

GOLDSMITHS COLLEGE
University of London

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 23 May 2007

Present:	Dr Philip Broadhead (Chair)	Dr Jorella Andrews;
	Mr Andrew Brett	Ms Hannah Bullivant
	Dr Victoria Goddard	Ms Mary Claire Halvorson
	Ms Vee Harris	Ms Jennifer Huseman
	Dr James Martin;	Professor Carrie Paechter;
	Professor Nirmala Rao	Ms Juliet Sprake;
	Mrs Vivien Taibe	Mrs Liz Thussu (Secretary)
	Mr Bob Westaway	

Apologies: Mr Sam Fisher; Dr Ida Pu; Dr Gareth Stanton.

In attendance: Ms Anne Francis; Mr Jack Gillis (incoming Students' Union Welfare and Education Officer), Mr Ben Haggar; Ms Denise Miller; Ms Mary Nixon; Dr John Phelps. In addition Dr Lucia Boldrini was present for item 54.2.

OPEN BUSINESS

45 ANNOUNCEMENTS

45.1 Composition and terms of reference

Noted:

- (i) that the Chair had proposed that the Director of IT and the Librarian be added to the Committee's composition and the following additions to the Committee's terms of reference:
 - (a) To approve, on behalf of Academic Board, and on the recommendation of External System Sub-Committee, applications from institutions seeking Diploma teaching and/or Specified listing status for external programmes
 - (b) To approve, on behalf of Academic Board, and on the recommendation of External System Sub-Committee, changes to the status of institutions with Diploma teaching and/or Specified listing status for external programmes
- (ii) that the effect of the changes to the terms of reference would be that in future the Committee would approve all standard business concerning the College's existing external programmes, and that only new developments and those

with funding implications would be forwarded to Academic Board for final approval

45.2 Review of the Committee's effectiveness

Noted:

- (i) that Committee members had had a large number of papers to read for the meeting, mostly consisting of items from Programme Scrutiny Sub-Committee. The end of the first cycle of the Committee's operation was an appropriate time to review the committee's operation
- (ii) that in future the Committee could receive from Programme Scrutiny Sub-Committee the programme specification only, and all other associated documentation could be available for members to read either digitally or as hard copies held in the Quality Office

Resolved:

that in future the Committee would receive the programme specification only of new programmes, with associated documentation available to members either online, or in hard copy on request

46 MINUTES

Resolved:

to approve the minutes of the meeting held on 21 February 2007

47 MATTERS ARISING FROM THE MINUTES

47.1 Minute 37: OFSTED Report on the Secondary PGCE and Departmental Response

Noted:

- (i) that at its last meeting the Committee had noted the possibility of a drop in student numbers in the Educational Studies department of up to 15%
- (ii) that the TDA considered that the recent OFSTED report was an anomaly which had now been addressed through the action plan. The projected loss of student numbers was likely to be less than thought and might be neutral.
- (iii) that the TDA would be visiting the Department of Educational Studies in three weeks to review the implementation of the action plan

47.2 Minute 39: National Student Survey

- (i) that the National Student Survey had closed at the end of April. The College had achieved a very good 62% overall response rate, with the best performing department reaching 72%, and had exceeded the current year's sector average of 59%

- (ii) that the data would be published on the HEFCE/UCAS TQI site in August
- (iii) that the Chair thanked everyone that had helped to achieve such a successful response rate for the College, and in particular Denise Miller and the Students' Union for coordinating the campaign

47.3 Minute 40.2: MA in Gender and Culture

Noted:

that the MA Gender and Culture should be compliant with the credit framework by the implementation date established for all programmes

48 LEARNING, TEACHING AND ASSESSMENT STRATEGY (*Minute 7, 25 October 2006; minute 23, 15 November 2006; and minute 35.1, 21 February 2007; refer*)

Received:

from the Head of the Learning and Teaching Office, the revised Learning, Teaching and Assessment Strategy, 2007-2008 to 2010-2011 and appended draft action plan for 2007-08 (R/06/261/R2)

Noted:

- (i) that the Committee was receiving the final draft of the Learning, Teaching and Assessment Strategy, together with an action plan for 2007-08
- (ii) the action plan would be revised following further meetings between those who had contributed to the first draft and the Head of the Learning and Teaching Office
- (iii) the departmental action plans would be developed in parallel with the development of new Departmental Learning, Teaching and Assessment Strategies. Four departments would be producing these by the end of the summer 2007. The remaining 11 departments had appointed a fellow to be seconded into the Learning and Teaching Office to complete this undertaking in the course of the 2007/08 academic session
- (iv) that the implementation of the aims of the strategy would be monitored by the Learning and Teaching Office who would be receiving and reviewing operational plans and reporting back to the Committee
- (v) that the Head of the Learning and Teaching Office had received positive feedback from academic departments on the revised strategy
- (vi) that, following the Committee's feedback, two possible wordings on global citizenship had been drafted, and the Committee preferred the second wording
- (vii) that the strategy had been amended to clarify the distinction between summative assessment, and assessment counting towards classification

- (viii) that section D3 of the strategy concerned the virtual learning environment, and a link to the new virtual Graduate School could be included
- (ix) that the Students' Union requested that students be consulted in the preparation of departmental assessment strategies

Recommended:

the approval of the strategy, subject to the amendments proposed in (vi) and (viii) above

49 APPLICATION FOR DEGREE-AWARDING POWERS/INSTITUTIONAL AUDIT
(Minute 6, 25 October 2006; minutes 20 and 21, 15 November 2006; and minutes 34.1 and 36, 21 February 2007 refer)

Received:

from the Head of Quality and Governance a draft of the Critical Self-Analysis document for submission to the Quality Assurance Agency in relation to the College's application to the Privy Council for Degree-Awarding Powers/Institutional Audit (07-205)

Noted:

- (i) that Committee members were asked to send any detailed editorial comments on the draft CSA by email.
- (ii) that the Senior Management Team had looked at the initial draft of the CSA in detail and thought it the basis of a strong submission
- (iii) that the document had to serve two purposes: degree awarding powers and institutional audit. The document needed to reflect on progress since the last audit
- (iv) that the final document would include a list of key documents
- (vi) that paragraph 45 needed to be amended to reflect that the Librarian and the Director of IT would be members of the Committee from next year
- (vii) re paragraph 63 that the relationship between the Committee and Departmental Learning and Teaching Committees needed to be clarified and this needed more consideration
- (ix) that externality played a crucial role in the assurance of quality and standards at Goldsmiths (paragraphs 131-167), and that reference to the European Standards and Guidelines would be included in this section
- (x) that the section concerning *Graduates and Employers* (paragraphs 153-160) needed to be updated with the latest information on Goldsmiths 3D graduate scheme
- (xi) that the section on *Human Resources Strategy* (paragraphs 169-171) would be updated in the light of the planned Review and other developments

- (xii) that in the section on *Learning technologies* (paragraphs 199-203) more could have been said about the training of students, as well as staff, on learning technology
- (xv) that the College was currently taking part in an e-learning benchmarking exercise organised by the HEA and JISC and this could be added to the document
- (xvi) that the section entitled *Library and learning resources* (paragraphs 212-220) should mention the Senate House library
- (xviii) that the important link between the personal tutor strategy and the 3D graduate scheme was missing from the document and the Head of the Learning and Teaching Office would supply some further information (paragraphs 252-254 *Personal tutors*)
- (xix) that the Head of the Graduate School reported that appointment of examiners for PhD candidates was going to become a College responsibility and this would mean amending the document (paragraph 292)
- (xx) that following the Committee's feedback another draft of the document would be circulated by email, subsequently a revised draft would go to Academic Board for consideration and consultation with Departments and then be revised for Council, with submission due in August

50 TERMS OF REFERENCE

50.1 Departmental Learning and Teaching Committees

Received:

revised terms of reference for Departmental Learning and Teaching Committees (07-206)

Noted:

- (ii) that the committee review had considered a formal link between the Committee and DLTCs but had chosen instead that LTQC should facilitate the development of departmental learning and teaching strategies, establishing appropriate means of communication to achieve this
- (iii) that, in the revised terms of reference, LTQC was listed as a parent body, together with Department Boards, because the terms of reference had been amended to explicitly give DLTCs the role of developing departmental Learning, Teaching and Assessment strategies, together with annual implementation plans
- (v) that the Learning and Teaching Office would now be working closely with departments to assist them to review assessment practices and to produce Learning Teaching and Assessment Strategies by the 2008-09 session
- (vi) that looking across the Departmental Learning and Teaching plans and reporting on common themes arising would be undertaken by the Learning

and Teaching Office who, in reporting back to LTQC, would help the Committee fulfil its monitoring role with respect to academic standards and the quality of learning and teaching

Recommended:

the approval of the amended terms of reference of Departmental Learning and Teaching Committees

50.2 Standards Scrutiny Sub-Committee

Received:

proposed terms of reference and composition of the Standards Scrutiny Sub-Committee (07-207)

Noted:

- (i) that the report of the Review of College Board in June 2006 recommended that the College should consider setting up a Standards Scrutiny Panel to take an overview of the operation of exam boards to ensure they were functioning as intended, and to report to the Learning and Teaching Quality Committee on process and regulatory issues, including those raised by External Examiners
- (ii) that the Panel would also have an important review role looking at the maintenance and comparability of academic standards internally and externally
- (iii) that it was proposed to constitute the Panel as a sub-committee of Learning and Teaching Quality Committee, in line with the College's new committee structure
- (iv) that the establishment of the Standards Scrutiny Sub-Committee would be an important step in taking forward the recommendations of the College Board review
- (vi) that the composition stipulated " 5 members of academic staff (group-based representation) who are/have been Exam Board Chairs" and that this might be too prescriptive, as staff who had not been Exam Sub-Board chairs might have appropriate experience

Resolved:

to amend the composition to reflect the Committee's view that experience of chairing an examination sub-board should be desirable, rather than essential, for the 5 members of academic staff

Recommended:

the approval of the composition, with the above amendment, and the terms of reference of the proposed Standards Scrutiny Sub-Committee

51 ASSESSMENT REGULATIONS

51.1 Report of the Academic Board Working Group on Assessment Regulations and late submission of coursework regulations

Received:

from the Academic Registrar proposed amendments to assessment regulations arising both from the College Board of Examiners and from the Academic Board Working Group on Assessment Regulations (07-208)

Noted:

- (ii) that during the 2005/06 session the College Board of Examiners asked for guidance to be developed regarding the acceptability or otherwise of various different forms of extenuating circumstances
- (iv) that it was proposed to amend the regulations regarding coursework submission in two ways: firstly to make it clear that extensions to deadlines should only be permitted where extenuating circumstances had been demonstrated; and secondly to provide further details of acceptable and unacceptable extenuating circumstances
- (v) that paragraph 24 of the proposed amended regulations suggested that requests in advance of the assessment deadline for extenuating circumstances might be accepted, although the current regulations did not allow for this
- (vii) that a formal rule that late coursework would be accepted only with extenuating circumstances would both simplify administration and allow for the late submission rule to be consistently applied, however it might be that not being able to rule on extenuating circumstances in advance of the deadline would be in contravention of the Disability Discrimination Act
- (viii) that while it was the Committee's view that requests of late submission of coursework with extenuating circumstances should only be accepted after the deadline, the proposal would be withdrawn while the legal position was consulted on
- (ix) that once the policy had been amended and agreed by Academic Board then a formal procedure for submission of late coursework with extenuating circumstances would be established as requested by College Board
- (x) that the paper on proposals from the Academic Board Working Group on Assessment Regulations contained 18 specific recommendations and among the most important were those relating to plagiarism
- (xiii) that when penalties were applied it was important that they were consistent and for this reason the Working Group had recommended the adoption of a tariff system, together with additional penalties to allow for a more nuanced approach to offenders
- (xv) that it was important for departments to record penalties applied so that the Registry could monitor the application of the regulations

- (xvi) that the Students' Union had a concern that the potential financial penalty of up to £200 for students who prosecuted appeals that were judged to be without merit, as allowed for in the existing regulations, was excessive, however this was intended to deter frivolous appeals that wasted time and money, and could be reviewed in 2 years time
- (xvii) that recommendation 7 was that Academic Board should adopt the intention of moving to a pass mark of 40%, in line with other HEIs, and recommendation 8 was that further consideration should be given to the current generic grading criteria for undergraduate degrees with a view to providing less possible scope for misinterpretation. In both cases the Committee considered that a firm decision in principle would sooner allow the Academic Registrar to begin work on proposals for their implementation
- (xviii) that recommendations 9 and 10 were intended to fully codify the treatment of borderlines at examination sub-boards, and arose from correspondence with an External Examiner, however the regulation that allowed for bringing down by one class students who were within 1 or 2 marks of a borderline, which in practice was not being applied, had been left in place
- (xxiii) that after the first late summer re-sits in 2005-06 for undergraduates, 41 students had progressed because of success in these examinations, and 40 had been enabled to continue without carrying a failure
- (xxiv) that the Committee warmly endorsed recommendation 14 that the arrangements put in place for 'Late-Summer Re-examinations' for 2005-06 should be incorporated into the College's normal assessment arrangements
- (xxv) that recommendation 18 was a necessary regularisation of the circumstances in which an exam board could go ahead without an External Examiner present

Resolved:

- (i) that the existing provision to apply additional penalties against those bringing forward appeals against plagiarism that were judged to be without merit would be reviewed after 2 years of operation of the new regulations
- (ii) that the regulation allowing candidates within 1 or 2 per cent of a borderline to be brought down a class be reviewed by the Academic Registrar

Recommended:

- (i) **the approval of the proposals regarding late submission of coursework and extenuating circumstances, subject to any necessary amendments to comply with the Disability Discrimination Act**
- (ii) **the approval of the 18 recommendations of the Academic Board Working Group on Assessment Regulations, subject to the following amendments:**
 - (a) **a decision in principle to move to a 40% pass mark (recommendation 7)**

- (b) **a decision in principle to revise the current generic grading criteria for undergraduate degrees with a view to clarifying their interpretation (recommendation 8)**

51.2 September re-sit Examinations for Masters Candidates

Received:

a paper from the Head of Drama and the Head of Media and Communications proposing re-sit examinations for masters candidates (07-209)

Noted:

- (i) that some masters students might be told in February that they had failed elements, but then could not redeem their failure until a full year later. In particular students on overseas governmental grants which link directly to employment could find themselves in a twelve month employment limbo under the existing arrangements
- (iii) that it was also proposed that September re-sits along the same lines as undergraduate resits were introduced
- (iv) that the detail of the proposals, if agreed, would need to be worked out by the Academic Registrar
- (vi) that there were implications for practice-based assessments, and for this reason Visual Arts had an exemption from undergraduate re-sits

Recommended:

- (i) **that September re-sit examinations be approved in principle for Masters examinations**
- (ii) **that the Academic Registrar draw up an implementation plan for further consideration by Learning and Teaching Quality Committee and Academic Board**

51.3 Integrated Degree in Music

Received:

- (i) a paper from Programme Scrutiny Sub-Committee regarding progression requirements on the Integrated Degree in Music (07/156R)
- (ii) an oral report from the Head of Quality and Governance on the discussion of the Integrated Degree in Music at Programme Scrutiny Sub-Committee and subsequent follow-up with students

Noted:

- (i) that the Students' Union had raised concerns at the Academic Board meeting of 7 March 2007 about the Integrated Degree in Music, reporting that students on the Integrated Degree in Music were concerned that the progression

threshold from the foundation course into Year 1 of the BMus was higher than that for the other integrated degree programmes (i.e. 70% instead of 60%)

- (ii) that the Academic Board had resolved that that all departments involved in the provision of integrated degree programmes be requested to harmonise marking criteria and progression requirements for 2007/2008, and that the Programme Scrutiny Sub-Committee be convened at the earliest possible opportunity to consider whether the marking criteria and progression requirements should be altered for students currently enrolled on the programme
- (iii) that the Programme Scrutiny Sub-Committee were asked to consider the proposal that students could be offered the option of having their work marked on a new grading scale in which the threshold for pass was expressed as 50% and for progression as 60%. Work that had already been graded could be mapped onto the equivalent grades on this scale, so that marks within the current band (40% to 70%) would be compressed into the equivalent band on the other programmes (50% to 60%)
- (iv) that Programme Scrutiny Sub-Committee had resolved that the proposal to recalibrate marks and its full implications be explained to students and be implemented if agreed to unanimously
- (v) that the Students' Union had met with the students, given them a letter explaining the proposal and discussed it with them and had explained that the change would only be implemented if all students agreed
- (vi) that students would now be written to formally, and asked to sign a statement indicating their agreement or otherwise to the proposed change
- (viii) that the students felt that they had a grievance that the change to grading arrangements did not address

Recommended:

the approval of the proposal that the marking scheme would be changed as described in the paper provided that the students all agree

52 STAFF DEVELOPMENT

Received:

from the Head of Staff Development a proposal for an enhanced staff mentoring system decoupled from the processes of probation and performance review (07-232)

Noted:

- (i) that at its meeting on 25 May 2005 Academic Board considered the learning and teaching and human resources framework and resolved:

that the Group deputed by the Learning and Teaching Committee to progress the development of the postgraduate certificate and the wider staff development framework, be asked to put forward proposals for a system of peer mentoring/review, comprising teaching observation, and that in principle,

this 'enhancement scheme' should be decoupled from the more managerial/judgemental processes of probation and performance review.

- (ii) that following on from this the College's Head of Staff Development was proposing a new approach to staff development more in tune with the College's mission and values and focusing on facilitative interventions
- (iii) that as part of this process the Head of Staff Development hoped to implement the recommendation made at Academic Board in May 2005 to decouple mentoring and peer review (teaching observation) from the more managerial/judgemental processes of probation and performance review
- (iv) that the new mentoring programme would be coordinated with two existing mentoring schemes in the College:
 - Association of University Administrators mentoring scheme
 - PG Certificate in the Management of Learning and Teaching mentoring scheme
- (vii) that the proposal was a welcome step forward in staff development

Resolved:

to approve the report and its recommendation of an enhanced staff mentoring system decoupled from the processes of probation and performance review

53 QUALITY FRAMEWORK

53.1 External Examiner Reports

Received:

from the Quality Affairs Administrator, a report on feedback from External Examiners for the academic session 2005-06 (07-211)

Noted:

- (i) that External Examiner reports for 2005-06 commended the quality and standards of Goldsmiths awards, as well as their distinctive character
- (ii) that the reports provided a valuable source of feedback and evidence on current practice in teaching and assessment and overwhelmingly confirmed that the College's assessment procedures were robust and administration processes were good enough to allow a fairly quick recovery from disruption caused by industrial action short of a strike in 2005-06
- (iii) that, as well as enhancing learning and teaching at the institutional level by highlighting areas of good practice, External Examiners were increasingly being used by departments for programme enhancement
- (iv) that one particular area of good practice commended by External Examiners was the positive and effective action taken to combat plagiarism, in particular two departments, Computing, and Media and Communications, had put in place strategies to prevent, as well as to detect, plagiarism, and the

Computing Examiner had recommended that these strategies be documented and disseminated

- (v) that one examiner had been concerned about not receiving an institutional response to the College wide issue raised in his report

Recommended:

- (i) **that procedures to monitor the timeliness and content of responses to External Examiners' reports could usefully be reviewed**
- (ii) **that good practice with respect to plagiarism, as identified by Examiners, should be documented to inform the further development of the Learning, Teaching and Assessment Strategy**

53.2 The Quality Framework

Received:

from the Quality Affairs Administrator, a report on the operation of the College's quality framework from 2005 to the present, and on forthcoming changes (07-212)

Noted:

- (i) that the report provided useful feedback on the information gained from the operation of the College's quality framework
- (ii) that the detail of the report would be discussed at the Committee's next meeting

54 REVIEWS

54.1 Periodic Programme Review of Continuing Education; Department of Professional and Community Education

Received:

the report and recommendations of the Periodic Review of Continuing Education programmes in the Department of Professional and Community Education (07-203) and response from the Head of Department (07-216)

Noted:

- (i) that PACE had been reviewed on 22 January 2007, with panel noting that the Department had recently been through a huge process of change to achieve a solid financial footing, and was to be congratulated on managing this while maintaining the excellent relations between staff and students and preserving the dedication of staff to the ethos of the Department
- (ii) that the review had recommended, among other things, that the Department further develop their contribution to the College's widening participation and life long learning strategy; and continue work towards establishing a consistent credit framework across its Continuing Education programmes and bringing its grading criteria into line with the College generic grading scheme

- (iii) that the panel, in considering the Department's foundation/integrated degree provision, had recommended both that the department review its integrated degree provision in the light of the very good model provided by the Media and Communications integrated degree, and that the Department pay particular attention to the progression rates from the Access to Social Work programme onto the BA in Social Work
- (iv) that the response from the Head of Department was timely and appropriate. The Department had responded positively and proactively to the review and had acted upon many of the review's recommendations, including the most pressing ones noted above, and in particular was urgently addressing the progression issue with BA Social Work and recommendations that would ensure better communication between itself and associated departments

Resolved:

to approve the review and its recommendations

54.2 Periodic Programme Review of the External Programme in English (*Minute 27, 15 November 2006; and minute 41.3, 21 February 2007; refer*)

Received:

the conclusions and recommendations of the Periodic Review of the External Programme in English (07-188)

Noted:

- (i) that, following notification by the Department of English and Comparative Literature of their desire to terminate the External Programme in English, the programme was reviewed on 30 March 2007
- (ii) that the programme formed a significant part of the University of London's External Programme with over 500 students currently enrolled
- (iii) that the reviewers had considered the quality of provision and of the student experience, particularly in relation to student non-progression and completion
- (iv) that the panel, who included an external reviewer from the Open University, had noted the students' satisfaction both with the programme and with the commendable work of the Deputy Course Director, noting that the latter provided a key area for future development
- (v) that the panel had concluded that there was no reason to close the programme on academic grounds as standards were high, the curriculum was appropriate and the subject guides were generally excellent. The panel recommended actions that could be taken to improve student progression and support without significant resource
- (vii) that the College would be exploring with the External System through market research how to develop the programme's appeal, for example by offering joint programmes, and this was intended to happen in parallel with taking forward the review's recommendations

- (viii) that the Department of English and Comparative Literature were happy with the review's conclusions, particularly the need for parity where possible between the internal and external programmes, and were confident that a new Course Director would take forward the recommendations

Resolved:

to approve the recommendations of the review

54.3 Review of Modern Languages

Received:

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

Noted:

- (i) that after considering the 2005-06 annual Departmental Plan for the Language Studies Centre (LSC), SMT had decided to review the LSC taking account of resourcing issues and the wider student experience
- (ii) that SMT looked at a range of options for the future of the LSC, and in particular, the option to transfer provision to PACE was examined in detail
- (iii) that SMT had concluded that any transfer of Modern Foreign Languages (MFL) provision to PACE would result in only marginal savings
- (iv) that following this further extensive discussions, with those Departments (English and Comparative Literature; Politics; and Media and Communications) offering degree programmes with the MFL component provided by the LSC, were undertaken and in addition the Head of LSC, Head of Communications and Publicity and the Assistant Registrar, Recruitment and Admissions were all consulted
- (v) that on the basis of this, SMT recommended phasing out the MFL provision provided by the LSC, including terminating the BA European Studies, over the three-year period 2007-10, and noted that there were currently 28 students who would complete during this period
- (vi) that the business case for discontinuing this provision had been discussed in the Academic Development Committee
- (x) that the LSC provided the MFL component of BA European Studies for the Department of English and Comparative Literature as well as one twelfth or one sixth of the BA International Media for the Department of Media and Communications, however the language component of the latter degree was not compulsory and had low take-up
- (xii) that should the Committee decide to terminate the BA European Studies provision for currently enrolled students would be protected
- (xi) that while there were financial and resourcing issues there were also concerns about the quality of the student experience

- (xiii) that MFL would continue in PACE, although provision there was currently not on degree programmes and was offered mostly part-time in the evenings on a fee paying basis
- (xiv) that the regulations currently allowed students to take a language option at any level as part of their degree, and this might need to be reviewed, although it was possible for students to study independently with support in the language resources centre in the library
- (xv) that evening language classes in PACE could be mainstreamed to allow students to optionally take a course as part of their programme
- (xvi) that MFL provision would also continue in Educational Studies, which provides TDA funded PGCE programmes in Modern Languages (French, German, and Spanish) and in Community Languages via the flexible route (Arabic, Mandarin, Punjabi, and Urdu), though this had not been part of the review
- (xix) that in institutions where recruitment to language programmes was holding up, it had often been through pairing with non-language subjects such as business and law; that more innovative and creative ways of integrating languages into the curriculum could be investigated
- (xxi) that SMT had looked at the market as a whole and considered that in 5 or 6 years time there might be increasing demand for language provision at HE level but that currently in London there was a great deal of language provision which was under capacity
- (xxii) that the College would monitor developments in relation to languages provision in schools for potential future demand
- (xxiii) that the Students' Union were concerned by the lack of time to consider the proposal presented to the Committee and wished to have it noted that the students were also stakeholders

Resolved:

- (i) to approve the proposal that recruitment to BA European Studies be ceased with immediate effect
- (ii) to approve the proposal that the MFL option be withdrawn from BA International Media
- (iii) that the undergraduate regulations regarding language options be reviewed

Recommended:

- (i) that MFL teaching should be phased out during the period 2007/10.**
- (ii) that transitional MFL provision as detailed in Annex 1 and 2 of the paper be put in place**
- (iii) that the College continue to monitor developments in the demand for language provision and how it might meet these in the future**

54.4 Periodic Review of the Postgraduate Diploma in Art Psychotherapy Provided with Institut fur Transpersonale Psychologie und Kreative Kunsttherapie (ITP), Berne (*Minute 25, 15 November 2006; and minute 34.3, 21 February 2007 refer*)

Noted:

that the response to the Periodic Review of the Postgraduate Diploma in Art Psychotherapy provided with the Institut fur Transpersonale Psychologie und Kreative Kunsttherapie (ITP), Berne (07-233), would be considered at the Committee's next meeting

55 PROGRAMMES RECOMMENDED FOR APPROVAL BY PROGRAMME SCRUTINY SUB-COMMITTEE AT ITS 28 FEBRUARY 2007 MEETING

55.1 Minutes of Programme Scrutiny Sub-Committee

Noted:

the minutes of the meeting of Programme Scrutiny Sub-Committee held on 28 February 2007

55.2 PGCE (Secondary)

Resolved:

to approve, subject to the amendments requested by Programme Scrutiny Sub-Committee, a proposal to revise the PGCE (Secondary) to be offered both as a Postgraduate Certificate (M level) and a Professional Graduate Certificate (H level) (07/089)

55.3 Graduate Diploma in Specialist Practice and MA in Practice Education

Resolved:

to approve a proposal for a new Graduate Diploma in Specialist Practice (07/076) and a new MA in Practice Education (07/079)

55.4 MA Social Policy and Administration

Resolved:

to approve, subject to the conditions requested by Programme Scrutiny Sub-Committee, a proposal from the Department of Politics to terminate the MA in Social Policy and Administration (07/091R)

56 PROGRAMMES RECOMMENDED FOR APPROVAL BY PROGRAMME SCRUTINY SUB-COMMITTEE AT ITS 24 APRIL 2007 MEETING

56.1 Minutes of Programme Scrutiny Sub-Committee

Noted:

the minutes of the meeting of Programme Scrutiny Sub-Committee held on 24 April 2007

56.2 MSc Music, Mind and Brain

Resolved:

to approve, subject to the amendments requested by Programme Scrutiny Sub-Committee, a proposal for a new MSc in Music, Mind and Brain (07/154)

56.3 PGCE (Primary)

Resolved:

to approve, subject to the amendment requested by Programme Scrutiny Sub-Committee, a proposal to revise the PGCE (Primary) to be offered both as a Postgraduate Certificate (M level) and a Professional Graduate Certificate (H level) (07/152)

56.4 MSc Computer Games and entertainment

Resolved:

to approve a proposal for a new MSc in Computer Games and Entertainment (07/153)

56.5 MA Design Education

Resolved:

to approve a proposal for a new MA in Design Education (07/155)

56.6 MFA Art Writing

Resolved:

to approve a proposal for a new MFA in Art Writing (07/163)

56.7 MFA Art Practice

Resolved:

to approve, on the recommendation of the Chair of Programme Scrutiny Sub-Committee, a proposal from the Department of Visual Arts for a new MFA in Art Practice (07-213)

57 EXTERNAL PROGRAMMES

57.1 Computing and Information Systems Programme regulations

Recommended:

the approval, on the recommendation of Computing Department Board, of a proposal to include the submission of an interim report, worth 10% of the total mark, for external candidates for the third year Project on the Computing and Information Systems programme (07-131)

57.2 Diploma teaching status for the University of London Creative Computing programme

Recommended:

the approval, on the recommendation of External System Sub-Committee, of a proposal to award Diploma teaching status for Creative Computing to DEI College, Thessaloniki, Greece and St Martins Institute of Information Technology, Malta (07-198)

57.3 BSc Computing and Information Systems and BSc Creative Computing

Resolved:

to approve, on the recommendation of External System Sub-Committee, a proposal to permit St Martin's Institute of Information Technology to offer a specified mathematics course to cover the AS level Mathematics course requirement for entry to the BSc in Computing and Information Systems and the BSc in Creative Computing (07-187)

58 EUROPEAN MASTERS IN COGNITION

Noted:

that on 20 April 2007 the Chair approved a new European Masters in Cognition programme, on the recommendation of the Chair of Programme Scrutiny Sub-Committee (07-214)

59 BA ART PRACTICE (Minute 40.1, 21 February 2007 refers)

Noted:

- (i) that the Committee approved the proposed new programme BA Art Practice at its 21 February 2007 meeting, subject to changes to the programme specification as recommended by Programme Scrutiny Sub-Committee
- (ii) that the requested amendments to the programme specification were made and reported to Programme Scrutiny Sub-Committee at its meeting of 24 April 2007

60 POSTGRADUATE FRAMEWORK

Received:

- (i) a report from the Head of Quality on the postgraduate framework (07-217)
- (ii) the Quality Assurance Agency publication *Academic credit in Higher Education in England* (07-210)

Noted:

- (i) that Academic Board, in approving a new framework for postgraduate degrees, had decided that it should not be applied retrospectively but would be implemented for all new postgraduate programmes from 2005, with all provision to be compliant by 2010.
- (ii) that some departments had already substantially met the framework (PACE, Visual Arts, Education) and others were committed to making the necessary changes (Drama, Computing) but overall progress towards the deadline needed to be reviewed
- (iii) that a small working group chaired by the Pro-Warden (Academic) proposed to discuss with departments in detail a phased approach to implementation

61 QAA CODE OF PRACTICE

Noted:

- (i) that two sections of the QAA Code of Practice were out for consultation: Section 5: Academic appeals and student complaints on academic matters (responses due 20 July 2007); and Section 9: Placement learning (responses due 1 June 2007). The revised Section 9 would inform a Review of Placements to take place in 2007/08
- (ii) that more details could be found at:
<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>

62 REPORT FROM THE LEARNING AND TEACHING OFFICE

Noted:

a progress report relating to a range of activities currently being co-ordinated by the Learning and Teaching Office (07-215)

OTHER BUSINESS

63 ANY OTHER BUSINESS

Noted:

- (i) that this would be the last meeting for Jennifer Huseman, Students' Union President, as she had been elected to the Presidency of ULU in March, and would be taking up the position on 2 July 2007
- (ii) that the Chair thanked Ms Huseman for her service to the Committee

64 FUTURE MEETINGS OF THE COMMITTEE

Noted:

that meetings of the Committee were scheduled for:

Wednesday 14 November 2007 at 2pm, venue tba
Wednesday 6 February 2008 at 2pm, venue tba
Wednesday 14 May 2008 at 2pm, venue tba

DM
August 2007