

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 4 October 2018

Present: John Robinson (Chair)
Michael Bate (to M18-19/12)
Stuart Bell
Mike Bentley
Charlotte Chamberlain
Sabine Clarke
Valerie Cotter
Nigel Dandy
Joe Fagan
James Hare
Steve King
Tracy Lightfoot
Sinead McCotter
Gulcin Ozkan
Matthew Perry
Richard Waites
Jez Wells (to M18-19/8)

In Attendance: Jane Iddon (ASO, Secretary), Jenny Brotherton (ASO, Minute Secretary)

Apologies were received from Ambrose Field, Brian Fulton, Dave Smith, Gill Chitty, Maggie O'Neill, Ed Braman, Jenny Gibbons, Barry Lee and Claire Hughes.

CATEGORY I BUSINESS

M18-19/1 Welcome and Valedictions

The Chair welcomed new members

- Jez Wells
- Sabine Clarke
- Michael Bate
- Matthew Perry
- Sinéad McCotter
- Claire Hughes
- Jenny Gibbons
- Mike Bentley
- James Hare

Other members were welcomed back including those with new roles on the Committee:

- Gill Chitty - Associate Dean for Teaching, Learning and Students (TLS), Faculty of Arts and Humanities
- Steve King – Associate Dean (TLS), Faculty of Sciences

- Stuart Bell - Acting Associate Dean (TLS), Faculty of Social Sciences
- Charlotte Chamberlain – GSA Vice President Academic

M18-19/2 Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 21 June 2018 (UTC.18-19/1).

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

- The MA in Playwriting and the MA in Theatre-Making, including the revised part-time structures, had been approved (M17-18/126 refers)
- Data from the Planning Office on student numbers would be shared with UTC in November (M17-18/144 refers)
- The Chair had discussed analysis of the Freshers and York Experience surveys with BIU and was seeking to get a deep analysis of the surveys prioritised through BIU's project prioritisation process.

M18-19/3 Terms of Reference and Membership

The Committee **considered** revised terms of reference and membership for 2018/19 (UTC.18-19/2). Minor edits had been made to the terms of reference and the Committee's membership had been updated to reflect appointments made by Senate. The Committee was advised that, subsequent to the circulation of papers, Jenny Gibbons (York Law School) had been appointed to the Committee to fill an additional vacancy (replacing Maggie O'Neill who had accepted a post at another institution).

The Committee agreed an amendment to the constitution of its membership:

- the Associate Deans for Teaching, Learning and Students to replace the Faculty Deans as ex officio members;
- the respective Faculty Dean to be the designated alternate for the Associate Dean when they are unable to attend.

The Committee **decided to recommend to Senate approval** of its revised terms of reference and membership for 2018/19.

M18-19/4 Annual Cycle of Business

The Committee **received** its annual cycle of business, a list of members' roles and responsibilities, and a provisional allocation of members to periodic review and other UTC visits for 2018/19 (UTC.18-19/3).

The Chair reported that, subsequent to the circulation of papers:

- Jenny Gibbons had been nominated to be the UTC Department contact for Sociology, Criminology, Women's Studies, Social and Political Science and Social Policy and Social Work
- Richard Waites had been nominated to Chair the Periodic Review for Politics, Economics and Philosophy
- Tracy Lightfoot had been nominated to Chair the Periodic Review for Philosophy

M18-19/5 Oral Update from the Chair

The Committee received an oral update from the Chair:

- The Chair congratulated Professor Andy Parsons (Chemistry) who had won a National Teaching Fellowship.
- The Chair congratulated the ProPEL (Programmes to Propel Effective Learning) team which had won a Collaborative Award for Teaching Excellence (CATE) from Advance HE¹ for work to support the introduction of the York Pedagogy. It was noted that a CATE award was the team equivalent of a National Teaching Fellowship; the CATE awarded to York was one of only 15 awards made this year.
- The Chair congratulated Dr Glenn Hurst (Chemistry), new Chair of Forum, who had been shortlisted for Most Innovative Teacher of the Year in the Times Higher Education Awards 2018. The University was amongst the finalists for the University of the Year. The awards ceremony was on 29 November.
- The University had applied to participate in OfS's 2018/19 Subject-level TEF pilot. The Chair would be establishing a TEF Working Group and Members were asked to contact him if they were interested in being on the Group.
- The Chair tabled a paper (UTC.18-19/22) showing proposed amendments to the University Policy for Student Representation. The Committee had previously agreed (M17-18/122 refers) that the PVC (TLS), the Associate PVC (TLS) and the Associate Deans (TLS) should give further consideration to recommendations made by YUSU in relation to the Policy (UTC.17-18/78). A meeting between YUSU, GSA, ADs, and the PVC was held at the beginning of October and the Group agreed to accept the modifications to the Policy which YUSU had proposed in its paper (UTC.17-18/78) to UTC in May. It was hoped that the amendments would prompt further discussion at FLTGs on the implementation of the Policy. The Committee **endorsed** the amendments which had been accepted by the Group.
- The Chair noted that the Committee had received updated reports arising from the three 2017/18 Together York projects (UTC.18-19/14, 20 and 21). The Chair advised that the reports were being considered at Student Life Committee. This year it was expected that there would be a single Together York project in the area of the international student experience.
- Members were encouraged to submit nominations for the Professional@York awards, particularly for the 'outstanding support to teaching' category.
- The National STEM Learning Centre was withdrawing the Certificate in Science Education and Leadership that was validated by the University (UTC.18-19/13). The Chair noted that, prior (and independently) to this, he had discussed with Judith Bennett and Paul Wakeling (Department of Education) whether any wider strategic benefit could be gained from the existing collaboration (an action from the 2018 revalidation action plan [M17-18/127 refers]). The conclusion was that no wider strategic benefit could be gained by the University.
- The Chair was establishing a UTC Working Group on the University's approach to Module Evaluation (M17-18/148 refers). Members were asked to contact the Chair if they would like to be on the group.

M18-19/6 Update from the Student Representatives

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

- A full set of department representatives had been recruited. All had received induction

¹ Advance HE formed in March 2018 following a merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education.

and training.

- 149 nominations had been received for course representative, fewer than in previous years. Members were asked to encourage nominations in their departments.
- YUSU had revised the training that would be offered to course representatives. Representatives would be invited to select training on skills that would be relevant to them.
- YUSU was hosting an open morning event on 17 October from 8.30-10.00. The Sabbatical Officers would be describing their plans and YUSU's priorities for the year ahead.

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

- 61 course representative nominations had been received. There had been some technical issues with the nominations process; GSA had been dealing with the problems. It was noted that it was permissible for departments to recruit more than one course representative per programme.
- Further to a meeting with the OfS in July (M17-18/145 refers), the GSA has been asked by the OfS to join a working group (which also included members of Birmingham's Postgraduate Student Association) looking at the definition of 'Widening Participation'.

M18-19/7 Postgraduate Taught Experience survey

Andrea Boam, Academic support Office, attended for this item.

The Committee **considered** a report on the results of the Postgraduate Taught Experience survey (PTES) 2018 (UTC.18-19/4); the University participated in the survey every two years. The 2018 Survey comprised eight main sections (A-H) including *teaching and learning*, and *skills development*. There was also an overall experience question (similar to the NSS overall satisfaction question). The report included a ranking report produced by Advance HE (UTC.18-19/4b). It was noted that Advance HE's subject-level analysis mapped students to JACS codes, whereas the University's analysis was by department. The survey invited students to report if they were distance learners, however, the University's analysis also used its list of online and distance learning registrations; both categories are captured in the Tableau Workbook. The University had achieved a response rate of 30% (1,014 students), slightly above the sector average (29.4%), and broadly representative of the eligible population; distance learners were the only demographic to be underrepresented. The Associate PVC thanked the GSA for its help in promoting the survey.

At University-level the overall satisfaction score was 82%; this placed the University in the second quartile sector-wide and is above the sector and Russell Group averages. At Faculty level Arts and Humanities was in the top quartile for the sector and for the Russell Group. Overall satisfaction for distance learners and part-time students was high: part-time students are ranked 6th of 93 Higher Education Institutions (HEIs), scoring 91%, and distance learners are ranked 3rd of 74 HEIs with a score of 93%.

The University was in the top quartile in the sector for the retention measure and 1st of 74 HEIs for retention amongst distance learners. Members noted the need to monitor the retention of distance learning students as the University expanded its distance learning provision. It was reported that a demographic analysis of home / overseas students had not been undertaken. By age, students over 50 years had the highest levels of overall satisfaction.

The University had achieved high scores for the assessment measure (79%) which placed it in the second quartile sector wide. The results had been less positive for skills development and employability. Concerns about skills development had been reflected in the open comments section of the survey with some students reporting that their programmes

focussed on theory rather than practical skills. Skills development was a particular concern amongst students from the Faculty of Sciences. Members hoped that developments in Careers and Placements and the Pedagogy's focus on skills development would help to address some of these concerns for future cohorts.

Appendix 6 to the report included analysis at department-level. Low response rates affected the reliability of this analysis (with very small absolute numbers in some cases), however, a number of departments had seen a significant increase in overall satisfaction compared with the 2016 results; in particular TFTV, Archaeology, Law, Mathematics and Electronic Engineering. These departments were congratulated.

Members noted that the timing of the survey was problematic as students were asked to comment on their major project before they had completed it (and this may well have impacted on students' perception of skills development). It was reported that the survey window (1 February to 15 June 2018) was set by Advance HE.

The Associate PVC reported that, following UTC's endorsement, the report would be circulated to departments. Member agreed that departments should report on progress in addressing any weakness that the survey had identified in its Annual Programme Review Report.

Members were supportive of the suggestion that a PTES Working Group be established in order to look holistically at the key areas of the survey results (although it was noted that a different approach was taken for addressing concerns that emerged at undergraduate level via the National Student Survey, M18-19/8 refers). The GSA student representative asked to be included in the group. Members agreed that careers development was an area that the Working Group might consider taking forward.

The Associate PVC thanked Andrea Boam and Bill Mackintosh (BIU) for their work to support the analysis of the data and the reporting.

M18-19/8 National Student Survey

Adrian Lee, Academic Support Office, attended for this item.

The Committee **considered** a report on the results of the National Student Survey (NSS) 2018 (UTC.18-19/5). The University was the top institution in the Russell Group for Assessment and Feedback, Academic Support and Organisation and Management and was equal sixth in the Russell Group for Overall Satisfaction. However, in comparison with its 2016/17 results the University had declined in all 27 questions. Overall Satisfaction had decreased by 3.8 percentage points.

Members noted themes that had emerged from the open comments section of the survey. There were a number of comments about the industrial action. Contact hours was mentioned 66 times and half of the comments on this were concentrated in three departments. Professionalism and Organisation were also themes from the open comments, again with negative comments concentrated in particular departments.

In 2016 new subject area targets were adopted for 2018: an overall satisfaction score of 90% or above and for each dimension be in the top half of the rank order for that dimension. Six departments had met the target this year. The Committee noted that the dimensions used in the TEF (*Teaching, Assessment and Feedback, and Academic Support*) were critical areas to focus on. Of the three TEF dimensions both *Teaching* and *Academic Support* correlated closely to overall satisfaction. The Chair observed that 'I feel part of a community of staff and students' (Question 21) also had a strong correlation with overall satisfaction. This had already been an area of focus for some Heads of Department and that there might be an opportunity to share best practice in relation to establishing a sense of community. The

Committee noted that the geography of the campus and Departmental space was likely to have some impact on the responses to this question but agreed that establishing a sense of community was not simply about space.

In previous years the PVC had discussed action plans with departments where he had particular concerns. This year the Associate Deans and the PVC would be contacting departments where further discussion was required. (Where an Associate Dean's own department's action plan required further discussion this would continue be taken forward by the PVC).

Members discussed the results:

- It was noted that a more effective online tool for delivering feedback might help to boost the scores in the *Assessment and Feedback* dimension.
- It was noted that students' perception of feeling part of a community was likely to be very sensitive to the time of year. In some cases students would be revising for exams when completing the survey and so less present at the University than at other times of the year. It was noted that flexibility around when to run the survey was limited because the closing date was set nationally.
- Members were interested in whether Peer-Assisted Learning had a positive impact on students' sense of community. It was reported that an evaluation of the Peer Assisted-Learning scheme pilot (M16-17/47 *refers*) would be received for consideration by UTC in February 2019.
- Contact hours and unprofessionalism (both themes of the open comments) had not been mentioned in any departmental action plans. It was noted that the comments around un-professionalism could be difficult to manage if they did not align with feedback from other mechanisms.
- It was noted that some students had expressed concern about intellectual challenge. Members noted that the lowering of entry tariff (to increase numbers) may well have led to changes in teaching methods to cater for a more diverse entry profile. Ensuring that programmes were stretching was a key principle of the York Pedagogy and it was hoped that the redesign of programmes for the Pedagogy would boost scores for 'my course has challenged me to produce my best work'.
- YUSU's Academic Officer was concerned that some departments appeared to not be fully engaged with poor scores for the *Student Voice* dimension. Members observed that YUSU and departments needed to work in partnership to address these concerns. Results for the *Student Voice* dimension did not include responses to Q.26 which was specifically on the Students' Union.

The Chair thanked Adrian Lee and Karen Payne (BIU) for their support with the analysis of the results.

***M18-19/9 Learning and Teaching Strategy**

Minute - Commercial in Confidence

M18-19/10 Periodic Review: Law

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of Law (UTC.18-19/6). Maggie O'Neill had chaired the review and Gulcin Ozkan, as the second UTC member on the Panel, presented the report on behalf of the Panel.

The Panel had been impressed by the School; it had established a positive reputation in the sector and grown significantly since its last periodic review. The Panel had identified a

number of strengths including the School's collegial approach to programme design, its support for students' career development, and responsiveness to feedback. The Panel was impressed by the School's innovative Problem-Based Learning method of teaching which was a distinctive feature of the School's provision. The Panel had made recommendations which included developing a stronger sense of community amongst its increasing population of PGR students, reviewing written statements of assessment, reviewing the process for the induction of new staff and developing study abroad opportunities.

The Panel had made two recommendations to University Professional Services. The Panel recommended firstly (para. 4.8) that any further growth in the School, beyond the current planned student numbers, be appropriately considered by estate planning; this recommendation would be referred to the Planning Office and Estates and Campus Services. The Panel also recommended that the Library continued to give consideration to providing an enhanced service for students studying and living on Heslington East. The Library had been consulted on this recommendation and had advised that there were a number of issues that meant that it was currently not feasible to provide a Heslington East drop-off service. YUSU's Academic Officer provided further context to the technical difficulties and explained that the Piazza Library did not have load-bearing floors. The Library had digitised all core texts for all four Heslington East departments to support access.

The Committee considered the actions which the Law School had identified. It noted that the action in 7.2 (ensuring that the PGR handbook was up-to-date and accurate) had a target completion date of December 2018 (which was after the new cohort of research students commenced their programme). The Committee agreed that it would be useful to ensure that the Law School was aware of the PGR handbook template (updated annually) provided by the York Graduate Research School and to seek the School's view on whether this action could be completed more quickly. Likewise, in relation to 8.2 it was noted that the implementation of new induction processes for staff had a target completion date of September 2019 and members agreed that the School should be asked whether it was feasible to bring forward the implementation date.

Action: Secretary

Notwithstanding the minor advisory points outlined above, the Committee agreed that the School had identified appropriate actions in response to the Panel's recommendations.

Secretary's post meeting note: in relation to the Committee's query arising from discussion of section 8.10 it had been confirmed that "Support" (in "...Scholarship time for Teaching and Support staff") should be "Scholarship"; this was corrected (in the report and action plan) prior to submission to Senate.

M18-19/11 Periodic Review: Biology

The Committee **considered** a report, external assessor's reports and action plan arising from the periodic review of Biology (UTC.18-19/7).

John Robinson had chaired the Review and Shirley-Ann Rueschemeyer had been the second academic Panel member. The Panel had been impressed by the quality of the Department's provision and had identified a number of strengths and instances of excellent practice including the integration of research and teaching and the design of programmes to support students' employability.

The Panel identified a number of actions that the Department should take to enhance the quality of its provision. The Review Chair highlighted the Panel's recommendation to

monitor data on progression, retention and classification by demographic groups and noted that this required support from the Business Intelligence Unit.

The Committee considered the actions identified by the Department and agreed that they were appropriate. It noted however that a number of actions had target dates of June, July or September 2019 which was some 13-16 months after the Review. The Committee suggested that there was not a consistent understanding of what 'completed by' meant in terms of assigning a date of completion and suggested that in the case of Biology the dates related to implementation. Members were advised that the process for monitoring of actions arising from periodic review was Annual Programme Review. The Committee agreed the Department should be advised to consider the timeframe for actions which had been assigned a completion date of more than 12 months after the Review.

Action: Secretary

M18-19/12 YUSU Excellence in Teaching and Supervision Awards

The Committee **considered** a report on the YUSU Excellence in Teaching and Supervision Awards (UTC.18-19/8). It was reported that 350 students had submitted 450 nominations for 269 members of staff. The showcase event had involved speakers from 13 departments. Both the number of nominating students and the volume of nominations had increased from last year.

YUSU was considering removing some of the categories which had attracted fewer nominations. It was also considering how it could encourage departments to more actively promote the awards and attendance at the showcase event.

The Chair noted that the event had clashed with a Festival of Ideas special focus day on the future of UK higher education and this may have impacted on attendance; the Chair had requested that External Relations share the 2018/19 Festival of Ideas programme with YUSU as early as possible in order to inform YUSU planning for the 2019 Awards.

Members agreed that 'unsung hero' was a useful category but suggested that 'non-academic staff' could be replaced with 'student support staff'.

It was suggested that a poster campaign after the event (similar to the one which ran before it) might be helpful, both to let staff and students know who had won and to raise the profile of the awards in departments.

YUSU's Academic Officer thanked members for their comments.

M18-19/13 Online Project

The Committee **received** a verbal update from the Online Project Implementation Group from the Associate Pro-Vice Chancellor for Teaching, Learning and Students.

The second cohort of students on the Management programmes had started on 3 September; there were now 63 students (over the two cohorts). Retention on the programmes thus far had been high; two students had taken a Leave of Absence and, in terms of the cohort demographic, the Associate PVC explained that this was not unusual. The Student Success Coordinator role was working effectively. Student Success Coordinators were employed by Higher Ed Partners UK (HEP UK) and the role involved signposting queries and also proactively contacting students who were not engaging with the programme (thereby identifying possible issues early). Members felt there was potential for this approach (and its model of triage) to be replicated more widely within the Institution. Members questioned whether such a highly proactive approach to students who were

showing signs of disengagement aligned with the principle that students are autonomous 'adult' learners. Furthermore members observed that, for some students, this type of contact may well be considered overly invasive. It was agreed that the Associate PVC and PVC should consider the ways in which the HEP Student Success Coordinator model might be shared more widely.

Action: Associate PVC / PVC

New online programme proposals from the Department of Computer Science would be coming to UTC in December. The Project Group was reviewing the Programme Characteristics Document; it was envisaged that this would be expanded to cover other areas of the framework including admissions and Recognition of Prior Learning.

HEP UK had recruited a new Academic Services Director who would be starting on 15 October; meetings with members of the University would take place later in the Autumn term.

M18-19/14 Standing Committee on Assessment

The Committee received the membership, terms of reference and annual priorities of the Standing Committee on Assessment (SCA) for 2018/19 (UTC.18-19/9).

The SCA had proposed that UTC-appointed membership be increased to 9 (not including the Chair) and comprise, where possible, balanced representation from across the three faculties. It was also proposed that members' service be extended over the summer to finish on 1 September rather than 31 July. An amendment to the SCA's terms of reference (ToR) in relation to external examiners (ToR 8) had also been proposed based on guidance from the Academic Quality Team and Human Resources. The Committee suggested that ToR 12 should also be updated to include Faculty Learning and Teaching Groups (FLTG).

Subject to the amendment to ToR 12 the Committee **approved** the membership and terms of reference of SCA.

UTC considered the annual priorities that SCA had identified for 2018/19. It was reported that the review of the Exceptional Circumstances affecting Assessment Policy would be an exercise to understand how it had been implemented and the impact on the student experience.

The planned review of the Academic Misconduct Policy would be a full review encompassing guidelines and procedures. The scope would include a review of the penalties for low credit assessments, the policy and guidelines in relation to commissioned work/ essay mills, and mitigation for disability.

The Chair of SCA explained that SCA would be seeking to engage more proactively with FLTGs. In connection with the review of the Academic Misconduct Policy this might involve looking at whether there should be faculty oversight of Standing Academic Misconduct Panels. UTC agreed that increased two-way communication between FLTGs and SCA would be beneficial. It was noted that the forum of Chairs of Boards of Examiners was another useful way for the Committee to engage with departments.

The Committee **approved** the annual priorities identified by SCA.

CATEGORY II BUSINESS

M18-19/15 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 12 June 2018 and 3 September 2018 (UTC.18-19/10).

M18-19/16 Complaints

The Committee **noted** that the Chair had considered the annual report on formal complaints received by the Registrar and Secretary in 2016/17 and resolved that there are no matters, patterns or trends that need further attention by Teaching Committee or other University-level body.

M18-19/17 Periodic Review Policy

The Committee **noted** that the Chair had approved amendments to the University's Policy on Periodic Review and the Guidance on Writing a Self-Evaluation Document for Periodic Review (UTC.18-19/11).

M18-19/18 Credit Transfer

The Committee **noted** that the Chair had approved amendments to the Policy on Credit Transfer and Recognition of Prior Learning (UTC.18-19/12).

M18-19/19 Validated Provision

The Committee **received** an update, including consideration of reports from Subject Contacts, on validated provision (UTC.18-19/13).

M18-19/20 Together York

The Committee **received** updated reports arising from the 2017/18 Together York Projects:

- a) Foundations for Study and Life (UTC.18-19/14);
- b) International Student Experience (UTC.18-19/20);
- c) Equity of Provision (UTC.18-19/21).

M18-19/21 Annual Assurance report

The PVC's executive report to Council, which also serves as the annual assurance report on the quality of the student experience, had been forwarded to Senate for consideration prior to Council and would be received by UTC in November.

M18-19/22 Feedback Turnaround Time

The Committee **noted** that the Chair had approved the following exemptions to the policy on assessment feedback turnaround time:

- a) in the Department of Music with respect to three 'Stravinsky' modules (MUS00012C, MUS00012I, MUS00012H) [feedback will be received within six weeks of submission of the assessment];
- b) in the Department of Chemistry, to allow a slight extension such that feedback on assessments in Week 1 of Spring Term can be given by no later than Friday of Week 5. This is to align feedback return with supervision meetings taking place in Week 5.

M18-19/23 Sub-committees

Standing Committee on Assessment

The Committee **received** a report on the meeting of the Standing Committee on Assessment held on 16 July 2018 (UTC.18-19/16).

Coordinating Group for Supplementary Programmes

The Committee **noted** the:

- terms of reference and membership of the Coordinating Group for Supplementary Programmes (UTC.18-19/17);
- minutes of the meeting of the Coordinating Group for Supplementary Programmes held on 3 July 2018 were available at:
<https://www.york.ac.uk/staff/teaching/contacts/committees/supplementary-programmes/>

M18-19/24 Faculty Learning and Teaching Groups

The Committee **received** a report on the meeting of the Arts and Humanities Faculty Learning and Teaching Group held on 24 May 2018 (UTC.18-19/18).

M18-19/25 Periodic Reviews and Other UTC Visits

The Committee **noted** that the Chair had approved Dr Guy Longworth (University of Warwick) and Dr Lina Jansson (University of Nottingham) to act as the external assessors for the Periodic Review of Philosophy (Autumn 2018).

The Committee **noted** that that the Chair had approved the deferral of the Three-Year Review for the PGDip in Creative Writing and the PGDip in Railway Studies until the Autumn Term of 2018. In the light of both programmes having been scrutinised in 2017/18 (through the pedagogy process for postgraduate taught programmes and as part of new programme approval [considered in the context of the on campus PGDip in Creative Writing and the MA in Railway Studies]) and given that the Centre for Lifelong Learning's provision would be subject to a periodic review in 2019/20, the Chair had approved a revised arrangement for the Autumn Term Three-Year Review (specifically that the review will initially be desk-based and will be supplemented by a Panel visit if necessary).

M18-19/26 Professional, Statutory and Regulatory Bodies

The Committee **noted** that the Institute of Mathematics had accredited the new MMath Mathematics with a Year in Industry programme in the Department of Mathematics, for cohorts 2018/19 to 2022/23.

The Committee **received** the report on the approval process undertaken (30 May 2018) by the Health and Care Professions Council (HCPC) to ensure the Masters of Social Work, MA in Social Work and PGDip in Social Work (exit route only) met HCPC's standards of education and training, and received the Department's response to HCPC's report (UTC.18-19/19). It was noted that the HCPC had confirmed (August 2018) approval of the provision reviewed.

M18-19/27 Collaborations

The Committee **noted** that the Chair had given approval to the Department of Education for a new School Direct partnership with All Saints RC School, York/ Diocese of Middlesbrough Teaching School Alliance to enrol the first trainees in 2019/20.

M18-19/28 Exchange agreements

The Committee **noted** that the Chair had approved an exchange agreement between the Department of Education and The University of Sheffield International Faculty, CITY College, Thessaloniki, Greece.

M18-19/29 Dates of 2018/19 meetings

The Committee **noted** that the dates of future meetings in 2018/19 were as follows:

- Thursday 8 November 2018, 9.30-13.30
- Thursday 6 December 2018, 9.30-13.30
- *Strategy meeting* – **Wednesday 12 December 13.00-15.00**
- Thursday 7 February 2019, 9.30-13.30
- Thursday 14 March 2019, 09.30-13.30
- Thursday 16 May 2019, 9.30-13.30
- Thursday 20 June 2019, 9.30-13.30
- *Extraordinary meeting* – **Thursday 18 July 2019, 9.30-13.30**