

GOLDSMITHS COLLEGE
University of London

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 21 February 2007

Present:

Dr Philip Broadhead (Chair)	Mr Andrew Brett
Ms Hannah Bullivant	Ms Mary Claire Halvorson
Ms Jennifer Huseman	Dr Ida Pu;
Professor Nirmala Rao	Ms Juliet Sprake;
Mrs Vivien Taibe	Mrs Liz Thussu (Secretary)
Mr Bob Westaway	

Apologies: Dr Jorella Andrews; Ms Vee Harris; Dr James Martin;
Professor Carrie Paechter; Dr Gareth Stanton.

In attendance: Dr Basem El-Haddadeh; Ms Anne Francis; Ms Denise Miller;
Ms Mary Nixon; Dr John Phelps. In addition Dr Simon Cohn was present
for item 35, and Mr Brian Matthews, Head of PGCE (Secondary), was
present for item 37.

OPEN BUSINESS

32 ANNOUNCEMENTS

Noted:

- (i) that Dr Gareth Stanton would serve another term of office after his current term, which ends this academic session, expired
- (ii) that Professor Maria Shevtsova was standing down from the Committee and that Mr Sam Fisher from Visual Arts would serve the remainder of her term (to 2009)

33 MINUTES

Resolved:

to approve the minutes of the meeting held on 15 November 2006

34 MATTERS ARISING FROM THE MINUTES

34.1 QAA Institutional Audit (Minute 20)

Noted:

- (i) that the Committee had resolved that the Academic Registrar would convene a meeting with committee secretaries and report back about how best to take

forward the annual review process for committees reporting to Academic Board

- (ii) that this meeting would take place shortly, jointly convened by the Academic Registrar and the Head of Secretariat

34.2 Review of College Board (Minute 24)

Noted:

that the recommendations of the review, as amended by the Committee and including a revised date for implementation of 2008-09 rather than 2007-08, had been forwarded to Academic Board

34.3 Periodic Programme/Departmental Review of Art Psychotherapy (Minute 25)

Noted:

- (i) that at its last meeting the committee received a report from the Department of Professional and Community Education on action taken in response to the Periodic Programme/Departmental Reviews of the MA and PG Diploma in Art Psychotherapy. The report noted that four written elements of assessment had been reduced to two, and that while the reduction in workload was welcomed by staff and students the discontinued coursework was considered to be a valuable way for students to integrate their learning about organisations, systems, history and politics
- (ii) that the committee resolved to enquire if the programme team was satisfied that the learning outcomes covered by the two discontinued pieces of written work were covered appropriately elsewhere
- (iii) that, in a letter dated 10 January 2007, the programme leader, Ms Sally Skaife, had written to say:

Whilst we have attempted to cover these alterations to the learning outcomes in the other two written elements, there will inevitably be some loss. It will not be, though, until these two pieces of work have been submitted, which is in May, that we know the actual impact to the learning outcomes of the programme as a whole.

Resolved: that the Committee will seek a further report at the end of the academic session

35 LEARNING, TEACHING AND ASSESSMENT STRATEGY

35.1 Learning, Teaching and Assessment Strategy

Received:

the revised Learning, Teaching and Assessment Strategy, 2006-2011 from the Head of the Learning and Teaching Office (R/06/261/R1)

Noted:

- (i) that the strategy had been circulated widely, including to Heads of Departments, with colleagues asked to give feedback by 23 March 2007
- (ii) that the final document would be web-based, allowing it to be linked to action plans and resources including implementation guidelines and examples of good practice
- (iii) that in conjunction with the Students' Union and the Communications Office, the Learning and Teaching Office would prepare, from the final strategy, a short document for a student audience drawing out the key themes
- (iv) that detailed implementation plans would be drawn up once the ongoing consultation process was concluded
- (v) that Goldsmiths wanted to produce students who had gained more than just knowledge and skills, but had also had the confidence to claim a series of personal attributes, including critical thinking and global citizenship

35.2 Feedback on Assessment

Received:

a paper from Dr Simon Cohn and the Head of the Learning and Teaching Office proposing base-line requirements for feedback on assessments (07/070)

Noted:

- (i) that constructive, realistic and timely feedback is critically important to students' learning
- (ii) that the paper contained some detailed recommendation for action within academic departments
- (iii) that in the recommendations no distinction was made between assessed and non-assessed work since the pedagogical importance of feedback on such work was the same
- (iv) that the report notes:

Research suggests that where students have actually been involved in the formulation of assessment criteria, not only do they clearly understand what is required of them, but the process also promotes a deep sense of engagement and they begin to acquire the critical skill of 'self assessment'

and the Committee endorsed that students involved in negotiating assessment criteria had a better understanding of what was required from them and was a good strategy for reducing plagiarism

- (v) that in future the programme approval and review guidelines could be amended to include some element of student involvement in assessment design and criteria

- (vi) that the Students' Union welcomed the paper and its recommendations.
- (viii) that the Learning and Teaching Office had had 15 responses to the consultation on the paper
- (ix) that the implementation plan for the strategy would be designed when the strategy itself was complete
- (x) that the use of an online resource set available to all departments, as proposed in the recommendations, would facilitate the process of sharing good practice and deciding what level of commonality would be appropriate, although clearly as a base line feedback for all students taking a particular assessment would be expected to be in a common manner
- (xi) that the use of a consistent strategy and a positive approach would facilitate student engagement and learning

Resolved:

- (i) that the paper would be sent to Chairs of Departmental Learning and Teaching Committees, with a request that they respond to the recommendations in the paper during their review of assessment and the formulation of their revised Learning, Teaching and Assessment Strategy**
- (ii) that the Learning and Teaching Office would be meeting with Chairs of Departmental Learning and Teaching Committees to discuss how Departments would be addressing feedback within their revised Learning, Teaching and Assessment plans**
- (iii) that student involvement in the type and structure of assessments should become part of the process of programme design and review**

36 APPLICATION FOR DEGREE-AWARDING POWERS/INSTITUTIONAL AUDIT

Received:

a report from the Head of Quality in relation to the College's application to the Privy Council for Degree-Awarding Powers/Institutional Audit (07/071)

Noted:

- (i) that the College would be undergoing a combined process of application for Degree-Awarding Powers (DAPs) and Institutional Audit in the 2007-08 session
- (ii) that the Head of Quality had attended a briefing meeting with the QAA's Director of Reviews, Stephen Jackson, and Head of DAPs, Irene Ainsworth, on 16 February 2007, where the College's schedule for the combined process had been agreed
- (iii) that the College would submit a Critical Self-Analysis document by August 2007, that the audit team would be appointed in October, and following this there would be some briefing meetings and initial submissions at the start of

the next session, with the main scrutiny visits probably taking place January – July 2008

- (iv) that the Critical Self-Analysis would cover all topics necessary for the combined process, as agreed with the QAA, who are trying to lighten the burden as far as is practicable
- (v) that the aim of the DAPs visit in 2008 would be to gather evidence to inform the advice the team would give to the DfES and the Privy Council, in contrast the institutional audit process would allow for something of a dialogue between the College and the auditors regarding the College's management of standards and quality
- (vi) that the DAPs process largely, but not completely, covers the audit themes
- (vii) that in the combined visit the team, who would consist of between 3 and 5 senior academics from other HEIs, would undertake the DAPs evidence gathering and scrutiny process during the entire January to July 2008 period, and towards the end of this time the team member with responsibility for institutional audit would review the DAPs evidence and seek further clarification on any audit topic not fully covered
- (ix) that the audit team would be looking over 2 years worth of committee papers, and that at any time during their visit one member of the team could sit in on any committee meeting
- (viii) that the Head of Quality had outlined a sensible and manageable drafting process for the Critical Self-Analysis document

Recommended:

the approach to drafting the Critical Self-Analysis document outlined in the paper

37 OFSTED REPORT ON THE SECONDARY PGCE AND DEPARTMENTAL RESPONSE

Received:

the OFSTED report on Secondary Initial Teacher Training Partnership at Goldsmiths, covering the Educational Studies Department's Secondary PGCE and an action plan for the Training and Development Agency for Schools prepared by the Department in response to the report (07/072)

Noted:

- (i) that the Department of Educational Studies was visited by OFSTED for a short inspection of its secondary initial teacher training in 2006, and had been graded at level 3 for management and quality assurance, on a scale where 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
- (ii) that the team had had previous inspection visits that had gone very well, but illness within the programme management team had caused problems in

preparing for this visit; the team were given 8 weeks notice of the visit and a request for a rescheduling had been refused

- (iii) that the report almost uniformly highly praised the quality of the provision with the exception of Drama where the lack of adequate accommodation was identified as an outstanding issue
- (iv) that accommodation for Drama was now significantly improved
- (v) that the OFSTED inspection team had been working to a new methodology, where what they were assessing was the management of quality, not the quality of the provision and that this was a consequence of the government's Better Regulation Review Group who had recommended that:

In order to reduce the audit burdens on HEIs, DfES should ensure that HEFCE, the TTA, the QAA and OFSTED work together to co-ordinate quality assurance reviews and to explore where they can share review data.

and consequently inspection methodologies have been, and would continue, converging

- (vi) that OFSTED had scheduled another short inspection for three years time; the other options available to them were a full/short inspection next year, or a full inspection in three years
- (vii) that the Department had responded to the inspection report with a comprehensive action plan to address its recommendations which had been sent to the TDA, whose response had been positive
- (viii) that the Department hoped to conclude implementation of the action plan by the end of the 2007-08 session
- (ix) that the action plan was strongly endorsed by the Committee, and in particular the Committee endorsed a key feature of the plan, the creation of a new post of Management and Quality Assurance officer
- (x) that as the external audit regimes were being aligned so internally the College's procedures for quality were aligning with the Quality Office working to integrate Educational Studies into the College's quality framework and support systems
- (xi) that the TDA is looking to make cuts in provision nationally of between 10 – 30% to concentrate provision in certain shortage subjects. The Head of PGCE Secondary estimated a drop of up to 15% in the Department's student numbers was possible
- (xii) that the Committee commended the Department's positive response to the inspection and was confident about the Department's future

38 GRADUATE SCHOOL BOARD

Received:

- (i) from the Head of Secretariat the terms of reference of the proposed Graduate School Board (07/40R)
- (ii) the minutes of the Postgraduate Research Sub-Committee

Noted:

- (i) that the Advisory Panel for the Graduate School, a sub-committee of Academic Development Committee, had been set-up in 2006-07, to recommend procedures for the permanent management of the Graduate School, including terms of reference for a Graduate School Steering Group
- (ii) that the Advisory Panel had proposed a Graduate School Board from the 2007-08 session with both Learning and Teaching Quality Committee and Academic Development Committee as parent bodies
- (iii) that with the establishment of the Graduate School Board the Advisory Panel for the Graduate School and the Postgraduate Research Student Sub-Committee would cease to exist as from 31 August 2007
- (iv) that the Committee had no comment to make on the composition and terms of reference proposed for the Graduate School Board

39 NATIONAL STUDENT SURVEY

Received:

a paper from the Quality Affairs Administrator regarding analysis of the data collected by the National Student Survey (07/073)

Noted:

- (i) that the 2006-07 National Student Survey had started at Goldsmiths on 22 January 2007, and was going well with a response rate well above the sector average
- (ii) that the NSS was now in its third year; currently the College had two years worth of data to interpret
- (iii) that the most problematic areas highlighted by the survey were organisation and assessment, with the Students' Union noting that the organisation of joint degrees was a particular issue
- (iv) that most issues needed to be addressed at departmental level, apart from the issues of learning resources and feedback on assessment
- (v) that feedback on assessment was an issue across the entire sector, and while Goldsmiths was above the sector average the College was nevertheless determined to address the issue

- (vi) that it can be very hard to see patterns and trends in raw data, and so the Quality Office had commissioned a statistician to analyse the data and present it in an accessible, user friendly way for ease of interpretation and response
- (vii) that the consultant had produced a report for each academic department, and an example report for the Department of Design was appended to the paper received by the Committee
- (viii) that the reports benchmarked data from programme subject areas across the sector, plus compared the two years worth of data available and ranked departments against their nearest two competitors in terms of student applications, hence providing qualitative statements that were consistent across departments
- (ix) that the consultant had developed tools for use by the College, so that in the following years reports following the same structure could be produced by the Quality Office
- (x) that in future, if the timing could be got right, the data from the National Student Survey could be incorporated into the annual programme review data
- (xi) that National Student Survey data was complementary to data from course evaluation, which provides a quick way of soliciting feedback on course organisation, resources and teaching. Nevertheless a strategic approach to student surveys could usefully be developed, including a gateway to prevent students from being asked questions where the data is unlikely to be used, a major cause of survey fatigue
- (xii) that the reports would provide a year-on-year snapshot of quality within academic departments

Resolved:

to endorse the reports as a sound and useful approach to interpreting the National Student Survey data which could possibly be expanded to an institutional level in future

40 PROGRAMME APPROVALS

Received:

proposals for the BA in Art Practice and the MA in Gender and Culture (07/074)

40.1 BA Art Practice

Noted:

- (i) that the new programme represented the merger of two existing programmes: BA Fine Art and BA Textiles, to allow students more flexibility and the Department of Visual Arts more efficient use of its resources

- (ii) that Programme Scrutiny Sub-Committee (PSSC) had recommended that the section on learning support in the programme specification be rewritten and the transferable skills section amended
- (iii) that the section on learning support had now been re-drafted but this was not reflected in the programme documentation which was as seen by PSSC
- (iv) that the Department did good work in supporting students with disabilities and this was not covered in the programme's documentation
- (v) that the programme's marking scheme was compliant with the College marking scheme

Resolved:

the approval of the programme subject to the implementation of the recommendations of PSSC

40.2 MA in Gender and Culture

Noted:

- (i) that the proposal was for a new programme to replace the existing MA in Gender, Culture and Modernity currently offered by the Department of Sociology, with a programme jointly run by Media and Communications and Sociology
- (ii) that it was felt that the new programme, in drawing on the particular strengths of two complementary departments would recruit well and be academically distinct
- (iii) that PSSC had recommended the programme for approval subject to the receipt of an indicative list of approved option choices
- (iv) that the Committee noted that other departments, such as anthropology, may run courses that would be appropriate options for the programme
- (v) that the Committee had concerns that the programme was over assessed with a particular burden in the second year for part-time students
- (vi) that the programme was not fully compliant with the College's masters' credit framework
- (vii) that in 2004 Academic Board had set a date for programmes to be revalidated with respect to the revised credit framework of 2010, with the provision that this would be periodically reviewed
- (viii) that the Committee could usefully review the progress towards compliance with the credit framework and perhaps shorten the timescale if appropriate
- (ix) that the Academic Registrar would write to departments and centres reminding them of the cut-off for revalidation and enquiring how their plans were progressing

- (x) that the resources required for new programmes are included in departmental plans and put forward to the Senior Management Team along with a programme resource form. It is only at the point that the Senior Management Team approves the new provision in planning terms that the department draws up academic documentation (programme specification and associated courses) for submission to PSSC
- (xi) that this planning process left gaps in terms of academic market research and the exclusion of support departments from resource planning for new provision

Resolved:

- (i) **the approval of the programme provided that changes are soon made to align the programme with the credit framework**
- (ii) **that changes to the programme to take account of the credit framework could be approved by Chair's action**

41 EXTERNAL PROGRAMMES

41.1 Regulatory Changes to Computing Programmes

Received:

- (i) a proposal from External System Sub-Committee for a work experience entry route for candidates to the BSc in Creative Computing (R/06/310)
- (ii) a proposal from External System Sub-Committee for a minor change to the Diploma in Computing and Information Systems' regulations (R/06/308)

Resolved:

to approve the regulatory changes to the Creative Computing and the Computing and Information Systems external programmes

41.2 Diploma Teaching Status for the Diploma in Computing and Information Systems

Received:

- (i) proposals from External System Sub-Committee concerning institutions seeking Diploma teaching status (07/077)
- (ii) a proposal from External System Sub-Committee that the Diploma teaching status of Stansfield College, Singapore, be withdrawn (07/078)

Recommended:

the approval of the proposals from External System Sub-Committee regarding Diploma Teaching Status

41.3 The English External Programme

Received:

a proposal from External System Sub-Committee concerning the redevelopment of the English External Programme and including a bid to the University of London for market research funding (R/06/311/R1)

Noted:

- (i) that the Chair approved, on behalf of the Committee, the above proposal for forwarding to the University of London's External System Academic Board for its 26 January 2007 meeting, where it was approved on academic grounds
- (ii) that the proposal would now go to the University of London's External System Lead Colleges Committee for a decision about the funding requested

41.4 Creative Computing for the External Programme

Received:

from External System Sub-Committee the programme planning document in the required University of London template for the Diploma in Creative Computing, together with the programme specification (07/081)

Noted:

- (i) that the Chair approved, on behalf of the Committee, the Diploma in Creative Computing, and its associated documentation, for forwarding to the University of London's External System Academic Board for its 26 January 2007 meeting, where its introduction to the External System was approved on academic grounds
- (ii) that the Diploma in Creative Computing would now be considered by the University of London's External System Lead Colleges Committee who would make the final decision on operational/strategic grounds

Secretary's note: subsequent to the meeting both the proposal regarding the redevelopment of the English External Programme and the introduction of the Diploma in Creative Computing were approved by External System Lead Colleges Committee

42 LIBRARY USER GROUP

Noted:

the minutes of the fifth Library User Group meeting held on 23 January 2007

43 ANY OTHER BUSINESS

Noted:

that the 2007 John Beacham Memorial Learning and Teaching lecture would be given by Professor Lewis Elton on the subject of university assessment on Thursday 15 March

44 FUTURE MEETINGS OF THE COMMITTEE

Noted:

that future meetings of the Committee were scheduled for:

9 May 2007 at 10am in room 110, Deptford Town Hall

23 May 2007 at 2pm in room 110, Deptford Town Hall

Secretary's note: subsequently the meeting scheduled for 9 May 2007 was cancelled.

*DM
May 2007*