UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 10 January 2020

Present: John Robinson (Chair)
Jane Baston
Mike Bentley
Ed Braman
Wayne Campbell
Sabine Clarke
Sam Cobb
Nigel Dandy
Claire Hughes
Steve King
Barry Lee
Tracy Lightfoot
Sinéad McCotter
Giang Nguyen
Lisa O'Malley
Matthew Perry
Dave Smith
Jez Wells

In Attendance: Elizabeth Allen (ASO, Minute Secretary) and Jane Iddon (ASO, Secretary).

Apologies were received from Michael Bate, Gill Chitty, Jen Gibbons, Mark Nicholson, Andrew Pickering and Jill Webb.

CATEGORY I BUSINESS

M19-20/76   The Department of Electronic Engineering

The Committee considered proposals from the Department of Electronic Engineering:

1. BEng in Electronic and Electrical Engineering (including a '(with a year in industry)' variant) (UTC.19-20/**65a**)
2. MEng in Electronic and Electrical Engineering (including a '(with a year in industry)' variant) (UTC.19-20/**65b**)

Both proposals were for full time on campus programmes to be introduced in September 2021 and both included 'with a year in industry' variants. The BEng would be delivered over three years, the MEng over four years. The proposals had planning approval from the Faculty Learning and Teaching Group for Sciences (November 2019).

Two external assessors had considered the proposals who had both recommended that the proposals should proceed subject to the consideration of a number of minor queries; the Department's response addressed

UTC: January 2020

the queries that had been raised. The programmes had been reviewed in advance by Claire Hughes and Mark Nicholson and the proposal had the reviewers' support.

The proposals followed a similar programme structure to the existing suite of undergraduate programmes in the Department of Electronic Engineering, which share a number of existing modules. The rationale for the introduction of the new programmes was to widen the applicant cohort, rather than just to increase student numbers. The programme framework and module structure aligned to the Accreditation of Higher Education Programmes (AHEP3) learning outcomes, the framework used by the IET Professional Accrediting Body. Stage 1 and 2 of the programmes comprised core modules only; Stage 3 comprised 110 credits of core modules and 10 credit option modules, and Stage 4 comprised 100 credits of core modules and 20 credit option modules. The UTC reviewers had queried the place of the specialist modules (Spring Term only) in the overall programme structure; the Department had assured the reviewers that there was sufficient specialist knowledge covered in the Autumn term modules to maintain student interest and engagement.

During the discussion, the following points were made:

1. The Department would be seeking accreditation from the Institution of Engineering and Technology (IET); IET accreditation was essential for the success of the programmes. The re-accreditation process for the Department's existing programmes had taken place in the Autumn term 2019/20. It was noted that marketing materials (and all published information) would need to accurately convey the status with respect to IET accreditation.

2. Whilst the proposed assessment structure was similar to that of the Department's current undergraduate proposals the reviewers had raised a concern regarding the bunching of assessments within the Spring and Summer terms. The Department's rationale was that:
    -   the structure ensured that assessments took place after everything required for accreditation had been taught.
    -   the Department had incorporated a schedule of formative assessments; this approach was working well, and included assessment for learning initiatives such as online quizzes and tutor groups.
    -   the Department's programmes had undergone a restructure in 2015 (UTC M15-16/11 refers), and a number of modules had been changed to 10-credits.

    Members suggested that the Department should consider more creative ways of assessing students, to reduce the assessment burden, especially as various programmes within the Department, shared a number of the same modules.

3. The Committee noted that the proposed structure encompassed seven modules being delivered simultaneously in the Spring Term in Stages 1 and 2 and that the University's Undergraduate Framework for Programme Design permitted an upper limit of six; an exemption to the modular framework was therefore required (and, if approved, recorded in section 12 of the PDDs). Members suggested that the issue could be resolved by moving one of the new modules out of the Spring Term, however it was highlighted that it may be difficult to change the module sequence due to the potential impact on other programmes.

4. The Committee recommended a number of revisions that were required to the PLOs:
    -   PLO 6 relating to communication, effective time management, team working, and ethical decision-making needed to articulate with greater clarity the way in which they would be assessed.
    -   the PLOs for the MEng were very good, however it was suggested that the PLOs for the BEng could be more focused and capture greater specificity.

5. Members noted a number of corrections/further information required on the PDDs:
    -   section 5.e (i) had a small typo within the BEng PDD, as it referred to the MEng.

UTC: January 2020

- section 5.e (vii) required more detail regarding research-led teaching as the primary focus appeared to be research.
- section 6 should refer to the relevant QAA Benchmark Statement(s).
- section 7.a for Stage 3 appeared to have 70 credits within the Autumn Term, however it was suggested that there was an error on the PDD (and required correction) as the Stage 3 Option list (7.b) indicated these were Spring Term modules.
- Section 7.a had an apparent inconsistency with respect to the delivery of the BEng Individual Project (and required correction) as the PDD indicated that it commenced in Spring term, but the module actually started in the Autumn term and ran all year). However, concern was still raised regarding the bunching of credits in Stage 3, but it was highlighted that the Individual Project was an established flagship module within the Department and shared with other programmes and therefore could not easily be amended.
- section 7.c (ii) should fully articulate the formative assessment approach.
- inconsistencies (which required correction) between the 'overview of modules' and the programme map, for example, on the 'overview of modules by stage' the Programming modules appeared to be assessed by 100% essay, however the programme map indicated that assessment was by report and code.
- the pre-requisites on the module overview tab should provide precise details; it currently stated 'Stage 1 modules' or 'Stage 2 modules' and this would not be applicable to visiting study abroad students.
- section 8, relating to contribution of staff needed greater clarity of the contribution of Graduate Teaching Assistants (formerly Postgraduates who Teach).

6. It was noted that Prof. Bramley (external assessor) had queried coverage of the topic 'electrical propulsion systems'. In relation to this comment members queried coverage of the topic 'charging and energy storage technologies' (e.g. for vehicles, part of a smart grid etc) within the programme as this was likely to be a growth area.

The Committee **agreed to approve** the programme (including the exemption to the modular framework) subject to the following four recommendations, that:

1. further thought be given to the issue of assessment bunching within the Spring and Summer terms in Stages 1 and 2, for example by considering more creative ways of assessment within the new modules being proposed and reviewing the number of modules being delivered in one term (2-3 above);
2. the outstanding issues related to the PLOs are addressed (4 above);
3. the revisions be made to the Programme Design Documents (5 above);
4. consideration be given to coverage of charging and energy storage technologies within the programme.

CATEGORY II BUSINESS

M19-20/77   Dates of 2019/20 meetings

The Committee **noted** that the dates of future meetings in 2019/20 (all in HG21, 9.30-13.30, unless noted separately) were as follows:

- Thursday 6 February 2020
- Thursday 12 March 2020
- Thursday 14 May 2020
- Thursday 18 June 2020
- *Extraordinary meeting* – Thursday 16 July 2020

UTC: January 2020