

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 8 February 2018

Present: Professor J Robinson (Chair)
Mr N Dandy
Dr S King
Professor J Buchanan
Ms C Chamberlain (Postgraduate Representative – GSA)
Professor J Hudson
Professor A Hunt
Dr B Lee
Professor T Lightfoot (from M17-18/80)
Dr E Major (to M17-18/81)
Professor M O’Neill
Professor G Ozkan (to M17-18/82)
Mr A Urquhart (Undergraduate Representative - YUSU)
Dr K Selby (to M17-18/78)
Professor D Smith
Professor R Waites

In Attendance: Jane Iddon, ASO, Secretary
Jenny Brotherton, ASO, Minute Secretary
Nick Glover, YUSU Student Voice and Insight Manager
Jen Wotherspoon, Assistant Registrar: Student Progress (for M17-18/78)
Maria Ayaz, Head of Equality and Diversity (M17-18/80 to M17-18/81)
Richard Walker, Head of E-Learning Development (M17-18/80 to M17-18/82)
Walter Van Opstal, Timetabling Services and Space Systems Manager (M17-18/80 to M17-18/83)
Gabby Morgan, YUSU Student Engagement Coordinator (for M17-18/84)

Apologies were received from Professor S Bell, Mr E Braman, Dr G Chitty, Mrs K Dodd, Professor B Fulton, Mr J Fagan, and Mr J Porch.

CATEGORY I BUSINESS

M17-18/73 Welcome

The Chair welcomed Maggie O’Neil to the Committee and thanked Alex Urquhart, YUSU president, who had been nominated to attend as undergraduate representative, in the place of Julian Porch. Nick Glover, YUSU Student Voice and Insight Manager, who was observing the meeting was also welcomed.

M17-18/74 Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 7 December 2017 (UTC.17-18/51).

The Committee **considered** an update on matters arising from the minutes (UTC. 17-18/51 **Appendix 1**).

- The proposal to discontinue Combined Boards of Studies from the start of 2018/19 and proposed amendments to the Policy for Student Representation in Learning and Teaching activities in Academic Departments had been approved by Senate (30 January 2018) for implementation at the start of 2018/19.
- Amended programme documentation for the MA in Social Research had been reviewed and approved by the two UTC reviewers.
- Volunteers from UTC had discussed possible further analysis of degree entry and attainment profiles with the Business Intelligence Unit (BIU). It was noted that the analysis needed to comply with requirements of the Office for Fair Access. The Chair reported that the BIU had agreed to provide some visualisations and further descriptive statistics; this would be received by the UTC members at a future meeting.
- Updated programme documentation for the new distance learning programmes from the York Management School had been reviewed and approved by the lead UTC reviewer and the Chair of UTC.

M17-18/75 Oral Update from the Chair

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

- The Chair thanked the TEF working group, particularly the Head of the ASO, for work on the University's TEF 3 submission (UTC.17-18/63). The outcome would be published in June.
- The Chair had approved the postponement of the Periodic Review of Politics, Economics and Philosophy until the Autumn term 2018/19. The approved external assessors (M17-18/93 refers) had been asked if they would be willing to participate in the rescheduled review.

(Secretary's post-meeting note: Dr Valbona Muzaka had indicated, regrettably, that she would not be available during the Autumn term of 2018/19).

- The deadline for nominations for the Vice-Chancellor's Teaching Awards was the 22 March 2018 and nominations were encouraged.
- Members were reminded that rapid response grants were available to support small-scale short term projects to enhance teaching and learning.
- UCU members had voted for strike action and for action short of a strike. The 14 day strike would take place over a 4 week period to begin on 22 February. An Academic Contingency Planning Group, Chaired by the PVC for Teaching, Learning and Students had been established, and would work closely with academic staff and support departments to identify practical steps to minimise the disruption to students and staff. The *University Contingency Framework for Assessment and Examinations* (approved by Senate in January 2015) provided a framework for contingency arrangements and guidance to departments to minimise the potential disruption to students because of staff unavailability in relation to teaching, learning and assessment.

M17-18/76 Update from the Student Representatives

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

- The Mental Health Project Group had distributed a resource pack for supervisors and was working on an event in week 10 which aimed to raise awareness of mental health.
- YUSU was undertaking a review of *the Policy for Student Representation in Learning and Teaching Activities*. During the Summer vacation 2017 discussions between YUSU and departmental staff had revealed wide variation with respect to engagement with student representation. YUSU also noted that key elements of the current policy (for example the sharing of Staff Student Forum minutes with YUSU) were not being

implemented in some departments. In order to gather further views on student representation and the effectiveness of the current policy YUSU had recently circulated a questionnaire to departmental staff. A paper would be submitted to the FLTGs in April with the intention of recommendations being made to UTC in May.

- 93% of course representative (UG and PG) positions were now filled. Whilst three nominations had been received for the faculty representative positions it was noted that there was not yet a nomination from the Faculty of Social Sciences. Members of the Faculty were asked to encourage nominations.
- The Together York project looking at equity of provision had commissioned a survey on study costs; the survey closes on 22 February and thus far 360 responses had been received. Members suggested that analysis which separated the results by department and by PG/UG would be useful.

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

- Student feedback to course representatives had generally been very positive. There had been some discussion at the Course Rep Forum about maths skills, particularly regarding coding. The GSA was discussing this with the Maths Skills Centre to see if support could be provided.
- The GSA was concerned that some Board of Studies and FLTG meetings had been scheduled during designated teaching sessions (thereby preventing the student representative from attending). The GSA were supporting representatives to seek change on a case-by-case. The Chair offered help if that process proved ineffectual.
- The GSA was looking at student concerns in relation to exam regulations, particularly timetabling congestion for students with exceptional circumstances and Saturday morning exams which could be difficult for students with caring responsibilities.

M17-18/77 The Centre for Lifelong Learning and the York Management School: MA in Railway Studies

The Committee considered a proposal from the Centre for Lifelong Learning and the York Management School for a three year part-time, distance learning MA in Railway Studies, to begin in September 2018. The programme had received planning approval from the Faculty Learning and Teaching Group for Social Sciences.

The programme had been reviewed in advance by Dr Emma Major and Professor Gulcin Ozkan and it had their support. They had some small suggestions (including minor corrections to the documentation) which Emma would share with CLL/Management.

The two external assessors were also supportive of the proposal, although one had advised that a change of title (to reflect the British focus of the curricula) be considered. CLL/Management had a preference for the more open title and this view was supported by the UTC reviewers.

Although the programme documentation did not suggest any direct link with the Institute for Railway Studies (IRS), the Chair advised that he had discussed the proposal with the IRS. The IRS was supportive of the proposal and keen for the link to be made explicit with respect to the marketing and promotion of the programme.

Members queried why the Department of History was not involved in the delivery of the programme, given its historical focus. The Committee was advised that History had been approached by CLL but that the Department did not wish to be directly involved in the delivery.

The Chair of the Standing Committee on Assessment (SCA) noted that to retain oversight of the programme the nominated external examiner would be required to participate in Board of Examiner meetings in both CLL and TYMS, as first and second year marks would be approved at CLL's Board of Examiner meetings and third year (ISM) marks would be approved by TYMS. The Committee agreed that ensuring the external examiner had oversight of the whole programme, through participation in the relevant CLL / TYMS Module Boards and the relevant TYMS Programme Exam Board, should be a condition of approval.

A number of other recommendations for CLL/Management were made during discussion:

- It was noted that CLL had significant experience of recruiting applicants from non-traditional academic backgrounds but members were unsure how CLL/Management would ensure equity, as the admissions criteria were perceived to be opaque; for example it was not clear to the Committee in what circumstances a critical essay be required. The importance of ensuring that applicants were considered equitably was emphasised.
- It was noted that section 5.c (Explanation of the choice of Programme Learning Outcomes – iv) referred to an online study skills module. This related to an earlier draft of the programme and the reference should be deleted.
- The Committee noted that the taught modules did not cover the period 1974-1979 (a critical period with respect to railway technology) and members queried why the programme did not extend beyond 2010. It suggested that it would make sense for the module 'Perspectives on Privatising British rail 1979-2010' to incorporate current political perspectives by extending it to the present. The Committee recommended that the curricula be revised to ensure coverage of 1974-1979 and that it should extend up to the present day.

The Committee **agreed to approve** the programme on the condition that CLL/TYMS put in place arrangements to ensure that the external examiner has oversight of the entire programme through participation in the relevant CLL / TYMS Module Boards and the relevant TYMS Programme Exam Board. The recommendations made by the Committee should also be considered.

M17-18/78 Repeat Study for students who do not complete the first attempt

Dr Jen Wotherspoon attended for this item

The Committee considered a proposed policy to repeat study after withdrawal from the first year (UTC.17-18/53). Members were advised that the proposal related to the University's new Repeat Study Policy (Senate M17-18/5 refers) and aimed to avoid students having to complete their first year in full in order to qualify for repeat study. Students who had completed at least one term would be permitted to take a leave of absence on motivational grounds or in anticipation of academic failure without having to provide any evidence of exceptional circumstances. Students would be required to discuss their academic progress with the Chair of Board of Studies (CBoS) for their Department and to discuss their financial and personal options with a University Welfare Officer or other appropriate person. The CBoS would be required to explore with the student whether they had any exceptional circumstances in order to ensure that the repeat study could not in fact be justified as a Special Case. All results from a student's first attempt would be recorded on their transcript and students would have no further opportunity to repeat study without exceptional circumstances. Tuition fees for the repeat year would be charged at the normal rate.

Members were supportive of the Policy although had differing views about the length of time after which it would be appropriate to permit students to withdraw to repeat study. On balance members agreed to endorse the Policy as it was proposed but suggested that the appropriateness of the timeframe should be kept under review. Members **agreed to recommend** to Senate that the *Policy on Repeat Study for students who do not complete the first attempt* be approved. If the Chair of Senate was content to consider this recommendation by Chair's action the Committee agreed that, if approved, it should be for immediate implementation. If the preference of the Chair of Senate was to consider the recommendation at its May meeting the Committee agreed that, if approved, it should be for implementation at the start of the 2018/19 academic year.

The Chair thanked Jen Wotherspoon for presenting the paper.

Secretary's post meeting note: It had been decided that this recommendation would be considered by Senate as a Category I proposal at its meeting in May 2018.

M17-18/79 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 2016/17 (UTC.16-17/54a-d). 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 ongoing implementation of the Pedagogy was identified by many departments as a priority for the coming year and a number of departments had identified curriculum enhancements which had been brought about or implemented through the Pedagogy. The workload associated with the implementation of Pedagogy was also a significant theme, particularly with respect to using the Programme Design Document.

The Chair advised that the Pedagogy Steering Group was being reconvened and that it would consider the recommendations arising from the York Pedagogy Initial Evaluation report. The Dean of the Faculty for Arts and Humanities considered that the strength of feeling with respect to concerns arising from the implementation of the Pedagogy, voiced in the Departmental APRs from Arts and Humanities, was not adequately reflected in the University-level summary report. It was reported that the 2016/17 APRs had informed the York Pedagogy Initial Evaluation report and that the individual comments relating to the Pedagogy would be shared with the project team to follow up as necessary. The Dean requested that the paper (Spring 2017) from the Arts and Humanities, which captured the faculty's key concerns in relation to the Pedagogy, and the minute of the FLTG April 2017 arising from discussion of that paper should also form part of the evidence base considered by the Steering Group. The Chair confirmed that feedback with respect to the Pedagogy would be looked at in the round by the Steering Group.

The challenges associated with the delivery and management of combined and interdisciplinary programmes, as in previous years, had been highlighted as a concern by several departments. It was reported that the Faculty of Arts and Humanities had established a Working Group to consider and address the lower levels of satisfaction expressed by combined course students in NSS feedback. It was suggested that Senate's decision to discontinue Combined Boards of Studies (M17-18/74 refers) might be perceived as a reduced focus on the management of combined programmes. The Chair advised that

the programme leader was responsible for managing the experience of students on a combined course and mechanisms would need to be developed to strengthen the authority of the programme leader with respect to actions (in the interest of enhancing the students' experience) required in a partner department(s).

As was the case last year, a number of departments and the Faculty summary reports for Sciences and Social Sciences raised concerns about the impact of increasing student numbers on the student experience. Whilst the theme in the APRs was primarily related to the impact of unplanned student number growth, members noted similar concerns arising from planned student number growth. The Committee recognised the competing priorities relating to Institutional-level decision making with respect to student numbers. That said the Committee agreed that the student experience and teaching quality should be given equal primacy, alongside financial considerations, in decisions relating to unplanned student number growth. The Committee agreed that the Chair should liaise with the Chair of Planning Committee to consider ways to embed more deeply the weight of the impact of the student experience as a factor in decision-making regarding student number growth.

Action: Chair

The Committee was pleased that the concerns raised in the 2015-16 APRs about the resourcing of Disability Services and the availability of the Open Door Team appointments did not feature significantly in APRs for 2017/17, suggesting that the additional investment had begun to have an impact.

The Committee was advised that several reports had highlighted poor student engagement and attendance as a concern. Members were reminded that whilst a University Attendance Monitoring Policy had been approved by Senate in July 2017 its implementation was dependent on the procurement of an appropriate IT system. It was reported that Enterprise Systems did not currently have the resource to take this project forward. In the meantime, the Committee agreed that departments should be encouraged to converge departmental processes and practices towards the Policy.

Action: Chair

Concerns related to the structure of the academic year (including the timing and length of the University Common Assessment Periods) were expressed in a number of reports. The Summary reports from both the Faculty of Sciences and the Faculty of Social Sciences requested that consideration be given to revising the CAPs. It was noted that, following similar concerns last year, a proposal to lengthen the Spring CAP had been taken to Faculty Executive Groups in the Spring of 2017 and that it had been rejected by all three Groups. Members agreed that semesterisation (referenced in the Faculty of Social Sciences summary report) had the potential to address several issues but noted the considerable workload involved in restructuring the academic year. It was noted that the overall costs and benefits of revising the academic year required substantial discussion prior to formulating a consultation paper. It was agreed that the Chair would discuss the proposal for a consultation on the structure of the academic year with the Deans.

Action: Chair

The revised policy on feedback turnaround time had been highlighted as a concern in several reports and had also been identified as a common concern in the Faculty of Arts and Humanities summary report. Members were advised that there was a process for considering exemptions (a rationale should be submitted to the Chair of SCA who would make a recommendation, for approval, to the Chair of UTC). In considering requests for exemption the impact on the student experience was the primary guiding factor.

Members were advised that ineffective communication between UTC / FLTG and departments, in relation to teaching and learning, had been raised in a number of reports. The Committee agreed that the Chair of UTC, the Deans and the (soon to be appointed) Associate Deans for Teaching and Learning should consider how best to strengthen the communication channels between departments/centres, FLTGs and UTC.

Action: Chair / Deans / Associate Deans (T&L)

The Committee was asked to consider whether there was a sufficient focus on employability in the current APR process, especially given the relative weighting of the Destinations of Leavers from Higher Education (DLHE) survey in the TEF 3 metrics. It was agreed that in future it should be a requirement for all departments to reflect on employability data such as the DHLE in the department-level APR.

Action: Academic Quality Team

Members accepted the recommendations in the University-level summary report regarding the APR process for 2017/18, that:

- the deadline for 2017/18 departmental-level APR reports be Wednesday 14 November 2018;
- it continue to be a requirement of the APR process for departments to report on progress with Pedagogy enhancement plans;
- it be a requirement for a programme-level reflection for each programme (or cluster of related programmes) for taught provision;
- the programme-level reflection pro forma (for each taught programme - or cluster of related programmes) be simplified to focus on major issues, risks and planned actions.

UTC would receive, for approval, the revised templates and guidance at its March meeting.

Action: Academic Quality Team

M17-18/80 Policy on Inclusive Teaching, Learning and Assessment

Maria Ayaz attended for this item

The Committee **considered** a draft Inclusive Teaching, Learning and Assessment policy statement (UTC.17-18/55). The statement had been developed in response to consultation on the previous version of the draft Policy and it aimed to separate principles from the Policy's practical application. A steering group would be established, supported by a number of pathfinder departments to develop and implement a set of practical guides and resources to support the statement. Pathfinder Departments would include Computer Science and SPSW and either Music or Language and Linguistic Science.

Members welcomed the Policy Statement and thanked the team for the positive response to the consultation with FLTGs. It was agreed that:

- under 'collective responsibility', distance learning should be replaced by 'irrespective of the mode of delivery' to ensure that blended learning was covered
- 'All students should be supported to *do* their best' should be replaced with 'All students should be supported to *achieve* their best'
- the following could be added to the list of bullets under 'Application of Inclusive Practice'
 - The design of spaces for teaching and learning
 - Teaching and learning support provided by the Maths Skills and Writing Centres, CELT and the Library.

Subject to the agreed amendments (above) the Committee **decided to recommend to Senate** approval of the policy statement.

The Chair thanked Maria Ayaz for presenting the paper.

M17-18/81 Lecture Capture

Richard Walker attended for this item

The Committee considered a proposal for an Institution-wide 'opt-out' lecture recording policy for implementation at the start of 2018/19 (UTC.17-18/56).

During discussion the following points were noted:

- lecture recordings would be retained for a period of five years and would be unavailable for viewing after two years
- recordings would not be made available to future cohorts
- a web editing suite would enable staff to edit the recording prior to its release
- lecture capture should not involve recording students.

The proposed policy recognised that the term 'lecture' was used to describe a wide variety of teaching encounters and that some of these did not fit well with an automated recording model.

The Dean of the Science Faculty (who was unable to attend the meeting) had provided comments on the proposal to the Chair. Whilst supportive in principle to a move to an 'opt-out' policy the Dean had expressed concern that the proposal included a requirement for material to be available 24 hours after it was recorded. Members agreed that it would not always be possible to edit material in this timeframe.

It was noted that the proposed workflow model placed responsibility for consideration of 'opt-out' requests with the Head of Department; members queried whether the HoD was the most appropriate post-holder to be undertaking this task.

The Committee was supportive in principle of the proposal for an institution-wide 'opt-out' lecture capture policy and agreed that the proposal should be considered at FLTG April meetings before being brought back to UTC in the Summer term.

The Chair thanked Richard Walker for presenting the paper.

M17-18/82 Annual report on E-Learning Services in Support of Learning and Teaching

Richard Walker attended for this item

The Committee **considered** the annual report on E-Learning services in support of teaching and learning (UTC.17-18/57). The Committee was pleased to note the increase in use of the VLE from both students and staff.

Further to the discussion above on lecture capture, the Committee was interested that over the course of 2016/17 there had been 181,000 viewing hours of lecture recordings.

It was noted that the low take up of lecture capture in some departments was because of discipline specific particularities associated with copyright (History of Art) and student participation (Music).

It was suggested that it would be useful to see the data on number of VLE module sites (appendix 1) as a proportion of the total number of taught modules in a department (in order to identify 'cold spots' in terms of departmental engagement). The same observation was made about the data provided on the number of lectures captured (appendix 2) i.e. it would be useful to see what proportion of all lectures were captured in each department. It was noted that this data is not routinely collected and it was agreed that the Head of the E-Learning Development Team would consider the resource that would be required to provide the additional analysis.

Action: Head of ELDT

The Chair thanked Richard Walker for presenting the paper.

Secretary's post meeting note: The Chair had contacted the Head of ELDT and apologised that the Committee had not reviewed the proposed next steps and priorities (outlined in the paper) during the meeting. On behalf of the Committee the Chair had endorsed the identified priorities for 2018.

M17-18/83 Annual Report on Timetabling

Walter Van Opstal attended for this item

The Committee **considered** the annual report on timetabling and space (UTC.17-18/58).

The Committee discussed the data on timetable changes. It agreed that in most cases the student experience was likely to be better where structural changes were kept to a minimum. Members noted, however, that without further analysis the data could not provide a clear picture of what was happening given the varying reasons for timetable changes (both positive and negative).

The Committee suggested that it would be useful to see the data on 'days without a lunchbreak' as a percentage of the number of teaching days in a department to better understand the student experience. It was also suggested that analysis by PG and UG would also be useful.

Members felt that there was potential for the data to play a useful role in departments' NSS action planning and in periodic review. The Committee agreed that Walter Van Opstal should discuss the data further with Richard Waites who, as an experienced Chair of Board of Studies, had articulated a clear sense of where more granularity would be useful.

Action: Timetabling Services and Space Systems Manager

The Committee considered data on the utilisation of teaching space. The Timetabling Services and Space Systems Manager reported that space which had been made centrally available was better used than space which was embedded in departments. Members were supportive of continued efforts to make more space centrally available for use across the Institution. Members noted that utilisation was likely to vary across the campus with higher demand for teaching rooms in new buildings.

Members noted that whilst there might be a financial incentive to increase occupancy, from a student experience point of view it might not be beneficial to fill rooms to their absolute capacity.

Timetabling had gathered data on attendance via its space audit. The data did not indicate any particular correlation between attendance and the time or day of the session. The

need for an IT system to better capture student attendance was emphasised (see also M17-18/79).

The Chair thanked Walter Van Opstal for presenting the paper.

M17-18/84 YUSU / GSA Report on Course Representatives

Gabby Morgan attended for this item

The Committee **considered** a report from YUSU and the GSA on the election of course representatives for 2017/18 (UTC.17-18/59). YUSU had recruited and trained more course representatives than ever before: 3 Faculty representatives; 29 Department representatives; and 454 course representatives covering 92% of the available positions. Voter turnout had increased by 2% and 56% of the representatives had been trained. It was noted that some departments ran their own elections for postgraduate course representatives; YUSU and the GSA were happy to support this approach and requested that the results of the elections be communicated to YUSU and the GSA.

A key factor in the improved turnout was thought to be departments having allowed YUSU the opportunity to promote the elections in welcome talks. This view was shared by the GSA representative who thought it had also impacted positively on postgraduate course representatives elections. The Committee agreed that it should be an expectation that departments invite YUSU to departmental welcome talks so that YUSU can provide an induction on academic representation to new students.

The Committee endorsed the other recommendations in the report, to ensure more effective collaboration between departments and YUSU, which included departments identifying their key contacts with respect to student representation (and sharing this contact list with YUSU) to ensure that communications were directed to the right people.

The Chair thanked Gabby Morgan for presenting the paper.

M17-18/85 Online Project Implementation

The Associate Pro-Vice Chancellor for Teaching, Learning and Students provided the Committee with a verbal update from the Online Project Implementation Group. Targeted marketing of the programmes was now underway and three unconditional offers had been made (and accepted). Whilst the carousel model had not yet been finalised the module build was well underway including a thorough quality assurance review; the Associate Pro-Vice Chancellor reported that Richard Walker had been instrumental in establishing the review process and he was thanked for his invaluable contribution with this work.

Jan Ball had recently been recruited as Educational Adviser (Online Learning) and would work on the development of new distance-learning programmes and as a liaison between the external partner and departments (in the first instance with TYMS).

David Brown, Library and Archives, and Susan Halfpenny, Information Services, had contributed to the development of the orientation module and this would be presented at the next Distance Learning Forum.

An 'end-to-end' assessment workflow was in the process of being mapped out.

The Chair thanked Tracy Lightfoot for the verbal report.

M17-18/86 Revalidation report: Weald and Downland Living Museum

The Committee considered the report, external assessor's report and action plan arising from the revalidation visit (on 30 October 2017) for the two part-time Masters programmes (MSc in Timber Building Conservation and MSc in Building Conservation) delivered by the Weald and Downland Living Museum (UTC.17.18/60).

The Panel observed several strengths in the delivery of the programmes which included the enthusiasm of the tutors, excellent learning resources and good administrative support. The Panel had the opportunity to meet with students (from both programmes) and reported that their feedback was, on the whole, positive.

There were, however, a number of concerns about the quality of the provision which resulted in a number of conditions (that is *requirements* for revalidation) and recommendations. Conditions for the revalidation included: the Museum putting mechanisms in place to ensure that feedback on summative assessment was provided within 20 working days; establishing a process to ensure that outcomes from module evaluations were clearly communicated back to students; reviewing the dissertation module (including a review of supervision support and strengthening skills training) and working closely with the University Subject Contact to develop the person specification and job description for course leader.

It was noted that the visit had highlighted the advances made by the University through the Pedagogy in relation to programme design. Amongst other recommendations, the Panel had strongly recommended that the Museum align its programmes with the York pedagogy.

In addition to concerns about the quality of provision the Panel had also queried the strategic fit and value for both the University and the Museum. The Panel felt that the potential benefits of the partnership from the University's point of view were not being realised. During the visit the Panel had met with the CEO and was reassured of the Museum's commitment to the partnership. The Panel Chair reported that subsequent to the revalidation the CEO had left the organisation and an interim Director was now in post.

The Panel had agreed to recommend the revalidation of the two programmes for four years (September 2018-August 2022) subject to the Museum addressing satisfactorily the conditions identified; recruitment to the programmes could not take place until the conditions had been met to the satisfaction of the Panel Chair. In addition, the Panel had agreed to recommend that early in 2019/20 a robust review of progress with the recommendations be undertaken and that this review encompass an evaluation of the strategic fit and value for both the University and the Museum. The Committee suggested that in the light of the changes within the Museum's Senior Management group it would be beneficial for an interim review meeting to take place (at the University) during the summer of 2018. This meeting could follow up the issues raised by the Panel regarding teaching, learning and quality, and it would be an opportunity to have a broader discussion about the strategic fit of the partnership. The Committee agreed that the Department of Archaeology should facilitate this meeting.

Action: Dept. Archaeology

The Committee approved the report and the action plan and thanked the Panel for its very thorough review of the two programmes.

CATEGORY II BUSINESS

M17-18/87 International pathway College

The Committee noted that the Chair has approved a new 20-week Management pre-session programme within the International Pathway College, to commence April 2018.

M17-18/88 Pedagogy Approvals

The Committee **received** a report on the decisions of York Pedagogy Approval Panels approved by Chair's action between 25 November 2017 and 22 December 2017 (UTC.17-18/61).

M17-18/89 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 16 November 2017 and 9 January 2018 (UTC.17-18/62).

M17-18/90 TEF

The Committee **received** the University's TEF provider submission (UTC.17-18/63* *confidential - commercial in confidence*).

M17-18/91 Standing Committee on Assessment

The Committee **received** a report on the meeting of the Standing Committee on Assessment held on 26 January 2018 (UTC.17-18/64).

M17-18/92 Co-ordinating Group for Supplementary Programmes

The Committee noted that the minutes from the meeting of the Co-ordinating Group for Supplementary Programmes held on 11 December 2017 were available at <https://www.york.ac.uk/staff/teaching/contacts/committees/supplementary-programmes/>

M17-18/92 Faculty Learning and Teaching Groups

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

- Arts and Humanities meeting held on 11 January 2018 (UTC.17-18/65a)
- Sciences meetings held on 9 January 2018 (UTC.17-18/65b)
- Social Sciences meeting held on 10 January 2018 (UTC.17-18/65c)

M17-18/93 Periodic Review

The Committee **noted** that the Chair had approved the appointment of Dr Shirley-Ann Rueschemeyer as the second internal panel member for the Periodic Review of the Department of Biology.

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

- Professor Ben Clift (University of Warwick) and Dr Valbona Muzaka (King's College London) as external assessors for the Periodic Review of the School of PEP (3 May 2018).
- Professor Libby John (University of Lincoln) and Professor Kay Yeoman (University of East Anglia) for the Periodic Review of the Department of Biology.
- Professor Cahal McLaughlin, Queen's University, Belfast (for Film and TV Production), Dr Emma Cox, Royal Holloway, University of London (for Theatre) and Professor Pat Healey, Queen Mary, University of London (Interactive Media). The Committee noted

that the Chair had exceptionally approved three external assessors (rather than two) for the Periodic Review of Theatre, Film and Television to ensure sufficient external review of the Department's three subject domains.

- Dr Richard Kirkham (University of Sheffield) as external assessor for the Periodic Review of the York Law School (23 February 2018).
- Dr Beth Williamson (University of Bristol) as external assessor for the Periodic Review of History of Art.

M17-18/94 Dates of Future Meetings

The Committee **noted** that the dates of future meetings in 2017/18 were as follows:

- **Thursday 15 March 2018, 13.30-17.30**
- Thursday 17 May 2018, 9.30-13.30
- Thursday 21 June 2018, 9.30-13.30

*Secretary's post meeting note: The Chair had agreed to a change to the start time of the meeting on Thursday 15 March; the start time would be **14.00** [finishing no later than 17.30].*