UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held 12 May 2016

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

In Attendance: Professor B Fulton (Dean, Sciences), Mrs A Boam (ASO, minute taker), Mrs J Iddon (ASO, Secretary), Dr Z Devlin (for M15-16/132), Mr T Banham (for M15-16/132), Ms T Laycock (incoming YUSU Academic Officer).

Apologies: Mrs L Booth, Professor M Ormrod (Dean, Arts and Humanities), Professor S Bell (Dean, Social Sciences)

CATEGORY I BUSINESS

M15-16/123 Welcome

The Chair welcomed Mrs Jane Iddon, Secretary, and also Ms Tamaki Laycock, incoming YUSU Academic Officer, who was in attendance as an observer.

M15-16/124 Minutes of March meeting of UTC

The Committee **approved** the minutes of the meeting held 10 March 2016 (UTC.15-16/**81**).

M15-16/125 Matters Arising from the Minutes

The Committee **considered** an update on matters arising from previous meetings (UTC.15-16/**81 Appendix I**). It was **reported** that the following items were ongoing:

- M15-16/84 York Law School new LLM Programme. York Law School had provided an update on activity to meet UTC's requested actions, which would be brought to the Committee at the appropriate time for final signoff.
- M15-16/109. Attendance Monitoring Working Group. Discussions with Computer Science and the Director of IPC were ongoing and there would be a further update at a future meeting.

All other items were closed.

M15-16/126 Oral Report from the Chair

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

- The institution's unofficial final NSS response rate was 72.07% (the sector figure was 72.37%).
- As of 12 May 2016, the PTES response rate was 17%. The closing date is 16 June 2016, and departments were encouraged to continue to promote the survey to students.
- The Vice Chancellor's Teaching Awards had been decided and would be awarded to:

  - Sara Perry, Department of Archaeology
  - Claire Hughes, Department of Environment
  - Tom Cantrell, Department of Theatre, Film and Television
  - Angela Hodge, Department of Biology
  - Alison O'Byrne, Department of English and Related Literature
  - Alex Brown, Centre for Lifelong Learning
  - Beth Jefferies, Department of Psychology
  - Duncan Petrie, Department of Theatre, Film and Television
  - David Pugh, Department of Chemistry
  - Sue Bowden, Department of Economics and Related Studies
  - Samarthia Thankappan, Department of Environment
  - Michelle Alexander, Department of Archaeology
  - Christopher Hughes, Department of Mathematics
  - Lawrence Etherington, York Law School
  - Tom Fitton, Department of Archaeology (PGWT)
  - Samuel Thompson, Department of Physics (PGWT)

  The awards would be made at graduation ceremonies, as is usual practice.

- Pedagogy: Departments are currently working on the mapping of modules to revised Programme Learning Outcomes and developing plans to explore the opportunities to enhance their programmes that arise from this. Excellent levels of engagement were reported, with a number of departmental away days to explore programme design. UTC's wider involvement to support UTC's Working Group was requested. Department contacts will be invited to view and provide feedback on draft maps and plans for their departments over the coming weeks. The Chair explained that as recommended by UTC, UEB had approved the amended timescale of the roll-out of the York Pedagogy to PGT programmes which will now take full effect from 2018-19 (rather than 2017-18). A paper will be brought to the June UTC meeting, with a stocktake on the roll-out this year and plans for next year.

M15-16/127 Oral Report from the Student Representatives

GSA:
- The GSA attended the national NUS Postgraduate Conference 2016 in order to share ideas and best practice with other institutions. York is one of five Higher Education Institutions in the UK to have a student union entirely for postgraduate students. Other institutions reported issues with adequate representation, which is not the case at York University.
- At the Conference, the GSA submitted a motion to amend the leave of absence regulations for Tier 4 students. This was accepted and the NUS will now lobby all student unions across the UK. The President of UK Council for International student Affairs (UKCISA) and a York MP have also agreed to lobby.   The GSA has organised an e-petition in order to press for action from the Government; the threshold for a petition to be considered for debate in the House of Commons is 100,000 signatures. It was noted that the petition would be submitted by the GSA and not by the University.
- The GSA had been invited by Cambridge GSA to discuss its structure, as they are considering changing to a structure similar to that of York's GSA.
- The GSA is changing its structure so there will be 2 full-time officers, comprising 1 President and 1 Vice-President. Elections will take place next month for the posts.

YUSU:
- YUSU had received complaints regarding exams, and had advised students to contact the relevant Board of Studies Committee for further advice.
- YUSU is recruiting new departmental representatives. They would like one representative per department and the deadline is 13 May 2016. Departments were encouraged to promote this. If not all appointments were filled, the deadline would be extended, although it was indicated that all positions were expected to have been filled by the deadline.
- The Excellence Awards are currently open for any current student to nominate members of staff.

M15-16/128 Revision of Rules on Compensation

The Committee **considered** a proposal for the revision of rules on Compensation (UTC.15-16/**82**). The proposal had been put forward by the Chair of UTC and Chair of SCA following further modelling undertaken by Registry Services (M15-16/38 refers).

The proposal recommended a change to the rules for undergraduate awards to allow compensation to operate down to a mark of 10% in the award year.   The paper

recommended no change to the rules regarding compensation for progression from year to year.

The proposal was discussed at length and Committee members expressed a range of views. The discussion of the proposal centred around the need to maintain academic standards whilst also ensuring that students who have met an appropriate standard are not unnecessarily delayed in receiving their degree.

Some aspects of discussion underlined comments in the paper itself:

- The value of University-wide rules, appropriately set to reflect variation in discipline. It was **noted** that the proposed change would have most effect in science-based disciplines. However, there would be some effect on all disciplines.
- The current rule (compensation is allowed to operate down to a mark of 30% in the award year [down to 40% for Integrated Masters], and the margin by which the student has failed the module can be no more than 10%) can result in a delay in graduation for able students and removes the opportunity of attending the Graduation Ceremony.
- The current rule can have a detrimental effect on job prospects.
- A reduction in the number of resits would reduce the student resit burden.
- Some external examiners have commented that University compensation rules are more extreme than at their own institutions.

It was suggested that the paper could articulate more strongly the principles underlying the case for amending the compensation rules.

There were a number of comments that challenged the proposal or amplified the reservations expressed in the paper:

- The need to protect academic standards and public perceptions of standards.
- The opportunity for students to 'play' the system and 'pass' (by compensation) the module despite achieving a mark as low as 10%.
- The difficulty of ensuring that students had met all of the Programme Learning Outcomes for a programme.
- The possibility that students who had not met the threshold would be advanced inappropriately.
- For students studying a joint degree, the possibility of achieving the award despite not achieving a pass mark in 40 credits of one discipline.

It was **noted** that the proposed revision rules would not apply to the IPC or Postgraduate Masters students (although the proposed revisions would apply to students on an

Integrated Masters award). It was also **noted** that, if approved, the proposed revision rules would affect the Academic Misconduct Policy. It was further **noted** that the proposal would be subject to PSRB constraints / regulations where necessary.

The Chair invited all those present to vote, resulting in 9 votes in favour of the proposal and 7 votes against the proposal.

Subject to the strengthening of the paper (UTC.15-16/**82**) to more effectively articulate the principles for changing the compensation rules in the award year, UTC **decided** to recommend approval of the revised rules to Senate.

[Secretary's post meeting note: O*f those eligible to vote, the result was 8 votes in favour of the proposal and 7 votes against the proposal.]*

The Chair also invited all those present to vote on the recommendation not to change the compensation rules for progression from year to year, resulting in 14 votes in favour of no change and 3 votes in favour of changing the compensation rules in progression years.

[Secretary's post meeting note: O*f those eligible to vote, the result was 14 votes in favour of no change and 2 votes in favour of change.]*

The authors of the paper will incorporate the views of UTC and SCA in a revision of the paper which will be presented at the next Senate meeting.

Action: Chair of UTC

M15-16/129 Revised Approach To Quality Assessment

The Committee **considered** a report on a recent HEFCE publication 'Revised Operating Model for Quality Assessment' which presented details of future procedures for Quality Assessment following consultation with the sector in 2015. (UTC.15-16.**83**)

The paper summarised developments, which includes the discontinuation of QAA Higher Education Review from July 2016, the introduction of an Annual Provider Review, and increased expectations surrounding the oversight of learning and teaching matters by governing bodies. The new model is to take effect from 2017-18.

The Committee **noted** the report and the need to give attention to the pilot work undertaken with various institutions in 2016-17. The University would need to keep under review and take action on this as necessary at a later date.

M15-16/130 Academic Misconduct Policy Revision

The Committee **considered** a proposed revision to the Policy on Academic Misconduct (UTC.15-16/**84**). The revision was a result of consultation with stakeholders to identify the merits and shortcomings of the policy, and it was proposed that the revised policy would be implemented in 2016/17.

The Committee **noted** that:

- Some modules will be probationary for the purposes of academic skills development.
- Stage 1 of all undergraduate programmes will be probationary by default unless the Standing Committee on Assessment has approved an exception.
- Boards of Examiners should keep a record of any modules exceptionally included or excluded as probationary.
- Probationary modules expedite processing as cases can be dealt with within departments.
- The right to appeal will be open to all students found to have committed misconduct.
- Examiners must provide a statement indicating the reasons for their suspicion of plagiarism and evidence of the suspicious nature of the assessment. The statement should indicate specific pages, paragraphs or phrases of concern and should include sufficient detail to allow investigation by the panel without subject-specific knowledge.
- Explanations for different 'levels' of misconduct had been simplified and limited to a single table of possible outcomes.

A member of the Committee queried the process for a department to appeal against a decision made by a Standing Academic Misconduct Panel (StAMP). It was **noted** that the Policy permitted a student to appeal against the decision of a StAMP investigatory panel and oversight (and review) of the Policy was within the scope of the Standing Committee on Assessment.

The Committee **noted** that the revised Policy would be subject to further amendments pending Senate's decision on compensation rules (**M15-16/128)**.

The Committee **decided** to recommend approval of the revised Policy to Senate.

M15-16/131 Policy on Exceptional Circumstances Affecting Assessment

The Committee **considered** a proposal for the Policy on Exceptional Circumstances Affecting Assessment (UTC.15-16/**85**). The proposed policy clarifies the principles underlying the allowances for exceptional circumstances and attempts to standardise implementation across departments. The process involved wide consultation across faculties and central support services.

It was **noted** that targeted training for supervisors and administrators would be necessary.

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

- The circumstances involved must be exceptional rather than mitigating, and the new policy name 'Exceptional Circumstances affecting Assessment' reflected this emphasis.
- Staff and students would need to undertake training before implementation.
- The revised draft policy also reflected a change approved earlier in the year which allows students with exceptional circumstances accepted on the August sits, who nonetheless meet the progression requirements, to progress to the following stage and sit the affected assessment alongside the following year's work without risking failing the proceeding stage in arrears.

The Committee raised concerns as follows:

- It was considered inappropriate to motivate the policy with the aim of encouraging resilience.
- The proposal that if a student agrees to accept a sit as-if-for-the-first-time assessment as an adjustment, but does not attend or submit, they will receive a zero for the assessment, nothwithstanding their achievement on the original, damaged assessment, was considered to be too harsh.
- The change in evidentiary requirements was questioned as being unreasonably demanding. For example the proposed policy requires that the "evidence must give direct confirmation of the circumstances, from which it is possible to infer their effect on the student's ability to engage with work in general, or assessment tasks in particular, made at the time of those circumstances or as soon as possible thereafter" (page 4). In the light of the difficulties which students may encounter in securing an appointment with a doctor, members of the Committee expressed reservations with respect to a student being able to gain anything other than a retrospective account from a doctor.

There was sufficient disquiet, particularly relating to the evidence threshold, such that the Committee **decided** not to approve the amended policy and asked that the policy be

considered further and revised by SCA. The revised proposal would be re-submitted to a future meeting of UTC.

Action: Chair of SCA

M15-16/132 Freshers' Survey Data Report

The Committee **considered** a report detailing the results of the Freshers' Survey (UTC.15-16/**86**). Dr Zoë Devlin, Executive Assistant to the Academic Registrar, attended the meeting to introduce the paper. The Committee was informed that the report focusses on two groups revealed by the data who may be at risk of not engaging satisfactorily with university life: those who are 'slow to settle' and those who have 'struggled to establish an effective study routine'. These groups should be considered at risk of early withdrawal or of underachieving academically.

The Committee questioned the length of the questionnaire, in light of the relatively low response rate (28%) and the high number of students leaving the survey at various stages (403 of 1715). The length of the survey will be reviewed.

The Committee **noted** that further data analysis will be carried out on this survey alongside the responses to the York Experience Survey and brought to UTC in the Autumn Term.

M15-16/133 Employability Report

The Committee **considered** a report on Student Employability Matters (UTC.15-16/**77**). Tom Banham, Director of Employability and Careers, attended the meeting to take part in the introduction of the paper. The report outlined the impact of the launch of a major review by HESA on how graduate outcomes are measured, and the use of HMRC data rather than the Destination of Leavers from Higher Education Survey (DLHE).

The Committee **noted** that consultation would take place in April and May 2016 and that arrangements for a University response would need to be considered. The University's Student Employability Strategy would need to be revised once it is clear what metrics will replace the DLHE.

The Committee invited members of UTC to contact the Careers department to offer support (or to nominate a colleague) to develop a response to HESA's review. A member of the Committee suggested that the Department of Social Policy and Social Work would particularly welcome the opportunity to be involved.

Action: Academic Registrar / Members of UTC

M15-16/134 PGT Course Representative Training

The Committee **received** a resubmission of a report from the GSA on the recruitment and training of PGT course representatives (UTC.15-16/**87**) following initial submission to February UTC (M15-16/**90** refers).

The Committee **noted** the amendments made to the table in Appendix 1, following GSA work with YUSU to update this aspect of the initial report.

M15-16/135 Periodic Review: Social Policy and Social Work (Social Policy Provision only)

The Committee **considered** a report, external assessors' reports and an action plan arising from the periodic review of the department of SPSW (Social Policy Provision only) (UTC.15-16/**88**).

Members of the panel **reported** that the review had been a positive experience which had identified numerous instances of good practice. These included the department's review of undergraduate programmes, enthusiasm in implementing the York Pedagogy and good leadership and governance. The review had identified some areas for further improvement, including the need to formalise the process of sharing good practice between staff, enhancing employment skills and improving support for international students regarding writing and generally providing pastoral support.

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

- To ensure that the department receives the support it needs from the University's marketing specialists (Appendix III, ref 2.3).

Action: Strategic Marketing

- To ensure that policies and systems facilitate, rather than provide barriers to, combined degree programmes (Appendix III, ref 2.4). It was **decided** that the department should provide the Academic Support Office with specific examples in terms of the obstacles they face.

Action: Academic Support Office/Department of SPSW

- To determine if there are ways that the admission process can be used to provide better support for SPSW's widening participation objectives; in particular if there is any potential for greater flexibility in admissions tariffs (Appendix III, ref 2.5).

Action: Student Recruitment and Admissions

- To address the ongoing space needs of SPSW, particularly the lack of social/circulation space to enable students to mix with each other and with staff, and the need to ensure high quality desk space for research students (Appendix III, ref 5.2, 7.5).

Action: Space Management

- To consider whether departments might provide pastoral supervisors/mentors for research students to provide an alternative route (to supervisors and TAP members) for raising issues of a non-academic nature (Appendix III, ref 5.5). It was noted that the periodic review report would be sent to the York Graduate Research School for consideration by Policies and Programmes Sub-Committee.

- To ensure that key systems, particularly those relating to student records and finance, are capable of dealing efficiently and effectively with 'non-standard' programmes and students (eg part-time and/or distance learning) (Appendix III, ref 7.11)

**Action: Fees Office /
Registry Services**

M15-16/136 Periodic Review: Computer Science

The Committee **considered** a report, external assessors' reports and an action plan arising from the periodic review of the department of Computer Science (UTC.15-16/**89**).

Members of the panel **reported** that the department's strong vision for its programmes, positive approach and clear sense of direction led to a positive review. Departmental strengths included positive engagement with the York Pedagogy, strong links with industry and a strong awareness of PGWTs' importance within the department's teaching. The review had identified some areas for further improvement, including reviewing the department's approach to assessment, supervision provision for PGR students and improving the consistency of feedback provided to students.

One issue raised by the department at the review was the timing of APR and the Periodic Review as they both took place in the Autumn Term. The department requested a 'lighter touch' APR be adopted as a result. The Committee **decided** that the APR process would not be adapted for departments whose Periodic Review was scheduled within the Autumn Term.

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

- Registry Services and Standing Committee on Assessment should consider the Department's concerns relating to errors in data provided to Boards of Examiners.

Action: Registry Services/SCA

[Secretary's post meeting note: after the meeting it was clarified that the Secretary to the Periodic Review had already forwarded the recommendation to the Chair of SCA]

- The York Graduate Research School should consider offering further guidance on submission timescales for students who are funded for more than three years. It was noted that the periodic review report would be sent to the York Graduate Research School for consideration by Policies and Programmes Sub-committee.

M15-16.137 HCPC visit to Approve Postgraduate Diploma/MA in Social Work Practice (Think Ahead)

The Committee **considered** a report on the HCPC visit to approve the Postgraduate Diploma/MA in Social Work Practice (Think Ahead), and the department's response to the report (UTC.15-16/**90**). The programme was approved subject to number of conditions which had been subsequently met by the department. The Committee **noted** the approval of the programme and congratulated the department on their success.

CATEGORY II BUSINESS

M15-16/138 Policy on Recognition of Prior Learning

The Committee **received** a report outlining the Policy on Recognition of Prior Learning (UTC.15-16/**91**), following SCA approval and consultation with departments.

M15-16/139 Matriculation Agreement Template

The Committee **received** an example of a standard template for matriculation agreement involving concurrent Masters awards (UTC.15-16/**92**).

M15-16/140 NSS Data Reporting

The Committee **noted** the timeline for the release of and reporting of NSS data for 2016 (UTC.15-16/**93**).

M15-16/141 QAA Subject Benchmark Statements

The Committee received updates from Boards of Studies on revised Subject Benchmark Statements. These could be summarised as follows:

- The revised Benchmark Statements in Finance and Accounting had been considered by The York Management School, and the revised Benchmark Statement in Social Policy by the Department of Social Policy and Social Work: changes to the aforementioned Benchmark Statements were minor and the departments concerned had not made any changes as a result.

- The Centre for Lifelong Learning had considered the revised Benchmark Statement for Creative Writing. The revised Benchmark Statement had been gladly received by the Centre, and the Centre's accredited Creative Writing courses complied with the Benchmark Statement.

M15-16/142 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by chair's action between 23 February and 3 May 2016 (UTC.15-16/**94**). These were as follows:

Social Policy and Social Work

Approval of a change in the admissions criteria for the new online MA in Social and Public Policy with immediate effect.

Approval for September 2016 entry for a major modification to the following online programmes: Masters of Public Administration (MPA), Masters of Public Administration - International Development (MPA), Masters in Public Policy and Management (MA). The major modification is a reduction in the length of the programmes from three years part-time to two years part-time with the following associated changes: the timing of modules, the availability of option modules, the inclusion of two new modules on reflective practice and professional development, the inclusion of a new module: *Digital Government:Policy and Practice*, the inclusion of new *Dissertation Workshop* module (assessed on a pass/fail basis), and the inclusion of a 40-credit ISM in all programmes (currently students can take a 20-credit ISM as an alternative to a 40-credit ISM). Programme learning outcomes have also been refined. Certificates currently offered for entry will be withdrawn as part of this change.

Psychology

Approval to withdraw the 10-credit module 'Topics in Psychological Research' from the MScs in Cognitive Neuroscience and Developmental Cognitive Neuroscience and the MRes in Psychology, to be replaced by 10-credit modules in 'Transferable Skills', 'Topics in

Cogntive Neuroscience' and 'Practical Skills in Psychological Research' respectively. This change will come into effect from the 2016/17 academic year.

IPC

Approval from 2016/17 of a new 'Entry to Pre-Masters' programme, a credit-bearing non-award bearing course which acts as a progression route to the Pre-Masters programme for students who do not meet that programme's English Language requirements. Modules on this course will be assessed on a pass/fail basis, and all modules would need to be passed to satisfy the progression requirement. There will be no re-assessment on the programme due to tight timescales.

Physics

Approval of an amended structure for students on the BSc with Year Abroad / Year In Industry programmes returning to Stage 3 in 2018/19 only, to take the 10-credit Level 5 module 'Thermodynamics' and a 10-credit module in 'Statistical Mechanics' instead of the 20-credit module in 'Statistical Mechanics and Solid State Physics', to reflect accreditation requirements and the movement of topics under the Department's restructure.

Health Sciences

Approval to move the examination date for the Stage 3 'Field Specific' modules on the BSc Nursing forward (from late January to the Spring Term CAP), to avoid a clash with competing assessment commitments.

Approval to amend the resit date for the stand-alone Advanced Technologies in Diabetes Care module from 16 to 19 May 2016.

Approval to establish the 'Health and Social Care Policy and Politics' module (Level 6) as a CPD module, with effect from 2015/16.

The York Management School

Approval of the following change to the BA in Management programme only (i.e. not the BSc in Management or ABFM) – removal of the core module in *Strategic Management* (MAN00008I - NB this is retained for the BSc in Management and ABFM) and replacement with a modified module (*Strategic Management and Society*). This change will apply immediately, i.e. will impact current first years going into their second year in October 2016 and new students entering in 2016 (for 2017) – in order to deal with the increase in cohort size.
Approval is subject to: (i) existing students being reminded that they can transfer to the BSc in Management programme if they wish (the BSc retains the original module), (ii) careful consideration as to how the change is communicated to all students, (iii) modification of information for incoming students and their notification if deemed necessary, (iv)

consideration of a title that retains the term 'strategic management' [done], (v) clarification of the nature of the class test [now an in-class open-book timed exercise].

Language and Linguistic Science

Approval to make the 10 credit Quantitative Methods module core for the MA in Psycholinguistics from 2016/17.

Biology

Approval to create a new exit award title, the BSc Biosciences, for students who do not meet the criteria of the accrediting body, the Royal Society of Biology. In particular, students would exit on this title if they exit an Integrated Masters programme at Stage 3 (with effect from 2015/16), or if they receive compensation for the Stage 3 40-credit project on undergraduate programmes (with effect from 2016/17).

Education – CELT

Approval to revise and deliver the pathway critical non-credit bearing, non-award bearing University English 1 (UE1) as University English 2A (UE2A) with immediate effect. This effectively amends the term-long, 4 module UE1 course for students that have traditionally taken UE1 and then an 8 week pre-sessional (branded as UE2) so that the in-sessional term now named UE2A better meets the needs of students that will progress to the 8 week pre-sessional.

Mathematics

Approval to reduce the ISM on the MSc Mathematical Finance from 80 to 60 credits, introduce a 10-credit group project module, and increase optionality by 10 credits, with effect from 2016/17.

Centre for Women's Studies

Approval to withdraw MA in European Gender and Equality Studies (MA EGALES) with immediate effect due to the limited number of applications directly to York for the programme.

M15-16/143 Standing Committee on Assessment

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment on 15 April 2016 (UTC.15-16/**94**).

M15-16/144 Collaborations

The Committee **noted** that the Chair had approved amendments to the membership of the Professional Recognition and Accreditation Board (PRAB) at the National Science Learning Centre. With effect from 2016/17, there will be one University of York academic on the PRAB rather than two, and no external academic representation. This change was made in light of the reduction in validated programmes operating at the NSLC from 2016/17.

The Committee **noted** that the Chair had given Stage 1 and Stage 2 academic approval to the development of the following collaborations:

- The Department of Computer Science with the School of Electronic and Information Engineering at Beijing Jiaotong University (BJTU), China. This collaboration involves a '1+1+1' arrangement, whereby students would undertake the first and final years of a three-year Masters arrangement at BJTU and the second year on the MSc Safety Critical Systems Engineering, receiving masters awards from both institutions. The collaboration will commence from October 2016.

- The Department of Electronics and Chongqing University, China. This involves a '4+1' matriculation agreement from undergraduate programmes in various departments at Chongqing to a selection of MSc programmes in Electronics subject to academic performance, and a corresponding '3+1+1' arrangement where the final year of the Chongqing undergraduate programme is first replaced by Stage 3 in Electronics at York. The collaboration will commence from October 2016.

- The Department of Mathematics and Chongqing University, China. This involves a '3+1+1' arrangement where students undertake the final year of Chongqing undergraduate programmes in Mathematics as visiting students on the BSc Mathematics at York, before progressing to specified MSc programmes in mathematics at York. This collaboration will commence from October 2016.

M15-16/145 Exchange Agreements

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

- Between the Department of History of Art and the University of Vienna.

M15-16/146 Periodic Reviews and Other Visits

The Committee **noted** that the Chair had approved the following external assessors:

- Dr Mark Limb (University of Sheffield) and Professor Janet Hargreaves (University of Huddersfield) for the Periodic Review of the Department of Health Sciences.

M15-16/147 Future Meeting

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

Thursday 16 June 2016.