UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 21 June 2018

Present: Professor J Robinson (Chair)
Mr N Dandy
Ms C Chamberlain (Postgraduate Representative – GSA)
Professor J Buchanan
Mr E Braman
Professor J Hudson
Professor A Hunt
Dr S King
Professor T Lightfoot
Professor R Waites

In Attendance: Mrs J Iddon (ASO, Secretary), Mrs J Brotherton (ASO, Minute Secretary), Mr J Hare (incoming YUSU Academic Officer) and Dr J Wotherspoon.

Apologies were received from Professor S Bell, Dr K Selby, Dr E Major, Mr J Fagan, Professor D Smith, Mrs V Cotter, Dr G Chitty, Professor M O'Neill, Professor B Fulton, Professor G Ozkan, Mr J Porch, Dr B Lee and Professor B Fulton.

CATEGORY I BUSINESS

M17-18/142   Welcome and Valedictions

The Chair welcomed James Hare (incoming YUSU Academic Officer) who was observing the meeting and in attendance for Julian Porch (Undergraduate Representative, YUSU) and Jen Wotherspoon who was attendance for Valerie Cotter.

Those members for whom this meeting was their last, were warmly thanked for their valuable and considerable contributions to the work of UTC:

- Professor John Hudson
- Dr Emma Major
- Dr Katherine Selby
- Professor Andy Hunt
- Julian Porch
- Professor Stuart Bell*
- Professor Brain Fulton*
- Professor Judith Buchanan*

The Chair advised that other members would be taking up new roles: Dr Gill Chitty and Dr Steve King would continue on the Committee as Associate Deans for Teaching, Learning and Students (TLS) for (Arts) and (Sciences) respectively*, and Charlotte Chamberlain who had been elected as GSA Vice-President (Academic) for 2018-19 would remain on the Committee as the GSA's Student Representative.

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Subject to Senate approval of changes to UTC's constitution that Associate Deans (TLS) replace Deans as ex officio members

M17-18/143   Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 17 May 2018 (UTC.17-18/**95**).

The Committee **considered** an update on matters arising from the minutes (UTC. 17-18/**95 Appendix 1**).

- The proposal for a consultation on the structure of the academic year had been discussed at Faculty Boards and FLTGs. Departments in the Faculty of Social Sciences, and the majority of Science departments were in favour of a consultation, however, the majority of Arts and Humanities departments did not support the proposal for a consultation. The Dean of the Faculty of Arts and Humanities reported that some departments had indicated that, in the light of the strategic University initiatives that have been implemented during the last two years (and the consequent rate and extent of change), the capacity to undertake further change, at this time, was limited. Concern regarding the workload associated with a consultation process (especially if the outcome was the status quo) was also noted. The Chair planned to discuss the proposal further at Heads of Department Forum. [M17-18/79 refers]
- The action arising from UTC's consideration of the YUSU-led review of the University Policy for Student Representation would be taken forward by the Associate Deans (TLS) for Arts and Humanities and Sciences and the Dean of the Faculty of Social Sciences in (the absence of an Associate Dean (TLS)). [M17-18/122 refers]
- The academic case for the MA in Women's and Gender Studies had been signed-off by the UTC Reviewers and the Chair, however planning approval was still required. The Committee would be updated once a decision had been taken. [M17-18/124 refers]

Secretary's post meeting note: Planning approval, via FLTG Chair's Action (29 June 2018), has now been granted.

- The conditions set by the Committee in relation to the approval of the BA in the Business of Creative Industries had been met and subsequently signed-off by the UTC Reviewers and the Chair. [M17-18/125 refers]
- TFTV was working to address the conditions which had been set with respect to proposals for an MA in Playwriting and an MA in Theatre-Making. The revised documentation would be considered by the UTC Reviewers in due course. [M17-18/126 refers]

M17-18/144   Oral Update from the Chair

The Committee received an oral update from the Chair:

- The University had been awarded a Gold rating in TEF 3 following the University's submission in January. The Chair thanked all those who had contributed to the outcome, in particular the TEF Submission Drafting Group.
- The Annual Learning and Teaching Conference would be taking place on Friday 22 July. Members were encouraged to attend.
- The Postgraduate Taught Experience Survey had closed with a final response rate of 30%.
- The Chair congratulated YUSU on the organisation of the Showcasing Excellence Event and the Excellence Awards Ceremony which had taken place on 8 June. The Chair congratulated Richard Waites who had won the Supporting Accessibility award and

Steve King who had won the Academic Officer's award.

- The update on student number forecasts to include aggregate and departmental figures (full time equivalent and headcount) (M17-18/102 refers) had not been provided because departmental medium term financial plans (and their fit in the overall budget) had not yet been approved by University Executive Board. The Committee agreed that it would be useful to receive a paper outlining actual student numbers (aggregate and departmental figures) in the Autumn Term to review how and where numbers had changed. It was hoped that the Committee's consideration of the impact of student numbers on the quality of the student experience could feed into future discussions regarding student number growth.

  Action: Planning Office

- Subsequent to the circulation of papers, it had been agreed that the incoming Associate Dean (TLS) Sciences would replace the Dean as Chair of the validation event (with respect to the proposed collaboration between the Department of Health Sciences and York College); M17-18/159 below refers.
- Further to UTC's consideration of the report on undergraduate and postgraduate taught degree outcomes for 2016/17 (M17-18/129 refers) the Undergraduate Degree Outcomes Tableau workbook had been developed to include analysis by domicile (by category of Home, EU and Other Overseas).

M17-18/145   Update from the Student Representatives

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

- The results of the GSA elections had been announced and the new officers would take up their positions on September 1st: President - Sehrish Shafi; Vice-President Academic - Charlotte Chamberlain; Vice President Wellbeing and Community - Amy Bullard.
- The GSA representative congratulated YUSU on the Showcasing Excellence event and looked forward to collaborating on the event again next year.
- The GSA was considering the training that it provided for course representatives including a review of what, and when, information is provided.
- Members of the GSA were meeting with the OfS Student Engagement Team in July to discuss postgraduate matters – the GSA representative would feed back to the Committee in the Autumn term.
- The GSA was considering how to support prospective students in the period prior to arrival at the University in order to reduce the number of students who receive an offer of a place but then choose not to register.

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

- The outgoing YUSU Academic Officer thanked the Committee for its focus on the student voice and for working closely in partnership with YUSU throughout his tenure.
- James Hare, the incoming YUSU Academic Officer, introduced himself and explained that one of his main priorities for 2018/19 was improving the quality of feedback.
- Department representatives had been recruited for all departments with the exception of the School of Politics, Economics and Philosophy (this position would be re-advertised); skills training would be provided in the Autumn term.
- Department representatives would be focusing on four projects in 18/19: welfare, non-visible disabilities, departmental communities, and international student engagement.
- Thanks were extended to everyone who had supported the Showcasing Excellence event. Excellence Awards winners and nominees were congratulated.
- The three themes for YUSUs academic strategy had been confirmed; further details

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would be disseminated in due course.

M17-18/146   **Admissions Policy**

Roxanne Pendlebury, Head of Admissions and Deputy Director of Student Recruitment and Admissions, attended for this item.

The Committee **considered** amendments to the University's Admissions Policy which was reviewed on a biennial basis (UTC.17-18/**96**). The proposed changes were for clarity and to reflect the recommendations of the Disability Working Group, and to reflect external guidance and requirements (including those relating to the new General Data Protection Regulation).

In response to a recommendation from the Disability Working Group the policy had been amended to make clear that information regarding an applicant's disability would be supressed at the first point of consideration; it would be shared with assessors if the application progressed, to enable appropriate adjustments to be made.

Members noted that, in the light of the ongoing work at Sector-level with respect to the UK Quality Code for Higher Education (for which advice and guidance is scheduled to be published in November 2018) and the guidance awaited with respect to the collation of criminal conviction information, additional amendments to the Policy were likely to be required in 2018/19. Members agreed that, given that these future amendments related to external guidance and requirements, these revisions could be considered for approval by UTC Chair's Action.

The Committee considered the revised Policy and made the following suggestions and comments:

- The reference to the Foundation and Pre-Master programmes on page 12 was potentially confusing, given that the programmes were not mentioned in the Policy up to that point. The Head of Admissions advised that IPC admissions were not in the scope of the Policy and she would review whether that could be made more explicit.
- The 'References' section on page 9 - 'normally' should be inserted as follows:
    - "Applicants to postgraduate taught programmes who graduated within the previous five years are *normally* required....";
    - "Applicants to postgraduate research programmes are *normally* required to…".
- It would be helpful to include some reference (in the scope section) to professional training programmes delivered in partnership with a (contracted) third party.

During discussion related to the implementation of the policy the following points were noted:

- Student Recruitment and Admissions (SRA) provided training for new admissions tutors/officers (including the provision of standard text to ensure that applicants receive consistent information).
- SRA issue a monthly bulletin to those responsible for PGR admissions (including useful tips for assessors).
- It was noted that PGR applicants often contacted their potential supervisor directly and that it might be beneficial to remind academic staff to follow due process through their PGR admissions officer.

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The Committee thanked the admissions team for their work to deliver an efficient and effective admissions process.

The Committee agreed to **recommend approval of the amendments to the Policy to Senate** subject to consideration of the suggestions above.

The Chair thanked the Roxanne Pendlebury for presenting the paper.

M17-18/147   **Governance of Combined Programmes**

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

The Committee **considered** revised proposals relating to governance of combined programmes (arising from the discontinuation of Combined Boards of Studies) for implementation from the start of 2018/19 academic year (UTC.17-18/**97**). The proposals had been revised to take account of UTC's comments on the papers in May (M17-18/123 refers).

The revised proposals reflected UTC's recommendation that the Programme Leader could be from either contributing department and that the 'home' department (in SITS) be unchanged. It was noted that references to 'lead' department had been removed (to ensure that this term was not confused with the 'home' SITS designation) and replaced with 'the department to which the Programme Leader belongs'.

Outside of UTC the Chair had met with a number of staff who had concerns about the proposals. Concerns centred around a perception that the revised process with respect to the approval of programme modifications would be cumbersome (the 'double-lock' mechanism required that proposed changes be approved by the partner department first before being considered for approval by the BoS of the Programme Leader's department). The Chair noted that this was a reduction in formal complexity since only two rather than three Boards of Studies would be involved. He advised that those staff who currently constitute the membership of a Combined Board of Studies would still be free to meet as a programme team but acknowledged that any such meeting would not, under the proposals, have the formal status of a Board of Studies.

Other suggestions made were as follows:

- 4.5 of appendix 2 should note that agreement may be by Chair's action;
- 'might' in section 5.2 of the explanatory paper should be replaced by 'should';
- it should be explicit in the documentation that the programme leader must be a member of *academic* staff.

The Committee **approved** amendments to the Role and Responsibilities of a Programme Leader and Associate Programme Leader (appendix 4) and to the Policy for Student Representation in Learning and Teaching Activities in Academic Departments (appendix 5) for implementation from the start of 2018/19.

The Committee **agreed to recommend to Senate** approval of:

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- revisions to Ordinances 1 and 2 (appendix 1);
- revisions to Standard Terms of Reference of Boards of Studies (Appendix 2);
- a Policy Statement and Guidance on the Operation of Departmental Teaching Committees (Appendix 3).

The Chair thanked Adrian Lee for presenting the proposals.

M17-18/148   **Pedagogy Evaluation**

The Committee **considered** a report on the Implementation of the York Pedagogy: Review and Next Steps (UTC.17-18/**98**) which had been informed by reflections from the central ProPEL team and a detailed report by Emily Bell, a post-doc intern (which drew on research conducted with departments in the Autumn term). The report evaluated progress to date and recommended, for consideration, priorities and next steps to ensure that the principles of the Pedagogy were embedded and that positive developments were visible to students and applicants.

The Committee considered the rebranding of the Pedagogy to 'the York Approach to Learning and Teaching'. The Committee noted that the term 'Approach' lacked strength and that it was also unclear as to whether the scope of the term related specifically to the York Pedagogy or whether it extended to wider teaching and learning activities at the University. The Committee agreed that, at this stage, the term 'the York Pedagogy' should be retained for internal use (and not be replaced within University policy and guidance documentation by 'the York Approach').

It was reported that new marketing materials had been designed to promote 'the York Approach' at open days and other events. Members were concerned that a focus on 'the York Approach' at open days may detract from the opportunity to promote the full range of exciting activities which might attract students to York. There was concern that descriptions of 'a York graduate' did not convey the flexibility or self-determining nature of the student experience at York. Members noted that applicants were attracted to the University for a variety of reasons. It was suggested that a focus on programme learning outcomes in the new marketing materials might appeal to some applicants (and the parents of prospective students) but that other applicants were likely to be more interested in the content studied within a programme. The Head of ASO explained that 'the York Approach' open day marketing materials had been designed to help colleagues across the University to communicate the York Pedagogy to prospective students in a clear and consistent way; the materials were intended to supplement (not replace) current strategies.

The Committee was supportive of the five priority areas which had been identified and emphasised the importance of streamlining processes (noted within priority area two). The Committee also emphasised the importance of evaluation and suggested that this be a sixth priority area and / or that ongoing evaluation be embedded more explicitly in the priority areas already identified and the KPIs.

There was concern that the report did not capture with sufficient strength issues raised by staff (and detailed in the Bell Report and raised through other channels) for example with respect to the Programme Map, combined programmes and the impact on workload (relative to the benefits and enhancements which had resulted). The Head of the ASO explained that the report sought to reflect the range of views which had been genuinely mixed on a range of issues.

The Dean of Arts and Humanities felt that the evaluation report did not investigate the full range of unintended consequences arising from the implementation of the Pedagogy; for

example an anecdotal impression within some departments that fewer electives were now on offer.

Members were supportive of the proposed KPIs, although observed that no timeframes had been identified. It was suggested that the new dimensions of the NSS and engagement questions on the PTES should be added to the list of indicators.

The paper sought UTC's view on the desirability of introducing new sources of evaluative information, such as a small but standardised set of module or programme evaluation questions; the Committee agreed that this should be given consideration in 2018/19.

M17-18/149   **Employability Strategy**

Louise Thurston, Strategic Project Manager: Communications and Engagement, and Tom Banham, Director: Employability and Careers, attended for this item.

The Committee **considered** a report on progress with the Student Employability Strategy 2017-22 (UTC.17-18/**99**). Progress included a draft of the York Futures journey map (York Futures being the umbrella term for all opportunities and resources offered to students to support their personal and professional development); the roll out of the York Strengths Development Days and the development of the Careers-hosted placement year.

It was noted that the participation rate for York Strengths Development Days had been disappointing (18% in the Spring term). Members noted that the industrial action in the Spring term may have had some impact. A number of steps had been taken to encourage a higher rate of participation and it was reported that attendance at Summer term events had been higher (25%). Departmental promotion (specifically departmental expectations with respect to student engagement with Careers events) had been found to have a significant impact on attendance; between departments, attendance ranged from 3.7% to 68%. Members agreed that the timing of the York Strengths Development Days was likely to have an impact on attendance and that Careers should continue to review evidence in relation to this.

The highest rates of participation were achieved when York Strengths had been integrated, in some way, into the curriculum. Members noted that it would be very difficult to make attendance compulsory since this would necessitate a summative assessment. It was also noted that integrating it into the curriculum, as some departments had, would not be appropriate for all programmes. The Committee agreed that the decision with respect to whether (and how) to integrate York Strengths Development Days into the curriculum should be one devolved to departments; the paper highlighted examples of practice where this had been achieved successfully and these examples should be disseminated, as appropriate, by Careers.

Members were advised that Biology and Politics had worked with Careers and Placements to introduce a model of shared line management for their placements staff. The shared management model was considered to be effective and members were asked if it might be a suitable model for other departments to adopt. The Committee agreed that, if there was evidence to suggest that this model was working effectively, Careers should promote it to other departments (and that, as above, the decision with respect to adopting this model was one devolved to departments).

DLHE data for 16-17 had recently been published on the Management Information Gateway. The number of graduates going into a positive destination had increased from 81.5% in 2015/16 to 82.1% in 2016/17. The data would be considered by the Employability

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Strategy Group. Sector data would be released next month and would start to feed into national league tables from September.

Members were updated on HESA's new Graduate Outcomes measure which would be replacing the DLHE survey. The Graduate Outcomes survey would be completed 15 months after graduation. Students who graduated in the summer of 2017 would be surveyed via the new model and the first set of data would be published in 2020. A Graduate Outcomes Communications Strategy was being developed and was due to be shared with the Employability Strategy Group for discussion on 27 June. It was noted that departments would be asked to ensure that they were engaging with graduates up to the 15 month survey point to ensure that the threshold response rate (likely to be between 60-65%) would be met.

It was noted that HESA had not yet determined how students who progressed on to a Masters programme would be reported; such students, after 15 months, would not be in employment.

The Chair thanked Louise Thurston and Tom Banham for presenting the update.

M17-18/150   **Freshers' Survey and York Experience Survey**

Dr Zoë Devlin, Executive Assistant to the Academic Registrar, attended for this item.

The Committee **considered** a report arising from the Freshers' Survey and the York Experience Survey results (UTC.17-18/**100**). Both were internal surveys commissioned by the NSS Task Group to better understand the undergraduate student experience. This was the second report on the results from the surveys which had run three times. Resourcing issues had delayed analysis of the data for 2016/17. It was noted that the report did not analyse the full data set as there had not been capacity in BIU or the Academic Registrar's Office to undertake this.

The results from the Freshers' Survey (2016/17 and 2017/18) supported the conclusion of the previous report: that there was a group of students who were 'slow to settle' and a group who 'struggle to establish an effective study routine'. The Committee suggested that it would be useful to match the responses to progression data to determine whether there was a correlation with lower levels of student attainment. The Committee noted that this analysis would be dependent on capacity in BIU.

The York Experience Survey (YES) aimed to provide better insight in to how undergraduates had been supported to engage with their programmes and wider developmental opportunities. It was also hoped that the survey might provide an opportunity to predict (and act on) responses to the NSS. The survey achieved a low response rate (17%) and only one cohort of respondents (year 2 students in 2015-16) had also completed the NSS. Fewer obvious patterns had emerged from the three years of YES survey data than had been the case for the Freshers' survey. Nonetheless, members felt it would be useful to continue to collect the data to see if there were correlations with NSS scores. It was agreed that the Chair should meet with BIU to explore whether a department-level analysis of the data (including any correlation with NSS results) was possible.

Action: Chair / BIU

The Committee considered the table on page 10 and noted that it was not possible to tell from the YES data whether students had wanted to participate in internships, volunteering

etc., and had been unable to, or whether they had changed their minds about wanting to take up these opportunities.

The Committee noted the table on page 9, relating to mental health, which indicated that a significant number of students appeared to require support but did not understand what support was available. The Committee agreed that the data should be passed to Marketing for information.

One of the aims of the NSS Task group, in commissioning the surveys, had been that they would consolidate a number of other surveys that were being run across the University (for instance by the Colleges and YUSU/GSA) and reduce the survey load on students. The Committee noted that there was no evidence to suggest that other surveys had been stopped because of the data available from the YES and the Freshers' Survey. Members agreed that over-surveying students was problematic and emphasised the need for students to understand the purpose of each survey and to see connections to improvements; the Committee agreed that consideration should be given to a review of surveys in 2018/19 (see also M17-18/152).

The Chair thanked Zoë Devlin for presenting the paper.

M17-18/151   **Together York: Foundations for Study and Life project**

The Committee **considered** a report on the Together York: Foundations for Study and Life project (UTC.17-18/**101**). The project had focused on ensuring that new students were prepared for life at the University.

It was reported that the data collection for the project was ongoing (and had been delayed by the industrial action in the Spring term) and thus the recommendations contained in the report were provisional. The draft recommendations focussed on ensuring that information was consistent and targeted, and ensuring that departments were kept informed of the communications timetable.

The Committee considered the draft recommendations and made the following suggestions:
- It would be helpful for departments to receive all central communications sent to new students to ensure that they could time the release of departmental information appropriately.
- The benefits of staggered communications (saying as much as is needed at that point in time) were noted; members felt that students were more likely to be receptive to information if it was delivered at the point when it was needed and felt that there was a danger of overloading students with pre-arrivals information.
- The Committee noted that pre-arrival communication should inspire and excite new students and emphasize the University's vision and what it means to be a student in Higher Education at York (and not just focus on the mechanisms for registration etc.).
- An element of the HEFCE Catalyst consortium[1] project focused on a strategic approach to mental wellbeing in higher education, is adjusting to life and study, and a toolkit is being developed as part of this project; it was noted that these resources might be helpful to inform pre-arrivals communication.

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[1] comprising the universities of West England [the lead], York and Cardiff; Student Minds and UUK.

The Committee endorsed the draft recommendations in the report and noted that the recommendations sought to tighten up and strengthen current practice with respect to pre-arrivals communication (at the levels of the department and the Institution) rather than to substantially change the University's approach. The final report, amended to reflect the complete data-set, would be received by UTC at its October meeting.

M17-18/152   **Together York: International Student Experience project**

Victoria Jack, Academic Support Office, attended for this item

The Committee **considered** a report on the Together York: International Student Experience project (UTC.17-18/**102).** The project had focussed on the integration of international students and emphasised the benefits of this for all students.

The project had found that students appreciated structured opportunities for integration and that reluctance to integrate often stemmed from a lack of social confidence. One of the most significant challenges was found to be integration for postgraduate taught students on programmes where there was limited cultural diversity. Integrating international students who were living off campus was also more challenging, as it was not as easy to engage them with college-based activities which facilitated integration.

As with the report arising from the Foundations for Life and Study project, the Committee was advised that the report was not final and the project group intended to amend it to include examples of good practice and a reflection on the *Student Integration (where we are and where we want to go*) event which was scheduled for the afternoon of 21 June.

The Committee endorsed the recommendations outlined in the report for the Academic Support Office (5-9), Marketing (10-11), and for the project owners (PVC for Teaching Learning and Students, YUSU and the GSA, 1-4).

The Committee considered the recommendation (12) that the promotion, distribution and analysis of national and University surveys should be centralised and noted that it had agreed, during discussion of the report arising from Freshers' Survey and York Experience Survey (UTC.17-18/**100**), that consideration should be given to a review of surveys in 2018/19 (M17-18/150 refers). In respect of the recommendation (13) that a Buddy Scheme project be developed, it was agreed that the project group should draft a more detailed proposal for consideration by a future meeting of the Student Life Committee.

The Chair thanked Victoria Jack for presenting the paper.

M17-18/153   **Online Project**

The Committee **received a** verbal update from the Online Project Implementation Group from the Associate Pro-Vice Chancellor for Teaching, Learning and Students.

The programmes would formally launch on Monday 25 June; 27 students, from 10 different countries, had registered. The key demographics of the cohort were:

- 37% overseas
- 90% were over the age of 25 years
- 63% were female.

The Associate Pro-Vice Chancellor noted the exceptional effort of TYMS and Professional Services which had ensured the successful launch of the programmes within a very tight time frame.

The total number of applications had been 112; a significant number of applicants had not been offered, or had chosen not to accept, a place. The project team would be reviewing the data on applications and offers in further detail.

The next suite of online programmes, delivered in partnership with HEP, would be developed by the Department of Computer Science. It was envisaged that programme proposals would be submitted for consideration by UTC in November and would launch in April 2019.

M17-18/154   **Fitness to Study/Attend Policy**

The Committee **considered** a proposal to amend the Fitness to Study/Attend Policy and Procedure (UTC.17-18/**108**).

The proposed revisions introduced the role of an independent facilitator and sought to more clearly articulate the consequences if a student was unable, or unwilling, to meet the requirements laid out in action plans. It was reported that, in order to implement the new policy, changes to the University Statutes (for which Privy Council approval was required) were needed. These changes would allow Council to delegate authority to the Vice-Chancellor (or their nominee) to terminate a student's registration if the requirements of an agreed action plan were not met.

It was noted that the current Policy had been used very rarely and that its purpose was to support students who were not well enough to be in an academic community or whose behaviour, as a result of illness, was impacting adversely on other students.

The Committee was supportive of the revisions and agreed that there were circumstances in which it would be helpful to have the option of escalating the University's response to a student's behaviour through this Policy rather than via the Disciplinary procedure.

The following suggestions were made:

- 'formal rules of evidence shall not apply' (page 7)- consideration be given to clarifying, where possible, which rules (principles) would apply;
- consideration be given to articulating with greater clarity the difference between initiating and invoking within the process (page 3) – members queried whether 'requested' might be more appropriate than 'initiated';
- reference, in an appropriate place, that HYMS is developing its own Fitness to Study policy/process (for consideration for approval by HYMS Joint Senate in due course).

UTC **agreed to recommend** the revised Policy and Procedure to Senate and noted that, if approved, the Policy would require changes to the University Statutes which Senate would need to propose to the Privy Council. The Committee **recommended** that the changes which did not require Privy Council approval should apply immediately upon Senate approval.

CATEGORY II BUSINESS

M17-18/155   Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 14 May 2018 and 1 June 2018 (UTC.17-18/**103**).

M17-18/156   Annual Programme Review

The Committee received an update on actions and issues arising from Annual Programme Review 2016/17 (UTC.17-18/**104**).

M17-18/157   Validated Provision

The Committee **received** an update on validated provision (UTC.17-18/**105**).

M17-18/158   Withdrawal/Suspension pro forma

The Committee **noted** that the Chair has approved amendments to the pro forma used to propose the withdrawal or suspension of a programme of study (UTC.17-18/**106**).

M17-18/159   Collaboration

The Committee **noted** that the Chair had permitted a proposal for a validation arrangement between the Department of Health Sciences and York College to proceed from Stage 1 to Stage 2 of the collaboration process. The Chair had also approved that the UTC panel for the validation event should comprise the Associate Dean of the Sciences Faculty (Chair), another (academic) member of UTC, a representative from York Teaching Hospital NHS Foundation Trust (the latter providing externality and in lieu of an external assessor) and a member of ASO (Secretary). (see also M17-18/144)

The Committee **noted** that the Chair had approved a collaboration between the Department of History of Art and the University of Cologne to jointly develop (and deliver) a 20 credit module on the MA in History of Art.

M17-18/160   Exchange agreement

The Committee **noted** that the Chair had approved an exchange agreement between the Department of English and the University of Amsterdam.

M17-18/161   Periodic Reviews

The Committee **noted** that the Chair had approved the appointment of Dr Daniela Tepe-Belfrage (University of Liverpool) as External Assessor for the Periodic Review of the School of PEP in November 2018 (postponed from May 2018) and alongside Professor Ben Clift (University of Warwick) appointed previously).

The Committee **noted** that the Chair had approved that the three-year review of the School of Natural Sciences scheduled for 2018/19 be cancelled and replaced by a full Periodic Review to be held in 2019/20, facilitating the review to be informed by data from the

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School's first graduating integrated masters' cohort and in light of changes in personnel in the School.

M17-18/162   *Graduate Teaching Assistants*

The Committee **noted** that the Chair had approved the use of Graduate Teaching Assistants to support M-level teaching and assessment in the Department of Music on the MA Music in Education.

M17-18/163   *2018/19 Policy on Assessment Feedback Turnaround Time*

The Committee **noted** that the Chair has approved three exemptions to the policy on assessment feedback turnaround time in the Department of Archaeology with respect to (i) masters work that is submitted in week 10 of the Autumn and Spring terms [feedback and marks would be given within the first two weeks of the start of the subsequent term]; (ii) Stage 3 Assessed Seminar modules [feedback on all elements of the assessment would be provided within four weeks after submission of the final reflective critique]; (iii) the dissertation element of the Stage 3 Dissertation and Assessed Lecture modules [feedback on the dissertation would be provided within eight weeks of submission [week 9].

M17-18/164   *Sub-committees*

The Committee **noted** that the minutes from the meeting of the Distance Learning Forum

held on 22 May 2018 were available at:

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

M17-18/165   **Faculty Learning and Teaching Groups**

The Committee **received** reports of meetings of the Faculty Learning and Teaching Groups:
- Social Sciences meeting held on 24 May 2018 (UTC.17-18/**107b**)
- Sciences meetings held on 22 April 2018 (UTC.17-18/**107c**)

M17-18/166   **Dates of 2018/19 meetings**

The Committee **noted** the dates of the 2018/19 meetings:

- Thursday 4 October 2018, 13.00-17.00 in HG21, Heslington Hall
- Thursday 8 November 2018, 9.30-13.30 in HG21, Heslington Hall
- Thursday 6 December 2018, 9.30-13.30 in HG21, Heslington Hall
- Thursday 7 February 2019, 9.30-13.30 in HG21, Heslington Hall
- Thursday 14 March 2019, 09.30-13.30 in HG21, Heslington Hall
- Thursday 16 May 2019, 9.30-13.30 in HG21, Heslington Hall
- Thursday 20 June 2019, 9.30-13.30 in HG21, Heslington Hall

The Committee also **noted** that an extraordinary meeting of UTC had been scheduled for **Thursday 18 July 2019, 9.30-13.30** in HG21, Heslington Hall. This meeting was reserved for the consideration of new programme proposals that cannot be accommodated in the cycle of term-time 2018/19 meetings.

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