

**GOLDSMITHS  
University of London**

**ACADEMIC BOARD**

**LEARNING, TEACHING AND QUALITY COMMITTEE**

**Minutes of the meeting held on 16 November 2011**

- Present: Dr Philip Broadhead (in the Chair), Ms Alison Ahern, Dr Jorella Andrews, Ms Francesca Bancarino, Dr Basem El-Haddadeh, Ms Mary Claire Halvorson, Dr Victoria Korzeniowska, Ms Mary Nixon, Professor Len Platt, Dr Juliet Sprake, Dr Anna Traianou, Dr Michael Young, Dr Joanna Zylinska.
- Apologies: Professor Les Back, Ms Anna Furse, Dr Victoria Goddard, Mr James Haywood
- In attendance: Mr Gareth Bodrell, Ms Clare Cousins (Secretary), Mr Graham Gaskell, Ms Lucie Gibson (item 7), Mr James MacGregor (item 8), Dr Mira Vogel.

**OPEN BUSINESS**

**1 ANNOUNCEMENTS**

**Noted:**

- (i) that a Learning and Teaching Afternoon was being held on 24 November, which members were encouraged to attend;
- (ii) that Graham Gaskell, Chief Executive of the Students' Union, was welcomed to the meeting;
- (iii) that the confidential Turnitin originality check was now available to students and accessible via a link on learn.gold;
- (iv) that the Turnitin training materials, including a video, provided an effective solution to College-wide induction to Turnitin and Turnitin could now be added as an activity in learn.gold by members of staff with editing rights for their VLE area;
- (v) that there had been a number of reviews and evaluations of the VLE since 2009 and the Goldsmiths Learning Enhancement Unit (GLEU), as the Goldsmiths department responsible for policy and practice with learn.gold, had synthesised these findings and responded to the recommendations with an action plan and commentary, available on the learn.gold section of GLEU's web pages;

- (vi) that Departmental Student Coordinators had now been appointed and had attended a welcome meeting and a training session, with an additional training session scheduled for those who had been unable to attend.

## **2 MINUTES**

### **Resolved:**

that the Minutes of the meeting held on 4 October 2011 be approved.

## **3 MATTERS ARISING FROM THE MINUTES**

### **Noted:**

- (i) that the QAA had published its revised guidance on External Examiners (Minute 8, 4 October 2011, refers) and that the Quality Office was looking at the detail;
- (ii) that the Librarian and the Sabbatical Officers had discussed quiet areas in the Library and actions were taking place regarding respecting the quiet study space of others (Minute 8, 4 October 2011, refers);
- (iii) that it was suggested that, following the planned consultation on response times to student emails (Minute 18, 4 October 2011, refers), the introduction of the new policy could coincide with the College's eventual move to the new email system and accompanying guidelines for Visiting Tutors;
- (iv) that it had been resolved that GLEU would synthesise the Research/Teaching Nexus report (Minute 5, 1 June 2011, refers): this would be addressed in the context of research-based learning at a conference that was planned and would also feed into the new Learning and Teaching Strategy.

## **4 LEARNING AND TEACHING STRATEGY**

### **Received:**

a paper from the Pro-Warden (Students and Learning Development) on the new Learning and Teaching Strategy (11-451).

### **Noted:**

- (i) that an institutional strategy was being prepared that was feeding down from the Strategic Plan and was an opportunity to ensure that the College was moving in the right direction in relation to developing the curriculum and enhancing learning and teaching;
- (ii) that it had been agreed that the initial online consultation process would be extended, possibly into the new year, to allow sufficient time for setting the parameters of the consultation;
- (iii) that a working group would be established, which would work with the GLEU team and the Pro-Warden (Students and Learning Development) to put together an outline draft to be submitted to the spring meeting of LTQC and circulated

more widely, followed by a fully prepared document in May ready to go to Academic Board;

- (iv) that the timing coincided with the work of the Goldsmiths 2015 academic review work stream and the development of departmental targets, and that it might therefore be beneficial to have a representative from the work stream in the working group;
- (v) that resource implications would need to be considered;
- (vi) that an action plan would be developed that delivered across the four years of the strategy;
- (vii) that encouraging the internationalisation of the College would be an important aspect of the strategy;
- (viii) that implementing an excellent Learning and Teaching Strategy should result in a better student experience and greater student satisfaction;
- (ix) that the following topics were suggested for inclusion: recruiting high quality students, being radical, sustainable assessment, concentrating on pedagogy in practice in technology-enhanced learning (instead of 'developing the use of technology-enhanced learning'), and using London as a resource;
- (x) that it was necessary to think strategically about using the VLE and technologies and exploring innovative approaches to teaching, including more positive group work and peer-to-peer learning.

## **5 LIBRARY ANNUAL REPORT 2010-11**

### **Received:**

the Library annual report (11-452).

### **Noted:**

- (i) that the Library had piloted an induction video which had been very well received and that a sequel was being produced;
- (ii) that patron-driven acquisition of electronic books had been introduced for a number of categories and had proved very popular over the Christmas vacation; there were resource implications involved in developing this further;
- (iii) that in the last academic year the Library had been involved in Applicant Days as well as Open Days and would be happy to get involved in more of these in future;
- (iv) that the Library had received additional funding from the College which had been used to increase e-book provision and to make as many audio-visual resources available as possible;
- (v) that Box of Broadcasts (BOB) had been set up by a consortium of university libraries, which allowed students and staff to request and access recordings of

programmes, including feature films, that had been broadcast on freeview channels between 2006 and 2011;

- (vi) that the popularity of the Library on Maundy Thursday and Easter Tuesday raised the question as to whether other areas of College should be opened;
- (vii) that the Committee thanked the Librarian and the rest of the Library team.

## **6 INFORMATION MANAGEMENT AND SYSTEMS COMMITTEE ANNUAL REPORT 2010-11**

### **Received:**

the Information Management and Systems Committee Annual Report (11-349R).

### **Noted:**

- (i) that the College was taking advice around the introduction of cloud computing and that a decision was expected soon;
- (ii) that, following the decision, a pilot would run with between 50 and 100 users with the whole College subsequently being transferred to the new provider: colleagues were being encouraged to start cleansing their email accounts to facilitate the transition;
- (iii) that the new system would still have a Goldsmiths' look and feel, would have no supplier branding or advertising and would cover email, calendars and eventually also other applications;
- (iv) that BigBlueButton, a video-conferencing system accessible through the VLE, had been introduced and had been a major success with significant usage since September;
- (v) that IT Services had been involved in the refurbishment of teaching rooms;
- (vi) that the statistics showed that extensive use was being made of the computers in open access areas and of the Media Equipment Centre;
- (vii) that staff turnover had meant that some projects had had to be deferred;
- (viii) that students found some of the new television screens in the smaller teaching rooms difficult to see and that the room-booking system therefore needed to have a list of the facilities available in each room;
- (ix) that the Education Officer wished to thank IT Services on behalf of students for the networking of Raymont Hall, and the Committee expressed their thanks to everyone involved in the various projects conducted during the year.

## **7 INSTITUTIONAL REVIEW AND PROGRAMME REVALIDATION OF THE POSTGRADUATE DIPLOMA IN ART PSYCHOTHERAPY AT THE INSTITUT FÜR INTERMEDIALE UND TRANSPERSONALE PROZESSE (ITP BERN), SWITZERLAND**

### **Received:**

the follow up papers relating to the institutional review and programme revalidation of the PG Diploma in Art Psychotherapy taught at ITP in Switzerland (11-453).

### **Noted:**

- (i) that following Goldsmiths' decision in 2010 to withdraw from the collaborative arrangement, a review had been conducted in May 2011, combining an institutional review and a programme revalidation;
- (ii) that the panel had not been able to make recommendations in May because the paperwork supplied by ITP was incomplete;
- (iii) that the panel had reconvened in August 2011 once the necessary programme documentation had been provided and recommended that the programme be revalidated with the proposed credits allocation, subject to a change in title and minor clarifications;
- (iv) that the External Examiners had been consulted and supported the change in programme title;
- (v) that the Director of ITP had consulted students about the change in title and that a number of students wished to graduate with the existing title;
- (vi) that the outstanding documentation relating to the institutional review had also been provided and that the panel had therefore recommended reapproval of ITP as a partner institution for the period of the exit agreement.

### **Resolved:**

that the Postgraduate Diploma be revalidated subject to incorporation of the final amendments to the programme specification.

### **Recommended:**

that ITP Bern be reapproved as a partner institution of Goldsmiths' College for the period of the exit agreement.

## **8 STUDENT VOICE PROGRAMME UPDATE – JUST JOINED SURVEY RESULTS**

### **Received:**

a Student Voice Programme update from the Head of Market Strategy, including the results of the Just Joined survey (11-454).

**Noted:**

- (i) that the results of the Just Joined Survey gave details of Goldsmiths' catchment area and student applications;
- (ii) that the Just Joined Survey was particularly useful in relation to postgraduate students because these students did not apply through UCAS;
- (iii) that it would be important to capture the ideas coming out of the Student Voice Programme in the new Learning and Teaching Strategy;
- (iv) that analysis of the different data sets from the various surveys would provide valuable new information that would assist recruitment activities;
- (v) that an annual schedule of surveys would be made available and that planning and awareness of these was expected to improve response rates and result in reliable information on which to base decisions;
- (vi) that Ipsos-MORI had advised against running of an equivalent of the National Student Survey for second years;
- (vii) that the Committee considered that a survey of second year students was desirable;
- (viii) that the Head of Market Strategy was thanked for his work on the Student Voice Programme.

**Recommended:**

that the evolving approach to the coordination of the Student Voice Programme be continued.

**9 LEARN.GOLD UPGRADE****Received:**

a report from Goldsmiths Learning Enhancement Unit on the learn.gold upgrade (11-455).

**Noted:**

- (i) that the upgrade had taken place in August with the support of Lancaster University Network Services;
- (ii) that the process had gone smoothly and that positive feedback had been received;
- (iii) that any student disorientation in learn.gold could be addressed by good instructions and better knowledge of web design among staff editing websites;
- (iv) that the Goldsmiths Learning Enhancement Unit (GLEU) was keen for academics to explore the collaborative and interactive elements of learn.gold rather than restricting its use to a document repository;

- (v) that capacity planning needed to be considered, including the amount of storage space that was made available, although this would be addressed by other projects underway in IT Services;
- (vi) that the Head of GLEU wanted to set up a GLEU advisory board to work on central issues involving the VLE;
- (vii) that the use of the VLE would need to be considered in the development of the new Learning and Teaching Strategy;
- (viii) that staff would be more confident about producing new, innovative materials and activities if GLEU could provide case studies and models.

## **10 SUMMARY OF EXTERNAL EXAMINERS' REPORTS FOR 2009-10**

### **Received:**

a revised summary from the Quality Assurance Manager of External Examiners' reports for 2009-10 (11-183R2).

### **Noted:**

- (i) that the summary had been considered by the Committee at its meeting on 1 June 2011 where concerns had been raised about a number of inaccuracies in the document;
- (ii) that the report and the underpinning External Examiner reports had subsequently been reviewed in detail by the Quality Assurance Manager and the report updated to include the information omitted from the earlier version;
- (iii) that the report confirmed that the External Examiner system was working well;
- (iv) that External Examiners be encouraged to fill in the form fully;
- (v) that the Quality Office would be reviewing the External Examiner report form to ensure that the reporting requirements were clear to External Examiners;
- (vi) that departments were asked to follow up on any outstanding responses;
- (vii) that departments should provide External Examiners with full details as to how papers were being marked including, for example, the difference between double-marking and moderating;
- (viii) that a member of staff trained in assessment procedures and regulations was present at all Boards of Examiners meetings to ensure that the College's regulations were being observed.

## **11 LASALLE ADMISSIONS POLICY**

### **Resolved:**

that the LASALLE admissions policy (11-456) be approved, subject to the three amendments outlined.

## **12 LASALLE ACADEMIC REGULATIONS**

### **Recommended:**

that the revised regulations for the validated programmes at LASALLE College of the Arts (11-375) be approved, subject to the amendment of paragraph 85.

## **13 LASALLE CREDIT TRANSFER ARRANGEMENTS**

### **Recommended:**

that the credit transfer arrangements relating to the validated programmes at LASALLE College of the Arts (11-374) be approved, subject to completion of the mapping exercise required by SSSC.

## **14 LASALLE PROGRAMME VALIDATIONS**

### **Resolved:**

that the validation of five undergraduate Design programmes to be delivered at the LASALLE College of the Arts, Singapore (11-367) be approved, subject to the completion to the satisfaction of the Validation Panels of the conditions set out within the Programme Validation Reports.

## **15 PROGRAMME WITHDRAWAL: POSTGRADUATE DIPLOMA IN ART PSYCHOTHERAPY AT THE INSTITUT FÜR INTERMEDIALE UND TRANSPERSONALE PROZESSE (ITP BERN), SWITZERLAND**

### **Resolved:**

that a proposal from the Department of Professional and Community Education to withdraw the Postgraduate Diploma in Art Psychotherapy offered at the Institut für Intermediale und Transpersonale Prozesse (ITP Bern), Switzerland (11-369) be approved.

## **16 BENG/MENG DESIGN AND INNOVATION WITH QUEEN MARY, UNIVERSITY OF LONDON REVISED PROGRAMME REGULATIONS**

### **Recommended:**

that the revised regulations for the intercollegiate programme, BEng/MEng Design and Innovation with Queen Mary, University of London (11-406) be approved.

**17 INTERMEDIATE UNDERGRADUATE AWARDS IN THE DEPARTMENT OF SOCIOLOGY**

**Resolved:**

that a proposal from the department of Sociology to add intermediate exit awards to its single honours and joint honours undergraduate programmes (11-368) be approved.

**18 COLLABORATIVE PROVISION FRAMEWORK**

**Recommended:**

that the amendments to the collaborative provision framework (11-457) be approved.

**19 NEW QAA INSTITUTIONAL REVIEW METHOD**

**Received:**

a paper from the Head of Quality and Standards on the new QAA institutional review method (11-458).

**20 DIGEST OF ACTIVITIES OF DEPARTMENTAL LEARNING AND TEACHING COMMITTEES 2010-11**

**Received:**

a paper from the Quality Administrator on the activities of Departmental Learning and Teaching Committees in 2010-11 (11-459).

**21 COUNSELLING SERVICE ANNUAL REPORT 2010-11**

**Received:**

from the Head of Counselling the Counselling Service Annual Report (11-460).

**22 STUDENT ENROLMENT REPORT 2011-12**

**Received:**

from the Head of Enrolments and Records a report on student enrolment (11-461).

**23 OFSTED INSPECTION REPORT**

**Received:**

the OFSTED inspection report (11-377).

**24 ASSESSMENT REPORT 2010-11**

**Received:**

from the Head of Assessments a report on the assessment process for session 2010-11 (11-376).

**25 PERIODIC REVIEW OF POSTGRADUATE RESEARCH DEGREE PROGRAMMES**

**Received:**

from the Head of Quality and Standards a paper on the periodic review of postgraduate research degree programmes (11-362).

**26 GOLDSMITHS GRADUATE SCHOOL: ROLE AND PROGRESS 2010-11**

**Received:**

from the Dean of the Graduate School a report on the role and progress of the Graduate School (11-361).

**27 GRADUATE SCHOOL BOARD MINUTES**

**Received:**

the minutes of the Graduate School Board meeting held on 12 October 2011 (11-462).

**28 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES**

**Received:**

the minutes of the Programme Scrutiny Sub-Committee meeting held on 18 October 2011 (11-463).

**29 LIBRARY USER GROUP MINUTES**

**Received:**

the minutes of the Library User Group meeting held on 24 October 2011 (11-464).

**30 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES**

**Received:**

the minutes of the Standards Scrutiny Sub-Committee meeting held on 26 October 2011 (11-465).

## 31 FORTHCOMING MEETINGS

### Noted:

that the next meeting would be held on **Wednesday 15 February 2012** at 2.00pm in **room 110**, Deptford Town Hall Building and that the remaining meeting for the academic year 2011-12 would take place in room 110 DTHB on:

Wednesday 16 May 2012 at 10.00am.

CC/VK  
November 2011