UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held 4 February 2016

Present: Professor J Robinson (Chair), Mrs L Booth, Dr G Cubitt, Mr N Dandy, Ms C Dantec, Mrs K Dodd, Professor C Fewster, Dr J Hardman, Professor J Hudson, Ms R Ibrahim (GSA representative), Dr S King, Professor T Lightfoot, Mr T Ron (YUSU representative), Dr K Selby, Dr Á Sheil, Professor J Thijssen, Dr R Vann, Professor R Waites and Dr L Waldorf.

In Attendance: Professor B Fulton (Dean, Sciences), Dr D Gent (ASO, Acting Secretary), Mrs A Boam (ASO, observing), Ms R Barber (YUSU, M15-16/89-90) and Mr M Burton (M15-16/91).

Apologies: Professor S Bell (Dean, Social Sciences), Professor M Ormrod (Dean, Arts and Humanities) and Dr C van Wyhe.

CATEGORY I BUSINESS

M15-16/79 Welcome

The Chair welcomed Mrs Andrea Boam (ASO) who was attending the meeting as an observer.

M15-16/80 Minutes of December meetings of UTC

The Committee **approved** the minutes of the Strategy meeting held 3 December 2015 (UTC.15-16/**56**). It was noted that the latter part of the phrase 'the system might be that Level 1 of the TEF allowed fee increases, whilst higher levels of TEF did not' within M15-16/67 was intended to refer to additional increases.

[**Secretary's Note**: this distinction was apparent in the University response to the Higher Education Green Paper, which the minute had informed]

The Committee **approved** the minutes of the meeting held 10 December 2015 (UTC.15-16/**57**).

M15-16/81 Matters Arising from the Minutes

The Committee **considered** an update on matters arising from previous meetings (UTC.15-16/**57 Appendix I**). It was **reported** that the following item had been closed subsequent to the circulation of papers:

- M15-16/68, Centre for Lifelong Learning (CLL) and Archaeology: MA in English Building History: CLL and Archaeology planned to defer the start of the programme until the 2017/18 academic year. A working group had been established to develop the programme content, and proposals would be re-submitted to UTC at a future point.

The following actions remained open:

- M14-15/122 Review of Health Economics for Health Care Professionals and MSc in Economic Evaluation for HTA: as reported at the November meeting, work on this issue remained ongoing.
- M15-16/36 Review of Compensation, Condonment and Reassessment: preparations for the analysis of the data were continuing.
- M15-16/38 Learning and Teaching Strategy Action Plan: owing to a change in scheduling, it was no longer appropriate to take the recommendation to defer roll-out of the York pedagogy to PGT programmes in tandem with the recommendations from the Planning Committee working group on PGT provision. The Chair thus intended to independently take the recommendation relating to the pedagogy forward to the Vice-Chancellor's Advisory Group and thence to the Senior Management Group.
- M15-16/69 Physics: Modifications to the Undergraduate and Integrated Masters Programmes: the Department of Physics had conducted a further consultation of all affected students on the planned modifications and had received a positive response. The Chair had accordingly approved the proposals. ASO was working with the Department to complete the remaining actions listed in the minute.
- M15-16/72 Credit Transfer and Recognition of Prior Learning: action on this issue was planned but was not a priority given a temporary reduction in staff resource in ASO.

M15-16/82 Oral Report from the Chair

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

- The Module Catalogue would be rolled out to all departments imminently, and ASO would support departments in its implementation.
- As of 3 February 2016, the NSS response rate was 17.8%, 4% down on the rate for NSS 2015 at the equivalent time.
- The Health and Care Professions Council had approved the MA in Social Work Practice (Think Ahead) with some conditions. A report would be submitted to the Committee at a future meeting.

M15-16/83 Oral Report from the Student Representatives

GSA:
- The GSA was gathering opinions from research postgraduate students on their experience of supervision. This was being done on a face-to-face basis.
- The GSA was investigating the availability of academic facilities (such as conference funding) across departments, with a view to raising awareness of such facilities among students.

YUSU:
- Elections for Faculty representatives would be held this Term. All positions would be contested.
- YUSU planned to present at the Learning and Teaching Conference on the issue of how academic societies could support students' employability.

M15-16/84 York Law School Modifications and New M Law Programme

The Committee **considered** proposals from the York Law School for major modifications to its LLB and LLB (Senior Status) programmes and a new M Law (integrated masters) programme (UTC.15-16/**58**), all to commence in 2017/18. The School was seeking approval of its high-level programme structure and proposed programme learning outcomes (PLOs), with modular detail as part of, and in line with timescales for, the implementation of the York pedagogy.

The proposals had been reviewed in advance of the meeting by Áine Sheil and John Hudson, and had their support. The proposals had also been reviewed by three external examiners who were supportive: one examiner (Sylvester) had recommended two substantive changes, but the UTC reviewers felt these issues had been satisfactorily addressed by the School in its response.

[**Secretary's Note**: the external assessors' forms were tabled at the meeting]

In discussion, it was **noted** that the modifications and proposed programme were well-motivated. The programmes were based around the introduction of a 'spiral curriculum', in which students would progressively develop knowledge and skills and thus build towards achievement of PLOs. The proposals would also see greater integration between modules than at present. The Committee noted that a considerable amount of work and thought had gone into development of the proposals, and appreciated the way these were aligned with the principles of the York pedagogy.

The proposed PLOs had been subject to a 'sense-check' by the UTC working group established for this purpose. The working group had recommended a small number of refinements to the PLOs. The Committee felt that, whilst the PLOs could be sharpened along the lines suggested by the working group if the School desired, overall the PLOs had been well-written and the enhancements would be relatively minor. It was thus content to approve the PLOs as they stood. It was also felt that one issue raised by the Working Group, that of distinguishing between the LLB and M Law programmes, could better be addressed via revisions to Statements for Applicants.

The reviewers had raised with the Law School the issue of timing of assessment, noting that this seemed concentrated in the Summer Term. The School had clarified that the rationale behind this was to assess students' progression, in relation to stage-level outcomes. The amount of summative assessment would be reduced overall (compared to current programmes) and would be supported by formative assessment earlier in the year.

It was noted that the M Law did not contain a conventional dissertation module, but instead a 40-credit 'Transaction Simulation' module. This was felt appropriate given the practice-oriented nature of the programme.

The proposals included 40 credits of Level 7 modules in Stage 3 of the M Law. This would constitute an exception to the University's modular framework. This proposal reflected requirements for professional qualification. It was noted that the pass-mark for these modules would be 50 rather than the standard 40 for Stage 3, and that they posed a risk to students: it was

noted that if students failed these modules, they would not be able to exit with a bachelor's degree. This higher pass-mark would need to be clearly signalled to students. Careful monitoring of students would be required, with arrangements to transfer off the M Law if students' performance at the end of Stage 2 indicated that they would struggle to achieve the higher pass-mark.

It was noted that the School had, by error, not been asked to complete a full-version of the programme specification for the M Law programme, and that consequently some information usually on that specification or the UTC new programme proforma was missing from the proposal. A new version of the specification, consistent with the York pedagogy, was being developed by ASO. A 'hybrid' version of the specification (incorporating essential elements of the York pedagogy) is in use for future new programme proposals during this period of transition.

The Committee **approved** the proposed high-level structure and programme learning outcomes for the modified LLB programmes and new M Law programme, subject to:

- The Statement for Applicants for each programme being revised so as to make the differences between the programmes more apparent, and to state (either within this Statement or elsewhere on the programme documentation) that the programmes would lead to a Qualifying Law Degree.
- Confirmation of the progression threshold between Stage 2 and Stage 3 of the M Law (which should be in line with University policy) and that the School had plans in place to monitor student performance and facilitate transfers between the M Law and LLB programmes.
- Further work to develop descriptors for modules to be used on the programmes in light of implementation of the York pedagogy, to be reviewed and signed-off (as appropriate) in due course by the UTC reviewers and Chair.
- Completion of full programme specifications, to be reviewed and signed-off in line with arrangements for implementation of the York pedagogy or by the UTC reviewers and the Chair as appropriate.
- Documentation for students containing a clear signal of the higher pass-mark for Level 7 modules taught in Stage 3 of the M Law programme.
- Confirmation that, where modules of the same name are listed as options within different stages, these had distinct learning outcomes and would be delivered at the appropriate level for the stage, noting however the exceptional nature of the LLB (Senior Status).
- Confirmation that optional modules in Stage 3 of the M Law programme would be taught at Level 6 rather than Level 7.

Action: York Law School / Adrian Lee / UTC Reviewers and Chair

The Committee approved the proposal to allow 40 credits of Level 7 modules in Stage 3 of the M Law as an exception to the University's modular framework, due to the professional requirements of the discipline.

The Committee **recommended** to Senate that it approve the new award title 'M Law' (Masters in Law).

[**Secretary's note:** having received both Planning Committee and UTC approval, the proposed M Law programme may now be advertised. The modifications to the LLB and LLB (Senior Status) programmes could also be incorporated into advertising material as necessary].

M15-16/85 Education: MSc in Psychology in Education

The Committee **considered** a proposal from the Department of Education to establish a new MSc in Psychology in Education (UTC.15-16/**59**), to start in September 2017. The programme had been reviewed in advance of the meeting by Lesley Booth and Tracy Lightfoot, and had their support and that of two external assessors.

It was **noted** that the proposed programme was designed to gain accreditation from the British Psychological Society (BPS) as a Conversion programme, to confer the Graduate Basis for Chartership (GBC) of the BPS. It was possible that, if approved, the programme might nevertheless need to be refined in light of feedback from the BPS: this could be done via the modifications process.

The reviewers had encouraged the Department to consider introducing a work placement into the programme: this was under discussion with Careers as a possible future development.

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

- Revision of the Postgraduate Certificate exit award, to distinguish in title and learning outcomes Postgraduate Certificates including the 40-credit 'Research Methods' module and those without this module.
- Replacement of the generic ISM module used across the Department of Education with a bespoke ISM for the programme (already developed by the Department).
- Removal of 'Evaluating Effectiveness in Education' as an option.
- Appropriate differentiation, in learning outcomes and assessment, of modules taught simultaneously at Level 6 and Level 7.
- Further diversify the assessment types used in the programme.
- Consider and if possible reduce the burden faced by students who need to re-sit modules in Summer Term, where there is a relatively short window for re-assessment in the proposals.
- Review of the re-assessment timings to ensure that students were not asked to undertake re-assessment unnecessarily, given the University's policies on re-assessment and compensation.

Action: Department of Education / Adrian Lee

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

M15-16/86 York Pedagogy

The Committee **considered** an update on the implementation of the York pedagogy (UTC.15-16/**60**). During discussion, it was **noted** that:

- The Programme Catalogue and associated digital tools to support implementation of the pedagogy remained under development.
- The PRoPEL team had released guidance on the development of programme learning

outcomes for combined programmes. In response to a query on timescales for combined programmes, it was felt important that these were treated as having the same status as single subject programmes, and thus were considered in their own right and followed the same overall timescale for implementation of the pedagogy. It was however recognized that combined programmes had an operational dependency on single subject programmes, and thus that implementation would need to be carefully coordinated.

M15-16/87 Annual Programme Reviews 2014/15

The Committee **considered** a summary report on the outcomes from Annual Programme Reviews (APRs) relating to the 2014/15 academic year (UTC.15-16/**61**). The Chair thanked members for their involvement in the APR process and work in reviewing the APR reports.

The report noted a number of issues raised by departments. These would be forwarded to the appropriate professional support office / Committee. Comments on the mitigating circumstances process would inform the review of that policy. It was felt that comments from departments relating to pressure on student numbers could usefully be sent to SRA as well as to Planning Committee for consideration [**Secretary's Note**: this was already intended by ASO].

A significant number of 2014/15 APR meetings were held without the presence of the relevant UTC contact. The Committee **decided** that attendance by UTC contacts at APR meetings should continue to be an expectation. To facilitate this departments should be expected to set APR dates in coordination with their UTC contact, and by the start of the Autumn Term. Departments should be informed of / reminded about this by ASO when their UTC contact was set in the summer. It was not necessary for UTC members to attend full APR meetings if these were lengthy, as long as they attended the most salient part of the meeting. The guidance on the APR process should be amended to this effect.   **Action: Academic Quality Team**

M15-16/88 Role of Faculties in Supporting Learning and Teaching

The Committee **considered** a paper on the role Faculties might play in supporting learning and teaching (UTC.15-16/**62**). The paper was designed to support a general discussion and focused on the key principles which should inform developments in this area.

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

- Proposals on this topic could not be separated from, and might necessitate changes to, the terms of reference, membership and ways of working of UTC.
- The impact on the York Graduate Research School and Faculty involvement in supporting postgraduate research provision would need to be considered.
- The need to ensure that work was 'effectively and at the appropriate level', a key issue raised in the paper, should be a vital organising principle informing future proposals.
- Care would need to be taken to ensure any Faculty involvement in supporting learning and teaching did not result in delays in decision-making or unnecessary duplication of work. Proposals would also need to factor in resource costs (for instance, in relation to staff time).
- It was felt important that core quality assurance functions such as Programme Approval and Periodic Review remained at institutional level, in order to ensure consistency and

disseminate good practice across Faculties.

- There would be value in further exploring the question of whether to establish a Programme Approval sub-committee of UTC, or some other means lightening the burden this aspect of business placed on UTC members.
- Faculties might play a significant role in supporting professional networking and sharing of good practice.
- Faculties might play a valuable role in considering topics where issues encountered by departments tended to be similar along Faculty lines and where there were possible collective improvements. Examples given in the meeting included Timetabling, Space, Employability and Student Support. It was felt that Faculties might consider reports on these issues before they were submitted to higher-level committees, and this might also help disseminate knowledge about these issues. It was noted that some of these issues were the responsibility of other committees.
- Faculty level involvement had played an important role in improving consistency with respect to decisions on Academic Misconduct. There might be similar areas of work where decision-making could be raised from department to Faculty-level to improve consistency.
- Faculties could potentially play an important role in addressing 'collective action' issues in relation to teaching, for instance the teaching of topics common across departments;
- Consideration should be given to student representation in future proposals on this topic.
- It would be important to consider how future proposals would impact on teaching units (such as the International Pathway College) which fell outside of, or less comfortably within, the Faculty structure; and to consider combined programmes which crossed faculties.

It was noted that the Committee's discussion would inform more specific proposals, which would be brought to the Committee at a future meeting.

M15-16/89 YUSU Strategic Plan

The Committee **received** the YUSU Strategic Plan 2015-2020 (UTC.15-16/**63**). Rachel Barber, Head of Representation and Democracy at YUSU, attended for this item. The Plan outlined YUSU's strategic priorities in the areas of Representation, Opportunities, Community and Wellbeing.

During discussion, it was **reported** that YUSU was developing good relationships with the Colleges. It was further observed that, whilst not drawn out directly as a heading in the Plan, support of inclusivity, equality and diversity informed all of YUSU's strategic priorities.

In numerous places, the Strategic Plan cited research findings on student opinion and highlighted targets relating to such opinion. These findings and targets related to the Student Life Survey. The 2015 survey had seen an increase in response rate (around 3000 of 18000 students responded).

M15-16/90 Recruitment and Training of Course Representatives

The Committee **considered** a report from YUSU on the recruitment and training of course representatives for 2015/16 (UTC.15-16/**64**). The Committee congratulated YUSU on its success in increasing the number of course representatives and in ensuring that all departments had a

Departmental representative. The report outlined YUSU's plans to further develop and improve student representation.

It was **noted** that Appendix 1 of the report, which listed the number of representative positions filled and unfilled by department, appeared to imply that some departments with large PGT cohorts had no PGT representation. The GSA would work with YUSU to update and resubmit this aspect of the report.

Action: Rasha Ibrahim

M15-16/91 Timetabling and Space

The Committee **considered** the annual report on timetabling and space (UTC.15-16/**65**). Mr Matt Burton (Head of Accommodation and Timetabling) attended for this item. During discussion, the Committee **noted** that:

- The embedded timetable model had been a success. A decision had been taken by SMG to roll this out to all departments.
- The paper noted that the use of optional modules across multiple programmes (for instance with combined programmes) placed a constraint on departmental timetables. The Timetable Managers were able to provide data to departments which showed how (often small) amendments to programme design would significantly aid timetabling.
- The Space Norms outlined in draft in the Space Management Policy, which formed Appendix B to the paper, were closed to being finalised by the Space Management Group.
- Appendix E of the paper presented data that showed that common-use space was utilized more than single-use space. This data was not intended to carry the inference that single-use space should be discontinued.
- A range of work was taking place to improve the availability of University space, which was a significant constraint on the timetable. This work included development of the Spring Lane building and new facilities on Heslington East. A Learning Spaces Group had been established with the aim of integrating the academic perspective into this work.
- Data indicated that there had been an increase in the number of unused room bookings. It was acknowledged that there might be a number of reasons for not using a room booking. The data was however felt to be robust. The Chair would write to all departments on behalf of the Committee to promote 'good citizenship' with respect to the use of University space.

Action: Matt Burton / Chair of UTC

M15-16/92 Standing Committee on Assessment

The Committee **considered** a report from the 4 December 2015 meeting of the Standing Committee on Assessment (SCA) (UTC.15-16/**66**).

SCA had made minor revisions to the proposed award and progression rules for Foundation Certificate and Pre-Masters programmes within the IPC. The Committee **decided** to approve the rules, which should be published.   **Action: David Gent**

The Committee **noted** that SCA had considered a summary report on UG and PGT academic misconduct cases for 2014/15; draft guidance on nominations for PhD external examiners; and a

preliminary draft of a revised policy on Mitigating Circumstances, which had an emphasis on shifting practice and culture from a focus on 'mitigating' to 'exceptional' circumstances. Careful consideration would need to be given to any impact of the planned policy on students on classification borderlines.

CATEGORY II BUSINESS

M15-16/93 Recording of Lectures and Seminars by Students

The Committee **received** revised guidelines regarding the recording of lectures and seminars by students developed by the e-Accessibility Forum (UTC.15-16/**67**), and **decided** to approve the revisions.

M15-16/94 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between November 2015 and January 2016 (UTC.15-16/**68**). These were as follows:

Archaeology

Approval of a programme title change, so that the MSc in Early Prehistory will become the MSc in Early Prehistory and Human Origins, to take effect from 2017/18.

Approval of an MA variant of the above MSc in Early Prehistory and Human Origins, to start in 2017/18. This programme will use existing modules and correlates with other Archaeology programmes that provide Science or Arts award options.

CELT

Approval to withdraw Preparatory English with immediate effect. This programme was due to begin in January 2016 but had insufficient applicants, and its future was deemed uncertain with the establishment of the IPC.

Electronics

Approval to amend Stage 4 of MEng programmes to remove the 10-credit Project Literature and Preparation module and increase the MEng individual project from 60-credits to 70-credits (with the consequence that students choose 4x10 credit rather than 3x10 credit options in Autumn Term and 1x10 credit rather than 2x10 credit options in the Spring Term); and a move of two optional modules from Spring Term to Autumn Term, with effect from 2016/17.

Replacement of the 'Further Internet Protocols' module with 'Enterprise' on the MSc Embedded Wireless Systems, with effect from 2016/17.

Withdrawal of the Stage 4, 10-credit module 'Evolvable Hardware' from all MEng programmes.

Approval to replace 'Computer Operating Systems' with a new module 'Computer Operating Systems for MSc', for the MSc Embedding Wireless Systems and Digital Systems Engineering, with effect from 2016/17.

Approval to replace 'C Programming' with a new module 'C Programming for MSc', for the MSc Intelligent Robotics, Digital Systems Engineering, Embedded Wireless Systems and Nanoscale VLSI Design, with effect from 2016/17.

Approval, for the MSc Intelligent Robotics, to replace the 30-credit module 'Practical Robotics' with a new 20-credit module of the same title and a 10-credit module 'C Programming for MSc', with effect from 2016/17.

Approval to amend the final-year project module on the BSc Music Technology to distinguish the assessment for students on this module as compared to that for students on the Department's BEng programmes; and to amend the assessment for the Electronic Musical Interfacing module, with effect from 2016/17.

History

Approval of part-time structures for the following programmes:

MA in Contemporary History and International Politics

MA in Early Modern History

MA in Medical History and Humanities

MA in Medieval History

MA in Modern History

MA in Public History

MA in Renaissance and Early Modern Studies

Part time routes for these programmes were already approved, although the structures were not mapped out as part of the initial approvals. The approval of these structures was designed to ensure clarity and greater consistency of experience for part-time students.

Politics

Approval for the introduction of study abroad and placement additional year variants for each of BA in Politics, BA in Politics with International Relations and BA in International Relations (pending approval of that standard programme), for both application to the programmes via UCAS and transfer post-registration in 2017. Approval was also given to allow the opportunity to pilot the provision earlier for students via programme transfer.

SPSW/ Criminology

Approval from 2016 entry for BA in Social Policy, BA in Applied Social Science, BA in Applied Social Science (Children and Young People):

- replacement of the Ways of Knowing module (stage 1) with Exploring Social Policy and Society;
- revised programme learning outcomes.

Approval from 2016 entry for BA in Applied Social Science (Crime and Criminal Justice) and BA in Criminology:

- replacement of the Ways of Knowing module (stage 1) with Introducing Criminal Justice and replacement of the Understanding Criminal Justice module (stage 2) with Debates in Criminal Justice;
- revised programme learning outcomes.

Approval from 2017 entry for changes to programme titles (also approved by Planning Committee) as follows:

- BA in Applied Social Science (Crime and Criminal Justice) to be re-named BA in Social Policy, Crime and Criminal Justice
- BA in Applied Social Science (Children and Young People) to be re-named BA in Social Policy, Children and Young People

Approval was subject to the appropriate notification of 2016 entrants and a recognition that further changes to programme learning outcomes may be required as the York pedagogy is developed further. The modifications received the support of the external examiner.

Approval with immediate effect (i.e. for students entering their third year in 2016) of changes to the rules governing third year module choices for the BA in Criminology. The current requirement to take 20-credits of Politics or Law modules will be removed, and students will instead by required to take a minimum of 20 credits in each of Sociology and SPSW, with the balance coming from either Department (including the Philosophy of Criminal Law offered by Law). At least 40 credits must be in crime-related modules. Politics and additional Law modules may be available as electives.

TFTV

Approval of changes to the assessment of Television Continuing Drama TFT00005H (10 credit Stage 3 module in the BA in Theatre: Writing, Directing and Performance). The 'Soap Scene Script' assessment component would become formative, with the 'Soap Scene Shoot' component increasing from a 70% weighting to 100%, from immediate effect.

TYMS

Approval, with immediate effect, of changes to the MA in Human Resource Management as follows: removal of the two separate ISMS (20 credits and 40 credits) and their

replacement with a single ISM of 60 credits to improve the student experience and in the light of feedback from the CIPD. Students would be asked to sign up to the change.

Retrospective approval (students were aware of changes but formal approval was sought after the event) of minor changes (including to assessment) to Supply Chain Management MAN00017H and Critique of Literature MAN00039M with immediate effect.

Approval of minor changes (including to assessment) to Research Skills for Human Resource Management MAN00031M and Quantitative Methods and Data Analysis II MAN00047M with immediate effect.

Approval of minor changes to assessment of the following modules: MAN00013H Management of Technology, MAN00024M Operations and Project Management, MAN00048M Methods for Systematic Review, and MAN00057M Marketing Communications for 2016/2017.

M15-16/95 Report on Formal Complaints

It was **reported** that the Chair had received a report on formal complaints received by the Registrar and Secretary in 2014/15. The report noted that a significant number of the complaints to the OIA arose from failed appeals relating to late submission of mitigating circumstances. Student Support Services, SCC and SCA had already identified issues in this area and were taking action to address them.

M15-16/96 Distance Learning Forum

The Committee **received** the minutes from the 13 October 2015 meeting of the Distance Learning Forum, available at https://www.york.ac.uk/staff/teaching/contacts/committees/distance/#tab-4.

M15-16/97 Coordinating Group for Supplementary Programmes

The Committee **received** the minutes from the 3 December 2015 meeting of the Coordinating Group for Supplementary Programmes, available at

https://www.york.ac.uk/staff/teaching/contacts/committees/supplementary-programmes/

M15-16/98 Exchange Agreements

It was **reported** that the Chair had approved the following exchange agreements:

- between the Department of History and Pantheon-Sorbonne, France
- between the Department of History and Roma Tre, Italy

M15-16/99 Periodic Reviews

It was **reported** that the Chair had approved the following external assessors:

- Professor John Butt (Glasgow) and Professor Monty Adkins (Huddersfield) for the Periodic Review of the Department of Music.

- Professor Lesley Yellowlees (Edinburgh) and Dr Nicholas Greeves (Liverpool) for the Periodic Review of the Department of Chemistry.

M15-16/100 Collaborations

It was **reported** that:

- The Chair had approved collaborations between the Department of Mathematics and the Southwestern University of Finance and Economics (SWUFE), China and the University of Electronic Science and Technology of China (UESTC). Both collaborations were matriculation agreements, whereby students would complete their undergraduate degrees at York as visiting students and be given guaranteed entry to MSc programmes in Mathematics subject to achieving a specific level of academic performance in their visiting year. This involved the development of a new standard template agreement (the UESTC version was provided to the Committee for information as UTC.15-16/**69**).

- The Chair had given Stage 1 and Stage 2 approval to the development of a collaboration between the Department of Computer Science and Beihang University, China, involving a concurrent masters' award.

M15-16/101 Future Meetings

It was **reported** that the dates of the next meetings (all to be held at 1.00pm in HG/21, Heslington Hall) were as follows:

Thursday 10 March 2016
Thursday 12 May 2016
Thursday 16 June 2016.