



SENATE

TEACHING COMMITTEE

Minutes of the meeting held on 18 June 2015

Present: Professor J Robinson (Chair), Mr N Dandy, Ms C Dantec, Mrs K Dodd, Professor C Fewster, Dr J Hardman, Dr S King, Dr T Lightfoot, Professor M Matravers, Mr G Offer (YUSU representative), Dr M Roodhouse, Dr K Selby, Dr Á Shiel, Professor J Thijssen, Dr R Vann, Dr R Waites, Professor A Young, Dr C van Wyhe.

In attendance: Dr J Grenville (PVC for Students), Professor M Ormrod (Dean, Arts and Humanities), Mrs J Fox (ASO, Secretary), Mr D Cashdan (Business Intelligence Unit, for M14-15/173), Mr D Clarke (ASO), Mr A Ferguson (Careers, for M14-15/171 and M14-15/172), Dr D Gent (ASO, for M14-15/170), Ms R Ibrahim (GSA, observing), Dr J James (ASO, for M14-15/166 to M14-15/168), Mr A Knock (Business Intelligence Unit, for M14-15/173), Mr K Leach (GSA General Manager), Mrs A McKay (ASO, observing), Mr T Ron (YUSU, observing), Mrs L Smith (Careers, for M14-15/171 and M14-15/172), Professor T Stoneham (Dean, Graduate Research School for M14-15/170).

Apologies: Professor S Bell (Dean, Social Sciences), Ms L Booth, Ms J Horvatic (GSA representative), Professor B Fulton (Dean, Sciences).

CATEGORY I BUSINESS

M14-15/158 Welcome

The Chair welcomed members to the meeting, and thanked outgoing members George Offer, Jelena Horvatic, Mark Roodhouse, Andy Young, Jane Grenville and Katherine Selby. The Chair also welcomed Thomas Ron (incoming YUSU Academic Officer), Rasha Ibrahim (incoming GSA President), and Alison McKay (ASO) who were attending as observers.

M14-15/159 Minutes of the May Meeting

The Committee **approved** the minutes of the meeting held on 14 May 2015 (UTC.14-15/95), subject to amending the last sentence of M14-15/139 to:

“A member noted that where such programme proposals were submitted the department should be reminded that the University minimum requirement is a 2:2 and there was no obligation for a higher requirement.”

M14-15/160 Matters Arising from the Minutes

The Committee **considered** the matters arising from the May minutes (UTC.14-15/95 Appendix 1). It was **noted** that:

- in relation to M14-15/122, the Chair and Review Secretary were working with the Department of Economics and Related Studies and the Centre for Health Economics to resolve outstanding issues;
- in relation to M14-15/143, a sub-group had been established to consider the development of an attendance monitoring and response policy. The group would be chaired by Tracy Lightfoot and serviced by colleagues in Timetabling, and would report to UTC;
- in relation to M14-15/146, SCA would remind Chairs of Boards of Examiners that there should always be a departmental response sent to each external examiner, even if all the points raised were positive.

M14-15/161 Oral Update from the Chair

The Committee **received** an oral update as follows:

- The Annual Learning and Teaching Conference on 10 June 2015 had been a success, with a high attendance and excellent range of workshops, posters and contributions from staff and students. The Chair particularly thanked Sam Hellmuth, Phil Lightfoot, Ruth Mewis and Janet Barton for their work in organising the event;
- The Research Integrity Tutorial was approved by a sub-group of the York Graduate Research School Board (YGRSB) on 11 June 2015. It would become a progression requirement for all research students entering from August onwards subject to Senate approval of changes to the Ordinances and Regulations and the Policy on Research Degrees;
- The report on the consultation on ways in which the University might grow its distance learning provision (M14-15/89 refers) had been received and considered by Planning Committee. The report had been referred to the Distance Learning Forum for comment and to develop robust business plans for offerings that would be considered by Planning Committee and UTC in Autumn 2015;
- The final response rates for PRES (48%) and UKES (15%) had been received and the results would be reported to YGRSB and UTC respectively in Autumn 2015;
- An additional meeting of UTC was scheduled for 25 June 2015, to consider proposals for the International Pathway College (M14-15/138 refers).

M14-15/162 Oral Update from the Student Representatives

YUSU

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

- The results of the 2015 Excellence in Teaching and Supervision Awards were available on the [YUSU website](#). YUSU thanked members and all staff who had been involved;
- YUSU had recently hosted its annual awards ceremony to recognise groups and individuals that enhance the student experience at York. It was noted that Sociology, History, and PEP departmental student representatives had won awards.

GSA

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

- Rasha Ibrahim had been appointed as GSA President, replacing the outgoing Jelena Horvatic.

M14-15/163 Archaeology: MA/MSc in Funerary Archaeology

The Committee **considered** proposals from the Department of Archaeology for an MA, MSc, Postgraduate Diploma, and Postgraduate Certificate in Funerary Archaeology (UTC.14-15/96) to start in September 2016. The programme had been reviewed in advance of the meeting by Cordula van Wyhe and Cathy Dantec, and had their support and that of the external assessors. It was **noted** that this was a strong proposal with a solid strategic rationale.

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

- receipt of diagrammatic representation of the 2 and 3 year part-time routes;
- clarification of the final project and progression board timing for the Postgraduate Diploma.

Members also **noted** that the programmes included four 5 credit modules. This was a previously approved exception that applied to a number of the Department's postgraduate taught programmes.

ACTION: Department of Archaeology

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

M14-15/164 Biology: MSc in Industrial Biotechnology

The Committee **considered** proposals from the Department of Biology for an MSc in Industrial Biotechnology (UTC.14-15/97) to start in September 2016. The proposals had been reviewed in advance by Chris Fewster and Andy Young, and had their support and that of the external assessors.

It was **noted** that the proposals were based on research expertise within the Department, and contained a strong research skills component and 20 credits at H-level. The Department had provided the UTC reviewers with detailed responses to queries prior to the meeting.

Members also **noted** that this was a proposal that linked well with the Learning and Teaching Strategy in terms of programme-level and cross-module thinking.

The Committee **decided** to approve the programme, subject to some minor clarifications and further information being provided, including:

- more information regarding the detail on group and individual assessment in the Research Skills module;
- amendments to the reassessment for the Data Analysis module;
- more detailed admissions criteria (including specifying degree class and IELTS).

The Committee also **decided** to approve an exception for the Research Skills module that reassessment would not be allowed if the student did not engage with the research part of the project. A similar exception had previously been approved.

ACTION: Department of Biology

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

M14-15/165 PRDU: MA in Humanitarian Response and Development

This item was withdrawn from the agenda.

M14-15/166 SPSW: MA in Social Work Practice ('Think Ahead')

Juliet James (ASO) attended for this item.

The Committee **considered** proposals from the Department of Social Policy and Social Work for an MA in Social Work Practice (UTC.14-15/99) to start in July 2016. The proposals had been reviewed in advance of the meeting by Mark Roodhouse and Lesley Booth, and had their support and that of an external assessor.

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

- this was an exciting, innovative programme that fitted well with the Learning and Teaching Strategy and the York pedagogy;
- there were a number of unusual aspects to the proposal, including working with the University of Central Lancashire (UCLAN) and other external bodies to deliver the programme;
- the programme would be delivered through summer schools and meet-up days, which would not currently be held at York. Members encouraged further consideration of whether some teaching could be held at York, and ways of making the University more present in the programme;
- there were concerns about awarding a Postgraduate Diploma at the end of year 1 and then a Masters. It was **decided** that the QA team would bring a paper explaining

the particular circumstances around this programme and why it was not precedent setting.

ACTION: QA Team

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

- further detail on how the relationship with UCLAN would be managed;
- clarification of how the University would be involved in the student admissions process, and in determining the suitability of Consultant Social Workers (CSW) involved in the programme;
- further consideration of how the programme would be managed and governed, with a particular suggestion that the Chair of Graduate School Board sit on the management board, and that all minutes from the board go to the Board of Studies;
- further consideration of student representation (including how many representatives and how they distributed across centres etc.) with the suggestion that the summer school provided an opportunity to elect representatives, and the recall days should include space for discussion of student issues;
- clarification of how the production of blended learning materials would be project managed to ensure that they were delivered in good order and on time;
- further consideration of how to develop a sense of community for students and CSW;
- receipt of a satisfactory report on the proposals from a second external reviewer, and a response from the Department;
- other minor issues as discussed with the UTC reviewers.

In addition to this:

- the Department proposed providing a Postgraduate Certificate as training for CSW to equip them with the knowledge and skills required to supervise students. The Committee had received the module descriptors for this training but not the programme specification. It was **decided** to delegate authority to the Chair and reviewers to approve the postgraduate certificate by Chair's Action;
- the programme would be subject to early review via the periodic review of the Department's social work provision in 2016/17;
- due to PSRB requirements and the professional nature of the programme, UTC had previously allowed an exemption from the compensation rules and allowed placements to be non-reassessable for Social Work programmes. These exemptions would also apply to the MA in Social Work Practice.

ACTION: Department of SPSW

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

M14-15/167 University Guidance on Articulation Arrangements

Juliet James (ASO) attended for this item.

The Committee **considered** a guidance note on articulation arrangements (UTC.14-15/101). In introduction, it was **noted** that articulation arrangements were long-established across the sector and York was unusual in that it did not currently have any in place. The Committee was also being asked to consider a specific proposal for an articulation arrangement from the Department of Social Policy and Social Work (M14-15/168 refers) and decisions taken on that proposal would need to reflect the guidance note.

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

- members expressed different views on whether articulation arrangements should be restricted to those enabling entry into level 5 (I) only (section 3.4 of the guidance note). There were some concerns around allowing students to enter directly into level 6 (H) and allowing marks to contribute to the final degree;
- although articulation arrangements had traditionally led to a single award from the degree awarding body providing the 'receiving' programme, there was increasing pressure (particularly from Chinese universities providing feeder programmes for UK universities) for articulating students to receive a double degree. The QAA was currently formulating guidance on double degrees and UTC would return to this issue once this guidance was available.

The Committee **decided** to approve the guidance note, subject to:

- the possibility of articulation arrangements that enable entry into level 6 (H) being left open, with consideration of whether further caveats should be added;
- the requirement that feeder programmes should be delivered in English;
- the development of a proforma for departments to complete when proposing an articulation arrangement.

ACTION: Juliet James

M14-15/168 SPSW: 2+2 Articulation Collaboration with the Hong Kong Institute for Education

Juliet James (ASO) attended for this item.

The Committee **considered** a proposal for a 2+2 articulation arrangement between the Department of SPSW and the Hong Kong Institute of Education (HKIEd) (UTC.14-15/100). The proposal had been reviewed in advance by Matt Matravers and Richard Waites, and had their support. It was **noted** that decisions taken on this proposal would need to reflect the guidance note on articulation agreements (M14-15/167 refers).

Under the arrangement, students would study the first two years of the Bachelor of Social Science Education (Honours) (Greater China Studies) degree at HKIEd and then, if they met agreed academic and English language criteria, would be admitted to stage 2 of the BA in Social Policy in SPSW at York. It was envisaged that the first entry to York would be October 2017.

The Committee **decided** to approve the proposal subject to:

- the receipt of comments from the BA in Social Policy external examiners' and the resolution of any issues they raised;
- consideration of a higher IELTS requirement in the light of direct entry to stage 2 (e.g. 6.5 overall with at least 6.0 in each component and/or 6.5 in writing and speaking);
- further details of the induction that would be provided for incoming students and any further steps that would be taken to smooth the transition to York and to integrate incoming students with the wider student body;
- a commitment to monitoring and reviewing the Department's articulation arrangements as per the relevant section of the guidance note.

ACTION: Department of SPSW

M14-15/169 Learning and Teaching Strategy: Review of Actions in 2014/15

The Committee **considered** a report (UTC.14-15/102) on progress made in 2014-15 with the priority actions which were agreed in October 2014 (M14-15/13 refers). The report included an update on the consultation on the draft Learning and Teaching Strategy for 2015-20.

During the discussion it was suggested that a bank of knowledge for sharing good practice across departments should be made available on the website. It was **decided** that the Chair and ASO would consider this.

ACTION: Chair, Nigel Dandy

The Committee **decided** to approve the report on progress made with 2014/15 priority actions.

The Committee **noted** that the new Learning and Teaching Strategy was currently at the consultation stage, following the discussion of a draft by UTC (M14-15/140 refers). Responses to the consultation were invited by 31 July 2015. To facilitate discussion, two open meetings, hosted by the Chair of UTC, would be held on 24 June (changed from 26 June) and 13 July. The Committee would consider an implementation plan for the Learning and Teaching Strategy in Autumn 2015. With regards to future Learning and Teaching strategy it was **noted** that:

- the University needed to ensure that it could attract high quality academics in all areas, but members **noted** the importance of maintaining teaching standards. The new strategy had requirements for including teaching in recruitment considerations;
- departments participating in ProPEL and curriculum review in the light of the new pedagogy would need support. It was **noted** that compliance with the pedagogy might require a cultural shift which would be difficult, particularly for existing programmes;
- members were encouraged to feed specific comments on the future of the Learning and Teaching Strategy into the consultation.

M14-15/170 Policy Framework for PhDs by Distance Learning

Tom Stoneham (Dean, Graduate Research School) and David Gent (ASO) attended for this item.

Further to M14-15/141, the Committee **considered** a draft policy framework for PhDs by distance learning (UTC.14-15/103).

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

- it was standard practice to review distance learning programmes three years after approval;
- the framework referred to students being allowed to attend confirmation and vivas by video conferencing, under exceptional circumstances as approved by SCA. The Dean noted that exceptional circumstances included mitigating circumstances and where visas had not been granted through no fault of the student;
- there was a need to look at practice elsewhere in the sector and consider how completion rates would be reported to RCUK;
- it was important to ensure that sufficient support was given to distance learning students. It was suggested that the appointment of 'international ambassadors' or a 'buddy scheme' would be helpful in pairing distance learning students with campus-based peers;
- some students on existing standard PhDs were based away from York, and it was suggested that if a department had a distance learning PhD then this might be more appropriate. The Dean of YGRS was monitoring if the duty of care needed strengthening for standard PhDs, although he was aware of much good practice across the University;
- if there were multiple intakes within a programme, the department would need to explain at the approval stage how induction would be managed;
- the checklist of factors to be considered at admission should be separated into factors which would need to be resolved in discussion with the applicant, and factors of which the applicant should be notified by the department: the latter should also be assured through an amendment to the offer letter.

The Committee **decided** to approve the policy framework subject to the minor amendment to the admissions process noted above. The YGRSB would take on responsibility for overseeing implementation of policy and future development of the policy framework. The policy would be considered by Senate as an appendix to the Policy on Research Degrees.

ACTION: David Gent

M14-15/171 Student Employability Strategy

Liz Smith and Andrew Ferguson (Careers) attended for this item.

The Committee **considered** a draft Student Employability Strategy for 2015-2018 (UTC.14-15/104). In Autumn 2014 an external consultancy was commissioned to review employability and employer links across the University. As a result of the recommendations, a new Employability Strategy Group had been formed, chaired by the Vice Chancellor, to develop the strategy and oversee the employability agenda (this group replaced the Employability Coordination Group). One of the aims of the strategy was to embed employability within programmes, rather than it being seen as something that was 'bolted-on'. Employability had formed part of the discussions around the York pedagogy and was increasingly prominent on departmental agendas.

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

- the Volunteering and Community Committee had approved a framework for students undertaking work experience, and there would need to be dialogue regarding areas of overlap;
- the action plan would reflect the stronger focus on employability for postgraduate research students;
- academics should play an important role in the employability agenda, through signposting to relevant resources and helping students to identify and articulate their transferrable skills;
- the link to the York pedagogy was welcomed.

M14-15/172 York Award

Liz Smith and Andrew Ferguson (Careers) attended for this item.

The Committee **considered** proposals for the Skills Framework and Assessment Grid that would be used to assess student eligibility for Stage 1 of the York Award (UTC.14-15/105). The first step toward restructuring the York Award (M14-15/100 refers) would be the introduction of the new Stage 1 award process from 2015/16, with a target of 50% undergraduate participation.

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

- assessment would be moderated by College Officers;

- it would be important to make the York Award attractive to students and encourage participation without making it seem like a requirement;
- the inclusion of problem-solving in the framework as a specific skill would be considered;
- the York Award would be recorded on the Higher Education Achievement Report (HEAR), but the University would need to monitor what activities were recorded due to the risk of overlap and double-recording of York Award quality marked activities and HEAR kite marked activities;
- completion of the Assessment Grid potentially clashed with the common assessment period in Summer term. It was also noted however that the grid would be open to students via the online employability tutorial from Week 9 of Spring term;
- it was envisaged that weeks 8-10 of Summer term would be used to follow-up the assessment through meetings and discussions with students.

The Committee **decided** to approve the Skills Framework and Assessment Grid for the Stage 1 York Award for use in 2015/16.

M14-15/173 Degree Outcomes 2013/14

Alistair Knock and Dan Cashdan (Business Intelligence Unit) attended for this item.

The Committee **considered** a report on undergraduate and postgraduate taught degree outcomes in 2013/14 and postgraduate research submission rates for the 2010/11 cohort (UTC.14-15/106). A set of interactive workbooks presenting the data in detail had been developed and shared with UTC, and an additional paper was tabled containing comments on the postgraduate research outcomes data from the York Graduate Research School Board (YGRSB).

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

- at all levels there was variance in the outcomes data for York departments, compared with equivalent study at Russell Group, former 1994 Group and all UK institutions;
- drawing conclusions and comparisons was a challenge given the volatility of results within individual departments year-on-year and the relatively small cohort sizes, however the workbooks could be used to compare institutions of particular sizes and component groups;
- some minor changes had been made to how JACS codes were mapped at undergraduate level. These changes had also been applied retrospectively to previous years' data, and had not resulted in major changes to the data for individual departments;
- the number of students in each cohort should be added to charts 1.3 and 2.3;
- the YGRSB had requested clarification on RCUK funded students on 3 year programmes with 3.5 years funding (paragraph 3.4), and that paragraph 3.5 be

clarified to note that it was with respect to concerns for academic performance that the University concentrated on successful submission;

- for future reports the Business Intelligence Unit was considering separating out PGR submissions and award.

ACTION: BIU

The Committee **decided** that the Chair and representatives from SCA, YGRSB, ASO and BIU would consider how to identify, for future reports, the point at which a department's results required a specific response.

ACTION: Chair and Secretary

The report would also be considered by University Senate in July 2015. The Committee **decided** to recommend to Senate:

- that the workbooks be made available to departments on the MI Gateway;
- that departments be asked to reflect on the results and comment via the Annual Programme Review (APR) process;
- the YGRSB recommendation (in relation to paragraph 3.7) that departments with PGR withdrawal rates >15% be asked to look for correlations between qualifications on entry and withdrawal and, if found, review their admissions procedures.

M14-15/174 Hearing and Responding to Student Views in Departments

The Committee **considered** a report on a review of the ways that student views have effect in departments, and in particular the operation of Student Staff Forums (SSFs) (UTC.14-15/107). While retaining departmental flexibility to operate SSFs in line with their own cultures and preferences, some minimal requirements were proposed to ensure that the functioning of SSFs was robust and their effect could be tracked.

During the course of discussion it was **noted** that:

- SSF minutes should be agreed between the department and students;
- at the start of each academic year students should be directed to the minutes from previous years SSF meetings;
- further consideration should be given to the resource implications of the recommendations;
- the GSA should be added to the list of recipients of minutes at the end of the year;
- departments should be reminded to give consideration to where PGR student issues were discussed, particularly where PGWTs might be in the same meetings as undergraduate students that they teach.

The Committee **decided** to approve, subject to the points above, that:

- SSFs should devise and follow a standing agenda. The following items should be included:
 - Matters arising: Report back on all actions
 - Report on the previous term's module evaluations
 - Opportunity for students to raise issues in current modules, discussion and identification of any actions.
- minutes should be taken and made visible to all students and staff. They should be sent in to ASO, YUSU and GSA after the last meeting of the year.
- the administration of the SSF, including circulating papers and taking minutes, should be done by the department. A member of the department's administrative staff should be present at SSF meetings.
- where a department had a student chair of SSF, this person should normally also be the departmental representative.

It was **decided** that the Chair would write to departments to inform them of the changes.

ACTION: Chair

M14-15/175 Annual Programme Review 2013/14

Further to M14-15/149, the Committee **considered** an update on actions and issues relating to assessment and examinations, arising from the Annual Programme Review of 2013/14 (UTC.14-15/108).

During the discussion it was **noted** in relation to Action 3 that:

- departments were concerned that the assessment rules were disadvantaging students who could be excellent overall, but perform poorly in isolated modules. This was a recognised issue in the sector, mainly for the Sciences, rather than an issue of programme design;
- in response to the department comments in APR, SCA had completed a review of compensation and reassessment practices at other Russell Group institutions. The outcome had shown that York was broadly in line with others, although there was much variation in practice. Departments in the Faculty of Sciences had been asked to consult external examiners, with a view to SCA formulating a policy response;
- members recognised the need to address this issue for final year students, but were cautious about rushing any policy changes without appropriate consideration.

The Committee **decided** to delegate authority to the Chairs of SCA and UTC to decide if the assessment rules for final year students should be changed, and if so, how they would be changed for implementation from 2015/16. SCA members would be consulted by email circulation over the Summer on any policy change prior to an approval decision by Chair's action.

ACTION: Chairs of SCA and UTC

During the course of discussion, it was also **noted** that some institutions allowed students to repeat years of study. It was **decided** that in Autumn 2015 SCA would consider whether to allow this at York.

ACTION: SCA

M14-15/176 Periodic Review: Department of History

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of the Department of History (UTC.14-15/109).

Members of the panel reported that they had been impressed by the strength of the Department and congratulated it for its high performance in a number of areas. The Department was also praised for its reflective and open engagement with the periodic review process, which resulted in productive discussions, endorsements and recommendations around learning and teaching. A wide range of strengths and examples of good practice had been identified, in particular the way that PGWT were embedded into the Department and the levels of support provided to them, which the panel considered exemplary.

The Committee **noted** an action on the University to consider how it could best support departmental Chairs, and how it could provide appropriate incentive and recognition of the workload involved. It was **noted** that the draft Learning and Teaching Strategy included a commitment to review the roles and clarity of responsibilities of key departmental Chairs. Work was also ongoing in HR with regards to the development of a University-wide workload model and it was hoped that these initiatives would lead to improved clarity and parity of the additional workload involved. It was suggested that it would be useful if the different types of workload models currently in use across the University could be shared with departmental management teams.

[**Secretary's note:** A Steering Group is looking at workload models in use and devising a central model that is flexible and applicable across all disciplines. In 2015/16, the Departments of History, Sociology and Health Sciences are piloting a standardised workload model. The Steering Group also includes representatives from Computer Science, Archaeology and the York Law School].

M14-15/177 Periodic Review: Department of Environment

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of the Department of Environment (UTC.14-15/110).

Members of the panel reported that the review had been productive, and the strong collegiality and dedication of staff was evident throughout the day. Panel members reported

that the Department was going through a period of enormous change and needed support from the University in its transition from a small department to a larger one.

During the discussion two small edits to the report were noted: clarification of paragraph 3.12 and the references to electronic marking (as opposed to electronic submission).

ACTION: Review Secretary

In response to a query, the review panel **reported** that the Department had a good working relationship with the Stockholm Environment Institute (SEI), but the review did not meet any staff and did not discuss any issues in specific detail for the SEI as it was outside of the remit of the review. The action plan noted that the Memorandum of Understanding with the SEI was currently being renegotiated.

The Committee also **noted** an action for the University to consider whether it needed to explore the reasons for falling attendance at lectures in certain departments.

[**Secretary's note:** This will be considered as part of the draft Learning and Teaching Strategy discussions around the 'student compact'].

CATEGORY II BUSINESS

M14-15/178 Higher Education Achievement Report (HEAR)

The Committee **received** a report on the Higher Education Achievement Report (HEAR) (UTC.14-15/111). It was **noted** that the University Strategy included a commitment to issuing the HEAR to undergraduate students, with the target set at providing it to the graduating students in 2018. A HEAR implementation working group would be established and would continue to operate until the first batch of HEARs was issued in 2018. The working group would develop a proposed policy on how activities would be approved for inclusion on the HEAR. This policy would be considered by UTC at a future meeting.

M14-15/179 Maths Skills Centre

The Committee **received** a report on the activities and developments at the Maths Skills Centre during academic year 2014/15 (UTC.14-15/112). It was **noted** that the Centre had had a successful academic year in which it jointly won the Professional@York award for Enhancing the Student Learning Experience. Students continued to value and appreciate the services offered by the Centre, which was evident from positive student feedback received.

M14-15/180 Space Modelling and Room Audit Reports

The Committee **received** reports outlining the results of the Spring Term University Room Audit and the latest iteration of the Space Modelling exercise (UTC.14-15/113). The Committee **noted** the following recommendations for action:

- continued support of departments in promoting the best use of University space through good citizenship and a continued move towards common use of space;

- continued support of departments in assessing their learning space needs, particularly where the room audit has highlighted overbooking;
- to note and consider the balance of taught content between Autumn, Spring and Summer terms and the consequent pressure on space in the Spring term to deliver programmes coherently;
- continued support with departments in discouraging post-release changes to the timetable in order to reduce the impact to students.

M14-15/181 Degree Attainment and Entry Profiles

The Committee **received** a report on degree attainment and entry profiles (UTC.14-15/114). The report contained additional analysis of the effect of overseas student status and socio-economic group (M14-15/120 refers). The Committee **noted** that at its May meeting Senate recommended the deep analysis report might usefully be uploaded to the Management Information Gateway for further discussion by departments through the Faculty Boards, and that Senate endorsed the decision made by Teaching Committee that no actions would be taken in the first year of the new statistical report.

M14-15/182 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's Action between April and June 2015 (UTC.14-15/115) as follows:

Biology: Approval of an MBiomedSci in Biomedical Sciences with a year in industry. This was included in the paperwork for and approved at the June 2014 meeting of UTC, but was accidentally omitted from the relevant UTC minute (M13-14/167).

CELT: Approval of a new pre-sessional 'Preparatory English' programme to start in January 2016 (the course would run each Spring).

Education: Approval to make the following amendments to the delivery of initial teacher training for 2015/16:

- To move the delivery of some Whole School Issues and Curriculum Area teaching on Red Kite and Pinnacle programmes from the University and its staff to partner Schools and their staff
- To move two assignment deadlines for all PGCE students to Fridays in order to accommodate the above

In addition, approval was also given to consolidate the recording of PGCE programmes on a single specification with clear information about individual pathway variations in delivery.

Health Sciences: Approval of modification to BSc Nursing, child field of practice route, so that students would undertake blended theory and practice modules (rather than concentrated blocks of theory and practice) in Stage 2 and 3. This modification affected students in the September 2014 intake and future cohorts, from 2015/16.

Music: Approval of an MA in Music Production to start in 2015/16. This would use existing content from the MA in Music but re-brand the production pathway as a standalone MA.

York International Foundation Programme: Approval to modify the International Foundation Programme delivered by York College from 2015/16 as follows:

- To change the grade descriptors on British Culture and English Language and Communication units to bring them in line with other marking schemes used on the programme;
- To add Law and English Language streams to the Social Science Access Pathway;
- To add a new Computing Access Pathway (incorporating the standard generic study skills and English elements of the IFP).

M14-15/183 Validated Provision

The Committee **received** an update on activities regarding the University's validated partners, the National Science Learning Centre, and the Weald and Downland Open Air Museum (UTC.14-15/116).

M14-15/184 Anonymous File Submission and Marking Workflow

The Committee **received** a report from the E-Learning Development Team on departments' rollout and implementation of anonymous file submission and marking workflow (UTC.14-15/117).

M14-15/185 Standing Committee on Assessment

The Committee **received** a report on the meeting of SCA held on 15 May 2015 (UTC.14-15/118). The Committee **noted** the following:

- SCA proposed that the Dean of York Graduate Research School would be included as a permanent member of the committee, ex officio. Nominations for new members would be put forward to the Chair of UTC for approval over the summer;
- Full minutes of the meeting were available online at:
<http://www.york.ac.uk/about/organisation/governance/sub-committees/sca/>

The Committee **approved** changes to the Academic Misconduct Policy and the Guide to Assessment as outlined in the report.

M14-15/186 Distance Learning Forum

The Committee **noted** that the minutes from the meeting of the Distance Learning Forum held on 19 May 2015 were available at:

<https://www.york.ac.uk/staff/teaching/groups/distance/#tab-4>

M14-15/187 Terms of Reference for Boards of Studies

The Committee **considered** a proposed standard terms of reference for Boards of Studies

(UTC.14-15/119). It was **noted** that departments could choose to supplement the standard set of terms of reference, and use the Board to consider other types of business in addition to the statutory role.

The Committee **decided to recommend** the terms of reference to Senate for approval.

M14-15/189 Terms of Reference of the York Graduate School Board

The Committee **received** the terms of reference for the York Graduate Research School Board (UTC.14-15/120). The Board would take over a number of responsibilities previously overseen by UTC. These included approval of the policy on research degrees, approval of new research degrees and modifications to research programmes, and consideration of survey data including PRES. The Board would also consider quality assurance and enhancement issues relating to research degrees that were referred to it by UTC (e.g. from APR and periodic review reports). Members of the Board would also be invited to take part in relevant monitoring and review activities. In April 2015, the Board established a Policies and Programmes sub-committee that would consider these elements of the Board's business.

M14-15/190 Exchange Agreements

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

- between the University and Beloit College, Wisconsin USA
- between the University and the University of Minnesota's College of Liberal Arts, Minneapolis USA
- between the Department of Language and Linguistic Science and Università per Stranieri di Siena (Unistrasi), Siena Italy
- between the Department of Language and Linguistic Science and Università degli Studi di Modena e Reggio Emilia (Unimore), Modena Italy.

M14-15/191 External Assessors

The Committee **noted** that the Chair had approved the appointment of Dr Indira Banner of the University of Leeds as the external assessor for the revalidation of the University Certificate in Science Education Science Education and Leadership (Science Technicians) programme at the National Science Learning Centre.

M14-15/192 QAA Subject Benchmark Statements

The Committee **noted** the following responses from departments regarding revised QAA subject benchmark statements:

- *Education* made a submission to the QAA consultation on the draft statement and a member of staff was on the QAA review panel. The Chair of the Board of Studies reports that the Department feels it already complies fully with the benchmark statement and that no further action is required.
- *TYMS* noted that the changes to the benchmark statement were minor but welcome, especially in terms of internationalisation and business management skills development. The revised benchmark statement would be used to reinforce the

curriculum changes arising from the School's TESTA review.

M14-15/193 Dates of Next Meetings

The Committee noted the date of the next meeting was Thursday 25 June 2015 11am to 1pm in HG15, Heslington Hall (with lunch). The dates of the 2015/16 meetings were as follows (all at 1.00pm in HG21, Heslington Hall):

- Thursday 8 October 2015
- Thursday 12 November 2015
- Thursday 10 December 2015
- Thursday 4 February 2016
- Thursday 10 March 2016
- Thursday 12 May 2016
- Thursday 16 June 2016.