee **received** an update on validated provision (UTC.13-14/**125**).

M13-14/186 Joint PhD with Aarhus University

The Committee **noted** that the Letter of Agreement with the Faculty of Arts, Aarhus University, for a joint PhD programme had been signed (UTC.13-14/**126**).

M13-14/187 Standing Committee on Assessment

The Committee **noted** the minutes of the meeting of the Standing Committee on Assessment held on 23 May 2014 (UTC.13-14/**127**).

M13-14/188 Distance Learning Forum

The Committee **noted** the minutes of the meeting of the Distance Learning Forum held on 20 May 2014.

M13-14/189 Periodic Review: One year follow-up

The Committee **noted** that the following one-year periodic review follow-ups had taken place or were in progress. Updated actions plans would be made available at https://www.york.ac.uk/staff/teaching/monitoring-and-review/periodic-review/reports/#tab-1 :

- Psychology
- Politics
- York Law School
- Archaeology
- Philosophy

M13-14/190 Periodic Reviews 2013/14

The Committee **noted** that the report of the Social and Political Science periodic review (March 2014) had been finalised. The action plan would be agreed with the new programme director over the Summer and would come to the October 2014 meeting. The reports from the visits to the Centre for Women's Studies, Education, Academic Practice, the Centre for Medieval Studies and the Centre for Lifelong Learning would also come to the October meeting.

M13-14/191 Exchange Agreements

The Committee **noted** that the Chair had **approved** the following exchange agreements:

- a University wide exchange with Waseda University, Japan
- between the Department of History and Waseda University, Japan
- a University wide exchange with Tohoku University, Japan
- between the Department of History and the Department of History, University of Copenhagen.

M13-14/192 QAA Quality Code

The Committee **noted** that Section B9 (*Academic Appeals and Student Complaints)* of the QAA Quality Code had been considered and appropriate actions had been taken to ensure the

University was in line with the Code. Reports on Section B2 (*Recruitment, selection and admission to HE*) and Sections B1 and B8 (*Programme design, development and approval and Programme monitoring and review)* would come to the Committee in the Autumn term.

M13-14/193 QAA Subject Benchmarks

The Committee **noted** that the QAA was consulting on the subject benchmarks for architectural technology; early childhood studies; earth sciences, environmental sciences and environmental studies; housing studies; and theology and religious studies. Relevant departments had been alerted to the consultations.

M13-14/194 Meetings in 2014/15

The Committee **noted** the dates of the 2014/15 meetings (all at 1.00pm in HG21, Heslington Hall, unless stated otherwise):

- Thursday 9 October 2014
- Thursday 13 November 2014
- Thursday 11 December 2014
- Thursday 5 February 2015 in HG15, Heslington Hall
- Thursday 12 March 2015
- Thursday 14 May 2015
- Thursday 18 June 2015 in HG15, Heslington Hall