

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 13 February 2013

- Present: Dr Michael Young (in the Chair), Mr Gareth Bodrell, Dr Basem El-Haddadeh, Professor Anna Furse, Mr Søren Goard, Ms Mary Claire Halvorson, Dr Veronica Lawrence, Mr James Ohene-Djan, Professor Len Platt, Dr Anna Traianou, Ms Tama White (*vice* Mr Samson Osun).
- Apologies: Dr Jorella Andrews, Professor Les Back, Dr Andrew Bremner, Ms Laura Kishore, Ms Siân Prime, Dr Vivienne Richmond, Dr Brett St Louis.
- In attendance: Mrs Clare Blake (Secretary), Miss Becky Court, Miss Rosemary Harrison (from item 10), Mr Simon Kear.

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that Mr Simon Kear was welcomed as a new attendee from Goldsmiths Learning Enhancement Unit;
- (ii) that the report of a forthcoming panel visit to consider for approval a delivery institution in China, involving a year abroad arrangement on the proposed BA International Studies and Chinese, would be circulated to Committee members by email in advance of the next meeting, due to the recruitment timescale for the new programme.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 14 November 2012 be approved subject to the following correction:

Minute 6 (vi). This should read 'that it was important for the results to be discussed at departmental level to inform departments' approach to learning

enhancement, and league table positions that resulted from NSS outcomes were not the College's primary concern, and that the CSS was an internal survey and would not influence league tables'.

3 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) that the results of the monitoring exercise for the turnaround of assessment would be considered before looking at the Feedback Policy (Minute 5);
- (ii) that the National Student Survey would be in progress until the end of April and the Continuing Student Survey would be launched soon (Minute 6);
- (iii) that it had not been deemed necessary to refer the fee for mentoring first-time External Examiners to the Senior Management Team because the cost was not expected to be significant (Minute 9).

4 STUDENT EXPERIENCE AND ENGAGEMENT STRATEGY 2013

Received:

an oral report from the Pro-Warden (Students and Learning Development) on the planned Student Experience and Engagement Strategy 2013.

Noted:

- (i) that the Strategy would be developed as a process following the model of Goldsmiths 2015 with a main steering group and a number of sub-groups;
- (ii) that the steering group would be convened following the start of the new Head of Quality and the return of the Director of Student Services and members of Academic Board had volunteered to join the steering group;
- (iii) that expected outcomes included a Memorandum of Understanding with the Students' Union and a revised Student Charter;
- (iv) that the aim was to have produced a draft Strategy by the end of the academic year.

5 CENTRE FOR CAREERS AND SKILLS DEVELOPMENT

Received:

an oral report from the Pro-Warden (Students and Learning Development) on the planned Centre for Careers and Skills Development.

Noted:

- (i) that an enhanced Careers Service was proposed, with increased staffing for advice and guidance as well as integrating activities with employer engagement and work placements, and developing a portfolio of skills development;

- (ii) that the Senior Management Team had approved in principle that this was the best way forward for enhancing Goldsmiths' activities in these areas;
- (iii) that funds had been made available to appoint a careers consultant, via the University of London, specifically for pre-entry, which would support widening participation and access;
- (iv) that the Committee proposed that digital literacy be included in the skills development portfolio, and the Department of Theatre and Performance might be interested in assisting with the development of presentation skills and presence: the Professional Skills Programme would have an Academic Developer who would consider the activities and skills available in College, although resources for such a post had not yet been identified;
- (v) that the relationship between the programme, the HEAR and Gold Award was discussed and it was noted that the Gold Award was to be reviewed in the context of the Professional Skills Programme.

6 DYSLEXIA AND ADJUSTMENTS TO MARKING

Received:

a proposal from the Disability Co-ordinator to discontinue the use of dyslexia identifiers on course work for students commencing programmes of study from 2013-14 onwards (12-231R).

Noted:

- (i) that Standards Scrutiny Sub-Committee (SSSC) had discussed the proposal with the Disability Co-ordinator and recommended it for approval;
- (ii) that the proposal had been put forward because there was now thought to be satisfactory support available for dyslexic students and because it was difficult to ensure parity in the interpretation of the guidance relating to dyslexia identifiers;
- (iii) that SSSC had recommended that this proposal should only apply to new students and that continuing students could still apply to use identifiers even if they had not previously done so;
- (iv) that the proposal only applied to coursework and that cover sheets would still be used in exams for students who had received a diagnosis of dyslexia;
- (v) that the Committee agreed that it was important for dyslexic students to have support in advance and for dyslexia tests to be available promptly;
- (vi) that staff needed clearer guidance on marking the work of students with dyslexia and on awareness about identifying dyslexic students to increase the likelihood of early diagnosis;
- (vii) that the attainment of dyslexic students compared with non-dyslexic students should be monitored.

Recommended:

that the proposal to discontinue the use of dyslexia identifiers on course work for students commencing programmes of study from 2013-14 onwards be approved.

Resolved:

- (i) that the Head of Assessments would be asked to include in the exams report a comparison of results for dyslexic and non-dyslexic students;
- (ii) that Goldsmiths Learning Enhancement Unit would look at what was available for assessors in terms of understanding how to interpret the identifier and how to recognise the signs of dyslexia, which would lead to recommendations to take the test.

7 GOLDSMITHS LEARNING ENHANCEMENT UNIT INTERIM REPORT**Received:**

the Goldsmiths Learning Enhancement Unit Interim Report from the Head of GLEU and the accompanying workshop outlines for the GLEU Studio (13-61).

Noted:

- (i) that GLEU had evaluated departments' use of the VLE and was designing a strategy based on existing practice and best practice elsewhere, intended to encourage and support creativity as departments often undervalued how creative they were being;
- (ii) that a number of VLE 1 and VLE 2 workshops had been planned but despite widespread communication to departments, the response had not been significant and it was suggested that demonstrating how the VLE would save lecturers time and help students could encourage take-up;
- (iii) that the taxonomy of VLE 1 and VLE 2 was found to be helpful and it was suggested that VLE 1 could be made mandatory, for example as a compulsory part of the induction for new members of staff;
- (iv) that sessions should include the relevance of data protection and intellectual property, such as recording using Big Blue Button;
- (v) that guidelines were needed for staff on the additional functionality now available with Office 365, the virtualisation project and the VLE, such as easier communication with students;
- (vi) that VLE use could be integrated with staff development: the technology-enhanced learning team talked to each cohort on the Postgraduate Certificate in the Management of Learning and Teaching in Higher Education and GLEU had talked to the Director of Human Resources;

- (vii) that having more widespread training might encourage course convenors to give individual lecturers teaching rights on VLE pages so that VLE usage could be improved.

Resolved:

- (i) that the Pro-Warden (Students and Learning Development) and the Head of GLEU would explore the VLE 1 and the mandatory baseline standard and GLEU would report on progress at the next meeting;
- (ii) that the Director of Information Technology would consult with GLEU on guidelines for staff on what was possible with existing platforms for communication.

8 UNDERGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2011-12

Received:

a report from the Quality Administrator on the undergraduate Annual Programme Review reports for the academic year 2011-12 (13-62).

The Committee noted that this was a detailed report, which provided a summary by department of the Annual Programme Reviews (APRs) that had been received. With the exception of one programme, all APRs had been submitted, although many were late.

The standard of reports was good but a potential area of concern was how to deal with joint degrees because these reports tended to be a combination of individual degrees' reports, suggesting a tendency to think at departmental level rather than at programme level. More generally, it was necessary to consider who writes the APR and why and this would be discussed with the new Head of Quality.

It was noted that not all APR authors had been aware of the departmental APR VLE page and the student data files that were made available. It was acknowledged that the data were very detailed, which could make them time-consuming to evaluate. It was emphasised that the APRs were intended to be creative and reflective.

A number of common themes had emerged, including the introduction of joint handbooks and joint VLE pages for joint degrees, developing academic writing and study skills, transition between levels, employability, assessment and monitoring. Issues were mainly related to resources, sometimes in departments that were increasing their student intake. It was noted that resources were a critical aspect of the learning experience. The College was already addressing some of the issues and was aware of others that were raised.

Some departments had noted that students were being given earlier access to material for the following year. However, sometimes students were given access when VLE areas had not been set up yet and the Committee felt that it was better to find nothing at all than to find old discussions or old assignments. It was suggested that the VLE 1 workshop could include a schedule of activities.

There were few references to Mahara in the report and GLEU had just recruited someone with expertise in that area. It was noted that some departments were using

other systems for functionality that was now available in learn.gold and Office 365 and that departments should be encouraged to explore these alternatives. These needed to be outlined so that departments knew what was possible.

It was emphasised that it was important for best practice to be shared. The report would be a useful source to consider when drafting the Student Experience and Engagement Strategy 2013, for example for suggestions regarding personal tutoring. It was also important to report back to students on what had been done.

Resolved:

that the report be circulated to Heads of Department and Departmental Administrators.

9 RESPONSE TO DEPARTMENTAL STUDENT CO-ORDINATORS' ANNUAL REPORTS 2012 ON GOLDSMITHS LIBRARY AND POSTGRADUATE LIBRARY RESOURCES

Received:

a paper from the Joint Acting Librarians in response to the Departmental Student Coordinators' Annual Reports 2012 by undergraduate DSCs on the Library and by postgraduate DSCs on library resources (13-63).

Noted:

- (i) that the issues raised related to a variety of departments so the report was collaborative in nature, involving input from Goldsmiths Learning Enhancement Unit, IT Services and Estates on matters that were not directly related to the Library;
- (ii) that the Library had tried to show how they had addressed concerns and that they were taking feedback seriously;
- (iii) that the majority of issues were to do with resources and this was complex as it could be related to a number of areas, such as budget, electronic resources, cataloguing, the number of copies, or the availability of reading lists;
- (iv) that a reading list management system was being explored and the Library was putting forward a business case to Goldsmiths 2015 for start-up costs;
- (v) that, as a result of a recommendation in the report, a representative from the Library had already attended a DSC meeting;
- (vi) that the Librarians were thanked for providing a comprehensive response.

Resolved:

that the paper be circulated to Departmental Student Coordinators.

10 SUMMARY OF DEPARTMENTAL STUDENT COORDINATORS' BI-MONTHLY REPORTS: DECEMBER 2012

Received:

a summary from the Representation and Democracy Coordinator of the Departmental Student Coordinators' bi-monthly reports, which were submitted in December 2012 (13-64).

The Committee noted that bi-monthly reports had been produced by Departmental Student Coordinators for some time but it was not clear whether these had been widely shared. The summary report included general issues, examples of good practice and a number of recommendations.

An issue identified in the report was that students, especially at postgraduate level, had come to Goldsmiths to study with a particular member of staff and had found that the member of staff was on sabbatical. It was noted that this should be advertised in advance but that it was sometimes not practical due to the late award of grants. It was important for departments to plan study leave well in advance when possible, informing applicants and current students when appropriate, and that new students experience the programme to which they have applied as advertised but it was also suggested that expectations could be better managed.

The report recommended that visual aids and lecture notes should be uploaded to the VLE in advance of lectures or at the latest within seven days. It was noted that there was understandable reluctance on the part of some lecturers to upload their lecture notes in advance. However, this would help students to prepare and it was particularly helpful support for dyslexic students. This was part of a wider discussion about teaching and seminars. It could feed into the discussion of the VLE 1.

Another recommendation proposed that measures be put in place for ensuring that student representation systems, including Departmental Student Coordinators, were integrated into departments and that their importance was highlighted to all departmental staff. The DSC system was thought to be an effective system and there were examples of departments where it was working very well but there were other departments where the DSCs did not feel supported and where it was difficult to recruit. The Students' Union had dissolved the role of departmental representatives because they were no longer effective following the introduction of the DSC role. A layer of representation had thus been dissolved and it was important to clarify how the various forms of student representation were related. The Representation and Democracy Coordinator was asked to outline best practice in student representation.

It had previously been suggested at Academic Board that DSCs should be included in the membership of Departmental Boards. This had not been possible because of the diverse interpretations of student representation in departments, which could not be aligned with the formalised composition of Boards, although this could be revisited in future.

It was noted that students' concerns about assessment and feedback were not only related to the three-week turnaround time but also publication of deadlines and return dates for feedback at the beginning of term. This information should be provided and so

it was necessary to identify the departments who were not doing this. The Pro-Warden (Students and Learning Development) would follow up on this.

It was emphasised that departments should be supportive as DSCs were valuable. Recruitment for undergraduate Departmental Student Coordinators was currently open. It was agreed that invitations to the presentation of the DSCs' annual projects could be extended to key stakeholders based on the relevance of the topics.

There were comments in some DSC reports about work not being challenging enough. It was thought that this was not representative as other evidence suggested that students were challenged. This highlighted the need to ensure that DSCs were gathering feedback that was comprehensive and representative.

In future it would be possible to look for evidence of DSC reports being discussed in departments and for this to be included in the digest of activities of Departmental Learning and Teaching Committees.

Resolved:

- (i) that the Pro-Warden (Students and Learning Development) would consult with Heads of Department on the announcement of staff sabbaticals;
- (ii) that the Representation and Democracy Coordinator would provide a diagram showing best practice in the approach to student representation;
- (iii) that the Pro-Warden (Students and Learning Development) would write to Heads of Department to check that they had published deadlines and return dates and that they had a procedure in place for announcing when there would be a delay;
- (iv) that the Representation and Democracy Coordinator would send a list of the topics of the DSC annual reports to the Pro-Warden (Students and Learning Development), who would recommend key stakeholders to be invited to attend the presentations.

11 ANALYSIS OF QUALITATIVE COMMENTS FROM THE NATIONAL STUDENT SURVEY 2012

Noted:

that the report from the Head of Market Strategy on the qualitative comments from the National Student Survey 2012 (13-65) would be discussed at the next meeting.

12 CLOUD COMPUTING FOR LEARNING AND TEACHING

Received:

a report on cloud computing for learning and teaching, and a proposal from the Head of Corporate Governance and Information Management for a risk-based typology to govern the application of the Offsite Processing Policy to learning and teaching-related usage (13-66).

Noted:

- (i) that the paper provided a typology for the usage of cloud computing and it was useful that the typology was situated from the student user and tutor's perspective;
- (ii) that defining the categories clearly explained the different uses of cloud computing;
- (iii) that there was a distinction between categories four to six that were deregulated and only subject to guidance whereas categories one to three were within the scope of the Offsite Processing Policy.

Resolved:

that the typology in Appendix B presented a useful way forward, which was endorsed by the Committee.

13 INFORMATION COMPLIANCE ISSUES RELATING TO LEARNING AND TEACHING**Received:**

a paper from the Head of Corporate Governance and Information Management on recent developments in College information compliance policy which relate to the fulfilment of the College's legal obligations in relation to learning and teaching activities (13-67).

Noted:

- (i) that the Committee was invited to consider the scope for a more broadly-based approach to information rights in relation to the College's educational and public benefit responsibilities;
- (ii) that anyone entering the world of work should have awareness about information compliance and the use of their personal data and this was part of students' skills development;
- (iii) that it was important for staff and students to have a clear understanding of the significance of using mobile devices and other email accounts and the potential implications;
- (iv) that the paper focussed on staff development and representing these ideas in the curriculum and how this could be taken forward;
- (v) that Committee members expressed concern about social networking and it was agreed that clear guidelines were needed for students and staff on what social networking was for and such guidelines were being drafted by Human Resources;
- (vi) that using social networking in teaching would fall within the scope of the previous paper (13-66) but there were also wider implications for guidelines on ethical usage.

Resolved:

that the need for guidelines on the use of social networking be referred to the new Director of Human Resources.

14 UPDATED RESPONSE TO THE PERIODIC PROGRAMME REVIEW OF THE DEPARTMENT OF COMPUTING'S PROGRAMMES OFFERED THROUGH THE UNIVERSITY OF LONDON INTERNATIONAL ACADEMY (UoLIA)

Received:

the revised response and action plan following the Periodic Programme Review of the Department of Computing's programmes offered through the University of London International Academy (11-509R2).

Noted:

- (i) that this response and action plan were being considered by Learning, Teaching and Quality Committee because the initial report and action plan had been discussed at this Committee, not at Standards Scrutiny Sub-Committee, as was now the practice;
- (ii) that the University of London International Academy had its own VLE and so GLEU had not been involved in its development.

Resolved:

that the response and action plan demonstrated that the recommendations had been acted upon and that no further information was required.

15 AUTHORISED ABSENCE

Received:

a paper from the Interim Director of Student Services on authorised absence (13-74).

Noted:

- (i) that a consultation had taken place with Heads of Department and the Students' Union regarding the proposal;
- (ii) that when students needed to be absent for valid reasons, there was not currently a formal process in place to allow for this;
- (iii) that the policy would assist students who needed to take a short-term absence without interrupting their studies for a year, as well as students on Tier 4 visas who needed to leave the country for a short period;
- (iv) that the consultation had confirmed that the proposed four-week maximum length for permitted absence seemed appropriate;

- (v) that the proposal put forward the policy and the practice for authorised absence and would not affect the regulation on unauthorised absence;
- (vi) that authorised absence would not be reported to the UK Border Agency or the Student Loans Company but that, where appropriate, Enrolments and Records would provide a letter confirming authorised absence and this would be clarified to students.

Resolved:

- (i) that the Head of Corporate Governance and Information Management would contact the Interim Director of Student Services regarding presentation of the policy proposal for Academic Board;
- (ii) that, should the proposal be approved, the Interim Director of Student Services would be asked to ensure that the process, including formal reporting, was explained clearly to students.

Recommended:

that the proposal be approved.

16 ANNUAL DIGEST OF EXTERNAL EXAMINERS' REPORTS 2011-2012

Received:

a digest of External Examiners' reports for 2011-12.

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, the recommendations presented in the paper (13-15) be approved.

17 AMENDMENT TO THE GOLDSMITHS CREDIT FRAMEWORK TO ALLOW FOREIGN LANGUAGE COURSES TO THE VALUE OF 30 CREDITS TO BE INCLUDED WITHIN MASTERS QUALIFICATIONS

Recommended:

that a proposed amendment to the Goldsmiths Credit Framework to allow foreign language courses to the value of 30 credits to be included within Masters qualifications (13-68) be approved.

18 BA COMMUNITY ARTS AND ENGAGEMENT

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Social, Therapeutic and Community Studies for a new BA in Community Arts and Engagement (13-1) be approved.

19 MA MULTILINGUALISM, LINGUISTICS AND EDUCATION

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Departments of Educational Studies and English and Comparative Literature for a new MA in Multilingualism, Linguistics and Education (13-2) be approved.

20 MA CONTEMPORARY ASIA

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Centre for Cultural Studies and the Department of Politics for a new MA in Contemporary Asia (13-5) be approved.

21 BA SOCIAL AND POLITICAL SCIENCES

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Departments of Sociology, Anthropology and Politics for a new BA in Social and Political Sciences (13-6) be approved.

22 EDUCATION MINOR PATHWAY IN THE UNIVERSITY OF LONDON INTERNATIONAL ACADEMY COMBINED DEGREE SCHEME

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Educational Studies for a minor pathway in Education within the University of London International Academy Combined Degree Scheme (12-482) be approved.

23 COMPUTING PATHWAYS ON THE UNIVERSITY OF LONDON INTERNATIONAL ACADEMY COMBINED DEGREE SCHEME

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, an amended proposal regarding the pathways that the Department of Computing would like to be available to Combined Degree Scheme students (12-138R) be approved.

24 APPLICATION FOR DIPLOMA TEACHING STATUS FOR CREATIVE COMPUTING (CC) FROM WESTMINSTER KINGSWAY COLLEGE

Received:

a summary report on a formal assessment visit to Westminster Kingsway College.

Resolved:

that, on the recommendation of International Programmes Sub-Committee, the application for CC Diploma teaching status (12-479) be approved.

25 UNIVERSITY OF SEYCHELLES' COMPUTING AND INFORMATION SYSTEMS (CIS) DIPLOMA TEACHING STATUS

Resolved:

that, on the recommendation of International Programmes Sub-Committee, a proposal to extend the University of Seychelles' Computing and Information Systems Diploma teaching status for one year (12-480) be approved.

26 DOUBLE-MARKING OF LEVEL 3 CO3320 PROJECT REPORTS ON UNIVERSITY OF LONDON INTERNATIONAL ACADEMY COMPUTING PROGRAMMES

Resolved:

that, on the recommendation of International Programmes Sub-Committee, a proposal to introduce double-marking for the CO3320 Project course for Computing and Information Systems and Creative Computing (12-481) be approved.

27 MPhil/PHD IN MANAGEMENT

Resolved:

that, on the recommendation of Graduate School Board, a proposal from the Institute of Management Studies for a new MPhil/PhD in Management (13-20) be approved.

28 ASSESSMENT REPORT 2011-12

Received:

a report on the assessment process for session 2011-12, from the Head of Assessments (13-14).

29 DIGEST OF ACTIVITIES OF DEPARTMENTAL LEARNING AND TEACHING COMMITTEES 2011-12

Received:

a paper from the Quality Administrator on the activities of Departmental Learning and Teaching Committees in 2011-12 (13-69).

30 MODERATION PROCESSES AT LASALLE COLLEGE OF THE ARTS

Noted:

the moderation process to be followed by Goldsmiths' Academic Links at LASALLE College of the Arts (13-17).

31 REPORT OF THE PERIODIC PROGRAMME REVIEW OF POSTGRADUATE PROGRAMMES IN THE DEPARTMENT OF MEDIA AND COMMUNICATIONS AND THE DEPARTMENTAL RESPONSE

Received:

the report of the Periodic Programme/Departmental Review of postgraduate programmes in the Department of Media and Communications and the departmental response (13-19).

32 PROPOSAL FOR MANAGING FUNDS FOR RESEARCH STUDENTS

Noted:

a proposal approved by Graduate School Board for managing the additional funding available to support research students in a range of activities (12-356).

33 GRADUATE SCHOOL BOARD CHAIR'S REPORTS

Received:

the Chair's reports from the Dean of the Graduate School for the meetings of Graduate School Board on 16 October 2012 (12-354) and on 23 January 2013 (13-22).

34 GRADUATE SCHOOL BOARD MINUTES

Received:

the minutes of the Graduate School Board meeting held on 23 January 2013 (13-70).

35 LIBRARY USER GROUP MINUTES

Received:

the minutes of the Library User Group meeting held on 24 January 2013 (13-71).

36 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Programme Scrutiny Sub-Committee meeting held on 23 January 2013 (13-72).

37 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Standards Scrutiny Sub-Committee meeting held on 22 January 2013 (13-73).

38 ANY OTHER BUSINESS

Noted:

- (i) that Professor Graham Gibbs would be speaking at Goldsmiths on Monday 18 February;
- (ii) that it was the Secretary's last meeting prior to going on maternity leave.

39 FORTHCOMING MEETINGS

Noted:

that the date of the next meeting was still to be confirmed and would be held on either Wednesday 15 or Wednesday 22 May 2013 at 2.00pm in room 110, Deptford Town Hall Building.

CB
February 2013