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## THE UNIVERSITY OF YORK

### Senate

#### TEACHING COMMITTEE

Minutes of the meeting of the University Teaching Committee held on 20<sup>th</sup> May 2013.

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

**In attendance:** Mr J Busby (for Minute 145), Mr D Clarke (ASO), Mr R Gill (Secretary), Dr J Grenville (DVC), Ms L Hallett (for Minute 148), Prof W M Ormrod (Academic Co-ordinator, Arts and Humanities), Mr R Quayle (YUSU), Prof A Webster (Academic Co-ordinator, Social Sciences).

Apologies for absence were received from Prof W Bonefeld, Ms K Dodd, Prof B Fulton, Dr A Kaloski-Naylor and Prof L Siciliani.

#### **Category I**

##### **12-13/133 Welcome**

The Chair welcomed the Academic Co-ordinators, Professor Mark Ormrod and Professor Andrew Webster to the meeting. As agreed at the previous meeting, the Academic Co-ordinators have been invited to attend all future meetings.

The Chair also welcomed Mr David Clarke (ASO) and Mr Richard Quayle (YUSU) as observers. Mr Quayle will observe the May and June UTC meetings in order to help facilitate the smooth transition and handover between the YUSU Academic Officer and Academic Officer-elect.

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**12-13/134      Minutes**

The Committee **approved** the minutes of the meeting held on 11 March 2013 (UTC.12-13/85) as a true and accurate record of the meeting.

The Committee **approved** the minutes of the meeting held on 25 April 2013 (UTC.12-13/86), subject to the addition of a note recording that the Committee had agreed that semesters would not be introduced in the 2015-16 academic year.

**12-13/135      Matters Arising**

The Committee **considered** a report on matters arising from the minutes (UTC.12-13/87) and **noted** that most items have been closed. Two items, to do with workload models and module evaluation were listed as on-going. Reports on the on-going items will be provided at future meetings.

It was reported that YUSU had concerns with the exit award on the MNursing degree (Minute 119 refers). Students who failed to achieve the MNursing award would not be able to exit with a professionally-accredited degree. Concerns were also expressed that the Nursing and Midwifery Council (NMC) will require students to complete the four-year degree within five years. The YUSU Academic Officer reported that YUSU would look into what is done at other institutions.

**12-13/136      Oral Report from the Chair**

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

*National Student Survey (NSS)*

It was reported that the NSS 2013 closed on 30 April 2013. The University's final response rate was 71.3% (up from 68.6% last year). The national response rate was 68.6% For every response received £1 was donated to the Student Hardship Fund, which meant that the Fund had benefited by £2,362.

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The schedule for release of the results had yet to be confirmed by Ipsos-MORI and HEFCE but it is expected to follow a similar schedule to previous years, i.e. around August.

The Chair recorded his thanks to all those involved in promoting the survey.

### *Postgraduate Research student Experience Survey (PRES)*

The Committee heard that the PRES survey closed on 16<sup>th</sup> May 2013. Unfortunately the final response rate was down on the previous return at 42% rather than 54%.

### *Notices of events*

The e-learning team will be running a Show and Tell lunch on 22<sup>nd</sup> May in the Lifelong Learning Room, Borthwick Institute. This will focus on the production of multimedia resources and the forthcoming VLE upgrade. The Higher York e-learning conference will take place on 4<sup>th</sup> June at York St. John's University. It is still possible to register. Members were asked to promote these events to their contact departments.

### *Vice-Chancellor's Awards*

The Chair congratulated Dr Amber Carpenter on her recent receipt of a Vice-Chancellor's Teaching Award and the Learning Enhancement team within the Academic Support Office, for their receipt of a Vice-Chancellor's Teaching Award. A full list of teaching award recipients will be provided at the next meeting.

The Chair also congratulated the E-learning team within the Academic Support Office for their success in obtaining a Vice-Chancellor's Silver Award for Outstanding Achievement in recognition of their work in developing the Virtual Learning Environment (VLE).

### *Strategic Learning and Teaching Projects Fund, 2013-14.*

The Chair reported that applications for the fund could now be made. The deadline for applications will be 5 July 2013. Members were asked to encourage their contact departments to consider possible submissions.

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**12-13/137 Oral Report from Student Representatives**

The Committee **received** an oral report from the YUSU representative as follows:

- YUSU has re-branded the Supervisor of the Year Awards and these will now recognise excellent teaching as well as excellent supervision. The awards ceremony will be held at 5.30pm on 26 June 2013.
- YUSU wished to record its thanks to all those involved in the promotion of the 2012-13 NSS.

The Committee **received** an oral report from the GSA representative as follows:

- a review of the process for electing course representatives has been started;
- work has commenced on a follow-up consultation with postgraduate students about the introduction of semesters.

**12-13/138 Health Sciences: BSc/Graduate Diploma/PG Cert in Cognitive Behaviour Therapy Applied to Physical and Mental Health Problems**

The Committee **considered** a proposal from the Department of Health Sciences for a BSc/Graduate Diploma/PG Cert in Cognitive Behaviour Therapy Applied to Physical and Mental Health Problems (UTC.12-13/88) to start in October 2013. The proposal had been considered in advance of the meeting by Leslie Booth and Amber Carpenter and had their support and that of the External Assessor. The External Assessor had confirmed that they were happy with the department's response.

The Committee **noted** that students on each of the awards would be taught together, but would have different types of assessment and different outcomes. The department has considerable experience of delivering teaching in this way and measures have been put in place to ensure that students are supported to obtain the relevant outcomes. Students will be unable to switch between the levels of study once they have started the programme.

The Committee **noted** that the postgraduate modules *Cognitive & Behavioural Strategies for Enabling Mental & Physical Health*, *Cognitive Behaviour Therapy for People with Anxiety & Long Term Conditions* and *Behavioural Activation Strategies for People with Depression & Physical*

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*Conditions* would be non-compensatable and would therefore require an exception to the normal assessment rules.

The Committee **approved** the programme and the requested exemptions, subject to the following:

- i. clarity should be provided on how the award calculation for the BSc would be calculated;
- ii. further information will be requested about how teaching will be informed by research;
- iii. the different starting points of the BSc and Graduate Diploma cohorts should be reflected in the programme specification aims, and, where appropriate, the learning outcomes.

**ACTION: Megan Edwards**

*[Secretary's note: The programme team have confirmed that the award classification will be calculated on the 120 Level 6 credits available in the programme.]*

### **12-13/139      Biology: BSc in Biomedical Sciences**

The Committee **considered** a proposal from the Department of Biology for a BSc in Biomedical Sciences (UTC.12-13/89) to start in September 2014. The proposal had been considered in advance of the meeting by Roddy Vann and Carl Thompson and had their support and that of the External Assessor. Only the first Stage of the programme and an indicative outline of Stages 2 and 3 had been provided; documentation for Stages 2 and 3 would be provided to a future meeting.

The Committee **noted** that Biology is the lead department, but other departments including Psychology, Health Sciences and HYMS would also be involved in the delivery of the programme.

The delivery of the programme is dependent upon the appointment of a number of staff. Concerns were expressed that this could lead to a lack of ownership of the programme

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amongst these staff. However, it was reported that the new staff would be able to have input into the final version of the proposals for Stages 2 and 3. It was also noted that the programme as currently outlined would contain a substantial number of summative exams and it was suggested that the programme team should consider changing this when developing Stages 2 and 3.

The Committee **approved** Stage 1 of the programme, subject to the programme team successfully obtaining approval from the Boards of Studies of all participating departments. In addition, the Committee **agreed** that the programme specification should be amended to provide greater detail about the programme's aims for the year in industry. **ACTION:**

**Marjan van der Woude**

#### **12-13/140      Contact Hours**

The Committee **considered** a discussion paper on contact hours (UTC.12-13/90). The paper identified that the subject of the number of contact hours provided by universities has become increasingly controversial, with a number of articles claiming that university provision does not offer value for money. The paper summarised the findings of a number of studies about students' perceptions of contact hours. It also outlined some of the extant pedagogical arguments about contact hours.

It was noted that, whilst the question of contact hours primarily concerned undergraduate programmes, concerns about the number of contact hours were increasingly being raised by taught postgraduate students.

Members noted that students' perceptions of contact hours differed, with some students counting all interactions with staff as contact whilst other students would not. It was also suggested that many students did not understand the benefits of different types of learning and teaching. Effective communication was considered to be essential if students were to understand this and it was also considered to be of fundamental importance to helping students make the transition from school level learning to university, where considerably more private study might be expected. Good communication with school teachers was also

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felt to be important, as they would be able to explain to their pupils the rationale behind the different types of teaching and learning used in a university. It was noted that parents are also becoming more involved in prospective students' decision about which university and programme to apply to.

There was debate amongst members about whether the university should introduce a policy on contact hours. It was suggested that there may be a need to express clearly what students would get in return for their fees and how these fees are spent. This might include a minimum entitlement to contact with academic staff. However, it was also pointed out that many departments inform students that they can make appointments with academic staff, but that few students do so. It was suggested that the concept of having student learner contracts could be re-framed to help prompt students to think about the value of the learning and teaching they receive on their chosen programme.

It was suggested that the University should ensure that full-time students study for the equivalent of a full-time week and that this expectation should be communicated to students. This could then be checked through processes such as periodic review and annual programme review.

The Committee **noted** the diverse range of opinion expressed.

The Committee **agreed** that it should be an expectation that all Boards of Studies should effectively communicate with students, prospective students, teachers and parents about the rationale behind the contact time provided in their programmes. Boards of Studies would also be expected to make use of the option to refer to contact time on each programme's KIS web-page. **ACTION: Secretary to communicate the outcome of this discussion to Chairs of Boards of Studies.**

#### **12-13/141      The future of learning and teaching at York**

The Committee **considered** a paper on a possible vision for the future of learning and teaching at York (UTC.12-13/91). The paper had originally been written to provide a

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contextual pedagogical framework to inform the introduction of semesters, but many of the principles and questions raised would apply equally to any structure of the academic year. The Committee was asked to advise on the extent to which the proposals outlined in the paper should be used to inform the 2015-2020 Learning and Teaching Strategy.

The Committee's attention was drawn to three key aspects of the paper:

- a) a proposal for a style of education based on small group learning encounters;
- b) a proposal that the amount of summative assessment is reduced in favour of an increase in formative assessment;
- c) a proposal that programme design should be structured around a student's pattern of work and should be principally conceived at the level of the programme rather than the module.

The paper proposed that one-to-one tutorials could be used in a more structured way than in the past, as a means of driving forward student learning. There was support for this proposal from a number of members, provided that tutorials were appropriately placed within the context of the programme and the expectations were explained clearly to students. Members reported that tutorials could be both 'fantastic' when they worked and 'awful' when they did not; tutorials could become a demoralising 'constant grind' if they were too frequent and care would need to be taken when designing programmes to avoid this. Concerns were also raised about whether sufficient resource could be made available to support the increase in staff workload that might be created by organising tutorials. As an alternative to the tutorial model, it was suggested that a model based around small-group seminars might be more effective, if these had a similarly focused purpose to that proposed for tutorials.

In the case of the second proposal, members noted that it could be difficult to get students to engage with the concept of formative assessment, as some students took the view that it was not worth engaging with if it did not contribute to the overall degree result. However, it was noted that there is evidence that providing good feedback on formative assessment can propel learning.

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It was suggested that designing programmes around a pattern of work could help to provide students with a greater sense of learning a discipline. It was suggested that the vision and goals of a programme could be communicated more effectively to students than is currently the case.

The Committee **agreed** that the paper should be amended and then used as the starting point for discussions about the next Learning and Teaching Strategy. **ACTION: JR**

### **12-13/142      Amendments to the University Regulations**

The Committee **considered** a paper that proposed three amendments to the University Regulations (UTC.12-13/92). The proposed amendments included:

- a) an amendment to Regulation 8.1(a) (enrolment) to make it apply to all students, not just full-time students;
- b) amendments to Regulations 2.3(f) and 6.2(f) to increase the volume of paid employment that full-time students can take during term time from sixteen hours to twenty hours;
- c) a proposal that references to the powers of Boards of Studies be removed from the Regulations and, instead, placed in the Guidance for Boards of Studies and Departmental Teaching Committees.

Members noted that the second proposal proposed that exceptions to the limit would require approval from either the Board of Studies or the University Teaching Committee. As presently worded, the proposed change was considered to be insufficiently clear about whether the exceptions referred to would be at the programme or individual student level. It was suggested that this would be acceptable if exceptions for programmes were to be considered by the Board of Studies and then the University Teaching Committee and exceptions for individual students were to be considered by the student's supervisor and then the Board of Studies.

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There was some discussion of the third proposal, particularly in relation to the broader point that greater clarity is required over matters that are within the remit of the Head of Department or the Board of Studies to approve, as practice between departments varies and could lead to misunderstandings. It was reported that the terms of reference for Boards of Studies and associated guidance will be provided to a future UTC meeting and that this point should be addressed then.

The Committee **recommended** approval of the first and third proposals to Senate, but asked that the second proposal be amended to provide greater clarity about the methods for approving exceptions. **ACTION: KD**

#### **12-13/143      APR pro-forma and guidance, 2012-13**

The Committee **considered** an APR pro-forma and guidance for the 2012-13 academic year (UTC.12-13/93). It was reported that the APR form is amended annually and a question is usually set by the Committee each year. Typically, this would ask departments to reflect upon policies introduced in that academic year. Members suggested that a question asking departments to reflect upon the following might be useful:

- a) The department's experience of marking and the conduct of Boards of Examiners now that the New Modular Scheme is fully in place.
- b) The impact of the New Modular Scheme on the quality cycle.

The Committee also asked that the following amendments be made to the pro-forma:

- i. A question should be added at the beginning to ascertain whether the departmental response had been discussed at a full meeting of the Board of Studies.
- ii. Minor amendments should be made to question 2 to include explicit reference to postgraduate research students and graduate destinations data.
- iii. Consideration should be given to adding indicative word limits to each section.

The Committee agreed that the ASO should consider the above when amending the form and that the final version should be approved via Chair's Action. **ACTION: ASO**

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**12-13/144      APR pro-forma for validated programmes, 2013-13**

The Committee **considered** a revised APR pro-forma for use with validated programmes (UTC.12-13/94). It was reported that this form had been created following the most recent APR process, where it had emerged that there was insufficient contextual information about validated programmes to permit UTC members to assess the responses provided about those programmes. The revised pro-forma would help to ensure that the Committee could adequately oversee the University's validated provision.

The Committee **approved** the pro-forma, subject to the addition of an explicit reference to student representatives in the section entitled 'Feedback from Students'. **ACTION: ASO**

**12-13/145      Analysis of undergraduate and postgraduate degree results**

The Committee **considered** a report from the Planning Office on undergraduate and taught postgraduate degree outcomes and research postgraduate student submission rates (UTC.12-13/95). It was reported that the paper would be considered at the next meeting of the Standing Committee on Assessment and would also be considered by Senate in July.

The Committee **noted** the following:

- a) The percentage of good undergraduate degrees awarded rose by 3.2% in 2011-12. This was an increase over previous years' relatively static figures. York had awarded fewer good degrees than other Russell Group institutions in previous years and this increase has brought the University more closely in line with these institutions.
- b) 92.7% of taught postgraduate students obtained their intended awards. 2.1% of students obtained a lower level award. There is no sector benchmark for these data.
- c) The submission rate for full-time doctoral students who entered in 2008/9 was 67%. 12% of students submitted following an extension or suspension of studies. These data only included students on three-year doctoral programmes. Four-year programmes will be considered in next year's analysis. A decline in qualification rates over seven years is expected. Completion rates vary between departments and it was suggested that departmental cultures may be a factor.

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Apologies were offered to members for the late circulation of the paper. This meant that members had not had sufficient time to consider the paper fully and the Committee **agreed** that the paper should be considered again at the next meeting so that appropriate actions could be identified and the planning of priorities for the next academic year in light of the data could be undertaken.

**12-13/146 Summary of taught postgraduate External Examiner reports for 2011-12**

The Committee **considered** a summary report of issues raised by External Examiners for postgraduate taught programmes (UTC.12-13/96). These were the first set of reports to be submitted wholly under the New Modular Scheme and many of the themes identified in the reports were related to this. This summary had already been considered by the SCA at its meeting on 26<sup>th</sup> April 2013. The SCA had identified six issues (the powers of the board to deal with borderline cases, clustering of marks near the borderline, students with failed modules being unable to achieve merits/distinctions, the role of the External in Board meetings, inconsistencies between feedback and marks, lack of clarity where first and second markers differed) and identified a number of actions to deal with these.

The Committee **noted** that the External Examiner for the Accounting and Financial Management programme had stated that not all standards had been met. Lengthy discussions have been held between the department and the Chairs of SCA and UTC and processes in Management have been changed as a consequence. A response has been provided to the External.

The Committee was asked to decide whether a University response should be provided to the Externals who had raised concerns about the award rules that prevent a taught postgraduate student who fails a module from obtaining a merit or distinction in their degree classification. Members noted that there is no consistency of approach across the sector. During discussion it was suggested that failure of a number of credits might be an alternative, as, under current rules, failure of any module, regardless of size, would mean that students would be unable to achieve a merit or distinction. The Committee **agreed** that no change should be made at this point and that a University response should be provided

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to the relevant Externals to state that the current rules were the result of careful consideration and that the University did not consider change to be appropriate at this time. The Externals' attention should also be drawn to the fact that the University has an effective mitigating circumstances procedure in place to ensure that students are treated fairly.

**ACTION: SCA**

**12-13/147 Report from the E-learning Working Group**

The Committee **considered** a report from the E-learning Working Group (UTC.12-13/97). The report outlined a number of recommendations that will be expanded on in the full report to the Committee, which will be submitted in June. Members of the Committee were invited to comment on these outline recommendations. It was **noted** that the Working Group would be likely to recommend that a Call for Tender to renew the Virtual Learning Environment (VLE) should go ahead in the second half of 2013. Suggested requirements for the tender would include the need to ensure continuity of provision, a clear interface, device adaptability and the capacity to integrate facilities from outside the VLE. A vision statement will also be proposed in the full paper, which would be likely to include an aspiration to encourage the use of technology to enhance student-centred learning and the expectation that some level of VLE content would be provided across all programmes and modules.

Members felt that the suggested recommendations were appropriate.

**12-13/148 Report on the development of a programme and module catalogue**

The Committee **considered** a report on the development of a programme and module catalogue (UTC.12-13/98). The Committee heard that the introduction of a catalogue would help to promote consistency of information and reduce duplication of effort. A wide range of staff had been consulted during the development of the project, including both academics and administrators. Students will be consulted in the next phase of the project.

The catalogue will be created using the existing student records system (SITS). Effort will be concentrated on creating the module catalogue before the programme catalogue, as this will provide the greatest benefit to both staff and students. Should resource be made available

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via medium term planning, it is intended that a module catalogue would be launched in two years' time. This would cover undergraduate and taught postgraduate provision.

The Committee expressed its support for the project. Members stated that the development of the research degree element would also be of great benefit, particularly when providing information as part of a doctoral training centre.

#### **12-13/149      Periodic Review: York Law School**

The Committee **considered** and **approved** the periodic review report, the agreed action plan, and external assessors' reports for the York Law School (UTC.12-13/99). It was **noted** that the report concluded that institutional and national expectations on quality and standards were being met and that the programmes remained current and valid. The Joint Academic Stage Board of the Solicitors Regulation Authority and Bar Standards Board had also conducted a re-validation visit alongside the Periodic Review and had confirmed that they were satisfied. The panel concluded that the School seemed to be running well and had a number of areas of strength, especially in relation to student engagement.

It was reported that one of the major challenges facing the department was the need to undertake controlled growth without losing the unique collegial feel of the School. The difficulty in recruiting appropriate staff had also been raised as a related challenge by the department.

The Committee **noted** that the panel had only been able to meet with one taught postgraduate student and this had made it difficult for the panel to take a comprehensive view of taught postgraduate provision. However, no significant concerns had been found elsewhere and the available evidence had not raised any major causes for concern.

#### **12-13/150      Standing Committee on Assessment**

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment held on 26 April 2013 (UTC.12-13/100). It was **noted** that the SCA had:

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- a) approved a proposal to streamline the guidance on the presentation and binding of theses;
- b) considered a proposal from Language and Linguistic Science for the creation of an 'intermediary viva';
- c) considered a proposal for a system of meetings to rationalise board processes in light of the new Modular Scheme;
- d) considered the University's contingency plans for assessment and examinations.

It was reported that the concept of an intermediary viva had not been accepted but that SCA would look at alternatives, including increasing the time available for corrections to three months. The GSA would be consulted before SCA considers further proposals.

The proposal to rationalise board processes had not been approved. A revised paper would be considered at the next SCA meeting.

SCA considered that revisions to the contingency plans would be necessary. These will be considered at a future SCA meeting.

## **12-13/151      Standing Committee on Assessment: amendments to University**

### **Regulations**

The Committee **considered** a paper proposing four amendments to the University Regulations (UTC.12-13/101). The proposed amendments included:

- a) an amendment to Regulation 6.5(a) to provide clarity to decisions on progression requirements;
- b) an amendment to Regulation 5.3(g) which corrects a previous amendment that had erroneously referred to the Standing Committee on Assessment instead of the Special Cases Committee;
- c) an amendment to Regulation 6.2(g) to bring it in line with a decision taken at Senate in January 2013;

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- d) an amendment to make Mitigating Circumstances Committees report their decisions using the authority delegated by the Special Cases Committee rather than Boards of Studies.

The Committee **noted** that final amendment had been proposed to rectify the existing situation where Boards of Studies could be asked to ratify decisions of the Mitigating Circumstances Committee without knowing any of the details surrounding the cases. The proposed amendment was intended to preserve the independence of Boards of Studies. Members felt that this rationale should be explicitly emphasised to departments so that they were aware the powers of Boards of Studies were not being eroded. It was noted that approval of this amendment could allow for the easing of current restrictions around Chairs of Boards of Studies acting as members of Mitigating Circumstances Committees.

The Committee **recommended** approval of all proposed amendments to Senate.

#### **12-13/152      Standing Committee on Assessment: recommendations for action on undergraduate External Examiner reports**

The Committee **considered** a report from the meeting of SCA held on 11<sup>th</sup> January 2013 (UTC.12-13/102). This report followed on from UTC's consideration of the undergraduate External Examiner reports in December 2012 (Minute 63 refers).

The Committee **noted** that SCA had expressed concern over reports of 'over-generous marking and that the Chair of SCA would discuss the matter with relevant Chairs of Boards of Studies.

The Committee also **noted** that the Chair of SCA had discussed the possibility of allowing External Examiners to 'self-code' their reports to indicate whether they wished to receive a response with the Chair of UTC. It had been agreed that this would not be appropriate at this time.

#### **Category II**

**12-13/153      Accreditation of the MNursing programme**

The Committee **noted** that the Nursing and Midwifery Council (NMC) has granted accreditation to the MNursing degree programme in the Department of Health Sciences. No conditions or recommendations were set.

**12-13/154      ESRC/Nuffield/HEFCE Quantitative Methods Programme**

The Committee **noted** that the Chair has supported the University's application to the ESRC/Nuffield/HEFCE Quantitative Methods Programme. Peer review and interview panels will take place in March/April and the awards will be made in May/June 2013.

**12-13/155      Programme Specifications**

The Committee **noted** that the Chair has approved the new modular scheme programme specifications for the following Graduate level programmes:

- Graduate Diploma in Philosophy
- Graduate Diploma in Physics
- Graduate Certificate in Railway Studies
- Graduate Certificate in Transport History

This includes an exception to allow students on the Graduate Diploma in Physics to study a maximum of 20 credits at M level where a good pedagogic argument for doing so can be given (e.g. previous experience, alignment to future research plans, etc.).

**12-13/156      Exceptions to the undergraduate framework**

The Committee **noted** that the Chair has approved the following exceptions to the undergraduate framework: stage 3 research project modules in the Departments of Biochemistry, Biology, Physics and Psychology will be re-assessable only where the student can gain a pass mark by improving the write-up of the project. Where the failed mark is due to the inadequacy of the data or lack of engagement with the project, the project will be non-re-assessable. The reason for this is that it is impractical to allow students to repeat the practical work. In the case of Physics, this will be implemented from academic year 2013/14.

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**12-13/157 Modifications to, and Withdrawals of, Programmes of Study**

The Committee **noted** that the Chair, acting on behalf of the Committee, had approved modifications to, and withdrawals of, programmes of study (UTC.12-13/103) as follows:

**Archaeology:** Approval of a change to assessment for the Stage 3 Special Topic modules: the summative assessment will change from an exam to an extended essay and the formative assessment will be reduced from two formative essays to one. The change will apply to students entering stage 3 in October 2013.

**Computer Science:** Approval of a new core module (Wider Aspects of Cybersecurity) and withdrawal of two option modules (Software Measuring and Testing (COM00085M) and Strategy, Management and Commercialisation (COM00058M) for the MSc in Cybersecurity from October 2013.

Approval of the re-introduction of reassessment opportunities for individual assessment components (25%) for the Group Project Software Management module (GPMS) and Group Project Computing module (GMPC) with immediate effect.

**Environment:** Approval of the withdrawal of Statistical and Quantitative Methods module (core for MSc Marine Environmental Management,) and Research Methods modules (core for MSc Environmental Economics , Environmental Economics and Environmental Management and Environmental Science and Management) and approval of a new module 20 credit 'Research Skills and Statistical Methods' (core for MEM, EEEM and ESM) to start Oct 2013. Also approved withdrawal for ESM:-Group Case Study module and approved new core 10 credits 'Literature Review' from Oct 2013.

**Health Sciences:** Approval of the name change of MSc in Health Services Research to MSc in Applied Health Research from 2013/14.

**Law:** Retrospective approval of changes implemented in October 2012 to the assessment regime for: stage 1 modules Criminal Law, Obligations 1, Property Law 1, Public Law 1;

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stage 2 modules Obligations 2 and Property Law 2; stage 3 modules European Union Law and Public Law 2. The assessment regime for each module comprises 60% exam, 30% coursework and 10% reflective report.

**Management:** Approval, from October 2013, for the second year module Financial Management and Financial Reporting module to be replaced by two modules: Financial Reporting and Intermediate Management Accounting.

Approval, from October 2013, for the third year option module Strategy in Context: Theory and Practice to be moved from the Spring/Summer term to the Autumn term. The option will no longer be available on the BSc Accounting, Business Finance and Management.

**PEP:** In relation to the MA in PPE, approval: (i) of a change in the 'philosophy' option modules available. Students will be able to choose from political philosophy modules offered by the Department of Politics and modules offered by the Department of Philosophy, including modules where the teaching is shared with stage 3 undergraduates (the learning outcomes will differ for MA students) (ii) that students on the economics stream can choose to undertake one of three macroeconomics modules rather than having to take International Macroeconomics (iii) that students on the political economy pathway must do one rather than both international political economy modules (iv) of a proposal that whichever module is the 'grounding' module in the MA in Conflict and Governance will also be the grounding module on the politics and development pathway. The changes will apply from 2013/14.

**Physics:** MPhys Physics with Philosophy with a year in Europe route (PUMPHYWEUR4) is withdrawn with immediate effect as it was mistakenly set up and has never recruited (approved by Planning Office).

**Social and Political Sciences:** Approval to withdraw from the BA in Social and Political Sciences the stage 3 core module Contemporary Issues in SPS from 2013/14.

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**12-13/158 External Assessors and Review Panels**

The Committee **noted** that the Chair has approved Professor David Papineau (King's College, University of London) and Dr Kathleen Stock (University of Sussex) as External Assessors for the Periodic Review of the Department of Philosophy in June 2013.

The Committee **noted** that the Chair has approved Professor Matthew Watson (University of Warwick) and Dr Duncan Kelly (University of Cambridge) as External Assessors for the Periodic Review of the Department of Politics on 8 May 2013.

The Committee **noted** that the Chair has approved the panel for the three-year review of the PGCert, PGDip and MSc Mathematical Finance by distance learning: Mr Tim Clarke (Chair), Dr Tracy Lightfoot, Dr Richard Walker and Mr Robert Davis (student representative).

The Committee **noted** that the Chair has approved Professor Susan Rodrigues (Liverpool Hope University) as the External Assessor for the validation panel for the National Science Learning Centre (NSLC) programme in Understanding and Leading Early Years Science.

**12-13/159 Dates of Next Meetings**

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

- Monday 24<sup>th</sup> June 2013, 1.15pm
- Monday 30<sup>th</sup> September 2013, 1.15pm