

## Programme change proposals

At York each degree programme has its own, tailored set of distinctive learning outcomes. These won't change, no matter what your location or mode of delivery, and our academics are working hard to ensure your programmes and modules next year continue to inspire and motivate you.

Your health and safety is our number one priority and in light of the Covid-19 pandemic we have needed to make changes to some of your programmes of study for the coming academic year. This document summarises the changes that are proposed.

Programme(s)	BA/BSc Mathematics/Philosophy (Equal) <a href="https://www.york.ac.uk/students/studying/manage/programmes/programe-specs/undergraduate/mathematics/">https://www.york.ac.uk/students/studying/manage/programmes/programe-specs/undergraduate/mathematics/</a>
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Summary of Overall Plans
<p>We have managed to keep the structure of our programme pretty much complete and unchanged.</p> <p>Following university guidance, all lectures (at least for Autumn Term) are online and run asynchronously. Additionally, for Mathematics modules, all our fortnightly whole-class Problems Classes will also run online, asynchronously.</p> <p>Although we are no longer permitted to lecture face-to-face (f2f), our plans permit us to have in-person f2f support teaching for all years and almost all modules within both the Mathematics and Philosophy Departments. The exceptions are where there are either pedagogical reasons for not having f2f contact (such as computer practicals, where social distancing removes any practical benefit of them) or for staffing issues (such as when the lecturer is shielding).</p> <p>Many of these support sessions will be much smaller than they currently are, allowing for more personalised bespoke teaching, and some (namely those for Calculus and Algebra) will be larger, run more as worked example classes. These larger seminars are known to work effectively at other universities.</p> <p>A typical Mathematics module currently runs on a fortnightly basis of lectures + small-group seminars, followed by lectures + whole-group problems class. We are not planning on changing that, as it works well and is embedded in our culture. For each taught module, we will add an additional support class in the form of an online office hour with the lecturer.</p> <p>For the vast majority of Philosophy modules with lectures and seminars, or just seminars, we expect to provide regular, frequent face-to-face seminars for all on-campus students. Wherever possible, seminars will follow the same pattern as they would have done pre-pandemic: typically, weekly. Face-to-face seminars will also often be in smaller groups than would</p>

previously have been the case.

We will also provide 'bridging' activities within the Philosophy Department, in addition to seminars and recorded lecture material. These may vary from module to module but might include quizzes or worksheets. These bridging activities will compensate for a lack of interaction in lectures, as well as ensuring that students are well prepared for seminars. Office hours will also be held, either face-to-face, or online.

### **Online provision**

For students unable to be on campus, we will provide an online seminar for every module. The length, content and frequency of the online seminar will replicate that of the module's face-to-face seminars, to ensure that students attending in this way are able to meet module and programme learning outcomes.

We do not expect that most on-campus students will be participating frequently in online seminars. Indeed, we will initially assume everyone is going to be on campus, and will schedule them for face-to-face seminars. However, we will make sure that students and staff are prepared to transfer from a face-to-face to an online seminar, in case the need arises—for example, if students or staff need to self-isolate, or in case of local lockdown. Conversely when a student is able to attend campus, we will move them back to their scheduled face-to-face class.

Teaching in both Mathematics and Philosophy modules in Summer Term — which was entirely online — was in general very well received, with very positive student feedback. Student comments indicate that live online seminars, and the other measures we introduced to provide excellent learning opportunities, worked well. We don't currently anticipate having to do a lot of non-lecture teaching online, but we're confident that we can teach well online if it's needed.

### **Summary**

We are excited about our current plans for next year. We have managed to preserve the structure of the current programme which we know works well, and increase the number of support classes each student receives, as they continue to get the same number of seminars as currently, but have access to additional timetabled office hours and other bridging activities. Many of the seminars will be considerably smaller than in a normal year.

### **Programme Structures**

We are not planning any other major programme changes in terms of withdrawing or altering mathematics modules.

### **Further changes or information of note**

We will continue to assess students through a combination of coursework, essays, and exams. Details of assessment plans for each module will be available by the start of term.