

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held 6 October 2016

Present: Professor J Robinson (Chair), Mr N Dandy, Mrs K Dodd, Professor J Hudson, Professor T Lighfoot, Dr S King, Ms R Ibrahim (GSA representative), Ms T Laycock (YUSU representative), Professor R Waites, Professor J Thijssen, Dr G Chitty, Mr E Braman, Mr J Fagan, Professor G Ozkan, Dr K Selby, Professor A Hunt and Dr B Lee.

In Attendance: Mrs J Iddon (ASO, Secretary), Mrs J Brotherton (ASO, observer), Professor S Bell (Dean, Social Sciences), Professor M Ormrod (Dean, Arts and Humanities) Dr C van Wyhe (for M16-17/17), Mrs R Pendlebury (for M16-17/14)

Apologies: Professor B Fulton (Dean, Sciences), Dr L Waldorf, Dr E Major, Professor D Smith

CATEGORY I BUSINESS

M16-17/1 Welcome

The Chair welcomed new members to Teaching Committee: Dr E Major, Mr E Braman, Dr G Chitty, Mr J Fagan, Prof. A Hunt, Dr B Lee, Prof. G Ozkan, Prof. D Smith and Ms T. Laycock (student representative).

The Chair also welcomed Mrs Jenny Brotherton, Quality Support Officer, who was in attendance as an observer.

M16-17/2 Minutes of the June Meeting

The Committee **approved** the minutes of the meeting held on 16 June 2016 (UTC.16-17/1) subject to the removal of the reference to the International Pathway College prospectus with respect to the withdrawal of the MA in Political and Legal Theory: Toleration (M15-16/169).

M16-17/3 Matters Arising from the Minutes

The Committee **considered** an update on matters arising from the June minutes (UTC.16-17/1 **Appendix 1**). It was reported that the following items had been closed subsequent to the circulation of papers:

- M15-16/107: all outstanding actions relating to the New LLM programme had been addressed by the Law School.
- M15-16/159: the Chair had taken forward Teaching Committee's comments with respect

to Faculty Learning and Teaching Groups and it had been agreed with the Deans that the locus of responsibility for approving the business case and major modifications for cross faculty programmes would be dealt with on a case-by-case basis. It was noted that the terms of reference of the Faculty Learning and Teaching Groups sought to ensure that processes would not be replicated.

- M15-16/165: the Chair reported that BIU had agreed to add the production of the 'deep analysis' of degree outcomes 2014/15 to its schedule of work for the coming year.

It was **reported** that the following items were ongoing:

- M15-16/109: the Attendance Monitoring Working Group would report its progress later in the Autumn term. It was noted that the membership of the Working Group needed to be reviewed in the light of the changed membership on Teaching Committee.
- M15-16/153-154: Planning approval for the MSc Molecular Medicine and MSc in Agricultural Biodiversity and Ecosystems had not yet been granted. It was noted that the Department of Biology intended to submit the necessary paperwork to the Planning Office soon.

M16-17/4 Terms of Reference and Membership

The Committee **considered** revised terms of reference and membership for 2016/17 (UTC.16-17/2). The proposed revisions reflected the establishment of Faculty Learning and Teaching Groups (FLTG).

During discussion it was suggested that Faculty Deans should become full members of Teaching Committee in the light of their role as Chairs of the newly-established FLTGs. Members also queried the clarity of the explanation of the advisory role played by members of the Academic Support Office in the formal consideration of new programme proposals.

The Committee **decided to recommend to Senate** its revised terms of reference and membership for 2016/17 subject to:

- the addition of the Faculty Deans as ex officio members of Teaching Committee;
- the rewording of the section on new programme proposals to make clear that the Academic Quality Team undertake an advisory role prior to the formal consideration of new programme proposals by Teaching Committee.

M16-17/5 Annual Cycle of Business

The Committee **received** the annual cycle of business, a list of members' roles and responsibilities, and a provisional allocation of members to periodic review and other UTC visits for 2016/17 (UTC.16-17/3).

During discussion it was **noted** that:

- the annual report on complaints was not routinely considered by the Teaching Committee but was instead considered by the Chair (normally in November) and that this Chair's consideration was reported to Teaching Committee (normally in February);
- Languages for All (LFA) is not a discrete unit and therefore it should not appear separately to Language and Linguistic Science;
- Centre for Applied Human Rights (CAHR) programmes are delivered either within the York Law School or within the Department of Politics and therefore CAHR should not appear separately on the list of members' roles and responsibilities;
- planning-related processes for the Interdisciplinary Centres were not yet confirmed (see M16-17/3) and that UTC's department contact system sought to ensure that all provision is within the scope of responsibilities for one UTC department contact regardless of where planning oversight resides.

Members also **noted** that, whilst not in the scope of the Committee's annual cycle of business, UTC requested a review of:

- the new Exceptional Circumstances affecting Assessment Policy early in 2017/18 to consider the impact of the amendments;

Action: Chair of SCA

- the Special Cases policy for responding to persistent enquiries at the end of the current academic session to consider its impact.

Action: Assistant Registrar (Student Progress)

Secretary's post-meeting note: the draft schedule of periodic reviews 2016/17 (UTC.16-17/3c) was subsequently amended to reflect a Chair's Action to approve the deferral of the Periodic Review of the School of Politics, Economics and Philosophy to the Autumn Term of 2017/18.

M16-17/6 Oral Update from the Chair

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

- The Spring Lane building was now open, and notwithstanding the ongoing snagging process, initial feedback was excellent.
- The Piazza building had been signed-off and construction was underway.
- The Learning Spaces Working Group, chaired by Matt Burton, was continuing its work.
- The White Paper largely confirmed the proposals in the Green Paper, for example in its emphasis on a Teaching Excellence Framework and establishing processes to encourage the entry of new and alternative higher education providers.
- UEB had asked the Chair to respond to the Government's consultation "Schools that work for everyone" (September 2016) which includes a proposal that Universities be asked to sponsor schools.
- Recruitment of an Associate Pro-Vice-Chancellor was underway and it was envisaged

that the post-holder would take the lead on implementing the recommendations from the Postgraduate Taught Working Group.

The Chair further **reported** that agenda item 25 would be brought forward from Category II to be considered within Category I business.

M15-16/7 Oral Update from the Student Representatives

YUSU

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

- Events organised as part of Freshers' Week, including the Welcome Talks, had gone well.
- Training of department representatives was complete and had been well received by participants.
- YUSU was aware that some students had experienced technical difficulties using the online nomination system for course representative elections and was undertaking the sign-up process manually on behalf of those students unable to register online.

GSA

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

- The GSA was continuing to build connections with other postgraduate students' unions in order to share good practice.
- The GSA was working closely with YUSU on course representative elections in order to support recruitment of postgraduate course representatives.
- Changes to the Immigration Rules, with effect from April 2016, in particular those relating to the leave of absence regulations for students studying with a Tier 4 visa, are of great concern and the GSA would be monitoring the impact closely.

M16-17/8 National Student Survey Results 2016

The Committee **considered** a report on the results of the National Student Survey (NSS) 2016 (UTC.16-17/4). During discussion, it was **noted** that:

- the results were positive for the University as a whole. York's Institutional NSS results showed an improvement on almost every question. York's ranking for the question on *Overall Satisfaction* had risen from equal 37th to equal 25th and that for *Assessment and Feedback* had risen from 93rd to 37th;
- within the Russell Group, York's improvement in *Assessment and Feedback* and *Organisation and Management* took it to first place; York remain in the top three for *The Teaching on my Course* and *Academic Support* and well inside the top half of the Group for the other dimensions;
- whilst most departments had increased their scores in key areas they had nevertheless not met the target set by Senate with respect to *Overall Satisfaction*;

- in light of the analysis of the 2016 results alongside performance against targets, it is recommended that new two-part subject area targets be adopted for 2018; (i) baseline expectation of 90% for *Overall Satisfaction* and (ii) a performance ranking in the top half for each dimension;
- decreased satisfaction with the Students' Union was notable in some subject areas and YUSU was keen to address concerns raised relating to the perception that some representatives are not effective in representing the views of their respective cohort;
- the wording of the question relating to satisfaction with the Students' Union was in some ways ambiguous and members of UTC expressed the view that this absence of a shared understanding may, in part, explain the results.

M16-17/9 Postgraduate Taught Experience Survey Results 2016

The Committee **considered** a report on the results of the Postgraduate Taught Experience Survey (PTES) 2016 (UTC.16-17/5). During discussion members **noted**:

- the excellent results overall (in particular when compared with participating Russell Group institutions);
- the relatively low score for skills development (aggregate score of 77%);
- whilst institutions may publish their results externally, they may not refer to or publish the results of other institutions, even where aggregated into benchmarking results or quartiles, although reference may be made to the national (sector-wide) results;
- detailed statistical data at departmental and institutional level is available via a Tableau Workbook (accessible via the Management Information Gateway);
- very low sample sizes for some departments mean that it is impossible to draw meaningful inferences;
- negative comments relating to staff availability may, in part, be explained by students' undergraduate experiences and thus be mitigated in future via more effectively managing expectations;
- The Committee **decided** that a more detailed analysis of the results relating to skills development should be undertaken in order to identify whether any University-level action is needed.

Action: ASO/Chair

M16-17/10 Revised Operating Model for Quality Assessment

The Committee **noted** an update on HEFCE's Revised Operating Model for Quality Assessment (UTC.16-17/6) including the following key features:

- QAA Higher Education Review will be replaced by a low-burden (desk-based) annual monitoring process called Annual Provider Review (APR);
- APR will build on existing HEFCE data analysis and assurance arrangements and will be undertaken alongside the existing Annual Accountability Return;
- whilst there is no requirement to provide a submission of additional evidence/data to

support the APR process, Council will be required to provide a quality-related assurance statement to HEFCE;

- the established five-yearly HEFCE Assurance Review (HAR) visit will be used to test the evidence and processes used by Council to provide the quality-related assurances (as is the case for financial management, risk and data returns). York's scheduled visit is 2017-18.

It was **reported** that ASO was liaising with the University Governance Officer to determine any additional reporting that might be needed to enable Council to provide the assurance statement.

M16-17/11 Teaching Excellence Framework

The Committee **considered** a briefing paper on the Teaching Excellence Framework (TEF) and an update on the University's preparations (UTC.16-17/7).

In addition to the briefing paper the Head of the Academic Support Office delivered a short presentation which detailed the timeline for the implementation of the TEF and descriptors for the award of Gold, Silver and Bronze.

During discussion members of Teaching Committee **noted**:

- the government's response to the TEF technical consultation makes no reference to the original proposal to award commendations;
- the three grades of outcome judgement, *Meet Expectation, Excellent and Outstanding*, outlined in the original TEF proposals had been replaced by *Bronze, Silver and Gold*;
- the accompanying descriptors of Bronze, Silver, Gold, attempted to articulate levels of difference (although the language was still open to wide interpretation);
- an advisory group, including Students' Union representation, had been formed to guide and comment on York's provider submission;
- whilst YUSU did not support the link made by the TEF between tuition fee increases and the assessment of teaching quality based on the series of proposed metrics, YUSU had nevertheless agreed to participate in the drafting of York's provider submission.

It was **reported** that Teaching Committee would receive York's provider submission at its February meeting.

M16-17/12 York Pedagogy

The Committee **received** an update on progress with the implementation of the York Pedagogy comprising (i) a briefing paper on the process for UTC approval of Undergraduate programmes' alignment with the York Pedagogy (UTC.16-17/8a) and (ii) guidance for the roll-out of the York Pedagogy to Postgraduate Taught Programmes (UTC.16-17/8b).

The Chair thanked all staff involved in the implementation of the York Pedagogy for their hard work and contribution to this key strategic learning and teaching objective.

During discussion it was **noted** that:

- whilst the Autumn approval events represented a milestone with respect to the implementation of the York Pedagogy for undergraduate programmes, it remains a long term initiative that will shape the way that the University designs and describes its programmes for years to come;
- the guidance for the roll-out of the York Pedagogy to Postgraduate Taught Programmes reflected the delay of one year agreed by UEB;
- notwithstanding the delay for the roll-out of the York Pedagogy to Postgraduate Taught programmes the amended timescale would be challenging to achieve whilst also maintaining high quality programme redesigns.

The Chair explained that he was sensitive to the concerns of departments with respect to the York Pedagogy timetable although wished to exploit the momentum achieved via work already undertaken as part of the roll-out of the Pedagogy to undergraduate programmes.

M16-17/13 YUSU Excellence in Teaching and Supervision Awards

The Committee **considered** a report on the YUSU Excellence in Teaching and Supervision Awards for 2016 (UTC.16-17/9). In total, 621 nominations were received across the nine award categories. It was reported that nominees had been sent the comments received as part of their nomination and members of Teaching Committee commended this practice and explained that receipt of this feedback was greatly appreciated. YUSU's Academic Officer explained that YUSU was keen to explore opportunities to show the good practice with respect to teaching and learning highlighted by the Awards, for example by inviting winners to showcase best practice at a seminar/conference-style event. The Committee thanked YUSU for its report and more widely for its work in leading on the Awards.

During discussion a number of suggestions and observations, for consideration by YUSU, were **noted**:

- it would be helpful to consider the timing of promoting the good practice identified by the Awards, and celebrating previous winners, in the context of the National Student Survey timetable (whilst adhering to HEFCE's guidelines in respect of NSS communications);
- it would be useful to include a column which represents department size (for example number of students and/or staff) on the *Nominations by Department* table (page 6);
- it would be helpful to explore the impact of course representative activity in each department on the number of nominations;
- relatively few nominations for diversity, employability and the use of technology;
- members of Teaching Committee were keen to work with YUSU to explore ways of increasing the number of nominations;
- the good practice highlighted by the Awards could be showcased, and celebrated, in a

- special edition of Forum magazine;
- the title of the table on the *Number of Nominations from Colleges* (page 7) did not appear to represent the graph beneath.

M16-17/14 Admissions Policy

Roxanne Pendlebury, Head of Admissions, attended for this item.

The Committee **considered** a draft amended Admissions Policy (UTC.16-17/10). It was **reported** that the proposed changes were minor and included:

- amendments for clarity;
- references to include HYMS and the IPC where appropriate;
- up-to-date references to external documents and bodies (e.g. the University's Access Agreement; the CMA).

The Committee **decided** to recommend approval of the policy to Senate, subject to the following amendments:

- clarification with respect to the application of the Policy to admissions to the International Pathway College (page 4);
- clarification with respect to alternative evidence of English Language ability (page 9);
- additional guidance with respect to the provision of references for applicants who graduated more than five years previously (page 9);
- clarification with respect to the use of contextual data (page 11);
- clarification with respect to the process for escalating admissions decisions for applicants with a criminal conviction (page 16);
- strengthening the wording relating to the process for informing applicants of changes to programmes (page 19);
- a small number of minor amendments for clarity.

The Chair thanked Roxanne Pendlebury for attending Teaching Committee to present the paper.

M16-17/15 Student Partnership Agreement

The Committee **considered** a progress report from the Student Partnership Agreement Working Group which included the results of a survey of departments on dimensions and threshold standards (UTC.16-17/11).

It was **reported** that the draft Student Partnership Agreement had been revised subsequent to the circulation of papers to UTC to reflect feedback from the President of YUSU.

The Chair explained that an open consultation to all members of staff would shortly be launched inviting feedback on the draft Agreement. In addition, Boards of Study and Faculty Learning and

Teaching Groups would be asked to comment on particular dimensions of teaching and possible threshold standards. It was reported that the deadline for providing feedback was 21 November.

M16-17/16 Periodic Review: Chemistry

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of the Department of Chemistry (UTC.16-17/12).

Members of the panel **reported** that the review had been a positive experience, supported by two excellent external panel members, and that the Department has a widely recognised and well-deserved reputation for teaching and learning. The Periodic Review identified a number of strengths and good practice which included the:

- Chemistry College system through which small group teaching, pastoral and community activities are organized;
- commitment of staff to providing a high quality teaching experience and level of pastoral support;
- extensive use of lecture capture;
- Department's NSS results which compare favourably to other University departments and nationally to other Chemistry Departments in other UK universities.

In addition to reviewing the report members of Teaching Committee also reviewed the Department's action plan and commented that the suggested action relating to the e-learning recommendation (ref. 5.20) did not articulate a sufficiently strong commitment to working in partnership with the University E-Learning Development Team. It was **decided** that prior to submission to Senate, the action plan be amended to **note** UTC's expectation that the Department would amend this part of the action plan after discussion with the Head of E-Learning Development.

Action: Department of Chemistry

In response to the recommendation to the University relating to the Annual Programme Review process (ref. 4.5), the Academic Quality Team will make clear, when referring University-level issues to professional/service departments, that the expectation is for a report back to UTC (and FLTG) by a specified date and that this response will be sent to the relevant academic area.

M16-17/17 Periodic Review: Music

Dr Cordula van Wyhe, panel member for the Periodic Review of Music, attended for this item.

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of the Department of Music (UTC.16-17/13).

It was reported that the Department had engaged positively with the process of periodic review and the panel was impressed by the collegial community and the enthusiasm and dedication of staff. The Periodic Review identified a number of strengths and good practice which included the:

- highly committed, dedicated and enthusiastic staff;
- thriving sense of community amongst students and staff based around a vibrant culture of music practice and performance activity;
- Department's commitment to the teaching and learning of music practice and creativity.

In addition to reviewing the report members of Teaching Committee also reviewed the Department's action plan and commented that the suggested action relating to the communication of its marking system (ref. 4.4) might not be sufficient on its own to fully address the panel's recommendation. Teaching Committee was reassured by a member of the Periodic Review Panel that the inclusion of more detailed information on marking in the UG Handbook was only one of a series of measures to be implemented to support students' understanding of the Department's marking system (particularly in relation to recitals).

The Committee **considered** the proposed actions for the University as follows:

- CELT considers the flexibility of the timings of pre-sessionals in order to best align with international recruitment (Appendix IV, ref 5.8-5.9). Members **noted** that the role of CELT and the IPC in respect of English Language teaching in the future had not yet been confirmed; this recommendation would be directed as appropriate once the respective roles of CELT and the IPC were clear.
- the University considers ways of delivering YLTA or similar training for PGWT in a shorter timeframe (Appendix IV, ref 6.8-6.9). Members **noted** that this recommendation would be directed to the appropriate professional service once the future organisational arrangements were confirmed.

The Chair thanked Dr Cordula van Wyhe for attending Teaching Committee to present the Periodic Review Report.

M16-17/18 Standing Committee on Assessment

The Committee **considered** the membership, Terms of Reference and annual priorities of the Standing Committee on Assessment (SCA) for 2016/17 (UTC.16-17/20).

It was **reported** that there was a vacancy for a member of the Faculty of Social Sciences; the Dean offered to support SCA to fill the vacant post.

Members of the Committee expressed concern regarding the removal of the Director of Student Services 'in attendance' on SCA (arising from the role being subsumed into Director: Registry Services) in the light of the Committee's role "to monitor and approve special examination arrangements for all students in University examinations" (SCA Terms of Reference) alongside the

Committee's planned work to consider the "impact of the removal of the Disabled Students' Allowance on the performance and achievement of disabled students" (SCA 2016/17 annual priorities). Teaching Committee requested that SCA consider co-opting a member of Disability Services to serve on SCA.

Action: Chair of SCA

The Chair of SCA **reported** that its "consideration of repeat study and 'repeat on demand'" (SCA 2016/17 annual priorities) would include consideration of the addition of 'fail repeat year' as a possible progression decision.

It was **noted** that SCA's annual priorities would also be informed by issues arising from external examiners' reports and the process of Annual Programme Review.

Subject to consideration of co-opting a member of Disability Services, Teaching Committee decided **to approve** the membership, Terms of Reference, annual cycle of business and Areas of Priority for the SCA for 2016/17.

CATEGORY II BUSINESS

M16-17/19 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between June and September 2016 (UTC.16-17/14), as follows:

Politics / CAHR

Approval to withdraw the Postgraduate Certificate in Defending Human Rights due to low student numbers, with the last intake in autumn 2016/17.

Approval to change the name of The Erasmus Mundus Master of Arts in Public Policy to remove the word Erasmus. This is to apply for the 2017-2019 cohort onwards and as a result of the programme not securing Erasmus funding from that date.

Computer Science

Approval to withdraw the MScs in Computing, Software Engineering and Information Technology with effect from 2018/19, with the last intake in 2017/18.

Physics

Approval to make the Year in Industry programmes in Physics available as entry points (these were previously available only on a transfer in basis), with effect from 2017 entry and in light of the growth in Physics' relationships with placement providers.

Chemistry

Approval to rename the BSc / MChem 'Chemistry, Resources and Environment' programmes as 'Chemistry, the Atmosphere and the Environment' and to rename the BSc / MChem 'Chemistry, Management and Industry' programmes as 'Chemistry, Green Principles and Sustainable Processes', in light of changes to course content, with effect from 2017/18 entrants.

Centre for Lifelong Learning

Approval for the introduction of a January start dates to the part-time, distance learning postgraduate diplomas in Creative Writing and Astronomy with effect from 2016/17.

Theatre, Film and Television

Approval to modify the following Stage 1 modules for BSc Film & Television Production with effect from 2016/17:

- Cinema: History and Analysis

Changed from 30 credit units across Autumn, Spring and Summer terms to 20 credit units in the Autumn and Spring terms.

- Television: History and Analysis

Changed from 30 credit units across Autumn, Spring and Summer terms to 20 credit units in the Autumn and Spring terms.

- Content Development

A new 20 credit unit module to take place in the Summer Term.

Approval to modify the following Stage 3 modules for BSc Film & Television Production with effect from 2016/17:

- Individual Research Project

A new 40 credit unit module to take place in the Spring and Summer Terms. It is to replace 4 x 40 credit unit options as follows:

Independent Project: Screenwriting

Independent Project: Devising a Documentary

Independent Project: Production Systems

Independent Project: Individual Research

Approval to amend the teaching and assessment of BA in Theatre, Writing, Directing and Performance Stage 2 modules for implementation in 2016/17:

- 'Comedy: Genres and Sub-Genres' and 'Comedy: Performance Styles and Traditions' - reduce teaching by one less workshop per week
- 'Political Theatres' - return to pre-15/16 assessment and teaching structure.

Approval to modify the structure of BA in Theatre, Writing, Directing and Performance for implementation in 2017/18 as follows:

Stage 2 modules:

- 'Comedy: Genres and Sub-Genres' - move from Autumn to Spring term, change assessment weighting from 20/80 (practical/written) to 25/75.
- 'Comedy: Performance Styles and Traditions' - remove 'Comedy' from the module title, move from Spring to Autumn term.
- 'Political Theatres' - move from Autumn to Spring term.
- 'Political Theatres: Verbatim' - change module name to Political Theatre Project, change assessment from 25% play / 75% essay to 40% play / 60% essay.
- 'Acting for Theatre, Film and Television Directors' - suspend from 2017/18.
- 'Scriptwriting II' - change from a core, 4 week Summer term module to an optional, 8 week Autumn term module.
- 'Theatre Design and Production' - move from Spring to Autumn term.
- New module - 'Research Skills' - this 20 cu module will take place in the Summer term:
- Teaching: 4 x 1 hour lectures, 4 x 3 hour seminars.
- Assessment: Literature Review 2,500 words (100%) in week 7 of the Summer term.

Stage 3 modules:

- 'Modern Theatre Production Project' - this module is to be withdrawn.
- 'Early Modern Production Project' - name change to Pre-1900 Theatre Production Project, move from Spring to Autumn term.
- 'Independent Research Project' - name change to Independent Dissertation Project, move from Summer to Spring/Summer terms, increase dissertation word length to 12,000.
- 'Television Continuing Drama' - this module is to be withdrawn.
- New module - 'Independent Group Production Project' - this 40cu module will be an optional module in the Spring/Summer terms:
- Teaching: 4 x 1 hour lectures, 4 x 3 hour practicals.
- Assessment: 3000 words in week 10 of Spring term (25%), and Group Performance in week 7 of Summer term (75%) OR Portfolio and Viva in week 7 (75%).
- New module - 'Independent Playwriting Project' - this 40cu module will be an optional module in the Spring/Summer terms:
- Teaching: 4 x 1 hour lectures, 4 x 3 hour practicals, 4 x 30 mins per student supervision.
- Assessment: Essay in week 10 of Spring term 3000 words (25%) an Script in week 7 of the Summer term 11,000-12,000 words (75%).

Approval to withdraw the following Stage 3 modules from the BSc Film and TV Production programme for implementation in 2018/19; to be replaced by a new 40 credit module 'Film and Television Group Projects'.

- Group Project: TV Studio
- Group Project: Film Production

Social Policy and Social Work

Withdrawal from September 2016 of the following:

- PG Certificate in Policy Management and Governance
- PG Certificate in Public Administration (International Development)
- PG Certificate Delivery and Strategy for Public Services
- PG Certificate Delivery and Change for Public Services
- PG Certificate in Public Policy and Management in the Information Age

Sociology (including Criminology and SPS)

Approval via Chair's action of the creation of the following 'year abroad' variants of programmes in Sociology and to be coordinated by the Sociology Erasmus Coordinator on behalf of SPS and Criminology Boards of Studies:

- BA Sociology (with year abroad)
- BA Criminology (with year abroad)
- BA SPS (with year abroad)
- BA SPS with Philosophy (with year abroad)

The programmes will be for direct entry from 2018/19 onwards, with transfer in from other programmes from 2017/18.

Social and Political Sciences

Approval for changes to the BA in Social and Political Science with Philosophy for the incoming students affecting their stage two (2017/18) and stage 3 (2018/19). In stage 2 students will take 30c of Philosophy by way of 1 x 20c Key Issues module and 1 x 10c 'exit' module or option module with the caveat that they must be taken in separate terms. In stage 3 it will be a more clearly expressed requirement that students must do one Philosophy option, but only one (just tightening a current ambiguity).

Language and Linguistic Science

Approval for the shared teaching of lectures for the MA module Semantic Theory and the Stage 2 module Intermediate Semantics for implementation in 2016/17.

Approval of the withdrawal of the MA in Phonological Development from 2016/17.

Approval of a part-time route for the MA in Psycholinguistics for implementation in 2016/17.

Approval of an assessment change to the Research Training Seminar module for implementation in 2016/17. This is a 20 credit module, taken by all taught masters programmes. The assessment of the module will change from pass/fail to a 1.5 hour exam (50%) and 1000 word review and reflection (50%).

Health Science

Changes to assessment in the Nursing Practice Experience 3, 4 and 5 modules (at Stages 1, 2 and 3 respectively), such that the summative assessment of these modules will be based solely on a pass/fail, electronic portfolio in practice, from 2016/17.

Change to summative assessment in the Stage 2 Community Practice Experience module (from written profile document to oral presentation), from 2016/17 onwards; and a change in timing of this module from year-long to half-year long.

Approval for the MSc in International Humanitarian Affairs (PRDU programme) to transfer from the governance of Politics to Health Sciences as of 1st August 2016. This was effectively retrospective approval following UPC's approval for the move earlier and the practical move of students and staff earlier in the year.

Approval to modify Stage 3 of the BA Midwifery Practice from 2017/18, to increase the module 'Emergency Management in Midwifery Practice' from 10 to 20 credits, and decrease 'Skilled Companionship in Midwifery' from 20 to 10 credits, in light of changes in content and workload.

Approval to suspend the Foundation Degree and Certificate of Higher Education in Health and Social Care with effect from 2017/18 (i.e. there would be no new entrants in 2017/18) and with existing cohorts unaffected.

Environment

The introduction of a York-based Field Project module in Stage 2 of all Environment Undergraduate programmes, as an alternative to the Tenerife Fieldtrip, to be used only for students who cannot go to Tenerife for medical reasons, from 2016/17 onwards.

York Law School

Approval to change the name of the LLM in International Corporate Governance and Commercial Law to LLM in International Corporate and Commercial Law with effect from October 2017. It is also noted that this programme is included in the IPC prospectus and the IPC Steering Group and Kaplan supported the proposal.

Approval of a change in name, from MA in Human Resource Management to MSc in Human Resource Management, to take effect from 2017 entry (with CIPD approval also).

Archaeology

Approval to change the assessment of the 30 credit Stage 2 modules 'Themes in Historical Archaeology' and 'Themes in Prehistory' to take effect from 2016/17. The summative assessment is to change from 100% essay to 90% essay and two presentations worth 5% each; the formative assessment is to change from 4 short assessments to a single mini-essay.

History and English and Related Literature

Approval of the core module 'Critical Studies in History, Humanities and Wider Interdisciplinarity' of the new MA in Medical Histories and Humanities, with effect from 2016/17.

M16-17/20 Modifications to Natural Sciences programmes

The Committee **received** an update on modifications to programmes involving Natural Sciences, approved by Chair's action over the summer 2016 (UTC.16-17/15).

M16-17/21 Modifications to International Pathway College programmes

The Committee **received** an update on modifications to International Pathway College programmes, in response to UTC's consideration of proposals from the IPC in June 2016 (*M15-16/155 refers*), and approved by Chair's action over the summer 2016 (UTC.16-17/16).

M16-17/22 Consultation on HESA consultation

The Committee **received** the University response to the HESA's consultation on the principles and future requirements for the UK's public interest data about graduates (UTC.16-17/17).

M16-17/23 Distance Learning Forum and Co-ordinating Group for Supplementary Programmes

The Committee **noted** the terms of reference and membership of the Distance Learning Forum (UTC.16-17/18a) and the Co-ordinating Group for Supplementary Programmes (UTC.16-17/18b).

M16-17/24 Minutes of the Co-ordinating Group for Supplementary Programmes

The Committee noted the minutes of the meetings of the Co-ordinating Group for Supplementary Programmes held on 6 July 2016 were available online at:

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

M16-17/25 Employability Strategy Group

The Committee **received** a report of the meeting of the Employability Strategy Group held on 22 June 2016 (UTC.16-17/19).

M16-17/26 Department of Psychology: Accreditation from the BPS

The Committee **received** a report arising from the British Psychological Society's accreditation of undergraduate and integrated masters programmes in the Department of Psychology (UTC.16-17/21a), alongside the Department's response (UTC.16-17/21b).

M16-17/27 Collaboration

The Committee noted that the Chair had given full approval and signed an agreement for the a collaboration between the Department of Social Policy and Social Work (SPSW) and the School of Public Administration, Zhengzhou University, PR China for a scheme (start date: 2016) whereby qualified students from Zhengzhou can undertake a Master's programme in the Department of SPSW as part of a year abroad scheme (credits from York do not count towards any degree awarded by Zhengzhou).

M16-17/28 Exchange agreements

The Committee noted that the Chair had approved an exchange agreement between the University of York and Wesleyan College, Connecticut, with priority to the Department of Politics.

M16-17/29 Dates of Future Meetings

The Committee **noted** that the dates of future meetings in the 2016/17 academic year were as follows (all at 09.30 am in HG21, Heslington Hall, unless stated otherwise)

Thursday 10 November 2016

Thursday 8 December 2016

Thursday 9 February 2017

Thursday 16 March 2017 (HG15, Heslington Hall)

Friday 19 May 2017,

Thursday 22 June 2017