

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 17 February 2010

Present: Dr Philip Broadhead (Chair) Dr Jorella Andrews
Dr Roberto Di Napoli Dr Basem El Haddadeh
Ms Mary Claire Halvorson Dr Victoria Korzeniowska
Ms Bindiya Patel Professor Carrie Paechter
Ms Juliet sprake Dr Michael Young
Mrs Vivien Taibe (Acting Secretary)

Apologies: Dr Tomas Chamorro Premuzic; Mr Jesse Fajemisin; Dr Victoria Goddard;
Ms Mary Nixon; Dr John Phelps; Professor Len Platt; Dr Joanna Zylinska

In attendance: Ms Sue English
Ms Anne Francis
Professor Kay Stables (for item 8)

OPEN BUSINESS

32 MINUTES

Resolved:

to approve the Minutes of the meeting held on 18 November 2009 subject to the inclusion of Dr Roberto Di Napoli in the list of those present

33 AMENDMENTS TO MA PHOTOGRAPHY AND URBAN CULTURES

Noted:

that on the recommendation of the Chair of the Programme Scrutiny Sub-Committee, the Chair had approved the changes to the Department of Sociology's MA in Photography and Urban Cultures. The changes were made so that the MA would fit the College's postgraduate framework; other programmes in the Department were amended to fit the framework in June 2009, with the MA in Photography and Urban Cultures being delayed due to issues relating to a shared course that were subsequently resolved

34 PERIODIC REVIEW OF THE BA IN EDUCATION DESIGN AND TECHNOLOGY

Received:

the report of the October 2008 periodic review of the BA in Education Design and Technology and the response from the Department of Design (10-21)

Noted:

- (i) that the review had commented on the strong commitment of the staff to all aspects of the programme; on the high academic standards and on the very high level of student employability from the programme
- (ii) that the response indicated that measures were already underway to implement the recommendations. Discussions had taken place regarding the issue of anonymity and how that worked with giving feedback. The matter was mainly about course unit evaluation which had been picked up by LTQC
- (iii) that some of the recommendations were programme specific but some involved relationships with other Departments. The Head of Department of Educational Studies had seen the Review Document, which had already been seen by that Department
- (iv) that a recent Select Committee Report recommended ending undergraduate teacher training programmes. Such a recommendation, if implemented would have financial implications for Goldsmiths and the College was keeping a watching brief on the situation
- (v) that this was a very good programme review report, and that the response from the Department to the report adequately covered all the recommendations

35 STRATEGIC PLAN FOR GOLDSMITHS LEARNING ENHANCEMENT UNITS

Received:

the Strategic Plan for Goldsmiths Learning Enhancement Unit (10-50)

Noted:

- (i) that there was some discussion around the emphasis given to the academic profile of GLEU and possible concerns as to whether its role as a support unit would be compromised. Comparisons were made with the Graduate School, which was a support unit but was led by an academic, and also with the Research Office.
- (ii) that the status of the Unit as a support unit was not in doubt, but that by its nature it would be playing a very active role in Learning Enhancement. It viewed itself as a scholarly support unit that was expected to engage with the discipline discourse
- (iii) there was felt to be a need for more detail within the plan, for example in relation to the VLE

Resolved:

That the Plan be taken forward but that GLEU should add more information on how it would support academic departments

36 INSTITUTIONAL AUDIT 2009

Received:

a report from the Quality Administrator on follow-up actions arising from the 2009 Institutional Audit Visit and Report (10-22)

Noted:

- (i) that three proposals had been suggested as a way forward to address the recommendation that the College develop a more formalised and systematic way of making external examiner reports accessible to student representatives on a programme
- (ii) that not all Departments were happy to have student representatives on their Learning and Teaching Committees as they felt this might constrain academics from having frank discussions
- (iii) that proposal (iii) was not considered viable because of the need to send a consistent message throughout the College

Recommended:**a fourth option:**

(iv) that External Examiner reports be shared with students by placing reports on the VLE and by discussing them in the staff/student Forums, and at Departmental Boards

37 RESEARCHING INSTITUTIONAL PERCEPTIONS AND PRACTICES OF FEEDBACK

Received:

a proposal from the Head of the Goldsmiths Learning Enhancement Unit concerning feedback on assessment (10-49)

Noted:

- (i) that the aim was for this to begin to be introduced at the beginning of the next academic year and to be fully in place by the end of 2010/11 at the latest
- (ii) that it was a very full and useful description of what needed to be done but that it must be introduced in a way that was sustainable to academics. A lot of research had been done by the HEA, QAA and the NSS and this now needed to be

implemented through a process of understanding what practices the different disciplines across the College used, and developing best practice for all

- (iii) that a clear policy needed to be developed and agreed. To ensure Departments were involved the draft should go first to Departmental Learning and Teaching Committees to ensure that it was viable before going to Academic Board. Once approved the policy could be implemented through a set of practical workshops so that all academics, including VTs were fully aware of the nature of the feedback policy

Resolved:

To ask GLEU to continue with its research into practices of feedback, and to formulate a draft policy for consideration at a future meeting of LTQC

38 THE EXTERNAL SYSTEM

(a) The College's relationship with the External System

Noted:

that Senior Management Team, at its meeting on 9 November 2009, agreed the following principles concerning the College's relationship with the External System:

- (i) strategic oversight of Goldsmiths' relationship with the External System rests with SMT, with the Pro-Warden (Academic Development) responsible for the External System, advised by the Academic Development Committee and by senior managers including relevant heads of academic departments
- (ii) each programme is based in the relevant academic department, and academic and management issues at programme level (including staffing) are the responsibility of the head of that department, working with the course director and advised by the External Programme Administrator
- (iii) new initiatives are handled as part of the regular planning processes, normally originating from an academic department with the approval of Departmental Board, in consultation with College and University Officers of the External System and advised by the Planning Office
- (iv) oversight of academic programmes and quality resides with the External System Sub-Committee, reporting to the Learning and Teaching Quality Committee and ultimately to Academic Board, advised by the Quality Office
- (v) other professional support is provided by Finance, Human Resources, Registrar and Secretary's office etc, as for any other academic activities of the College

(b) Redevelopment of the University of London External System BA/Diploma in English

Received:

a bid from the External System Sub-Committee for funding to enhance the External BA/Diploma in English (09-506R)

Noted:

the need to make the programme financially viable as it was currently running at a loss

Recommended:

that the bid be approved

39 UNDERGRADUATE CREDIT FRAMEWORK

Received:

a proposal for the introduction of an undergraduate credit framework (10-43)

Noted:

- (i) that Standards Scrutiny Sub-Committee had emphasised the need for Departments to re-visit their learning outcomes for courses and to review their curriculum mapping on a regular basis, particularly on joint degrees
- (ii) that in order to address the issue of allowing students to complete the programme having passed only ten of the twelve course units three solutions were suggested, and that in considering these solutions Appendix A proved very helpful

Noted:

that because there was the possibility that a student who failed the same course three times with a mark below 35 could then fail the whole programme, further consideration would be given to the possibility of allowing such students the option of changing that course, provided it was not a core course

Recommended:

- (i) **that option B, to introduce the concept of compensation for failure, be approved**
- (ii) **that the pass mark at course level be raised to 40%**

40 EXTERNAL SYSTEM SUB-COMMITTEE

Received:

the minutes of the Sub-Committee's 3 December 2009 meeting (10-23)(09-455)

41 GRADUATE SCHOOL BOARD

Received:

the minutes of the Board's 26 January 2010 meeting (10-24)

42 LIBRARY USER GROUP

Received:

the minutes of the Library User Group's 23 October 2009 meeting (10-25) and that of its 15 January 2010 meeting (10-26)

43 STANDARDS SCRUTINY SUB-COMMITTEE

Received:

the minutes of the Sub-Committee's 27 January 2010 meeting (10-27)

RESERVED BUSINESS

44 SUSPENSION OF REGULATIONS

Noted:

a list of suspensions of regulations approved by the Chair (10-28)

45 NEXT MEETING

Noted:

that the next meeting will be held on Wednesday 26 May 2010