

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 14 November 2012

Present: Dr Michael Young (in the Chair), Professor Les Back, Dr Andrew Bremner, Dr Basem El-Haddadeh, Professor Anna Furse, Mr Søren Goard, Ms Mary Claire Halvorson, Ms Laura Kishore, Dr Veronica Lawrence, Mr Samson Osun, Professor Len Platt, Ms Siân Prime, Dr Vivienne Richmond, Dr Brett St Louis, Dr Anna Traianou.

Apologies: Dr Jorella Andrews, Mr James Ohene-Djan.

In attendance: Mrs Clare Blake (Secretary), Mr Gareth Bodrell, Mr Graham Gaskell, Mr James MacGregor (item 6), Dr Mira Vogel, Ms Sue Young.

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that the Pro-Warden (Students and Learning Development) welcomed the new members of Learning, Teaching and Quality Committee who were not present at the last meeting, Mr Samson Osun and Ms Siân Prime;
- (ii) that the Committee congratulated Anna Furse on becoming a Professor;
- (iii) that it was Dr Mira Vogel's last meeting as an attendee of the Committee and she was thanked for her contributions.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 17 October 2012 be approved subject to the following corrections:

Minute 10 (v). This should also include technological developments.

Minute 18. This should read 'projections for Goldsmiths' PhD completion rates within 25 years were a cause for concern'.

Minute 20. This should read 'with notable improvements in the subject areas of Computer Science and Drama'.

3 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) that the Learning, Teaching and Quality Committee Annual Report to Council and Academic Board had been amended following the previous meeting to include Strategic Aim 4, the Student Experience, which had previously been the Strategic Aim relating to Student Committee;
- (ii) that the Departmental Student Coordinators' Annual Reports on the Library would be considered by the Library User Group and a response would follow;
- (iii) that it was suggested that Heads of Department could attend the Departmental Student Coordinators' presentation in future;
- (iv) that third party web services including blogs, Flickr and YouTube could be useful but that clear guidance was needed on the related copyright issues;
- (v) that a new member of staff had joined Goldsmiths Learning Enhancement Unit;
- (vi) that in relation to the paper on online platforms for assessment, a member of GLEU was involved in the Student Record System project and GLEU was holding scoping meetings with departments, focusing on online assessment, the VLE, reward for learning and teaching, and staff development and, following the scoping, GLEU would propose intervention plans;
- (vii) that GLEU could help to encourage the use of online assessment by showing good examples of what the tools can do;
- (viii) that a proposal for the introduction of a new Mental Health Advisor had been discussed at a meeting of the Senior Management Team and had been approved in principle and it would be discussed in relation to the proposed new structure of professional services.

Resolved:

that GLEU would provide a report on progress made in relation to online platforms for assessment for the next meeting of LTQC.

4 REVISED LEARNING, TEACHING AND ASSESSMENT STRATEGY

Received:

the revised Learning, Teaching and Assessment Strategy (12-437).

The Committee noted that the Strategy was being brought into line with other strategic approaches such as the Strategic Plan and the management key performance indicators and it had been discussed at the senior staff away day. The Strategy was intended to be

an active document that could be amended in response to changes and included references to useful reports and documents.

It was agreed that the Strategy should include facilitating the exchange of best practice and innovation and that it should be amended to include the Library. The term 'staff' had been used and this sometimes required clarification as to whether all staff members were included or only particular groups.

The Committee discussed specific amendments. The introduction to Aim 2 needed to be rephrased to remove the reference to 'bureaucracy'. Part (b) of Aim 2 required clarification and was about students' understanding of how to do well, possibly referring to the use of models. Part (d) of Aim 2 could include students' input into the forms of assessment to be used and possibly students negotiating the assessment criteria.

In Aim 3, it was not necessarily considered helpful to connect widening participation and the access agreement but the difference between getting in and getting on, as noted in the Milburn report, was important. It was noted that part (e) referred to the link between delivery and participation and that, in supporting the aim to make delivery more flexible, departments would need to work together and also to identify responsibilities for supporting this.

In Aim 5, it was noted that part (d) should include infrastructure support and resources and that in part (e), staff and students required training in the development of e-resources, not just in their use.

It was noted that amendments were required to Aim 6 to show the connection between teaching and research and that Aim 7 could strengthen the integration of administrative processes and support in the classroom.

Resolved:

- (i) that the Librarians would consider how the Library could be included and send suggestions to the Pro-Warden (Students and Learning Development);
- (ii) that the Pro-Warden (Students and Learning Development) and the Head of GLEU would amend the Strategy for consideration at the next meeting of Academic Board.

5 FEEDBACK POLICY AND GUIDELINES (2010): IMPLEMENTATION

Received:

a paper from the Pro-Warden (Students and Learning Development) on monitoring the timeliness of the return of feedback (12-438).

Noted:

- (i) that the proposed procedure for monitoring the timeliness of the return of feedback applied both at undergraduate and at postgraduate level and that a summary would be submitted by each department to Standards Scrutiny Sub-Committee in the autumn term;

- (ii) that the paper included action to be taken by Heads of Department to achieve the timely return of feedback;
- (iii) that Departmental Student Coordinators had emphasised the importance of communication, for example, when to expect work to be returned and what was required of staff involved in marking and feedback;
- (iv) that the three-week turnaround time in the feedback policy guidelines referred to formative assessment that was single-marked but it was clear that students wanted to receive marks quickly for any assessed work;
- (v) that the three-week period applied to any time during which the assessor was available for work and was therefore not restricted to term time but assessors would not be required to work during College closure periods and annual leave would need to be planned to take marking requirements into account;
- (vi) that coursework could be returned with feedback and a numerical mark before being second marked, as long as the agreed statement was included, but that there might be other reasons for departments not to pass this on.

Resolved:

- (i) that the proposed procedure for monitoring the turnaround of assessment and reporting to Standards Scrutiny Sub-Committee be approved;
- (ii) that the Pro-Warden (Students and Learning Development) would amend the wording to make it clearer and circulate the requirements;
- (iii) that the Feedback Policy be revisited to provide more clarity about procedures for summative assessment and double-marked work;
- (iv) that the Quality Office would look at definitions of single marking, double marking and moderation for discussion at the next meeting.

6 THE CONTINUING STUDENT SURVEY AND THE NATIONAL STUDENT SURVEY

Received:

a report on the effectiveness of the Continuing Student Survey and a comparison with the National Student Survey (12-439).

Noted:

- (i) that the Head of Market Strategy was welcomed to the meeting, and reported that, following the decision by Academic Board, the Continuing Student Survey (CSS) had taken place in July and August, due to a delay, and had included the same overall structure and content as the National Student Survey (NSS);
- (ii) that the survey had only been made available to second years and the overall response rate had been 26%, which was considered good for the period of time

but was significantly lower than the response rate for the NSS and meant that the results were of limited value;

- (iii) that the scores had been lower than for the NSS, as was to be expected for that point in students' learning journey but there were variations between categories and between departments;
- (iv) that analysis of the open box comments from the CSS and the NSS and how these related to the scores would give greater insight into the student experience and might identify relevant factors which were not reflected in the NSS questions;
- (v) that some Committee members were concerned that using the same questions in several surveys might influence the way the students answered them in the NSS and that the questions might lose their value, although using the same questions would put the emphasis on the College taking action so that changes between years could be highlighted, and additional questions could capture students' response to actions that had been taken;
- (vi) that it was important for the results to be discussed in department meetings and valued and that the CSS was an internal survey and so it would be used for enhancement and would not influence league tables.

Resolved:

- (i) that the Committee endorsed the recommendation to run the CSS in 2013 at the same time as the NSS and for all undergraduate students not participating in the NSS, but that the questions to be included should be reviewed;
- (ii) that the Committee also endorsed the recommendations for exploring the developmental potential of the qualitative analysis of CSS and for the promotion of the CSS to be included in the job description of the Departmental Student Coordinators, along with the other aspects of the Student Voice Programme.

7 LIBRARY ANNUAL REPORT 2011-12

Received:

the Library Annual Report (12-440)

Noted:

- (i) that the most ambitious project that the Library had undertaken was to introduce staff to 24-hour opening rather than just having security staff on the door: this meant that if students ran into difficulty with equipment or finding material, there were people there to help, who were mostly postgraduate students;
- (ii) that the section of the Report on exhibitions and events had received a positive response from the Library User Group and the Library was looking to raise awareness of such activities;
- (iii) that the section on outreach was also impressive and that 24-hour opening might support widening participation;

- (iv) that the Library was going to run a survey about why students used the 24-hour opening service and that there were counts of people and which areas they were using, as well as data recorded from swipe card entry;
- (v) that students might not be aware of some of the opportunities that were available, such as attending Library induction, being able to order copies of unusual texts and borrow laptops for use in the Rutherford Building and that these possibilities could be promoted by academic departments, by the internal communications team and using the big screens, and the Leopard could also be encouraged to run a feature on the library.

Resolved:

that the report be passed on to the internal communications team to draw attention to the opportunities available to students through the Library.

8 INFORMATION MANAGEMENT AND SYSTEMS COMMITTEE ANNUAL REPORT 2011-12

Received:

the Information Management and Systems Committee Annual Report (12-406).

Noted:

- (i) that the main highlights for 2011-12 included the move to cloud computing for email, developments of infrastructure to improve the resilience of the campus network, a pilot of virtual desktop to improve accessibility and user experience and developments regarding the Student Record System;
- (ii) that a paper was to be submitted to the Senior Management Team to develop a College portal which would involve a single sign in to all services rather than logging in to separate services;
- (iii) that the decrease in open access usage was a reflection of increased student use of handheld devices and there was also the possibility of borrowing a laptop that could only be used in the Rutherford Building;
- (iv) that there had been an increase in teaching room support visits but as teaching rooms were being refurbished, procedures were being introduced so that technology could be reset remotely and equipment was being standardised;
- (v) that a proposal was to be put forward to bring together room booking, IT support and related services and to create zones so that support would be available promptly;
- (vi) that the instructions for equipment that were currently only in the rooms could be made available online so that they could be downloaded in advance.

9 MENTORING ARRANGEMENTS FOR FIRST-TIME EXTERNAL EXAMINERS

Received:

a paper from the Quality Assurance Manager on mentoring arrangements for first-time External Examiners (12-441).

Noted:

- (i) that Goldsmiths' appointment criteria for External Examiners had been updated in line with the new QAA UK Quality Code for Higher Education, including providing mentoring for External Examiners without experience in the role, but as Goldsmiths did not traditionally appoint inexperienced External Examiners, the procedure had not been established;
- (ii) that new External Examiners were to be invited to the face-to-face induction event for External Examiners involved in collaborative provision;
- (iii) that the proposed procedure was intended to be robust but not unnecessarily onerous, and involved the nominee being encouraged to contact the outgoing External Examiner, which would depend on the timely appointment of External Examiners, then the nominee being contacted by the Chair of the Examination Board and being mentored by a current External Examiner;
- (iv) that the department should approach an experienced, continuing External Examiner in the department to be a mentor: Committee members suggested that it could be an External Examiner in the same discipline but would not necessarily need to be in the same department;
- (v) that the Committee suggested that the first two steps of the procedure be reversed and that the initial contact with the nominee should be with the Chair of the Examination Board, or potentially the programme convenor, and then with the outgoing External Examiner;
- (vi) that it was envisaged that the mentoring would only be provided for the first year of appointment.

Recommended:

- (i) that the proposed procedure be approved;
- (ii) that £100 would be an appropriate fee for the mentor but that this would have to be considered by the Senior Management Team as it had financial implications.

10 PROGRAMME MONITORING REPORT

Received:

a paper from the Quality Administrator on programme monitoring in 2011-12 (12-442).

Noted:

- (i) that the paper summarised discussions in Staff/Student Forum meetings and included examples of good practice;
- (ii) that there would be further attempts to raise awareness of the Programme Monitoring database to improve response rates in 2012-13;
- (iii) that it would be interesting to compare what had been discussed with the qualitative comments in the National Student Survey.

Resolved:

that the paper be circulated to departments.

11 LASALLE ACADEMIC REGULATIONS MINOR REVISIONS

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee, minor amendments to the approved Academic Regulations for LASALLE College of the Arts, 2012-13 (11-375R) be approved.

12 ACTION PLAN UPDATE FOLLOWING THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF MUSIC

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, the update on action taken in response to the recommendations of the Periodic Programme Review of the Music Department demonstrated that the recommendations had been acted upon and that no further information was required (12-333).

13 ACTION PLAN UPDATE FOLLOWING THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF VISUAL CULTURES

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, the update on action taken in response to the recommendations of the Periodic Programme Review of the Department of Visual Cultures demonstrated that the recommendations had been acted upon and that no further information was required (12-334).

14 MA DESIGN: INTERACTION RESEARCH

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Design for a new MA in Design: Interaction Research (12-338) be approved.

15 MA VISUAL SOCIOLOGY

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Sociology for a new MA in Visual Sociology (12-343) be approved.

16 CLOSURE OF PROGRAMMES IN THE DEPARTMENT OF SOCIAL, THERAPEUTIC AND COMMUNITY STUDIES

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Social, Therapeutic and Community Studies (formerly PACE) to close five programmes (12-443) be approved.

17 MPhil/PHD IN SOCIAL TECHNOLOGIES

Resolved:

that, on the recommendation of Graduate School Board, a proposal from the Department of Computing for a new MPhil/PhD in Social Technologies (12-355) be approved.

18 AMENDMENTS TO THE ASSESSMENT REGULATIONS FOR THE PHD IN MUSIC (PERFORMANCE)

Resolved:

that, on the recommendation of Graduate School Board, amendments to the assessment regulations for the PhD in Music (Performance) (12-358) be approved.

19 HIGHER EDUCATION ACADEMY RE-ACCREDITATION

Noted:

the re-accreditation of the PG Certificate in Management of Learning and Teaching in Higher Education by the Higher Education Academy (12-309).

20 COUNSELLING SERVICE ANNUAL REPORT 2011-12

Received:

from the Head of Counselling the Counselling Service Annual Report 2011-12 (12-444).

21 GRADUATE SCHOOL BOARD MINUTES

Received:

the minutes of the meeting of Graduate School Board held on 16 October 2012 (12-445).

22 LIBRARY USER GROUP MINUTES

Received:

the minutes of the meeting of the Library User Group held on 10 October 2012 (12-446).

23 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the meeting of Programme Scrutiny Sub-Committee held on 18 October 2012 (12-447).

24 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the meeting of Standards Scrutiny Sub-Committee held on 9 October 2012 (12-448).

25 ANY OTHER BUSINESS

Noted:

- (i) that the Learning and Teaching Afternoon would be taking place on Monday 19 November from 2p.m.;
- (ii) that the NUS was holding a national demonstration on Wednesday 21 November.

26 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Wednesday 13 February 2013 at 2.00pm in room 110, Deptford Town Hall Building and that the remaining meeting for the academic year 2012-13 would take place at 2.00pm in room 110 DTHB on:

Wednesday 15 or 22 May 2013 (TBC).