

UNIVERSITY OF YORK

UNIVERSITY OF HULL

HULL YORK MEDICAL SCHOOL

JOINT SENATE COMMITTEE

Minutes of the meeting held on 30<sup>th</sup> June 2020

**PART A: UNRESERVED BUSINESS – CATEGORY I**

**19-20/49 Attendance and apologies**

For a list of attendees and apologies, please see Annex A.

The Chair welcomed the Committee and thanked all for attending. The Chair particularly welcomed those observing the meeting, ahead of joining HJSC in the new academic year. The Committee gave its appreciation to those members attending their final meeting, including Professor Robinson who leaves the role of PVC Teaching, Learning and Students at York and who has provided considerable leadership to the Committee and support to the School in two terms as Chair and as Deputy Chair. Also, to Professor Veysey and Mr Busby who would be leaving the School in the summer and Professor Finn who had been Acting Chair of the Postgraduate Programmes Board.

**19-20/50 Minutes 20 April 2020**

The minutes of the meeting held on 20<sup>th</sup> April 2020 (enclosure HJSC.19-20.39) were reviewed and **approved** as a true and accurate record of the meeting.

**19-20/51 Matters arising**

The Committee received a list of matters arising (HJSC.19-20.40). It was **noted** that:

- a) Re M19-20/24 – York Senate 5th May 2020 approved revised wording of the Committee's Term of Reference 10, previously by Hull Senate's Chair's Action 12 February 2020.

- b) Re M19-20/37 and as follows M18-19/69 etc. – The Chair of Board of Studies asked to withdraw the Committee’s approval to introduce Annualised Clinical Placements at the present time, due to the MB BS programme Covid-19 recovery requiring the flexibility that shorter placements in clinical location offered. The Chair of Board of Studies informed the Committee that a new proposal would be developed in due course and submitted for HJSC consideration. The Committee supported the request, closing the action.
- c) Re M19-20/38.b and as follows M19-20/21 and M19-20/03.c – The Chair of Board of Studies held a meeting with the Deputy MB BS Programme Director, MedSoc Committee members and sub-society presidents and which discussed:
- New medical societies formation of the societies under the Unions;
  - Funding in line with the growing student population;
  - Proposing a Societies Officer to join both of the Unions committees;
  - Improvements to engagement with the Phase II Medical Students;
  - Sub-society awards.

Actions were agreed, including a further meeting between the Students’ Unions and MedSoc presidents to create some level of unified structure in the best interest of student societies. The next meeting was to be confirmed. Further drafting and discussion of the *Code of Practice on Student Representation* had also been ongoing with insight provided by York GSA. The Deputy Dean would now be leading on this work and would provide an update to the Committee’s next meeting.

**Action: Deputy Dean**

- d) Re M19-20/38.g and as follows M19-20/28 – The Chair of Board of Studies had informed the Committee that the revisions to the *Policy on Mitigating and Exceptional Circumstances Affecting Assessment and Examination* had been delayed. The requested amendments had been approved by the Board of Studies 15th June 2020. (HJSC had agreed that the final version of the Code, incorporating revisions suggested could be published without need for further HJSC sign-off).

**19-20/52      To receive a report of Chair’s Actions undertaken since the last meeting**

The Committee received a list of Chair’s Action approvals (HJSC.19-20.41) since the last meeting. The Chair had **approved**:

- i.      Modifications to the MSc in Clinical Anatomy and Clinical Anatomy and Education to improve clarity as to what is required of students to complete the Portfolio assessment on three core modules: Clinical Anatomy of the Head and Neck, Clinical Anatomy of the Limbs and Spine and Clinical Anatomy of the Trunk. This particularly concerned splitting the Portfolio assessment into a Reflective Learning Portfolio and a Clinical Anatomy Essay and setting their

weighting (30% for the clinical anatomy essay, 15% for the reflective aspect). The type of assessment used on the modules would remain the same, with simply the way they would be presented to students amended. Additionally, submissions for two core modules in term 2 with the same assessment deadline were amended to ease pressure on students. This also introduced a mid-term assessment of students' anatomical knowledge advocated for by the external examiner. Wording around the specific requirements for the reflective component had also been adjusted to better match the instructions given to students.

- ii. Amendments to the management of student fitness to practise cases as part of the emergency contingency in response to the COVID-19 situation. Due to the current situation it would not be possible to convene face-to-face hearing panels as set out in the *Code of Practice on Student Fitness to Practise*. Being in good standing with the Fitness to Practise Committee is a requirement of graduation and a number of students in years 4 and 5 of the MB BS Programme had outstanding fitness to practise matters awaiting investigation or panel hearings at the time of the proposal. Following thorough evaluation, the Chair was satisfied with the School's risk-and-benefit approach and suggested measures.
- iii. A recommendation from the York Head of the Academic Quality Team, Hull Head of Quality and HYMS Academic Programmes Manager for how to include in both Universities' *Degree Outcomes Statements* a consistent statement relating to the level 6 HYMS intercalating programmes. On the basis of the small numbers of awards over several years, which make it impossible to see trends, the following statement will be included in the Universities' *Degree Outcomes Statements*:

“All Hull York Medical School (HYMS) programmes are awarded jointly by the Universities of Hull and York; a distinct quality and standards framework, overseen by the HYMS Joint Senate Committee, governs HYMS provision. Whilst this framework is distinct, the processes for securing standards and for the assurance and enhancement of quality, are comparable to those articulated within the Degree Outcomes Statements of the Universities of Hull and York”.
- iv. An amendment to *COVID-19 Alterations Contingency Plan for MB BS Assessment* with regard to the year 5 MB BS OSLEP resit. It was originally hoped that these would be conducted in a face-to-face format as close to the normal delivery of the assessment as possible. However, due to the continuation of strict social distancing practices, approval was given to modify the assessment to an online, recorded Case Based Discussion to cover those areas of the assessment in which the candidates were required to demonstrate their competency.
- v. An amendment to *COVID-19 Alterations Contingency Plan for the Gateway to Medicine Programme (GWY) Assessment* to amend the assessment for Human Biology II. The modification altered the formative assessment format to weekly quizzes following student feedback that they had struggled to effectively start their learning on the delayed module. Further, the conditions of the online exam were amended to a 2.5 hour exam with flexible start time instead of the original 8 hour window in which to complete the exam. The School had been concerned that a longer time period could risk the occurrence of inappropriate

communication between students about examination questions and give too much time to research answers.

- vi. Amendments to the *Code of Practice on Fitness to Study* following the decision by HJSC (M18-19/71 refers) to establish the Academic Cases Committee (ACC) with the remit for fitness to study and academic misconduct, to ensure the Code reflects the new responsibility of the ACC and the resulting minor changes in process.
- vii. Amendment to *COVID-19 Contingency Plans for Fitness to Practise (FtP), Fitness to Study (FtS), and Academic Misconduct Investigations and Panel Hearings* to be inclusive of non-MB BS programmes where FtP is a requirement, and to document the process for managing cases of FtS and academic misconduct for all students. Cases of FtS and academic misconduct would be managed in the same way as the process previously agreed for FtP, with consideration given to the stage of the programme the student was at and whether graduation decisions were required. Where possible, progression would be approved, with final decisions pending the outcome of cases it was not possible or desirable to process through investigations or hearings conducted virtually. The virtual process of investigation and hearings for FtP would also be used for FtS and academic misconduct cases.
- viii. Following conversations with the School and York Academic Support Office, the recommendation that the periodic review of HYMS originally scheduled for 30th April 2020 and postponed due to the COVID-19 situation, be postponed for up to 12 months from the original date. A new date would be agreed in due course. This would allow for a decision to be taken once a clearer picture had emerged in terms of degrees of social distancing required and what campus-based activity was in operation. The Secretary HJSC as also Secretary of the Review Panel had informed the panel members of this decision.
- ix. Amendments to the *Regulations for MPhil and PhD by Thesis* to more easily facilitate the approval of four-year PhD programmes and to make minor amendments to ensure the Regulations are up to date in terms of references to related policies, codes of practice etc. The decision also followed the decision (M19-20/39.ii refers) to provide for HYMS' inclusion in the York Biomedical Research Institute's interdisciplinary four-year PhD programme. (At the time of the meeting, the interdisciplinary PhD was progressing through the York programme approval process).
- x. *COVID-19 Contingency Plan* to protect academic achievements in PGT programmes as part of the emergency contingency in response to the COVID-19 situation. The temporary changes would apply to Hull York Medical School Postgraduate Taught students registered for modules taken in 2019/20. Decisions on awards would be made in alignment with the University of York contingency policy. The measures amended section 27 of the *Regulations for Taught Postgraduate Certificates, Postgraduate Diplomas and Master's Degrees* and had the effect that rather than requiring both Independent Study Module and average of taught components to be above a stated figure for the award of distinction or merit, either Independent Study Module or the weighted average of the taught component marks would need to be above the stated figure. In addition, the Postgraduate Board of Examiners would consider module impact statements documenting and explaining changes made to teaching

and assessment because of COVID-19 (concordant with QAA's *COVID-19 Thematic Guidance: Securing academic standard and supporting student achievement*), which would ensure that the PG Board of Examiners would be fully-informed about changes made and able to consider any anomalies in a student's performance. Also, a statement on students' transcripts would be issued to students summarising the modifications made to the criteria for the award and differentiating between 'no detriment' and 'protecting academic achievement' approaches (noting a 'protecting academic achievement' approach was taken).

- xi. Final revisions to the MSc in Human Anatomy and Evolution to address the Committee's conditions of approval agreed 20th April 2020 (M19-20/43 refers).
- xii. The Postgraduate Taught External Examiners reports (2018/19) table of issues and the responses by the School, to close the reporting and feedback loop. The Chair was satisfied with the School's approaches to address the examiners' issues and questions.
- xiii. Modifications to the MSc in Physician Associate Studies from 2020/21 to remove two University of Hull modules and replace them with bespoke versions of modules used on the MSc in Pharmacology and Drug Development (to be called: Foundations of Pharmacology for Health Professionals and Therapeutics for Healthcare Professionals). The new modules differing in assessment, which had been tailored to the needs of Physician Associates. The approval followed the Committee's consideration of the full proposals by correspondence.

*Secretary's Note:* Shortly after circulation of the papers, the Chair also approved amendments to:

- The MB BS Phase II *Scholarship and Special Interest Programme (SSIP)* (M19-20/38e refers) to be implemented in 2020/21 affecting students in year three and 2021/22 for students in year four.
- The Gateway to Medicine Programme for implementation in 2020/21 and including renaming Study Skills as Medical Scholarship and Health, Society and the NHS as Health and Society. Also to make minor amendments to module learning outcomes, assessment tasks and weightings and the breakdown of notional hours of student work.

### **19-20/53      To receive an oral report from the student representatives**

a) The HUU President of Education informed the Committee that he had recently supported the induction of the new Union presidents team, had been involved in a lot of Black Lives Matter events and been developing welcome and induction activities for the start of the new year. In the current climate he was also looking at how to represent students effectively as locations and modes of study were being adapted.

b) The Academic Officer, YUSU informed the Committee that she had been involved in YUSU Black Lives Matter events and an anti-racist forum. She thanked the Committee for their support during her term in office.

c) The VP Academic, GSA informed the Committee that the GSA had held its elections recently and that the current sabbatical team were re-elected. Also, that they are working on postgraduate welcome and inductions.

d) The Chair of the Student Staff Committee informed the Committee that the last Student Staff Committee of the year had been held and that student representatives were considering how to improve student representation in the coming year.

The Chair thanked the student representatives for their support during unprecedented times and for the contributions and perspectives they brought to the committee.

**19-20/54        To discuss a written report from the Dean of HYMS and to consider the *MB BS Revised Curriculum 2020-2021***

- a) The Dean introduced her report (HJSC.19-20.42a) and drew the Committee's attention to:
- i. The planning underway for the new academic year in the Covid-19 context, of the focus on how students and staff will experience study and work and of the support they will need. As part of this planning the School is working closely with the Universities for the return to campuses and to ensuring arrangements at both sites are broadly similar, especially for Phase I MB BS students who are based on campus. This close liaison aimed to maintain the high-level of equivalency in the educational experience HYMS' offered across sites.
  - ii. Plans for 2020/21 for MB BS curriculum recovery and the document (HJSC.19-20.42b) produced for internal planning purposes, which was shared with HJSC to demonstrate the School's focus on risk identification and management. The work to ensure the MB BS curriculum was sound for 2020/21 was continuing apace within the wider dynamic context.
  - iii. The forthcoming National Student Survey results which were now due for release by the Office for Students on 15<sup>th</sup> July and to the work that had been undertaken to respond to the 2019 survey results.
  - iv. Progress in student recruitment and admissions and the expectation that the School would recruit a full cohort in this challenging year for all medical schools.
  - v. The strategic plan that had been discussed at the March Strategic Planning Group before being paused due to Covid-19. The work to develop the strategy would be restarted ahead of the November Strategic Planning Group.
  - vi. The considerable work to monitor and promote staff wellbeing over recent months and which had been well received.

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

- i. Curriculum development would need to ensure Office for Students and Competition and Markets Authority expectations for communicating information to students were being met.

The Committee was assured that in taking high-level operational responses to the situation the School is very mindful of these obligations and to proposing reasonable operational solutions. In communicating to students and staff the School was reinforcing the message that the overall aim of the programme and what students will graduate able to do will not be changing, though circumstances have required some change in how teaching to these outcomes is delivered. As an example of the approach being taken, the Committee was informed that the School is mindful of the need to ensure online learning materials are fully accessible and that staff were liaising with University colleagues to develop resources.

- ii. The School was mindful of the need to ensure international students studying remotely would have appropriate access to synchronous and asynchronous online learning experiences to ensure they could engage effectively with their programmes.
- iii. There was some uncertainty as to what financial assistance international postgraduate research students could access and that some international students were being particularly hard hit by the Covid-19 crisis. However, the Committee was informed that all research students were sent information as was available and that the postgraduate team had held conversations with all year 3 students and surveyed the cohort to determine support needs. Though early responses to Covid-19 had focused on taught students, the Committee was assured that research student needs had also been attended to. However, it was appreciated that the situation for research and international students particularly would need monitoring closely, including to facilitate the smooth return to study of those students that had taken leave of absence during the crisis.
- iv. To respond to the Covid-19 situation the School had drawn on the Universities' guidance and received their support. It was recognised that the situation was highly unusual and fast-changing and so had not been without challenge, but overall HYMS had managed well and with University support.
- v. With regard to HYMS' response to the Black Lives Matter agenda, that work was needed to explore how to decolonise the curriculum. It was suggested that this should extend beyond ensuring marketing and learning resources are inclusive of diverse identities and authors, to critically examine how to provide an anti-racist, inclusive curriculum that challenged problematic techniques and interventions normalised in medicine and science. The Committee was informed that such work was in the early stages in the School after initial responses to student concerns, and discussions with student groups. Work would review curriculum content, learning outcomes, placement experiences, bystander workshops and communication skills teaching. The School was looking at what quick wins could be achieved, but also at what longer-term measures would need careful planning to implement them effectively. The School's Equality, Diversity and Inclusion team had begun examining proposals for changes and bringing people together, but the overall approach would be one of embedding responsibility for inclusion within programme management teams as well to ensure measures taken were sustainable and owned by programmes. The Deputy Dean offered to discuss the issues further with the HUU President Education.

- vi. The School's strategy had been developed to align as far as possible to the Universities' confirmed or expected strategic directions, with an emphasis more on educational aspects than research ones.
  
- b) The Committee **considered and approved** the principles of the *MB BS Revised Curriculum 2020-2021* (HJSC.19-20.42b), with particular focus on risks and high-level thinking on their mitigation

Dr Paul Docherty the Deputy MB BS Programme Director joined the meeting for **consideration** of the *MB BS Revised Curriculum 2020-2021* (HJSC.19-20.42b).

The Committee focused its attention on the high-level strategic thinking appropriate for maintaining quality and standards, with the School attending to the operational matters. The Committee supported the School's aim to progress students to their intended end point, albeit with adaptations to the structure and delivery of teaching necessary in the circumstances. Care had been taken to assess risks and to best support students in vulnerable groups in terms of (re)entering clinical settings. The focus was on Phase III and year five students would return to placements ahead of year four and then year three, enabling NHS partners to integrate the trainees. Plans were being made to balance teaching online with opportunities for face to face teaching wherever possible. GP placements would also be face to face where possible and online where necessary.

Student safety was a key consideration for plans and the Committee was informed that the School believed NHS partners, who had responsibility for providing personal protective equipment to students on placement, would have sufficient supplies so that students' safety would not be compromised.

The Committee was informed that students on the pilot Longitudinal Integrated Clerkship (LIC) had received a positive experience and that the integrated nature of their placement actually meant they were in a strong position to start Phase III with fewer gaps in teaching to fill than those on traditional block rotations. The LIC would continue in 2020/21 with a new, still small, group of year four students. All year five students would receive additional supervision to support them individually to identify any gaps in knowledge to be filled through bespoke activity. Further national guidance about how the National Prescribing Safety assessment was awaited after which plans would be made to ensure students could undertake this essential graduation requirement.

#### **19-20/55 To discuss the updated MB BS and Postgraduate Action Plans 2019-20**

The Committee **discussed** the updated MB BS and Postgraduate Action Plans 2019-20 (HJSC.19-20.43a-b).

The Chair of the Board of Studies informed the Committee about progress towards the MB BS and postgraduate action plans (HJSC.19-20.43a-b). Most areas of the MB BS plans had made good

progress despite the Covid-19 situation, but review of the assessment practices had been most impacted upon and would be returned to as soon as possible. There had also been necessary delays in developing the 'One School' ethos as envisaged, though some elements of tutor training had happened. However, the focus had needed to turn to communicating essential information to staff about contingency arrangements. Some projects had also been designed to last over two years. The Chair of the Board of Studies was pleased with the overall progress made and initial student feedback received at School committees. HJSC was also reminded that when National Student Survey results were released mid-July, that a new action planning cycle would be developed and submitted to the Committee's next meeting.

The postgraduate action plan included fewer points and the Committee had no concerns. It was **noted** that the University of Hull had received the Postgraduate Research Student Survey (PRES) results and shared these with HYMS. The HYMS response rate had been approximately 20%. Analysis and response to the results would fall under the remit of the recently appointed Academic Lead for Academic Programme Quality Assurance. The GSA representative offered to share with the HYMS its strategies for promoting student engagement with surveys such as PRES.

#### **19-20/56 To consider a proposed new programme: MSc in Pharmacology and Education**

The Committee **considered** a proposed new programme MSc in Pharmacology and Education (HJSC.19-20.44a-k) to start in 2021/22. The programme would be offered full-time and part-time over two years. It included the lower exit awards for Postgraduate Diploma in Pharmacology and Education (120 credits) and Postgraduate Certificate in Pharmacology and Education (60 credits). The Programme included entirely existing modules from the MSc in Pharmacology and Drug Development (PDD) and MSc in Health Professions Education (HPE). It would be delivered principally at the University of Hull with some delivery on HPE modules at the University of York.

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

- The proposal had been discussed extensively in the School and that it built on the existing model of the MSc in Clinical Anatomy and Education. It provided those studying/ working in Pharmacology wanting to teach in that area the opportunity to develop the necessary skills, and for those with educational interests to consider their applications in Pharmacology.
- The Programme Director had responded to the York Quality Support Officer's feedback ahead of the meeting, which the Chair of the Board of Studies shared with the Committee.
- The programme team aspired to obtaining Advance HE accreditation, but that it was unclear if the accreditation scheme placed any limits or additional costs on international students wanting to apply for recognition. The programme team had discussed the programme with the York Academic Practice Team through which Advance HE accreditation is administered.
- The proposal was not to require students to undertake a dissertation that combined Pharmacology and Education sub-disciplines, which it was felt missed a valuable opportunity to connect the two subjects in such a way as to provide programme coherence and a capstone feature of the degree. The Programme Director's preference was to strongly encourage students to combine the subjects in their dissertation, but not to require it. This

would also have the benefit of enabling the School to more effectively allocate supervisors and resource the dissertations, which would be more difficult if supervisors would need specialist Pharmacology and Education experience.

- The title of the Postgraduate Certificate in Pharmacology and Education could be potentially misleading where graduates would obtain 60 credits balanced 20 to 40 in one of other of the subjects.

The Committee **approved** the programme with the conditions that:

- The dissertation module required some degree of combination of both Pharmacology and Education to ensure that the programme learning outcomes within this specialist subject areas would be met. The Committee was satisfied that this condition should still provide flexibility and an opportunity to focus more on one or other of the subject areas.
- Two postgraduate certificates be available and awarded based on the subject that formed the majority of the 60 credits achieved. The awards to be titled: Postgraduate Certificate in Pharmacology with Education and Postgraduate Certificate in Education with Pharmacology.

Furthermore, the Committee recommended that:

- The School considers carefully how the dissertation module is resourced to meet its intended outcomes for students on all programmes using the module.
- The Programme Director clarifies the eligibility and costs for international students wanting to obtain Advance HE accreditation.

**Action: Chair of the Board of Studies**

#### **19-20/57      To consider proposed modification to the MSc in Clinical Anatomy/ Clinical Anatomy and Education**

The Committee **considered** a major modification to the MSc in Clinical Anatomy/ Clinical Anatomy and Education (HJSC.19-20.45a-m) to be implemented in 2021/22. The key goals of the proposals were to: 1. Rearrange the core modules to support non-medical students' transition into anatomical studies; 2. Bring the assessment load of core modules into line with the assessment of other 20-credit HYMS modules; 3. Increase anatomical content in the programme; 4. Streamline and balance by term the module offerings (eg. remove Human Anatomy and Evolution modules) and make all taught modules 20-credits; 5. Reduce the need for students to regularly travel to York; 6. Limit University of Hull modules that had proven unviable.

The proposal also included introducing a novel compensation allowance in 2020/21 whereby compensation would be allowed in one of the three core anatomy module provided that the other two core modules were passed successfully. This and other proposed changes had been informed by the concerns raised by the External Examiner.

Three new modules would be introduced as part of the proposal: Radiological Anatomy; Embryology and Clinical Neuroanatomy; and Educational Research. The former two would be 20 credit revisions of previous 10 credit modules, with additional content.

During the discussion it was **noted** that the proposal had received extensive discussion in the School and that it provided a coherent change in the programme that addressed a number of issues identified by various stakeholders.

The Committee **approved** the introduction of the compensation rule for students starting the programme in 2020/21.

The Committee also **approved** the full set of modifications for introduction in 2021/22.

**19-20/58      To consider a proposed revised *Code of Practice on Assessment and Examination for MB BS* to incorporate as an appendix the *Criteria for Degree of MB BS with Honours from 2019/20* revised to introduce a new Generalised Scheme E.**

The Deputy Chair of the Board of Studies joined the meeting for this item.

The Committee **considered** proposed revisions to the *Code of Practice on Assessment and Examination for MB BS*, including to incorporate as an appendix the *Criteria for Degree of MB BS with Honours from 2019/20*, itself revised to introduce a new Generalised Scheme E (HJSC.19-20.46a-c). The proposals brought into the Code of Practice the penalties for late submission that existed already, but were documented elsewhere. Significantly, the proposals would also remove sequential assessment of clinical skills in 2020/21 from all but year four. The change would reduce the overall assessment load where it had been determined additional clinical assessment stations were superfluous when assuring academic standards and the reliability of assessments. It was proposed that it would be sufficient to have a smaller number of clinical assessment stations, with a reassessment opportunity in the event of failure at the first attempt. The Committee **noted** that sequential assessment would remain in place in 2020/21 for year four as it was not possible to organise reassessment opportunities without impacting on the year five structure. Students in 2020/21 failing part one and part two of the sequential assessment would continue to have the opportunity to retake year four, as is current practice. In due course, proposals would be made to amend the year five structure and to align the year four assessment regime with other years.

The Committee also **noted** that the *Criteria for Degree of MB BS with Honours from 2019/20* had hitherto been located outside of the Code of Practice and that appending it to the Code would make the classification system more transparent. The addition of a new Generalised Scheme E would enable the School to continue to calculate awards with honours where the numbers of eligible assessment events varied through use of a more flexible formula than had been the case to date, and which had over the years necessitated the introduction of the earlier scheme iterations.

During the discussion it was **noted** that from these initial steps, longer-term work was underway to revise MB BS assessments to make them robust, but streamlined. Further proposals, developed with students, to reduce the written examination load would be brought to HJSC in due course.

The Committee **approved** the proposal with the recommendation that the final version of the Code of Practice was made as accessible and user-friendly to students as possible, for example by providing hyperlinks to other cited policies and regulations.

#### **19-20/59      Dates of meetings in 2020-21**

The Committee **noted** the dates for the meetings of the next academic year:

- Wednesday 4th November 2020, 14:00-16:00, Room AMS/225 HYMS, York/ 1st Floor Meeting Room Loxley, Hull
- Thursday 28th January 2021, 14:00-16:00, Room AMS/225 HYMS, York/ 1st Floor Meeting Room Loxley, Hull
- Wednesday 14th April 2021, 11:00-13:00, Room AMS/225 HYMS, York/ 1st Floor Meeting Room Loxley, Hull
- Wednesday 30th June 2021, 10:00-12:00, Room AMS/225 HYMS, York/ 1st Floor Meeting Room Loxley, Hull.

#### **ANNEX A: Attendees of the Unreserved Agenda**

##### **Members**

Professor Rebecca Huxley-Binns (Chair, PVC Hull)  
Professor John Robinson (Deputy Chair, PVC York)  
Professor Tracy Lightfoot (Teaching Committee, York)  
Dr Barry Lee (Teaching Committee, York)  
Dr Jacquie White (Senate, Hull)  
Mr Colin Johnson (Education Committee, Hull)  
Dr Lesley Morrell (Education Committee, Hull)  
Professor Stephen Smith (Senate, York)  
Professor Martin Veysey (Chair of Board of Studies and MB BS Programme Director, HYMS)  
Professor Una Macleod (Dean, HYMS)  
Professor Matthew Morgan (Deputy Dean, HYMS)  
Miss Giang Nguyen (Academic Officer, YUSU)\*  
Miss Hannah Mullins (Chair Student Staff Committee, HYMS)\*  
Miss Jane Baston (Vice President Academic, Graduate Students' Association)\*  
Mr Orduen Nguper Simeon (President Education, HUU)\*

##### **In attendance**

Dr Adrian Lee (Secretary, York)  
Mr Nigel Dandy (Head of Academic Support Office, York)  
Mr John Busby (COO, HYMS)  
Dr Lina Gega (Incoming Chair of Postgraduate Programmes Board, HYMS)  
Dr Victoria Allgar (Incoming Chair of Board of Studies, HYMS)

Dr Paul Docherty (Interim MB BS Programme Director, HYMS) – for items M19-20/54 and M19-20/55

Dr Jimmie Leppink (Deputy Chair of Board of Studies, HYMS) – for item M19-20/58

Mr Matt Johnstone (Incoming Academic Officer YUSU)\*

Mr Ollie Simmonds (Incoming Chair of the Student Staff Committee, HYMS)\*

**Apologies**

Mrs Lisa Tees (Academic Quality Manager, Hull)

Dr Sarah-Louise Jones (Senate, Hull)

Professor Brian Fulton (Dean of Sciences, York)

Members marked with a \* do not attend for reserved business.