

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held 16 March 2017

Present: Professor J Robinson (Chair)
Mr N Dandy
Mrs K Dodd (from M16-17/99)
Dr S King
Professor J Buchanan (to M16-17/104)
Mr E Braman
Dr G Chitty
Mr J Fagan
Professor J Hudson
Professor A Hunt
Ms R Ibrahim (GSA representative) (from M16-17/102 and for M16-17/100)
Ms T Laycock (YUSU representative)
Dr B Lee
Professor T Lightfoot
Dr E Major
Professor J Thijssen (to M16-17/106)
Professor R Waites (from M16-17/102)

In Attendance: Mrs J Iddon (ASO, Secretary)
Mrs J Brotherton (ASO, Minute Secretary)
Liz McNeil (for M16-17/107)

Apologies were received from Professor S Bell, Professor B Fulton , Professor D Smith, Professor G Ozkan, Dr K Selby and Dr L Waldorf.

CATEGORY I BUSINESS

M16-17/97 Minutes

The Committee **approved** the minutes of the meeting held on 9 February 2017 (UTC.16-17/61).

M16-17/98 Matters Arising from the Minutes

The Committee **received** an update on matters arising from the December minutes (UTC.16-17/61).

The proposal for the BA TESOL had not yet received planning approval (M16-17/60).

An amended APR pro-forma had been drafted by the Academic Quality Team and would be considered by the Committee in the meeting (UTC.16-17/66).

The VC's Advisory Group had been supportive of the proposal to consider lengthening the Spring CAP (M16-17/78 refers). The proposal would move forward for consideration by Faculty Executive Groups

The data which UTC had requested from Timetabling would form a category II paper for UTC's meeting in May. Other actions which had arisen from the report on timetabling had been followed up directly with the Departments concerned (M16-17/79 refers).

M16-17/99 Oral Update from the Chair

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

- Professor John Robinson was now chairing the Employability Strategy Group. As the Employability Strategy was still in development, the employability report had been withdrawn from the agenda. The Employability Strategy would focus on the delivery of York Futures, the development of the Careers-hosted 'with placement year' option for undergraduate students (M16-17/58 refers) and the restructuring of the Careers Service. Alongside the Strategy, the employability report would include an update on activities in 2016-17, the latest DLHE data which indicated a 4-5% improvement of York graduates in employment or further study, and an update on changes to the DLHE survey which, in future, would collect data 15 months after graduation rather than after 6 months.
- The Project Group on Distance Learning was discussing, with the external provider, the need for market analysis to guide the development of new distance learning provision.
- As of 15 March, 51% of students had responded to the NSS. 60 students had opted out from part of the contact from IPSOS (this was thought to be text message reminders) and 16 students had opted out of the survey completely. Departments with high response rates to date included TFTV and Psychology. Midwifery, in particular, was congratulated on having already achieved a response rate of 99%. A successful incentive scheme at another institution, which involved the university making a charitable donation when departments' response rate reached 80%, was noted. The Chair reported that similar schemes at York in the past had not appeared to have a significant impact.
- The Postgraduate Research Experience Survey (PRES) was open and would run until 18 May. Whilst responsibility for the oversight of the PRES lay with the York Graduate Research School, updates would be reported to Teaching Committee.

M15-16/100 Update from the Student Representatives

YUSU

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

- Work to promote the NSS was ongoing.
- The YUSU Officer elections had taken place. Julian Porch had been elected as the Academic Officer and would take over the role in July. Faculty Representatives had been nominated for the Social Science and Science faculties. YUSU was working with the Faculty of Arts and Humanities to secure a nomination for Faculty Representative.
- The presentation of the Excellence Awards was taking place in the Summer term during the same week as the Annual Learning and Teaching conference; YUSU was working with the Chair of Learning and Teaching Forum to consider ways to share resources.
- A survey of the Students' Union Liberation Networks, designed to better understand the experience of members, was underway.
- YUSU had been working on its 'keep your cool' campaign, which sought to support students through the exam period. A mini-site had been developed on the YUSU

website where students could access information about preparing for exams.

GSA

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

- GSA had worked to engage students with International Women's Day.
- Work to promote the PRES survey was ongoing.

M16-17/101 MSc Advanced Clinical Practice

The Committee **considered** a proposal for a new MSc in Advanced Clinical Practice; a part time, work based learning programme to be introduced in September 2017 (UTC.16-17/62). The programme had been designed to be compliant with the principles of the York Pedagogy. It was noted that the proposal did not yet have planning approval. UTC's consideration of the academic case for the programme was subject to the Department addressing the planning condition stipulated by the Sciences Faculty Learning and Teaching Group. The programme included one accredited module 'Independent and Supplementary Prescribing for Non-Medical Prescribers' which required an exception to normal University assessment practices. The PGDip in Advanced Clinical Practice would be offered as a separate entry point and as an exit award. The PGCert in Clinical Studies was only an exit award.

The programme had been reviewed in advance by Prof. Andy Hunt and Prof. Jacco Thijssen. The proposal had also been reviewed by two external assessors and had their support, with a suggestion from one of the external assessors that the Programme Learning Outcomes for the PGDip be amended to explicitly mention the leadership, research and education as the other three key pillars of advanced practice. The UTC reviewers noted that the programme had been developed in consultation with Healthcare England and in response to demand for Advanced Clinical Practitioners. The UTC reviewers recommended that the programme be approved subject to the conditions, that:

1. the Statement of Purpose be revised to reflect the difference between the PGDip and MSc versions of the degree;
2. the Programme Design Document (PDD) be amended to clearly indicate where modules acted as progression hurdles (the programme-level documentation should explicitly articulate how a student might fail the programme as a result of failing a non-compensatable module);
3. PLO4 should focus more clearly on the development of personal resilience;
4. the module descriptor for the Service Improvement Project should be updated to indicate how students would be supported in developing academic writing skills.

In addition the reviewers had some recommendations/requests for clarification:

- the PDD should include more detailed information on the diversity of the intake;
- the 'internationalisation/globalisation', 'inclusivity' and 'use of postgraduates who teach' sections of the PDD should be completed;
- that the programme-level documentation should make clear to students the implication that losing their job would have with respect to completing the programme and should clearly articulate the University's responsibilities in those circumstances.

The Committee supported the points which had been raised by the UTC reviewers and also noted the following:

- the need to alert the SITS Assessment Team of the non-standard assessment rules for the accredited module;
- that a programme leader had not been identified in section 4a of the PDD;
- that the timings of Progression Boards, Reassessments and Exam Boards had not

been identified in section 7 of the PDD.

UTC **decided to approve** the programme subject to the:

- granting of planning approval by the Sciences Faculty Learning and Teaching Group;
- four conditions identified by the UTC reviewers (set out above);
- identification of a programme leader.

[**Secretary's note:** the programme must not be advertised until planning approval is granted].

M16-17/102 MSc International Business and Strategic Management, MSc International Strategic Management and MSc International Business

The Committee **considered** a proposal for two new programmes: MSc International Strategic Management and MSc International Business (both of which had received planning approval from the Social Sciences Faculty Learning and Teaching Group) alongside a linked modification to the existing MSc International Business and Strategic Management, all to be introduced in September 2017. In order to ensure effective scrutiny of the three proposals the Faculty Learning and Teaching Group for Social Sciences had delegated its authority to UTC to consider the proposal to modify the MSc in International Business and Strategic Management.

Subsequent to the circulation of papers, the York Management School (TYMS) had amended the proposed dissertation module: lecture hours had been reduced from 15 to 2, and 15 seminar hours and 2 hours of statistics practicals (compulsory for International Business students and optional for other programmes) had been introduced.

The new programmes and modification had been reviewed in advanced by Prof. John Hudson and Dr Gill Chitty. The proposals had also been reviewed by two external assessors and had their support, with a suggestion from one of external assessors that some minor amendments be made with respect to references to digital literacy. The UTC reviewers were supportive of the proposals, noting the strong strategic rationale and the intention to build on an already successful programme. However, there were certain issues which they wanted to bring to the Committee's attention:

- clear and distinctive statements of purpose to sufficiently distinguish the three programmes would need to be developed when they were aligned with the York Pedagogy;
- the concern regarding the development of digital literacy raised by the external assessor appeared to be have been addressed by TYMS, although alignment with the York Pedagogy may require the School to revisit this issue;
- whilst the word length of the dissertation appeared to be quite short, this had not been raised as a concern by the external assessors;
- there did not appear to be much variation in the use of assessment methods;
- the York Pedagogy may require the School to rethink its current practice of module leaders having autonomy to devise assessments;
- the spread of credits was heavily weighted towards the Autumn and Spring terms; this had been discussed with TYMS and it was noted that the existing programme (MSc International Business and Strategic Management) was structured in the same way.

During discussion, the Committee noted the following:

- the titles of the PGCert exit awards were inconsistent in the documentation.

(Secretary's post-meeting note: TYMS had since confirmed that award titles would be specific to each MSc programme title for both the PGDip and PGCert exit awards);

- related to the point above, it was not clear whether the named exit award was contingent on the successful completion of specified combinations of modules;
- those holding offers for MSc International Business and Strategic Management would need to be advised of the modifications;
- consultation with International Pathway College students (Pre-Masters Business, Law, Social Sciences [Business Pathway]) was not evident within the documentation;
- that it was not uncommon for PGT programmes to spread 120 credits over the Autumn and Spring terms and, therefore, the proposed structure should not be a barrier to the programmes' approval. It was felt that there should be further consideration at University level as to whether this was acceptable.

Action: Chair

The Committee **decided to approve** the two new programmes subject to TYMS amending the paperwork to address the inconsistency in the PGCert and PGDip award titles and to clarify any specified combinations for the award of the named exit awards.

The Committee **decided to approve** the modifications to the MSc International Business and Strategic Management programme subject to:

- TYMS amending the paperwork to clarify any specified combinations for the award of the named exit awards;
- confirmation that the impact on those students studying the Pre-Masters Business, Law, Social Sciences (Business Pathway) affected by the proposed changes had been considered and that appropriate consultation with affected students had taken place.

The Committee requested that TYMS note the other points which had been raised during discussion and that it should give early consideration to further changes required in relation to the implementation of the York Pedagogy. In particular, UTC advised that TYMS should consider increasing the variety of its assessment methods.

M16-17/103 PGDip in Creative Writing

The Committee **considered** a proposal for a new on-campus version of the Centre for Lifelong Learning's existing PGDip in Creative Writing (UTC.16-17/64). It would be a part-time programme to be introduced in September 2017.

The modules used for the existing distance learning programme would be adapted to the suit the 'face-to-face' mode of delivery but the academic content would be unchanged. As the academic content had already been approved, the Chair of UTC had agreed that the current external examiner could act as the external assessor.

The Programme had been reviewed in advance by Dr Emma Major and Mr Joe Fagan. They had asked CLL to provide certain clarifications and were satisfied with the response which they had received. The reviewers were supportive of the proposal noting that it was an adaptation of an already successful programme. The external assessor had also responded positively.

During discussion, a question was raised regarding the University's position on awarding PGCerts as exit awards. Specifically, whether the award of credit at PGDip Level could count towards the 60 credits needed for a PGCert exit award in cases where the Certificate comprised a prescribed set of modules. This appeared to be the case with the PGCert in

Creative Writing which comprised a prescribed set of core 60 modules. The University's progression rules meant that it was possible for a student to fail a PGCert module and continue to study PGDip modules; the situation could therefore arise, if the PGDip was not completed, for a student to have been awarded 60 (or more) Level 7 credits but not be eligible for a PGCert. It was agreed that the University's position on this should be considered.

Action: Associate PVC for Teaching, Learning & Students

The Committee agreed that the Centre for Lifelong Learning's requirements for the PGCert exit award should be consistent with the Centre's existing distance learning version of the programme.

The Committee **agreed** to approve the programme.

M16-17/104 York Pedagogy: Progress Report

The Committee **received** a report on the progress made with the York Pedagogy initiative (UTC.16-17/65). The Committee noted the progress that had been made in respect of undergraduate programmes: the introduction of 6-8 learning outcomes, clear Statements of Purpose and an emphasis on programme-level thinking, supported by the programme maps.

Key challenges were also considered. The current presentation of the Programme Design Documents (PDD) was regarded as a significant obstacle to engagement with the York Pedagogy. Members emphasised the urgent need for investment to develop an online programme catalogue which would provide an efficient and user-friendly interface, and support the use of the PDD as both a design tool and the definitive published version of programme information. Applying the principles of the pedagogy to combined degrees had also presented challenges for some programmes. Both concerns reflected issues which had been presented in a paper which the Chair had received from the Arts and Humanities Faculty Learning and Teaching Group.

Members were asked to consider a number of recommendations, some of which related to the challenges which had been highlighted:

Publishing programme maps

The UTC pedagogy steering group had originally agreed, in Summer 2016, that the programme map should not be published until a user-friendly and accessible format had been developed as part of the Programme Catalogue. However, in view of the amount of work undertaken to develop maps, their importance in demonstrating programme coherence, and the need to maintain their currency, the ProPEL team was recommending that they should be published from the outset, but with a clear acknowledgement that this was an interim format. During discussion members queried the purpose of the map as an external-facing document and the intended audience. The Committee was reminded that the map would provide supplementary information for interested applicants and students, e.g. when considering module options, and also a summary for module leaders of how their modules contribute to different programmes. It was noted that the location of the University's programme specifications (now PDD) was not well publicised, again pending creation of a Programme Catalogue. The Committee endorsed the proposal from the ProPEL team that the programme map should be published.

PLOs for PGCerts and PGDips

It had previously been agreed that PGCerts and PGDips should each have 4-6 PLOs. An unintended consequence of this had been a perception that there must be a separate PLO to capture the learning undertaken within the dissertation. While this was an option, programme teams could equally redesign all of the PLOs for the full Masters. To make this clearer it was proposed that the requirement with respect to the number of PLOs be changed to 4-6 PLOs for PGCerts and 4-8 PLOs for PGDips. The Committee **endorsed** the recommendation.

Combined programmes

UTC was asked to discuss whether a clearer definition of the approach to combined degrees was needed. It was reported that during the roll-out of the York Pedagogy programme teams had approached the design of combined programme in a variety of ways. For example, some programme teams had captured interdisciplinarity through integrated PLOs which articulated (and therefore assessed) the complementary skills acquired via the study of two disciplines, which were often demonstrated through bridging modules. Other programme teams had regarded the subjects as separate and had chosen to draw out the synergies primarily in the statement of purpose.

Members discussed the range of approaches. It was agreed that, for future reference, the UTC Steering Group should develop further guidance on the application of the principles of the pedagogy to combined degrees. This would maintain the view which had been applied to date, which allowed flexibility but nevertheless encouraged that the synergy of interdisciplinary study should be captured as much as possible in PLOs, even where there was no formal bridging material or assessment. A recommendation on this further guidance would be brought back to Teaching Committee.

Principles on Programme Leadership, Departmental Teaching Committees and Boards of Studies

It was proposed that, to ensure continuing momentum with the implementation of the York Pedagogy, a set of principles (UTC.16-17/65 **Appendix 3**) to strengthen Programme Leadership, Departmental Teaching Committees and Boards of Studies should go to FLTGs for consultation, to inform the drafting of a policy statement for consideration by UTC in the Summer Term, before going to Senate for approval.

Members made some refinements to the draft principles. The Committee advised that programme leaders, Chairs of DTCs and Chairs of BoS should be appointed to the role for a *minimum of* three years, to provide more opportunity for these educational leaders to initiate and implement change. It was suggested that a single Departmental Teaching Committee (DTC) may not be appropriate for all Departments: some may need a separate body for PGT provision. It was also queried whether operational issues would be discussed, and mechanisms for student representation. The Committee also noted that in the proposed governance model the administrative burden taken by the 'owning' department may not be accounted for by the University's resource allocation model.

Members **endorsed** the proposed consultation with FLTGs, with the above amendments.

Initial evaluation

The Committee **endorsed** the commissioning of an initial evaluation of the impact of the York Pedagogy and noted the timeline which had been provided for the next phase of the project.

M16-17/105 Annual Programme Review 2016-17

In light of the Committee's recommendation that the APR pro-forma should be revised to capture programme level reflections on quality and standards but otherwise maintain the existing 'by exception' approach to reporting (M16-17/75), two options had been presented for the Committee's consideration (UTC.16-17/66).

Appendix 1 incorporated a statement on each programme with a proposal for a limit of 200 words for the commentary on each programme. An alternative approach to allow for more substantive programme-level reflections was presented as Appendix 2 which would replace section 1 of the Appendix 1 pro-forma. The adoption of Appendix 2 would require an individual Programme Review pro-form and this was presented in Appendix 3.

The Committee **approved**:

- the revised departmental APR pro-forma set out in Appendix 1, excluding section 1;
- that section 1 be replaced by Appendix 2;
- the adoption of individual programme-level reflections as set out in Appendix 3;
- that, in order to avoid unnecessary repetition, it be permitted that for a cluster of cognate programmes, where the identified programme leader was the same member of staff, the programme-level reflection be presented on a single form;
- that individual programme review was implemented for only undergraduate programmes in the 2016-17 APR (in recognition that questions are effectively covered by the simultaneous roll-out of the York Pedagogy to PGT provision) and it be extended to postgraduate taught provision in the 2017-18 APR process;
- that the deadline for departmental APR reports to be submitted to the ASO should be brought forward by two weeks (to 15 November 2017) in order to allow sufficient time for the reports to be reviewed thoroughly by the FLTGs.

Action: AQT

The APR pro-forma and guidance notes would be amended to reflect the above and be approved by Chair's action.

M16-17/106 Guidance on Assessment and Student Engagement

The Committee **considered** a proposal (UTC.16-17/67) from the SCA to revise section 14.4 of the Guide to Assessment with effect from 2017-18, to more clearly articulate the relationship between assessment, attendance, participation and formative work. It was reported that the guidance should explain more clearly that students should not receive marks for attendance or for the submission of formative work.

During discussion of the proposal it was noted that there was a strong justification for recognising attendance in the case of group assessments where a student's failure to attend would impact on other students. Members agreed that certain exemptions may be permitted but noted that it is usually possible to incentivise participation in group work without awarding marks for attendance. The Chair of SCA reported that one of SCA's priority work areas for 2016/17 (UTC.16-17/20) was the further development of staff and student guidance regarding the assessment of group work and so further advice on this area would follow in due course. It was noted that exemptions were permissible in cases where attendance is a PSRB requirement.

Members **approved** the revised entry for section 4.14 for the Guide to Assessment 2017/18 and the addition of the appendix to outline techniques and approaches to address student engagement.

M16-17/107 Report on Widening Participation

Liz McNeil, Widening Participation Manager, attended for this item.

The Committee **considered** a report on the widening participation (WP) activity at the University in 2015-16 (UTC.16-17/69). The University had been successful in increasing its proportion of students from low participation neighbourhoods (7.7% in 2014-15 to 8.7% in 2015/16). It had, however, seen a slight reduction in its proportion of mature learners and in its proportion of state school entrants. It was reported that the proportion of students from National Statistics Socio-economic classification NS-SEC 4-7 would no longer be used by HESA as a performance indicator from next year. OFFA was increasing its focus on white males from disadvantaged backgrounds and the WP team was working with schools to encourage more male students to participate in the Next Step York programme. It was reported that BIU had not yet completed the deep analysis of progression, attainment and retention data with respect to widening participation students.

The 2015/16 cohort of Next Step York had 195 students participating. Twenty-two students from the 2014/15 cohort had been successful in gaining a place at the University of York and many of them had gone on to work as student ambassadors. Twenty-two Schools had participated in the University's Shine scheme (aimed at high achieving students in years 6-11 from under-represented backgrounds). There was currently a waiting list of schools who wished to participate in the scheme.

Members were updated on the proposal in the Green Paper that universities would be required to sponsor schools. In the latest OFFA guidance universities were *encouraged*, rather than mandated, to do this. Members agreed that the University should continue to focus on building positive relationships with schools in the local area and not on sponsorship.

The WP team was currently working on the University's Access Agreement with OFFA for 2018-19. For the first time this involved universities setting a target relating to increasing attainment in schools. The team, supported by research from the Department of Education, was working to formulate a target which they could agree with OFFA. This would be discussed with the Director of Fair Access to Education who was visiting the University next week.

The Widening Participation Manager advised that she was happy to attend departmental team meetings to update on University WP activities and to be updated on any outreach activity which was being led by departments. During discussion of departmental-led initiatives, widening participation projects being undertaken by SPSW (relating to working with teachers to enhance the A Level curricula) and Computer Science ("Computing in Schools" a national initiative) were highlighted. The YUSU representative suggested that Departmental representatives and sabbatical officers would be happy to be approached to support outreach activity.

The Chair thanked Liz McNeil for presenting the paper.

CATEGORY II BUSINESS

M16-17/108 LLM Professional Practice programme

The Committee **received** a report on the outcome of the joint University/Solicitors Regulation Authority Validation Event (held on 7 March) for a new LLM Professional Practice programme (UTC.16-17/70).

M16-17/109 External Assessor Report Form

The Committee **noted** that the Chair had approved amendments to the 'External Assessor Report Form for Giving Feedback on New Programmes' (UTC.16-17/71).

M16-17/110 Pedagogy Approval Panels

The Committee **received** a report on the decisions of York Pedagogy Approval Panels approved by Chair's action between 30 January and 16 February 2017 (UTC.16-17/72).

M16-17/111 Modifications and Withdrawals

The Committee **received** a report of modifications and withdrawals that had been approved by Chair's action between 30 January and 16 February 2017 (UTC.16-17/73) as follows:

Politics

Approval to withdraw the UCASE entry routes for the BA in Politics (with a year abroad), BA in Politics with International Relations (with a year abroad) and BA in International Relations (with a year abroad) for the 2018 academic year and onwards. This does not affect students' abilities to transfer into the year abroad programmes following registration to the standard programmes. The Department were also advised to consult SRA where international students on Tier 4 visas may wish to undertake the year aboard variant to ensure immigration regulations would be met.

Philosophy

In connection with the implementation of the York pedagogy, the following structural changes to Stage 2 of BA Philosophy were approved for implementation in 2017/18: The introduction of 20cu 'Key Ideas' modules in the Autumn and Spring/Summer, and 10cu 'Key Ideas Early Exit' modules for joint students; these replace the 'History of Philosophy', 'Knowledge and Reality', 'Language and Mind', and 'Moral Philosophy' pathways. The introduction of 20cu 'Tutorial' modules in Autumn and Spring.

Sociology, Management and Politics

Approval to withdraw with immediate effect the following master's programmes as a result of the introduction of the MA in Social Research being introduced via ReCSS as part of the White Rose DTP in 2017: Politics - MA in Politics (by research); MA in Political Research Sociology - MA in Social Research Management - MRes in Management

M16-17/112 Student Partnership Agreement

The Committee received the Student Partnership Agreement (*Together York: the University of York Community Declaration*) (UTC.16-17/74).

M16-17/113 Additional timetabling data

This item was withdrawn.

M16-17/114 Standing Committee on Assessment

The Committee **received** a report on the meeting of the Standing Committee on Assessment on 10 February 2017 (UTC.16-17/76).

M16-17/115 Distance Learning Forum

The Committee **noted** the minutes from the meeting of the Distance Learning Forum held on 1 March 2017 were available at

<https://www.york.ac.uk/staff/teaching/contacts/committees/distance/>

M16-17/116 Faculty Learning and Teaching Groups

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

- Arts and Humanities meeting held on 14 February 2017 (UTC.16-17/77a)
- Social Sciences meeting held on 13 February 2017 (UTC.16-17/77b)

M16-17/117 Collaborations

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

- The Department of Music and Wuhan Conservatory of Music, China
- The Department of Music and Tianjin School of Music, China
- The Department of Music and Jilin College of the Arts, China.

M16-17/118 QAA Subject Benchmark Statements

The Committee **noted** that the Department of Health Sciences had considered the recently published revised QAA subject benchmark statement for Health Studies (QAA, 2016), and was confident that its programmes remained aligned to the statement.

Dates of Future Meetings

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

Friday 19 May 2017

Thursday 22 June 2017