

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held 9 February 2017

Present: Professor J Robinson (Chair)
Mr N Dandy
Mrs K Dodd
Professor B Fulton (to M16-17/76)
Dr S King
Professor S Bell
Mr E Braman
Dr G Chitty
Professor J Hudson
Professor A Hunt
Ms R Ibrahim (GSA representative)
Ms T Laycock (YUSU representative)
Dr B Lee
Professor T Lightfoot
Dr K Selby (to M16-17/78)
Professor D Smith
Professor J Thijssen
Professor R Waites

In Attendance: Mrs J Iddon (ASO, Secretary)
Mrs J Brotherton (ASO, Minute Secretary)
Dr Duah and Dr Ryan (for M16-17/74)
Dr Walker (for M16-17/77)
Mr Van Opstal (for M16-17/78-79)
Dr Jackson and Dr Robinson-Self (for M16-17/80)

Apologies were received from Professor J Buchanan, Dr L Waldorf, Professor G Ozkan, Mr J Fagan and Dr E Major.

CATEGORY I BUSINESS

M16-17/70 Minutes

The Committee **approved** the minutes of the meeting held on 8 December 2016 (UTC.16-17/46).

M16-17/71 Matters Arising from the Minutes

The Committee received an update on matters arising from the December minutes (UTC. 16-17/46).

It was **reported** that the proposal for the BA TESOL had been revised to address the conditions stipulated by UTC. Once planning approval had been granted, the revised programme documentation would be scrutinised by the UTC reviewers and final approval would be considered via a Chair's action.

M16-17/72 Oral Update from the Chair

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

- To date, all but two of the Undergraduate Pedagogy Approval meetings had taken place. The final two (PEP and Natural Sciences) were scheduled for later in the Spring Term. The Chair thanked members for the work that this had involved.
- The UTC Pedagogy Working Group had been reconvened to support the roll-out of the Pedagogy to postgraduate taught programmes. The Group would also consider how to ensure that the principles of the Pedagogy continued to drive programme improvements. Members were advised that the funding which had been made available to support departments with the PGT phase of the project had been allocated; it had been possible to support the majority of requests.
- The Student Partnership Agreement (SPA) had been approved by Senate with minor revisions. The final version would be shared with the Committee once the Senate minutes had been finalised (M16-17/87). A small working group, formed from members of the Student Partnership Working Group, was considering its implementation and its launch which would involve the 2017/18 Student Union Officers.
- Responses to the SPA policy implications paper (UTC. 16-17/**33**) had been reviewed by the Chair and themes of concern had been triaged. The first group of responses, which included those which related to Lecture Capture and the Virtual Learning Environment, will be reflected in the Inclusive Learning and Teaching Policy which is currently under development (for consideration a Teaching Committee's May meeting). A second group related to issues which would be difficult to tackle at University level and where more nuanced consideration would be required. The third group was in connection with the proposal to revise the University's expectation with respect to feedback turnaround time. The proposal to amend the University's policy in relation to feedback turnaround time would be taken forward and would be considered at a forthcoming meeting of UTC.

M15-16/73 Update from the Student Representatives

YUSU

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

- The referendum on a boycott of the NSS had taken place. Students had voted against the boycott: 568 against, 379 for, with 11 abstentions. YUSU would, therefore, undertake activities as normal in relation to the NSS. Members were encouraged to engage with their department representatives who would play a key role in promoting the survey.
- YUSU had been working on the 2017 Excellence Awards and the '*keep your cool*' campaign (which sought to support students through the exam period).

GSA

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

- GSA had conducted research into students' decisions to study at York. The results indicated that the University's reputation and the uniqueness of its PGT programmes were the primary factors, alongside location which was also reported to have

significant influence.

- The GSA had conducted interviews with research students on their perceptions of employability support. The responses indicated that students were appreciative of the emphasis on employability during induction sessions. The need for further careers advice at later stages in research programmes was evident from the responses.
- The GSA was aware that some students experienced delays in obtaining ethical approval due to the scheduling of departmental Ethics Committee meetings. It was reported that certain departments, for example Biology and Hull York Medical School, conducted 'virtual' meetings alongside face-to-face meetings in order to avoid delays.

M16-17/74 Proposal to run a pilot project of a Peer-Assisted Learning scheme

Dr Francis Duah and Dr Tamlin Ryan attended for this item

Members **considered** a paper which sought Teaching Committee's endorsement of the proposal to pilot a framework which would assist departments in developing their own Peer-Assisted Learning (PAL) (UTC.16-17/47). The pilot project would build on the key features of an existing (module-focused) model in the School of Politics Economics and Philosophy.

Members were supportive of the proposal and the following points were raised during discussion:

- Members observed that whilst the paper highlighted the PEP scheme, which was module-focused, a variety of other models operated in other departments. It was agreed that the Learning Enhancement team should undertake a mapping exercise of the various PAL schemes, exploring the benefits and drawbacks of each. It was noted that there may be scope for obtaining information on current PAL activities at Faculty Learning and Teaching Group meetings.
- The intention to identify 'difficult' or 'high-risk' modules would need to be communicated carefully to students, for example emphasising the need to develop specific skills for certain modules rather than implying that their content was overly stretching. Equally, members emphasised that a PAL scheme must not be regarded as a solution for modules which received negative feedback.
- Members noted that, in addition to qualitative data, quantitative data should be used where possible to evaluate the pilot scheme.
- While the PEP scheme offered student volunteers vouchers as an incentive, members agreed that there were significant benefits to be gained from volunteering as a PAL leader and that no financial incentive should be included in the pilot scheme.
- Departments would be responsible for recruiting PAL leaders, although the Learning Enhancement team would support the Department with this process. In future, PAL leaders would also be involved in recruiting the next cohort of volunteers.
- Supervisors would need to endorse prospective PAL leaders' applications.

The Committee **approved** the proposal to pilot the scheme between March 2017 and September 2018, subject to further consideration of the issues raised above, and **noted** that limited funding (within the scope of the rapid response fund) would be required.

The Chair thanked Dr Duah and Dr Ryan for presenting the paper.

M16-17/75 Outcomes from Annual Programme Reviews

The Committee **considered** a University-level summary report and a report from each Faculty on the outcomes from Annual Programme Reviews for 2015/16 (UTC.16-17/48). Members were thanked for having supported the process by attending their departments' APR meetings.

Some of the themes identified in the University summary report and in the Faculty-level summary reports were highlighted:

- The pedagogy had been identified by several departments as a priority for the next year.
- A number of initiatives to improve employability and assessment and feedback had been highlighted.
- Implications of increasing student numbers had been identified.
- The reports noted increased pressure on Student Support Services and particularly the Open Door Team.

Issues relating to Student Support Services were discussed. It was noted that the reports were a reflection on 2015/16 and since then the University had invested significantly in support for students with mental health issues (Open Door in particular). Significant effort had been made to communicate these developments and it was hoped that the investment would help to address the concerns which had been raised. Although the responsibilities of the Director of Student Support had been reallocated, a number of members expressed concern about the decision not to reappoint to this post. Members were invited to contact the Academic Registrar if there were any suggestions regarding how the new arrangements could be better communicated to departments.

Members noted that the FLTG reports had been submitted in different formats and **agreed** that the Social Sciences summary report should be used as the template for future reporting. Members were advised that the FLTGs had questioned how issues raised through APR were taken forward. The Committee emphasised the importance of informing departments of actions that were taken to ensure that staff understood the value of the process and its role in achieving a consistent culture of quality. In addition to each department receiving an individual response to its APR, each faculty would receive a response to their summary report. The Academic Quality Team would write the departmental-level and faculty-level APR responses and these would be signed-off by the Chair of UTC. A concern regarding the timeframe for completing the Faculty summary reports was noted. It was **agreed** that the Secretary to UTC would give this further consideration.

The Committee's oversight of progress with the implementation of the York pedagogy would be maintained by the APR process in 2017. The Committee **recommended** that the APR report pro-forma be amended to require departments to report on progress made with their enhancement plans and (where applicable) recommendations made by the UTC Pedagogy Approval Panel. In addition, to support the embedding of the emphasis in the Pedagogy on programme-level design and the role of the programme leader, the Committee **agreed to recommend** suggestion 3.4.2 in the paper: that the APR pro forma be revised to capture programme-level reflections on quality and standards whilst otherwise maintaining the current 'by exception' approach to reporting. A revised APR template would be brought to the next meeting for the Committee's approval.

Action: Academic Quality Team

M16-17/76 Teaching Excellence Framework Provider Submission

Freedom of Information Act Exempt: Minute Commercial in Confidence.

M16-17/77 Annual report on E-Learning

Dr Richard Walker, Head of the E-Learning Development Team, attended for this item.

The Committee **considered** a report from the E-Learning Development Team reflecting on developments in 2016 and setting out priorities for 2017 (UTC.16-17/50). Members were supportive of the priorities identified.

It was noted that a number of departments had moved to an 'opt-out' system for lecture capture. Members were interested whether its increased use had been found to have any impact on attendance at lectures. Dr Walker advised members that he would be happy to share studies which provided further information on this.

It was reported that the Pedagogy had impacted positively on further embedding digital literacy into programmes.

The Chair thanked Dr Walker for presenting the paper.

[Secretary's post-meeting note: after the meeting the Head of the E-Learning Development Team shared information on the research base for lecture capture (Institutional-level research and research conducted across the sector), including how the findings have informed guidance for students on how to engage with lecture recordings, with Professor Thijssen. The E-Learning Development Team is happy to discuss the possibility of running a more in-depth study of lecture capture and student engagement with recordings; interested colleagues should contact the E-Learning Development Team to discuss further. The E-Learning Development Team has run a webinar on this theme (Debunking Myths & Preconceptions about Lecture Capture); the recording and slides are available for UTC members to review <https://elearningyork.wordpress.com/2017/02/24/webinar-debunking-myths-preconceptions-about-lecture-capture/>].

M16-17/78 Exam Scheduling Review

Walter Van Opstal, Timetabling Services and Space Systems Manager, attended for this item.

The Committee **considered** a report on the review of exam scheduling, alongside an extract from the minutes of the Standing Committee on Assessment (SCA) where the report had also been considered (UTC.16-17/51). The SCA had supported the recommendations contained in the report with the exception of reducing the number of evening exams by holding exams on Sundays.

Walter Van Opstal provided an update to the Committee on activities in relation to the recommendations.

- An agreement had been reached to allow exams to be scheduled in the Sports Centre while Central Hall was unavailable.
- The responsibility for exam scheduling was in the process of being transferred from Registry to Timetabling. The handover would be completed for the CAP in January 2018.
- Budget would be sought, within the Space Systems Review, to replace the exams scheduling software (WASP).

UTC **endorsed** SCA's view: to support of all recommendations in the Exam Scheduling Review report except for the recommendation to reduce the number of evening exams by holding some exams on Sunday. Whilst the Committee supported recommendation 2 (rationalising the scheduling complexity of taught programmes), it emphasised that this should not be prioritised over pedagogic considerations.

To fully address exam timetabling constraints, members **agreed** that it was timely to reconsider lengthening the Spring CAP to 2 weeks and to consider a 31 week academic year to accommodate this.

Action: Chair

M16-17/79 Report on Timetabling for 2016/17

Walter Van Opstal, Timetabling Services and Space Systems Manager, attended for this item.

The Committee **considered** the annual report on timetabling (UTC.16-17/52). The following points were noted during discussion:

- The information on KPIs was welcomed. Members identified other measures which it would be helpful to report on. Suggestions included:
 - Number of changes after the timetable had been published
 - Number of clashes
 - Evenness of the timetable over a week

It was **agreed** that data on these measures would be provided by Timetabling, presented as a Category II paper, at the Committee's next meeting.

Action: Timetabling/UTC Secretary

- The suggestion, which had emerged from the Physics' APR (UTC.16-17/48c), that core teaching hours be limited to 10.00-16.00 was noted. It was **agreed** that Timetabling would model this and report back to the Department.

Action: Timetabling

- It was **agreed** that Timetabling would review why there was no data for Health Sciences in Appendix D and report back to the Department.

Action: Timetabling

- Planning Committee was aware of constraints around teaching space.
- Some of the complexity of the Natural Sciences timetable had been removed with a reduction in the number of pathways available.
- Early confirmation from departments of module availability, programme 'diets' and pre/co-requisites was helpful for Timetabling to manage the complexity associated with joint/combined programmes.

The Chair thanked Walter Van Opstal for presenting the paper.

M16-17/80 Evaluation of York Professional and Academic Development Scheme Pilot (YPAD)

Dr Duncan Jackson and Dr Phil Robinson-Self (Academic Practice) attended for this item.

The Committee **considered** an evaluation of the YPAD scheme pilot (UTC.16-17/53). The pilot was launched in the Autumn term of 2015/16 and two further cohorts had since been recruited. The scheme offered recognition against all four HEA categories: Associate Fellow,

Fellow, Senior Fellow and Principal Fellow. It was noted that similar schemes operated in most competitor institutions.

Of the 23 participants in the pilot cohort, 17 had completed the scheme and 15 of those participants had responded to the end-of-scheme questionnaire. Comments in response to the questionnaire had, on the whole, been positive and issues which were raised by respondents for improvement were being considered by the YPAD team.

The Committee was supportive of the scheme and **approved** its delivery for a further three years, after which point a further evaluation would be conducted.

The Chair thanked Dr Jackson and Dr Robinson-Self for presenting the paper.

M16-17/81 Recruitment and Training of Course Representatives

The Committee **considered** a report from YUSU and the GSA on the election and training of course representatives for 2016/17 (UTC.16-17/54). Members congratulated YUSU and the GSA on having filled 91% of the positions available. YUSU and the GSA were thanked, in particular, for supporting the recruitment of a PG specific representative for the Department of Health Science. Members discussed how to ensure that students could more easily identify their course representatives. It was suggested that, as part of the nomination process, students could be asked to give YUSU and the GSA permission to use the photograph that was held on their University Student Record. The Committee noted some minor errors in the figures presented in Appendix 1 and these would be corrected.

CATEGORY II BUSINESS

M16-17/82 MA in English Building History

The Committee **noted** that the Chair had approved a MA in English Building History to be delivered by the Centre for Lifelong Learning and the Department of Archaeology via a Combined Board of Studies. (The proposal was considered by UTC in December 2015 and final approval was delegated to the Chair (M15-16/68 *refers*)). It is a 3 year part-time online programme which will run annually from October 2017. The programme received planning approval on 25 November 2015.

M16-17/83 BA Philosophy with a Year Abroad

The Committee **noted** that the Chair had approved a BA in Philosophy with a Year Abroad to start in 2017/18. The programme would be offered as an option that existing students could transfer on to rather than as a separate UCAS entry point. Planning approval had been granted on 3 June 2015.

M16-17/84 University/Solicitors Regulation Authority validation event

The Committee **noted** that the Chair had given approval of arrangements for a joint University/Solicitors Regulation Authority (SRA) validation event for a new LLM Professional Practice programme. The validation panel would include two members of Teaching Committee and a member of the Academic Support Office in addition to external membership stipulated by the SRA. The validation panel had been granted delegated authority by the Chair of Teaching Committee to approve the programme on behalf of UTC. The full programme proposal documentation would be circulated to the entire membership of Teaching Committee prior to the validation event and members would be invited to make comments (and raise questions) for the University panel members to take forward to

the validation event. In line with University requirements two external assessors would review the new programme proposal as is usual practice.

M16-17/85 Pedagogy Approval Panels

The Committee **received** a report on the decisions of York Pedagogy Approval Panels approved by Chair's action between 22 November and 23 December 2016 (UTC.16-17/55).

M16-17/86 Modifications and Withdrawals

The Committee **received** a report of modifications and withdrawals that had been approved by Chair's action between 9 December 2016 and 17 January 2017 (UTC.16-17/56) as follows:

TYMS

Approval for students currently on the MA in Management to transfer (on their request) to the MSc in Management. (MA becoming MSc from October 2017 for new starters).

In connection with the implementation of the York pedagogy, approval of structural changes to stage 1 from 2017/18 (subject to conditions) and the following new stage 1 modules: Business Ethics, Introduction to International Management, Business Accounting, Information Criticality.

History

Withdrawal of the direct entry BA History with Study Abroad (with effect from 2018/19). The programme will still exist for existing students to transfer on to.

IPC

Approval to withdraw the Foundation Certificate - Academic Skills programmes, with effect from 2017/18.

Chemistry

Approval to significantly restructure the BSc / MChem programmes (including specialist programmes), to take effect from 2017/18 on a rolling basis (so changes to Stage 2 from 2018/19 and so on). Significant changes are as follows:

Stage 1

This structure is the same for both BSc and MChem programmes and regardless of specialisation. (Note that in what follows references to 'Core Module #' are a shorthand: in all cases this title is the first part of a longer title that makes the module content clearer): - 'Core Module 1' (30 credits) has replaced 'Core module 1a' (20cr) and 'Core module 1b' (10cr) - 'Core Modules' 2 and 3 have revised content and learning outcomes. - 'Skills for Chemists I and II' (both 10 credits) have been withdrawn and replaced by a single, year-long 'Skills for Chemists' module (10 credits). - 'Practical Chemistry' has increased from 10 to 20 credits and has become year-long. - 'Skills for Chemists' has a pass/fail, mathematical competency test which has multiple re-assessment opportunities (an exception to the University's standard rule that students may only be re-assessed on one occasion).

Stage 2

This structure is the same for BSc and MChem programmes. - Content and learning outcomes have been revised for core modules 4a, 4b, 5 and 6, with 'Core Module 6' increasing from 20 to 30 credits. - Whereas in the old structure students took 3x10 credit modules in Spring Term, students on the BSc / MChem Chemistry programmes will take 1

of 4 20-credit modules. Students on the specialist programmes will have a core module related to their specialisation, and thus no optionality at this stage (a change to the current programme).

Stage 3

For BSc and MChem students: core modules 7, 8 and 9 have changed from being Autumn or Spring Term only to year-long modules (taken simultaneously), with revisions to content and learning outcomes. - BSc and MChem Chemistry students will choose 1 of 4 20-credit modules in Autumn Term (as opposed to 2x10 credit modules in the old structure). Students on the specialist programmes will take a core module related to their specialisation, and thus there will be no optionality on these programmes at this stage (again, this is a change to the current structure). - BSc students will take a 40-credit research project, as opposed to a 30-credit project in the old structure. - MChem students will take a 20-credit 'Advanced Practical Research Training' module instead of a 30-credit Practical Research Training module. - MChem students will take 2x10 credit optional modules in Spring Term, as opposed to 1x10 credit optional modules in the old structure. These modules will be M-level (as opposed to H-level in the current structure), such that MChem students will do 140 credits of M-level material. This change was made for accreditation reasons and is related to the change in Stage 4.

Stage 4

The only change here is that the distance-learning 'Open Learning' module has been replaced by a similar module called 'Core 10', and that this module will be taken by all students (whereas previously it was taken only by students on industrial placements or placements abroad). The above changes reflect the Department's implementation of the York pedagogy.

Environment

In connection with the implementation of the York pedagogy, approval to modify Stage 1 of the programmes below with effect from 2017/18, as follows:

- BA / MEnv Human Geography & Environment and BSc / MEnv Environment, Economics and Ecology : 'Tools and Techniques for studying the Environment' (30cr) removed and replaced by the new modules 'Data Analysis for Environmental Research' (20cr) and 'Qualitative Approaches to Social Science Research' (10cr).
- BSc / MEnv Environmental Science: 'Introduction to Environmental Science' (20cr) and 'Tools and Techniques for studying the Environment' (30cr) removed and replaced by the new modules 'Data Analysis for Environmental Research' (20cr); 'Concepts in Environmental Science' (20cr) and 'Frontiers in Environmental Research' (10cr).
- BSc / MEnv Environmental Geography: Introduction to Environmental Geography (20cr) and 'Tools and Techniques for studying the Environment' (30cr) removed and replaced by the new modules 'Data Analysis for Environmental Research' (20cr), Physical Geography (20cr) and 'Environmental Geography Research' (10cr).

Natural Sciences

Approval to amend Stage 1 of the BSc and MSci Mathematics / Physics / Philosophy programmes in Natural Sciences, to remove the previous Physics modules and replace them with 'Introduction to Thermal and Quantum Physics' and 'Electromagnetism, Waves and Optics'. This reflects the restructure in the Physics department approved by UTC in December 2015. The change will come into effect from 2017/18

Approval to withdraw the BSc and MSci Natural Sciences specialising in Mathematics, Physics and Philosophy programmes, with effect from 2018/19 entry.

Education

Approval to permanently withdraw the currently suspended MA in Teaching English to Young Learners (MATEYL) with immediate effect

Archaeology

Approval to amend BA/BSc Archaeology, BSc Bioarchaeology, BA Historic Archaeology, BA Archaeology and Heritage with effect from 2017/18 as follows: Stage 2: - 'World Archaeology' options to change title to 'World Archaeology 1' and to change the summative assessment task from exam to magazine article. - 'Research Skills' module to be withdrawn and replaced with three 10 cu modules: 'Communicating Archaeology' in the Autumn term, 'Researching Archaeology' in the Spring term and 'Designing Research' in the Summer term. Stage 3: - 'World Archaeology 2' module to be added as a new 10 cu module in the Autumn term. - 'Special Topic' option modules to change from 40 cu to 30cu in the Autumn term.

SPSW

Approval of the following modifications with effect from 2017/18 entrants:

- A requirement for third year students on the BA in Social Policy to select 40 credits from an approved list of social policy-specific modules
- A requirement for third year students on the BA in Social Policy, Crime and Criminal Justice to select 20 credits from an approved list of social policy-specific modules (in addition to 20 credits from an approved list of crime-related modules)
- A requirement for third year students on the BA in Social Policy, Children and Young People to select 20 credits from an approved list of social policy-specific modules (in addition to 20 credits from an approved list of youth-related modules).

Biology

In connection with the implementation of the York pedagogy, approval of the following modifications to Stage 1 of UG and integrated masters programmes, with effect from 2017/18:

- For the BSc / MBiol Biology, Genetics, Ecology, Molecular Cell Biology and Biotechnology and Microbiology programmes (all also have year in industry variants) - the existing module 'Scientific and Transferable Skills 1' (30 credits) has been split into and replaced by two new modules, 'Laboratory and Professional Skills for Bioscientists (20cr)' and 'Tutorials' (10cr), both year-long. Approval was subject to removal of a proposed pass/fail assessment of satisfactory attendance on the module.
- For the BSc / MBiomedSci Biomedical Sciences programmes: the existing modules Introduction to Biomedical Sciences (20 credits, BIO00013C) and Human reproduction and development (10 credits, BIO00016C), are being brought together in one, new module Introduction to Biomedical Sciences (30 credits), again year-long.

TFTV

Approval of the withdrawal of the Stage 2 module 'Acting for Theatre, Film and Television Directors' for implementation in 2017/18 in line with the York Pedagogy.

Music

In connection with the implementation of the York pedagogy the following structural changes to the BA Music were approved:

In 2017-18

The following new Stage 1 modules will be introduced: 'Making Music, Studying Music' (20 credits), 'Performance Studies 1' (20 credits), 'Listen to This!' (20 credits).

'Researching, Talking and Writing about Music', 'Practical Studies (1st Year)' and 'Solo studies' will be withdrawn. (The new modules were approved subject to clarification around the timing of the reassessment for Performance Studies I)

In 2018-19

The following stage 2 modules will be introduced: 'Critical Thinking and Listening' (30 credits), 'Performance Studies 2' (30 credits).

'Practical Studies' and 'Solo Studies' will be withdrawn.

In 2019-20

Stage 1 will be restructured as follows: Projects 1, 2 and 3 will be replaced with 4 option modules (3x10 and 1x20 credits).

Stage 2 will be restructured as follows: {Projects 4, 5 and 6 will be replaced with 4 option modules (2x20 and 2x10 credits)

The following Stage 3 module will be introduced: Developing Professionalism (10 credits), 40 credit versions of the ISM, Recital, and Composition folio will be introduced alongside the 20 credit versions, 4 new option modules (2x20 credits and 2 x 10 credits).

The following stage 3 modules will be withdrawn: 'Practical Studies 1' and 'Practical Studies 2'.

Law

In connection with the implementation of the York pedagogy the following structural change to the MLaw was approved:

Students will be required to undertake a 40 credit Independent Study Modules but with a choice of either an optional dissertation for those students not wishing to do the more vocational transaction ISM which is now made optional as a result. Students will now have one core ISM from the choice of transaction module or dissertation module.

Economics

Approval of proposals to modify the assessment of Economics masters modules by exception to standard University policy and procedures. The modules concerned are: * Fixed Income Securities (ECO00056M) * Investment and Portfolio Management (ECO00032M) * Corporate Finance (ECO00008M) All modules are core or optional on a variety of programmes within Economics and those of other departments. The modifications were approved to apply only to the 2016/17 iterations of the modules and as one module ran in the autumn term 2016/17 before approval had been formalised and the assessment regime for the others had already been explained to students before formal approval could be actioned. The module approvals follow the advice and direction of Steve King, Chair Standing Committee on Assessment and modify the assessment regime from 100% closed exam to 90% closed exam and 10% VLE tests completed as detailed during the teaching term. The reassessment of the module will be 100% closed exam. The Department was advised to discuss the recording of marks and communication with SITS and with the E-Learning Development Team and that pending potential discussions in SCA of alterations to the Guide to Assessment covering computer-based examinations, the assessment delivery may require further amendment for the 2017/18 versions of the modules to be fully

compliant with University assessment policy and practice. Thus, that the approval of the VLE tests as they have been and are to be delivered is an exception due to the circumstances of the late formal approval of the modules during the current academic session and thus is in the students' best interests.

M16-17/87 Student Partnership Agreement

This item was withdrawn (M16-17/72 *refers*).

M16-17/88 Analysis of the Postgraduate Taught Experience Survey 2016

The Committee **received** an analysis of the Skills Development results of the Postgraduate Taught Experience Survey (UTC.16-17/58).

M16-17/89 Standing Committee on Assessment

The Committee **received** a report on the meeting of the Standing Committee on Assessment on 2 December 2016 (UTC.16-17/59).

M16-17/90 Distance Learning Forum

The Committee **noted** the minutes from the meeting of the Distance Learning Forum held on 17 October 2016 were available at
<https://www.york.ac.uk/staff/teaching/contacts/committees/distance/>

M16-17/91 Coordination Group for Supplementary Programmes

The Committee noted the minutes from the meeting of the Coordination Group for Supplementary Programmes held on 16 December 2016 were available at:
<https://www.york.ac.uk/staff/teaching/contacts/committees/supplementary-programmes/>

M16-17/92 Faculty Learning and Teaching Groups

The Committee **received** reports of the January meetings of the Faculty Learning and Teaching Groups.

- Arts and Humanities meeting held on 12 January 2017 (UTC.16-17/60a)
- Sciences meeting held on 10 January 2017 (UTC.16-17/60b)
- Social Sciences meeting held on 10 January 2017 (UTC.16-17/60c)

M16-17/93 Exchange agreements

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

- Between the Department of History and the University of Minnesota
- Between the Department of Language and Linguistic Science and the University of Chieti-Pescara
- A University-wide agreement with Tokyo Institute of Technology
- A University-wide agreement with Drexel University, Philadelphia
- A University-wide agreement with Keio University, Tokyo
- A University-wide agreement with Pontifical Catholic University of Chile

M16-17/94 QAA Subject Benchmark Statements

The Committee **noted** that the QAA had published a revised Subject Benchmark Statement for Music (QAA, October 2016) and for Communication, Media, Film and Cultural Studies (QAA, October 2016). The Department of Music and the Department of Theatre, Film and Television had reviewed the respective Statements and were content that relevant programmes within their provision remain aligned to the benchmarks.

M16-17/95 Periodic Review: External assessors

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

- For the Periodic Review of Mathematics: Professor Nick Gilbert (Heriot-Watt University) and Professor James Vickers (University of Southampton)
- For the Periodic Review of Social Work: Mr David Bosworth (the University of Sheffield) and Dr Patricia Cartney (the University of Manchester)
- For the Periodic Review of Physics: Professor Tony Arber (University of Warwick) and Professor Paula Chadwick (University of Durham).

M16-17/96 Dates of Future Meetings

The Committee **noted** that the dates of future meetings in the 2016/17 academic year were as follows (all at 9.30 am in HG21, Heslington Hall, unless stated otherwise):

Thursday 16 March 2017 (HG15, Heslington Hall)

Friday 19 May 2017

Thursday 22 June 2017