SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 8 October 2015

Present: Professor J Robinson (Chair), Dr G Cubitt, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Professor C Fewster, Dr J Hardman, Ms R Ibrahim (GSA representative), Dr S King, Mr T Ron (YUSU representative), Dr K Selby, Dr Á Shiel, Professor J Thijssen, Dr R Vann, Professor R Waites, Dr L Waldorf and Dr C van Wyhe.

In attendance: Professor S Bell (Dean, Social Sciences), Mr F Longdon (YUSU, attending as an observer), Dr D Gent (ASO, acting as Secretary), Ms M Liu (GSA, attending as an observer), and Professor M Ormrod (Dean, Arts and Humanities).

Apologies: Mrs J Fox, Professor B Fulton (Dean, Sciences) and Dr T Lightfoot.

CATEGORY I BUSINESS

M15-16/1 Welcome
The Chair welcomed new members to the meeting, Dr G Cubitt, Ms R Ibrahim, Mr T Ron and Dr L Waldorf. The Chair further welcomed Mr F Longdon of YUSU and Ms M Liu of the GSA, who were attending the meeting as observers.

M15-16/2 Minutes of the June Meeting
The Committee **approved** the minutes of the meeting held on 18 June 2015 (UTC.15-16/**1**).

M15-16/3 Matters Arising from the Minutes
The Committee **considered** the matters arising from the June minutes (UTC.15-16/**1 Appendix 1**). It was **noted** that all items had been closed, with the exception of the following:

- M14-15/122 Review of Health Economics for Health Care Professionals and MSc in Economic Evaluation for HTA: work on this issue was tied up with broader reviews, and was ongoing.
- M14-15/169 Learning and Teaching Strategy Review: work on the online bank of good practice would be undertaken now that the Strategy webpages were in place.
- M14-15/175 Annual Programme Review 2013/14: in relation to changes to assessment rules for final year students, the Chair and the Chair of SCA had considered this issue and expected to reach a decision in the coming weeks, following receipt of additional data. It was intended that, if it was decided to make changes, it would be possible to implement them for finalists in the 2015/16 academic year.

M15-16/4 Terms of Reference and Membership
The Committee **considered** revised terms of reference and membership for 2015/16 (UTC.15-16/**2**). Other than minor amendments to reflect changes in nomenclature, the revisions largely reflected the establishment of the York Graduate Research School (YGRS).

It was **noted** that the YGRS would consider those aspects of Annual Programme Review and Periodic Review reports relating to research degree students. The Committee and ASO would work in conjunction with the YGRS in respect of such reports.

It was **reported** that an additional member from the Social Sciences was due to be appointed to the Committee to replace Professor Matravers, who had taken up a role in the Colleges. The Chair invited members to submit suitable nominees to approach to fill this vacancy.

The Committee **decided to recommend to Senate** its revised terms of reference and membership for 2015/16.

M15-16/5 Annual Cycle of Business
The Committee **received** the annual cycle of business, a list of members' roles and responsibilities, and a provisional allocation of members to periodic review and other UTC visits for 2015/16 (UTC.15-16/**3**).

M15-16/6 Oral Update from the Chair
The Committee **received** an oral update from the Chair as follows:

- The Chair noted the importance of Category II business, which unlike Category I business was presented to the Committee in online form only. Members **noted** that Category II business received sufficient attention and that they were content with the current arrangements for distribution of documentation to the Committee. Some members raised concerns about the volume of Category I paperwork, especially around new programmes and modifications. These concerns formed part of the context for the design of the Programme Catalogue, which would help address this issue.
- Further to M14-15/173, a set of corrections to PGR outcomes data had been circulated to the Committee in September 2015.
- The report on the 2015 NSS results would be submitted to the Committee for consideration at its November meeting. This report would be considered at Senate prior to UTC. This was necessary due to the change in process whereby departments had been asked to submit commentary on their data to inform the report.

M15-16/7 Oral Update from the Student Representatives

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

- YUSU's priorities for learning and teaching in the 2015/16 academic year included improvements to assessment and feedback, supervision and lecture capture.
- The YUSU representative had visited all departments and was keen to build a strong partnership between YUSU and departments, based on good communication.

- Recruitment to course and departmental representatives was underway and was progressing well, with buy-in from all departments.

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

- The GSA had presented induction talks for new students, particularly highlighting mechanisms of academic and pastoral support and the mitigating circumstances process.
- The GSA was working with the YGRS to offer support to international students experiencing difficulties due to political issues in their home countries.
- The GSA intended to publicise departmental facilities and sources of support, such as help with costs of printing and conference attendance.

M15-16/8 International Pathway College
The Committee **approved** the minutes of its meeting held 25 June 2015 pertaining to the International Pathway College (IPC) (UTC.15-16/**4a)**.

The Committee **received** an update on activities relating to the establishment of the IPC (UTC.15-16/**4b**). It was reported that:

- The Vice-Chancellor had taken the decision that the IPC should, in principle, recruit to all academic departments in order to boost recruitment. In response to this decision and requests from the external recruitment partner, additional progression routes would be added to the IPC. At the time of the meeting these were subject to negotiation with departments. The new progression routes would need to be approved via chair's action, in order to meet recruitment deadlines.
- The pre-sessional English courses offered by CELT for direct entry into undergraduate and taught postgraduate programmes would remain in their current form for 2016-17 due to the need to start recruitment to these pre-sessionals. However, the IPC would take over responsibility for such courses for 2017-8 entry.
- Proposals for pre-sessionals for entry into the IPC needed to be submitted for approval by UTC.
- The legal contract with the external partner had now been signed.
- A Director of the IPC had been appointed, as had two of the three Subject Leads. The Director would commence work for the University in January 2016.
- The pathways for the Foundation Certificate Science, Engineering programme had been renamed and an additional pathway added, resolving the outstanding action relating to the Department of Biology identified at the 25 June 2015 meeting.
- There were a number of other outstanding actions from the 25 June 2015 meeting of UTC, but these were best addressed by the Director of the IPC and the IPC Board of Studies.

The Committee **considered** a proposal to establish a Board of Studies for the IPC (UTC.15-16/**4c**). This was based on the standard terms of reference for Boards of Studies, with the following differences:

- There would be an Academic Advisory Committee, whose terms of reference would be subsequently developed by the Board of Studies but which would include

representatives from both IPC academic staff and staff from the external recruitment partner. It was **noted** that the sentence beginning 'This group will work in a similar way to… External Advisory Groups' was unnecessary and should be removed.

- Academic departments which accepted more than eight students from the IPC onto their programmes would be represented in the membership of the Board of Studies.

The Committee **noted** that the proposed mechanism for representation of other departments on the IPC Board of Studies was one of a number of possible models by which the Board might establish links with other departments, and that this could be subject to change when the Board was established. The Board would need to ensure such links were effective and added value, without being 'swamped' by representatives from other departments.

Responsibility for governance of existing pre-sessionals for direct entry would transfer from the Department of Education's Board of Studies to the IPC Board of Studies at the time that such pre-sessionals transferred to the IPC.

The Committee **decided to recommend to Senate** the establishment of the proposed IPC Board of Studies, subject to the minor amendment identified above.

[**Secretary's Note**: this amendment was made prior to submission of the proposal to Senate]

M15-16/9 Education: MA in Social Justice and Education
The Committee **considered** a proposal from the Department of Education for an MA in Social Justice and Education (UTC.15-16/**5**) to start in September 2016. The programme had been reviewed in advance of the meeting by Lesley Booth and Áine Shiel, and had their support and that of the external assessors.

During the discussion it was **noted** that the programme was largely based on existing modules. The UTC reviewers had been assured that the Department had carefully thought about how to establish a specific cohort identity for the programme and had mechanisms in place to track and support student progress, for instance through formative assessment. The reviewers felt that the intention to market the programme primarily to overseas students might present a missed opportunity, and that it would be worth exploring if revisions to the programme (for instance, provision of a part-time variant) might make it more appealing to a domestic market. This view should be fed back to the Department and Planning Office.

Action: Adrian Lee

The Committee **decided** to approve the programme. It was **noted** that further work was needed on the programme specification to distinguish the aims and learning outcomes for the Postgraduate Certificate and Diploma from those of the Masters, and that this should be addressed as part of the roll-out of the York pedagogy to taught postgraduate programmes.

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

M15-16/10 Mathematics: Modifications to Stage 1 and 2 of Undergraduate Provision
The Committee **considered** a proposal from the Department of Mathematics for major modifications to Stage 1 and 2 of their undergraduate and integrated masters' programmes

and consequently of affected combined programmes, including Natural Sciences (UTC.15-16/**6**). The proposal had been reviewed in advance by Katherine Selby and Roddy Vann and had their support along with that of the Department's external examiners.

During discussion, it was **noted** that the restructure was well-motivated and provided greater coherence to the programmes. The programme learning outcomes had been inspired by the new Learning and Teaching Strategy: these were presented as draft and on the understanding that they required further development.

The relevant Combined Executive Committees and Chairs of Boards of Studies had approved the proposals relating to combined degrees. Further work was required on the Maths / Physics / Philosophy strand of Natural Sciences. The process for approval of major modifications to combined degrees should be clarified, for instance whether these required full Board meetings in all partner departments.

[**Secretary's note**: major modifications to combined programmes should be approved by the Combined Executive Committee and by the Chair of Boards of Studies for the combining departments. This will be clarified in the modifications procedure].

In two core modules in Stage 1, in addition to examinations students would be required to undertake and pass an online competency test, assessed on a pass/fail basis. The proposal was that students would be permitted to have multiple attempts at this test. Whilst the use of pass/fail components was not precedent-setting, the idea of multiple submissions was non-standard and would need to be discussed at SCA prior to approval. A pass mark for the online tests should also be clearly specified on all relevant documentation.

Action: Department of Mathematics / Chair of SCA

Discussions in respect of the proposals from Mathematics and the Department of Electronics below raised the issue of how departments could 'require' students to complete formative assessment. A variety of approaches were used to encourage students to complete formative assessment within the University, with informal sanctions in some departments. This issue was linked to the planned Student partnership agreement and to the York pedagogy. The Department of Mathematics had also raised the issue of whether it would be possible to assess through 'compendium' examination papers, which likewise linked to the pedagogy. The Committee **decided** to refer both these issues to the pedagogy team in ASO for consideration, in liaison with SCA.

Action: Nigel Dandy, in liaison with Chair of SCA

The Committee **decided** to approve the modifications, subject to the following conditions:

a) further development of the programme learning outcomes, to be completed during the 2015/16 academic year;
b) refinement of the documentation relating to the online competency tests, and discussion of principles for submission and re-assessment for such tests at SCA (as noted above);

c) completion of programme specifications for the relevant programmes (the Department should liaise with the ASO about the version of the specification to complete given the ongoing developments as part of ProPEL);
d) further work on the Maths / Physics / Philosophy strand of Natural Sciences, as discussed with reviewers.

<div align="right">**Action: Department of Mathematics**</div>

In respect of the Maths / Physics and Natural Sciences programmes, the above approval constituted approval in principle. The proposals should be submitted for further consideration by the Committee alongside broader restructure proposals from the Department of Physics and Natural Sciences.

<div align="right">**Action: David Gent**</div>

It was also **noted** that this approval included the following exceptions to the Modular Scheme framework:

- Stage 1 modules in Core Algebra, Calculus and Mathematical Skills 1 to be non-compensatable.
- Stage 2 of the single-subject programmes to exceed the maximum number of modules in the stage.
- Students would study more than six modules simultaneously in the Economics and Mathematics, Mathematics and Finance, Mathematics and Physics and Mathematics and Computer Science programmes.

The reviewers had been re-assured about the rationale behind these exceptions (which was also outlined in the documentation) and the implications for student workload.

M15-16/11 Electronics: Modifications to Undergraduate Provision
The Committee **considered** a proposal from the Department of Electronics for major modifications to their undergraduate and integrated masters' programmes (UTC.15-16/**7**). The proposal had been reviewed in advance by Richard Waites and Chris Fewster, and had their support along with that of Electronics' external examiners.

During the discussion it was **noted** that:

- the modifications constituted a significant restructure of the Department's provision, primarily driven by a need to reduce the amount of credits taught in the Department.
- Reviewers had received good explanations as to the reasons behind the structure and pattern of assessment in the programme.
- The assessment load in the Summer CAP was relatively heavy in some stages, and included both exam and non-exam assessments. The Department should be invited to consider if it was desirable to bring non-exam assessments forward so that they occurred prior to the CAP, noting however that they should not clash with teaching.
- The proposed programme learning outcomes had been inspired by the York pedagogy. They should be further refined as the pedagogy was rolled-out.
- The Department would need to carefully consider the implications of its intention to introduce the new structure on a 'rolling basis' for students on a Year in Industry, and clearly communicate plans to such students.

The Natural Sciences Board of Studies had endorsed the changes and were confident that they would be manageable: revisions to Natural Sciences programmes would be presented to UTC for approval in future. There was a need to resolve the issue noted in the paperwork regarding Electronics' contribution to the Nanosciences programme in Natural Sciences.

Action: Department of Electronics, in liaison with Natural Sciences

The Committee **decided** to approve the modifications, subject to resolution of a minor issue relating to the Foundation Year identified by the QA team. The Department was also invited to consider the points above regarding the Summer CAP and Year in Industry students.

Action: David Gent; Department of Electronics

M15-16/12 Social Policy and Social Work: MA in Social Work Practice
The Committee **considered** a paper on the Think Ahead MA in Social Work Practice (UTC.15-16/**8**). The Committee had previously asked ASO to explain the rationale behind the award of both a Postgraduate Diploma and a Masters in the same programme (M14-15/166 refers). The paper outlined that this was due to PSRB requirements, and thus was not precedent-setting.

M15-16/13 Learning and Teaching Strategy 2015-2020
The Committee **considered** a proposed final version of the Learning and Teaching Strategy 2015-2020 (UTC.15-16/**9**). The paper outlined the response to consultation on an earlier version of the Strategy and summarised revisions made in light of this consultation. The revisions had been endorsed by the Strategy sub-group of UTC.

The Committee **decided to recommend to Senate** the proposed Learning and Teaching Strategy 2015-2020.

M15-16/14 York Pedagogy
The Committee **considered** a paper by the Chair on the York pedagogy (UTC.15-16/**10a**); a paper on programme leadership (UTC.15-16/**10b**), and a briefing on plans for implementation of the York pedagogy (UTC.15-16/**10c**).

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

- The York pedagogy constituted a shift in strategic focus towards the student experience at programme level. The University performed well in metrics in areas concerned with teaching, but less-well in areas such as assessment and feedback and personal development, which were best addressed through programme design.
- The timescale for the implementation of the pedagogy was challenging, but had been deliberately set so as to maintain momentum and to align with timescales for the introduction of the Teaching Excellence Framework and the next REF.
- It was important that academic staff were enthused about the project. This would require clear communication as to its benefits for staff and students.
- The intention was that the pedagogy engaged all academic staff, prompting reflection on the alignment between teaching on modules and programme learning outcomes.

- Some members were concerned that the language used in the documentation de-emphasised the contribution made to learning by teaching, and that this might pose a risk to staff engagement with the pedagogy.
- It would be important that the planned programme map was a useful tool and not overly burdensome. Thought would need to be given to the issue of modules which contributed to more than one programme.
- It was important that programme leaders have sufficient authority in their departments in order to instigate change to implement the pedagogy.

In response to queries, the Chair **noted** that Chairs of Boards of Studies might act as programme leaders. It would however be important that individual programmes (including combined programmes) received sufficient attention. There were no current plans to directly link performance review to the pedagogy, although Heads of Department would be encouraged to identify objectives for programme leaders relating to the pedagogy.

The Committee **endorsed** the decision of the Senior Management Group to ask departments to appoint programme leaders for all undergraduate, integrated masters and taught postgraduate programmes. Following the meeting, the Chair would write to Heads of Departments and Centres informing them of this decision and outlining the sources of support available to departments for its implementation.

[**Secretary's note:** The Chair wrote to Heads of Departments and Centres about this decision in the week commencing 12 October 2015]

M15-16/15 YUSU Excellence in Teaching and Supervision Awards
The Committee **considered** a report on the YUSU Excellence in Teaching and Supervision Awards for 2015 (UTC.15-16/**11**). There had been a significant number of nominations across a number of categories, with 235 individual nominees. This was testament to students' appreciation of the work of University staff. The nominations and awards could help identify sites of good practice. The Committee thanked YUSU for its work in this area.

It was suggested by one member that it might be useful for YUSU to establish a distinct award relating to distance learning. It was **noted** that there was a large variation in the number of nominations per department, which might reflect differing levels of promotion between departments. It was useful for student representatives and academic staff to promote both these awards and the Vice-Chancellor's Teaching Award.

M15-16/16 Periodic Review: Department of Electronics
The Committee **considered** a report, external assessors' reports and an action plan arising from the periodic review of the Department of Electronics (UTC.15-16/**12**).

Members of the panel **reported** that the review had been a positive experience which had identified numerous instances of good practice. These included the Department's responsiveness to student feedback and mechanisms of student engagement; use of an innovative mechanism for marking project work; and the involvement of staff in decision-making. The review had identified some areas for further improvement, including with respect to supervision, use of the VLE and the need for a more balanced assessment load.

One issue raised by the Department at the review was the desirability of accessing specialist facilities located in other departments, which could be blocked by practical and logistical factors.

[**Secretary's Note:** following discussions with Timetabling and other departments, the Department of Electronics withdrew its request on the access to other departmental facilities prior to the meeting]

M15-16/17 Periodic Review: Department of Sociology

The Committee **considered** a report, external assessors' reports and action plan arising from the periodic review of the Department of Sociology (including Criminology) (UTC.15-16/**13**).

Members of the panel **noted** that the review had been positive, and praised the excellence and adaptability of the leadership in the Department. The Department had undergone a significant loss of senior academic staff, not all of whom had been replaced, which had put remaining staff under pressure. In addition to this issue, the review had identified a number of areas for further improvement, including in relation to the BA Criminology programme; the integration of administrative staff in decision-making; mechanisms for student engagement; and the potential to work with staff in ASO to enhance provision in areas such as e-learning.

There was scope to improve the visibility of the Criminology programme (both inside and outside the University) and to increase interactions with other departments such as Law.

The Chair of the review panel **noted** that in addition to the recommendations in the review the Department should be asked to review the processes by which postgraduate research students can access financial support for conference attendance to ensure transparency and fairness of access. This had been mentioned during the review but not discussed in detail.

Action: Department of Sociology

M15-16/18 Periodic Review: Centre for English Language Teaching

The Committee **considered** a report, external assessor's report and action plan arising from the periodic review of the Centre for English Language Teaching (CELT) (UTC.15-16/**14**). Whilst CELT was part of the Department of Education, it had been subject to a separate review due to the variety and specific nature of its provision.

Members of the review panel **noted** that the review had been positive, particularly praising the friendliness and dedication of CELT staff. The review had identified a number of areas for improvement, including in relation to the alignment of modules to level descriptors; the strategic direction of CELT and its relationship to other parts of the University; and the collection of student evaluation data. The relationship between CELT and the Department of Education had been a key issue at the review, and (further to one of the recommendations) it was reported that CELT staff were now more fully integrated into the Department.

CELT provided pre-sessional courses for students who progressed to departments across the University, and the relationship with these other departments had been another key issue at the review. It was felt that it would be useful to track the future performance of students

who had undertaken pre-sessionals: work in the student record system arising from the establishment of the IPC would make such tracking easier than it was at present.

M15-16/19 Revalidation: National Science Learning Centre
The Committee **considered** a report, external assessor's report and action plan arising from the revalidation review of the University Certificate in Science Education and Leadership (Science Technicians) programme at the National Science Learning Centre (UTC.15-16/**15**). The programme had been revalidated via chair's action rather than by the full Committee in order to ensure that it could operate in the 2015/16 academic year.

Members of the panel **noted** the high-standard of teaching on the programme and commended the positive impact it made on participants' employability. The panel had identified a number of areas for improvement, including enhancing the activity of student representatives and clarifying the support available from the Library. These issues had recurred from previous reviews, but the panel was confident that progress was being made.

The National Science Learning Centre had requested that the programme be permitted to operate on a classified basis, particularly as it represented the final qualification for most participants in their career path. This would represent an exception to University rules on assessment. The Committee **decided** to refer this issue to Standing Committee on Assessment.

Action: NSLC / David Gent / Steve King

The Committee **decided to recommend that Senate approve** the revalidation of the programme.

CATEGORY II BUSINESS

M15-16/20 Writing Centre
The Committee **received** an annual report from the Writing Centre (UTC.15-16/**16**).

M15-16/21 Module Catalogue
The Committee **received** an update on the Module Catalogue (UTC.15-16/**17**). It was expected that the Catalogue would be rolled-out for use by departments in the Autumn Term 2015 and published on the web in Spring Term 2016. The PMC Project Board was working with staff in ASO on the next phase of the project, the Programme Catalogue, which would be aligned to the implementation of the York pedagogy.

M15-16/22 Modifications and Withdrawals
The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's Action between June and September 2015 (UTC.15-16/**18**) as follows:

Academic Practice: approval, with immediate effect, for Department of Health Sciences staff with an appropriate existing teaching qualification to take only the PGCAP 20 credit module Preparing for Career Progression in order to gain full accreditation with the NMC to teach nursing and midwifery students.

Applied Human Rights: approval for the Defending Human Rights module to be non-compensatable on the LLM in International Human Rights Law and Practice, as per the analogous arrangement approved by UTC (M11-12/36 refers) for the MA in Applied Human Rights.

Archaeology: approval to suspend the core 20 credit module 'The Vikings' in 2016/17 on the MA Medieval Archaeology, due to the module coordinator being on sabbatical. A new module 'Excavating Early England' would run in its place. 'The Vikings' would run again in 2017/18 and 'Excavating Early England' would remain available as a replacement for 'The Vikings' if needed in subsequent years.

Biology: approval for the 'Pharmacology' and 'Human Reproduction and Development' modules within Stage 1 and 2 of the BSc / MBiol Biomedical Sciences programmes to swap stages and levels, from the 2015/16 academic year.

Approval to amend the assessment in the Stage 3 modules 'Environmental Microbiology' and 'Bioremediation' from an exam to an open essay, and in the 'Learning and Memory' module from an exam to an open criticism paper, from the 2015/16 academic year. This affected the BSc / MBiol Biology and Biochemistry programmes.

Criminology: approval to change the status of stage 3 module Theoretical Criminology from core to optional for the cohort that started in 2014 (to take the module in 2016/17) and onwards. This was for BA in Criminology only and did not change the status of the module for students on other programmes.

Education: approval to suspend the MA in Teaching English to Young Learners for 2015/16 and 2016/17.

Approval to restructure the MA in Education, effective from 2016, by making Teaching and Learning in Schools a core module and altering the requirements on optional module choices.

Electronics: approval to rename the MSc in Internet and Wireless Computing as the MSc in Embedded Wireless Systems, from 2016/17.

Approval to rename the MSc Autonomous Robotics Engineering as 'MSc Intelligent Robotics' from 2016/17; and for the programme to move from being run jointly by Computer Science and Electronics to solely-based in Electronics from that date. This modification further involved changes to the programme learning outcomes and major modifications to the programme structure, including withdrawal of the 'Critical Systems', 'Systems Architecture', 'C-Programming' and 'Adaptive and Learning Agents' modules based in Computer Science'; expansion of the 'Practical Robotics' and 'Control Systems Engineering for Robotics' modules (to be taught at M-level); and introduction of a new H-level module in 'Neural Networks'.

Approval of the withdrawal of the BSc Music Technology and BSc Music Technology and Applied Electronics programmes from 2016/17.

- BSc Music Technology
- BSc Music Technology and Applied Electronics

Approval of the introduction of a new Foundation Year route in the Department of Electronics to create the programme title of 'BEng Music Technology Systems with Foundation Year', with effect from 2016/17.

Approval of new programme titles in response to accreditation requirements, to be used for students who meet University compensation criteria but not IET compensation criteria, from 2015/16 onwards, as follows:

- BEng and MEng Electronics, for all BEng and MEng programmes respectively;
- BSc Electronics, for all BSc programmes;
- MSc Electronics (for MSc Digital Signal Processing, Digital Systems Engineering, Internet and Wireless Computing);
- MSc Communications, for MSc Communications Engineering
- MSc Management of Engineering, for MSc Engineering Management

Environment: approval to withdraw the core module 'Governance and Economics of Freshwater Resources' from the BSc/ MEnv in Environment, Economics and Ecology and the MSc in Environmental Economics and Environmental Management and instead to introduce a core honours level version of 'Resource Economics and Management' to replace this module on the BSc and MEnv programmes. Approval was also given to make the necessary changes to the teaching terms for the affected modules 'Environmental Policy and Valuation' (BSc/ MEnv), 'Environmental Valuation' (MSc) and 'Economic Theory for Environmental Management' (MSc).

Approval to amend the assessment for the core Stage 2 Overseas Field Trip module (common to all BSc / MEnv programmes in Environment), to move the assessment to an open-book exam and presentation, from 2015/16.

Approval to increase the maximum word-limit of the dissertation for the ISM on the MSc in Corporate Social Responsibility and Environmental Management from 5,000 to 8,000 words, with effect from the 2014/15 academic year.

Health Sciences: approval to move the Stage 3 dissertation deadline for the BA Midwifery Practice programme from the end of Summer term to week 3 Summer term with effect from 2015/16. The deadline was brought forward to allow students a more usable block of dedicated time for the dissertation.

Withdrawal of the BSc Extended Degree in Nursing.

Approval of a stand-alone 20-credit CPD module in 'Myths and Management of Self-Harm and Suicidal Distress', to be offered at either Level 5 or 6.

History: for all taught postgraduate programmes, approval to reduce the ISM from 100 to 90 credits, and the PG Diploma long essay from 40 to 30 credits. A new 10 credit 'Research Training' module (assessed pass/fail) would be introduced from 2015/16.

Language and Linguistic Science: approval of clarifications of the languages of instruction and assessment in the following programmes:

BA French and German Language (French, German and English)
BA French and Italian Language (French, Italian and English)
BA French and Spanish Language (French, Spanish and English)
BA German and Italian Language (German, Italian and English)
BA German and Spanish Language (German, Spanish and English)
BA Italian and Spanish Language (Italian, Spanish and English)
BA French and Linguistics (French and English)
BA German and Linguistics (German and English)
BA Italian and Linguistics (Italian and English)
BA Spanish and Linguistics (Spanish and English)
BA Linguistics with French (French and English)
BA Linguistics with German (German and English)
BA Linguistics with Italian (Italian and English)
BA Linguistics with Spanish (Spanish and English)
BA History/French (French and English)
BA French/Philosophy (French and English)
BA German/Philosophy (German and English)
BA English Language and Linguistics (English)
BA English and Linguistics (English)
BA Linguistics (English)
BA Linguistics/Mathematics (English)
BA Philosophy/Linguistics (English)

Approval to reduce the dissertation on the MA Linguistics and MA Psycholinguistics: from 80 credits to 60. Approval to introduce the new module 'Key Ideas in Linguistics' on the same programme.

For the MA Psycholinguistics: approval for applicants with prior knowledge and experience in certain core topics to be able to choose from a number of specified alternate modules.

Law: approval to suspend for 2015/16 and 2016/17 the LLM in the Theory and Practice of Clinical Legal Education due to low student numbers.

Natural Sciences: approval via Chair's action of the creation of the following 'year in industry and 'year abroad' variants of the specialist Natural Sciences programmes:

- BSc / MSci Natural Sciences specialising in Biology with a year abroad
- BSc / MSci Natural Sciences specialising in Biology with a year in industry
- MSci Natural Sciences specialising in Chemistry with a year abroad
- MSci Natural Sciences specialising in Chemistry with a year in industry
- BSc / MSci in Natural Sciences specialising in Environment with a year in industry
- BSc in Natural Sciences specialising in Mathematics with a year abroad
- BSc in Natural Sciences specialising in Physics with a year abroad
- BSc / MSci in Natural Sciences specialising in Physics with a year in industry

These programmes would operate as additional years on a pass/fail basis, with the exception of the MSci specialising in Chemistry, with the year in industry and year

abroad taken as a replacement of Stage 4. The year abroad / year in industry would be organised via the Department in which the student specialised. The programmes would operate on a transfer-in basis, commencing with students entering in 2016/17.

Philosophy, Computer Science: approval to suspend the following programmes for one year in 2016/17:

BSc in Computer Science and Philosophy
BSc in Computer Science and Philosophy (with a year in industry)
MEng in Computer Science and Philosophy
MEng in Computer Science and Philosophy (with a year in industry)

Psychology: approval to increase the 'Programming in Neuroimaging' module on the MSc Cognitive Neuroscience from 10 to 20 credits (with corresponding change in length of module to Autumn and Spring terms and in assessment), and to reduce the 'Topics in Cognitive Neuroscience' module from 20 to 10 credits, removing an essay from the assessment and making this taught in Autumn Term only, with effect from 2015/16.

TFTV: for the MA Theatre: Writing, Directing and Performance, approval to withdraw the 10 credit module 'Storytelling in Theatre, Film and TV'. 'Directing Early Modern Plays' would increase from 10 credits to 20 credits from 2015/16.

Approval to withdraw the 20 credit core module 'Moving Image and Sound Production' on the BSc Interactive Media, to be replaced by a new module titled 'Media Production of Interactive Environments' from 2015/16.

Approval of changes to assessment of the Stage 3 module 'Group Project - Film Production' on the BSc Film and TV Production:. From 2015/16 the module would be assessed as follows:

- Group presentation (10%)
- Production assignment - short film (peer assessed - 30%)
- Written assessment/final report (50%)
- Professionalism (10%)

Approval of modifications to the assessment of the 10 credit Stage 3 module 'Advanced Cinematography' from 2015/16 as follows:

- for the project, the soundstage lighting exercise would become formative
- for the project: a soundstage lighting exercise (with peer feedback) would be weighted at 35% of the overall module mark
- the technical report and reflective essay would reduce in length to 1500 words and be weighted at 65% of the overall module mark.

M15-16/23 Consultation on HEFCE Quality Assessment Review
The Committee **received** the University response to the consultation from HEFCE on its Quality Assessment Review (UTC.15-16/**19**).

M15-16/24 Distance Learning Forum and Co-ordinating Group for Supplementary Programmes

The Committee **noted** the terms of reference and membership of the Distance Learning Forum and the Co-ordinating Group for Supplementary Programmes (UTC.15-16/**20**).

M15-16/25 Minutes of the Coordinating Group for Supplementary Programmes

The Committee **noted** the minutes of the meeting of the Coordinating Group for Supplementary Programmes held on 14 July 2015 were available online at https://www.york.ac.uk/staff/teaching/groups/supplementary-programmes/#tab-4.

M15-16/26 Department of Electronics: Accreditation from the IET

The Committee **received** a report from the Institution of Engineering and Technology (IET) in respect of accreditation of programmes in the Department of Electronics, and an action plan in response to the IET's recommendations (UTC.15-16/**21**).

M15-16/27 Collaboration: Aarhus University

The Committee **noted** that the Chair had signed a Letter of Agreement with the Faculty of Science and Technology at Aarhus University (in accordance with M13-14/172), in order to facilitate joint PhD programmes in the sciences at both institutions. Individual agreements with two Physics students (one primarily York-based, one primarily Aarhus-based) had also been approved and signed. It was noted that these agreements were initiated when UTC was dealing with PGR business, now dealt with by the York Graduate Research School.

M15-16/28 Collaboration: Beijing Jiaotong and Xidian Universities

The Committee **noted** that the Chair had given Stage 1 approval to the development of collaborations between the Department of Computer Science and Beijing Jiaotong and Xidian Universities, China, involving concurrent masters' awards.

M15-16/29 QAA Subject Benchmark Statements

The Committee **received** updates from Boards of Studies on revised QAA subject benchmark statements (UTC.15-16/**22**). These could be summarised as follows:

- The Department of Mathematics would use the revised benchmark statement to inform the development of programme learning outcomes as it worked to implement the new pedagogy.
- The York Law School did not envisage making any changes to programmes as a result of the revised benchmark statement. The School noted that the statement included a new expectation that graduates should be able to 'work with a range of data', and were confident that a range of core modules developed this ability. Planned revisions to the LLB from 2017 would be aligned to the revised statement.
- The Department of Economics and Related Studies, the Department of Electronics, the Department of Theatre, Film and Television and the York Management School were all confident that their programmes aligned to the relevant revised subject benchmark statements with no changes required.

The Committee further **noted** that the QAA had been consulting on the subject benchmark statements for Biomedical Sciences, Bioscience and Computing. The relevant departments had been alerted to the consultations.

M15-16/30 Dates of Future Meetings

The Committee **noted** that the dates of future meetings in the 2015/16 academic year were as follows (all at 1.00 pm in HG21, Heslington Hall, unless stated otherwise)

Thursday 12 November 2015
Thursday 3 December 2015, 10am-12pm, Treehouse, Berrick Saul (Strategy meeting)
Thursday 10 December 2015
Thursday 4 February 2016
Thursday 10 March 2016
Thursday 12 May 2016
Thursday 16 June 2016.