

GOLDSMITHS COLLEGE
University of London

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 6 February 2008

Present:

Dr Philip Broadhead (Chair)	Mr Andrew Brett
Dr Basem El-Haddadeh	Mr Sam Fisher
Mr Jack Gillis	Dr Victoria Goddard
Ms Mary Claire Halvorson	Ms Vee Harris
Dr James Martin	Ms Mary Nixon
Professor Carrie Paechter	Dr Ida Pu
Professor Nirmala Rao	Ms Juliet Sprake
Dr Gareth Stanton	Mrs Vivien Taibe
Mrs Liz Thussu (Secretary)	Mr Bob Westaway

Apologies: Ms Hannah Bullivant

In attendance: Ms Anne Francis; Ms Denise Miller; Dr John Phelps

OPEN BUSINESS

ANNOUNCEMENTS

23 Degree Awarding Powers/Institutional Audit

Noted:

that a member of the QAA's Degree Awarding Powers/Institutional Audit team was present to observe the meeting

24 MINUTES

Resolved:

to approve the minutes of the meeting held on 14 November 2007

25 MATTERS ARISING FROM THE MINUTES

25.1 Minute 9: The National Student Survey

Noted:

(i) that last meeting received a paper on the results of the National Student Survey and resolved that the Chair would write to departments and ask them

to comment on their National Student Survey data and any action planned in response

- (ii) that following discussion of the paper at Academic Board the Chair had spoken to all Heads of Departments and would be writing to them in particular about sharing their experience with other departments and about consideration of the data at Departmental Learning and Teaching Committees

25.2 Minute 10.2: Quality Assurance

Noted:

- (i) that last meeting approved in principle a proposal that in future Departments could choose to write one Annual Programme Report for groups of programmes and this had subsequently been endorsed by Academic Board
- (ii) that a meeting of Chairs of Departmental Learning and Teaching Committees had expressed support for this proposal which would now be taken forward by the Quality and Governance Office

26 COLLEGE BOARD AND ASSESSMENT REGULATIONS

(minute 51, 23 May 2007, and minute 4, 14 November 2007, refer)

Received:

a paper from the Academic Registrar regarding the progress of the abolition of the College Board of Examiners and amendments to assessment regulations (08-56)

Noted:

- (i) that the paper was intended to be a progress report on actions taken to implement both regulatory changes and the changes arising from the abolition of College Board
- (ii) that section one of the paper dealt with recommendations of the Academic Board Working Group on Assessment Regulations that had yet to be implemented
- (iii) that at its meeting on 23 May 2007 the Committee had recommended to Academic Board proposals to move to a pass mark of 40% and to revise the undergraduate generic grading criteria
- (iv) that the change to the pass mark, if incorporated into changes arising from the implementation of a credit framework, would bring together regulatory changes into one package
- (v) in relation to the postgraduate grading criteria, Academic Board had endorsed two bands only above 70%
- (vi) that Academic Board had asked for detailed guidance to be given to Chairs of Sub-Boards regarding the application of tariffs for plagiarism. The new regulations on plagiarism tariffs and their application had been published in the current year's assessment regulations and the Registry would issue more comprehensive guidance, informed by queries received, in April 2008

- (vii) that the regulations would be amended to allow late summer re-sits for taught post graduate courses from 2008-09, but that departments wishing to hold examinations in 2007-08 should approach the Pro-Warden (Academic) for a suspension of regulations
- (viii) that the paper dealt with extensions to deadlines for coursework, considered by the Committee at its meeting on 23 May 2007, where it had noted that any changes needed to be compliant with the Disability Discrimination Act. DDA compliant proposals would be brought to the next meeting
- (ix) that the paper dealt with the implementation of new arrangements following the last meeting of College Board in summer 2008
- (x) that there were some minor changes to regulations consequent on the abolition of College Board and these would be brought to the next meeting of the Committee
- (xi) that the Registry currently had five senior members of staff, and was planning to train some departmental administrators in order to ensure that there was an appropriately trained representative at every Board post the abolition of College Board
- (xii) that there would be an annual meeting of Examination Board chairs, which would also allow for the induction of new chairs into a community of peers

Recommended:

- (i) that the proposal to amend the undergraduate pass mark to 40%, and any associated changes, be deferred and brought in at the same time as changes arising from the move to a credit framework**
- (ii) that the generic grading bands used for taught postgraduate programmes should be extended, with effect from 2008-09, to undergraduate programmes**

27 CREDIT FRAMEWORK

Received:

a paper from the Head of Quality and Governance on the Goldsmiths Credit Framework (08-30R)

Noted:

- (i) that the proposals had been endorsed by Senior Management Team and Standards Scrutiny Sub-Committee
- (ii) that the College had all elements of a credit framework in place, apart from actually awarding credit
- (iii) Standards Scrutiny Sub-Committee favoured a model which required students to pass all units of their programme

- (iv) that a credit framework would allow the College to run short courses, and would also allow mobility for students, allowing European and British students to transfer between universities in the UK and on the continent
- (v) that in addition to external mobility there would also be internal mobility, hence providing a framework for inter-disciplinarity
- (vi) that students sometimes drop out of their programme. Such students would be able to take their credit to another HEI at a later date and Goldsmiths would also be able to recruit students who had already gained credit elsewhere
- (vii) that there could be interim qualifications awarded to students who, for whatever reason are not able to complete their programme
- (viii) that while a credit framework might be advantageous because of the potential of greater portability and inter-disciplinarity, thought would have to be given to how assessment relating to the demonstration of more complex, slow growing and broader skills and attributes would work within a credit framework. The essential pedagogic debate was the question of where we should locate 'threshold' standards, at the level of individual courses or at the level of programmes. This would have significant consequences for programme design and assessment regimes.
- (ix) that the new framework would be introduced on a cohort basis
- (x) that although a credit framework would allow 'semesterisation' there was no intention that we should move to semesters
- (xi) that the requirements for the internal and external programmes in English should be harmonized once a decision had been made on a credit framework model
- (xii) that one driver for introducing a credit framework was the Bologna process, in particular the External Programme wanted to provide student transcripts with ECTS points
- (xiii) that it might be useful to have a working party to draw up models for departments to discuss

Recommended:

That Academic Board be asked to consult with departments directly on the introduction of a credit framework and that in doing so academic departments be asked to comment on a proposed model which should be formulated by a sub-group of members of the Standards Scrutiny Sub-Committee

28 STUDENT FEEDBACK

28.1 The National Student Survey

Received:

a paper from the Quality Administrator on the start of the National Student Survey 2007-08 at Goldsmiths (08-57)

Noted:

- (i) that the paper provided an update on the dissemination of results from the 2007 Survey, and on arrangements to promote the 2008 Survey
- (ii) that the previous year's response rate had been very good, due to the work of academic departments, IT Services; Internal Communications and the Students' Union in promoting the survey
- (iii) that it might be advantageous to encourage responses as early as possible in the year
- (iv) that while students could take the survey by post, over the phone or online Ipsos MORI preferred the online survey, and had wanted to know how Goldsmiths had managed to achieve an online response rate 10% above the sector average; which was partly down to the excellent support provided by IT Services

28.2 Programme Monitoring

(minute 9.2, 25 October 2006, refers)

Received:

a paper from the Quality Administrator on the piloting of new programme monitoring arrangements (08-58)

Noted:

- (i) that the Quality and Governance office together with the Students' Union, were currently running a pilot system that was intended both to address certain problems with the existing Programme Monitoring system, including the difficulty in recruiting student representatives, and to be a cultural shift in student feedback in that students would be encouraged to engage positively with every aspect of their programme including its development
- (ii) that the new system utilised student coordinators, who moderated an online forum hosted on the VLE where students could give feedback and raise issues of concern. The programme monitoring committee had been replaced by a staff/student forum, where students were encouraged to engage in a dialogue with programme staff. Departments could choose to continue with the current system of student representatives (in addition to the student coordinators) or alternatively to invite all eligible students to the staff/student forum

- (iii) that the student co-ordinators representative role was formalised, in that they were paid, had a job description and contract of employment, and their representative role was at departmental, rather than programme, level
- (iv) that departments in the pilot had reported positive experiences including greater participation in the new staff/student forums when all students were invited to attend
- (v) that the online forum could be useful for students who found face-to-face communication difficult
- (vi) that the Department of Anthropology had decided to take part in a modified form of the pilot – without a student coordinator and without an online forum – because of concerns that inappropriate issues could be raised there
- (vii) that the Students' Union had provided very good training for student coordinators, and that the Careers Service was also willing to help with training
- (vii) that the staff/student forum was a potential means to hear the student voice in the current review of assessment and could be developed further by departments to give students more influence over curriculum development
- (ix) that as in the previous system feedback was being dealt with in departments and also reported to a central database monitored by the Quality and Governance office for generic issues, however the student coordinators were proving to be a little slow in reporting to the database
- (x) that the new staff/student forums represent a change in emphasis and even culture and departments would need to develop new ways of engaging with them

29 THE VIRTUAL LEARNING ENVIRONMENT

(minute 8, 14 November 2007, refers)

Received:

a paper from the Head of the Centre for Excellence in Learning Technology (CELT) on the Virtual Learning Environment (VLE) and minimum standards for its use by academic departments/programmes (08-59)

Noted:

- (i) that the VLE was very popular with students with 1,084 users in the past 24 hours, and on average 3,000 users a week generating 15,000 daily hits. Since the previous year use of the VLE had increased by 50%
- (ii) that most departments took a strategic view on how the VLE should be used to support students, however in a small number of programmes there was perceived inconsistency in use of the VLE
- (iii) that this could be addressed in a number of ways, including: the clear articulation to students of what they can expect and what is available by departments; examples of best practice provided to departments by CELT;

using performance review as a way to identify and remove barriers to using the VLE; and incorporating the VLE into programme approval

- (iv) that visitors could get a long way into the VLE (both undergraduate and postgraduate) without logging on, hence the VLE was effectively an advertising tool
- (v) that the recommendations in the paper could appropriately be discussed by departmental Learning and Teaching Committees which could then feedback to the Committee
- (vi) that if departments were instructed to use the VLE it might lead to a minimalist approach
- (vii) that in the Learning, Teaching and Assessment strategy departments were asked to respond to all principal aims which include an increasing engagement with blended forms of learning support and that this would best be done in a dialogue with departments. Specifically the Learning and Teaching Office intended to deploy one learning and teaching fellow to each department to look at the strategic use of the VLE to support students and their learning opportunities
- (viii) that the Head of the Learning and Teaching Office and the Head of CELT had done much to positively engage departments with the use of the VLE, and that while departments would not be expected to become mature users of the VLE instantly, nevertheless the Committee needed to find a way to engage with departments to encourage use of the VLE
- (ix) that as use of the VLE was a resource issue, making it part of the programme approval process would be appropriate. In addition departments could be encouraged to reflect on their use of the VLE in their Annual Programme Reports, in particular in terms of consistency of the student experience and the quality of their learning opportunities
- (x) that it would be particularly useful to incorporate reflection on strategic use of the VLE in the Annual Programme Report process

Resolved:

that a section on the use of the VLE should be added to the Annual Programme Report proforma

30 PEAKE AWARDS FOR LEARNING AND TEACHING

Received:

a paper from the Head of the Learning and Teaching Office on Peake Awards for Learning and Teaching (08-60)

Noted:

- (i) that the Learning and Teaching Office currently administers two forms of learning and teaching award: the Awards for Excellence in Learning and Teaching; and the Peake Teaching Awards

- (ii) that bringing together these two distinctive award systems would allow for the maximum use of awards in support of learning and teaching
- (iii) that the application process for the proposed new award could usefully be supported by some guidance to staff that clarifies the process and the evidence needed
- (iv) that it would be useful if successful applications could be shared with potential applicants

Resolved:

to endorse both the proposal to bring the two forms of personal awards supporting learning and teaching together into one scheme to be known as 'the Peake Learning and Teaching Awards' and the criteria used for the new award scheme

31 DIPLOMA TEACHING STATUS FOR THE UNIVERSITY OF LONDON DIPLOMAS IN COMPUTING AND INFORMATION SYSTEMS AND CREATIVE COMPUTING FOR EXTERNAL STUDENTS

Received:

proposals from External System Sub-Committee regarding Diploma teaching status for the University of London Diplomas in Computing and Information Systems for External students and/or Creative Computing for External students (08-61)

Noted:

that at its meeting on 6 December 2007 the External System Sub-Committee considered reports on visits to two institutions that had applied for Diploma teaching status for the University of London Diplomas in Computing and Information Systems for External students and/or Creative Computing for External students

Resolved:

- (i) to approve, on the recommendation of the External System Sub-Committee, Computing and Information Systems (CIS) and Creative Computing (CC) Diploma teaching status for a period of three years to **Aditya Institute of International Studies (AIIS)** in India from 1 July 2008 subject to the following conditions:
 - (a) that all list A books for Year 1 of the Diplomas had been purchased for the library by July of the year in which any Diploma students were admitted, and others provided within a year of that date
 - (b) that staff were in place to teach the first level CIS/CC Diploma units at least two months before teaching was scheduled to start and that teachers to cover all Diploma units were in place within a year of that time
 - (c) that by July, before any students were admitted, an appropriate computer laboratory had been provided in accordance with CIS/CC requirements. This would have Internet access and be networked with

file server with private space for each student providing the default save area from any package when the student logged in with their own password-protected account

- (d) that by July, before any students were admitted, all the required software had been installed
 - (e) that if there were delays in AIIS gaining the necessary approval from the All India Council for Technical Education (an Indian government organisation) for CIS and CC, the start of the period of Diploma teaching permission be held back for up to one year so that AIIS would not lose benefit
- (ii) to approve, on the recommendation of the External System Sub-Committee, Computing and Information Systems Diploma teaching status for a period of three years from 1 July 2008 to **Maritime Greenwich College** provided that:
- (a) that all list A books for Year 1 of the Diploma had been purchased for the library by July of the year in which any Diploma students were admitted, and others provided within a year of that date
 - (b) that staff were in place to teach the first level CIS Diploma units at least two months before teaching was scheduled to start and that teachers to cover all Diploma units were in place within a year of that time
 - (c) that timetables were set up to ensure at least 90 lecturer contact hours per unit, including Study Skills in English

32 PROGRAMME SCRUTINY SUB-COMMITTEE 23 JANUARY 2008

32.1 BA Therapeutic Cultures

Received:

a proposal for a new BA in Therapeutic Cultures (08-04)

Noted:

- (i) that Programme Scrutiny Sub-Committee had recommended the programme for approval provided that a satisfactory second reader's report was received
- (ii) that a second reader's report had now been received and the new programme had consequently been approved by the Chair of the Programme Scrutiny Sub-Committee

Resolved:

to approve the programme on the recommendation of the Programme Scrutiny Sub-Committee and the Chair of Programme Scrutiny Sub-Committee

32.2 Dip HE / BA Applied Social Science, Community Development & Youth Work

Received:

a proposal to amend the BA Applied Social Science, Community Development & Youth Work (08-12)

Resolved:

to approve the amended programme on the recommendation of the Programme Scrutiny Sub-Committee

33 STANDARDS SCRUTINY SUB-COMMITTEE

Noted:

the minutes of the meeting of the Standards Scrutiny Sub-Committee held on 30 October 2007 (08-62)

34 GRADUATE SCHOOL BOARD

Noted:

the minutes of the meeting of Graduate School Board held on 16 January 2008 (08-63)

35 LIBRARY USER GROUP

Noted:

the minutes of the meeting of the Library User Group held on 25 October 2007 (08-64)

RESERVED BUSINESS

36 SUSPENSION OF REGULATIONS

Noted:

a list of the suspensions of regulations approved by the Pro-Warden (Academic) (08-65)

OTHER BUSINESS

37 ANY OTHER BUSINESS

37.1 The John Beacham Memorial Lecture

Noted:

- (i) that the annual John Beacham memorial lecture would be given by Professor Mantz Yorke, visiting Professor in the Department of Educational Research, Lancaster University on Thursday 6 March at 5.30pm
- (ii) that the title of the lecture would be *Complex achievements: complex assessments?*

37.2 The Head of Quality and Governance

Noted:

- (i) that Mrs Liz Thussu, the Head of Quality and Governance, would be leaving the College on 30 April to move to a new post at Heythrop College
- (ii) that the Chair thanked Mrs Thussu for her tremendous work in all areas of quality and standards and for all the other areas she had touched on. Mrs Thussu had raised the profile of quality assurance and engaged academics with its importance

38 FUTURE MEETINGS OF THE COMMITTEE

Noted:

that the next meeting of the Committee was scheduled for Wednesday 14 May 2008 at 2pm, room 110, Deptford Town Hall

DM
February 2008