

# UNIVERSITY OF YORK

## Senate

### TEACHING COMMITTEE

#### Minutes of the meeting held 16 June 2016

**Present:** Professor J Robinson (Chair), Mr N Dandy, Dr J Hardman, Professor J Hudson, Ms R Ibrahim (GSA representative), 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, Professor C Fewster and Dr K Selby.

**In Attendance:** Mrs J Iddon (ASO, Secretary), Dr Z Devlin (for M15-16/162-163), Dr J Wotherspoon (for M15-16/162-163), Mr P Quinn (for M15-16/162), Professor S Slorach (for M15-16/156), Dr D Gent (for M15-16/155), Dr M Perry (for M15-16/155), Mr D Cashdan (for M15-16/165), Dr R Walker (for M15-16/166) and Mr W Britcliffe (for M15-16/166).

**Apologies:** Mrs L Booth, Professor M Ormrod (Dean, Arts and Humanities), Professor S Bell (Dean, Social Sciences), Ms C Dantec, Mrs K Dodd, Professor B Fulton (Dean, Sciences), Professor T Lightfoot and Dr S King.

#### CATEGORY I BUSINESS

##### M15-16/148 Welcome

The Chair welcomed members to the meeting.

##### M15-16/149 Minutes of March meeting of UTC

The Committee **approved** the minutes of the meeting held on 12 May 2016 (UTC.15-16/96), subject to the following amendments:

- clarification that the current rule allows compensation to operate down to 40% in the award year for Integrated Masters (M15-16/128);
- clarification that the proposed revision rules would apply to Integrated Masters (M15-16/128);
- addition of 'not' in the first paragraph of M15-16/132: '...on two groups revealed by the data who may be at risk of not engaging satisfactorily...';
- replace 'the' with 'they' in the second bullet point of M15-16/135: '...should provide the Academic Support Office with specific examples in terms of the obstacles they face'.

- clarification that the action relating to key systems and ‘non-standard’ programmes would also be referred for action to the Fees Office (in addition to Registry Services) (M15-16/135).

### **M15-16/150 Matters Arising from the Minutes**

The Committee **considered** an update on matters arising from previous meetings (UTC.15-16/96 **Appendix I**). It was reported that the following items had been closed subsequent to the circulation of papers:

- M15-16/128: The proposed changes to the compensation rules had been revised to incorporate SCA and UTC views and had been submitted for consideration to Senate in July.
- M15-16/133: The Careers Department is coordinating the University’s response to HESA’s consultation (which closes on 14 July 2016) and the response would be circulated by the Secretary thereafter.

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

- M15-16/84 York Law School new LLM Programme. The York Law School had provided an update on activity to meet UTC’s requested actions. It was reported that the only point now outstanding was the timing of reassessments.
- M15-16/109. Attendance Monitoring Working Group. Progress would be reported in the Autumn term.

### **M15-16/151 Oral Report from the Chair**

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

- As of the morning of 16 June 2016, the PTES response rate was 30%. The closing date is the end of 16 June 2016 and results would be reported to UTC in October 2016.
- It was reported that the Periodic Review of Health Sciences had taken place on 14 June and that the review had been positive. The Chair thanked all those who had contributed, in particular Roddy Vann who had stepped in to Chair the Review and Michael Bate who had agreed to be on the panel, at very short notice.
- The Annual Teaching and Learning Conference held on 7 June 2016 had been well organised, with high attendance and an excellent range of workshops and posters. For the first time the conference included a workshop led by a student representative, Thomas Ron, YUSU Academic Officer, which was entitled; *The holistic student: how linking societies and academia can help students reach their full potential.*

## **M15-16/152 Oral Report from the Student Representatives**

*GSA:*

- It was reported that voting for the positions of GSA President and GSA Vice-President was underway and would close on 17 June.

*YUSU:*

- YUSU had finished recruiting new departmental representatives for 2016/17; all positions had been filled.
- YUSU's Student Engagement Development Co-ordinator, Frank Longdon, would soon take up a post at another institution. Frank was thanked for his valuable contribution to YUSU over the last year.
- The Excellence Awards presentation had recently been held. UTC thanked YUSU for sharing the comments about those nominated with staff. The winners were:
  - Teacher of the Year: Emma Rand, Biology
  - Supervisor of the Year: Andrew Hunt, Chemistry
  - Most Inspiring: Paula Mountford, Education
  - Most Enthusiastic: David Landon Cole, Politics
  - Most Supportive: Ali Thompson, Natural Sciences
  - Best Use of Technology: Dave Pearce, Electronics
  - Best Communicator: David Pugh, Chemistry
  - Promoting Employability: Kasia Rejzner, Mathematics
  - Promoting Diversity: Penny Spikins, Archaeology

## **M15-16/153 Biology: MSc in Molecular Medicine**

The Committee **considered** a proposal from the Department of Biology for an MSc in Molecular Medicine (UTC.15-16/97). It was noted that the proposal did not have final Planning Committee approval and therefore UTC's consideration of the academic case for the programme was subject to the Department addressing the issues identified by Planning Committee (1 June 2016). The proposal had been reviewed in advance by Chris Fewster and Katherine Selby, and had their support and that of the external assessors. It was noted that the structure of the programme was very similar to the MSc in Industrial Biotechnology which was approved in June 2015.

It was noted that the programme includes two 10 credit Honours-level modules and that this credit structure is permitted in University Regulations. It was confirmed that the University Careers Service had been consulted about the programme and that there were no timetabling implications.

UTC **decided** to approve the programme subject to:

- minor clarifications identified by the reviewers and ASO;
- approval by Planning Committee.

**Action: Department of Biology**

[**Secretary's note:** the programme must not be advertised until Planning Committee approval is granted].

### **M15-16/154 Biology: MSc in Agricultural Biodiversity and Ecosystems**

The Committee **considered** a proposal from the Department of Biology for an MSc in Agricultural Biodiversity and Ecosystems (UTC.15-16/98). It was noted that the proposal did not have final Planning Committee approval and therefore UTC's consideration of the academic case for the programme was subject to the Department addressing the issues identified by Planning Committee (1 June 2016). The proposal had been reviewed in advance by Chris Fewster and Katherine Selby, and had their support and that of the external assessors. It was noted that the structure of the programme was very similar to the MSc in Industrial Biotechnology which was approved in June 2015.

UTC **decided** to approve the programme subject to:

- minor clarifications identified by the reviewers and ASO;
- approval by Planning Committee.

**Action: Department of Biology**

[**Secretary's note:** the programme must not be advertised until Planning Committee approval is granted].

### **M15-16/155 International Pathway College**

The Committee **considered** a set of proposed modifications to programmes within the International Pathway College (IPC) (UTC.15-16/99a). Matthew Perry (Director of the IPC) and David Gent (ASO) attended for this item.

The modifications had been reviewed in advance by Jan Hardman, and had been developed with significant input from ASO, Registry Services and the Chair of SCA. The proposals constituted updates to the IPC programmes and modules approved by UTC in June 2015 (M14-15/194 refers) and originated as a result of the input of IPC staff appointed after that date. In considering the proposals, the Committee was mindful that (except where a module was assessed on a pass/fail basis) there was a distinction between the pass-mark of any module and the overall mark needed for progression to other University programmes.

The Committee **noted** that:

- the proposals to reduce the burden of assessment and diversify assessment formats seemed pedagogically appropriate;
- the 'Language for Study 3' module determined students' English Language ability at the end of the programmes and thus was a crucial determinant of progression. In this respect, the proposal to make 'Language for Study 2' pass/fail seemed appropriate (noting that 'Language for Study 1' is already pass/fail): this module could then better act as formative and developmental towards Language for Study 3;
- that the paper set out an intention to assess 'Language for Study' and 'Skills for Study' modules within the programmes against the Common European Framework of Reference, and to make assessment for these competency-based rather than numerical (with the exception of Language for Study 3). This reflected the IPC's conviction that 'language' and 'skills' modules should be assessed using the same framework;
- the use of piecewise linear marking was suggested by some members as another possible solution to this problem.

The Committee **decided** to approve the following proposals, subject to the changes being formalised in module descriptors and programme specifications:

- the changes to assessment in subject-specific modules within Foundation Certificate and Pre-Masters programmes;
- the change in timing of the Skills for Study 1 and Language for Study 2 modules in Foundation Certificate programmes.

**Action: IPC / ASO**

The Committee decided to **approve in principle** the following proposals, subject to the conditions outlined below and to further detail being set out in module and programme documentation:

- that pass-marks for the 'Language for Study 3' modules on
  - the Foundation Certificate be set at 55 with 55 in all components, and on
  - Pre-Masters programmes be set at 60 with 55 in all components;
- that the 'Language for Study 2' module on the Foundation Certificate programme be made pass/fail (noting that 'Language for Study 1' is already pass/fail);
- that the 'Language for Study 1' and 'Language for Study 2' modules on the Foundation Certificate programmes and the language modules within the Entry to Pre-Masters programme be assessed on a competency basis, subject to further work to more precisely set out the competencies required for a pass;

- the proposed changes to assessment on the 'Language for Study' modules within Foundation Certificate and Pre-Masters programmes and to the Skills for Study 1 module in the Pre-Masters programme, as set out in the paper;
- that the external online test run by Password be used to assess reading and listening skills within the 'Language for Study' modules, subject to checking that there will be sufficient PC facilities to run the test, that this is compliant with UKVI requirements, and that it aligns to the learning outcomes of the modules;
- the proposed changes to content and assessment in the Skills for Study 3 module in Foundation Certificate programmes.

These proposals should be refined accordingly and subject to final sign-off by the Chair, following additional scrutiny by the Chair of SCA and by Dr Hardman. It was noted that the Chair of SCA is also the Chair of the IPC Board of Study. The Committee considered that interests were aligned and therefore it was still appropriate for the Chair of SCA to review the amendments.

**Action: IPC**

The Committee **decided** that further consideration should be given by the IPC to the following proposals, in light of the issues and concerns outlined below:

- the proposal to assess the 'Skills for Study' modules on a pass/fail, competency basis. As this would remove these modules from the numerical calculation of progression, the Committee wished to be assured (for instance by amendments to the proposal, or further detail on competency standards) that students would progress to University programmes with a sufficient grasp of the skills developed through those modules;
- the proposals to change the content, learning outcomes and assessment of the Skills for Study 2 and Skills for Study 3 modules within the Pre-Masters programmes. The Committee was concerned that the proposals appeared to reduce the focus of the modules on academic writing, which was considered a crucial skill for Masters students. More specifically, there were concerns that:
  - the reflective nature of key assessment for these modules might be inappropriate for learning outcomes;
  - it was unclear that the focus on speaking and listening strategies in Skills for Study 2 would be at a sufficiently advanced level;
  - it was unclear how the IPC would logistically manage the intention that students on the Skills for Study 2 module apply listening and speaking skills via attendance at lectures and seminars in target departments, or more broadly how the IPC could ensure equity of opportunity between students on the same module but attending events in different departments.

The proposals should be revised in light of the above issues, for further scrutiny by the Chair and Dr Hardman as reviewer of the proposals, who would be guided by the principle that changes should not lower the standard of students who progressed from the IPC.

**Action: IPC**

The Committee also **considered** an update on actions outstanding from UTC's original approval of the IPC programmes in June 2015 (UTC.15-16/99b). A number of actions had been closed.

### **M15-16/156 Law: Professional Practice Masters / LLM in Corporate Practice**

Scott Slorach (Law School) attended for this item. The Committee **considered** an outline proposal for a Professional Practice Masters / LLM in Corporate Practice (UTC.15-16/100). The proposal had been reviewed in advance by Áine Sheil and had her support.

Members of the Committee considered that the unique features of the Professional Practice Masters, specifically students working in student law firms using problem based-learning scenarios, would place the Law School in an advantageous position. Members of the Committee were particularly interested in the assessment via a single corporate portfolio and the way in which students would demonstrate the achievement learning outcomes; it was confirmed that the modular approach would be retained and that students would be required to explicitly bring out the connections between modules and address module learning outcomes via reflective reports within the portfolio.

The Committee **approved** the programme design concept and **endorsed** the Law School's plans to develop a full programme proposal collaboratively with law firms.

### **M15-16/157 York Pedagogy**

The Committee **considered** a progress report on the implementation of the York Pedagogy (UTC.15-16/101).

The Committee:

- **noted** that whilst there was much to celebrate with respect to progress made in implementing the York Pedagogy for undergraduate programmes this should be set against the challenges of implementation including the ambitious timescale and constrained resources;
- **agreed** the recommendations of the Working Group with respect to implementation for PGT programmes (section three of the paper [UTC.15-16/101]);
- **agreed** the process for UTC approval of revised undergraduate programmes in Autumn 2016 (section four of the paper [UTC.15-16/101]).

### **M15-16/158 Learning and Teaching Strategy: Review of Actions in 2015/16**

The Committee **considered** a report (UTC.15-16/102) on progress made in 2015/16 on the action plan arising from the Learning and Teaching Strategy 2015-20. It was **noted** that the review of the roles and clarity of responsibilities of Boards of Study (and their Chairs), Boards of Examiners (and their Chairs) and Teaching Committees (and their Chairs) had yet to begin. The Chair explained that this was because the priority in 2015/16 had been on the role of the Programme Leader given its central place in the roll-out of the York Pedagogy. It was reported that whilst good progress had been made with respect to programme leadership of single subject programmes there was still work to be undertaken with respect to programme leadership for combined programmes.

The Committee **noted** the progress report and that an updated action plan would be presented to UTC's October 2016 meeting.

### **M15-16/159 Introduction of Faculty Learning and Teaching Groups**

The Committee **considered** a report on the introduction of Faculty Learning and Teaching Groups (FLTGs) (UTC.15-16/103) following discussions at its February (M15-16.88 refers) and March (M15-16.110 refers) meetings.

During discussion it was **noted** that:

- careful thought would need to be given with respect to consideration of cross-faculty programmes (financial and market viability of proposed new programmes and modifications of existing programmes). Members considered that cross-faculty programmes should not be subject to a 'higher hurdle' and ownership of such programmes should clearly reside somewhere;
- the introduction of Faculty Learning and Teaching Groups would not impact on the relationship between the ASO and departments; departments would work with their designated Quality Support Officer in the way they always have;
- the International Pathway College does not belong to a Faculty and planning approval for new IPC programmes would be handled by the Programme Management Board;
- for supplementary programmes it had been proposed that both planning and academic approval be the responsibility of UTC. Members expressed the view that, from a quality assurance perspective, planning and pedagogical (that is programme content scrutiny) approval should not be considered by the same committee/body.

It was decided that the Chair of UTC should take these comments forward to University Executive Board.

**Action: Chair of UTC**

The Committee **noted** the introduction of Faculty Learning and Teaching Groups and **agreed** to defer consideration of its own method of working in light of the developments at Faculty level and to allow the new FLTGs to become established in 2016-17.

### **M15-16/160 White Paper: Success as a Knowledge Economy**

The Committee **considered** a briefing report on the White Paper: Success as a Knowledge Economy (UTC.15-16/104).

The paper summarised the key points, which included an overarching emphasis on improving quality through more competition and via the provision of improved information to applicants (including a Teaching Excellence Framework, M15-16/161 refers); the continued use of the UK Quality Code and the FHEQ as a framework of national expectations relating to standards and quality; the establishment of a new Office for Students which will replace HEFCE and OFFA from 2018-19.

The Committee **noted** the White Paper and the work that needed to be undertaken in the coming months to prepare for the Teaching Excellence Framework.

### **M15-16/161 Teaching Excellence Framework: Technical Consultation**

The Committee **considered** a briefing paper on the Teaching Excellence Framework: Technical Consultation (UTC.15-16/105) which included a summary of developments relating to the TEF and a first draft of a University response to the consultation.

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

- the TEF would be heavily reliant on data;
- the roll-out of the York Pedagogy and its central principle of programme design positions the University well in preparation for the TEF;
- technical guidance would be issued in October 2016;
- the current intention was not to have differential fees for different disciplines.

In respect of the University's draft response to the consultation it was **noted** that:

- Q7b: the suggested page limit of 10 with respect to the provider submission might not be enough for providers with complex provision, although it was recognised that a shorter submission might increase the likelihood of it being read by students;
- Q12: members agreed that the proposed descriptions of the different TEF ratings are not useful because words such as 'outstanding' and 'excellent' are not boundary concepts.

## **M15-16/162 Policy on Exceptional Circumstances Affecting Assessment**

Jen Wotherspoon, Pete Quinn and Zoe Devlin attended for this item.

The Committee **considered** a revised proposal for the Policy on Exceptional Circumstances Affecting Assessment (UTC.15-16/106). The initial proposed policy was considered by the Committee at its May meeting (M15-16/131 refers) and was not recommended for approval on the basis of three main concerns raised by members:

- 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, notwithstanding their achievement on the original, damaged assessment, was considered to be too harsh.
- The evidentiary requirements was questioned as being unreasonably demanding.

The proposal was discussed and it was **noted** that:

- references to 'resilience' had been removed;
- 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, notwithstanding their achievement on the original, damaged assessment, had been removed and the current policy reinstated;
- the proposal did not seek to increase the evidentiary requirements but rather sought to make clear to both staff and students what the requirements are;
- the proposal sought to ensure a higher degree of consistency in implementing the policy and to eliminate discretion, and thereby unfairness, in its application as far as possible;
- the requirement that Exceptional Circumstances affecting Assessment Committees should not accept letters that only confirm that a "student reports that" is consistent with current practice operated by Special Cases Committee and that this type of letter does not meet the evidentiary requirements of the current Mitigating Circumstances Policy;
- the University's current policy had been benchmarked against other institutions and it was reported that York's policy was far more flexible resulting in more requests being made and then approved.

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

- the removal of the final paragraph (beginning “We expect our students to conduct themselves as independent adults...”) on page 1;
- addition of “student” in the fourth bullet point on page 4 (“In the event that the professional concerned did not see the student at the time...);
- emphasising “only” in the first row of the evidence table on page 4.

### **M15-16/163 University Regulations**

Jen Wotherspoon and Zoe Devlin attended for this item.

The Committee **considered** a proposal to amend University Regulations (UTC.15-16/107) and a tabled paper which withdrew the proposal to include voluntary work in the work hours restriction in Regulation 6. It was reported that the Regulations had been amended to ensure that they accurately reflect students’ rights and responsibilities and to remove extraneous information and anomalies. It was noted that the Standing Committee on Assessment had considered matters relating to assessment (Regulations 3 and 5) and the Special Cases Committee had considered matters relating to appeals (Regulations 2.8 and 6.7).

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

### **M15-16/164 Student Partnership Agreement**

The Committee **considered** a progress report on the development of a Student Partnership Agreement (UTC.15-16/108).

The University Learning and Teaching Strategy includes the intention to design and implement a student partnership agreement, formerly a ‘student compact’ or ‘student contract’. A UTC working group had been established to develop a student partnership agreement and the framework within which it would operate. The progress of the working group, which included a survey of sector practice and consideration of the underlying principles of the agreement, was **noted**.

During discussion it was **noted** that:

- the phrase “You will participate in the University’s shared commitment to excellence in environmental sustainability” (page 5 of the draft agreement) did not fit well within the section on “Helping great minds thrive” and might be better positioned elsewhere in the agreement;
- the expectations and responsibilities contained within the agreement would need to be given very careful consideration in the context of Competition and Markets Authority guidance.

The Chair explained that it was envisaged that a subsidiary document to support the high level Partnership Agreement, outlining expectations relating to ‘hygiene’ factors such as

feedback turnaround times and contact hours, would be developed. In order to inform the development of such a subsidiary document Boards of Study would be surveyed to ascertain current departmental practice in respect of the hygiene factors.

### **M15-16/165 Degree outcomes report 2014/15**

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

The Committee **considered** a report (UTC.15-16/109) on degree outcomes in 2014/15 comprising (i) undergraduate degree classifications compared with other UK institutions (ii) postgraduate taught outcomes compared with other UK institutions.

It was **noted** that more detailed charts were available as part of the Degree Outcomes Tableau workbooks published to the Management Information Gateway.

The headlines from the undergraduate data are as follows:

- the percentage of good degrees awarded by York dropped by 1.3% percentage points to 80.9% (2013-14: 82.2%);
- the general upward trend among Russell Group institutions continued (up 0.9% percentage points to 82.5%);
- there is considerable variation at departmental level (from 59.8% to 98%).

The headlines from the postgraduate data are as follows:

- the percentage of students who achieved their course aim is unchanged from 2013/14 (87.8%);
- this figure is 1.0 percentage point below the Russell Group average;
- there is considerable variation at departmental level (from 66.7% to 95.9%).

Whilst members of the Committee expressed concern regarding the fall in the percentage of good undergraduate degrees awarded by the University in 2014/15 and by York's position relative to the rest of the Russell Group it was **noted** that the absence of the 'deep analysis' meant that the data was difficult to interpret. During the discussion it was **noted** that whilst the results appeared to be volatile this might be explained by cohort sizes and 'module aggregation' (whereby small differences at the level of the module, when aggregated to the programme level, result in a larger number of borderline cases and thus different classifications if the classification threshold is met).

Whilst the Committee recognised that it had not been possible for the Business Intelligence Unit (BIU) to conduct the 'deep analysis' due to other strategic priorities it nevertheless recommended that, in the light of the headline data, the Chair of UTC explore with the BIU possibilities for further analysis of the data.

**Action: Chair of UTC**

The report would also be considered by University Senate in July 2016.

### **M15-16/166 Anonymous file submission and marking workflow**

Richard Walker and Wayne Britcliffe attended for this item.

The Committee **considered** a report (UTC.15-16/110) from the E-Learning Development Team on progress with the extended rollout and implementation by departments of the electronic submission of student work via the *Yorkshare* virtual learning environment's anonymous file submission and marking workflow. It was reported that departmental adoption of the supported workflow had continued to grow since the initial rollout in 2014/15 and that the study primarily focused on the experiences of the five new departments using anonymous workflow over the Spring Term on 2015/16.

UTC was supportive of the recommendations proposed in the report and considered that the development of institutional policy and guidance on e-submission and marking of student work (recommendation 3.2) should be prioritised.

**Action: Controlled Open Assessments  
Working Group**

### **M15-16/167 Postgraduate Taught External Examiners' Reports 2014/15**

The Committee **considered** a summary report (UTC.15-16/111) of postgraduate external examiners' reports for 2014/15 academic year. The quality of teaching and the calibre of the University's students were praised in many reports. Issues raised by external examiners were, in the main, specific to departments and programmes. The report had previously been considered by SCA at its May meeting and SCA agreed to keep a watching brief in 2016/17 on areas relating to students' skills (particularly language standards).

## **CATEGORY II BUSINESS**

### **M15-16/168 Annual Programme Review 2014/15**

The Committee **received** an update on actions and issues arising from Annual Programme Review 2014/15 (UTC.15-16/112).

### **M15-16/169 Modifications and Withdrawals**

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 4 May and 1 June 2016 (UTC.15-16/113). These were as follows:

#### *Environment*

Approval to replace the Stage 1 'Environmental Field Project' module with two separate field projects: Field Project for Environmental Geography and Environmental Science

programmes and Field Project for Human Geography and Environment, and Environment, Economics and Ecology programmes, with effect from 2016/17.

#### *Health Sciences*

Approval to establish the MNursing (integrated masters) programme as a direct entry route (previously this had only been available via transfer), with effect from 2017/18.

#### *Psychology*

Approval to replace the 10-credit 'Transferable Skills' module with a new 'Research Project' module on Stage 3 of the MPsych programme, with effect from 2016/17.

#### *Politics*

Approval to withdraw the MA in Political and Legal Theory: Toleration from 2018-19. It is noted that Planning Office are in discussion with Politics and the IPC about a possible solution that would allow an earlier withdrawal by offering any applicant places on alternative similar programmes and that UTC will be kept informed of any agreed alternative timescale.

**[Secretary's post-meeting note:** following further discussion with the Planning Office it has been agreed that withdrawal of the programme be from 2017-18].

Approval of a major modification to the MA in Post-war Recovery Studies with effect from the start of the 2016/17 academic year. The programme remains available as a one year full-time or two year part-time award. The modification brings the module structure in line with other masters programmes in the Department, gives a specific title to the Dissertation and reduces the credit value to 60 and introduces a 20c Field Trip module. In approving the modification, the Chair UTC strongly advised the Department to reconsider the structure of the programme for students studying part-time. The Department duly considered alternatives and proposed no change, but agreed that it would discuss alternative options for part-time delivery with individual students should the standard structure prove problematic. The Chair UTC was content with this response.

#### *Management School*

Approval of a change in name, from MA in Management to MSc in Management, to take effect from 2017 entry.

## *Computer Science*

Approval to amend (with effect from 2016/17) the assessment on the Stage 2 'Software Engineering Project' module, to reduce the length of group tasks and to replace the individual report with a 2-hour exam.

Approval to amend the MSc Advanced Computer Science as follows, with effect from 2016/17:

- Removal of the following optional modules: Static Analysis and Verification; Formal Specification; Constraint Programming
- Addition of the following optional modules: Functional Programming Technology; Evolutionary Computation
- Revision of 'Advanced Topics in Interactive Technologies', formerly long-thin, to be Spring-Term only; Service Oriented Architecture to be taught Autumn weeks 7-10 rather than Autumn 2-5

Approval to amend the MSc Computing as follows, with effect from 2016/17:

- Group Project: Computing and IT module increased from 10 to 20 credits
- 'Topics in Privacy and Security' and 'Software Testing' added as core modules
- Removal of the following optional modules (and thus all optionality): Advanced Web Design, Cloud Computing, Formal Specification, Concurrent and Real-Time Programming, Mobile Device Application Development, Static Analysis and Verification, Software Measurement and Testing.
- High Performance Computing moved from Autumn Term weeks 7-10 to Spring Term weeks 2-5; Software Engineering moves from Spring Term weeks 2-5 to Autumn Term weeks 7-10

Approval to amend the MSc Information Technology as follows, with effect from 2016/17:

- Removal of the following core modules: Advanced Web Design, Maths for IT, Systems and Networking
- Addition of the following modules as core: Distributed Performance Computing (a new 10-credit module); Software Testing for IT (a new 10-credit module)
- Group Project: Computing and IT module increased from 10 to 20 credits
- Core modules Computer Systems Architecture moved from Autumn weeks 7-10 to Autumn Weeks 2-5; Software Engineering moved from Spring Term weeks 2-5 to Autumn Term weeks 7-10

## *Computer Science / Philosophy*

Approval to permanently withdraw the BSc / MEng Computer Science / Philosophy programme with immediate effect.

*Mathematics (and combined programmes)*

Approval to modify Stage 2 of programmes involving the Department of Mathematics as follows, with effect from 2017/18 (this represented an update to proposals agreed by UTC at its October 2015 meeting).

- BSc and MMath Mathematics (and Year in Europe variants), BSc Mathematics and Statistics:

In the proposals approved by UTC in October 2015, students were asked to choose one or more of 'Pure', 'Applied', and 'Statistics' streams of Mathematics, each representing 40-credits comprised of multiple modules. These streams have now been repackaged as bigger 40-credit modules, with no loss of content or change to assessment. Thus:

The modules 'Introduction to Group Theory', 'Introduction to Number Theory', 'Geometry' and 'Rings and Fields' (all 10 credits), all part of the 'Pure Stream', replaced by a new 40-credit, year-long module 'Pure Mathematics'.

The modules 'Newtonian Gravity and Special Relativity' (10cr), 'Classical and Quantum Dynamics' (20cr) and 'Waves and Fluids' (10cr), all part of the 'Applied stream', replaced by a new 40-credit, year-long module 'Applied Mathematics'.

The modules 'Statistics I' (10cr), 'Statistics II' (20cr) and 'Applied Probability' (10cr), all part of the 'Probability and Statistics stream', replaced by a new 40-credit, year-long module 'Probability and Statistics'.

Whilst (in the proposals approved in October 2015), BSc / MMath Mathematics students would have been asked to choose two streams, they will now be asked to choose two of these new 40-credit units.

As per the proposals approved in October 2015, BSc Mathematics and Statistics students would have to take 'Probability and Statistics' (40cr) as core, and would be able to choose either 'Applied Mathematics' (40cr) or 'Pure Mathematics' (40cr), in addition to 40 credits of other modules (which remain unchanged).

- BSc Economics and Mathematics; Mathematics and Finance; BSc Actuarial Science (including year in industry variant)

For all these programmes, the core modules 'Applied Probability' (10cr), 'Statistics I' (10cr) and 'Statistics II' (10cr) will be replaced by the new year-long 'Probability and Statistics' (40cr) module as core.

- BSc / MMath Mathematics and Physics (inc. year in Europe variant)

For these programmes, the core modules 'Classical Dynamics' (10cr) and 'Waves and Fluids' (10cr) are to be replaced by a new, 20-credit module called 'Applied Mathematics for Mathematics and Physics' (this encompasses the same content, packaged into a bigger unit).

- BA / BSc Mathematics and Philosophy:

The core modules 'Introduction to Group Theory', 'Introduction to Number Theory', 'Geometry' and 'Rings and Fields' (all 10 credits), all part of the former 'Pure stream', replaced by the new 40-credit, year-long module 'Pure Mathematics'.

- BSc / MMath Mathematics and Computer Science; Computer Science and Mathematics (inc. year in industry etc variants)

The core modules 'Introduction to Group Theory', 'Introduction to Number Theory', 'Geometry' and 'Rings and Fields' (all 10 credits), replaced by the new 40-credit, year-long module 'Pure Mathematics'.

- BA Linguistics and Mathematics:

The modules 'Introduction to Group Theory', 'Rings and Fields', 'Geometry' and 'Introduction to Number Theory' (all 10cr) have been removed. In the proposals approved by UTC in October 2015, these were available in a variety of combinations. These combinations / content has not been lost, but will be packaged differently, as follows:

For all students: Linear Algebra (10cr) remains core. Students can then choose to take any of the following routes in the Mathematics side of the degree:

- The new Pure Mathematics (40cr) module plus Vector Calculus (10cr)
- The new Pure Mathematics (40cr) module plus Mathematical Skills 2: Programming and Recent Advances (10cr)
- Pure Mathematics Option 3 (30cr) (a new module encompassing the content from the former Introduction to Group Theory; Number Theory and Geometry modules), plus Vector Calculus (10cr) and 'Mathematical Skills 2: Programming and Recent Advances' (10cr).

### **M15-16/170 Modifications to Natural Sciences programmes**

The Committee **received** a report on modifications to Natural Sciences programmes approved by Chair's action (UTC.15-16/114).

### **M15-16/171 Validated Provision**

The Committee **received** an update on activities regarding the University's validated partners, the National Science Learning Centre, and the Weald and Downland Open Air Museum (UTC.15-16/115).

### **M15-16/172 Periodic Review Action Plan: English and Related Literature**

The Committee **received** an updated action plan arising from the Periodic Review of the Department of English and Related Literature (UTC.15-16/116).

### **M15-16/173 Standing Committee on Assessment**

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment on 13 May 2016 (UTC.15-16/117).

### **M15-16/174 Distance Learning Forum**

The Committee **noted** that the minutes from the meeting of the Distance Learning Forum held on 17 May 2016 are available at

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

### **M15-16/175 Collaboration**

The Committee **noted** that the Chair had given full approval and signed an agreement for a collaboration between the Department of Economics and Related Studies (DERS) with the School of Economics at Shandong University (SDU), P.R. 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 SDU and the second year on the MSc in DERS, receiving masters awards from both institutions. The collaboration will commence from October 2016.

### **M15-16/175 Dates of Meetings in 2016/17**

It was **noted** that the dates of the 2016/17 meetings were as follows:

- Thursday 6 October 2016, 9.30-12.30 in HG21, Heslington Hall
- Thursday 10 November 2016, 9.30-12.30 in HG21, Heslington Hall
- Thursday 8 December 2016, 9.30-12.30 in HG21, Heslington Hall
- Thursday 9 February 2017, 9.30-12.30 in HG21, Heslington Hall
- Thursday 16 March 2017, 9.30-12.30 in HG15, Heslington Hall
- Friday 19 May 2017, 9.30-12.30 in HG21, Heslington Hall
- Thursday 22 June 2017, 9.30-12.30 in HG21, Heslington Hall