SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 11 December 2014

Present: Professor J Robinson (Chair), Ms L Booth, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Professor B Fulton (Academic Co-ordinator, Sciences), 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, Dr C van Wyhe, Professor A Young

In attendance: Professor M Bland (Health Sciences, for M14-15/74), Mr M Burton (Accommodation and Timetabling, for M14-15/73), Mr D Clarke (ASO), Mrs J Fox (ASO, Secretary), Dr D Jackson (Academic Support Office, for M14-15/75), Mr J Meacock (Estates and Campus Services, for M14-15/73), Mr A Knock (Business Intelligence Unit, Planning Office, for M14-15/74)

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

M14-15/63 Welcome
The Chair welcomed members to the meeting.

M14-15/64 Minutes of the November Meeting
The Committee **approved** the minutes of the meeting held on 13 November 2014 (UTC.14-15/**39**) with the following amendments:

- to note that Dr Lightfoot sent apologies
- the deletion of 'foreign' from the new Education ITT programme titles in M14-15/54.

M14-15/65 Matters Arising from the Minutes
The Committee **considered** the matters arising from the minutes (UTC.14-15/**39 Appendix 1**) and **noted** that all items had now been closed. With regard to M14-15/43 (BSc in Marketing) it was **noted** for information that in the following week a meeting would take place regarding stage 1 of all the undergraduate TYMS programmes.

M14-15/66 Oral Update from the Chair
The Committee **received** an oral update from the Chair as follows:

- HEFCE had agreed a timetable for consultation on the future of the assessment of quality in HE (M14-15/80 refers);
- Following Senate and Council approval of the new University Strategy, the three Faculties (Arts and Humanities, Social Sciences, Sciences) would be operational from 1 January 2015. Health Sciences would join the Sciences;
- The University had identified a Dean for the new Graduate Research School. An announcement would follow;
- Planning for an International Foundation Programme was ongoing with Lesley Booth as Project Lead and Steve King as Academic Lead;
- The Senior Management Group was recruiting a consultant to look at ways the University could grow Distance Learning provision. Interviews had taken place and a preferred consultant had been identified subject to budgetary sign-off;
- Work had begun on the NSS follow-up with the seven departments (M14-15/41 refers). The 'improvement group' for one department had met and meetings had been arranged for the others.

M14-15/67 Oral Update from the Student Representatives

YUSU

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

- YUSU was working with the GSA to recruit a student researcher that would produce an Annual Quality Report in early 2015;
- Work was taking place on the student-led teaching awards;
- YUSU would be working with the Chair on a review of Student Staff Forums and the NSS improvement groups;
- YUSU and the GSA would present a joint report on course representative elections to the next meeting.

GSA

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

- The GSA was working with the University on plans to hold graduation ceremonies for future cohorts of PGCE students;
- Information on events and available facilities would be provided to students that were staying on campus over the Christmas break;
- A support network for Masters students was being set-up;
- In the Spring term the GSA would be promoting the 'Mind Your Head' initiative. This would be a large campaign on awareness of mental health issues with a wide network of people involved from across the University. It was envisaged that all information on mental health issues would be centralised on one website.

M14-15/68 Department of Electronics: MSc in Nanoscale VLSI Design
The Committee **considered** a proposal from the Department of Electronics for an MSc in Nanoscale VLSI Design (UTC.14-15/**40**) to start in October 2015. The proposal had been reviewed in advance of the meeting by Richard Waites and Matt Matravers, and had their support and that of two external assessors.

During the discussion it was **noted** that accreditation of the programme would be sought from the Institution of Engineering and Technology (IET). Questions were asked about the accreditation and assessment rules (including compensation limits), and it was **noted** that a fall-back degree may be required for students that did not meet IET requirements.

[Secretary's note: Following the meeting it was confirmed that the Department had a mechanism in existing programmes for addressing the IET requirements regarding compensation. These did not require a fall-back degree with a different programme title].

It was also **noted** that the proforma stated that no new external examiners would be required for the programme. Members questioned whether the subject area could be fully covered using existing external examiners.

The Committee **decided** to approve the programme, subject to reassurance from the Department regarding external examiners.

ACTION: Department of Electronics

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

M14-15/69 Centre for Lifelong Learning: Postgraduate Diploma in the Geology of Yorkshire
The Committee **considered** a proposal from the Centre for Lifelong Learning for a Postgraduate Diploma in the Geology of Yorkshire (UTC.14-15/**41**) to start in October 2015. The proposal had been reviewed in advance of the meeting by Jan Hardman and Katherine Selby, and had their support and that of an external assessor.

During the discussion it was **noted** that, while members felt that the content of the programme was appropriate, the intended learning outcomes should be strengthened in order to reflect the content at Level 7. Some members also raised concern about the focus on Yorkshire. It was suggested that the title could be reconsidered to give the programme a wider appeal.

The Committee **decided** to approve the programme, subject to:

(a) strengthening of the intended learning outcomes;
(b) further consideration of the title;

(c) the programme team addressing, with the UTC reviewers, some other minor points raised at a meeting prior to UTC.

As with other distance learning programmes, this programme would be subject to a review after three years of operation (2018/19).

ACTION: Centre for Lifelong Learning

[**Secretary's note:** having received both Planning Committee and UTC approval, the programme may now be advertised (once the title has been agreed)].

M14-15/70 Centre for Lifelong Learning: Postgraduate Diploma in Astronomy
The Committee **considered** a proposal from the Centre for Lifelong Learning for a Postgraduate Diploma in Astronomy (UTC.14-15/**42**) to start in October 2015. The proposal had been reviewed in advance of the meeting by Jan Hardman and Katherine Selby, and had their support and that of an external assessor. The programme also had support from the Department of Physics.

During the discussion the open admissions criteria were **noted**, and there was some concern about whether all students would possess the knowledge and skills required for the programme's Level 7 mathematics and physics content. It was suggested that the entry requirements could be reconsidered to ensure that students accepted to the programme had the necessary ability to succeed.

The Committee **decided** to approve the programme, subject to:

(a) the admissions criteria being revisited;
(b) strengthening of the intended learning outcomes;
(c) the programme team addressing, with the UTC reviewers, some other minor points raised at a meeting prior to UTC.

As with other distance learning programmes, this programme would be subject to a review after three years of operation (2018/19).

ACTION: Centre for Lifelong Learning

[**Secretary's note:** having received both Planning Committee and UTC approval, the programme may now be advertised (once the admissions criteria have been agreed)].

M14-15/71 Department of Social Policy and Social Work: MA in Global Crime and Justice
The Committee **considered** a proposal from the Department of Social Policy and Social Work for an MA in Global Crime and Justice (UTC.14-15/**43**) to start in September 2015. The proposal had been reviewed in advance of the meeting by Mark Roodhouse and Jacco Thijssen, and had their support and that of an external assessor.

During the discussion it was **noted** that, while the Department expected to initially recruit students from a traditional market, there was wider potential for recruitment to this programme through its appeal as an opportunity for CPD. Members also suggested that the Department could consider offering a Postgraduate Diploma exit award.

It was **noted** that comments from one external assessor had not been received.

The Committee **decided** to approve the programme, subject to receipt of the outstanding external assessor's form and the departmental response.

<div align="center">**ACTION: Department of Social Policy and Social Work**</div>

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

M14-15/72 Department of Social Policy and Social Work: MA in Global Social Policy
The Committee **considered** a proposal from the Department of Social Policy and Social Work for an MA in Global Social Policy (UTC.14-15/**44**) to start in September 2015. The proposal had been reviewed in advance of the meeting by Mark Roodhouse and Jacco Thijssen, and had their support and that of two external assessors.

During the discussion it was **noted** that, while the Department expected to initially recruit students from a traditional market, there was wider potential for recruitment to this programme through its appeal as an opportunity for CPD. Members also suggested that the Department could consider offering a Postgraduate Diploma exit award.

The Committee **decided** to approve the programme.

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

M14-15/73 Timetabling Annual Report
Mr Matthew Burton and Mr Jon Meacock attended for this item.

The Committee **considered** a report on the production of the 2014/15 timetable (UTC.14-15/**45**). Steps had been taken to alleviate pressure on space in 2014/15, through the introduction of ten portable classrooms or 'teaching cabins', efforts to make the best use of space and a reduction of under-used slots. The Timetabling Office had worked closely with five departments on a trial basis to construct the timetable in a more cohesive way. This trial had received positive feedback and would be rolled out more widely. The Timetabling Office had split by cluster/faculty so that staff could build closer relations with departments and understand their individual needs. Work was ongoing to minimise the challenges for 2015/16, which would include support for the first Natural Sciences cohort and an increased

pressure on space. It was envisaged that the Campus Development Plan and the new teaching building would help to alleviate this.

A report on space modelling and the room audit would come to the Committee in the Spring term. It was suggested that it would be useful to include error bars in the room audit report.

During discussion of the KPIs it was suggested that the length of 'appropriate lunch/rest breaks' could be clarified. Members **noted** that the data for this KPI could be skewed as students often had practicals or optional activities timetabled over lunch, where in reality a break was provided.

Members **recommended** to the Timetabling Office that metrics were developed for additional KPIs as follows: an indication of 'big' gaps between sessions in a student day; the proximity of sessions/travel time between sessions (for students and staff); and the consistency of room use for modules.

<div align="right">**ACTION: Matthew Burton**</div>

Members also **noted** that issues with the timetable, and in particular regarding distance between lectures, could often be negated through good communication between departments and students.

Members reported that many comments from the NSS reflected concerns with the exam timetable. It was **noted** that the exam timetable was also operating under serious constraints (including availability of space and the number of closed examinations used). Whilst it was not under the remit of the Timetabling Office, staff liaised with colleagues where they could regarding the examination timetable. The Timetabling Office continued to take action with regard to NSS comments that it could influence.

Members also discussed further rollout of lecture capture/Replay (M14-15/78 also refers). It was **noted** that there was huge support for lecture capture from students, though there were staff concerns about management of expectations and the impact on lecture delivery. It was suggested that it would be useful to know the percentage of lectures that were currently recorded in rooms with lecture capture facilities.

The Committee **decided** to endorse the investment of more resources in Replay to extend the reach of the lecture capture service. Members and departments were invited to discuss any concerns regarding lecture capture with the E-Learning Development Team. The ELDT would also be asked to consider if, and when, to bring a proposal back to the Committee regarding the University's policy on lecture capture (e.g., if it should become opt-out) noting the need for careful management of staff sensitivities around any further roll-out.

<div align="right">**ACTION: Richard Walker**</div>

M14-15/74 Undergraduate Degree Attainment and Entry Profiles 2012/13

Professor Martin Bland and Mr Alistair Knock attended for this item.

The Committee **considered** a report on the initial deep analysis of 2012/13 undergraduate degree results (UTC.14-15/**46**). The analysis looked at the relationship of input variables including ethnicity, postcode, disability and A-level scores with degree outcomes. The analysis of 2013/14 undergraduate degree results would be considered by the Committee in the Spring term. It was proposed that in future, high-level analysis of the previous year's results would be reported in September and further 'deep' analysis would be considered by the Committee in the Summer term. It was **noted** that the data set used for 2012/13 was not complete as it did not include degree marks for students on 4 and 5 year programmes, therefore inferences should not be made at this stage.

The Standing Committee on Assessment had also considered the paper and the Chair of SCA fed the committee's comments into the discussion.

During the course of discussion members **noted** that:

- consideration of other input variables including GCSE and specific A-level subject results would be useful, as well as consideration of the different ways of achieving A-level tariffs;
- marks from work undertaken early in the first stage at University could also be considered;
- analysis of outcomes for combined degree students and students who have received financial support should be undertaken;
- the report should include comment on gender;
- care should be taken with the language used (e.g., use of 'predictor') and which figures were used to ensure that key messages were not lost in the text;
- academic departments would find it useful to undertake their own analysis of the data;
- future analysis should be made available more widely for consideration by Student Recruitment and Admissions, Equality and Diversity Committee and others;
- given the likely wide audience further explanations of why analyses had been undertaken in certain ways would be helpful in a technical appendix.

The Committee **decided** that:

a) the BIU and group developing the analysis should consider the comments from the Committee and SCA;
b) the use of the continuous variable of degree mark (0-100) instead of degree class (1/2:1/2:22/3) was appropriate to allow comparison with other continuous variables;
c) the proposed timetable for reporting degree outcomes in future years was appropriate;

d) these initial analyses should not be used to draw conclusions given the incomplete data set, and furthermore the report (UTC.14-15/46) <u>should be treated as confidential and not circulated beyond the Committee and SCA</u>;

e) a decision about investigation and use of analysis of UK sector data should be taken once the 2013/14 analysis had been completed;

f) Jacco Thijssen should be invited to join the group developing the analysis.

ACTION: Alistair Knock

M14-15/75 York Professional and Academic Development Scheme
Dr Duncan Jackson attended for this item.

The Committee **considered** a proposal for a York Professional and Academic Development Scheme (YPAD) (UTC.14-15/**47**). The proposal followed the Committee's endorsement of work to be undertaken on the design of a framework aligned internally to a set of York teaching expectations and externally to the UK Professional Standards Framework (UKPSF) (M13-14/90 and M14-15/51 refer). The scheme would enable York staff to engage in collegial professional development and work towards recognition through Fellowship of the Higher Education Academy (HEA).

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

- the scheme would be aligned with the University's Peer Support for Teaching (PST) policy. A member commented that there seemed to have been variable uptake of PST although some departments did it very well. PST had been reviewed in 2013/14 (M14-15/79 refers);
- the scheme should be linked up with Professional@York;
- CPD should be accommodated in departmental workload models;
- staff would not necessarily have to go through the scheme incrementally, and recognition of prior learning (mapped to the UKPSF not credit) would be applied. It was suggested that the proposal could be more explicit with regards to this.

The Committee **endorsed** the proposal, and **decided** that:

a) the proposed structure of the scheme, requiring individual commitment to personal and collegial development, was appropriate;

b) the profile of evidence that would be assessed to determine whether the case for HEA recognition had been made was appropriate;

c) the interlinking of the scheme with other elements of HEA-accredited provision, and the overall management of the scheme, was appropriate;

d) the preferred method of monitoring 'good standing' would be to ask a sample of HEA-accredited staff to provide a report on how they maintain professional standards.

M14-15/76 Learning and Teaching Strategy

The Committee **considered** a report on progress by the UTC Working Group on Learning and Teaching Strategy Development (UTC.14-15/**48**). Further work had been undertaken to marry the TESTA (Transforming the Experience of Students Through Assessment) methodology, which focused on assessment and feedback (M14-15/45 refers), with the Strategy's wider perspective of 'mapping' and analysing the pattern of student work through the course of their programme. The Working Group had met with a consultant with regards to adopting the TESTA methodology, and it was proposed that implementation would begin with piloting in eight departments in Spring / Summer 2015.

During the discussion members commented that communication with departments would be important throughout the implementation of TESTA and the wider strategy. Heads of Department had been briefed by the Chair, and he undertook to write to all staff to explain the rollout of the strategy pilot and role of the NSS improvement groups.

ACTION: Chair

The Committee **approved** the proposals.

M14-15/77 Periodic Review: Postgraduate Certificate in Academic Practice and Preparing Future Academics

The Committee **considered** the report, external assessors' reports and agreed action plans arising from the periodic review of the Postgraduate Certificate in Academic Practice (PGCAP) and Preparing Future Academics (PFA) programmes (UTC.14-15/**49**).

Members of the review panel **reported** that the review had been productive, and the quality and commitment of staff on both programmes was praised. With regards to PGCAP it was **noted** that although there was now an additional member of staff supporting the programme, resourcing continued to be an issue especially with the plans for the York Professional and Academic Development Scheme (M14-15/75 refers). It was also **noted** that timely information from HR on new staff appointments, and timely decisions by Heads of Department on staff to be exempted from PGCAP, would help to alleviate pressure on PGCAP's administration.

With regards to PFA, members **noted** the challenge in ensuring sufficient teaching opportunities were available for PFA participants. Members suggested that Heads of Department should be involved at an early stage of the application process to ensure that departments have the capacity to meet the required amount of teaching.

Members of the review panel also **reported** that there was a fundamental question about the nature of PFA, as the title of the programme did not reflect the teaching and learning focus of the intended learning outcomes. It was **noted** that the panel had advised a change in the title, and the Committee agreed that 'Preparing Future University Teachers' may be more

appropriate. The programme team favoured keeping the current title and amending the learning outcomes and content. Members had concerns about widening the content of PFA within the 200 hours available. Changes to learning outcomes require UTC approval.

The Committee **decided** that more specific actions were required from PFA in relation to points 5.3 and 5.4 of the action plan;

- 5.3: A requirement for Head of Department sign-off of applications at the recruitment stage to achieve greater consistency in implementing the minimum requirement for teaching experience;
- 5.4: A change to the programme title, to reflect more accurately its focus on teaching and learning.

ACTION: Programme Director, PFA

CATEGORY II BUSINESS

M14-15/78 E-Learning Services Annual Report
The Committee **received** the annual report on E-Learning services in support of learning and teaching (UTC.14-15/**50**). The report **noted** the activities of the E-Learning Development Team and Replay/VLE Service Groups in 2014.

The Committee **endorsed** the proposed next steps and priorities for 2015, as set out in the report. See also M14-15/73.

M14-15/79 Peer Support for Teaching Policy
The Committee **received** a report on the addition of guidelines to the Peer Support for Teaching (PST) Policy (UTC.14-15/**51**). Following a review of the PST Policy (M13-14/111 and M13-14/173 refer) a UTC Working Group was established to consider the feedback. The working group agreed not to amend the Policy document, or to provide a structured process and pro-formae, as it was felt this would undermine the original intention of the Policy to be as flexible to individual departmental needs as possible. Instead, the Working Group proposed four appendices to the PST Policy as guidelines to provide clarification on the issues raised by the feedback.

The Committee **approved** the addition of guidelines to the PST Policy.

M14-15/80 Future Approaches to Quality Assessment
The Committee **received** an update from HEFCE on future approaches to quality assessment (UTC.14-15/**52**). HEFCE would be circulating a discussion document and holding a series of meetings from January-March 2015 to inform the development of the future of UK quality assessment system. The discussion document, and any other information, would be shared with UTC and SCA. The Committees would be asked to provide input and comment as appropriate.

M14-15/81 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between October and November 2014 (UTC.14-15/**53**) as follows:

Computer Science: Approval that current students taking the MEng Computer Systems and Software Engineering programme (and its year in industry variant) could *choose* to transfer to the MEng Computer Science programme. The latter was introduced in 2014/15 as a retitling of the Computer Systems and Software Engineering programme, with identical learning outcomes.

History: Approval to withdraw all MA, MPhil and PhD programmes in Railway Studies with immediate effect. The PGDip in Railway Studies would remain as part of the Centre for Lifelong Learning's portfolio.

Social and Political Sciences: Approval to give students in stage 1 of the SPS with Philosophy programme the option to take *either* Reason and Argument *or* Introduction to Ancient Philosophy, from 2015/16.

M14-15/82 Standing Committee on Assessment

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment on 20 October 2014 and approved the proposals within it (UTC.14-15/**54**).

M14-15/83 Department of Environment: Accreditation

The Committee **received** a report from the Institute of Environmental Sciences on the accreditation of the MEnv / BSc Environment, Economics and Ecology and Environmental Geography and MEnv Environmental Science programmes (UTC.14-15/**55**). The nature of the report was such as to not require a detailed response from the Department. The one critical comment in the report was regarding the level of interaction with employers: the recent creation of an Industry Liaison Officer in the Department addressed this.

M14-15/84 Department of Psychology: Accreditation

The Committee **received** a report from The British Psychological Society (BPS) on the accreditation of the MSc Applied Forensic Psychology and the Department's response (UTC.14-15/**56**).

M14-15/85 Exchange Agreements

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

- between the Department of Physics and the University of Strasbourg, France
- between the Department of Mathematics and EPFL Lausanne, Switzerland

M14-15/86 Periodic Reviews and Other Visits

The Committee **noted** that the Chair had approved the following external assessors:

- for the Periodic Review of the Department of History: Dr Paul Readman (King's College London) and Professor Sarah Hamilton (University of Exeter);
- for the Periodic Review of the Department of Environment: Professor Mike Bentley (Durham University). A second approved external was no longer able to attend. Another possible external had been approached.
- for the Periodic Review of the Department of Sociology: Professor Nick Crossley (University of Manchester) and Professor Maggie O'Neill (Durham University);
- for the Periodic Review of the Centre for Applied Human Rights: further to M14-15/34 the Chair approved, as an exception, that the review would have one external assessor. One of the approved externals had to decline the invitation to join the panel late in the process and it was not possible to find a suitable replacement for the review date.

M14-15/87 Future Meetings

The Committee **noted** the dates of the next meetings (all at 1.00pm):

- Thursday 5 February 2015 in HG15, Heslington Hall
- Thursday 12 March 2015 in HG21, Heslington Hall
- Thursday 14 May 2015 in HG15, Heslington Hall
- Thursday 18 June 2015 in HG15, Heslington Hall