

**GOLDSMITHS
University of London**

COUNCIL

ACADEMIC BOARD

Minutes of the meeting held on 6 June 2007

Present: Professor Geoffrey Crossick (Chair), Dr Herb Blumberg, Ms Hannah Bullivant, Dr Philip Broadhead, Dr Josh Cohen, Dr Simon Cohn, Dr Sophie Day, Professor Peter Dunwoodie, Professor Michael Dutton, Dr Basem El-Haddadeh, Dr Richard Grayson, Ms Jennifer Huseman, Dr Helen Jones, Professor Simon McVeigh, Professor Keith Negus, Ms Mary Nixon, Mr Larry O'Carroll, Professor Carrie Paechter, Ms Angela Phillips, Professor Alan Pickering, Dr Len Platt, Mr Keith Potter, Professor Nirmala Rao, Mr Terry Rosenberg, Professor Maria Shevtsova, Dr Gareth Stanton, Ms Joan Turner, Professor Geraint Wiggins

Apologies: Professor Sally Alexander, Professor Dennis Atkinson, Mr John Backwell, Professor Janis Jefferies, Mr Gerald Lidstone, Professor Celia Lury, Dr David Oswell, Ms Astrid Schmetterling, Professor Robert Zimmer

In attendance: Registrar and Secretary, Director of Finance, Academic Registrar, Deputy Academic Registrar, Head of Quality, Head of Secretariat, Head of Learning and Teaching, Assistant Registrar (Programmes), Professor Mark d'Inverno (Head of Computing from 2007-08)

OPEN BUSINESS

73 MINUTES

Resolved:

to approve the Minutes of the meeting held on 7 March 2007 (07-250).

74 WARDEN'S REPORT

The Warden gave an oral report, on developments in the higher education sector, both nationally and locally, including the following:

(i) Admissions

- (a) Student recruitment continued to be encouraging, with Home / EU applications showing a 14% increase over the previous year's figures. Offers had also risen by 13% and rejections only by 2%, indicating that the quality of applications was being maintained and that departments were seeking growth. Applicant responses were also encouraging, with a 16% increase in CF acceptances based on 87% of responses. The College was performing even better in the overseas undergraduate market: applications had risen by 31% and offers by 47%.
- (b) The College had bid for additional funded numbers through the Lifelong Learning Network initiative, which aimed to facilitate pathways into and through HE. The work of the Pro-Warden

(Students) had resulted in the award of an additional 110 funded student numbers over the following two years, which had exceeded expectations. All the numbers related to specific departments, which were all being very constructive. The strength of undergraduate recruitment was therefore particularly important in the light of this success.

- (c) The situation for postgraduate recruitment was not quite so positive; Home / EU postgraduate applications were down by 12%. This figure was skewed to some extent by a significant decline in PGCE applications, which was unlikely to lead to any problems in filling our quota; the general position across the College was not as severe. Nonetheless, there was cause for concern that, although the same percentage of offers had been made as in the previous year and acceptances had risen by 11%, departments were having to work hard to recruit from a smaller pool of applicants. However, Overseas postgraduate recruitment figures were encouraging; applications had risen by 7% whilst offers had risen by 18% and acceptances by 25%.
- (d) The figures for postgraduate recruitment did not distinguish between taught and research students, though in the future this would be possible. It was suggested that this might mask a particular difficulty in recruiting good quality research students due to the lack of College-financed scholarships. It was agreed that the Graduate School might consider the issue, recognising that the cost of scholarships needed to be set against the income and other benefits.
- (e) It was suggested that the cost of accommodation in London might be responsible for the fall in Home / EU postgraduate applications. It was agreed that it would be beneficial, once numbers had been finalised in October, to compare figures with other members of the 1994 Group to see whether any particular trends or differences could be identified.
- (f) It was clear that the College was beginning to do many things better, from programmes to departmental activity to recruitment work and that this was starting to bear fruit. It was a highly competitive environment and it would still be necessary to work hard to enrol the students. Nonetheless, the situation was still broadly encouraging and the ability to recruit strongly would stand the College in good stead when it sought to obtain further funded numbers from HEFCE, which was sympathetic to its need to grow.

(ii) Comprehensive Spending Review

- (a) The general outcomes of the Comprehensive Spending Review (CSR) would appear later in the year. However, much was already known about the HE settlement since the science allocation to the Office of Science and Innovation had actually appeared in the Budget and there was already an informal understanding about the DfES / HEFCE element. In the context of a very tough CSR, the HE sector could be relieved at the outcome.
- (b) The science base would receive a real terms increase of 2.5% over 3 years in both Research Council (RC) and Quality-related Research (QR) funding. However, this would be heavily end-loaded so the main benefits would not be seen until 2010-11, which would therefore create difficulties for HEFCE in funding the outcome of the 2009-10 RAE. In addition the bulk of research council funding would be to pay for Full Economic Costs (fEC). Science Research Investment Funding (SRIF) would be replaced with a 10% addition to fEC which would be ring-fenced for infrastructure investment, though it was not yet clear how this would be allocated. T-grant funding appeared unlikely to decline in real times and, although this too would be end-loaded, fears that this resource would be cut had proved unfounded. Overall the outcome of the CSR had been more positive than expected; there would not be much extra money but there could have been significantly less.

(iii) HEFCE Funding Streams

HEFCE had announced plans to reduce the use of special funding streams and, consequently, the amount of micro-management. It was intended to move as much funding as possible to block grant funding and to place the responsibility for its appropriate use with the senior management of institutions. There was a clear message that institutions could not wait for a HEFCE special funding stream to resolve particular problems but would have to manage their resources effectively to ensure the long-term sustainability of their institution. This was a welcome new approach. Nonetheless, it created an imperative to spend for sustainability and the College was determined to do so.

(iv) 2009

- (a) It was becoming clear that , for a number of reasons, 2009 would be a very important year for the HE sector for which the College would need to prepare and position itself.
- (b) If there were no General Election it would be the date of the next spending review, which would be even tougher than the current one.
- (c) It would also represent the halfway point in the ten-year Framework for Science and Innovation. There was concern that the government might consider that this had not unlocked private research and development investment as had been intended and a long period of growth in research funding under New Labour might come to an end.
- (d) If there was a General Election that resulted in a change of government it would be difficult to predict what direction it might take since overall Conservative policy on HE was not clearly developed and was unlikely to have been significantly clarified by 2009, although the emphasis of their current thinking pointed towards what they saw as the freeing up of universities.
- (e) The funding allocations from RAE 2008 would be made.
- (f) Salary negotiations for the next pay settlement would take place.
- (g) The independent commission looking at the fee cap would report to Parliament, in the absence of a decision to postpone it until after a general election, although this would have no impact until 2011.
- (h) 2009 would be the last year before the demographic challenge began to affect the HE sector. The significant demographic downturn means that the age cohort would drop in size for a number of years from this point onwards and all funding decisions taken in 2009 would take this into account. The downturn would represent a real challenge to an economy in need of graduates and the higher education sector would need to adapt to avoid cuts in funding. The emphasis now on workplace learning, lifelong learning and more flexible programmes were examples of the way the sector would need to adapt.

75 DEGREE-AWARDING POWERS / INSTITUTIONAL AUDIT – CRITICAL SELF ANALYSIS

Received:

the draft Critical Self Analysis (CSA) for submission to the QAA in relation to the College's application to the Privy Council for degree-awarding powers (07-250R).

The following points were particularly noted:

- (i) The CSA document had been prepared as part of the process of applying for degree-awarding powers and the Institutional Audit which the QAA had agreed could be combined in a single process.
- (ii) A project team to prepare for the process, sponsored by the Pro-Warden (Academic) and managed by the Head of Quality and Governance, had met on several occasions and a draft CSA had now been produced. The document was intended to describe, and to comment on the systems and processes the College had in place to ensure the quality of its awards and would represent the basis of its application. It was divided into 5 sections that reflected the criteria specified by the QAA for the award of degree-awarding powers:
 - Governance and Academic Management
 - Academic Standards and Quality Assurance
 - Contribution and Effectiveness of Staff
 - The learning Environment and Student Support
 - Research Degree Provision
- (iii) The Board was invited to comment on the general approach of the CSA and queries on specific details would be directed to the Head of Quality and Governance outside the meeting. The draft would also be considered by Council and SMT and then submitted to the QAA in August.
- (iv) Satisfaction was generally expressed with the document. A point was raised regarding progress towards the 2010 deadline of implementing the taught postgraduate framework and the need for an overall credit framework in the College. However, it was reported that progress was being made towards the former as there was a will across the College to achieve this and that a working group led by the Pro-Warden (Academic) would be looking at the issue of a general credit framework.
- (v) Although the Students' Union would make a separate submission as part of the process, it was recommended that they also be given the opportunity to comment on the CSA before submission.

Resolved:

that the Board was content with the overall tone and content of the document at this stage in its development.

76 REFORM OF THE UNIVERSITY OF LONDON STATUTES

Received:

the Consultation Document on the reform of the University of London Statutes (07-251).

The following points were particularly noted:

- (i) This was a very important document for the University and the College. The proposed new governance structure of the University aimed to address the problems which had arisen as a result of the changing relationship between the University and its Colleges in the years following the University of London Act 1994. In this period, the Colleges had assumed the responsibility for assuring the quality and standards of their awards and had obtained funding directly from HEFCE. The governance structure had nonetheless remained that of a unitary university.

- (ii) A Constitutional Review Working Group had been established in December 2005 and had now produced its recommendations, which were based upon a number of key principles. Most importantly, it was felt that the role of the University should be to support the missions of the Colleges. This would be a significant change for the University and would mean that its strategic direction and management of the brand would be decided by the Colleges, to which it would be accountable.
- (iii) The Provost of UCL, had resigned his position on the Working Group as he felt unable to support two of the proposals, which he felt to be insufficiently radical: those of maintaining the position of Vice-Chancellor and of formally giving 'executive' responsibility to the Board of Trustees rather than with the Collegiate Council. The proposed new statutes had been agreed by the University Council at its meeting of 21 March 2007 and were now being circulated for consultation. It had been agreed that the position of Vice-Chancellor should be reviewed after the new governance structure had been in operation for a period of three years. It was noted that the use of the term 'executive' in describing the Board of Trustees was essentially a formal requirement imposed by the 1994 Act as well as by the Privy Council.
- (iv) The University of London Union was not mentioned in the Statutes and concern was expressed that this could presage a cut in its funding or a threat to its existence. Although this concern was noted it was pointed out that the current President of ULU had been a member of the Working Group.
- (v) It was explained that staff of the Colleges were not designated as members of the University within the new statutes as membership within a chartered institution had a specific technical meaning. It was emphasised that membership of the University conferred no rights or powers and that the importance of staff and students in relation to the University would remain unchanged.

77 ACADEMIC BOARD WORKING GROUP ON ASSESSMENT REGULATIONS

Received:

proposed amendments to assessment regulations arising from the Working Group on Assessment Regulations (07-208R).

The following points were particularly noted:

- (i) The Working Group set up by Academic Board to review certain aspects of the assessment regulations had met twice and made a total of eighteen recommendations.
- (ii) The Office of the Independent Adjudicator had expressed its concern over a lack of internal consistency in the way that plagiarism offences were dealt with by some institutions. The Working Group had therefore agreed to establish a recommended "tariff" of penalties for plagiarism. The severity of the penalty would increase according to the seriousness of the offence, the student's level and previous record.
- (iii) Concern was expressed that the tariff was not based upon sound principles and that the level of study should not have a bearing on the penalty. However, it was argued that undergraduates had little experience of academic life and came from a background in further education in which the repetition of work from established sources was not regarded as a problem. At research level, it was pointed out that most work would be submitted informally so the issue of plagiarism would seldom become a disciplinary issue. The only stages at which work would be formally presented would be at the upgrade from MPhil and the final viva and therefore the recommendations should only apply to these moments.

- (iv) It was accepted that the relative severity of the punishment at points 5 and 6 of the tariff could vary according to a student's circumstances and that further guidance would be needed on the distinction between "minor", "moderate" and "extensive" plagiarism and the criteria for demonstrating intent. It was agreed that draft guidance would be issued to departments for feedback before final instructions were produced.
- (v) Although the pass mark of 35% at undergraduate level was meaningless if considered in isolation from the criteria attached to it, general practice across the sector was for a pass mark of 40%. It was considered that the increasing importance of transcripts might lead employers and students to infer incorrectly that the lower pass mark represented a lower quality of degree. The decision to raise the pass mark to 40% could present some logistical difficulties and would need to be connected to a decision on the appropriateness of maintaining the award of a "Pass Degree". It was therefore proposed to bring definitive proposals forward later in the year.
- (vi) It was no longer considered to be best practice to ask External Examiners to assist in the determination of marks for individual students. Rather they should only be asked to attest to the general standard of work in each classification. It was suggested that it would be unfair, if an examiner felt a piece of work within a sample was incorrectly graded, not to request that it be remarked. However, it was pointed out that this would be equally unfair to those students whose work had not been submitted as part of the sample. It was agreed that very clear guidance would have to be given to External Examiners.
- (vii) Although the late summer re-examinations had entailed a significant amount of additional work for academic and administrative staff, it had enabled a large number of students to progress who would otherwise have had to miss a year and the experiment was considered to have been a success. It was therefore felt that they should become incorporated into the College's assessment procedures.
- (viii) None of the recommendations of the Working Group would come into effect for the current session, with the exception of point 11 relating to the number of papers which had to be passed at a particular grade to permit the award of the higher class of honours.

Resolved:

that the recommendations set out in the report (paragraphs 1-18) be approved

78 LATE SUMMER RE-SITS FOR TAUGHT POSTGRADUATE STUDENTS

Received:

a paper from the Heads of the Departments of Drama and Media and Communications recommending the introduction of late-summer re-examinations for taught postgraduate students (07-209R).

The following points were particularly noted:

- (i) In the light of the success of the introduction of late-summer re-examinations for undergraduate students, the two heads of department had both requested that they be made available to taught postgraduate students. The rationale for the extension of this provision was that it would allow departments to provide earlier feedback on work and, particularly in the case of overseas students, to offer the opportunity to redeem a failure without having to wait an entire year.

- (ii) It was accepted that this might present some logistical difficulties for lab-based projects and that preparation for a re-sit over the summer could potentially affect the quality of a student's dissertation. Nonetheless, there was general support for the request, and it was felt that these issues could be addressed in the more detailed proposal to be prepared by the Academic Registrar.

Resolved:

to approve in principle the recommendation that late summer re-examinations be introduced for taught postgraduate programmes, and to request that the Academic Registrar should bring detailed proposals to the Board before the end of 2007/08.

79 REVIEW OF THE LANGUAGE STUDIES CENTRE: MODERN FOREIGN LANGUAGES

Received:

the report and recommendations of the review of Modern Foreign Languages (07-182) and a submission from the staff concerned (07-204).

The following points were particularly noted:

- (i) The Language Studies Centre (LSC) had been created following the merger between the departments of English and European Languages and provided language teaching for the BA Spanish and Latin American Studies (SLAS), the BA European Languages Culture and Society (ELCS), the BA European Studies and the BA International Media. It also provided bridging programmes and courses in academic English for international students and courses for students who wished to take a language option as part of their degree programme. However, demand had dropped significantly and the BA SLAS and the BA ELCS had been terminated, whilst the BA European Studies continued to recruit very poorly.
- (ii) The small numbers of students following language courses led to great imbalances within the department with staff student ratios as low as 1 to 3 for some courses on the language-related degrees compared to an average of 1 to 30 or 40 on other courses. The merger of the two departments had created a strong department with the possibility for significant development but the inefficient use of resources was acting as a brake on this.
- (iii) The fall in demand, which was part of a national trend, had led SMT to request a review of the Centre, which had identified seven possible options, each with clearly defined criteria. Consideration of the various options had led SMT to conclude that the decline in demand made the continued provision of MFL teaching non-viable and it had therefore been decided to terminate recruitment to the BA European Studies and to phase out MFL teaching for undergraduate degree programmes over the period 2007/10.
- (iv) Members of the Board wished to enable students who wanted to take language courses as part of their degree programmes to be able to do so in the future, and it was agreed to explore how this could best be organised, whether by allowing students to take language courses in PACE or in other institutions. The Students' Union requested that three additional recommendations be made to the report and these were accepted.
- (v) Thanks were recorded to the staff of the Centre who had provided MFL teaching within the Centre and regret again expressed over the necessity to terminate the provision.

Resolved:

- (i) that the recommendations set out in the review of Modern Foreign Languages (07-182) be approved.
- (ii) that the following additional recommendations be approved:
 - (a) that the College will comprehensively review student demand for learning languages every two years and act accordingly.
 - (b) that, as part of this review, the College will benchmark against language provision in other universities and monitor national trends.
 - (c) that the College will continue to investigate other ways that students can study languages at Goldsmiths or at other University of London institutions as a credit bearing part of their degree.

80 REVIEW OF THE EFFECTIVENESS OF ACADEMIC BOARD

Received:

a paper on the effectiveness of Academic Board in 2006-07 (07-252).

The following points were particularly noted:

- (i) At its meeting of May 2006 Academic Board had resolved that, with effect from 2006/07, the Academic Board and those committees which reported to it should undertake a brief annual self-examination with a view to identifying whether their terms of reference remained appropriate; whether they were carrying out their business in an effective and efficient manner and whether they were supporting the College's strategic aims in an effective fashion.
- (ii) The February meeting of the Board had been cancelled due to a lack of business and the October meeting had also had very little business. This had not resulted in an increase in the number of items approved by Chair's Action and it was therefore proposed to hold only three meetings of the Board in 2007-08, whilst keeping the situation under review.
- (iii) The minutes of Departmental Boards were not presented to the Board although they were constitutionally subsidiary committees. The breadth of discussion and number of meetings of these Boards made it impractical for Academic Board to receive all the minutes. However, the lack of monitoring meant that significant matters might not be identified at a College level. It was therefore proposed that, on a trial basis, the Academic Registrar should receive the minutes and present an annual digest to Academic Board.
- (iv) Concern was expressed that Academic Board might at times be seen to act as a "rubber stamp", in the sense that it might voice concerns over a proposal but without amending or rejecting anything. It was pointed out that the proposals had often been discussed in detail in committees before being considered by the Board. However, over the course of the year the Board had requested that a number of items be discussed and had returned some proposals with a request that they be reconsidered.

Resolved:

to approve the recommendations made in the paper.

81 FOUNDATION CERTIFICATE – INTEGRATED DEGREE IN MUSIC

Resolved:

to approve a change to the grade bands for pass and progression for students on year zero of the Integrated Degree in Music, subject to all students agreeing to the proposal (07-156R2).

82 IT STRATEGY

Recommended:

the IT Strategy (07-245) be approved.

83 LEARNING, TEACHING AND ASSESSMENT STRATEGY

Resolved:

to approve, on the recommendation of Learning and Teaching Quality Committee, the Learning, Teaching and Assessment Strategy (R/06/261/R3).

84 GENDER EQUALITY SCHEME

Recommended:

to Council that the Gender Equality Scheme (07-166) be approved.

85 CENTRE FOR THE STUDY OF GLOBAL MEDIA AND DEMOCRACY

Resolved:

to approve, on the recommendation of Research and Knowledge Transfer Committee, a proposal by the Department of Media and Communications to establish a Centre for the Study of Global Media and Democracy with effect from 24 September 2007 (07-174).

86 STANDING ORDERS

Resolved:

that, insofar as the Board and its committees were concerned, no objection be raised to the proposed changes to Standing Orders (07-253).

87 GENERAL REGULATIONS

Recommended:

- (i) to Council that, with effect from 1 September 2007, amendments to the General Regulations be approved (07-254);
- (ii) to Council that "Secretary" and "College Secretary" be replaced by "Registrar and Secretary", and "Computer Services" by "IT Services" wherever required in General Regulations.

88 COMMITTEE TERMS OF REFERENCE AND COMPOSITIONS

Resolved:

that, with effect from 1 September 2007, the following be approved (07-256):

- (i) amendments to the terms of reference and composition of committees of the Board;
- (ii) the standard terms of reference of Departmental Learning and Teaching Committees;
- (iii) the terms of reference and composition of the new Standards Scrutiny Sub-Committee.

89 DIGEST OF EXTERNAL EXAMINERS REPORTS

Resolved:

to approve the annual digest of External Examiners reports (07-211).

90 POSTGRADUATE RESEARCH REGULATIONS

Resolved:

to approve, on the recommendation of Postgraduate Research Sub-Committee, amendments to the Regulations for Postgraduate Research students (07-169).

91 DIPLOMA TEACHING STATUS FOR THE BSC AND DIPLOMA IN CREATIVE COMPUTING FOR EXTERNAL STUDENTS

Resolved:

- (i) that St Martin's Institute of Information Technology, Malta be awarded advanced Diploma teaching status for Creative Computing for two years, with effect from 1 July 2007;
- (ii) that DEI College, Thessaloniki, Greece be awarded Diploma teaching status for Creative Computing for three years with effect from 1 July 2007.

92 BSC IN COMPUTING AND INFORMATION SYSTEMS FOR EXTERNAL STUDENTS: ASSESSMENT ENHANCEMENTS FOR THE PROJECT UNIT (CIS320)

Resolved:

to approve, on the recommendation of Learning and Teaching Quality Committee, the introduction of an intermediate submission date to the assessment for the project unit for the external programme in Computing and Information Systems (07-131).

93 VARIATIONS TO STANDARD TERM DATES 2007-08

Resolved:

to approve the following variations to the standard term dates for 2007-08:

MA Social Work

Autumn term	17.09.2007 – 14.12.2007
Spring term	04.01.2008 – 14.03.2008
Summer term	31.03.2008 – 01.07.2008

MA Art Psychotherapy

Autumn term 02.10.2007 – 12.12.2007
Spring term 08.01.2008 – 19.03.2008
Summer term 22.04.2008 – 25.06.2008

MA Dance Movement Therapy

Autumn term 03.10.2007 – 13.12.2007
Spring term 09.01.2008 – 20.03.2008
Summer term 23.04.2008 – 26.06.2008

94 PERIODIC REVIEW OF CONTINUING EDUCATION PROGRAMMES

Received:

the report on the Periodic Review of Continuing Education Programmes run by the Department of PACE (07-203).

95 PERIODIC REVIEW OF THE EXTERNAL PROGRAMME IN ENGLISH

Received:

the report of the Periodic Review of the External Programme in English (07-188).

96 EXCELLENCE HUBS

Received:

a paper from the Pro-Warden (Students and Learning Development) on Excellence Hubs (07-185).

97 BUDGET 2007-08

Received:

details of the budget for 2007-08 (07-144).

98 ACADEMIC BOARD COMMITTEE MINUTES

Received:

the minutes from the following committees of Academic Board:

Academic Development Committee (07-260)
Equality and Diversity Committee (07-261)
Learning and Teaching Quality Committee – 15 November 2006 (07-262) and 21 February 2007 (07-263)
ICT Strategy Steering Group (07-264)
Research and Knowledge Transfer Committee (07-265)

99 REPORT FROM LEARNING AND TEACHING QUALITY COMMITTEE

Received:

a report from Learning and Teaching Quality Committee detailing new programme approvals and approval of course closures (07-269).

100 DESTINATION OF LEAVERS FROM HIGHER EDUCATION (DLHE) SURVEY

Received:

the annual DLHE Survey (07-266).

101 HEADS OF DEPARTMENT

Noted:

- (i) that Council had appointed the following to serve as Head of Department for four years from 1 September 2007 to 31 August 2011:

Professor Chetan Bhatt, Sociology

- (ii) that Council had appointed the following to serve as Acting Head of Department for 2007-08:

Professor Michael Keith, Sociology

- (iii) that the Warden had re-appointed Mr Keith Potter as Head of the Department of Music from 1 September to 31 December 2007.

102 VISITING FELLOWS

Noted:

the names of Visiting Fellows invited by the Warden (07-259).

103 EXTERNAL EXAMINERS

Noted:

that the Pro-Warden (Academic) had approved, on behalf of the College Board of Examiners, the appointment of the following External Examiners:

Certificate in Performance Skills and Theatre Studies

Ms Christine Hoening
Visiting Lecturer
St. Mary's University College

For a period of 3 years from
1st November 2006 to 30th
September 2009

Diploma in Advanced Training in Art Psychotherapy

Ms Helen Greenwood
Senior Art Therapist
Wakefield Health Authority

For a period of one year
from 1st November 2006 to
30th September 2007

Diploma in Cognitive Behaviour Therapy

Dr Alistair Grant
Course Leader MSc Cognitive Psychotherapy/Principal
Lecturer
University of Brighton

For a period of 3 years from
1st November 2006 to 30th
September 2009

BA History/joint degrees

Professor Richard Gameson
Professor of History
University of Durham

For a period of one year
from 1st November 2006 to
30th September 2007

BA Social and Cultural Studies

Mr John Arthur Smith
Senior Lecturer in Education
University of Greenwich

For a period of one year
from 1st November 2006 to
30th September 2007

PGCE Drama

Mr Keith Palmer
PGCE Secondary Drama Pathway Co-ordinator
University of Plymouth

For a period of one year
from 1st November 2006 to
30th September 2007

PGCE Modern Languages

Ms Karen Turner
Lecturer
Institute of Education, University of London

For a period of 3 years from
1st November 2006 to 30th
September 2009

MA Cross-Cultural and Community Arts

Professor Jonathan Neelands
Director of Graduate Studies
University of Warwick

For a period of 3 years from
1st November 2006 to 30th
September 2009

MA Artist Teachers and Contemporary Practices

Ms Helen Baker-Alder
Director of Fine Art Research into Teaching
University of Northumbria

For a period of 3 years from
1st November 2006 to 30th
September 2009

MA Applied Drama: Theatre in Educational Community and Social Contexts

Ms Jenny Hughes
Lecturer in Applied Theatre
University of Manchester

For a period of 3 years from
1st November 2006 to 30th
September 2009

MA Gender, Life and Politics

Dr Kimberley Hutching
Reader
London School of Economics

For a period of one year
from 1st November 2006 to
30th September 2007

MA Photography and Urban Culture

Dr Suki Ali
Lecturer
London School of Economics

For a period of 3 years from
1st November 2006 to 30th
September 2009

MFA Curating

Ms Chrissie Iles
Curator
Whitney Museum of American Art

For a period of one year
from 1st November 2006 to
30th September 2007

104 DATES OF MEETINGS IN 2007-08

Noted:

the dates of meetings in 2007-08:

Wednesday 5 December 2007 at 10.00am

Wednesday 27 February 2008 at 2.00pm

Wednesday 4 June 2008 at 2.00pm

CONFIDENTIAL BUSINESS

[Personal data relating to persons other than current staff or students]

105 REPORT FROM THE HONORARY DEGREES AND FELLOWSHIPS COMMITTEE

Received:

a report from the Honorary Degrees and Fellowships Committee (07-267).

RESERVED BUSINESS

106 COMMITTEE MEMBERSHIPS

Resolved:

to approve the proposed appointed membership for the Graduate School Board with effect from 1 September 2007 (07-268).

AB/25

REW/June 2007

**GOLDSMITHS COLLEGE
University of London**

COUNCIL

ACADEMIC BOARD

Officers' Action Points from the meeting held on June 6th 2007

Minute	Item	Action	By whom
74(i)(e)	Warden's Report - Admissions	Undertake comparison on Home/EU PG applications in Autumn 2007	Ac Reg
75(v)	Critical Self-Analysis	Ensure that the CSA is seen by the Students' Union at a late stage in its development	HQG
77(iv)	Assessment Regulations	Issue guidance on implementation of new regulations regarding plagiarism	Ac Reg
77(v)	Assessment Regulations	Produce proposals for the changing of the pass mark for UG degrees to 40	Ac Reg
77(vi)	Assessment Regulations	Produce clear guidance on the revised role of external examiners	Ac Reg/Dep Ac Reg
77	Assessment Regulations	Implement proposed amendments for 2007/08	Ac Reg
78	Late-Summer Re-sits for PGT students	Produce proposals for introduction of late-summer re-sits for PGT students	Ac Reg
80	Effectiveness of the Board	Produce a digest of the minutes of Departmental Boards for presentation to the Academic Board	Ac Reg
84	Gender Equality Scheme	Scheme recommended to Council for approval	HoS
87	General Regulations	Amendments to General Regulations recommended to Council for approval	HoS
93	Variations to Term Dates	Implementation of proposed variations to term dates	Dep Ac Reg

**R.E.W.
28.06.07**