

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 16 May 2012

- Present: Dr Philip Broadhead (in the Chair), Dr Jorella Andrews, Dr Andrew Bremner (*vice* Dr Tomas Chamorro Premuzic), Dr Basem El-Haddadeh, Dr Anna Furse, Ms Mary Claire Halvorson, Ms Lesley Hewings (*vice* Professor Les Back), Mr Manoj Kerai, Ms Laura Kishore, Dr Victoria Korzeniowska, Dr Veronica Lawrence, Professor Len Platt, Dr Juliet Sprake, Dr Anna Traianou, Dr Michael Young.
- Apologies: Professor Les Back, Dr Victoria Goddard, Mr James Haywood, Dr Joanna Zylinska.
- In attendance: Mrs Clare Blake (Secretary), Mr Graham Gaskell, Ms Alison McGregor (item 11), Mr Denis Shukur (item 6), Dr Mira Vogel, Ms Sue Young.

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that Dr Andrew Bremner was welcomed to the meeting and would be joining the Committee in 2012-13 as the member of academic staff from Departmental Group E;
- (ii) that Future Tense, the Goldsmiths Learning and Teaching Conference 2012, would be held on Friday 18 May 2012.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 15 February 2012 be approved.

3 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) that online submission had been raised in the discussion about disruption caused by the Olympics (Minute 31, 15 February 2012, refers) and an update requested;

- (ii) that there was, however, no one present at the meeting who was able to provide the necessary information and this would need to be followed up after the meeting;
- (iii) that the Student Charter had been approved at the meeting of Academic Board on 14 March 2012, subject to a number of amendments and that the Charter was to be passed to the Director of Marketing, Recruitment and Communications for publication.

4 ACTION TAKEN BY THE CHAIR

Approval of BA (Hons) Music (LASALLE)

Noted:

that, on the recommendation of Programme Scrutiny Sub-Committee, the Chair had approved the validation of BA (Hons) Music to be delivered at the LASALLE College of the Arts, Singapore.

5 LEARNING, TEACHING AND ASSESSMENT STRATEGY

Received:

the final draft of the Learning, Teaching and Assessment Strategy (12-175).

Thanks were extended to the Head of Goldsmiths Learning Enhancement Unit and the other members of GLEU as well as those from across the College who had contributed to the consultation and the latest draft of the Strategy.

The Head of GLEU reported that after the last Learning, Teaching and Quality Committee the Committee's comments had been considered and there had been discussions with students and departments regarding the content. There had been general approval of the Strategy at LTQC but there had been a range of differing opinions in departments. Not all comments had been incorporated in the latest version as there were different perspectives and conflicting opinions.

In response to feedback during the consultation, the Strategy had become edgier, especially in relation to technology-enhanced learning. The section on rewarding teaching had also been made clearer. Departmental Student Co-ordinator reports had been considered and some of the wording had come directly from students such as making a university teaching qualification or appropriate experience a requirement.

The Committee considered an alternative title: the Learning, Teaching and Student Experience Strategy. The Committee did not support this proposal because student experience, while fundamental to the strategy, was considered to be much broader in scope. LTQC also considered whether the word 'Teaching' might be omitted but this was not supported. The Committee agreed not to change the title.

The audience for the document was considered. Departments would need to look at the Strategy and implement it and it should not therefore be exclusively student-facing. The possibility of producing different documents for different audiences was discussed but discounted.

The section on Assessment cultures was thought to be useful for course design teams. It was proposed that the first bullet point should state that learning outcomes should be aligned with assessment criteria. It was noted that the fourth and last bullet points were very similar and that the separation of knowledge development and learning skills should be avoided unless this was necessary. It was suggested that interdisciplinarity could be included in point four. The inclusion of metacognition and learning how to learn was considered important.

There was a focus on technologies and on online learning but little about learning space and it was suggested that the Strategy should also commit the College to face-to-face teaching. Technology-enhanced learning was the field in which most changes were anticipated in future, which is why it had been highlighted. It was agreed that both the physical and the technological learning environments were important and it was necessary to show a commitment to act. It was agreed that reference to the learning environment should be included. This was thought to have been in the previous draft of the Strategy.

It was agreed that an important aspect of the Strategy was to identify and promote what was unique and delivered differently at Goldsmiths. This was noted particularly in relation to the last paragraph of the section on Internationalism, diversity and widening participation. It was also noted that the reference to supporting internationalism seemed to be about attracting international students.

One of the College's values was creating change locally and globally but this was not reflected in the Strategy. The Strategy referred to students engaging in 'research-like activities' and it was proposed that it could be more explicit about research. It was also suggested that the Strategy could highlight Graduate Attributes more and show how they are demonstrated.

It was important to finalise the Strategy to provide a sense of direction for future developments in learning, teaching and assessment. Departmental plans would need to be in place for December 2012.

Resolved:

that the Head of GLEU would update the Learning, Teaching and Assessment Strategy and submit it for consideration at the next meeting of Academic Board.

6 DEPARTMENTAL STUDENT COORDINATORS' ANNUAL REPORTS 2012

Received:

the Departmental Student Coordinators' Annual Reports on Assessment and Feedback and on the Virtual Learning Environment (12-176).

The Democracy and Representation Manager was welcomed to the meeting. The Pro-Warden (Students and Learning Development) reported that the Departmental Student Coordinators (DSCs) had produced a series of reports and that the Committee might like to consider the other reports at the next meeting. The reports on Assessment and Feedback and the Virtual Learning Environment were considered first because they would inform the discussion about the Learning, Teaching and Assessment Strategy.

Considerable effort had been put into feedback by Goldsmiths with the introduction of the Feedback Policy and Guidance. In some departments these were being applied very well but there were still some gaps highlighted in the report. Students were aware of the three-week turnaround time for single-marked work but were unsure of the expectation for double-marked assessment. It was important for them to know when work would be returned. The Committee agreed that it would be helpful for departments to establish assessment return dates in advance as well as submission dates. It was also important to ensure that the member of staff responsible for marking and providing feedback had enough time to do this in the agreed timeframe.

Concerns raised in the report included knowing where to find the assessment criteria and the inconsistency of feedback. It was suggested that the DSC reports could be included in the documentation that would be supplied to departments for the 2011-12 Annual Programme Review process and departments invited to comment on the conclusions in their reports.

The report recommended that students should receive feedback on exams. This was already in the guidance and continuing students should receive feedback at the beginning of the following academic year. The logistics of this needed to be considered because it would inevitably mean extra work and would need to be managed but it would not need to be burdensome. It was noted that giving proper feedback would help students to improve and would have an impact.

It was noted that the issues to do with the Virtual Learning Environment were not related to the general design but rather to how academics set up and use the VLE.

The Committee considered why students prefer Facebook to the VLE. This was generally because questions were answered more promptly on Facebook and it was convenient. It was noted that planned changes to Goldsmiths' IT systems might facilitate the use of VLE forums for students.

It was noted that the feedback about the consistency of information provided on the VLE by departments triangulated with Periodic Programme Review findings. GLEU would like to portray the VLE as a partial representation of the course with students also being referred to other sources. The VLE is currently being used primarily as a repository and is not as interactive as it could be.

It was noted that consistency was to do with the different levels of IT literacy among academic staff and that this was a staff development issue. GLEU tried to integrate VLE training into sessions about what to do to set up a course area. It was noted that delegating the task to Departmental Administrators was not an appropriate solution.

Students access a blog and a link to getting started. Guidance on using the VLE was to be provided by Student Services for all new students.

It was suggested that there was resistance to uploading podcasts of lectures because of the risk that students would not attend. It was felt that going to lectures was useful for engagement and discussion but that podcasts would be useful for revision. Uploading lectures to the VLE might happen in future but there were no immediate plans to introduce this.

It was agreed that the DSC reports included relevant information that should be considered elsewhere, such as at Departmental Boards and/or Departmental Learning and Teaching Committees, which could respond to feedback in the reports from DSCs in their department. The reports could also be included in the documents provided to enable departments to respond to the Learning, Teaching and Assessment Strategy implementation plan or GLEU could provide an abstract. The report on Assessment and Feedback was also to be considered within the Assessments Team in Student Services. The VLE report could be discussed at the Learn.gold user group, although this group was not well attended. It was agreed that the paper should be discussed at the Learning and Teaching Forum.

The Committee wished to thank the DSCs for their work on the projects.

Resolved:

- (i) that the Departmental Student Coordinators' reports be circulated to Heads of Department for consideration at Departmental Boards and/or Learning and Teaching Committees;
- (ii) that the reports be proposed for discussion at the Learning and Teaching Forum;
- (iii) that the VLE report should be discussed at the Learn.gold user group;
- (iv) that the report on assessment and feedback should be considered by the assessments team in Student Services;
- (v) that departments should publish the dates when marked work would be returned to students alongside the hand in dates;
- (vi) that departments be reminded about the College Feedback Policy and Guidance and about the need to give feedback on examinations.

7 SUPPLEMENTARY UNDERGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2010-11

Received:

the supplementary undergraduate Annual Programme Review Report from the Quality Administrator (12-177).

Noted:

- (i) that reports had been received from most departments;
- (ii) that the Quality Administrator was thanked for producing the summary reports;
- (iii) that some of the positive comments regarding feedback seemed to contradict the Departmental Student Co-ordinators' annual reports, although they did not refer to the same year;
- (iv) that the Committee agreed that the resolutions noted in response to the Departmental Student Coordinators' report on assessment and feedback, such as

publishing return dates for assessment and planning staff workloads, would also address concerns raised in the APR reports;

- (v) that other forms of assessment and feedback should also be considered;
- (vi) that various tools could now be used to give audio feedback, including Turnitin and the new version of Adobe Acrobat, and that these should be explored;
- (vii) that the report raised accommodation issues, for example in the Department of Design, and that equity regarding studio space was going to be problematic when students paying the same fees saw the contrast between the new and older buildings and that the need to improve the learning environment should be a commitment highlighted in the Learning, Teaching and Assessment Strategy.

Resolved

- (i) that GLEU lead on a pilot to trial the use and training on software for giving feedback;
- (ii) that the report be sent to Estates with the relevant section highlighted.

8 POSTGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2010-11

Received:

the Postgraduate Annual Programme Review Report from the Quality Office (12-178).

Noted:

- (i) that the submission rate had been good but that a number of reports were still outstanding;
- (ii) that the enhancements section of the undergraduate and postgraduate reports included good examples, some of which were not complicated to implement, and that it was important to share;
- (iii) that the Learning and Teaching Forum had generally focussed on undergraduates in the past because of the need to address student feedback and National Student Survey responses and that Master's students and part-time students would be an appropriate focus for future meetings;
- (iv) that the content of the APR summary reports might inform the production of the departmental implementation plans for the Learning, Teaching and Assessment Strategy;
- (v) that it would be helpful to send a flowchart to departments to confirm the information flow for the APR process.

Resolved:

- (i) that the Head of Quality and Standards would update the flowchart in the Quality handbook and circulate to departments;
- (ii) that departments would be informed of action taken in response to APR reports;
- (iii) that the enhancements section of the report should be discussed at a meeting of the Learning and Teaching Forum;
- (iv) that Committee members would email any additional comments on the report to the Secretary.

9 GOLDSMITHS LEARNING ENHANCEMENT UNIT ANNUAL REPORT 2011-12**Received:**

the GLEU Annual Report from the Head of GLEU (12-179).

Noted:

- (i) that GLEU was thanked for the report;
- (ii) that GLEU was generally reactive and worked closely with some departments but less so with others;
- (iii) that there was also a need to focus on strategy and particularly on the production and implementation of the Learning, Teaching and Assessment Strategy and it was necessary to consider how to achieve this with a small team;
- (iv) that there was active collaboration with similar units, for example there were technology-enhanced learning communities and informal contact between heads of units;
- (v) that the GLEU website was very useful and that it would be helpful if it could act as a gateway to other organisations such as the Higher Education Academy and subject associations.

Resolved:

that the GLEU website would provide links to other organisations and subject associations, based on suggestions from specialists on which to include.

10 PERIODIC PROGRAMME REVIEW FOLLOW-UP REPORTS**Received:**

the follow-up reports from departments following the Periodic Programme Reviews of the Department of English and Comparative Literature's undergraduate provision and of its postgraduate taught programmes and the Review of the Department of Computing (12-180).

Noted:

- (i) that the Committee was not convinced by the response of the Department of English and Comparative Literature to recommendation 8.2.8 in the Review of the undergraduate provision, which seemed to be based on a misunderstanding of the regulations;
- (ii) that although it was not considered appropriate to reward attendance, it was possible to give reward for seminar presentations and that there were examples of Goldsmiths' courses which rewarded participation;
- (iii) that there was uncertainty among Committee members about the summative assessment of presentations, and that it might be appropriate for this to be the subject of future discussion;
- (iv) that the responses from the Department of Computing and from the Department of English and Comparative Literature to the Review of postgraduate taught programmes showed that there were no outstanding recommendations.

Resolved:

- (i) that the Department of English and Comparative Literature be advised to consider the response to recommendation 8.2.8 and be encouraged to contact GLEU for advice and best practice on rewarding seminar presentations;
- (ii) that GLEU be asked to produce a paper about the assessment of presentations for further discussion at LTQC or at the Learning and Teaching Forum as appropriate;
- (iii) that the follow-up report provided by the Department of Computing demonstrated that the recommendations had been acted upon and that no further information was required;
- (iv) that the follow-up report provided by the Department of English and Comparative Literature to the Review of postgraduate taught programmes demonstrated that the recommendations had been acted upon and that no further information was required.

11 WORK PLACEMENTS IN 2012**Received:**

a report from the Work Placement Manager on placements (12-181).

The Work Placement Manager was welcomed to the meeting.

It was noted that the report summarised current practice at Goldsmiths and suggested a course of action which was similar to the approach being taken by other institutions. It reflected the recommendations of the Wilson review and set out flexible options as to how the College could work towards these aims.

Well over 1000 students were currently undertaking a placement as an embedded part of their programme and other programmes included the option of doing a placement. For example, some Master's programmes include a placement option or a dissertation option as an alternative. Postgraduate research students were mentioned in the Wilson review but placement opportunities for these students were currently less of a priority for Goldsmiths.

Terminology was problematic because work placement was too narrow and internships did not have a clear meaning. There were a range of 'enterprise activities' already offered at Goldsmiths that would meet the aim stated in the report, such as live projects or running a gallery space in College. It was necessary to establish how placements could be brought into the framework and assessed. It was suggested that placements developed particular personal development and academic skills and that it should be possible to employ more relevant assessment forms which were more appropriate than the traditional dissertation in addressing the learning outcomes. The opportunity to reflect on the activities was also important and this could be undertaken in the context of the Gold Award where the space for reflection existed.

The Work Placement Manager had produced a placement handbook which was available online and gave comprehensive information, including what students could expect.

The Committee was supportive of the paper and recognised that students were attaching increasing importance to work placements. It was considered appropriate to make a bold statement in the current economic climate. The 2015 target was ambitious and should be incorporated within the Learning, Teaching and Assessment Strategy. The Strategy should also stress that Goldsmiths is supporting students in being entrepreneurial. The Committee noted that it would be useful to look at the existing publicity material and identify where placement information was missing and could be added. Admissions and Marketing, Recruitment and Communications should also be made aware of the availability of placement opportunities.

Resolved:

- (i) that the Committee supported the statement in the paper: that Goldsmiths aims to be in a position to state by 2015 in the prospectus that: 'Each student will be given the opportunity to take part in a work placement, or a project provided by an external partner, which is integrated into their course; or to undertake an equivalent programme of enterprise activities';
- (ii) that the Work Placement Manager would amend the statement in the light of the discussion and produce an appendix giving examples of the options that were already available at Goldsmiths to give departments ideas;
- (iii) that the final document would be circulated widely to all departments.

12 BRIEFING ON MOOCS (MASSIVE OPEN ONLINE COURSES)

Received:

a paper from Goldsmiths Learning Enhancement Unit on MOOCs (12-182).

Noted:

- (i) that MOOCs were the latest interpretation of a long tradition of open education, and were expected to grow in popularity;
- (ii) that they were seen by some colleagues as a threat but by others as an opportunity and that some institutions were keen to be at the forefront of developing this approach;
- (iii) that students generally pay if they want to gain credit but that is not the aim of the approach and that it creates other opportunities, particularly in supporting widening participation;
- (iv) that there were different types of MOOCs ranging from instructivist, with a more institutional approach based on lectures, to more connectivist ones and that these different types would be appropriate for different types of learners: for example, they could support students who were not ready for university after school;
- (v) that a paper would be given at the Learning and Teaching Conference on the subject of MOOCs;
- (vi) that there were important possibilities provided by MOOCs which should be considered by Academic Board.

Resolved:

that GLEU would produce a revised paper on the possibilities of MOOCs for consideration by LTQC and Academic Board in the autumn term.

13 LASALLE CONDITIONS OF INSTITUTIONAL APPROVAL**Received:**

LASALLE's response to the conditions of institutional approval (12-158).

Noted:

- (i) that LASALLE had been approved as a partner institution subject to a number of conditions as outlined in the paper;
- (ii) that the institutional approval panel had considered LASALLE's response to the conditions and agreed that these had been satisfied;
- (iii) that there were minor amendments regarding fitness to practice to be made to the additional MA academic regulations following the recent programme validation of the MA Art Therapy and that it was proposed that these be approved by Chair's action;
- (iv) that Learning, Teaching and Quality Committee endorsed the recommendation made by Academic Development Committee on 2 May 2012 that the conditions of institutional approval be confirmed as having been satisfied, subject to the timely completion of the minor amendments required.

Recommended:

that LASALLE's response to the conditions of institutional approval (12-158) be approved.

14 LASALLE ADMISSIONS POLICY

Recommended:

that the amendments to the LASALLE admissions policy (12-183) be approved.

15 LASALLE ADDITIONAL ACADEMIC REGULATIONS FOR POSTGRADUATE STUDENTS

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee, additional academic regulations which will apply to postgraduate students at LASALLE from the academic year 2012-13 (12-129) be approved.

16 LASALLE CREDIT TRANSFER ARRANGEMENTS

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee, credit transfer arrangements which will apply to programmes at LASALLE from the academic year 2012-13 (11-374R) be approved.

17 BA FASHION PROGRAMMES (LASALLE): CREDIT TRANSFER

Recommended:

that, on the recommendation of Programme Scrutiny Sub-Committee, credit transfer arrangements for students following undergraduate fashion programmes at LASALLE College of the Arts, Singapore (12-88) be approved.

18 BA (HONS) MUSIC (LASALLE): CREDIT TRANSFER

Recommended:

that, on the recommendation of Programme Scrutiny Sub-Committee, credit transfer arrangements for students following undergraduate Music programmes at LASALLE College of the Arts, Singapore (12-150) be approved.

19 BA (HONS) DESIGN COMMUNICATION (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, LASALLE's response to the validation conditions for BA (Hons) Design Communication (12-184) be approved.

20 BA (HONS) INTERIOR DESIGN (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, LASALLE's response to the validation conditions for BA (Hons) Interior Design (12-185) be approved.

21 BA (HONS) PRODUCT DESIGN (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, LASALLE's response to the validation conditions for BA (Hons) Product Design (12-186) be approved.

22 BA (HONS) ARTS MANAGEMENT & MA ARTS AND CULTURAL MANAGEMENT (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, LASALLE's response to the minor issues raised by PSSC for the BA (Hons) Arts Management and MA Arts Management programmes (12-187) be approved.

23 BA (HONS) ANIMATION ART (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, validation of BA (Hons) Animation Art to be delivered at the LASALLE College of the Arts, Singapore (12-144) be approved.

24 BA (HONS) FILM (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, validation of BA (Hons) Film to be delivered at the LASALLE College of the Arts, Singapore (12-145) be approved.

25 BA (HONS) FINE ARTS (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, validation of BA (Hons) Fine Arts to be delivered at the LASALLE College of the Arts, Singapore (12-146) be approved.

26 MA FINE ARTS (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, validation of MA Fine Arts to be delivered at the LASALLE College of the Arts, Singapore (12-147) be approved.

27 MA ASIAN ART HISTORIES (LASALLE)

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, validation of MA Asian Art Histories to be delivered at the LASALLE College of the Arts, Singapore, be approved, subject to the completion to the satisfaction of the Validation Panel of conditions set out within the Programme Validation Report (12-87).

28 COLLABORATIVE PROVISION FRAMEWORK

Recommended:

that the updates to the Collaborative Provision Framework (11-457R) be approved.

29 REVISED REGULATIONS FOR EXTERNAL EXAMINERS

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee, the Revised Regulations for External Examiners and Report Form (12-130R) be approved.

30 MSc LEADERSHIP AND TALENT MANAGEMENT

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute of Management Studies for a new MSc in Leadership and Talent Management (12-103) be approved.

31 MSc DIGITAL ENTREPRENEURSHIP

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute of Management Studies for a new MSc in Digital Entrepreneurship (12-108) be approved.

32 MSc MANAGEMENT OF INNOVATION

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute of Management Studies for a new MSc in Management of Innovation (12-109) be approved.

33 MA EDUCATION: SCHOOL BASED EXPLORATIONS

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Educational Studies for a new MA in Education: School Based Explorations (12-104) be approved.

34 BA JOURNALISM

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Media and Communications for a new BA in Journalism (12-149) be approved.

35 MSc COGNITIVE AND CLINICAL NEUROSCIENCE

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Psychology for a new pathway on the MSc in Cognitive and Clinical Neuroscience (12-148) be approved.

36 GRADUATE DIPLOMA IN DESIGN

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Design and the Centre for English Language and Academic Writing for a Graduate Diploma in Design to be offered as part of the suite of Goldsmiths International Pathway programmes (12-160) be approved.

37 MPhil/PHD IN COMPARATIVE LITERATURE

Resolved:

that, on the recommendation of Graduate School Board, a proposal from the Department of English and Comparative Literature for a new MPhil/PhD in Comparative Literature (12-135) be approved.

38 MPHIL/PHD IN LINGUISTICS

Resolved:

that, on the recommendation of Graduate School Board, a proposal from the Department of English and Comparative Literature for a new MPhil/PhD in Linguistics (12-136) be approved.

39 UNIVERSITY OF LONDON INTERNATIONAL ACADEMY (UoLIA) COMPUTING PROGRAMMES

39.1 APPLICATION FOR DIPLOMA TEACHING STATUS FOR COMPUTING AND INFORMATION SYSTEMS (CIS)

Received:

a summary report from the Programme Director on a formal assessment visit to the School of Business and Computer Science, Trinidad (12-137).

Resolved:

that the School's application for renewal of its CIS Diploma teaching status be approved.

39.2 UoLIA COMBINED DEGREE SCHEME

Recommended:

that a proposal from the Programme Director regarding the pathways that the Department of Computing would like to be available to Combined Degree Scheme students (12-138) be approved.

39.3 AUTOMATIC EXEMPTIONS FOR THE BSC IN CIS AND THE BSC IN CREATIVE COMPUTING (CC)

Resolved:

that a proposal from the Deputy Programme Director to extend the range of automatic accreditations of prior learning (12-139) be approved.

40 NATIONAL STUDENT SURVEY PARTICIPATION 2012

Received:

a report from the Head of Market Strategy on participation in the National Student Survey (12-188).

41 POSTGRADUATE RESEARCH ANNUAL PROGRAMME REVIEW REPORT

Received:

from the Head of Quality and Standards the Postgraduate Research Annual Programme Review Report (12-192).

42 REVISED SCHEDULE FOR PERIODIC PROGRAMME REVIEWS 2011-12

Received:

from the Head of Quality and Standards a revised schedule for Periodic Programme/Departmental Reviews in 2011-12 (11-341R2).

43 SCHEDULE FOR PERIODIC PROGRAMME REVIEWS 2012-13

Received:

from the Head of Quality and Standards a schedule for Periodic Programme/Departmental Reviews in 2012-13 (12-189).

44 ANNUAL REPORT TO ACADEMIC BOARD ON PROGRAMMES APPROVED, TERMINATED AND AMENDED

Received:

the annual report to Academic Board on Programmes Approved, Terminated and Amended in 2011-12 (12-190).

45 UNIVERSITY OF LONDON INTERNATIONAL ACADEMY ENGLISH PROGRAMME: MARCH 2007 PERIODIC REVIEW OF THE BA/DIPLOMA IN ENGLISH

Received:

the updated action sheet which completes the Department of English and Comparative Literature's response to the 2007 review of the UoLIA English programme (07-482R2).

46 INTERNATIONAL PROGRAMMES SUB-COMMITTEE MINUTES

Received:

the minutes of the International Programmes Sub-Committee meeting held on 30 January 2012 (12-191).

47 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Programme Scrutiny Sub-Committee meetings held on 14 March 2012 (12-193) and on 1 May 2012 (12-194).

48 GRADUATE SCHOOL BOARD MINUTES

Received:

the minutes of the Graduate School Board meeting held on 24 April 2012 (12-195).

49 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Standards Scrutiny Sub-Committee meeting held on 26 April 2012 (12-196).

50 LIBRARY USER GROUP MINUTES

Received:

the minutes of the Library User Group meeting held on 3 May 2012 (12-197).

51 RETIREMENTS FROM THE COMMITTEE

Noted:

- (i) that the following members were retiring from the Committee and were thanked for their contribution to the Committee: Victoria Goddard, James Haywood, Juliet Sprake and Joanna Zylinska;
- (ii) that the current Pro-Warden (Students and Learning Development) was chairing his last meeting and that the Committee extended their thanks to him and wished him success in his new job, and that the Pro-Warden in return thanked the Committee and the Secretary;
- (iii) that a leaving party was to be held for the Pro-Warden (Students and Learning Development) on 7 June, to which all were invited.

52 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Wednesday 7 or 14 November 2012 (to be confirmed following confirmation of the Open Day) at 2p.m. and that the two remaining meetings for the academic year 2012-13 would take place at 2p.m. on:

Wednesday 13 February 2013
Wednesday 15 or 22 May 2013 (TBC).