

**Quality Handbook
2011-2012**

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1 Quality at Goldsmiths

- 1.1 This handbook is intended to be a guide to the College's quality assurance policies and procedures. Even if you are not directly involved on a regular basis in these activities, we hope it will be a useful source of information and a starting point, whether you are involved in preparing a new programme for approval, preparing to undergo a Periodic Programme/Departmental Review or are writing an Annual Programme Review Report. The handbook aims to give a brief and clear description of each process and points you to more detailed sources of information and guidance where appropriate.
- 1.2 As teaching or support staff, we all share the College's aim to provide an excellent learning experience for students and to enable them to achieve their potential while studying at Goldsmiths. Based on this collective responsibility for the quality of our provision, there are College and Departmental policies and procedures to assure the standards of awards and the quality of learning opportunities and to support the enhancement of learning and teaching.
- 1.3 Together these comprise the College's Quality and Standards Framework, which includes the following key components:
- Design, approval and review of programmes;
 - Programme specifications that set out clearly the learning outcomes expected of students and the related teaching and assessment strategies;
 - Regulations that govern programmes and awards;
 - Examinations and assessment to test the achievement of students and External Examiners to monitor standards;
 - Analysis of data on student admission, progression and completion, to monitor that the provision is enabling students to achieve their potential;
 - Student feedback systems to monitor the effectiveness and quality of learning opportunities and resources;
 - External audits and reviews by the Quality Assurance Agency for Higher Education and by Professional, Statutory and Regulatory Bodies.
- 1.4 The College's Quality and Standards Framework is designed to be robust and efficient. It is informed by key external reference points including those provided by the Academic Infrastructure¹.

¹ The Academic Infrastructure is made up of the following elements: the frameworks for higher education qualifications, subject benchmark statements, guidelines for programme specifications and the Code of practice for the assurance of academic quality and standards in higher education (in 10 sections).. Further information can be found at:<http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure/Pages/default.aspx>

- 1.5 The Pro-Warden (Students and Learning Development) has overall responsibility for quality and standards, and is also concerned with the enhancement of learning and teaching.
- 1.6 The Learning, Teaching and Quality Committee, reporting to Academic Board has oversight of the development of the Quality and Standards Framework.
- 1.7 In departments, the Departmental Boards, Departmental Learning and Teaching Committees and other sub-committees consider quality assurance issues and reports at programme and departmental level and report as appropriate to the Quality Office and the Learning, Teaching and Quality Committee.
- 1.8 The Quality Office is responsible for ensuring that the College's quality assurance policies and procedures are effective and support the enhancement of the student learning experience. The Office manages key processes, including Annual Programme Reviews, student feedback systems, periodic programme/departmental reviews, collaborative provision arrangements and supports external audits. The Office also monitors the application of the College's policies and procedures by departments, and carries out the analysis of the National Student Survey (NSS) results for the College. The Office works closely with academic and administrative departments across the College, particularly the Goldsmiths' Learning Enhancement Unit, as well as with the Students' Union.
- 1.9 The information contained in this handbook relates to taught programmes delivered at Goldsmiths' College. Policies and procedures for collaborative provision closely mirror or are identical to those for College programmes but are contained in a separate Collaborative Provision Framework for ease of reference by partner institutions and by College staff involved in collaborative provision. This can be found on the Quality Office web pages.
- 1.10 Further information and advice on the processes described in this handbook are available from the Quality Office, 15 Laurie Grove, tel 020 7919 7279.

2 The Goldsmiths' Credit Framework

- 2.1 The Goldsmiths Credit Framework provides a unified structure for all courses and programmes taught at Goldsmiths' College and leading to awards of the College or of the University of London.² It was introduced at the start of the academic year 2010-11 for first year undergraduate students. In 2011-12, first and second year undergraduate students are on programmes which align with the credit framework. Final year students are completing their programmes under the course unit structure and associated regulations.
- 2.2 The framework incorporates the requirements of the College's credit based Postgraduate Framework approved by Academic Board in November 2005 and which was fully implemented by the start of the academic year 2010-11.
- 2.3 Undergraduate programmes at the College were already unitized (equivalent to 4 x 30 credit points per year), as a result of the adoption of the Course Unit structure by Academic Board in 1994. The Goldsmiths Credit Framework retains a value of 30 credits for standard courses.
- 2.4 The credit framework serves a number of purposes:
- to ensure that the College's provision is in line with the sector's general approach to the use of credit
 - to ensure consistency across programmes at the College
 - to clearly identify progression from one level to the next
 - to promote flexibility within the boundaries set by the department responsible for the programme
 - to facilitate greater interdisciplinarity through the sharing of courses across departments
 - to facilitate the introduction of interim exit awards
 - to facilitate student mobility through the portability of credit
 - to establish a common language which will facilitate the development of new partnerships with other institutions.
- 2.5 The framework takes into account the Quality Assurance Agency's (QAA) *Higher Education Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England*, the QAA's *Framework for Higher Education Qualifications* (FHEQ) and the Credit Guidelines published by the different credit consortia.

² The University of London International Programmes is working towards the introduction of a credit framework for the International Programmes programmes.

2.6 The framework should be read in conjunction with the College's *Assessment Regulations and Associated Procedures* and undergraduate and postgraduate *Programme Regulations*.

2.7 The Goldsmiths Credit Framework is consistent with those adopted by most UK HEIs.

2.8 Glossary of Terms used in this Framework

2.8.1 Credit

Credit is a recognised and widely used means of quantifying learning and of expressing equivalence of learning. Learners are awarded credit on the basis of achieving learning outcomes at a particular level. One credit is equal to a notional 10 hours of study time. This includes both contact hours and private study. A 30-credit course therefore involves a notional 300 hours of study time. Credit may also be awarded for learning that takes place outside of formal education. This is assessed and recognised via the College's procedures for the Assessment of Prior Experiential Learning.

2.8.2 Learning Outcomes

Learning Outcomes indicate what the learner should know, understand and be able to do upon successful completion of a course or programme. Learning Outcomes are expressed at programme and at course level.

2.8.3 Level

The levels used in this framework are consistent with the latest edition of the Quality Assurance Agency's *Framework for Higher Education Qualifications* (2nd edition revised August 2008). Each level marks the extent of the educational challenge facing the learner. Honours degrees are made up of courses at Levels 4-6, Masters' programmes at Level 7 and Doctorates at Level 8.

2.8.4 Course

A course is a self-contained unit of study which has its own learning outcomes. Courses are designated as having a credit value and a level. Courses may be taught either over a whole academic year or completed within one term.

2.8.5 Core Course

A core course is one that students must take and pass to obtain the award. Core courses cannot be compensated.

2.8.6 Compensation

In certain circumstances, credit may be awarded for a failed course where the failure is compensated by achievement in other courses. The precise criteria governing the award of compensation are detailed in the Undergraduate Programme Regulations.

2.8.7 Programme

A programme is a coherent and structured suite of courses and has its own specific learning outcomes. Each course is at a specified level. Students must achieve the required number of credits at specified levels in order to successfully complete the programme and to obtain the award. Programmes at both undergraduate and postgraduate level may have interim exit awards.

2.8.8 Award

An award is an academic qualification conferred upon students who successfully complete an approved programme of study.

2.8.9 Interim Exit Awards

At undergraduate level, students who do not complete an honours degree programme may be eligible to exit with a Certificate of Higher Education or a Diploma of Higher Education. At masters' level, students who do not complete the programme may be eligible to exit with either a Postgraduate Certificate or a Postgraduate Diploma.

2.8.10 European Credit Transfer Scheme (ECTS)

The European Credit Transfer and Accumulation System (ECTS) was introduced as part of the Erasmus framework in 1989 and is the common currency facilitating recognition of periods of study across Europe. It is now widely used throughout the European Union and other Bologna signatory countries. It assigns credits to programmes and courses based on the student workload required to achieve the learning outcomes. The workload of a full-time student during one academic year is calculated to be 60 ECTS credits. This equates to 120 UK credits.

2.9 Academic Regulations

Programmes are governed by the *Goldsmiths Assessment Regulations and Associated Procedures* and the undergraduate and postgraduate programme regulations.

The regulations include the notion of 'core' courses which students must take and pass to be awarded the degree. A failure in a core course cannot be compensated.

2.10 Course Size

Courses at both undergraduate and postgraduate level are normally worth 30 credits. Half courses of 15 credits are also possible. Larger courses must be multiples of 15. The maximum course size is normally 60 credits and this size of course is usually reserved for dissertations and projects.

2.11 Academic Level

The numbers used to describe the different academic levels in the Goldsmiths Credit Framework are consistent with the August 2008 2nd edition of the QAA's *Framework for Higher Education Qualifications* (FHEQ). The first year of an undergraduate degree is therefore Level 4, while a master's programme is Level 7.

These numbers replace those used to describe academic levels under the course unit system and which were consistent with the 2001 edition of the FHEQ.

The table below sets out the new and old numbering systems.

Numbering used in the Goldsmiths course unit system and in the 2001 1 st edition of the FHEQ	Numbering used in the Goldsmiths Credit Framework and in the 2 nd edition of the FHEQ (August 2008)
5 – (D – doctoral)	8
4 – (M – masters)	7
3 – (H – Honours)	6
2 – (I – Intermediate)	5
1 – (C – certificate)	4
	3

2.12 European Credit Transfer Scheme (ECTS)

All courses and programmes at Goldsmiths will be validated with their ECTS value included as part of the approval documentation on the basis of one Goldsmiths' credit being equivalent to 0.5 ECTS. This will be the case at both undergraduate and postgraduate level in line with the recommendations in the *2009 ECTS User Guide* published by the European Commission:

http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

A 30 credit Goldsmiths' course will therefore be worth 15 ECTS.

2.13 Programme Structure

2.13.1 Undergraduate programmes

An Honours degree is made up of 360 credits: 120 at level 4, 120 at level 5 and 120 at level 6.

A Diploma of Higher Education is made up of 240 credits: 120 at Level 4 and 120 at Level 5.

A Certificate of Higher Education is made up of 120 credits at Level 4.

2.13.2 Postgraduate programmes

A Master's degree is made up of 180 credits at Level 7.

An Integrated Masters is made up of 480 credits with 120 at Level 7, 120 at Level 6, 120 at Level 5 and 120 at Level 4. The Bachelors degree with honours is the interim exit award.

A Postgraduate Diploma is made up of 120 credits at Level 7.

A Postgraduate Certificate is made up of 60 Credits at Level 7.

A Master of Fine Art degree is made up of 300 credits at Level 7.

2.13.3 PGCE

A Postgraduate Certificate in Education (Secondary) is made up of 150 credits: 60 at Level 7 and 90 at Level 6.

A Postgraduate Certificate in Education (Primary) is made up of 120 credits: 60 at Level 7 and 60 at Level 6.

Professional Graduate Certificate in Education (Secondary) is made up of 150 credits at Level 6.

A Professional Graduate Certificate in Education (Primary) is made up of 120 credits at Level 6.

2.14 Free Choice Courses

Students may replace up to 30 credits of optional courses per level with courses from outside their programme or department, except in cases where PSRB restrictions would prevent this or in cases where the Learning Outcomes would not be met. Free choice courses must be approved in all cases by the Heads of Department concerned.

GOLDSMITHS CREDIT AND QUALIFICATIONS FRAMEWORK

Goldsmiths' Qualification	FHEQ level	Number of credits	Minimum number of credits at the level of the qualification
PhD	8	Not credit rated	
Professional doctorate	8	Not credit rated	
Master of Fine Art (MFA)	7	300/360 ³	300/360
Taught master's degree (e.g. MA, MSc, Mres)	7	180	180
Integrated master's degree (e.g. Meng, Msci)	7	480	120
Postgraduate Diploma	7	120	120
Postgraduate Certificate in Education (PGCE). Secondary:	7		60
Primary:	7	120	60
Postgraduate Certificate	7	60	60
Bachelor's degree with honours (e.g. BA/BSc Hons)	6	360	120 ⁴
Professional Graduate Certificate in Education (PGCE) Secondary:	6	150	150
Primary:	6	120	120
Graduate Diploma	6	80 ⁵	80
Graduate Certificate	6	40	40
Foundation degree	5	240	90
Diploma of Higher Education (Dip HE)	5	240	120 ⁶
Certificate of Higher Education (Cert HE)	4	120	120 ⁷
Foundation Certificate	3	120	120

³ An MFA programme of one academic year and one calendar year has 300 credits. An MFA programme of two calendar years has 360 credits.

⁴ May include 30 credits compensation. In order to obtain a bachelor's degree with honours, students must obtain 360 credits: 120 at Level 4, 120 at Level 5 and 120 at Level 6. A total of 60 credits compensation is allowed but no more than 30 credits at any one Level. In addition, at Level 5 or Level 6, student are allowed to include 1 x 30 credit Level 4 course in a European Language (General Regulations for UG programmes 7.2).

⁵ Minimum number of credits required.

⁶ May include 30 credits compensation. In order to obtain a Diploma of Higher Education, students must obtain 240 credits, 120 at Level 4 and 120 at Level 5. A total of 30 credits compensation is allowed.

⁷ In order to obtain a Certificate of Education, students must obtain 120 credits. No compensation is allowed.

3 Programme Development and Approval

3.1 Proposed new programmes are considered for approval in the light of both academic and planning criteria, including a consideration of the resource implications of any proposal. All new programmes must conform to the requirements of the Goldsmiths' credit framework. The responsibility for academic approval is delegated by Academic Board to the Learning Teaching and Quality Committee, which is in turn, advised by its Programme Scrutiny Sub-Committee (PSSC). Planning and resource approval is ultimately the responsibility of the Senior Management Team (SMT). The procedure is designed to ensure that full consideration is given to all factors which determine whether a programme should be offered.

3.2 Aims

- To ensure that the programme is appropriate in terms of its level and content, and in the light of current practice and development in the discipline
- To ensure that it is compatible with other programmes and the College's aims and mission
- To ensure that there is a market for the programme
- To ensure that the necessary learning resources are available

3.3 Outline of the process

The following process should be followed when a department wishes to develop a new programme

3.3.1 If a department wishes to develop a new programme of study, it should initially discuss this with the Pro-Warden (Academic Development). If it is decided to proceed, a Programme Development Form should be completed and returned to the Planning Office within the Department of Quality, Planning and Academic Governance which will coordinate circulation of the details of the proposal to Marketing and Recruitment staff to assess the recruitment potential and title of the proposed programme, Finance staff to assess the programme costs and other support areas as required. When feedback has been received from all the relevant areas, the proposal should be submitted for consideration to SMT.

3.3.2 Proposals should be developed within the context of the department's existing provision. It may be for example that new programmes being proposed replace existing programmes, or lead to amendment of an existing programme. In such cases, the resource implications of discontinuing aspects of programmes need to be taken into account.

3.3.3 If SMT are satisfied that the proposal is feasible in terms of its fit with the College's academic strategy, its financial viability and its compliance with

current University and College Ordinances, approval will be given for the proposal to be further developed academically.

- 3.3.4 At this stage a department may begin to promote the programme, 'subject to validation'.
- 3.3.5 Where a proposal falls outside University and/or College Ordinances, but is seen as important in terms of academic and/or business opportunity, the Director of Quality, Planning and Academic Governance will be asked to explore the potential for amending the relevant Ordinance.
- 3.3.6 Once approval to develop a programme has been obtained, the detailed academic case will be made through a submission to PSSC in the form of a Programme Specification and related documentation which should be developed in conjunction with the Quality Assurance Manager. Programme Specifications are the definitive description of a programme and set out the intended learning outcomes that students are expected to achieve and the teaching and learning strategies to enable students to achieve them. They are the key document in programme approval and review, as well as being an important source of information for students. Guidance and advice on how to draft programme specifications is provided in the Programme Approval Handbook, available from the Assistant Registrar (Programmes) and on the k-drive in the folder: <K:\QPAG\Academic Services\Programme Approval>.
- 3.3.7 In addition to the Programme Specification and the spreadsheet developed for the initial submission to SMT, the following documentation must also be submitted to PSSC for all new programme proposals:
- Details of current courses
 - Course proposals for new courses (download proforma from: <K:\QPAG\Academic Services\Programme Approval>)
 - Staff details
 - Programme Regulations
 - Programme Readers' Reports and Responses
 - Programme Approval Covering Template (see Appendix 4 of the Programme Approval Booklet at <K:\QPAG\Academic Services\Programme Approval>)
 - Programme Proposal Form (download proforma from <K:\QPAG\Academic Services\Programme Approval>)
- Please note that the Sub-Committee will only consider proposals with a complete set of documentation.*
- 3.3.8 PSSC meets several times a year at dates published in the committee timetable. In order for a proposal to be considered by the Committee, the department must submit all paperwork at least two weeks before the date of the meeting. A representative from the department proposing the new programme is expected to attend the meeting to speak in support of the proposal and answer any queries raised by the Committee. If PSSC is satisfied with the academic case for a proposal and that the resources required for its delivery are sufficient to ensure the quality of the provision, it will recommend approval to the Learning, Teaching and Quality Committee.

3.3.9 A programme will normally take eighteen months from inception to enrolment. An eighteen-month lead-time (i.e. from publication to enrolment) also applies to the publication of the undergraduate prospectus. However, there are alternative methods of promoting programmes and, while resorting to such options may have a deleterious effect on recruitment, the opportunity will be taken to expedite programmes where this effect can be avoided. Design of, and consultation about, new prospectus entries should begin well before publication dates to ensure that publicity material is as effective as possible.

3.4 **Approval of amendments to programmes and courses**

3.4.1 Major amendments to programmes will be considered in the same way as new proposals and should be accompanied by the same documentation. The Quality Assurance Manager can advise you on what constitutes a major or a minor amendment to a programme.

3.4.2 Minor amendments to programmes should be accompanied by a Programme Amendment Form, and to courses by a Course Amendment Form, both of which can be found at [K:\QPAG\Academic Services\Programme Approval](#). If the proposal entails a significant change to the programme learning outcomes (for example a core course is being discontinued or the curriculum is being significantly updated) it is recommended that this be referred to the appropriate External Examiner for advice before submission to PSSC.

3.5 **Procedure for the closure of programmes**

3.5.1 As with the approval of new programmes of study, there are two clear stages to the process. The first is the strategic decision to close a programme of study. The second is a consideration of the academic and quality issues relating to the management of the closure. There will be a two part form to be completed, each section corresponding to one of these stages.

3.5.2 **Strategic Approval**

3.5.2.1 A variety of factors may lead to this decision (e.g. poor recruitment; staff changes; changes in strategy; developments within the academic discipline).

3.5.2.2 If departments are considering withdrawing a programme of study they should initially discuss this with their relevant Pro-Warden. If the reason for closing the programme is accepted in principle, the department should approach the Pro Warden (Academic Development) with a formal request for termination, copied to the Director of Quality, Planning and Academic Governance.

3.5.2.3 At this stage the information required will be of a more general nature, relating to the rationale for closure and the resource implications of the proposal.

3.5.2.4 The College has a responsibility to ensure that applicants are informed at as early a date as possible of the intention to close a programme. If a programme is to be withdrawn from the following academic year it would normally be

expected that strategic approval should be obtained before the end of the autumn term.

3.6 Academic Approval

- 3.6.1 Once strategic approval has been obtained, departments should gain approval for the measures they intend to put in place to manage the withdrawal of the programme. These should relate both to applicants and current students. In the case of the former, consideration should be given to whether alternatives might be offered, whilst for the latter the College has a responsibility to demonstrate that they will not be disadvantaged by the proposed closure.
- 3.6.2 These measures should be submitted for consideration to the Programme Scrutiny Sub-Committee.

3.7 Follow up

- 3.7.1 Once academic approval for the proposed closure has been granted, the Admissions Office will write to all applicants to inform them of the decision and will ensure the programme is removed from the UCAS database, if appropriate.
- 3.7.2 Departments should also inform continuing students of the decision and explain any effects this may have on them.

3.8 Informing other services

- 3.8.1 The Director of Quality, Planning and Academic Development will liaise with colleagues in Marketing and Finance to ensure that publicity materials can be updated and that financial and student number forecasts can be amended as appropriate.

4 Short Course Approval

4.1 Departments may also develop short courses. These are free-standing units which may be assigned a credit value of between 5 and 30 credits and a level.

4.2 Where courses have assigned credit, they will also have an associated assessment, which must be completed in order to get certification of the credit. For courses in which assessment is not submitted, a Certificate of Attendance may be provided for the participant.

4.3 They may be purpose-built short courses, deliberately designed to run as a short course, usually through an awareness of a certain need amongst the likely audience; bespoke courses designed to meet the needs of a specific audience in response to a request from that audience; a course from a current programme which is to be offered as a free-standing unit or an intensive full-time course providing specialised training or an introduction to full degree programmes.

4.4 Aim

The aim of the approval process is to provide a rigorous basis for considering the academic and logistical merits of a short course. It has been designed to be flexible in terms of timeframe and resource and to allow short courses to be developed as opportunities arise. The intention is that the approval process need take no longer than one term with delivery the following term. It may be possible to reduce these timescales in particular circumstances provided all the arrangements and documentation are in place.

4.5 Approval Process

Approval will consider both the academic aspects of the course and the logistical aspects of delivery. These will be set out within the Short Course Approval template
(K:\QPAG\Academic Services\Short Course Framework)

4.6 Logistic Approval

Departments should gain logistic approval for their proposal by completing Part B of the Short Course Approval Template. In this section of the form they must demonstrate that appropriate facilities are in place for a course to run and that they will generate a surplus. This may mean cancelling courses which do not attract minimum student numbers. A cancellation policy will be included within the terms and conditions that students sign-up to when booking onto a course.

4.7 **Academic Approval**

- 4.7.1 Once a course has received logistical approval Part A of the Short Course Approval template should be submitted to Programme Scrutiny Sub-Committee for approval. The purpose of this stage is to ensure that the proposed course is appropriate in terms of its level and content, and that appropriate resources are to be employed to enable it to be successfully delivered.
- 4.7.2 As is the case for standard courses the normal procedure for approval is through Chair's Action, which is subsequently reported to the Committee. However, due to the specific nature of short courses, which sit outside the College's existing frameworks, and could possibly raise issues not normally associated with the its standard provision, the Chair, together with the Head of Quality, should both see any proposals for new short courses before granting approval by Chair's Action.

5 Programme Monitoring and Student Representation

Programme Monitoring forms an important part of the College's quality assurance and enhancement procedures, enabling students to feed back to their department on their experience of their programmes.

5.1 Aims

5.1.1 The aims of the Programme Monitoring process are to ensure that the views of students are considered and can contribute to quality enhancement at Goldsmiths, including:

- Learning and teaching
- Programme development and review
- Learning support services
- Programme and course administration
- Student support and guidance

5.2 Staff/Student Forums

5.2.1 Programme Monitoring takes place primarily through Departmental Staff/Student Forums, which should meet at least twice per academic year. Each academic department is required to convene a minimum of one forum for undergraduate programmes, and one for postgraduate programmes, but beyond this they are free to take the initiative in deciding how their programmes may best be split into representative groups for monitoring purposes.

5.2.2 Forums give students the opportunity to provide feedback on any matters relating to their programmes, e.g. current teaching provision, directly to programme staff, and for Departmental Student Coordinators (DSCs) to raise any other matters that have been brought to their attention. Students should also be encouraged to provide input on future improvements and opportunities for development, e.g. in relation to curriculum and assessment.

5.2.3 In addition to Staff/Student Forums, online forums are available within the VLE to encourage student feedback on programme level issues. Both DSCs and programme staff are encouraged to monitor and interact with the forums in order to consider and, where possible, resolve student issues as swiftly and easily as possible.

5.3 Student Feedback Database

5.3.1 The Quality Office maintains a database for reporting issues raised in Staff/Student Forums. The database can be accessed through a web page found on the intranet at:
http://intranet.gold.ac.uk/cs/apps/ga/final/programme_monitoring.php.

5.3.2 The database allows the Quality Office to track issues raised departmentally for generic themes and raise these with the appropriate College

department/support service. Department staff have the major responsibility for updating the database.

- 5.3.3 When reporting to the database, issues raised in forums are tagged from a drop down list (including such things as the Library, Teaching Accommodation, Feedback on Assessment etc). This list was revised in 2008-09 to make it both shorter and more compatible with the National Student Survey. The suggested agenda and minutes template for Staff/Student Forums were also revised (see appendices 1 and 2) so that it would be easier to report to the database directly from the minutes.
- 5.3.4 The database has also been revised to allow for one report for a group of programmes – users logging in are now asked to choose whether they wish to write a 'single programme report' or a 'compound report'. Choosing a compound report leads to a page with a list of potential programmes from which the user chooses the ones s/he is reporting on, and gives the compound report a name (single programme reports are automatically named for the programme code). After this the user is presented with a screen asking them to confirm their choices, and from there on the reporting process continues as for a single programme report.
- 5.3.5 Outline of the process**
- 5.3.5.1 Staff/Student forums will meet at least twice during each academic year, at times deemed convenient within each department's annual schedule. The suggested template agenda (see Appendix 1) is designed to serve as a basis for meetings. It contains the main areas that could be covered, to which other items or subheadings can be added. Issues raised in Course Evaluation should be included (see guidance notes on Course Evaluation).
- 5.3.5.2 Departments are to take responsibility for assigning programme staff to chair Forum meetings, for setting and communicating the time, date and location of Forum meetings, along with agendas, minute taking and any other paperwork.
- 5.3.5.3 Departmental Student Coordinators are required to collect and collate student feedback, from both online forums and direct discussions with students, and to raise issues, where appropriate, with the Head of Department and Departmental Administrator. DSCs should provide bimonthly reports to their departmental contact and the Students' Union. DSCs should also take responsibility for monitoring and moderating online forums. It is advisable for the Staff/Student Forum Chair and the DSC(s) to meet in advance of the Forum meeting in case issues can be resolved prior to the meeting and reported to the Forum.
- 5.3.5.4 Following each meeting of the Staff/Student Forum, the meeting Secretary (normally a member of staff) will write minutes and enter all relevant information to the Programme Monitoring Database. The User Guide for the programme monitoring database is Appendix 4 to this document.
- 5.3.5.5 Minutes of forum meetings should note all areas of feedback and in particular any action that needs to be taken and by whom (see suggested template in

Appendix 2). The minutes should be agreed by the members of the forum, and submitted to the next meeting of Departmental Learning and Teaching Committee.

- 5.3.5.6 The minutes of Staff/Student Forums should also be displayed on the departmental/programme notice board/website/VLE area so that they are available to all students.
- 5.3.5.7 The DSCs should, in the first instance, refer any issues arising during the meetings that require action to their departmental contact, and should ensure that information regarding the action taken is communicated to students.
- 5.3.5.8 The notes of the forum meetings will form the basis for the Programme Monitoring Database Report. The database report consists of issues, comments and actions required or resolved. The issues should be logged in the web-based system for programme monitoring reports following forum meetings, and these will be monitored and reviewed by the Quality Administrator.
- 5.3.5.9 At the start of the academic year, the DSCs, the Chair of the Staff/Student Forum and the Departmental Administrator should review, comment upon and annotate the Database Report(s) from the previous year, which should then be fed into the production of the Annual Programme Review report(s). The Quality Administrator will monitor the Programme Monitoring reports on the database and follow up generic issues with relevant committees and departments. Responses will then be fed back to Departments.

5.4 Feedback to students

- 5.4.1 Feedback is given at each Staff/Student Forum meeting regarding any issues from the previous meeting that required action.
- 5.4.2 Students should be able to view the minutes from both Departmental Board/Departmental Learning and Teaching Committee and Forum meetings, which should be displayed on the departmental/programme notice board/website/VLE area. Departmental staff, DSCs and student representatives should work together to identify and implement best practice and disseminate outcomes to students.
- 5.4.3 Issues that remain unresolved at departmental level will be reviewed by DSCs and departmental staff at the start of each academic year, and where necessary will be taken up by the Quality Office, which will report the College response back to Departments, which will then ensure that DSCs and students are informed, and can discuss the issues at the next Staff/Student Forum meeting.

5.5 Membership

- 5.5.1 Membership of each Staff/Student Forum is for departments to determine, but could include invitations to the following:

- All programme conveners
- Departmental Student Coordinators
- All students/student representatives
- Departmental Administrator
- Other departmental staff, as appropriate

5.6 Departmental Student Coordinators

5.6.1 Departmental Student Coordinators are recruited by the College working together with the Students' Union at the start of each academic session, and receive training, as well as remuneration and a job description, from the Students' Union. Each department is assigned at least one undergraduate and one postgraduate DSC, with the possibility of additional DSCs being recruited if they are deemed necessary to help fully represent the students within a Department.

5.6.2 The role description for DSCs is Appendix 5 to this document. The 2011-12 allocation of DSCs to departments is Appendix 6.

5.6.3 The Students' Union will keep DSCs informed and up to date, and will hold a database of student coordinators. DSCs are encouraged to keep in touch with their peers and their departments, as well as the Students Union' Representation and Democracy Manager and the College's Quality Office. The Students' Union provides a handbook for DSCs and ensures that they are fully supported in their roles through close contact, training sessions and regular catch-ups.

5.7 Departmental Student Representatives

5.7.1 Departments may invite all students to the Staff/Student forum, or they may restrict membership to student representatives. Normally two student representatives will be recruited for each year of a programme. Departments recruiting student representatives should inform the Students' Union, who will provide training.

5.7.2 Student representatives have a smaller role than Departmental Student Coordinators. Representatives are responsible for feedback from students on a particular year of a particular programme, whereas Departmental Student Coordinators are responsible for all undergraduate students, or all postgraduate students, a much broader responsibility.

5.8 Appendices

- Suggested agenda for Staff/Student Forums (Appendix 1)
- Minutes template for Staff/Student Forums (Appendix 2)
- Roles of the Students' Union/Departments/DSCs/student reps in the programme monitoring system (Appendix 3)
- User guide to the programme monitoring database (Appendix 4)
- Role description of Departmental Student Coordinators (Appendix 5)
- Allocation of DSCs to departments 2011-12 (Appendix 6)

6 Course Evaluation

6.1 Students play a key role in the College's processes for assuring the quality of its provision. At course level it is important to gather information on the quality of the learning experience, so students are invited to provide feedback on each course that they take at the College via a Course Evaluation Questionnaire.

6.2 Aims

- To gather feedback from students on their experience of the course
- To identify areas for course improvement
- To identify examples of good practice

6.3 Outline of the Process

6.3.1 Heads of Department should ensure that Course Evaluation takes place for all taught provision within their department and that it is operated in a consistent and transparent way. They should nominate a specific member of staff to co-ordinate and administer the process, for example a Course Evaluation representative, or the Chair of the Departmental Learning and Teaching Committee.

6.3.2 Course Evaluation must take place at least once in each Academic Session,. Many departments choose to do this at the end of each course. It can also be a useful diagnostic tool early on in a course as this will enable the department to iron out any issues at an early stage.

6.3.3 Students are asked to fill in a questionnaire, and should ideally be allowed time to complete it within a timetabled lecture or seminar session. They should be made aware of the value of the exercise, given guidance about how to complete the questionnaire correctly and be reassured that the process is anonymous.

6.3.4 Departments should use either the standard college Optical Mark Reading (OMR) form⁸ (see Appendix 7) or one the department has devised, but it should relate to the following areas:

- Course organisation (administrative framework)
- Course presentation (teaching)
- Any other comments

Alternatively, departments may use the online course evaluation facility and questionnaire using the VLE. Departments that want to use online course evaluation should contact the Quality Office in the first instance.

⁸ Available from Frances Renton in IT Services

- 6.3.5 If the standard OMR forms are used, they are then sent to IT Services for processing.
- 6.3.6 The results are then returned to the department, which produces a summary/commentary for submission to the Departmental Learning and Teaching Committee, and for inclusion in the Annual Programme Review.
- 6.3.7 For departmentally produced qualitative questionnaires, the results should be assessed/analysed by a designated academic member of staff, and a summary/commentary submitted to the Departmental Learning and Teaching Committee.
- 6.3.8 The Departmental Learning and Teaching Committee then should produce a summary of issues raised in these course summaries/commentaries to present to Departmental Board.
- 6.3.9 The relevant summaries/commentaries will also need to be commented on in the Annual Programme Review report process.
- 6.3.10 However the information is organised, it is essential that the data collected through the Course Evaluation process is assessed and, where appropriate, acted upon. Heads of Department should be satisfied that there are no urgent issues requiring immediate resolution.
- 6.4 **Feedback to Students**
- 6.4.1 Course Evaluation data should be fed back to students, via their representatives, in the appropriate Staff/Student forum.
- 6.4.2 Students should be able to get feedback on Course Evaluation either via Staff/Student forums, from the Annual Programme Review report or via their representatives on Departmental Boards.
- 6.5 **Appendix**
OMR Form for Course Evaluation (Appendix 7)

7 External Examiners

- 7.1 External Examiners act as independent and impartial advisors, providing institutions with informed comment on the standards set and student achievement in relation to those standards. External examination is therefore an integral and very important part of institutional quality assurance.
- 7.2 The external examining function should help institutions to ensure that:
- the academic standard of each award and its component parts is set and maintained by the awarding institution at the appropriate level, and that the standards of student performance are properly judged against this;
 - the assessment process measures student achievement appropriately against the intended outcomes of the programme, and is rigorous, fairly operated and in line with the institution's policies and regulations;
 - institutions are able to compare the standards of their awards with those of other higher education institutions.

The QAA Code of Practice for External Examining August 2004

7.3 Aims

- To review, evaluate and moderate examination and other assessment methods
- To ensure the consistency and comparability of academic standards by reviewing and evaluating the assessment process and by moderating assessed work on a sampling basis
- To ensure that the decision-making process at Exam Boards is fair and consistent
- To provide a written report on the standards of student attainment and the validity, reliability and integrity of the assessment process

7.4 Outline of the Process

External Examiners should be appointed **one year before** they are due to begin their duties.

- 7.4.1 Departmental nominations, submitted on an External Examiner nomination form (which can be downloaded at: <http://www.gold.ac.uk/quality/examiners/>) are scrutinised in the office Quality, Planning and Academic Governance to ensure that they comply with the criteria for appointment before being forwarded to the Pro-Warden (Students and Learning Development) for consideration, and then to Academic Board for final approval.

- 7.4.2 Following approval External Examiners are sent an information pack including a letter of appointment, the Guidelines for External and Intercollegiate Examiners, general and specific regulations relating to the programme(s) of study they are examining, together with the relevant scheme of marking and the annual report form. Newly appointed examiners are sent the most recent copy of the outgoing External Examiner's report.
- 7.4.3 Following this, Departments liaise exclusively with External Examiners, asking them to agree the content of assessed work questions, and sending them samples of marked work to assess how the grading criteria are being applied in relation to learning outcomes and the level of achievement, to ensure that standards are being upheld.
- 7.4.4 At least one External Examiner and, if possible, an intercollegiate examiner should attend each Board meeting. There are certain circumstances in which it is permissible for the Board to go ahead without the presence of at least one External or intercollegiate examiner. See the assessment regulations for more information: <http://www.gold.ac.uk/regulations/approved-by-academic-board/assessment/> .
- 7.4.5 Each External Examiner completes a report on their subject area, which should be returned in a timely way to the office of Quality, Planning and Academic Governance after the final Board that they attend.
- 7.4.6 If the report raises issues of a serious nature it is referred to the Pro-Warden (Students and Learning Development) and the Director of Quality, Planning and Academic Governance to ensure that these are addressed as a matter of urgency. Reports are then sent to the appropriate Head of Department for consideration by the Department and Chair of the Examination Board.
- 7.4.7 Departments are required to make a formal response to each External Examiner's report. This may be from either the Chair of the Examination Board, the programme co-ordinator or the Head of Department, but in any event must be endorsed by the Head of Department. Responses are then returned to the office of Quality, Planning and Academic Governance where they are read in conjunction with the reports and sent to the External Examiners.
- 7.4.8 A commentary on the External Examiner's report and the Department's response is included in the Annual Programme Review report.
- 7.4.9 External Examiners' reports and Departmental responses are analysed by the Quality Assurance Manager who prepares a digest of issues for submission to Academic Board.

7.5 **Proforma and regulations**

The nomination form, report templates and *Guidelines for External and Intercollegiate Examiners* are available from the office of the Head of Academic Services or online at <http://www.gold.ac.uk/quality/examiners/>

8 Annual Programme Review

8.1 Annual programme review is the cornerstone of the quality assurance process. It gives departments the opportunity to reflect upon the teaching and operation of a programme or a group of cognate programmes in the previous academic year, to identify successes and good practice which could be shared throughout the College and to identify any issues which require resolution.

8.2 Departments and Centres (with taught undergraduate and/or postgraduate programmes) are required to provide, as a minimum, at least one report on undergraduate programmes and at least one report on postgraduate programmes. Joint programmes should be discussed in a separate report which is the result of evaluation by both departments.

8.3 Aims

- To review the appropriateness and effectiveness of the learning outcomes, teaching methods and assessment strategies of a programme
- To monitor how far issues raised in feedback from students and External Examiners have been considered and that appropriate action has been taken
- To identify any trends in student recruitment, progression and completion, particularly with respect to identifying if more could be done to support certain groups of students in meeting the learning outcomes of their programme(s).
- To report on any new developments/enhancements in learning and teaching that might be disseminated within and outside the Department

8.4 Programme Monitoring and the Annual Programme Reporting Process

8.4.1 Programme Monitoring takes place through Departmental Staff/Student Forums, which must meet at least twice per academic year. Each academic department is required to convene a minimum of one forum for undergraduate programmes, and one for postgraduate programmes, but beyond this they are free to take the initiative in deciding how their programmes may best be split into representative groups for monitoring purposes. As student feedback data is considered in the Annual Programme Report it makes sense for departments, if they choose, to group programmes for Annual Programme Report in the same way as for Staff/Student Forums.

8.4.2 An APR may be written for every single programme, or departments may group cognate programmes for reporting purposes, or any arrangement in between provided that departments write at least one undergraduate report and at least one postgraduate report and a separate report on joint programmes which is the result of evaluation by both of the departments involved. What is common to all programmes, and what is distinct to particular programmes, should be clearly identified in the report.

8.5 **Outline of process**

- 8.5.1 The Quality Office will deposit the current APR template, student data, external examiners reports and responses, periodic programme review action plans (where appropriate) and PSRB reports and responses (where appropriate) and NSS results in the designated password protected folder on each department's VLE pages. The Quality Office will retrieve the completed form from each folder at the deadline.
- 8.5.2 Each Annual Programme Review report should include a brief commentary on the following:
- Student feedback data from Staff/Student Forums and the National Student Survey
 - Course Evaluation summaries
 - External Examiner's report
 - Data on student recruitment, progression and completion
 - Learning and teaching developments/enhancements
 - Any new features of the programme; teaching and assessment methods, or plans for their introduction
 - Revisions or updates of the Programme Specification
- 8.5.3 Annual Programme Review reports must be submitted to the Departmental Learning and Teaching Committee (DLTC) for discussion and a copy then sent to the Quality Administrator. Discussion of the reports will be minuted and these minutes should be made available to students via their representatives on Departmental Board.
- 8.5.4 The Quality Administrator reads all reports and produces a summary raising any issues that need to be addressed at College level, and highlighting any areas of good practice. This summary report is then submitted to the Learning, Teaching and Quality Committee (see flowchart in Appendix 10).
- 8.5.5 The Goldsmiths Learning Enhancement Unit considers the issues raised in the APR summary report and identifies potential enhancement activities that could be taken forward at College level. The GLEU report is also considered by Learning, Teaching and Quality Committee.
- 8.5.6 Information from Annual Programme Reviews and other evaluative material will form the basis of the Periodic Programme/Departmental Review, held every six years.

8.6 **Schedule**

The Annual Programme Review report is due for submission to the Quality Office before the end of the autumn term each year for all undergraduate programmes and by the end of March for postgraduate programmes.

8.7 **Appendices**

- Annual Programme Review report form for 2011-12: UG programmes(see Appendix 8)
- Annual Programme Review report form for 2011-12: PG programmes(see Appendix 9)
- Annual Programme Review flowchart (Appendix 10)

9 Periodic Programme/Departmental Review

9.1 The purpose of periodic programme/departmental review is to contribute to the assurance and enhancement of quality in teaching and learning and the student learning experience. It offers the opportunity to review the appropriateness and effectiveness of the learning outcomes, teaching methods and assessment strategies of a programme or programmes beyond the annual programme reporting cycle and to ensure that College and Departmental quality assurance mechanisms are functioning effectively and efficiently.

9.2 Aims

The aims of the periodic programme/departmental review process are:

- To establish whether there are effective and appropriate mechanisms to ensure that intended learning outcomes are being obtained by students, standards are being achieved and the programme specification is being delivered;
- To establish whether the programme(s) remain current and valid in the light of developments in the discipline and in teaching and learning;
- To verify that the College's agreed procedures are working effectively to assure the standards of the Department's awards and the quality of the learning opportunities;
- To review the quality and consistency of the information provided to students and applicants;
- To consider how the Department is implementing its learning and teaching strategy;
- To identify good practice within particular programmes or areas that can be disseminated both within and outside the Department.

9.3 Outline of the process

9.3.1 Departments, through their Departmental Boards or their delegated Departmental Learning and Teaching Committees, are required on a periodic basis to prepare a for detailed review of a programme or group of programmes for consideration by a review panel co-ordinated by the Quality Office on behalf of, and reporting to, Learning , Teaching and Quality Committee. Centres which deliver taught programmes are also required to take part in periodic programme review. The review will be based on a Self-Evaluation Document (SED) and supporting evidence produced by the Department.

- The Head of Quality and Standards will consult with the department regarding the scope of the review and membership of the review panel.
- After the Pro-Warden (Students and Learning Development) has approved the review's scope, the Head of Quality and Standards will brief the departmental/programme team on the review procedure and on how to prepare the Self-Evaluation Document (SED) and associated documentation.

- Departmental/programme teams will prepare the SED using the guidance given below. The SED, with supporting evidence, should be discussed and agreed by the Departmental Board/Learning and Teaching Committee before submission to the Quality Office for consideration by the review panel.
- The review panel will convene for one or more days to consider the SED and meet with the departmental staff and students as appropriate. The agenda for the review meeting(s) will be agreed in advance with the department and initial feedback given at the end of the day.
- The panel will then produce a draft report for comment by the department before a final report is submitted to Learning and Teaching Quality Committee.
- An action plan will then be agreed with the department and progress will be monitored by the Quality Office and reported to Learning and Teaching Quality Committee.

9.4 **The Self-Evaluation Document (SED)**

- 9.4.1 The Self-Evaluation Document should cover the areas listed below, although the headings are for guidance and are not prescriptive. Examples of how the Department/programme has made enhancements in response to feedback from students and External Examiners, or employers and graduates should be included in the evaluation, as well as evidence demonstrating the Department's strategic approach to learning and teaching. Advice and guidance on drafting the SED and on drafts themselves will be provided.
- 9.4.2 The SED should be self critical and evaluative. Rather than being a 'snapshot' of the department at the time of the review, the SED should discuss how the provision under review and the department have developed since the previous review, identifying any challenges overcome and current challenges. The document need not be lengthy. The Quality Office will advise on length depending on the scope of the provision under review.
- 9.4.3 The SED should make extensive use of cross referencing to relevant supporting documentation and make use of concrete examples.

Introduction

- Setting the context of the Department, its key characteristics (staffing, students, research), current/recent developments, plans for teaching and research, Learning and Teaching Strategy.
- The programmes to be reviewed should be listed together with the date when the programme was introduced and the number of students on the programme. The introduction should also list any programmes in the department not included in the review and indicate why they are not included.

Educational aims

- A statement of the overall aims of the programme or programmes included in the review and how these relate to the aims of the Department.

Learning outcomes and programme structure

- An evaluation of the intended learning outcomes and structure of the programme or programmes (reference may be made to their relationship with subject benchmark statements or requirements of relevant professional, statutory or regulatory bodies); how recently they have been reviewed/amended.

Teaching and assessment

- An evaluation of the teaching and assessment strategies and how they support students to achieve the intended learning outcomes.

Quality of learning opportunities

- *Teaching and learning* - evaluation of the learning opportunities provided to students to enable them to achieve the intended learning outcomes; implementation/evolution of the Department's Learning and Teaching Strategy;
- *Departmental review mechanisms* - internal arrangements in the Department for reviewing its provision and evaluating the effectiveness of its approach to learning and teaching;
- *Student admission, progression and completion* - evaluation of the ways in which students' progression through the programme(s) is supported and monitored, from intake to completion;
- *Learning resources* - evaluation of the effectiveness of the deployment of resources, human and material, that support student learning, and of the effectiveness of their linkage to the programme learning outcomes;
- *Improvements/enhancements* - to the learning and teaching on the Department's programmes/provision over this period, e.g. new teaching and assessment methods, staff development.

Academic standards

- Commentary on the achievements of students, any trends in examination results, the comments of External Examiners on comparability of standards, on any actions taken as a result.

Graduate satisfaction/employability

- Commentary on feedback from former students and on their career destinations, whether employment or further study, as appropriate;
- Commentary on how employability and career development are considered in programme design and delivery.

9.5 Evidence Base

9.5.1 The SED should include evidence from and make reference to the following:

- Programme Specifications
- Annual Programme Reviews
- External Examiners' reports
- Student recruitment, progression and completion data
- Reports (if any) from accrediting or other bodies
- Feedback from former students and their employers; First Destination data
- A commentary on the statistical analysis of National Student Survey data provided by the Quality Office
- Comparability with other HEIs/external benchmarks
- Internal policy documents, as appropriate

- SWOT analysis of programme(s)/department (optional)

9.5.2 Where possible, evidence for key points should be included within the main text of the SED or as notes.

9.5.3 The following documents should normally be appended:

- Programme Specifications for programmes under review
- Annual Programme Reviews for the last 3 years for the programme under review
- Annual Programme Review data
- NSS results for the last 3 years
- External Examiners reports for the last 3 years
- Departmental handbooks and individual course guides
- Prospectuses
- Departmental Strategic Plan
- Record of staff development
- Departmental Learning, Teaching and Assessment Strategy and Action Plan.

9.5.4 The SED is circulated to the panel in paper form. All supporting documentation should be placed in a password protected folder on the department's VLE pages so that panel members can access this.

9.6 Membership of the Review Panel

9.6.1 Independent external input is a key feature of the periodic programme/departmental review process. The Panel will include panel members from the College who are external to the cognate area(s) as well as members external to the College.

Pro-Warden (Chair) or nominee
 Two external subject specialists
 A member of academic staff
 A student panel member
 Head of Quality and Standards
 Head of the Goldsmiths Learning Enhancement Unit or nominee
 Quality Administrator (Secretary)

9.6.2 Panel composition might vary depending upon the size of the provision and the area to be covered.

9.7 Possible Questions for Review Panels

9.7.1 The following questions are taken (with minor amendments) from Appendix 3 of Section 7 of the QAA's Code of Practice on 'Programme Design, Approval, Monitoring and Review'.

9.7.2 It is not intended that review panels at Goldsmiths should feel constrained to use these questions systematically. The questions do, however, provide a

useful framework to guide members of review panels when formulating their questions.

9.7.3 How do the intended learning outcomes relate to external reference points and to the broad aims of the provision?

1 What are the intended learning outcomes for the programme(s)?

2 How do they relate to external reference points including relevant subject benchmark statements, the qualifications framework, the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* and any professional body requirements?

3 How do they relate to the overall aims of the provision as stated by the Department/ Centre?

4 Are they appropriate to the aims?

9.7.4 How are the curricula design principles used to permit achievement of the intended learning outcomes?

5 How does the Department/Centre ensure that curriculum content enables students to achieve the intended learning outcomes?

6 How does the Department/Centre ensure that the design and organisation of the curriculum is effective in promoting student learning and achievement of the intended learning outcomes?

9.7.5 How are the intended learning outcomes communicated to students, staff and external examiners?

7 How are the intended outcomes of a programme and its constituent parts communicated to staff, students and external examiners?

8 Do the students know what is expected of them?

9.7.6 How does the Department/Centre create the conditions for achievement of the intended learning outcomes?

9 Do the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?

10 Is there evidence that curricular content and design is informed by recent developments in techniques of teaching and learning, by current research and scholarship, and by any changes in relevant occupational or professional requirements?

9.7.7 How does the assessment process work?

11 Does the assessment process enable learners to demonstrate achievement of all the intended learning outcomes?

12 Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?

13 Can there be full confidence in the security and integrity of assessment procedures?

14 Does the assessment strategy have an adequate formative function in developing student abilities?

15 What evidence is there that the standards achieved by learners meet the minimum expectations for the award, as measured against relevant subject benchmark statements and the qualifications framework?

9.7.8 How does the Department/Centre/College review and improve the quality of the student learning experience?

16 How does the Department/Centre/College review and seek to enhance the quality of the student learning experience? Does it have strategies for building upon its quality assurance processes to enhance the quality of its provision?

17 How effective is teaching in relation to curriculum content and programme aims?

18 How effectively do staff draw upon their research, scholarship or professional activity to inform their teaching?

19 How good are the materials provided to support learning?

20 Is there effective engagement with and participation by students?

21 Is the quality of teaching maintained and enhanced through effective staff development, peer review of teaching, integration of part-time and visiting staff, effective team teaching and induction and mentoring of new staff?

22 How effectively is learning facilitated in terms of student workloads?

9.7.9 How is students' learning supported?

23 Is there an appropriate overall strategy for academic support, including written guidance, which is consistent with the student profile and the overall aims of the provision?

24 Are there effective arrangements for admission and induction which are generally understood by staff and applicants?

25 How effectively is learning facilitated by academic guidance, feedback and supervisory arrangements?

26 Are the arrangements for support clear and generally understood by staff and students?

27 Are students offered careers guidance?

9.7.10 **How satisfactory are learning resources and how are they deployed?**

28 Is the collective expertise of the staff suitable and available for effective delivery of the curricula, for the overall teaching, learning and assessment strategy and for the achievement of the intended learning outcomes?

29 Are appropriate staff development opportunities available?

30 Is appropriate technical and administrative support available?

31 Is there an overall strategy for the deployment of learning resources?

32 How effectively is learning facilitated in terms of the provision of resources?

33 Is suitable teaching and learning accommodation available?

34 Are the subject book and periodical stocks appropriate and accessible?

35 Are suitable equipment and appropriate information technology facilities available to learners?

9.8 **Report**

9.8.1 The review will be serviced by the Quality Office and the Quality Administrator will produce the report from the review.

9.8.2 The report will be directed to the Chair of the Panel in the first instance for comments on factual accuracy. The report will then be submitted to the full panel for comment. Once the report has been approved it will be submitted to the department for comments on factual accuracy.

9.9 **Follow up to the report**

9.9.1 Once the report has been approved, the Department will formulate its response and action plan. These will be approved by the departmental Learning and Teaching Committee and Departmental Board.

9.9.2 The report and departmental response will be submitted to Learning, Teaching and Quality Committee for discussion. A further report on action points will be considered by LTQC after one year (where required).

10 Collaborative Provision and Partnerships

- 10.1 The College has a limited number of collaborative partnerships in the UK and overseas and is seeking to develop its portfolio of collaborative activities with high quality partners.
- 10.2 The College will undertake collaboration, which is in line with its mission and compatible with its particular strengths in research and research-led teaching to the benefit of its students, itself and its partners.
- 10.3 Section 2 of the Quality Assurance Agency's Code of Practice on *Collaborative Provision and Flexible and Distributed Learning (including e learning)* 2004 defines collaborative provision as follows:
- **Collaborative provision** denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.
- 10.4 The term *collaborative provision* thus covers a range of relationships between institutions and includes both undergraduate and postgraduate programme arrangements and also postgraduate research programmes.
- 10.5 Section 2 defines *flexible and distributed learning* (FDL) as follows:
- **Flexible and distributed learning** (FDL) denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations.
- 10.6 There are various types of collaborative provision. These include:
- **Validated award**
A collaborative arrangement under which the programme has been designed by an approved partner institution and is delivered at that institution but has been judged by the College to be of the appropriate standard and quality to lead to a Goldsmiths' award. The PG Diploma in Art Psychotherapy delivered at ITP Bern, Switzerland and which is validated by Goldsmiths is an example of this type of arrangement.
 - **Partner supported delivery**
A collaborative arrangement under which a Goldsmiths' programme is delivered with some support from an approved partner institution. Partner supported delivery arrangements are likely to vary in the nature and level of support required and each proposal must be discussed in detail at an early stage.

- **Franchise**
A collaborative arrangement under which an approved partner institution is authorised/licensed to deliver a Goldsmiths' programme or course. Serial franchising is not permitted.
- **Joint award**
A collaborative arrangement under which two or more awarding institutions together design and deliver a programme leading to a single award made jointly by both, or all, participants. The joint BEng/MEng in Design and Innovation delivered jointly by Goldsmiths and Queen Mary, University of London is an example of this type of arrangement.
- **Dual award**
A collaborative arrangement under which two institutions together provide a programme leading to separate awards being granted by both of them. This also covers *cotutelle* arrangements for postgraduate research students. Goldsmiths currently has one *cotutelle* arrangement (dual award of doctorate) with the University of Luxembourg.
- **Articulation arrangement**
A collaborative arrangement under which a qualification or credits awarded by an approved partner institution are recognised by the College as granting direct entry to an advanced point in a College programme. Articulation arrangements should not be confused with individual applications for advanced standing or with admissions arrangements to the beginning of programmes (see footnote below).⁹ Rather, an articulation arrangement is a formalised general arrangement for advanced standing between the College and an approved partner institution.

10.7 Any Department wishing to explore a potential collaborative provision of flexible or distributed learning arrangement should, in the first instance, read the College's Collaborative Provision Framework which can be found on the Quality Office web pages and then discuss their ideas with the Pro-Warden (Academic Development) and the Head of Quality and Standards.

10.8 The Collaborative Provision Framework provides:

- Information about the College's approval and management framework for collaborative provision
- Step by step advice for staff who wish to develop collaborative provision arrangements
- Guidance to staff about the College's requirements for the ongoing management of collaborative provision arrangements

⁹ This framework does not cover recruitment arrangements which allow entry to the start of a programme. Nor does it cover individual applications for advanced standing which are considered via the College's AP(E)L process. Student exchange agreements are covered by the College's procedures for managing placements. Short courses are covered by the College's short course framework. Awards of the University of London External System also have their own procedures.

11 University of London International Programmes (formerly the University of London External System)

11.1 Organisation

11.1.1 The University of London International Programmes, which was established by the University in 1858, provides an opportunity for students around the world to gain an award of the University of London without the requirement to be in attendance at one of its colleges. The University currently has over 50,000 students in nearly every country in the world, who study through flexible and distance learning. They are registered with the University of London International Academy which provides the administrative infrastructure and, on successful completion of their course, receive an award from the University of London.

11.1.2 University of London International Programmes is a partnership of the colleges and the central University and offers programmes of study, that are academically managed by one or more colleges. Individual colleges that provide the academic leadership for a programme are known as Lead Colleges. However, it is possible for more than one college to lead a programme, for example, the Laws Consortium comprises six constituent colleges of the University. Each programme or group of programmes is led by a Programme Director, who is a staff member of the College or Colleges concerned.

11.2 Goldsmiths' contribution to University of London International Programmes

11.2.1 Goldsmiths provides academic leadership for the Computing and English programmes. These comprise the BSc/Diploma in Computing and Information Systems, the BSc/Diploma in Creative Computing and the BA/Diploma in English. In addition, Goldsmiths is currently negotiating a proposal to add a new BSc in Psychology to the International Academy's programmes. This may be in partnership with another college(s).

11.2.2 University of London International Programmes provides students with materials to assist them with self-directed learning and a subject guide for each module that they study. Some students choose to study completely independently while others choose to enrol with a local institution for academic support and contact with other students. However, as students applying for the Diploma courses do not necessarily have the qualifications that are required for entry to the degree, those enrolling on the Computing Diplomas are required to attend classes at an institution which, on the recommendation of Goldsmiths, has been awarded Diploma teaching status by the University. The aim of this is to enable them to pass the Diploma, which is an award in its own right, and progress to Level 2 of the related degree if they so wish.

11.2.3 Additional support may also be offered by the Lead College. A recent bid for funding to redevelop the English programme was successful and Goldsmiths has recently approved a detailed proposal to enhance and modernise the programme. For example, new courses are being offered to students and

e-seminars and an essay writing scheme, which were options that were available at extra cost, have been integrated into the programme.

11.3 Quality assurance

- 11.3.1 The responsibility for quality assurance is shared by Goldsmiths and the University of London International Academy. The formal agreement with the University sets out the principles for shared responsibility and is amended as necessary to ensure that the processes that are in place remain effective and rigorous. Procedures are in place either at Goldsmiths or the University of London International Academy to assure the quality of programme development, delivery, management, systematic monitoring and ongoing review and enhancement of the programmes.
- 11.3.2 The staff at Goldsmiths who manage the programmes use the same approval processes that exist for the College's internal programmes to ensure parity between both offerings. The quality assurance processes include the appointment of External Examiners who report on the examination process and standards following the Examination Board meetings; the preparation of annual programme reports by the University of London International Academy, with contributions from the programme teams at Goldsmiths, in order to enhance individual programmes and to plan ahead; and the organisation of periodic programme reviews which take place approximately every five years to review a programme's development and ensure that it remains up-to-date.

11.4 New programmes

- 11.4.1 The University of London International Academy is willing to consider extending the range of options it offers, providing that any new proposals do not conflict with existing programmes. A Combined Degree Scheme (previously known as the Integrated Humanities Framework) is currently being developed by the University to give students more flexibility. They will be able to study more than one subject as major/minor pathways will be available and there will also be an increased number of awards.
- 11.4.2 It may not be necessary to develop a full distance learning degree programme in order to contribute to the Combined Degree Scheme; it may be possible to consider adding courses in subjects that complement the programmes that will initially be part of this framework (English, Theology and Philosophy) and to develop a full degree if there is sufficient interest in the new subject. If you are interested in finding out more, or if you think your department may be interested in participating, please contact the International Programmes Administrator, Margaret Stern, on 020 7919 7408 or m.stern@gold.ac.uk.

Appendices

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7 OMR Form for Course Evaluation	Error! Bookmark not defined.
8. Annual Programme Review Report Form: UG programmes	Error! Bookmark not defined.
9. Annual Programme Review Report Form: PG programmes	
10.Flowchart for Annual Programme Review	Error!
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1. Suggested Agenda for Staff/Student Forums

**GOLDSMITHS
University of London**

LEARNING AND TEACHING COMMITTEE

STAFF/STUDENT FORUM

Agenda

The next meeting of the Staff/Student Forum will take place on:

in room

- 1 Welcome and introduction to new members
- 2 Apologies for absence
- 3 Approval of the minutes of the previous meeting (circulated)
- 4 Report on matters arising from the previous meeting and action taken
- 5 Programme delivery and course evaluation
 - 5.1 Teaching
 - 5.2 Assessment and feedback
 - 5.3 Learning resources
 - 5.4 Academic support
 - 5.5 Course evaluation statistics
 - 5.6 Course/programme development
- 6 Organisation and communication
- 7 Placements (if any)
- 8 College services to students
- 9 3D graduate scheme/personal development planning
- 10 Any other business
- 11 Date of the next meeting

2. Minutes Template for Staff/Student Forums

GOLDSMITHS
University of London

LEARNING AND TEACHING COMMITTEE

STAFF/STUDENT FORUM

Minutes of the [undergraduate/post graduate] Staff/Student Forum for
.....

Held on

Present:

Chair

Staff members

.....

.....

Student members

.....

.....

- 1 Welcome and introduction to new members
- 2 Apologies for absence
- 3 Minutes of the previous meeting
- 4 Report on matters arising from the previous meeting and action taken
- 5 Programme delivery and course evaluation
The following items were discussed:
 - 5.1
 - 5.2 *etc as needed*
- 6 Organisation and communication
The following items were discussed:
 - 6.1
 - 6.2

7 Placements (if any)

The following items were discussed:

7.1

7.2

8 College services to students

The following items were discussed:

8.1

8.2

9 3D graduate scheme/personal development planning

The following items were discussed:

9.1

9.2

10 Any other business

The following items were discussed:

10.1

10.2

11 Date of the next meeting

3. Roles and responsibilities in the programme monitoring system

Goldsmiths, University of London Programme Monitoring Roles and Responsibilities

Departments will...	The Students' Union will...	DSCs will...	Student reps will...
<ul style="list-style-type: none"> ○ Encourage students to apply for DSC positions ○ Provide a departmental referee for applicants ○ Provide a panel member for DSC interviews ○ Recruit student reps (if wanted) 	<p>Organise the recruitment process for DSCs:</p> <ul style="list-style-type: none"> ○ Ask applicants to provide a departmental referee ○ Advertise the vacancies during the recruitment period, 26 September – 7 October. Advertisement to include dates for interviews and mandatory training ○ Take up departmental references (by email) ○ Shortlist 14 October ○ Interview 17-28 October ○ Where there is more than one undergraduate DSC, attempt to recruit some from different years to allow for mentoring 		

Departments will...	The Students' Union will...	DSCs will...	Student reps will...
Inform student reps of/advertise to student reps dates for SU training	<ul style="list-style-type: none"> ○ Train DSCs in early November ○ Train student representatives (where appointed) ○ Inform departments of dates for training student reps 	<ul style="list-style-type: none"> ○ Attend training (mandatory) in early November ○ Assist with recruitment of student representatives 	Attend training
Appoint a person for the DSC and SU to liaise with (usually Chair or Secretary of the Learning and Teaching Committee)	Liaise with the appointed person as necessary	Liaise with the appointed person in the first instance in all cases	
Pass on DSC contact details to student representatives (where appointed)		<ul style="list-style-type: none"> ○ Liaise with student representatives (where appointed) ○ Advertise their contact details to students through the VLE ○ Deal with minor issues brought to their attention by students and student reps outside the Forum where possible 	<ul style="list-style-type: none"> ○ Take issues raised with them to DSCs as necessary ○ Feed back the outcome of issues they have taken to DSCs / to students as necessary
Schedule Forums in consultation with DSCs (normally one at the end of the first term/start of the second term and one before the end of March)		Inform the Students' Union of Forum dates as soon as they are known (the SU needs to let DSCs in other departments know about Forums covering joint programmes)	

Departments will...	The Students' Union will...	DSCs will...	Student reps will...
Advertise the date and time of the Forum to staff		Advertise the date and time of the Forum to students and encourage them to attend	
Liaise with the DSC in order to provide them with structured opportunities to collect feedback from students		Liaise with the department in order to set up structured opportunities to collect feedback from students	Liaise informally with students on their programme and their year of study
<ul style="list-style-type: none"> ○ Draft an agenda and liaise with the DSC to incorporate specific items suggested by student feedback ○ Liaise with the DSC to establish whether any issues can be addressed before the forum meeting 		<ul style="list-style-type: none"> ○ Collate student feedback and use it to suggest items for the agenda of the Forum ○ Submit bimonthly reports to the department and the Students' Union ○ Liaise with the department to establish whether any issues can be addressed before the forum meeting 	
<ul style="list-style-type: none"> ○ Minute the forum meetings ○ Upload issues arising from meetings to the programme monitoring database ○ Post Forum minutes on the VLE once approved 		<ul style="list-style-type: none"> ○ Attend the Forum and take notes in order to follow up issues and feed back to students action taken in response to issues raised. This could be done through VLE postings ○ Attend forum meetings in other departments covering joint programmes 	Attend forum meetings

Departments will...	The Students' Union will...	DSCs will...	Student reps will...
If possible provide a noticeboard for DSCs to use to communicate with students	Run a monthly forum for DSCs (during the first two terms only) to attend and share best practice, seek support on difficult issues etc. Forum to be attended by: Education Officer; Representation and Democracy Manager and the Quality Office	<ul style="list-style-type: none"> ○ Attend monthly DSC meetings run by the Students' Union ○ Take part in a VLE forum for DSCs, to give support and share best practice ○ Establish a presence on the VLE, to include contact details, reports and feedback to students ○ Promote the National Student Survey to third year undergraduate students and other surveys that are part of the Student Voice Programme 	
Towards the end of the first term the DSC's departmental referee will review with them their performance in the role so far, feeding back to the Students' Union	Provide an appraisal form (in consultation with the Quality Office) for staff to use.	Take part in an appraisal process with their departmental referee.	

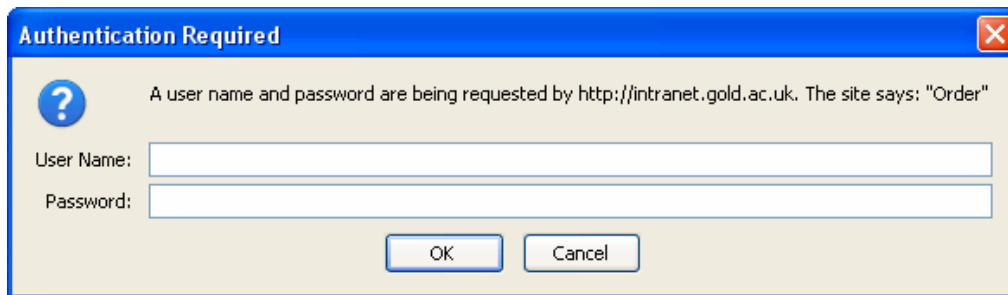
4. User guide for the programme monitoring database

STEP 1 – Accessing the Intranet

- Open a web browser, type the link below into the **address bar** on the webpage and press enter
- http://intranet.gold.ac.uk/cs/apps/qa/final/programme_monitoring.php

STEP 2 – Logging In

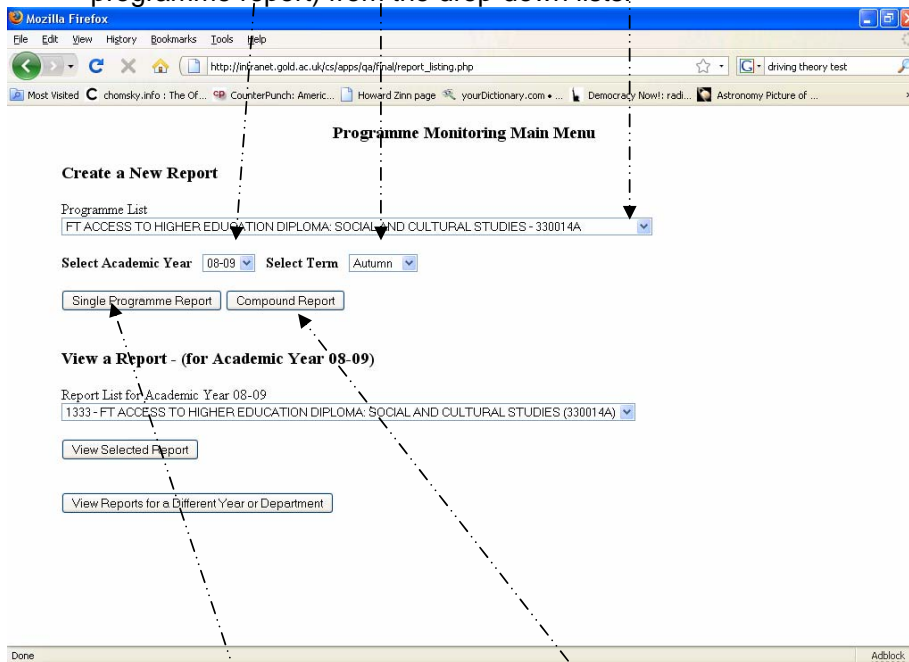
- A log in screen will appear
- Type your usual **Username** and **Password** and click OK to log into the intranet



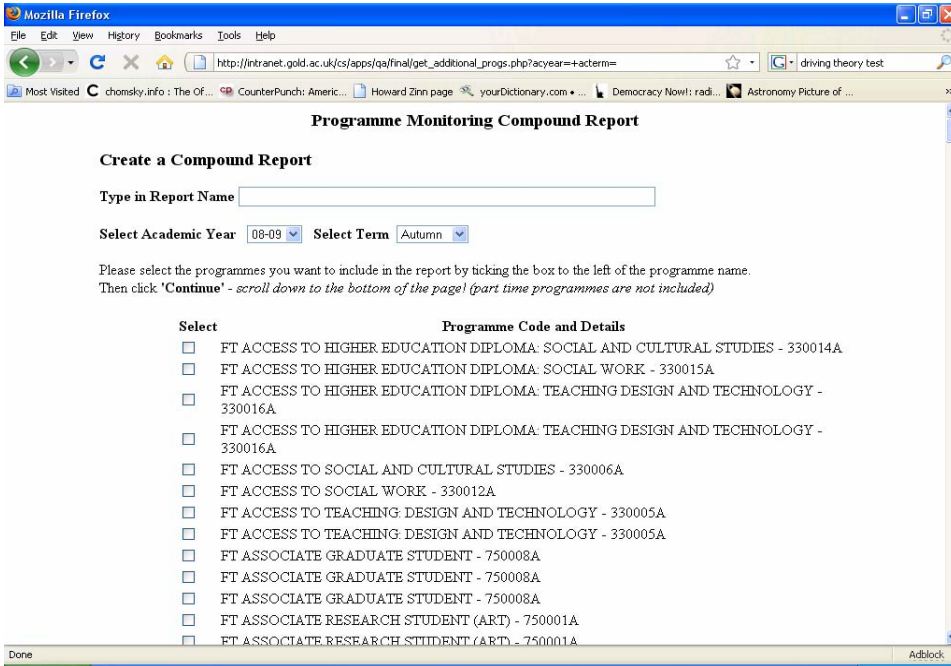
- This will take you to the report creation page

STEP 3 – Creating a New Report

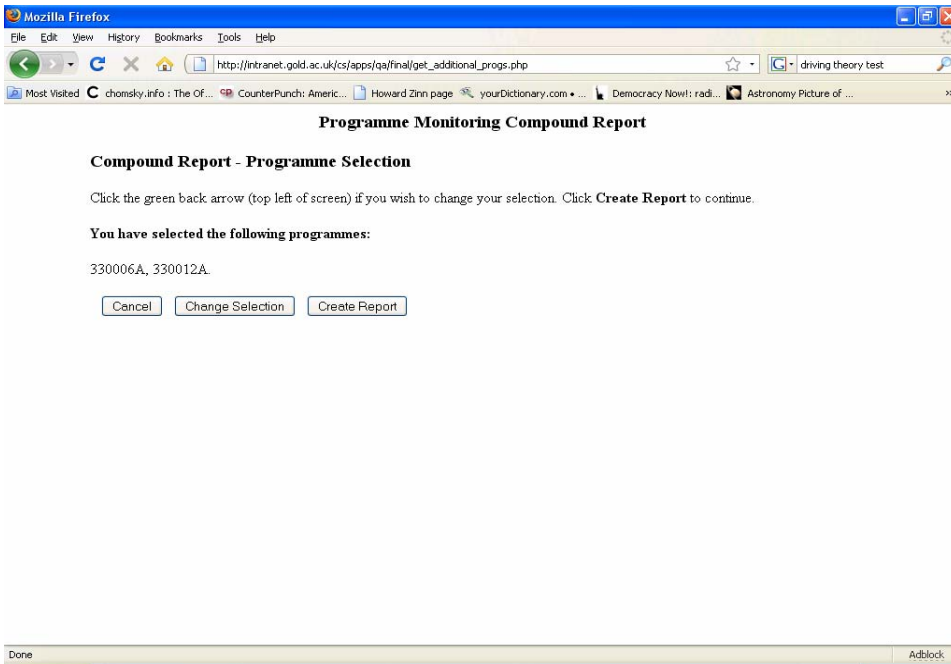
- Select your **Year** and **Term**, and your **Programme** (if writing a single programme report) from the drop-down lists!



- Select **Single Programme** or **Compound Report**



- If entering a **Compound Report** the next step is to choose your programmes from a list and give your report a *meaningful* name e.g. PsychologyUG11-12



- You will then be presented with a screen that lets you confirm your report and the programmes it contains and continue, or change the detail you have entered.

STEP 4 – Entering Issues

- Select an **issue** from the drop down list, complete the **comment**, **action by**, **action required**, **resolved** and **outcomes** sections

Quality Affairs Login Form - Mozilla Firefox

http://intrinet.gold.ac.uk/cs/apps/qa/final/add_issue.php

Programme Monitoring - Add Issue

Report: 1365, AUTUMN, 08-09
Programme: 'Compound', test

Issue	Action By	Resolved
Academic support - including contact with personal tutors		no

Comment	Action Required	Outcome

Save then Add Next Issue Reset Form View Report

Characters allowed in free text areas: alphanumeric or any of : , . ; ! " ? _ ' () < > £ \$ % - / + = *

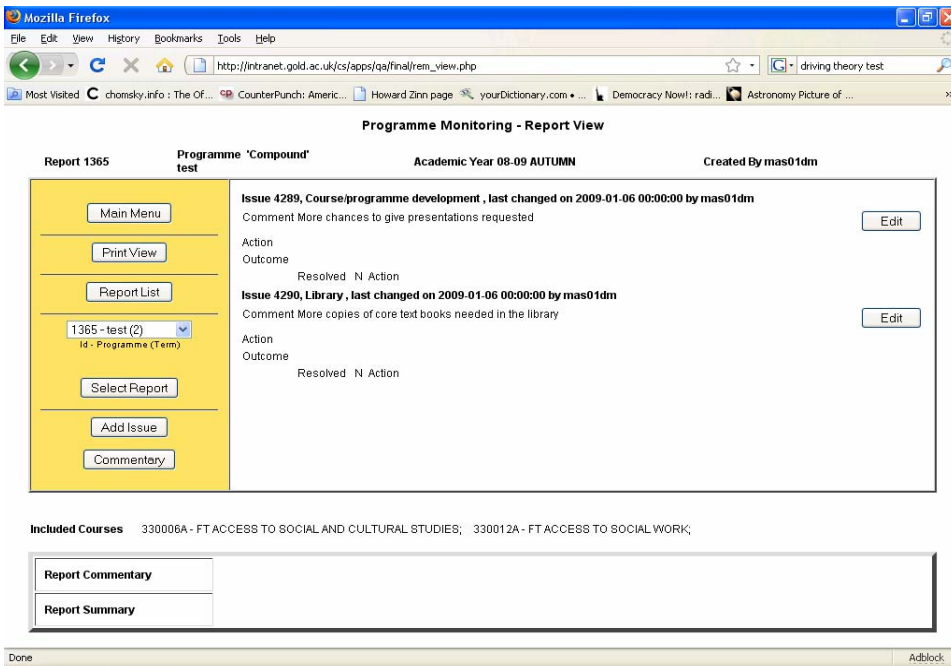
Included Programmes 330006A - FT ACCESS TO SOCIAL AND CULTURAL STUDIES; 330012A - FT ACCESS TO SOCIAL WORK;

Existing Issues
 Course/programme development 2009-01-06 More chances to give presentations requested
 Library 2009-01-06 More copies of core text books needed in the library

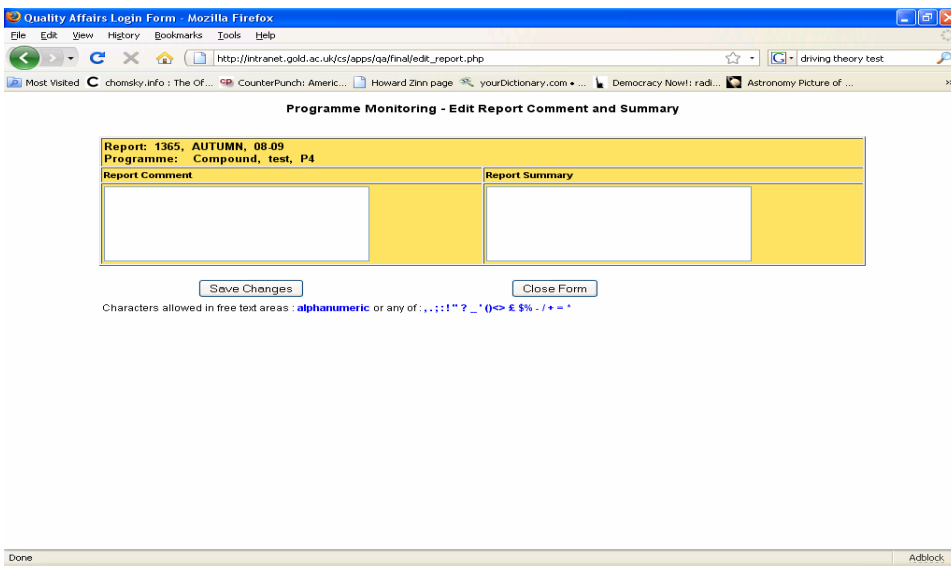
The last issue entered has been saved. Use this form to enter another issue or select 'Close Form' to return to Report View.

Done Adblock

- Click on the **'Save then Add Next Issue'** button
- The issue will then appear on the **'Existing Issues'** list at the bottom of the screen
- Once all information is entered you can view the report using the **'View Report'** button



- You can review and edit issues from the 'View Report' page, and print the report by clicking on the **'Print View'** button and then printing as usual
- If you choose the **'Commentary'** button you will be presented with the screen below where you can (optionally) add any comments you wish and a summary of the report. Pressing the **'Close Form'** button takes you back to the **'View Report'** screen.



When you have finished close the web page to exit.

5. Role description and person specification for Department Student Coordinator

Role: Departmental Student Coordinator

Hours: P/T

The Roles of the DSC fits into four key areas, they are as follows

Leadership

1. Liaise with student representatives on a monthly basis to identify issues and take them forward as appropriate
2. Lead on student issues in formal forums

Communication

1. Collate student feedback and use to suggest items for the agenda of the Forum
2. Inform students of action taken in response to student feedback
3. Use an array of communication techniques to inform students of the DSC scheme
4. Liaise with the department in order to set up structured opportunities to collect feedback from students
5. Communicate with DSCs within and outside of department
6. Promote the surveys that the College takes part in (e.g. National Student Survey, Student Barometer, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey) to the relevant student groups

Organisation

1. Highlight key issues within department to departmental administrators, to the Students' Union and the College via the appropriate channels of communication
2. Organise informal forums for discussion
3. Attend monthly DSC meetings organised by the Representation and Democracy Manager in the Students' Union
4. Aid in the organisation and coordination of Student Voice Events which include the promotion of surveys
5. Attend departmental meetings
6. Participate in annual DSC project

Student Voice

1. Aid in the organisation of student surveys such as the National Student Survey and Student Barometer
2. Help promote Student Voice surveys to respective students
3. Work in the Student Voice Centre during survey promotion period
4. Goldsmiths carries out a small number of periodic programme/departmental reviews each year as part of its quality assurance processes. There might be opportunities in future for a DSC to be a member of the panel for such reviews.

Person Specification

Attributes	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • Basic knowledge and understanding of student issues within the department • Basic knowledge of staff contacts within the department 	<ul style="list-style-type: none"> • Knowledge of departmental student feedback structures and systems • Knowledge of quality assurance processes in higher education
Communication	<ul style="list-style-type: none"> • Good interpersonal skills • Good oral and written communication with the ability to write concise reports • Confidence to speak to people at all levels of the institution and judgement to raise matters appropriately 	
Skills	<ul style="list-style-type: none"> • Good IT skills, including MS Office • Well developed organisational skills • Commitment to equality and diversity • Ability to work as a team • Ability to work on own initiative • Ability to manage multiple tasks and meet deadlines 	<ul style="list-style-type: none"> • Ability to use social networking sites to market student forums

6. Allocation of DSCs to departments 2011-12

Department/Centre	No. of Zero-Level DSC positions	No. of UG. DSC positions	No. of PG. DSC positions	Total
Anthropology	0	2	1	3
Art	0	2	1	3
Centre for Cultural Studies	0	0	1	1
Centre for English Language and Academic Writing				1
Computing	0	2	1	3
Design	0	1	1	2
Educational Studies	0	1	0	1
English and Comparative Literature	0	3	1	4
History	0	2	1	3
Institute for Creative and Cultural Entrepreneurship (ICCE)	0	0	1	1
Media and Communications	0	3	2	5
Music	0	1	1	2
PG Cert in the Management of Learning and Teaching	0	0	1	1
Politics	0	2	1	3
(PACE) Performing Arts Including Music Access	1	0	0	1
(PACE) Therapeutic Cultures and Counselling	0	0	1	1
(PACE) Social Work/Youth and Community Work	0	1	0	1
(PACE) Social and Cultural Studies and Languages	0	1	0	1
(PACE) The Integrated Degrees	1	0	0	1
Psychology	0	2	1	3
Sociology	0	2	1	3
Theatre and Performance	0	1	1	2
Visual Cultures	0	1	1	2

7. OMR Form for Course Evaluation

Goldsmiths University of London - Course Evaluation Questionnaire

As part of its commitment to Quality Assurance, Goldsmiths seeks to take account of students' views of courses and would be grateful if you would complete this form. Please DO NOT write your name on the form. Please hand it in before you leave the class.

Completing the questionnaire. If a question is not applicable please leave blank. The questionnaire uses a 4-1 scale where 4 = High or Strongly Agree, and 1 = Low or Strongly Disagree, plus a category entitled 'none of these apply'. Mark your response with a firm dark pencil line on the appropriate lozenge like this NOT like this: or .

Course Code									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. Annual Programme Review Report Form

**GOLDSMITHS
University of London**

Annual Programme Review 2010-11 – UG programmes

Department:

Programme(s). please note that a separate report which is the result of input by both departments should be produced for each joint programme;

Report author/authors for joint degree programmes

Date completed:

Date of consideration by departmental Learning and Teaching Committee:

1. Developments/enhancements in learning and teaching

1a. Action plan for 2010-11

Include here your action plan for 2010-11, identify when actions were completed and evaluate their success/effectiveness. Use the table below and add extra rows as required.

Issue	Action taken (with implementation date)	Success/ impact of action taken

1b. Action plan for 2011-12

- a. Include here your action plan for 2011-12 using the table below. Add extra rows as required.
- b. Note any planned changes to areas identified as problematic in the National Student Survey. Comment specifically on all areas that did not meet the 4.0 benchmark and detail any action that will be taken to address this on the programmes discussed in this report.
- c. List briefly any other planned changes, and note how these changes relate to the Departmental Learning and Teaching Strategy.
- d. Include any updates on actions from your last Periodic Programme/ Departmental Review (where applicable).

Issue	Proposed action	Person responsible	Completion date

2. Student Feedback

- a. List the key issues that students raised in their feedback on this programme/these programmes in 2010-11 as part of course evaluations, programme monitoring, the National Student Survey (if appropriate) or from any other method of obtaining student feedback and detail how the department has addressed these issues.
- b. Identify any issues that need to be taken forward at College level.
- c. Explain how any changes made as a result of student feedback have been communicated to students.

3. Feedback from staff

Include here feedback from staff relating to the programmes in question during 2010-11. This might include reports from programme or course leaders and any overview comments from the Head of Department.

4. Student data

Your department's data will be sent to you. From this year, some of the data is at programme level; other data is at departmental level.

Departments might wish to insert a standard response to the questions concerning departmental data.

Please answer the following questions for each programme covered in this report.

Data at programme level

1. Comment on trends in recruitment on the programme over the last 3 years. If recruitment levels have increased or decreased, provide reasons for these changes. If programme level targets have been set, comment on recruitment against targets.

2. Comment on any trends in progression or attrition on the programme over the last three years and provide reasons for any changes.

3. Comment on any trends in degree classification over the last three years.

Data at departmental level

1. Comment on any trends in recruitment across the department affecting the various sub groups over the last three years.

2. Identify and provide reasons for any trends in progression of the various sub groups.

3. Identify and provide reasons for any trends in classification amongst the different sub-groups.

5. External Examiner's report

5a. External Examiner's report 2009-10

Evaluate the success/effectiveness of any changes made to the programme/s in 2010-11 following the previous year's (2009-10) External Examiner report.

5b. External Examiner's report 2010-11

Attach the external examiner's report and departmental response only if these have not yet been submitted to the Quality Office. The Quality Office will contact departments that have missing reports or responses.

6. Professional and Statutory Regulatory Body (PSRB) visits/reviews by other external agencies¹⁰

Provide details of any PSRB visits or reports or reviews and reports by other external agencies during 2009-10. List any significant issues raised during the visit/in the report and identify how these will be dealt with (with timescales). If you have not already sent the report and response to the Quality Office please attach a copy to the APR.

7. Programme Specifications

- a. Were the programme specifications for the programmes included in this report reviewed in 2010-11?

- c. If not, indicate the date when they last reviewed and confirm how the department ensures that programme specifications remains up to date.

8. Placements

- a. Do any of the programmes covered by this report include opportunities for placement learning?

- b. If yes, confirm whether these have been reviewed and highlight any issues arising from this review. For example, you might wish to comment on the student learning experience on placement or student support.

¹⁰ A review by a Professional Statutory and Regulatory body (PSRB) is not the same as a periodic programme/departmental review (PPR) PSRBs are external accreditations, for example, the British Psychological Society or the Health Professions Council. A PPR is a Goldsmiths' internal review.

9. Resources

Please provide an account below of any significant changes to the resource base for the programme/s (e.g. staff, library, IT, specialist teaching rooms) and explain how (if required) these have been managed?

10. Enhancement

What is the one thing that you have done in 10-11 to improve the student experience on the programme/s covered in this report and that other departments might be able to use/learn from?

**GOLDSMITHS
University of London**

Annual Programme Review 2010-11 – PG programmes

Department:

Programme(s). please note that a separate report which is the result of input by both departments should be produced for each joint programme;

Report author/authors for joint degree programmes

Date completed:

Date of consideration by departmental Learning and Teaching Committee:

1. Developments/enhancements in learning and teaching

1a. Action plan for 2010-11

Include here your action plan for 2010-11, identify when actions were completed and evaluate their success/effectiveness. Use the table below and add extra rows as required.

Issue	Action taken (with implementation date)	Success/ impact of action taken

1b. Action plan for 2011-12

- a. Include here your action plan for 2011-12 using the table below. Add extra rows as required.
- b. List briefly any other planned changes, and note how these changes relate to the Departmental Learning and Teaching Strategy.
- c. Include any updates on actions from your last Periodic Programme/ Departmental Review (where applicable).

Issue	Proposed action	Person responsible	Completion date

2. Student Feedback

- d. List the key issues that students raised in their feedback on this programme/these programmes in 2010-11 as part of course evaluations, programme monitoring or from any other method of obtaining student feedback and detail how the department has addressed these issues.
- e. Identify any issues that need to be taken forward at College level.
- f. Explain how any changes made as a result of student feedback have been communicated to students.

3. Feedback from staff

Include here feedback from staff relating to the programmes in question during 2010-11. This might include reports from programme or course leaders and any overview comments from the Head of Department.

4. Student data

Your department's data will be sent to you. From this year, some of the data is at programme level; other data is at departmental level. Departments might wish to insert a standard response to the questions concerning departmental data.

Please answer the following questions for each programme covered in this report.

Data at programme level

1. Comment on trends in recruitment on the programme over the last 3 years. If recruitment levels have increased or decreased, provide reasons for these changes. If programme level targets have been set, comment on recruitment against targets.

2. Comment on any trends in progression or attrition on the programme over the last three years and provide reasons for any changes.

3. Comment on any trends in degree classification over the last three years.

Data at departmental level

4. Comment on any trends in recruitment across the department affecting the various sub groups over the last three years.

5. Identify and provide reasons for any trends in progression of the various sub groups.

6. Identify and provide reasons for any trends in classification amongst the different sub-groups.

5. External Examiner's report

5a. External Examiner's report 2009-10

Evaluate the success/effectiveness of any changes made to the programme/s in 2010-11 following the previous year's (2009-10) External Examiner report.

5b. External Examiner's report 2010-11

Attach the external examiner's report and departmental response only if these have not yet been submitted to the Quality Office. The Quality Office will contact departments that have missing reports or responses.

6. Professional and Statutory Regulatory Body (PSRB) visits/reviews by other external agencies¹¹

Provide details of any PSRB visits or reports or reviews and reports by other external agencies during 2009-10. List any significant issues raised during the visit/in the report and identify how these will be dealt with (with timescales). If you have not already sent the report and response to the Quality Office please attach a copy to the APR.

7. Programme Specifications

- a. Were the programme specifications for the programmes included in this report reviewed in 2010-11?

- c. If not, indicate the date when they last reviewed and confirm how the department ensures that programme specifications remains up to date.

8. Placements

- a. Do any of the programmes covered by this report include opportunities for placement learning?

- b. If yes, confirm whether these have been reviewed and highlight any issues arising from this review. For example, you might wish to comment on the student learning experience on placement or student support.

¹¹ A review by a Professional ~~Statutory~~ and Regulatory body (PSRB) is not the same as a periodic programme/departmental review (PPR) PSRBs are external accreditations, for example, the British Psychological ~~Society~~ or the Health Professions Council. A PPR is a Goldsmiths' internal review.

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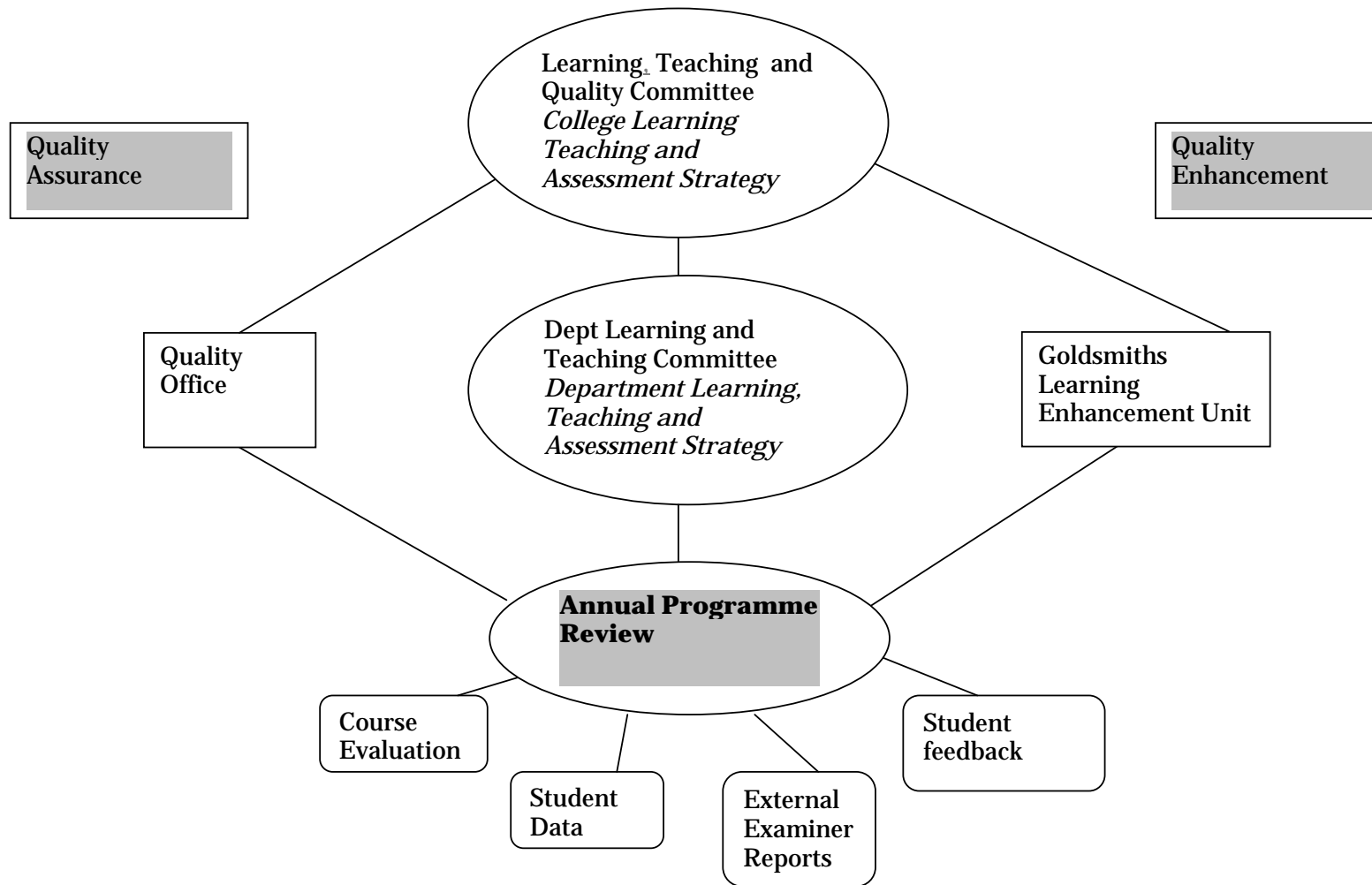
9. Resources

Please provide an account below of any significant changes to the resource base for the programme/s (e.g. staff, library, IT, specialist teaching rooms) and explain how (if required) these have been managed?

10. Enhancement

What is the one thing that you have done in 10-11 to improve the student experience on the programme/s covered in this report and that other departments might be able to use/learn from?

9. Flowchart for Annual Programme Review



QUALITY OFFICE
September 2011

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