

**Faculty of Humanities
Programme Approvals Subcommittee**

**Confirmed Minutes of the meeting held on
Wednesday 19th October 2016 in Ken Kitchen Committee Room, John Owens Building**

Present: Fiona Smyth - FS, Associate Dean for Teaching, Learning & Students (Chair), Carol Rowlinson - CR(Faculty), Mark Baker – MB (SEED), Ken Clark – KC (SoSS), Liam Harte – LH (SALC), Kieron Flanagan (AMBS), David Brown - DB (SALC), Nicola Lord – NL (TLO), Emma Sanders – ES (TLO), Rachel Walton – RW (T&LO * Secretary), Lisa McAleese – LMc (TLO)

By Invitation: David Spendlove, Louisa Dawes, Xavier Duran Martinez , Anke Bernau, Michael Wigglesworth, Howard Booth

1. Apologies for absence

Received: Becki Bennett, Laura Tatham

2. Minutes of the last Meeting

Agreed: The minutes were agreed as an accurate record with the following additions required from NL

Clarification that the programme amendment (item 5.4) was the proposal to introduce 3 new pathways incorporating Social Statistics within the BA (Hons) Economics and Social Studies programme.

Action: RW to add a Secretary's note to the minutes clarifying this and to ensure the correct programme titles are recorded in the minutes as per the Chairs Action forms subsequently submitted for approval.

3. Matters Arising from the Minutes

Reported: There were no matters arising

4. Terms of Reference

Reported The terms of reference were presented to the committee for approval.

Discussed: ES queried point 4 'To consider the overview reports provided for the meetings and provide comment and advice where necessary'.

It was noted that previously the Terms of Reference for PASC were incorporated into the Humanities Teaching and Learning Committee (HTLC) Terms of Reference, as PASC is a sub-committee reporting directly into HTLC. As the number of sub committees has increased the need for separate Terms of Reference has arisen which is why they being tabled here for approval.

It was agreed that this item referred to reports that would normally be considered by HTLC and therefore can be removed from the PASC Terms of Reference

Action: RW to remove point 4 from the Terms of Reference

Discussed: FS explained to the members that since the last meeting of the committee, discussions had taken place as to how to streamline the paperwork and the process of approving new programmes and amendments to ensure that the committee was as effective as possible and that paperwork is scrutinised efficiently. It is therefore being proposed that no paperwork will be allowed to come to committee unless it is complete, which means it must include all the relevant signatures on all the required forms.

It was agreed by the committee that this would be an effective course of action. FS therefore pointed out the Teaching and Learning Directors would be required to feed this back to their Schools and ensure that this was carried out.

Action: T&L Directors to ensure that their Schools are aware that all new programme proposals and any programme amendments can only be submitted to PASC where there is a full set of paperwork having undergone the correct process for approval at School level and gaining all the required signatures.

5. NPP1 Programme Approvals “in principle

5.1) Teach First – PGDE (MIE) – David Spendlove

Reported: The University of Manchester, and more specifically the Institute of Education have been working with Teach First for 10 years to offer a 1 year PGCE programme. Teach First provide students (referred to as trainees) to schools in the most disadvantaged areas. Trainees are employed by the host school alongside being a student at the University of Manchester. As the current contract is now ending, Teach First have decided to move away from their current 1 year PGCE programme to a 2 year Postgraduate Diploma in Education (PGDE). This has been backed up by research carried out by Teach First that showed that the longer trainees spent in training the higher the quality of teacher they become.

This proposal is therefore in line with the new contract that MIE successfully bid for to work with Teach First, alongside 6 other institutions, providing trainees for the North West. The proposal is to move from a 1 year 60 PGCE programme to a 2 year, 120 credit PGDE of 4 x 30 credit modules.

Discussed: It was questioned as to why the programme was to be a 2 year one and what the benefit would therefore be to the student when the PGDE programmes offered elsewhere are only for 1 year.

MIE reported that with the Teach First programmes, students do not technically apply to study at Manchester, they apply to Teach First directly as it is also a leadership programme which attracts the top 20% of graduates who may also want to develop outside of teaching. Teach First then place students within the schools to study the practical element and the institutions to study the academic element. With this in mind, it is argued by MIE that a 1 year PGDE is not viewed favourably within the profession as it is very difficult to do the required standard of work within 1 year. What will also make the 2 year programme viewed more favourably, is that this proposal will be a Teach First package that also offers a leadership development programme. It is expected that this programme will therefore pull through the 50% of students who go on to study the current MA Education programme, as this is eventually to be withdrawn.

Additionally, MIE note that Teach First itself carries a level of kudos and the qualification and training carried out as part of the Teach First programme is attractive to schools as it provides the higher calibre of students required, therefore the 2 year programme provides trainees with even more status.

Reputational Risk

Is there a reputational risk to the University as this programme requires 2 years of study in differing volumes (full time in year 1 and part time in year 2) and Manchester will be the only institution offering a 2 year programme.

Teach First is a very different training programme to the standard PGCE routes, as Teach First place a very high emphasis on providing quality trainees who have trained in challenging environments and it is therefore well recognised within the profession. Further MIE argue that as the programme is backed by the DfE, there is more reputational risk to the University if they are not involved.

Fees

It was noted by the Committee that the fees agreed, which cover the 2 years, are quite low given the amount of contact time and the intensity of the programme. MIE and the Faculty Accountant have had lengthy discussions with Teach First regarding the fees and the University have secured the best outcome they could. RW confirmed that financial approval has been given by the Faculty Accountant and MIE further confirmed that the Head of School has approved the programme

Impact on other Programmes within MIE

The Committee wanted MIE to expand on earlier comments made regarding the potential withdrawal of the MA Education programme and if there would be any additional impact on further Masters programmes by offering this 2 year route. MIE pointed out that the MA Education is currently funded by Teach First as part of the current contract and therefore when this ends, this funding will no longer be available for the MA programme as it will be incorporated into the 2 year PGDE, hence the withdrawal. There is the potential in the future to develop a further Masters programme however this is not up for discussion currently.

Retention

The programme will offer exit awards in year 1 of the following:

QTS Only

PGCE (not QTS)

PGCE with QTS

It was therefore questioned as to how students would be retained onto year 2, given that the professional standard for qualified teachers is PGCE with QTS?

MIE pointed out the retention rates from year 1 to year 2 on the current funded Masters programme is 93% and it is expected that this would be as high if not higher for the PGDE. Additionally MIE note that students who do exit the current MA programme do so for personal reasons. Measures will be put in place to aid retention to the PGDE notably continued use of the current academic advisor system which works very well and it also expected that the amount of academic content in year 2 which will keep students involved. The exit awards are required for those students who have to leave the programme due to circumstances beyond their control. Additionally the 2 years fees are paid upfront by Teach First offering a further incentive to stay.

Programme Structure and delivery

The Committee questioned the requirements of the residential unit (unit 1a in the Programme Specification), as this is non-credit bearing yet compulsory. There was concern that this could cause problems if a student chose to appeal against any element of the programme.

This unit is linked to the QTS requirements of the programme as it provides accumulative evidence which is then presented to the DfE as part of the recommendation for QTS. Historically, there has never been an issue with students attending the residential as it has always existed, and it is expected that students do attend as it is part of the contract they sign when they are recruited by

Teach First.

ES queried how this programme will be set up in CS given that it is to be delivered on both a full time and part time basis. This has not been looked into, however RW will liaise with student systems to see how this can be facilitated.

Action: RW to liaise with Student Systems as to the set-up of the PGDE within Campus Solutions.

Discussed: The award of PGDE is a new award and is not currently offered by the University. It is noted that this will be required to go to Senate for approval.

MIE were concerned that this could be a problem as the requirement of the new contact is that the new award and programme is validated by January. FS agreed to speak directly to Clive Agnew regarding this and RW will liaise with Louise Walmsley and Lisa Carter to ensure the paperwork is submitted to Senate in time.

Action: RW to contact Louise Walmsley and FS to speak to Clive Agnew to ensure the paperwork is submitted to Senate in line with the January deadline from Teach First.

Agreed: The programmes were APPROVED subject to Senate approval of the new award.

5.2) This item was removed from the agenda prior to the meeting

5.3) MA English and American Studies (SALC) – Anke Bernau

Reported: This NPP1 is a new MA in English and American Studies presented for approval following a review of the PGT portfolio in English and American Studies and Creative Writing (EAC). During this review it was identified that as recruitment to the programmes in EAC continues to grow students are becoming increasingly more attracted to American Studies, as evidenced by the success of the undergraduate programme. By creating this new MA programme, EAC will build on its strengths at undergraduate level by allowing students on the UG programme to build on the knowledge already gained, whilst also offering students from different UG programmes the opportunity to diversify and deepen their existing knowledge of English and American Studies.

The programme will be re-shaped and units will be team taught and cross-listed with other relevant programmes in order to build on the strengths of the discipline and make the most of the staff available. The proposal is also designed to ensure that the University of Manchester remains comparable and competitive with other Russell Group institutions.

Discussed: Programme Structure

The programme requires students to study 2 x 30 credit core modules in semester 1. It was queried whether the EAC had taken into account the regulation implications of this as i) core modules can be re-sat and ii) only 60 credits total can be re-sat at PGT level so students could potentially use up all their re-sit opportunities in semester 1. EAC are aware of the implications of studying larger modules and have taken this into consideration when designing the programme however are not concerned.

It was also confirmed that the word count for the 30 credit units would be 6,000 which is in line with the Faculty recommendations.

As students will be required to then take 4 x 15 credit modules in semester 2, the Committee were concerned that students would have bunched deadlines and queried what EAC would do to combat

this. It was confirmed that the 15 credit modules would have a variety of assessment types to avoid any bunching.

Fees

There was concern from the Committee over the projected numbers against the proposed fees as it appears that for the full 3 years of costings it would only take 1 student not to attend to put the programme into a loss. It was noted by EAC that the faculty accountant had approved the costings and DB, in his capacity as PGT Director for SALC, indicated that he felt there is more profit in this programme than indicated in the presented paperwork. DB felt that this opened up a wider discussion that should be had outside this forum as to how programmes should be realistically costed as there are no real guidelines to follow. In this instance however, he was concerned that these figures were low and would raise this with the Head of School Finance.

Action: DB to discuss with Karen Hall, Head of School Finance, the financial projections for the programme.

Discussed: Marketing

Is the programme title exciting enough to attract students, given that the other institutions programmes include 'modern' and 'literary' in the titles, would these key words be needed to attract the additional student numbers proposed?

EAC note in the NPP1 that the intake numbers on the standard programmes have risen from 19 in 15/16, to 48 in 16/17. This indicates that the title would be attractive to students and EAC also noted that 'modern' and 'literary' are used in other programmes so it is not felt necessary to do so here. SALC are unique in offering 'English and American Studies' as it is not available elsewhere.

As the UG programme is also titled 'English and American Studies' is the programme distinctive enough to attract these students as whilst the content may be different, it is the title that attracts students and History have struggled to pull through from their UG programme to their PGT programme with the same title.

EAC have considered this, however the feedback from students indicates that they want more of what they like and the programme design and title reflects this. A 33% increase in PGT applications further increases confidence in the title.

Clarification is required as to which marketing form was to be used, as two had been submitted to the TLO and that there were spelling and grammatical errors requiring correction, notably the use of the phrase 'individual' seminars which could confuse students who may think these are 1-1 sessions as opposed to group.

Action: ES to proof read and correct spelling errors in the marketing materials and remove the reference to 'individual' seminars to avoid confusion with students who may think these are 1-1 sessions.

Agreed: The programme was APPROVED

5.4) BSc Psychology for Education (MIE) – Michael Wigglesworth

Reported: The BSc PFE was first presented to PASC in May 2016 in a proposal to create one single programme of Education for All, under which a new BSc PFE and also the existing BA English Language for Education (ELE) would sit as pathways. The proposal was not approved at that time and MIE were provided with a list of recommendations and actions to complete before re-presenting the proposal to the committee for further consideration. MIE are now re-presenting the programme to PASC, having considered and responded to all the recommendations made.

The programme will now sit as a stand- alone programme which will share units with the existing ELE programme, and will be a strategic addition to the MIE portfolio by adding research teaching to the catalogue.

Discussed: Placements

The NPP1 paperwork notes 'We expect that Year 1 placements will be managed by University College'. MIE are required to clarify and confirm that this will be the case.

Action: MW to clarify that University College will manage the Year 1 placement and confirm back to PASC.

Discussed: Recruitment

Revised numbers have been presented to PASC in the new paperwork and the Committee wanted further explanation as to how these numbers have been reached.

Since the previous meeting, MIE have had the opportunity to examine the UCAS data of students who had chosen not to attend Manchester on the BSc Psychology programme. 43/168 students explicitly referenced 'Education' or 'Educational Psychology' in their personal statements which indicates that 1 in 4 students declining to study the BSc Psychology do so because they wish to study Educational Psychology. Further investigations revealed that University College London recently recruited 40 students to their BA Educational Psychology programme from 120 applications supporting the projections given in the NPP1.

PASC questioned the quality of intake as UCL require AAA but the NPP1 states that entry tariff would be set at AAB.

MIE feel that AAB would give a sufficient enough range of students and is in line with the minimum entry tariff set by the University. Further there would not be the need to reduce intake quality too much given that students can now only drop one grade. This was supported by MB as T&L Director for SEED.

Emma Carter Brown in her rationale stated that this was what Psychology offer as an entry requirement so is inline and therefore is not a second choice option.

It was advised by PASC that MIE keep entry and numbers under review and monitor where students do go if they do not accept a place at Manchester.

Accreditation

Confirmation is still required from the British Psychological Society that they will accredit the programme. PASC advised MIE that whilst technically they can advertise the programme if it is approved, as they need accreditation in order for the programme to run, they must ensure that the caveat 'accreditation pending' is on the advertising material until confirmed.

Action MW to ensure that any marketing materials include the caveat 'accreditation pending' until formal confirmation is received that the programme will be accredited by the British Psychological Society.

Discussed: Resources

The NPP1 states that additional staff will be recruited in order to fulfil the teaching on the programme. PASC queried whether the programme will still be able to run if these additional

staff members are not found.

It is expected that they will as the current Educational Psychology Doctoral programme is being taught out and will free up a staff member. Additionally the primary reason for the additional recruitment is to meet the SSR and workload allocation model requirements.

It was also confirmed that the programme had now received Faculty Financial Approval.

Confirmation is still sought from Psychology that they are happy with the programme running and there is no internal competition.

Agreed: The programme was APPROVED subject to agreement from Psychology.

Secretary's Note - since PASC met on 19th October 2016, FS in her role as Vice Dean for Humanities, contacted the Vice Dean for Teaching, Learning and Students in the Faculty of Biology, Medicine and Health who expressed concerns that the programme would create internal competition. A meeting between the two faculties is to be set up to discuss the issues.

6. Programme Amendments

6.1) MA English Studies (SALC) – Howard Booth

Change of title to MA Modern and Contemporary Literature, with associated changes to structure, content and ILOs effective from September 2017

Reported: As part of the review of the PGT portfolio in English and American Studies and Creative Writing (EAC), this proposal is presented to PASC alongside the NPP1 For the MA English and American Studies. EAC have, as part of their review, simplified and streamlined the previous programmes from:

MA American Studies
MA English Studies
MA English Studies (Contemporary Literature and Culture)
MA English Studies (Modernism and After)
MA English Studies (postcolonial Literatures and Cultures)

To:
MA English and American Studies (item 5.3)
MA Modern and Contemporary Literature

As part of the review, the modules delivered have been overhauled and will now be smaller in number and team taught. They will also update the offerings from EAC and make the programmes more efficient and cost effective to deliver. This programme amendment seeks to develop a more focused structure by reducing the number of programmes from 5 to 2 and will bring together the MA in Creative Writing and associated central subjects. Students on the new MA programme will also be given the opportunity to take one module from here.

Discussed: EAC confirmed that withdrawal forms are in process and will be submitted to Faculty to be approved by Chairs Action once approval is given for the amendments.

It was asked as to whether students had been consulted during the review and what feedback had been given to shape the reforms. It was noted that the students were positive towards the changes as they will speak to the broad themes of the discipline. EAC is a strength of the division and by restructuring in this way the programmes will be made more distinctive and give EAC a stronger identity within the sector.

All core modules are to be team taught, including the contemporary literature courses which do have large numbers of students. EAC will teach these in smaller teams to ensure quality of teaching.

There are errors within the marketing information which require correction. 'Distant' should read 'Distance' under the *Advice to Applicants* section and the use of the phrase 'individual' seminars under the heading *Coursework and Assessment*, could confuse students who may think these are 1-1 sessions as opposed to group.

Action ES to proof read and correct spelling errors in the marketing materials and remove the reference to 'individual' seminars to avoid confusion with students who may think these are 1-1 sessions.

Action: The programme amendment was APPROVED.

6.2) Executive Education routes to Global MBA (AMBS) - Xavier Duran Martinez

Review of APL routes from certified Executive Education courses onto the Global MBA

Reported: The Global MBA programme has been restructured from 2017 onwards and in light of this restructure the APL routes onto the programme from Executive Education programmes have also been reviewed.

Current APL provision allows for 60 credits (2 courses) to be APL'd from the Executive Education PG Cert and GEMBA and the Global Fellows Programme. As neither of these programmes are now running, and as the MBA has moved from 20 credit to 15 credit units these routes are no longer required.

AMBS are therefore requesting these routes be removed and the following be added:

15 credits of APL from Strategy and Competition
30 Credits of APL from Business Accounting & Finance
30 credits of APL from operationalizing and Communicating Value

From the Open Executive Education Programmes:

45 Credits of APL (1 elective) for those completing the Manchester Leadership Programme
15 credits of APL (1 elective) from The Manchester Management Development Programme
15 credits (1 elective) from the Essentials Programmes

Discussed: It was questioned as to how APL will be awarded if from unassessed units. It was argued that Schools can allow for 'experiential' learning so this may need amending in the paperwork.

AMBS do provide evidence to confirm work has been carried out either via letter or certificate with the onus on a demonstration of learning therefore School are not concerned that the requirements will not be met.

PASC queried why AMBS would not want to apply for the 20% loyalty discounts for those seeking APL from the Open Executive Education programmes.

AMBS note that these are blended courses and are not certified programmes with electives similar to the Global MBA so the school does not want to be tied to the loyalty discounts with limited contact time. Additionally the School want to close a loophole as students can currently technically apply for a cheaper route to the Global MBA as they can APL 60 credits and have a 20% loyalty discount.

Agreed: The proposal was APPROVED.

7. Collaborative Proposals

Reported: None

8. *Approvals by Panel since the last meeting

Received: Details of all approval panels since 15th June 2016

9. *Approvals, Amendments, Suspensions and Withdrawals by Chairs Action since the last meeting

Received: Details of all Programme Approvals, Amendments, Suspensions and Withdrawals approved by Chair's Action since 15th June 2016

11. *Current Portfolio

Received: A full list of all Programme Approvals, Amendments, Suspensions, Withdrawals and Collaborations

12. *Approval of External examiner since the last meeting

Received: A list of external examiner appointments made since June 2016.

13. Any other business

Discussed: FS asked the members to consider whether the committee should limit the amount of business to be considered at each meeting in line with the more streamlined process being adopted over the coming academic year.

In general the members felt they would be less rushed with the more streamlined approach and therefore able to give more consideration to the business presented. However, there were concerns that by issuing a deadline for when new programme proposals were presented, that Schools would lose flexibility and that business would simply build up.

It was agreed that the Secretary would monitor the process this year for now.

The members did question what exactly the requirements were in terms of considering collaborative proposals and what should be heard at PASC. It was confirmed the standard process should be:

Approval to Proceed given from SRID and School
NPP1 approval as per normal process
TNEG approval
NPP2 as per normal approval process

ES has drafted a paper detailing what paperwork would be required for each type of collaborative proposal and will send to RW for distribution and discussion at the next meeting of PASC.

14. Date of next meeting

Wednesday 23rd November 2016, 2-4pm, Ken Kitchen Committee Room

ACTIONS

| Agenda Item | Action | By Whom |
|--------------------|---|-------------------|
| 2. | RW to add a Secretary's note to the minutes clarifying this and to ensure the correct programme titles are recorded in the minutes as per the Chairs Action forms subsequently submitted for approval. | RW |
| 4. | RW to remove point 4 from the Terms of Reference | RW |
| 4. | T&L Directors to ensure that their Schools are aware that all new programme proposals and any programme amendments will not be submitted to PASC unless there is a full set of paperwork having undergone the correct process for approval at School level and gaining all the required signatures. | All T&L Directors |
| 5.1 | RW to contact Louise Walmsley and FS to speak to Clive Agnew to ensure the paperwork is submitted to Senate in line with the January deadline from Teach First | RW/FS |
| 5.1 | RW to liaise with Student Systems as to the set-up of the PGDE within Campus Solutions | RW |
| 5.3 | ES to proof read and correct spelling errors in the marketing materials and remove the reference to 'individual' seminars to avoid confusion with students who may think these are 1-1 sessions. | ES |
| 5.4 | MW to clarify that University College will manage the Year 1 placement and confirm back to PASC. | MW |
| 5.4 | MW to ensure that any marketing materials include the caveat 'accreditation pending' until formal confirmation is received that the programme will be accredited by the British Psychological Society | MW |
| 6.1 | ES to proof read and correct spelling errors in the marketing materials and remove the reference to 'individual' seminars to avoid confusion with students who may think these are 1-1 sessions. | ES |