

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 17 May 2018

**Present:** Professor J Robinson (Chair)  
Mr N Dandy (to M17-18/121)  
Ms C Chamberlain (Postgraduate Representative – GSA)  
Ms V Cotter  
Professor S Bell (to M17-18/129)  
Mr E Braman  
Dr G Chitty  
Professor B Fulton  
Professor J Hudson  
Dr S King  
Dr B Lee  
Professor T Lightfoot (to M17-18/124)  
Professor M O’Neill (to M17-18/129)  
Professor G Ozkan (to M17-18/129)  
Mr J Porch (Undergraduate Representative - YUSU)  
Dr K Selby (for M17-18/124)  
Professor D Smith  
Professor R Waites

**In Attendance:** Mrs J Iddon, ASO, Secretary, Mrs J Brotherton ASO, Minutes.

Apologies were received from Professor J Buchanan, Professor A Hunt, Mr J Fagan and Dr E Major.

**CATEGORY I BUSINESS**

**M17-18/116 Welcome**

The Chair welcomed Valerie Cotter (Deputy Academic Registrar and Director of Student Services) who was attending on behalf of the Academic Registrar (currently a vacant post and ex officio member of UTC). Valerie would be attending UTC whilst the Academic Registrar post was vacant.

**M17-18/117 Minutes and Matters Arising**

The Committee **approved** the minutes of the meeting held on 15 March 2018 (UTC.17-18/75).

The Committee **considered** an update on matters arising from the minutes (UTC. 17-18/75 **Appendix 1**).

- An initial discussion between the Chair of UTC and the Deans on the proposal for a consultation on the structure the academic year had taken place. The Chair had agreed to draft a briefing document for the Deans and would report back to the Committee in due course (M17-18/79). This action was now closed.

- The action relating to strengthening communication channels between Departments/Centres, FLTGs and UTC would be taken forward by the Associate Deans for Teaching, Learning and Students (M17-18/79). This action was now closed.

### **M17-18/118 Oral Update from the Chair**

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

- The National Student Survey had closed with a response rate of 66% (subject to a final IPSOS data check). Although this was a slight increase from last year (65%), it remained lower than the averages of around 70% that were achieved prior to 2017. It was noted that the response rate in 2017 may have been affected by the YUSU referendum on boycotting the survey. The industrial action may have impacted on the response rate this year.
- The University's application to the Education and Skills Funding Agency to join the register of apprenticeship training providers had been successful.
- The Periodic Review of Law, Chaired by Prof. Maggie O'Neill, had been held on 11 May. The Periodic Review of History of Art would be taking place on 4 June and Dr Phil Lightfoot (Chair of Learning and Teaching Forum) had been approved to Chair the review.
- The Chair congratulated the winners of the Vice-Chancellor's teaching awards:
  - Dr Alan Krause, Senior Lecturer in Economics, Department of Economics
  - Dr Alan Wood, Senior Lecturer, Department of Computer Science (Posthumous)
  - Professor Tim Andrews, Dr Tom Hartley, Dr Mark Hymers, Department of Psychology
  - Annabell Zander, Department of Archaeology
  - Dr Annie Hodgson, Schools Liaison and Outreach Officer, Department of Chemistry
  - Dr Benjamin Poore, Senior Lecturer in Theatre, Department of Theatre, Film and Television
  - Dr Barry Lee, Lecturer, Department of Philosophy
  - Charlotte Rowley, Graduate Teaching Assistant, Department of Archaeology
  - Dr Gabrielle Finn, Senior Lecturer in Medical Education, Hull York Medical School
  - Dr Hanna Vorholt, Anniversary Research Lecturer, Department of History of Art
  - Dr Jenna Ng, Lecturer in Film and Interactive Media, Department of Theatre, Film and Television
  - Ms Jet Sanders, PhD student, Department of Psychology
  - Dr Lynda Dunlop, Lecturer, Department of Education
  - Ned Potter, Academic Liaison Librarian, Relationship Management Team, Information Services
  - Dr Penny Bickle, Lecturer, Department of Archaeology
  - Thomas Shutt, Graduate Teaching Assistant, Department of Physics
- The Associate Pro-Vice Chancellor for Teaching, Learning and Students provided an update from the Online Project Implementation Group:
  - the launch of the first student intake had been delayed from 30 April to 25 June;
  - the enrolment and payments systems opened in early May and the first student had successfully enrolled;
  - access to the orientation module and study skills module was now open to those enrolled;
  - the target intake for the first cohort of students across the three TYMS programmes was 60-70 students;
  - Higher Ed Partners UK (HEP) were currently recruiting the Student Success

- Coordinators;
- the Deputy Director: Student Support and the Student Support Coordinator: Online and Distance Learning had met with HEP staff and further training (including with the GSA) was planned (in York) for June;
  - an event to celebrate the start of the new programmes was being planned and would take place in the week commencing 25 June;
  - it was envisaged that the next programme(s) delivered through the University's collaborative partnership with HEP would launch in the first quarter of 2019.
- All those involved in reaching these important milestones were thanked for their input and hard work.

#### **M17-18/119 Update from the Student Representatives**

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

- Department representatives for 2018/19 had been appointed. Applications had been of a high quality and YUSU thanked departments for encouraging students to stand.
- The YUSU Excellence Awards ceremony would be taking place on 8 June. 350 students had nominated 269 staff and the shortlist had been announced. Prior to the awards ceremony a 'Showcasing Excellence' event was being held in the morning with student and staff led sessions on innovative student voice practices. Members were encouraged to attend the event.

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

- Student feedback from Faculty Course representative forums had been positive. There had been some queries on visas, in relation to placements, and the GSA was dealing with these.
- GSA was supporting the promotion of PTES.
- The GSA would be appointing an Academic Officer for 2018/19 who would take the place of the GSA president as the Postgraduate Representative on UTC.

#### **M17-18/120 Lecture Capture**

*Dr Richard Walker, Head of E-Learning Development, attended for this item.*

The Committee **received** a proposal for an Institution-wide 'opt out' lecture recording Policy (UTC.17-18/76). The proposal had been updated in light of the Committee's comments on an earlier draft of the Policy (M17-18/81) and in response to feedback which had been provided from FLTGs.

The turnaround time for lecture recordings had been lengthened in response to feedback. However, it was suggested that there were cases where a turnaround time of 72 hours for lecture recordings would be too slow. It was noted that the period of time required to upload the recording depended on whether, and to what extent, it would be edited. Members **agreed** that the Policy should be amended to clarify that recordings should be published and made available to students at any time (pedagogically appropriate) within a 72 hour period. Members **agreed** that each department (via its Board of Studies) should be asked to agree a turnaround time up to a maximum of 72 hours and communicate this recording requirement to the E-Learning Development Team.

*Secretary's post meeting note: The Head of E-Learning Development had confirmed that, if a department wished to operate different turnaround times (within a 72 hour period) at module-level this was possible, provided that the Team are given sufficient lead-time (to*

*organise the recording schedule) and departmental communication with respect to the publication requirements is clear.*

Members discussed the retention schedule for lecture recordings. It was reported that lecture recordings were available for two years after which students' access to them would be closed. It was reported that exceptions could be made (to make the recordings available for a period beyond two years) for programmes of longer duration (for instance in Biology or HYMS).

The Committee noted the guidance to Chairs of Boards of Studies for considering any requests to opt out of lecture recording. Members felt this was clear; requests to opt out from any activity that was suitable for recording should be turned down. Requests for opt out should state how the student experience would be supported by alternatives to lecture capture. The need for a mechanism to monitor approval of individual opt out requests was noted.

Members queried the potential cost of the Policy. The Head of E-Learning Development explained that charges were based on downloads and therefore varied with student demand.

*Secretary's post meeting note: The Head of E-Learning Development had confirmed that Panopto does not charge the University for storage content within the cloud and that Panopto requires the University to purchase a package of usage hours to cover student viewing of recordings. A package of 5,000 hours costs £375 and currently students are viewing around 6,000 hours per week during term time. The Head of E-Learning Development would continue to track viewing statistics and profile the lecture capture budget requirements accordingly.*

It was noted that during the recent industrial action the use of last year's lecture capture recordings had been one option for departments to suggest to colleagues taking action, to mitigate the impact on the student experience. The sensitivities associated with the use of lecture capture as a substitute for staff who were absent owing to strike action were acknowledged. The draft Policy had been updated to make clear that recordings may only be used by the University as a substitute for live teaching in cases of strike action with the consent of the lecturer. Members agreed that whilst the use of lecture capture should be an option as part of contingency planning it was not acceptable for staff observing industrial action to be put under any pressure to make recordings available.

Members **agreed** that the Policy should begin with a positive statement about the value of lecture recordings in supporting the student learning experience; this had been expressed in the original paper considered by UTC in February (UTC.17-18/56) but had not been retained within the amended draft Policy.

Subject to the amendments agreed (above), the Committee **recommended to Senate** that the Policy be approved for implementation from the start of the academic year 2018/19.

#### **M17-18/121 Together York: Equity of Provision project**

*Alex Urquhart, YUSU President, Nick Glover, YUSU Student Voice and Insight Manager and Kimi Smith, YUSU Student Engagement Development Co-ordinator, attended for this item.*

The Committee **considered** a report arising from the Together York: Equity of Provision project (UTC.17-18/77), one of the three projects this year under the Together York banner. The Equity of Provision project was being led by YUSU and Chaired by the YUSU President. It focussed on additional costs incurred by students in four main areas; essential additional spending, e-submission and physical submission, printing, and access to computer devices.

The report had already been considered by Student Life Committee and members of UTC were asked to consider and comment on the report to further inform its development.

The report and recommendations had been informed by data collected over two terms. All departments had been asked to get at least 10 responses to the survey and between 10 and 40 responses had been returned from each department. Whilst the target response rate for each department had been achieved the limitations of the data arising from the small sample size were acknowledged.

The President of YUSU emphasised the importance of the project noting that it was unacceptable for students to incur additional costs for items or services that were essential for completing their degree programmes. The recommendations contained in the report were highlighted; that Faculty Deans should ensure that no students incur costs to submit assessments; that Heads of Department should review printing practices and that the University must define what is genuinely essential to purchase.

The Committee was supportive of the aims of the project and emphasised the need to ensure that the recommendations were both achievable and in the best interest of students. For instance, it was noted that E-submission might not always be the most convenient method of returning assessed work; a workbook assessment was highlighted as an example.

It was noted that some students chose to incur additional costs for Independent Research, for instance on travel; the YUSU president confirmed that the focus of the project was on core costs that were essential to support study.

The Committee thanked YUSU for the work undertaken and emphasised its support for the principles which had been identified. It suggested that there was scope for making the report more cogent and encouraged YUSU to make use of other sources of data and information (e.g. from IT services, the Library [with respect to reading lists], and the E-Learning Team) to guide the recommendations.

## **M17-18/122 Student Representation**

*Kimi Smith, YUSU Student Engagement Development Co-ordinator, and Nick Glover, YUSU Student Voice and Insight Manager, attended for this item.*

The Committee **considered** a report arising from the YUSU led review of the University Policy for Student Representation in Learning and Teaching Activities in Academic Departments (UTC.17-18/78). The review had found inconsistencies in how the 'Policy for Student Representation in Learning and Teaching Activities in Academic Departments' was being implemented. The report contained recommendations that aimed to address this and recommendations for developing innovative practice in relation to student engagement. The GSA was supportive of the recommendations contained in the report.

The Committee emphasised the value of effective student consultation and felt that there was uncertainty amongst departments about what worked best. It was noted that although the Policy for Student representation only provided baseline standards, this maintained the opportunity for flexibility across Departments.

Members welcomed the suggestion for more guidance on best practice and supported the student voice continuum model that was presented in the paper.

It was suggested that training for student representatives on feeding back from departments to students could be helpful.

The Committee **agreed** that the recommendations should be considered further (and outside of UTC) by the PVC for Teaching, Learning and Students (TLS), Associate PVC (TLS) and the Associate Deans (TLS). It was noted that the Associate Dean (TLS) for the Social

Sciences had not yet been recruited and therefore it was not possible to further the discussion immediately; work would begin as soon as possible.

**Action: PVC (TLS), Associate PVC (TLS), Associate Deans (TLS)**

### **M17-18/123 Governance of Combined Programmes**

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

The Committee **considered** proposals relating to the governance of combined programmes following the discontinuation of Combined Boards of Studies from 2018/19 (UTC.17-18/**79**). The proposals presented had been informed by consultation with Chairs of Boards of Studies, Faculty Learning and Teaching Groups, Faculty Executive Groups, YUSU, the GSA and Professional Services.

The proposals included revisions to the following:

- Ordinances 1 and 2
- The Standard Terms of Reference of Boards of Studies
- The Roles and Responsibilities of a Programme Leader and Associate Programme Leader
- The Policy for Student Representation in learning and Teaching Activities in Academic Departments

A new Policy Statement and Guidance on the Operation of Departmental Teaching Committees was also proposed and it was reported that the University Policy on Taught Student Supervision and the Policy on Combined Degrees would need to be updated to reflect the new arrangements (once approved).

Members were advised that through the consultation process systems implications had been highlighted. It was reported that each combined programme already had an administrative 'home' department in SITS and due to the interdependencies of different systems, changing this would have significant workload implications. In a meeting prior to UTC, and which included the Chair of UTC and the Assistant Registrar: Student Progress, it had been agreed that the desired improvements with respect to the governance of combined programmes could be achieved without the need to alter the underlying data structure or the administrative 'home' of combined programmes (already designated in SITS).

Contrary to the proposals which had been consulted on (and the papers presented to members), it had also been agreed that it would not be a requirement that the Programme Leader be a member of the (administrative) 'home' department. It was noted that administrative 'home' department should not be the primary driver for selecting the programme leader (which should always be the most suitable person to take on the role regardless of the administrative SITS affiliation of the combined programme).

Members discussed the proposals:

- It was confirmed that Criminology was on the original list of Combined Boards of Studies that were exempt from discontinuation.
- In response to the suggestion that a Working Group be formed to consider student representation on combined courses, it was noted that the Arts and Humanities already had a Combined Course Working Group.
- It was suggested that the appointment of a Chair of Board of Studies for two years seemed out of step with the Programme Leader role and Chair of DTC (which were

both three year appointments).

*Secretary's post meeting note: At its March 2017 meeting UTC had agreed that programme leaders, Chairs of DTC 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 (M16-17/104 refers). The programme governance recommendations arising (UTC 16-17.65 and UTC 16-17/80) which related to programme leadership and the establishment of Departmental Teaching Committees were approved by Senate in July 2017. The suite of recommendations relating to the proposal to discontinue Combined Board of Studies had not been put to Senate (M17-18/2 refers); this suite of recommendations included the proposal that the term of office for Chairs of BoS be 'normally three years', with research/sabbatical leave being the expected reason for any exceptions. Following further consideration by UTC at its November 2017 meeting (M17-18/28 refers) this suite of recommendations was subsequently recommended to, and approved by, Senate in January 2018. The concomitant revision to University Ordinance 1.7, to reflect the change to the duration of the Chair of BoS term of office, will be reflected in the updated proposals to be considered by UTC in June.*

- The Committee was reminded that the purpose of the revised governance arrangements was to improve the experience of students on combined courses.
- It was noted that the complexities in implementing the new arrangements were, in part, driven by the desire to maintain flexibility for departments.
- It was noted the proposal that the programme leader could be from either the home or partner department had not been considered during the consultation.

The Committee **agreed** to approve recommendations (A), (B) and (H), that:

- once the proposals have been approved, a review be undertaken of the *University Policy on Taught Student Supervision* and the *Policy on Combined Degrees* to determine what concomitant revisions are needed;
- once the proposals have been approved, supplementary guidance such as Frequently Asked Questions and flowcharts to explain to students and staff how combined programmes would be governed and students represented from September 2018, be developed;
- a process for recording and monitoring the impact of the implementation of the governance changes be instigated.

It was **agreed** that the revisions to policies proposed in recommendations C-G should be updated to reflect the recommendations (i) that it should not be a requirement that the Programme Leader be a member of the (administrative) 'home' department and (ii) that the administrative 'home' of combined programmes (already designated in SITS) should remain unchanged. The Committee agreed that, once updated, the proposals would effectively support the implementation of the decision to discontinue Combined Boards of Studies. The updated proposals would be considered by UTC at its meeting in June.

#### **M17-18/124 Centre for Women's Studies: MA in Women's and Gender Studies (GEMMA)**

The Committee **considered** a proposal from the Centre for Women's Studies for an MA in Women's and Gender Studies (UTC.17-18/80); a 2 year full-time, campus based, 240 credit double award programme to be introduced from September 2018. A PGDip and PGCert in Women's and Gender Studies would be available as exit awards. The programme would be led by the University of Granada which had 6 existing European partners. At least 3 students who were already on the programme (at Granada or its partner institutions) had

indicated that they would like complete their study abroad period in York in 2018/19. It was hoped that scholarships would be available to any students wanting to start at York in 2018.

It was reported that the proposal did not yet have planning approval and therefore, regardless of the outcome of UTC's consideration of the academic case, it could not be advertised.

The programme had been reviewed in advance by Dr Katherine Selby and Mr Ed Braman. It had also been reviewed by two external assessors who had recommended that it proceed without amendments.

It was reported that comments raised by the UTC reviewers relating to Programme Learning Outcomes (PLOs) were being addressed by the Centre for Women's Studies. These included amendments to the 'Explanation of the Choice of PLOs' section (5c) of the Programme Design Document (PDD) to more effectively reflect the team working aspects of the programme and revision of PLOs 5 and 7 to make reference to cross-culturalism and employability. The UTC reviewers advised that an indicative list of modules offered by the six partner Universities had been provided and that this appeared to be diverse.

The UTC reviewers noted the Assistant Registrar: Student Progress and the Chair of SCA were supporting the Centre to resolve issues with respect to assessment, progression and award. The Centre needed to record the dates for progression and reassessment boards in the documentation and the Centre would also have to ensure that teaching in the summer term complied with Tier IV visa requirements.

Members were supportive of the proposed programme. It was noted that the module list did not involve any modules specifically in relation to transgender identities which might be attractive to students. The Committee agreed that the Centre for Women's Studies should liaise with other York Departments, for instance English, to identify other potentially suitable option modules and that these should be included specifically in section 7b on the PDD.

Members **agreed to approve** the programme subject to planning approval and subject to conditions as follows:

That the Centre for Women's Studies should:

- resolve the issues discussed with the Assistant Registrar: Student Progress and the Chair of SCA in relation to rules for assessment, progression and award;
- record dates for progression and reassessment boards in the PDD;
- ensure that teaching during the Summer term is compliant with Tier IV visa requirements update the PDD to reflect the revisions;
- revise section 5c to articulate more effectively the team working aspects of the programme;
- revise PLO 5 and 7 to ensure appropriate references are made to cross-culturalism and employability;
- liaise with other York departments to identify any other potentially suitable optional modules and record these in the PDD.

Teaching Committee decided that the proposal should be refined accordingly and be subject to final sign-off by the UTC reviewers and the Chair of UTC.

In the light of the non-standard programme structure, it was **agreed** that the Programme should be reviewed at the end of 2018/19. This would take place within the University's



Annual Programme Review process via Academic Quality Team and UTC scrutiny of the individual programme reflection, in addition to Faculty-level scrutiny of CWS's departmental Annual Programme Review report.

**M17-18/125 The Department of Theatre, Film and Television: BA in the Business of Creative Industries**

The Committee **considered** a proposal from the Department of Theatre, Film and Television (TFTV) for a BA in the Business of Creative Industries (UTC.17-18/**81**); a 3 year campus based programme to be introduced in September 2020/21. The Programme had received planning approval from the Faculty Learning and Teaching Group for Arts and Humanities.

The Programme had been reviewed in advance by Dr Barry Lee and Prof. John Hudson. The proposal had also been reviewed by two external assessors who had recommended that it proceed with minor amendments.

The UTC reviewers advised the Committee that the programme aimed to complement the existing undergraduate provision in TFTV, by spanning the range of industries covered in the other three programmes (Theatre, Film and TV Production, and Interactive Media). The Department would be recruiting academic staff in September 2019 and it was reported that these new staff would further develop the module descriptors (for example reading lists); these would be reviewed by the Department's Academic Quality contact.

The Department was working on a number of suggestions which the UTC reviewers had made in relation to the PLOs, Statement of Purpose and stage level progression statements. Some typographical errors also required correction. The Committee noted that the suite of documentation submitted for consideration included some background on the programme's development and included an early draft of the PLOs (UTC.17-18/**81i**) which had now been substantially revised.

The Committee was supportive of the proposal and noted that the 'creative industries' was a broad area with scope for working with other departments, for instance Sociology, History of Art and Management. It was noted that talks were already underway with the Management School, as it was thought that a finance focused option would be an attractive addition to the programme.

Members were unclear from the documentation whether the programme included a departmental-led year in industry. It was noted that the PDD template did not distinguish between a departmental-led year in industry and the University-wide (Careers-hosted) placement year and therefore did not make clear that amended PLOs were not required for the latter.

**Action: Academic Support Office**

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

- The completion of revisions to the PLOs, Statement of Purpose and stage progression statements in discussion with the lead UTC reviewer
- Clarification on whether the programme includes a department-led year in industry. If the Department is referring to the University-wide (Careers-hosted) placement year then the box in section 1 should state 'no' and the amended PLOs in section 5c deleted.

Teaching Committee decided that the proposal should be refined accordingly and be subject to final sign-off by the UTC reviewers and the Chair of UTC.

## **M17-18/126 The Department of Theatre, Film and Television: MA in Playwriting and MA in Theatre-Making**

The Committee **considered** two proposals from the Department of Theatre, Film and Television (TFTV) for an MA in Playwriting (UTC.17-18/82) and for an MA in Theatre-Making (UTC.17-18/83); both were 1 year full time, or two year part-time, campus based programmes to be introduced from September 2019. The programmes would be replacing TFTV's existing MA in Theatre: Writing, Directing and performance which the Department intended to withdraw. Postgraduate Certificates would be available as exit awards, the titles of which needed to be confirmed in the documentation. The Programme had received planning approval from the Faculty Learning and Teaching Group for Arts and Humanities.

The Programmes had been reviewed in advance by Prof. Dave Smith and Prof. Richard Waites. Both programmes had been reviewed by one external and it was reported that comments from second external reviewers were awaited.

The UTC reviewers were supportive of the proposals but had identified a number of issues, as follows:

### MA Theatre-Making:

- The 100 credit ISM involved a practical assessment worth 70% of the module mark in week 10 of the summer term. This made the workload during the summer term significant. The Department had advised that the presentation had to run during that period, as undergraduate students were available to take on roles as cast and crew and, although it was worth 70% of the module mark, the distribution of student work hours did not correlate to this exactly; the Department considered that the summer term workload was manageable.
- The documentation stated that students were expected to support each other's 100 credit projects. The Department had confirmed that no credit was awarded for this and it was not compulsory.
- The reviewers had discussed the process for allocating students to roles for the 20 credit group project. The Department had confirmed that students had to pitch for roles and that they were allocated on the basis of a vote. The reviewers emphasised the need for this to be communicated clearly to students in order to manage expectations, but noted that it appeared to be a well-structured and innovative module.
- Some of the PLOs required improvement, particularly PLO6. The reviewers had suggested that the focus of PLO2 and PLO4 could also be more clearly articulated in the programme map.
- A programme leader had not yet been identified.
- The module 'Contemporary Approaches to Theatre Making' involved students completing the largest assessment component mid-way through the module and a rationale for this was required.

### MA Playwriting:

- The programme map suggested that almost all of the modules supported all of the PLOs. It was suggested that the map could more accurately capture how and where the PLOs were supported.
- The external reviewer had noted that there was not much textual analysis of plays. The Department had taken some action in respect of this and the external had indicated that they were now satisfied. However, it remained the case that only 10 credits was based on critical analysis of a pre-existing theatre. The UTC reviewers advised this should be considered further by the Department.
- It was noted that reading lists for certain modules had not been provided ('Thinking

through theatre' and 'Production project'.)

The Committee was advised that further information was also required in relation to the proposed non-standard structure of modules and assessments.

The Committee noted that the part-time structure that was significantly imbalanced over the two years (this imbalance was due, in part, to the 100 credit ISM). The UTC reviewers had discussed this with the Department but a decision on how to address this issue had not yet been reached. UTC therefore **decided not to approve the part-time routes for the two proposals.**

The Committee **agreed to approve** the full-time versions of the programmes subject to the following conditions:

- The submission of a rationale to the Department's Academic Quality contact for
  - any modules running over 5 weeks and for modules spanning two terms (this must include confirmation from the Timetabling Office that this is feasible)
  - any large gaps between the end of teaching and final assessment (for instance where teaching ends in week 5 of the Autumn Term and assessment takes place in Spring week 1)
  - the assessment structure for Contemporary Approaches to Theatre Making.
- Receipt of a second external assessor report (for each programme) and the satisfactory resolution of any issues therein.
- The PDDs must be fully and accurately completed (to include titles for the PGCerts and dates for Progression, Reassessment and Exam Boards).
- The Department should review the module information on the PDDs and the Module Outlines to ensure that these are consistent.
- The admissions criteria should confirm whether students could be accepted on the programme with a 2.1 in any discipline or whether the requirements were more specific.
- The PLOs and programme maps should be amended in line with UTC reviewers' comments above.

Other points noted by the reviewers above should be given further consideration.

Teaching Committee decided that the proposals should be refined accordingly and be subject to final sign-off by the two UTC reviewers and the Chair of UTC.

#### **M17-18/127 Revalidation: STEM Learning Ltd.**

The Committee **considered** the report, external assessor's report and the action plan arising from the revalidation visit to STEM Learning Ltd. on 15 February for the University Certificate in Science Education and Leadership (Science Technicians) (UTC.17-18/**84**).

The review had been chaired by Prof. Richard Waites. The other Panel members were Dr Katherine Selby, Dr Kerry Knox, Professor Nazira Karodia (External Assessor), Dr David Gent (Secretary) and Charlotte Chamberlain (Student Representative). The review had highlighted how highly valued the programme was by its students, many of whom had described it as personally and professionally transformative.

The Panel recommended revalidation of the programme with a number of recommendations. The recommendations for STEM Learning Ltd. included adopting the Pedagogy framework for the design of the programme and it was suggested that one of the

PLOs could capture the fact that students who completed the programme became advocates for Science Technicians.

The Panel had recommended that UTC consider how a more strategic approach could be developed to realise further opportunities for validation and collaboration between STEM Learning Ltd., the Department of Education and the wider University. In order to address this recommendation the Chair agreed to meet with Prof. Paul Wakeling, Head of Department: Education, and Prof. Judith Bennett, Department of Education and member of the STEM Board, to explore ways to advance the strategic relationship.

**Action: Chair of UTC**

It had been recommended that the Library renew contact with the programme team to clarify what support was available to STEM. It was reported that this action had already been taken forward; a meeting between the Academic Liaison Librarian and the National Technicians Lead for STEM had taken place and several actions had been identified in response.

Other University-level recommendations were being taken forward by the Academic Support Office.

The Committee noted the name change of STEM Learning Ltd (previously the National Science Learning Centre). It was suggested that the University should ensure that its contractual arrangements remained appropriate, in light of the changed status.

**The Committee approved the report and the action plan and agreed to recommend the revalidation of the programme to Senate.**

The Chair thanked the Panel for its thorough review of the programme.

**M17-18/128 Periodic Review: TFTV**

The Committee **considered** the report, external assessors' reports and the action plan arising from the Periodic Review of the Department of Theatre Film and Television (UTC.17-18/85).

The Review had been chaired by Dr Barry Lee and the second academic member of the Panel had been Prof. John Robinson. Julian Porch had been the student representative and Andrea Boam the Secretary. Dr Lee reported that the Department had engaged positively with the process of periodic review and the Panel was impressed by the vitality evident in the Department and the cohesive community.

The Panel had identified a number of strengths which included the variety of assessment methods, the mechanisms for the dissemination of best practice across the provision, staff induction and support for students for whom English is not a first language.

Key recommendations made by the Panel included:

- continuing to focus on the implementation of actions identified to address issues with the BSc Film and Television Production arising from the National Student Survey;
- the need to ensure that the Department's vision was consistently and accurately communicated externally;
- adopting a broader approach to the implementation of 'stepped marking';
- considering how to more effectively support the transition and progression of students from non-standard educational backgrounds.

Dr Lee reported that the three external assessors had provided detailed individual reports which included valuable additional feedback which the Department could use to reflect further ways to enhance the quality of its provision.

The Committee **considered** the Department's action plan and was satisfied that the identified actions were appropriate.

Dr Lee thanked the Panel for their contributions and in particular to the Secretary for writing the report on the Panel's behalf.

#### **M17-18/129 Degree Outcomes**

*Karen Payne, BIU, attended for this item*

The Committee **considered** the report on undergraduate and postgraduate taught degree outcomes for 2016/17 (UTC.17-18/86). The report highlighted that the percentage of good UG degrees awarded had decreased by 0.6 percentage points to 80.6%; the Russell Group average was 85%. The proportion of postgraduate taught students 'qualifying with an award at the intended level' decreased by 2.7% to 86.8%. There had been a slight decrease across the Russell Group (-1.2% to 88.1%).

The variation of good undergraduate degrees awarded across Departments was significant (32.4%). Peaks and drops at department-level were also more significant than might be expected given the fairly consistent average at University-level. At Faculty-level, students in the Arts and Humanities were achieving a higher proportion of good degrees.

Members discussed the undergraduate data. It was noted that the average at York had been stable since 2013/14, prior to which the proportion of good degrees awarded had been on an upward trajectory and more in line with the Russell Group figure. The levelling off at York coincided with the introduction of the algorithmic approach to degree classifications. The Chair of SCA suggested that the ratios used to calculate degree classifications could be reviewed but emphasised that the current system, which avoided ad hoc consideration of students with boundary marks, was fair and transparent. The importance of avoiding grade inflation was emphasised.

Members considered whether the data suggested that the University was marking modules too harshly. It was noted that this had not been raised as a concern in recent University-level reports of external examiner's reports (M17-18/59 and M17-18/130 refer).

The Committee **agreed** that it would be helpful see the analysis on the impact of stepped marking (for those departments which have adopted this approach) and to see the data at sector-level and for the University-level mapped against entry tariff.

**Action: BIU**

The Committee **agreed** that the report should be shared for information at the Chairs of BoS/GSB meeting on 22 May.

#### **M17-18/130 PGT External Examiner reports**

The Committee **considered** a report of the postgraduate external examiner's reports for 2016/17 (UTC.17-18/87). All Examiners had confirmed that standards set were appropriate for the level of the qualification, that standards of student performance were comparable

with similar programmes in other institutions and that processes for assessment, examination and the determination of awards were sound and fairly conducted.

The Academic Quality team had reviewed departmental responses to any issues or concerns which had been raised by external examiners, particularly concerns relating to standards, and it was satisfied that these were being dealt with appropriately.

The reports had identified a significant amount of good practice, particularly with respect to feedback. Other common themes included the availability of data at Module Boards, assessment criteria on grade/mark bands in relation to descriptive criteria and concerns about students for whom English is an additional language.

The summary report had been considered by the SCA at its May meeting. The Chair of SCA updated the Committee of actions identified in relation to the themes identified in the report:

- SCA was undertaking work on the availability of data at Module Boards and it was envisaged that this would result in a report for consideration by SCA (in July) and UTC (in the Autumn term).
- The Chair of SCA was investigating the concerns raised regarding marking at grade boundaries. Members of UTC suggested that it may be helpful to consider whether the introduction of stepped marking in some departments had helped to tackle this issue.
- The ASO would be advised of concerns in relation to students for whom English was an additional language. It was suggested that in addition to looking at ways in which these students could be better supported, the University should be ensuring, via appropriate entry tariffs, that the students it accepted had the ability to succeed. Entry requirements for International Pathway College (IPC) students were a particular concern. Members were advised that the degree outcomes of the first IPC cohort would be analysed.

The Committee **endorsed** the report and the actions which had been agreed by SCA (UTC.17-18/93).

## CATEGORY II BUSINESS

### M17-18/131 York Pedagogy

The Committee **received** a report on the decisions of York Pedagogy Approval Panels approved by Chair's action between 26 January 2018 and 5 April 2018 (UTC.17-18/88).

### M17-18/132 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 29 February 2018 and 25 April 2018 (UTC.17-18/89).

### M17-18/133 Attendance Management Policy for Tier 4 Students

The Committee **noted** that the Chair had recommended for approval to Senate amendments to the Attendance Management Policy for Tier 4 Sponsored Students (UTC.17-18/90).

**M17-18/134 Policy on The Use of External IT Services for Learning and Teaching**

The Committee **noted** that the Chair had approved amendments to the Policy on the Use of External IT Services for Learning and Teaching (UTC.17-18/91).

**M17-18/135 Distance Learning Programmes**

The Committee **received** the final carousel model for three TYMS distance learning programmes (via [Google Drive](#)).

**M17-18/136 UK Quality Code for Higher Education**

The Committee **received** the new Expectations and practices for a revised UK Quality Code for Higher Education (UTC.17-18/92).

**M17-18/137 MA in Railway Studies**

The Committee **noted** that the Chair had approved a general exception to the Policy on Credit Transfer for students who have successfully completed the PGDip in Railway Studies within the last 5 years, allowing them to transfer to the new MA in Railway Studies.

**M17-18/138 Standing Committee on Assessment**

The Committee **received** a report on the meeting of the Standing Committee on Assessment held on 4 May 2018 (UTC.17-18/93).

**M17-18/139 Faculty Learning and Teaching Groups**

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

- Arts and Humanities meeting held on 19 April 2018 (UTC.17-18/94a)
- Social Sciences meeting held on 16 April 2018 (UTC.17-18/94b)
- Sciences meetings held on 17 April 2018 (UTC.17-18/94c)

**M17-18/140 Student Exchange Agreements**

The Committee **noted** that the Chair had approved a student exchange agreement between the Centre for Women's Studies and Universidad de Granada, Granada in Spain.

**M17-18/141 Date of Final 2017/18 Meeting**

The Committee **noted** that the date of the final meeting in 2017/18 was Thursday 21 June 2018 (9.30-13.30).