

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 11 February 2009

Present: Dr Philip Broadhead (Chair) Dr Jorella Andrews
Mr Jesse Fajemisin Dr Victoria Goddard
Ms Mary Claire Halvorson Ms Vee Harris
Dr Victoria Korzeniowska Tanith McCrindle (*vice* Dr Basem El-Haddadeh)
Ms Mary Nixon Professor Carrie Paechter
Professor Len Platt Ms Juliet Sprake
Mrs Vivien Taibe Ms Jess Tratt
Dr Michael Young Ms Jessica Pavlos (*vice* Ms Denise Miller)

Apologies: Dr James Martin; Dr Ida Pu; Dr Gareth Stanton

In attendance: Mr Gareth Bodrell; Ms Anne Francis; Ms Annette Hayton (for item 34.1);
Ms Sarah Lambert (for item 34.2); Dr John Phelps

OPEN BUSINESS

30 ANNOUNCEMENTS

30.1 Degree Awarding Powers

Noted:

- (i) that the Degree Awarding Powers visit had been concluded. The team were currently writing the report and the College should receive a draft for factual correction by 16 February.
- (ii) that the report would undergo a long process of consideration starting with the Quality Assurance Agency's Advisory Committee on Degree Awarding Powers and ending with the Privy Council who would make the final decision.

30.2 John Beacham Learning and Teaching Lecture 2009

Noted:

that the 2009 John Beacham Learning and Teaching lecture would be given by Professor Gill Nicholls, Pro-Vice Chancellor (Academic) at Salford University with the title *Managing Learning in a Research Led Environment: Meeting the challenge* on Tuesday 24th February at 5pm in Room 309, Richard Hoggart Building

31 MINUTES

Resolved:

to approve the minutes of the meeting held on 19 November 2008 with the addition of Dr John Phelps to the attendance list

32 MATTERS ARISING FROM THE MINUTES

Minute 16.2: Periodic Programme Review of MA Education: Culture, Language and Identity

Noted:

- (i) that the Committee had resolved to ask the Department of Educational Studies to consider the benefits of having students choosing between a long dissertation and a shorter report and whether these benefits could be achieved with a programme structure that conformed to the College framework, and to report back in detail to the Committee's next meeting
- (ii) that the Chair had written to the Head of Department and would report again to the next meeting

33 COLLABORATIVE PROVISION

Received:

proposals from the Head of Quality and Standards for new procedures for the quality assurance of collaborative provision (09-60)

Noted:

- (i) that without degree awarding powers Goldsmiths' collaborative provision was necessarily limited. While unable to award degrees, the College was allowed to validate certificates and diplomas, and since 2001 has had an arrangement with ITP Bern regarding their PG Diploma in Art Psychotherapy. There were currently forty six students enrolled on the programme.
- (ii) that for 2005-6, and 2006-07, the External Examiner appointed for Bern had also been an External Examiner for the Goldsmiths' MA in Art Psychotherapy, however in 2007-8 the External Examiner had become unavailable to moderate assessments in Bern. Difficulties were experienced locating a suitably qualified external who felt able to examine both the Goldsmiths and Bern programmes and a replacement was therefore found just for the Bern programme
- (iii) that a suitably qualified person had now been identified who could examine both programmes, and the nomination process was in progress
- (iv) that following the abolition of College Board current Examination Board arrangements would be maintained. The Bern Board would be chaired by the Head of PACE, with another member of Goldsmiths academic staff, the Director of ITP Bern, the ITP Bern programme administrator and the External Examiner in

attendance. A trained representative of the Academic Registrar, normally the PACE departmental administrator, would also attend

- (v) that, as with other PACE programmes, the assessment methods for the programme were generic and approved at programme re/approval stage. Therefore requiring the external examiner to certify that they had approved the assessment tasks for each year would not be appropriate
- (vi) that moderation across both the Goldsmiths and the Bern programme to demonstrate comparability of standards was necessary but could not be easily introduced for 2008-09 as the examination schedule and date of the examination board had already been published. The Head of Quality and Standards and Head of PACE would put in place arrangements for moderation for 2009-10, and would meet to discuss whether interim arrangements could be made for 2008-09
- (vii) that ITP Bern's publicity material had previously been approved by the Head of Quality and Governance who had been a fluent German speaker. In general publicity material for collaborations needed to be checked to ensure that the content was accurate and the correct terminology was used to describe the institution's relationship with the College

Recommended:

- (i) an amendment to the external examiner pro forma for the PG Diploma that would remove the requirement for the external examiner to confirm that they had approved the assessment tasks each year and replace this with confirmation that the generic methods had been approved at programme approval or reapproval**
- (ii) that sample moderation of assessments from the Bern programme should take place annually from 2009-10 before assessments are sent to the External Examiner, with documents translated from German as necessary.**
- (iii) that publicity material for collaborative arrangements should be seen and approved before publication by the Department concerned and by Communications and Publicity, with materials in languages other than English translated as necessary.**

34 WIDENING PARTICIPATION

34.1 Strategic Assessment of Widening Participation

Received:

a progress report on the Task Group considering the strategic assessment of widening participation from the Widening Participation Coordinator (09-61)

Noted:

- (i) that at its first meeting of 2008-09, Academic Development Committee asked the Widening Participation Coordinator to form a Task Group to consider the Strategic Assessment of Widening Participation, required by Hefce who were seeking information about pastoral and academic support for widening participation students.

HEIs Strategic Assessments were to be completed by June 2009, and reviewed annually in December thereafter

- (ii) that issues of the transition to higher education could be difficult particularly where there was no family experience to draw on. Support was important at this critical time and peer mentoring could provide appropriate help and guidance
- (iii) that the Task Group had identified five key areas for consultation: aims; target groups for student recruitment; data collection and monitoring; organisation and management of WP; and distribution of the WP premium
- (iv) that the Task Group had reviewed and proposed appropriate amendments to the aims of WP at Goldsmiths, and had recommended target groups for student recruitment that would meet College objectives and Hefce's reporting and funding priorities
- (v) that the Task Group had discussed data requirements and agreed that student data should be given by department and programme and should include : age, gender, ethnicity, state or independent school as well as qualification on entry and disability in order to identify where departments might need more support in attracting and retaining widening participation students. Student post code data should also be used to identify those students attracting the Hefce WP premium.
- (vi) that while there was an overall gender imbalance at Goldsmiths this needed to be considered on a programme basis, taking into account national male/female ratios by subject area
- (vii) that the Task Group recommended that the DARTs (Departmental Access and Recruitment Tutors) network was extended to include key groups (for example Student Support, GLEU, Students' Union) to provide a forum for all those involved in planning and delivering widening participation to discuss and coordinate their work
- (viii) that the Task Group would be meeting with Finance and Planning to discuss the WP premium
- (ix) that the GLEU could consider links and articulation between the LTA and the WP strategy

34.2 Peer Mentoring

Received:

a report from the Widening Participation Office on peer assisted learning (09-62)

Noted:

- (i) that Peer Assisted Learning (PAL) was based on the principle that students were uniquely qualified to help their peers through shared experience. It involved small group facilitation of learning through reflection and discussion, voluntary and non-remedial, which encouraged active, collaborative learning. Research had shown that mentoring programmes could have a significant positive impact on students' learning and attainment

- (ii) that at Goldsmiths PAL had been operated within academic departments by recruiting second or third year undergraduate students to be mentors through a combination of self and tutor recommendation. Appointees were trained, received support in their department from a postgraduate student coordinator, and were expected to spend 12 hours a term mentoring
- (iii) that currently the departments of Anthropology, Fine Art, Visual Cultures, English, History, Politics, Psychology, Sociology and PACE were participating in the scheme
- (iv) that the Students' Union could usefully make links with the PAL project as some activities of the student mentors tied in with Student Union schemes, for example mentors in the History Department intended to start a Facebook group to make contact with new undergraduates before they arrived at Goldsmiths mirroring a Students' Union pre-enrolment project
- (v) that the scheme had many benefits for students, both as mentor and as mentee, and had potential to improve retention rates, academic performance and the student experience
- (vi) that the Committee welcomed the recommendations of the report, in particular that the scheme be rolled out to the remaining academic departments in 2009-10

Resolved:

to endorse the proposals for further action listed in the paper.

35 DOCTORATE IN PROFESSIONAL STUDIES IN THE PUBLIC SERVICE PROFESSIONS (DRPS)

Received:

a proposal from the Dean of the Graduate School for a Doctorate in Professional Studies in the Public Service Professions (09-69)

Noted:

- (i) that the College had not previously offered a Professional Doctorate, although the University of London Regulations provided for such an award. The award was at level 8 of the FHEQ but the first part of the programme was composed in large part of taught research methods courses. There had therefore been some uncertainty whether the proposal should be considered by Graduate School Board or Programme Scrutiny Sub-Committee. Since both GSB and PSSC reported to the Committee it was agreed, exceptionally, that the proposal could be considered at this meeting. However, in future it was felt that scrutiny of similar proposals would need to be carried out by both sub-committees and that LTQC would consider their recommendations.
- (ii) that it was unusual to have a doctorate level award with M level credit allocations, particularly given that an M level degree was an admissions prerequisite. It was explained that, although it was an entry requirement, a normal Masters programme would not properly equip a student for this level of study in qualitative and quantitative research. Nonetheless, it was felt that the award of M level credit for these courses was potentially problematic and it was therefore requested that it be removed.

- (iii) that the word count for the thesis (50,000 maximum) seemed small in comparison to other doctoral programmes in the College. It was explained that there was a second written assessment which would reflect on the implications of the research for practice and this word length was not untypical in the sector. Nonetheless, whilst it was recognised that programme fulfilled the University of London requirements for a Professional Doctorate, it was felt it would be beneficial for the College to specify a framework for new qualifications such as the professional doctorate, and in particular to clarify the distinction between it, a PhD and a practice-based PhD in a meaningful and positive way.
- (iv) that no assessment criteria had been included for the programme. It was explained that the assessment of the thesis would conform to the general University of London criteria for the award of research degrees. However, it was felt that these should be included and that the separate criteria should also be given for the taught element of the programme.
- (v) that the admissions requirements should be altered in order to encourage vocational routes into the programme.
- (vi) that the specification needed to be amended in a number of places to meet the current College requirements.
- (vii) that the College's current programme approval procedure required that any proposal be accompanied by at least two external Readers' reports. Since one of the Readers was from within the College, it was requested that an additional external Reader's report be obtained and that this be from a field other than Education.

Resolved:

- (i) **that in future all scrutiny of this nature should be dealt with by PSSC and GSB before being received by LTQC;**
- (ii) **that approval be made in principle, subject to the following amendments/additions being made to the satisfaction of the Chair and cross-members of LTQC and PSSC:**
 - **in the revised Framework for Higher Education Qualifications "D" level had been renamed "Level 8"; it was requested that the documentation be amended to reflect this;**
 - **removal of points and level from the Programme Structure and Requirements section;**
 - **receipt of a range of CVs from core supervisory staff;**
 - **inclusion of another external Reader's report (from a field other than Education) and response thereto, for a total of two;**
 - **clarification of Mode of Study (particularly with regards to online learning);**
 - **organisation of the learning outcomes into the categories of "knowledge and understanding"; "cognitive and thinking skills"; subject specific skills" and "transferable skills";**
 - **redrafting of the section under Methods for Evaluating and Improving the Quality and Standards of Learning to include course evaluation.**
- (iii) **that the GSB should consider creating a framework for doctoral courses.**

36 RESPONSE TO THE PERIODIC REVIEW OF THE EXTERNAL PROGRAMME IN ENGLISH

Received:

the Department of English and Comparative Literature's response to the 2007 Periodic Review of the External English Programme (07-482R)

Noted:

- (i) that the Committee had run out of time to give full consideration to the item

37 EFFECTIVENESS REVIEW OF THE STANDARDS SCRUTINY SUB-COMMITTEE

Received:

the effectiveness review of the Standards Scrutiny Sub-Committee (09-22)

Noted:

- (i) that the Sub-Committee was set up following the review of College Board, in order to take an overview of Exam Boards to ensure they functioned as intended post the abolition of College Board and to review the management of academic standards, reporting to Learning and Teaching Quality Committee on process and regulatory issues. As such the Sub-Committee's terms of reference gave it particular responsibility for developing and overseeing the standards aspects of the College's quality and standards framework
- (ii) that the Sub-Committee had had a successful first year of operation, in which it had overseen the implementation of the recommendations of the review of College Board
- (iii) that the Sub-Committee had made a very good start in 2007-08 in overseeing the establishment of a regulatory and procedural framework strong enough to maintain standards post the abolition of College Board

38 EXTERNAL SYSTEMS SUB-COMMITTEE: 9 DECEMBER 2008

Received:

a paper from the External Programmes Administrator regarding applications from institutions applying for Diploma teaching and/or Specified status for the University of London Diploma/BSc in Computing and Information Systems (CIS) and/or the Diploma/BSc in Creative Computing (CC) for External Students (09-63)

Noted:

that at its meeting on 9 December 2008 the External System Sub-Committee considered reports on formal assessment visits to three institutions that had applied for Diploma teaching and/or BSc Specified status for the University of London BSc/Diplomas in CIS and/or CC for External students.

Resolved:

to approve the following, on the recommendation of External System Sub-Committee

- (a) that the **School of Business and Computer Science, Champs Fleurs, Trinidad** be awarded CIS Diploma teaching and BSc Specified status for a period of three years with effect from 1 July 2009 subject to the conditions recommended by the Sub-Committee;
- (b) that **School of Business and Computer Science, San Fernando, Trinidad** be awarded CIS Diploma teaching status for a period of three years with effect from 1 July 2009 subject to the conditions recommended by the Sub-Committee;
- (c) that **St Martin's Institute of Information Technology, Malta** be awarded Advanced Diploma teaching status for CIS and CC and BSc CIS Specified status for a period of five years with effect from 1 July 2009.

39 PROGRAMME SCRUTINY SUB-COMMITTEE: 22 JANUARY 2009

39.1 MA Brand Development

Resolved:

to approve, on the recommendation of Programme Scrutiny Sub-Committee and subject to the amendments asked for by the Sub-Committee, a proposal from the Department of Media and Communication for an MA in Brand Development (09-17)

39.2 Postgraduate provision in the Department of Music

Resolved:

to approve, on the recommendation of Programme Scrutiny Sub-Committee and subject to the amendments asked for by the Sub-Committee, a proposal from the Department of Music for new MA and MMus pathways that incorporate a restructuring of taught postgraduate provision to meet the College's postgraduate framework (09-18)

STANDARDS SCRUTINY SUB-COMMITTEE: 20 JANUARY 2009

40 Amendments to Assessment Regulations: Final Responsibility for Awards

Resolved:

to approve, on the recommendation of Standards Scrutiny Sub-Committee, proposals for the final responsibility for awards subsequent to the abolition of the College Board of Examiners (09-21)

41 RESPONSES FROM DEPARTMENTAL LEARNING AND TEACHING COMMITTEE CHAIRS TO THE COMMITTEE PAPER 08-325: ASSESSMENT REVIEW AND LEARNING, TEACHING AND ASSESSMENT STRATEGIES

Noted:

a report from the Learning and Teaching Administrator on the responses of Departmental Learning and Teaching Committee chairs to paper 08-325, considered at the Committee's meeting on 8 October 2008, that summarised departmental Learning Teaching and Assessment Strategies and drew out common themes, cited good practice and made policy suggestions (09-64)

42 EXTERNAL SYSTEM SUB-COMMITTEE: 9 DECEMBER 2008

42.1 Computing and Information Systems Diploma Teaching Status for the Singapore Institute of Management (SIM)

Noted:

- (i) that in considering an application from SIM for Diploma teaching status the External System Sub-Committee had noted: its long experience of offering tuition for the University of London's external programmes, including CIS, for over 15 years; that the library was well-established with many appropriate CIS books and journals; and that the arrangements for meeting all aspects of programme objectives were in place as demonstrated by good student results
- (ii) that the Sub-Committee had recommended that Advanced Diploma teaching status be granted for a period of one year to run concurrently with SIM's existing BSc CIS Specified status and resolved to ask the Chair of the Learning and Teaching Committee to approve the recommendation so that SIM had sufficient time to deal with the relevant government permissions and promote the programme effectively
- (iii) that the Chair had approved, on behalf of the Committee, advanced CIS Diploma teaching status for the **Singapore Institute of Management (SIM)**

42.2 Minutes of External System Sub-Committee

Noted:

the minutes of the 9 December 2008 meeting of the External System Sub-Committee (09-65)

43 LIBRARY USER GROUP

Noted:

the minutes of the meeting of the Library User Group held on 15 January 2009 (09-66)

44 PROGRAMME SCRUTINY SUB-COMMITTEE

44.1 MA Animation

Noted:

- (i) that the Programme Scrutiny Sub-Committee considered a proposal for MA Animation at its meeting on 29 October 2008 and requested some additional assessment criteria plus some minor changes to the documentation including to the grading criteria and the educational aims.
- (ii) that the Committee considered the proposal at its last meeting on 19 November 2008 and approved it subject to the amendments asked for by the Sub-Committee
- (iii) that the amendments have now been carried out and the programme approved on behalf of the Sub-Committee by the Chair

44.2 Minutes of Programme Scrutiny Sub-Committee

Received:

the minutes of the meeting of the Programme Scrutiny Sub-Committee held on 21 January 2009 (09-67)

45 HIGHER EDUCATION ACHIEVEMENT REPORT

Noted:

a report from the Pro-Warden (Students and Learning Development) on the progress on the Higher Education Achievement Report (09-23)

46 SUSPENSION OF REGULATIONS

Noted:

a list of the suspensions of regulations approved by the Chair (08-439)

47 ANY OTHER BUSINESS

Noted:

that Committee members would like to receive a progress report on the implementation of the Learning, Teaching and Assessment strategy

48 FUTURE MEETINGS OF THE COMMITTEE

Noted:

- (i) that an additional meeting would be scheduled before the end of March to discuss proposals for a collaborative provision framework

- (ii) that the next scheduled meeting of the Committee would be held in Deptford Town Hall room 110, at 10am on Wednesday 20 May 2009

Denise Miller
March 2009