SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 9 October 2014

Present: Professor J Robinson (Chair), Ms L Booth, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Dr J Hardman, Ms J Horvatic (GSA representative), Dr S King, Dr T Lightfoot, Professor M Matravers, Mr G Offer (YUSU representative), Dr M Roodhouse, Dr K Selby, Dr Á Shiel, Professor J Thijssen, Dr R Vann, Dr R Waites, Professor A Young

In attendance: Mr D Clarke (ASO), Mrs J Fox (ASO, Secretary), Mr D Gent (ASO, observer), Mr R Quayle (YUSU, observer), Mr P Quinn (Director, Student Support Services for M14-15/14), Mr S Willis (Director, Student Recruitment and Admissions for M14-15/15),

Apologies: Professor S Bell (Academic Co-ordinator, Social Sciences), Professor C Fewster, Professor B Fulton (Academic Co-ordinator, Sciences), Dr J Grenville, Dr C van Wyhe, Professor M Ormrod (Academic Co-ordinator, Arts and Humanities),

M14-15/1 Welcome
The Chair welcomed new members to the Committee: Professor Chris Fewster, Dr Tracy Lightfoot, Professor Matt Matravers, Ms Jelena Horvatic and Mr George Offer. Mr David Gent and Mr Richard Quayle were also attending the meeting as observers.

M14-15/2 Minutes of June meeting
The Committee **approved** the minutes of the meeting held on 23 June 2014 (UTC.14-15/**1**) subject to the following corrections:

- M13-14/160 the title of George Offer should be corrected to 'Academic Officer';
- M13-14/165 "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 modules being given exceptions." This should be corrected to 'programmes being given exceptions'.

M14-15/3 Matters Arising from the Minutes
The Committee **considered** the matters arising from the minutes (UTC.14-15/**1 Appendix 1**) and **noted** that all items had been closed.

Further to M13-14/173, the Chair **reported** that the Peer Support for Teaching (PST) working group had met and would meet again later in the term. The Committee would be updated at a later meeting.

Further to M13-14/176, the Chair **reported** that the 'deep' analysis of 2012/13 degree results was ongoing and would come to the Committee during the current term. A schedule had been put in place for future years to expedite the process of presenting the analysis to the Committee.

M14-15/4 Minutes of August meeting
The Committee **approved** the minutes of the additional meeting held on 15 August 2014 to consider the proposal from the Department of Health Sciences for a Postgraduate Certificate in Health Research and Statistics (UTC.14-15/**2**) subject to the following correction:

- Apologies sent from Jacco Thijssen should be recorded.

The Committee **noted** that subsequent to the meeting, the North Yorkshire and East Coast Foundation School had informed the Department that it was unable to support the programme for 2014/15. The Department had decided to open up recruitment to a wider audience and the programme would now start in 2015/16. The outstanding actions for programme approval were almost complete.

M14-15/5 Terms of Reference and Membership
The Committee **considered** revised terms of reference and membership for 2014/15 (UTC.14-15/**3**). It was **noted** that some minor amendments had been made, most notably the addition of the following:

> *"When considering new programme proposals, the approval decision must involve as a minimum: the Chair, two academic members and a member of the Academic Support Office. All other members, especially student members, must also have been given a reasonable opportunity to comment on the proposal."*

The Committee **decided to recommend to Senate** its revised terms of reference and membership for 2014/15.

It was also **noted** that the Committee had previously considered assigning its members particular aspects of new programmes for consideration (e.g., PGR supervision)(M13-14/4 refers). The Chair suggested that this might be something to revisit once the Graduate School was established.

M14-15/6 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 2014/15 (UTC.14-15/**4**).

M14-15/7 Oral Report from the Chair

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

- Two bids for Marie Curie Innovative Training Networks: a European Training Network and a European Joint Doctorate, had been unsuccessful (M13-14/133 refers);

- HEFCE would be entering a period of consultation on the future of the assessment of quality in HE, with the contract to oversee quality in higher education being put out to tender. It was noted that any new arrangements would operate from September 2017. The University was due for review in 2017/18;

- The Vice Chancellor would be presenting a proposed University Strategy to Senate at its meeting on 21 October. Informed by feedback on the consultation process, the learning and teaching elements would be broadly in line with what was initially proposed and endorsed by UTC. The Working Group on Learning and Teaching Strategy Development had reconvened with a view to developing a new Learning and Teaching Strategy and progressively implementing a York pedagogy (M13-14/170 refers). The sub-group would undertake pilot activities and engage initially with lower performing departments in the National Student Survey (NSS). The Committee would receive an update on progress at the next meeting;

- The Senior Management Group had established an NSS Task Group in response to NSS 2014 results (see also M14-15/11). After a start-up phase it was anticipated that students and staff in departments would have a prominent role in this activity;

- A business plan was under development with regard to an International Foundation Programme. Lesley Booth would be Project Lead and Steve King would be Academic Lead;

- The University would be hiring a consultant to produce a report on options with regards to a Distance Learning School, in light of different visions and responses to the University Strategy consultation document (see also M14-15/13);

- Interviews for designers for the new teaching building had taken place. A range of designs had been presented. The Chair would invite the chosen design team to present the plans at the next meeting.

ACTION: Chair

M14-15/8 Oral Report from the Student Representatives

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

YUSU

The nomination period for Course Representatives was underway and the results of elections were expected by 23 October. YUSU was also in the process of recruiting Departmental Representatives for all departments, and of selection for University Challenge.

GSA

The GSA was working alongside Student Support Services on mental health and isolation

issues affecting postgraduate research students, with input from the Open Door Team and the Retreat. Workshops were also being provided for international students on issues relating to appeals and mitigating circumstances. Elections for Student Representatives would take place at the end of October.

M14-15/9 Department of Education: PhD in TESOL

The Committee **considered** a proposal from the Department of Education for a PhD in TESOL (UTC.14-15/**5**) to start in October 2015. The proposal had been reviewed in advance of the meeting by Lesley Booth and Cathy Dantec, and had their support and that of an external assessor.

The Committee was supportive of the proposal, though during the discussion members raised concerns about student support and limited desk space for research students in the Department in the light of issues raised in the recent periodic review (M14-15/17 refers). It was **noted** that the drive behind the proposal was diversification of the student body, with interest particularly from the Middle East, rather than an increase in student numbers.

It was also **noted** that with regards to selection and admission procedures, an interview should always be held with the student prior to admission (reference: new programme proforma section 10 (c). See paragraph 4.3 of the Policy on Research Degrees).

The Committee **approved** the programme on the understanding that its aim was diversification and not increasing student numbers.

M14-15/10 The York Management School: BSc in Marketing

This item (UTC.14-15/**6**) was withdrawn from the agenda and would be considered at a future meeting.

M14-15/11 National Student Survey 2014

The Committee **considered** a report on the results of the National Student Survey (NSS) 2014 and proposals for a University-level response (UTC.14-15/**7**).

In 2014 the University had seen declines in scores for all dimensions, with the exception of learning resources. SMG had established a task group on NSS performance. The group would consider University-wide issues and actions, and would have a particular focus on departments where 2014 overall satisfaction was 82% or less: TFTV, SPSW, Computer Science, Health Sciences, Economics, Management and English. These seven departments had already taken steps to respond and were meeting with the PVC for Learning, Teaching and Information throughout the Autumn term.

The Committee considered proposals that 95% overall satisfaction should be the expectation for all departments and subject areas, and that in recognition that this challenge was greater for some departments than others, an interim target was proposed of halving the number of 'not satisfied' students within two years.

Members raised concerns about the tone of the proposed response, how the message would be received in departments, and the potential impacts on staff morale. However, it was acknowledged that work was necessary to ensure threshold standards of professionalism were being met across the institution. The Committee **noted** that it was not always easy to interpret why scores declined and that it was therefore important to involve students and to recognise differences between departments.

Members agreed that the main focus of the response should be on students that were dissatisfied, in order to most effectively understand and address issues and encourage greater buy-in to actions at departmental level. It was **noted** that the Chair would present to Senate the NSS results and proposed actions (taking into account the Committee's feedback), and update the Committee at the next meeting.

ACTION: Chair

M14-15/12 Postgraduate Taught Experience Survey 2014
The Committee **considered** a report on the results of the Postgraduate Taught Experience Survey (PTES) 2014 (UTC.14-15/**8**). 44% of eligible students responded to the survey, which was significantly higher than the national average response rate. At institutional level the overall picture was encouraging, with the University in the top quartile of participating institutions and higher average results than both the Russell Group and 94 Group. At departmental level it was difficult to draw concrete conclusions for some departments due to the small number of respondents, although generally the outcomes were more positive than the NSS.

The Committee **noted** the report and that departments would consider and respond to the PTES results via Annual Programme Review.

M14-15/13 Annual Priorities and Actions for 2014/15
The Committee **considered** a report on its annual priorities and actions for 2014/15 (UTC.14-15/**9**). The paper also included an update on actions undertaken in 2013/14 in relation to the Learning and Teaching Strategy. Members **noted** that the priorities for 2014/15 would be closely aligned to the development of the new University Strategy and the UTC sub group's continuing work on pedagogy and the new Learning and Teaching Strategy.

Members **noted** the potential creation of a faculty structure and a graduate school as part of the new University Strategy, and highlighted a need for strong communication channels with UTC if these were established. Cross-membership of UTC with faculty boards and the graduate school was suggested as one possible way of maintaining communication and ensuring oversight.

It was also suggested that departments could, in future, be required to produce a Departmental Teaching Strategy and members **noted** that the Planning process had an

increasing focus on teaching which may relate to the work of UTC. These issues would be considered as part of the wider discussion on strategy when the sub group reported back at a later meeting.

During the course of discussion, members **noted** the importance of rewarding good teaching, both innovative and effective. The Chair would bring to the next meeting an update on the teaching performance expectations being developed as part of the HR-led performance excellence project.

ACTION: Chair

The Committee **approved** the annual priorities and actions with the addition of a note that the Committee should have an opportunity to comment on the proposed distance learning developments (M14-15/7 refers).

ACTION: Nigel Dandy

M14-15/14 Fitness to Study
Peter Quinn attended for this item.

The Committee **considered** proposals for a new Fitness to Study Policy and Procedure (UTC.14-15/**10**). The policy and procedure had been developed over the previous year and elements of the proposal had been trialled. Members **noted** support for the policy and felt it was needed to ensure that cases were resolved quickly for students and also to provide staff with support and clear criteria to follow. It was hoped that the policy would reduce uncertainty around future cases where a student displayed signs of serious medical, psychological or emotional problems and fitness to study would come into question.

During the discussion members suggested a number of small amendments to the policy as follows:

- Page 3, II.b: Removal of "if delegated by the HoD" to ensure Chairs of Boards of Studies were made aware in all cases;
- Page 3, III: Consider allowing the supervisor to attend at the request of the student;
- Ensure wording is inclusive of Heads of Schools (as well as departments);
- Ensure the procedure is clear about ongoing monitoring and support for the student (page 5);
- Amend the wording to encourage students to take up YUSU/GSA support;
- Ensure consistency of wording regarding who can and cannot attend meetings with the student.

The Committee **decided to recommend to Senate** approval of the policy, subject to:

(a) consideration of the above amendments, and

(b) that there was further discussion with colleagues at the University of Hull and HYMS about how the policy (or a version of it) would be applied to HYMS students. This may require approval by HYMS Joint Senate Committee.

ACTION: Peter Quinn

It was also **decided** that in future the policy and/or a report on it would be considered by the Committee as part of its annual cycle of business (possibly on a biennial basis, unless major changes had taken place).

ACTION: Secretary

M14-15/15 Chapter B2 of the QAA Quality Code and the Admissions Policy
Simon Willis attended for this item.

The Committee **considered** a report on Chapter B2 of the QAA Quality Code: *Recruitment, Selection and Admission to Higher Education* and the proposed Admissions Policy 2014 (UTC.14-15/**11**). Members **noted** that as a result of a review of Chapter B2 and existing policy, the undergraduate and postgraduate admissions policies had been brought together into one Admissions Policy, aligned with indicators outlined in the Quality Code.

During the discussion members suggested a number of small amendments to the policy as follows:

- Consider cross-referencing with the Policy on Research Degrees (and vice-versa) for further detail on requirements for postgraduate research programmes;
- Applicants with criminal convictions: Edit text to clarify that *all* information will be assessed for the potential risk of harm to others, and to clarify that "the applicant's centrally held record" referred to their admissions record rather than SITS;
- Academic requirements: Repeat under PGR the sentence under PGT regarding higher academic entry requirements.

The Committee **decided to recommend to Senate** approval of the policy, subject to consideration of the amendments above. In addition, it was suggested that Student Recruitment and Admissions contact the GSA President about her experience of the equivalence of English language qualifications.

ACTION: Simon Willis

It was also **decided** that in future the policy and/or a report on it would be considered by the Committee as part of its annual cycle of business (possibly on a biennial basis, unless major changes had taken place).

ACTION: Secretary

M14-15/16 Excellence in Teaching and Supervision Awards 2014

The Committee **considered** a report on the YUSU Excellence in Teaching and Supervision Awards 2014 (UTC.14-15/**12**). Members **noted** the record level of engagement with the Awards and Committee members Áine Sheil, Cathy Dantec and Richard Waites were congratulated on their success. During the discussion it was suggested that the GSA could work alongside YUSU in future years to raise awareness of the awards amongst the student body, and encourage more nominations from postgraduate and international students in particular.

The Chair **noted** his support for YUSU continuing to own and operate the awards. The Committee would appreciate the opportunity to see any deeper analysis of nominations, should YUSU choose to undertake it.

M14-15/17 Periodic Review: Department of Education

The Committee **considered** the report, external assessors' report and agreed action plan arising from the periodic review of the Department of Education (UTC.14-15/**13**).

Members of the review panel **noted** that the review had been a positive experience. There were some issues around communications with students and cross-discipline work (e.g., with Psychology and English) which were being considered via the action plan. The Department was frustrated about issues relating to facilities and the geographic split of the Department, which was outside the remit of the review. A particular concern regarded limited desk space for research students. It was suggested that this problem affected the University more widely and there was possibly an issue around perceived fairness of distribution of desks. It was **decided** that the Chair would report back to the Committee on current work in Estates and academic clusters on PhD desk allocation.

ACTION: Chair

M14-15/18 Periodic Review: Centre for Women's Studies

The Committee **considered** the report, external assessors' reports and agreed action plan arising from the periodic review of the Centre for Women's Studies (UTC.14-15/**14**).

Members of the review panel **reported** that the review had been very positive, with students enthusiastic about their programmes, their student experience and the high quality of teaching and support in the Centre. Members **noted** that staff were stretched, and there was a reliance on the goodwill of staff from departments to provide teaching which was often not recognised within departmental workload models. A recommendation from the review was for discussions to take place between the University, the Centre and departments around how the Centre for Women's Studies fits within the planning processes, and how the Centre could be supported in terms of resourcing (see also M14-15/19 regarding the Periodic Review of CMS).

M14-15/19 Periodic Review: Centre for Medieval Studies

The Committee **considered** the report, external assessors' reports and agreed action plan arising from the periodic review of the Centre for Medieval Studies (UTC.14-15/**15**).

Members of the review panel **reported** that the review had been very positive, with the Centre's excellent international reputation, sense of community and high quality of student experience clearly evident in meetings throughout the day. Members **noted** that the Centre was dependent on its four 'parent' departments, and teaching was often arranged on an ad-hoc basis with the needs of the departments prioritised over those of the Centre. The panel felt that this resulted in a threat to one of the Centre's key strengths, interdisciplinarity, and lack of cohesion in programmes was starting to become an issue.

In relation to M14-15/18 (Periodic Review of CWS) and M14-15/19 (Periodic Review of CMS), it was **noted** that the Committee had concerns about the models used for teaching allocation for the Centres, which it **decided** to bring to attention of Planning Committee.

ACTION: Secretary

M14-15/20 Periodic Review: Centre for Lifelong Learning

The Committee **considered** the report, external assessors' report and agreed action plan arising from the periodic review of the Centre for Lifelong Learning (UTC.14-15/**16**).

Members of the review panel **reported** that the review had been a very positive experience, with high levels of engagement and motivation amongst staff and students evident throughout the day. The Centre was praised for its clear passion and commitment to delivering adult education to the wider community. Members **noted** that discussions were ongoing with regards to the future position of the Centre within University governance structures.

M14-15/21 Periodic Review: Hull York Medical School

The Committee **considered** the report and agreed action plan arising from the periodic review of the Hull York Medical School (HYMS) (UTC.14-15/**17**). The review was led by the University of Hull.

Members of the review panel **reported** that the review had been positive, at a time when HYMS was undergoing significant change. Members **noted** the scale of the changes that were underway and the considerable work involved in the transition period. Panel members also praised the active HYMS student representatives. It was **noted** that a separate external assessor's report had not been received but that the external had been in agreement with the panel on the day of the review.

*[**Secretary's note**: the report and action plan were also considered by the University of Hull's University Learning, Teaching and Assessment Committee on 14 October 2014].*

M14-15/22 National Science Learning Centre: Health Checks

The Committee **considered** a report of a 'health check' review of two validated programmes delivered by the National Science Learning Centre (NSLC): Postgraduate Certificate in Primary Science Education and Leadership, and University Certificate in Science Education and Leadership (Science Technicians), and the NSLC's response (UTC.14-15/**18**).

Members of the panel **reported** that the health check had been positive and that the NSLC had responded to a number of issues raised. The Committee discussed the relationship between the NSLC and the University and the nature of the validation. The Chair **noted** that the strategic fit with Education was important to the continuing relationship.

M14-15/23 Modifications and Withdrawals of Programmes

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's Action between June and September 2014 (UTC.14-15/**19**).

Archaeology: Approval to withdraw the MSc in Coastal and Marine Archaeology from 2014/15.

Approval of a change in title of the BA in Heritage Studies, to BA in Archaeology and Heritage from 2015/16.

Chemistry: Approval from 2014/15 of a change to Stage 3 of BSc programmes so that students would undertake the BSc project module as 30 credits rather than 20 and would no longer take the 10-credit Scientific Literacy. Scientific Literacy would instead be assessed as part of the BSc project module (13%), with the current assessment methods for the project comprising the remainder.

Approval from 2014/15 of a change to the MChem (York) programmes so that the Advanced Research Project module would be worth 90 rather than 80 credits, and students would no longer take the core 10-credit distance learning (CH00009M) module (learning outcomes for which were covered in other modules). This change constituted an exception to the modular framework and had been recorded on the relevant register, and was primarily designed to ensure equity with non-York based students, who already took 90-credit projects.

Approval from 2014/15 of a change to assessment of the Stage 4 core 10-credit distance learning module taken by students on the MChem with a Year in Industry / Year Abroad programmes, so that it would be assessed by extended writing (50%) and examination (50%); and renaming of the module so that it was titled 'Open Learning'.

- All changes above were approved subject to the Department actively informing all affected students of the changes.

Computer Science: Approval of amendments to the aims and learning outcomes of the Stage 2 Systems Software and Compilers module, to add understanding of relational models and information security to the learning outcomes. This was a result of accreditation requirements. The change to come into effect from the 2014/15 academic year.

Approval of a modification to the Machine Learning and Applications module (Stage 3), so that it would be assessed 60% by exam and 40% by coursework as opposed to 40% by exam and 60% by coursework. The change to come into effect from the 2014/15 academic year.

Approval of a modification to the Principles of Programme Languages module (Stage 2), so that in addition to an exam (worth 50%) this would be assessed by two pieces of open coursework each worth 25% rather than one piece worth 50%. This was in response to student feedback. The change to come into effect from the 2014/15 academic year.

Economics: Approval of stage 2 module Economic Growth and Development – a twentieth century perspective as a core module for Economics, Economics and Economic History and an option for History and Economics. This module would run from 2015/16.

Education (CELT): Approval of modifications to free-standing 10 credit module to be introduced 2014:

- Academic Writing to become Study Writing
- Academic Speaking to become Study Speaking
- To change the assessment deadline and reassessment task for English Language, British Life
- To redistribute the notional study hours between teaching and learning activities.

Education (Initial Teacher Training): Approval to create the core PGCE route Spanish with French in 2014/15 for one applicant best suited to such a Modern Foreign Language combination and the creation of the following for 2015/16:

- PGCE Modern Foreign Language Spanish, Spanish with French and Spanish with German routes
- PGCE School Direct Spanish, Spanish with French and Spanish with German routes if partner consortia request them (PGCE (Red Kite) route Spanish already approved)
- PGCE (Red Kite) Drama, Business Studies and Computing Science routes
- PGCE (Craven) Drama route (in conjunction with Red Kite)

Approval of the formal description of the PGCE provision as '11-16 with enhanced 16-19 provision' (instead of '11-18'), for 2015/16, in order to ensure compliance with PSRB training standards.

Approval of changes to the course titles of 2015/16 PGCE programmes to meet UCAS administrative changes, as follows for the core provision:

OLD TITLE	NEW TITLE
French	Modern Languages (French)
French with German	Modern Languages (French with German)
French with Spanish	Modern Languages (French with Spanish)
German	Modern Languages (German)
German with French	Modern Languages (German with French)
German with Spanish	Modern Languages (German with Spanish)
Spanish	Modern Languages (Spanish)
Spanish with French	Modern Languages (Spanish with French)
Spanish with German	Modern Languages (Spanish with German)

and as follows for the Red Kite and Pathfinder Schools Direct provision:

OLD TITLE	NEW TITLE
French with German	Modern Languages (French with German)
French with Spanish	Modern Languages (French with Spanish)
German with French	Modern Languages (German with French)
German with Spanish	Modern Languages (German with Spanish)

English and Related Literature: Approval of changes to assessment formats in modules at Stage 1, 2 and 3, to come into effect for students on English undergraduate programmes (including combined degrees) from 2014/15;

Stage 1:

- Approaches to Literature: Medieval to Modern. Students would be assessed by an 800 word textual analysis task in Week 5, and a 1500 word essay in Week 9 (to be marked in the Spring Term CAP);
- Translations: Students would be assessed by a 5-day open exam in week 10 (to be marked in the Spring Term CAP);
- Victorian Literature: Students would be assessed by a 5-day open exam in week 10 (to be marked in the Spring Term CAP);
- Global Literatures: Students would be assessed by an 800 word textual analysis task in Week 5, and a 1500 word essay in Week 9 (to be marked in the Spring Term CAP).

Stages 2 and 3:

- All Period modules: Students would be assessed by a 5-day open exam in week 10 (to be marked in the following CAP);
- No change to summative assessment, but the procedural essay would be replaced with an essay-planning tutorial.

Environment: Approval to replace the module Dynamic Earth with Global Geographies in stage 1 of the BSc and MEnv Human Geography and the Environment degrees. To be introduced for the programmes start in 2015/16.

Approval of the reintroduction of the 10 credit module Business Information Systems in Autumn Term, to start in 2014/15.

Retrospective approval of changes to the programme specification for the 2013/14 cohort of the MSc/Diploma Corporate Social Responsibility with Environmental Management to reflect the increased module choices that had been available. Learning outcomes remain the same.

Health Sciences: Approval to remove compensation from 2014/15 to meet NMC regulatory requirements. This applied to and affected:

- Extended degree for stages 1-3 of the programme following transfer to the BSc Nursing
- BSc nursing for stages 2 and 3 of the Sept 2013 cohort
- BSc nursing for stage 3 of the Oct 2012 cohort
- MNursing for stage 4 of the Oct 2011 cohort
- Foundation degree for stage 2 of cohort FD13
- Certificate of Higher Education in Health and Social Care for students commencing the programme in 2014

Approval to withdraw MSc in Haematopathology for 2014/15 and to not recruit in 2015/16 in order to consider the development of a revised programme for 2016/17.

Approval to change the assessment method of stage 2 module *Safety in Adult Nursing* from a practical OSCE to a written case study starting in 2014/15.

Approval of modifications to the BSC (Hons) Extended Degree Foundation Year effective Sept 2014:

- Removal of 20 credit 'Related Health Sciences'
- Creation of 'Understanding Respiration and Circulation', Understanding Digestion and Elimination' and 'Understanding Body Control and Movement' (all 10 credits)
- Reduction of 'Preparatory Academic Skills' from 20 to 10 credits

- Amendments to the learning outcomes and assessment 'Studying with Technology'

History: Approval to suspend the start date of the MA in Medical History and Humanities to 2016/17.

History of Art: Approval of modifications to Stage 1 of the undergraduate programme from 2015/16, as follows;

- a 20 credit language option would be optional rather than compulsory;
- introduction of a new 20 credit core module 'Objects in Focus', taught in weeks 1-4 of the Summer term.

Language and Linguistic Science: Approval to withdraw the MPhil in Linguistics from 2015/16.

Approval to withdraw the part-time route of the MSc in Forensic Speech Science from 2015/16.

Approval of a change of assessment on Research Training Seminar, a 20 credit, pass/fail, core module on all Language and Linguistic Science taught postgraduate programmes from 201/15. The dissertation proposal would be replaced by an essay.

Approval from 2014/15, for the MSc in Forensic Speech Science, to offer two 10 credit modules from the MA in Phonetics and Phonology - (Advanced Phonetics and Advanced Phonology) as alternatives to the 10 credit core modules in Phonetics and Phonology and/or Language Variation & Change, for students who could prove prior background equivalent to those core modules.

Mathematics: Approval of revisions to assessment on seven MSc modules from 2014/15 (*Advanced Regression Analysis; Mathematical Methods of Finance; Stochastic Calculus and Black-Scholes Theory; Mathematical Virology; Modelling of Bonds, Term Structure and Interest Rate Derivatives; Numerical Methods of Partial Differential Equations; Portfolio Theory and Risk Management*), to remove small elements of summatively assessed coursework (10-20%) so that these modules were now assessed 100% by exam. This would affect the MScs in Mathematical Finance (York), Financial Engineering, Statistics and Computational Finance and Advanced Mathematical Biology.

Physics: Approval to change the Stage 2 core module name and 10c subject-specific content of *Applications of Optics and Environmental Physics* to *Applications of Optics and High Energy Particle Physics* for single-honours physics BSc Physics and MPhys. To come into effect from 2014.

Approval of introduction of Stage 4 10-credit optional module in 'Further Quantum Mechanics' and withdrawal of 10-credit optional module in 'Electromagnetic Theory' for 2014/15.

In follow-up to past UTC action, Physics had also produced a paper assessing the impact of the removal of continuous assessment of weekly problems from Stage 4 of its programmes. This was requested by UTC when this modification was approved in 2011/12. The paper had been submitted to the Chairs of UTC and the Standing Committee on Assessment.

SPSW: Approval of changes to the second year of the BA in Applied Social Sciences – Children and Young People as follows: the removal of two core modules (*Social Psychology of Childhood and Adolescence* and *Children, Young People and Social Policy*), and their replacement with *Understanding Childhood and Youth* (a new core module) and *The Policy Process* (an existing module, formerly an option), to come into effect for students starting on the programme in 2014.

Approval of a package of changes to the online programmes in SPSW, including the MPA and PPM programmes sharing a Certificate stage with a new name (*Postgraduate Certificate in Policy, Management and Governance*). The changes would affect new students from September 2014.

TFTV: Approval of changes to the title of PhD programmes to PhD in Theatre, Film, Television and Interactive Media (by Research and by Creative Practice). The changes reflect the introduction of Interactive Media to the department, and will come into effect for programmes starting in 2014/15.

M14-15/24 QAA Quality Code and Revisions to the Modifications Policy, New Programme Proforma, and the Periodic Review Policy
The Committee **received** a report on the QAA Quality Code Part A: *Setting and maintaining academic standards* and Chapters B1 and B8: *Programme design, development and approval* and *Programme monitoring and review.* The report also noted revisions to the modifications policy, the periodic review policy, and the new programme proforma. The Chair had approved a proposal that two external assessor's reports would be required for new programme proposals (UTC.14-15/**20**).

Members **noted** that the University was meeting expectations in relation to Part A and Chapters B1 and B8, but the report identified further work to be undertaken to strengthen the University's approach and the support available to staff and students. This work would be overseen by the ASO as part of its ongoing cycle of business.

M14-15/25 Department of Environment: Accreditation of the BSc in Environmental Science

The Committee **received** a report from the Institution of Environmental Sciences (IES) in respect of accreditation of the BSc in Environmental Science (UTC.14-15/**21**).

M14-15/26 Department of Mathematics: Accreditation of the BSc in Mathematics and Statistics

The Committee **received** a report from the Royal Statistical Society (RSS) in respect of accreditation of the BSc in Mathematics and Statistics (UTC.14-15/**22**).

M14-15/27 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 Co-ordinating Group for Supplementary Programmes (UTC.14-15/**23**).

M14-15/28 Minutes of the Co-ordinating Group for Supplementary Programmes
The Committee **noted** that minutes of the meetings of the Co-ordinating Group for Supplementary Programmes held on 13 June and 9 July 2014 were available online at:
https://www.york.ac.uk/staff/teaching/groups/supplementary-programmes/#tab-4

M14-15/29 PhD in Human Origins
The Committee **noted** that the Chair had endorsed 'in principle' the development of a four-year PhD in Human Origins, as part of a bid for Leverhulme Trust funding for doctoral scholarships for interdisciplinary study. The bid involved thirteen York departments. Further approval would follow if the bid was successful.

M14-15/30 Department of Education: Collaboration Agreement
The Committee **noted** that the Chair had approved the renewal of an agreement between the Department of Education and Padagogische Hochshule Schwyz, Switzerland, pertaining to the initial and mid-course modules of the MA in Teaching English to Young Learners. The agreement would run from 1 August 2014 for two years.

M14-15/31 Department of Computer Science: Collaboration Agreement
The Committee **noted** that the Chair had approved an agreement between the Department of Computer Science and the University of Birmingham, pertaining to an MSc in Railway Risk and Safety Management (awarded by the University of Birmingham, but including York modules).

M14-15/32 Exchange Agreements
The Committee **noted** that the Chair had approved the following exchange agreements:

- a University-wide agreement with the University of Western Australia
- a University-wide agreement with the University of Western Ontario

M14-15/33 Mathematical Finance
The Committee **noted** that a one-year follow up had taken place for the Mathematical Finance (online) programme.

M14-15/34 Periodic Review: Centre for Applied Human Rights

The Committee **noted** that the Chair had approved that a periodic review of the Centre for Applied Human Rights (CAHR) could take place with a timetable adapted in light of student numbers, range of provision, and the Centre's reporting lines to The York Law School and the Department of Politics. The Chair had approved Dr Olga Martin-Ortega (University of Greenwich) and Dr Michele Lamb (Roehampton University) as external assessors for the review.

M14-15/35 QAA consultations

The Committee **noted** that:

- a response had been submitted to the consultation on the frameworks for higher education qualifications;
- the revised Criminology subject benchmark (2014) had been considered by the Criminology Board of Studies in 2013/14. The Board had noted that the proposed input from Politics in Stage 3 would add considerably to the Human Rights element of the programme. The challenges of teaching international criminology at undergraduate level had been discussed and it was noted that a considerable amount of international criminology was embedded within current modules;
- the QAA was consulting on the subject benchmarks for Archaeology, Chemistry, Classics and Ancient History, Geography and History. The relevant departments had been alerted to the consultations.

M14-15/36 Dates of Future Meetings

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

- 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