

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING AND TEACHING QUALITY COMMITTEE

Minutes of the meeting held on 1 June 2011

- Present:** Dr Philip Broadhead (in the Chair), Professor Les Back, Ms Francesca Bancarino, Dr Basem El-Haddadeh, Ms Anna Furse, Dr Victoria Goddard, Ms Mary Claire Halvorson, Dr Victoria Korzeniowska, Ms Mary Nixon, Dr Juliet Sprake, Dr Anna Traianou, Dr Michael Young.
- Apologies:** Dr Jorella Andrews, Ms Bindiya Patel, Professor Len Platt, Dr Joanna Zylinska.
- In attendance:** Ms Clare Cousins (Secretary), Ms Sue English, Ms Anne Francis, Dr Mira Vogel.
- By invitation:** Ms Lucie Gibson (items 1-3), Dr Esther Saxey (items 5-6).

OPEN BUSINESS

**1 INSTITUTIONAL APPROVAL, LASALLE COLLEGE OF THE ARTS
SINGAPORE**

Received:

the institutional approval report on LASALLE College of the Arts, Singapore (11-224).

Noted:

- (i) that the report had already been considered by Academic Development Committee and a recommendation had been amended to ensure that appropriate staff development was incorporated within the research strategy;
- (ii) that Singaporean legislation regarding equal opportunities was different from that in the UK (for example, dyslexia was not recognised in Singapore and students were reluctant to declare disabilities) but that LASALLE staff had received training to help identify potential learning difficulties;

- (iii) that Learning and Teaching Quality Committee wanted to acknowledge and encourage LASALLE's work in this area;
- (iv) that the Head of Goldsmiths Learning Enhancement Unit would be visiting LASALLE to discuss staff development opportunities;
- (v) that LASALLE was interested in developing its research agenda, and that the research strategy and the learning and teaching strategy could usefully be linked;
- (vi) that LASALLE was keen to develop its staff, for example through involvement in the Postgraduate Certificate in the Management of Learning and Teaching in Higher Education;
- (vii) that there were student representatives on LASALLE's committees and that the students met by the institutional approval panel felt that their opinions were taken seriously;
- (viii) that the recommendations and the research and learning and teaching strategies would be considered at the interim review in 2014-5.

Resolved:

that the paper be amended in the light of the Committee's discussion.

Recommended:

that LASALLE College of the Arts, Singapore be approved as a partner institution of Goldsmiths' College from 1 August 2012.

2 INSTITUTIONAL REVIEW AND PROGRAMME REVALIDATION, INSTITUT FÜR INTERMEDIALE UND TRANSPERSONALE PROZESSE (ITP), BERN, SWITZERLAND

Received:

the draft report on the institutional review and programme revalidation of the Postgraduate Diploma in Art Psychotherapy at ITP Bern (11-245).

Noted:

- (i) that Goldsmiths had taken the strategic decision to withdraw from the collaborative arrangement with ITP Bern and that the Registrar and Secretary had formally communicated this decision to the institution;
- (ii) that a particular focus of the institutional review and programme revalidation was to consider the interests of students still on the programme and to look at how these would be managed during the period of the exit agreement;
- (iii) that the last cohort which had started the programme in autumn 2010 would not complete until summer 2014;

- (iv) that the documentation provided at the review had been incomplete and the panel had not therefore been able to formulate decisions;
- (v) that the panel's decision had therefore been suspended pending the production of further documentation by the Director of ITP.

Resolved:

that the proposed course of action be endorsed.

3 COLLABORATIVE PERIODIC REVIEW: BENG/MENG DESIGN AND INNOVATION

Received:

the report on the review of the collaborative provision arrangement with Queen Mary, University of London and the revalidation of the jointly delivered BEng/MEng Design and Innovation (11-246).

Noted:

- (i) that even though both institutions were Colleges of the University of London, their different structures had presented challenges for managing the joint degree;
- (ii) that the section of the report about access to learn.gold was misleading because access issues could be overcome and it was suggested that part of the problem was that students accessed information on two VLEs, which did not necessarily contain the same information;
- (iii) that the recommendation to establish a centralised system for improving communication with students, using web technology, could be amended to include centralised learning resources, which would reflect the suggestion from students to have information mirrored on both websites;
- (iv) that the proposed unified programme handbook should be made available electronically on both VLEs;
- (v) that the lessons learnt from this collaborative arrangement would be relevant for the collaboration on the doctoral training centre and for other future developments, including joint degrees.

Resolved:

- (i) that the paper be amended in the light of the Committee's discussion;
- (ii) that the BEng/MEng Design and Innovation be revalidated.

Recommended:

that the continuation of the collaborative relationship with Queen Mary, University of London be approved.

4 DEVELOPMENTAL USE OF TURNITIN: PROPOSALS

Received:

a report including proposals on the developmental use of Turnitin (11-254).

Noted:

- (i) that the recommendations at the end of the report and those on the cover sheet did not match and those on the cover sheet were to be considered;
- (ii) that a growing number of requests had been received from students to use Turnitin developmentally but that training would be needed to interpret the originality reports because a traffic light system flagged matches which were not necessarily examples of plagiarism;
- (iii) that excellent and straightforward induction material had been designed by the Administrator (Information and Research): students were required to work through the induction material, undertake a self-assessment and, on obtaining 80 per cent in the assessment, they would then be given access to the system;
- (iv) that the induction material would be available to all students but there was no obligation for students to use it;
- (v) that communication would be important: the Students' Union could run an internal campaign to encourage students to take advantage of the opportunity; a link and explanatory text could be included in programme handbooks and in the online assessment handbook; and the Centre for English Language and Academic Writing should also be involved;
- (vi) that student use of Turnitin would not interfere with individual academics' approaches but it would address students' concerns about understanding plagiarism and provided a useful method for online submission of assessment.

Resolved:

- (i) that standard text about the induction material be provided by Goldsmiths Learning Enhancement Unit for inclusion in student handbooks;
- (ii) that the Pro-Warden (Students and Learning Development) would ask Chairs of Departmental Learning and Teaching Committees to consider in their committees how to address Turnitin in their departments.

[Secretary's note: It was agreed following the meeting that a link would be provided on the front page of learn.gold, which would lead to the induction material and accompanying explanation.]

5 RESEARCH/TEACHING NEXUS AT GOLDSMITHS: REPORT

Received:

a report on the Research/Teaching Nexus at Goldsmiths (11-252).

Noted:

- (i) that the report had been produced some time ago but that the relationship between research and teaching was now even more important: it was therefore necessary to clarify to potential students and parents the importance and value of studying at a research-intensive institution;
- (ii) that some of the departmental data was missing from the report due to a computer failure and that there were other programmes that were not mentioned specifically which might provide interesting examples due to their innovative approach;
- (iii) that the lack of a standardised sabbatical system was highlighted as an issue;
- (iv) that the Graduate Attributes produced since the report was written also addressed the recommendation to have research skills as learning outcomes;
- (v) that departments had noted that research committees and learning and teaching committees did not communicate enough, and that the Strategic Plan highlighted this need for dialogue by not separating research and learning and teaching;
- (vi) that research-led teaching was evident across departments but there was generally a lack of awareness among students of research activities.

Resolved:

- (i) that the report be referred to the Pro-Warden (Research and Enterprise) to be incorporated in the new research strategy, once this was due for consideration;
- (ii) that Goldsmiths Learning Enhancement Unit be asked to produce an update of the reflections, making them applicable to a wide audience and cross-referenced with current policy, and that the reflections be used to inform the development of the new learning, teaching and assessment strategy;
- (iii) that the Head of GLEU be asked to set up a 'nexus day' next term for sharing inter-departmental ideas about research and teaching, and theory and practice.

6 REPORT FROM GOLDSMITHS LEARNING ENHANCEMENT UNIT**Received:**

a report from GLEU in response to the Annual Programme Review Report and outlining Learning Enhancement Unit activities (11-253).

Noted:

- (i) that this report served two purposes and might therefore be divided into two separate reports in future, covering the GLEU response to the Annual Programme Review Reports and general information on GLEU activities;

- (ii) that GLEU had achieved a considerable amount during the past year but had been limited in what it could undertake due to staff changes, the changing landscape of higher education and the impact of the new fees regime, and unanticipated projects, such as the VLE upgrade;
- (iii) that the future direction of GLEU would be guided by the new Head of GLEU in the context of a revised strategy and implementation plan;
- (iv) that the Committee was keen to know what GLEU was doing well and how the Committee could support GLEU in achieving its aims.

Resolved:

that the Head of GLEU be asked to submit an amended strategy and implementation plan to the Committee during the next term.

7 UNDERGRADUATE SUPPLEMENTARY ANNUAL PROGRAMME REVIEW REPORT 2009-10

Received:

a supplementary report on undergraduate Annual Programme Review reports for the academic year 2009-10 (11-255).

Noted:

- (i) that this was a supplementary report including review reports which had not been submitted in time for the February report;
- (ii) that the Annual Programme review was an important reflective exercise;
- (iii) that there was evidence of increasing use of the VLE and engagement with feedback, both giving assessment feedback and receiving student feedback.

8 POSTGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2009-10

Received:

a report on postgraduate Annual Programme Review reports for the academic year 2009-10 (11-256).

Noted:

- (i) that the need to improve submission rates was listed in the post-audit action plan: the Warden was aware of this and the Pro-Warden (Students and Learning Development) would be reminding departments about the issue at the Warden's Advisory Group;
- (ii) that the Department of Drama reports had been submitted late due to an administrative issue;

- (iii) that departments could complete the pro forma as and when the information became available and that there was no need to wait until the deadline to complete everything;
- (iv) that the timescale had been changed in response to the QAA audit recommendations, with an earlier deadline for undergraduate reports: this split submission was more in line with practice in the sector;
- (v) that in the review of the APR process in the summer of 2010, the questions had been amended to avoid duplication with other College processes, for example the report no longer asked what actions had been taken in response to the external examiner report but for an evaluation of how effective these actions had been;
- (vi) that for Periodic Programme Reviews departments were now providing the supporting documentation on a learn.gold site, which had worked well, and that a similar approach could be used for Annual Programme Reviews.

9 SUMMARY OF EXTERNAL EXAMINERS' REPORTS FOR 2009-10

Received:

a summary of External Examiners' reports for 2009-10 (11-183R).

Noted:

- (i) that the report had been discussed at Standards Scrutiny Sub-Committee and the cover sheet had subsequently been updated by the Assistant Registrar (Programmes) to highlight that many of the issues raised had already been addressed or were under review;
- (ii) that in future external examiner reports would be made available on the VLE, although there would be a section of the form for confidential information that would not be made public;
- (iii) that the Assistant Registrar (Programmes) was to look at the potential conflict of interest noted in the report and the responses noted as outstanding;
- (iv) that a number of the points highlighted in the appendix were administrative errors or matters of accuracy rather than outstanding issues and there was concern that the report might be considered in isolation without the explanatory cover sheet, which would not reflect the actions taken;
- (v) that a review of external examining conducted by GuildHE and UUK had been published in March and that the revised section of the QAA Code of practice on external examining was expected later in the year: the Quality Office would identify any action required as a result of these;
- (vi) that there was an error on the first page of the appendix: Anthropology had been referred to instead of Art.

Resolved:

that the Pro-Warden (Students and Learning Development) and the Head of Quality and Standards would further review the report and identify any actions required.

10 UPDATE ON THE POST-AUDIT ACTION PLAN**Received:**

an update on the Post-audit action plan (10-240R).

Noted:

- (i) that good progress had been made in most areas during the academic year 2010-11 but there were two outstanding points in the action plan;
- (ii) that the timely nomination of new external examiners was still an issue: nominations were not being made early enough and sometimes extensions were required as a result, and this issue was to be raised at the Warden's Advisory Group;
- (iii) that timely submission of annual programme review reports by departments still required ongoing attention;
- (iv) that the paragraph regarding the quality of teaching accommodation needed to be updated because more of the teaching rooms were being upgraded, new IT equipment was being introduced, and Goldsmiths was in a position to take rooms that were not viable out of service: sometimes this could be addressed by departments being flexible about timetabling.

Resolved:

that the Director of Information Technology would send alternative wording to the Head of Quality and Standards for inclusion in the action plan by 3 June 2011.

11 ANNUAL PROGRAMME REPORTS FOR THE UNIVERSITY OF LONDON INTERNATIONAL ACADEMY PROGRAMMES IN ENGLISH AND COMPUTING 2009-10**Resolved:**

that the Annual Programme Reports for the UOLIA BA/Diploma in English, for the UOLIA BSc/Diploma in Computing and Information Systems and the BSc/Diploma in Creative Computing, together with the Departmental response (11-257), be approved.

12 GOLDSMITHS' COLLABORATIVE PROVISION FRAMEWORK

Recommended:

that minor amendments to the Goldsmiths' collaborative provision framework and the new administration handbook (11-47R) be approved.

13 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Standards Scrutiny Sub-Committee meeting held on 12 May 2011 (11-258).

14 EXPRESSIONS OF THANKS

Noted:

- (i) that the Chair thanked all members of the Committee for their work during the past year and in particular thanked those members retiring that year for their service to the Committee (Students' Union Welfare and Education Officer, Francesca Bancarino; Students' Union President, Bindz Patel) and looked forward to welcoming Francesca Bancarino in her new capacity at the next meeting;
- (ii) that the Chair also thanked the Head of Careers Service, who was retiring, for her longstanding involvement with the Committee.

15 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Tuesday 4 October 2011 at 2pm in room 110, Deptford Town Hall Building and that the three remaining meetings for the academic year 2011-12 would take place in room 110 DTHB on the following dates:

Wednesday 16 November 2011, 2pm

Wednesday 15 February 2012, 2pm

Wednesday 16 May 2012, 10am, not 2pm as stated in the agenda.

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