

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 22 May 2013

Present: Dr Michael Young (in the Chair), Ms Alison Ahern, Professor Les Back, Dr Andrew Bremner, Dr Basem El-Haddadeh, Mr Søren Goard, Ms Mary Claire Halvorson, Dr Veronica Lawrence, Mr James Ohene-Djan, Mr Samson Osun, Professor Len Platt, Ms Siân Prime, Miss Goze Saner (*vice* Professor Anna Furse), Dr Brett St Louis, Mrs Cathryn Thompson (Secretary), Dr Anna Traianou.

Apologies: Dr Jorella Andrews, Professor Anna Furse, Mr Graham Gaskell, Dr Vivienne Richmond.

In attendance: Mr Gareth Bodrell, Ms Rachel Davies, Ms Sue English, Mr Simon Kear, Mr James MacGregor (item 10 and 11), Mr Ibrahim Mehmet, Ms Sue Young.

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that academic staff were invited to attend the Higher Education Academy (HEA) visit on development and recognition of teaching, scheduled to take place on 14 June 2013 between 1400-1600 in NAB 314;
- (ii) that it was Dr Basem El-Haddadeh's last meeting before leaving the College, and that his contribution to Committee business had been invaluable over his period of membership;
- (iii) that Mrs Cathryn Thompson was welcomed to the meeting and would be joining the Committee as the new Head of Quality.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 13 February 2013 be approved.

3 MATTERS ARISING FROM THE MINUTES

Noted:

that the Director of Information Technology had not yet consulted with GLEU on guidelines for staff on what was possible with existing platforms for communication, and that this would be referred to the Registrar and Secretary (Minute 7).

4 ACTION TAKEN BY THE CHAIR

Noted:

that, on the recommendation of the Chair of the International Programmes Sub-Committee and the Chair of the Programme Scrutiny Sub-Committee, the Chair had approved the Programme Specifications and Regulations for University of London International Programme students 2013-14 studying programmes offered by the Department of Computing and the Department of English and Comparative Literature.

5 GOLDSMITHS LEARNING ENHANCEMENT UNIT ANNUAL REPORT 2012-13

Received:

the Goldsmiths Learning Enhancement Unit Annual Report from the Head of GLEU (13-217) and an oral report from the Head of GLEU on GLEU Studio.

Noted:

- (i) that GLEU was thanked for the report and presentation on GLEU Studio;
- (ii) that an evaluation of VLE traffic highlighted a steady increase in traffic over the last six years, reflecting the increased use of technology to enhance learning, with over a million page views recorded in one month in November 2012;
- (iii) that staffing levels and expertise would need to be monitored in the Unit as well as within ITS to ensure that support for VLE developments remain sufficient;
- (iv) that a series of face-to-face workshops and on-line activities have taken place to raise the bar in terms of technology enhanced learning across the institution, on a one-to-one or departmental basis;
- (v) that the Students' Union offered to collaborate with GLEU to maximise the number of students enrolling on the Gold Award (169) and assist in improving completion rates;
- (vi) that the new Virtual Graduate School coming online for researchers would need to align and complement with GLEU activities and services;
- (vii) that consideration be given to the introduction of an institutional minimum

expectation, with VLE 1 operating as the baseline for VLE course area standards and VLE 2 being more experimental and interactive;

- (viii) that a sustainable mechanism would be required to monitor the quality of VLE pages to ensure that each are in line with the minimum expectation and standard.

Resolved:

- (i) that the Pro-Warden (Students and Learning Development) would consult with Heads of Department about the best way of ensuring that VLE 1 was being used as a minimum threshold standard/baseline, with particular consideration to more complex course pages stemming across a number of departments and/or programmes;
- (ii) that future GLEU workshops on VLE 1 targeted staff who have not previously attended earlier training activities.

6 ONLINE ASSESSMENT

Received:

a paper from the Academic Developer in GLEU on 'issues with using Online Assessments' (13-218).

Noted:

- (i) that the proposal to standardise assessment deadlines via the VLE stemmed from an issue with a recent submission set for midnight on a Sunday, when the availability of technical support (GLEU/ITS) was limited;
- (ii) that the Students' Union supported consistency across departments, with clear instruction on submission requirements being provided to students;
- (iii) that it was perceived that weekend deadlines gave students additional time for completing assignments, although shifting a deadline to early the following week would address this;
- (iv) that deadlines during the working day must be scheduled at appropriate times so as to not conflict with programme delivery, thus reducing the possibility of students missing classes to meet their deadline.

Resolved:

- (i) that all recommendations in the paper be approved, with an amendment to the first recommendation that 'submission deadlines should be within the hours of 9:00-18:00 Monday to Friday' (rather than 9:00-16:00), as technical support remained available during these extended hours;
- (ii) that GLEU be authorised to intervene with any VLE pages not conforming to the agreed recommendations.

7 LEARNING TECHNOLOGIES FOR GOLDSMITHS

Received:

a paper from the Academic Developer (Technology Enhanced Learning) on existing and emerging learning technologies that Goldsmiths might consider adopting' (13-219).

Noted:

- (i) that the budget and capacity is currently available within Goldsmiths to move forward with some of the trends in online learning and learning technologies outlined in the paper, which are shaping the HE teaching landscape;
- (ii) that an institutional policy statement would be required for other areas of development in the medium to long term in order to outline the direction of travel;
- (iii) that on review of VLE pages some 1000+ links to Vimeo and YouTube were found, so it would be beneficial to explore ways of bringing this type of information within Goldsmiths' firewall;
- (iv) that all Goldsmiths' Halls of Residence are scheduled to have WiFi installed and available from September 2013, which will support developments in the use of mobile learning;

Resolved:

- (i) that the Academic Developer (Technology Enhanced Learning) would approach the wider community at Goldsmiths on engaging with open access resources;
- (ii) that a working group be convened to consider open access resource opportunities further, with its first task being to develop institutional policy and statement of intent in accordance with the College's Learning, Teaching and Assessment Strategy.

8 CURRENT FEEDBACK POLICY AND GUIDANCE IN LIGHT OF DEPARTMENTAL STUDENT COORDINATORS' ANNUAL PROJECT REPORT 2013 ON ASSESSMENT AND FEEDBACK

Received:

the Departmental Student Coordinators' Annual Project Report on Assessment and Feedback (13-220).

Noted:

- (i) that a series of meetings with key stakeholders have been scheduled to consider each DSC report in detail and agree any action that may be required in response;
- (ii) that the DSC report on assessment and feedback indicated that some elements of the Feedback Policy launched in 2010 had been successfully implemented but

that other elements had not;

- (iii) that some of the online survey results conducted by the DSCs were worrying, including 35% of respondents stating 'a little' to the question 'feedback helped you improve on your work';
- (iv) that students did not respond favourably to exams and reservations were made on the clarity of learning outcomes and the marking process;
- (v) that some student concerns could be resolved by regular communication, for example students stated that they were unclear about the marking process when the grading descriptors are contained in department handbooks;
- (vi) that the Pro-Warden (Students and Learning Development) had recently written to Heads of Department confirming that only typed feedback should be issued to students on their assessments, although the Committee was of the view that this could be extended to other technical opportunities such as video and recorded feedback;
- (vii) that the proposals outlined in the report were welcomed and supported by the Committee, with a preference for consistency across departments expressed;

Resolved:

- (i) that the Pro-Warden (Students and Learning Development) would circulate the conclusion and recommendations contained in the DSC report (p17) to the Chair of Departmental Learning and Teaching Committees for their consideration for implementation, with a footnote on the recommendation to circulate and discuss sample essays in class rather than post essays on the VLE for students to access.
- (ii) that a revised student Feedback Policy be considered by the Committee next year, taking account of technical opportunities available (e.g. video or recorded oral feedback)

9 STUDENT REPRESENTATION ON DEPARTMENTAL BOARDS

Received:

the Student Representation on Departmental Boards proposal (13-221)

Noted:

- (i) that the formal definition of the Departmental Student Coordinator role for College Ordinances and strengthened student representation on Departmental Boards was a welcomed development;
- (ii) that the proposal was a positive move with some departments no longer requiring Exceptions to the Standard Composition of Departmental Boards, which was desirable for all departments in the longer term.

Recommended:

that the proposal be approved.

10 ANALYSIS OF QUALITATIVE COMMENTS FROM THE NATIONAL STUDENT SURVEY 2012

Received:

a report from the Head of Market Strategy on the qualitative comments from the National Student Survey (NSS) 2012 (13-65).

Noted:

- (i) that the open comments had been codified against the core National Student Survey (NSS) questions, with specific principles applied;
- (ii) that the frequency of particular comments suggests that not all categories are of equal importance to students, with those of greater influence to student satisfaction levels being in the areas of 'teaching and learning' and 'academic support in their studies';
- (iii) that much variance was notable at department level, with the exception of 'teaching and learning' being most prominent;
- (iv) that students in arts and humanities are more satisfied than other students overall;
- (v) that the area of 'organisation and management' is often interrelated with other areas of questioning, so improvements in this part of Goldsmiths' provision could have a positive impact on other areas of satisfaction;
- (v) that the Head of Market Strategy would be happy to share additional information with the wider community as required.

11 NATIONAL STUDENT SURVEY PARTICIPATION 2013

Received:

a report from the Head of Market Strategy on participation in the National Student Survey (NSS) 2013 (13-222).

Noted:

- (i) that the 66% target set for the College by the Pro-Warden (Students and Learning Development) this year was achieved, demonstrating a 3 percentage point increase from the 2012 survey and 1.2 percentage points higher than 2011;
- (ii) that the response rate was variable at department level, with some departments demonstrating a marked increase in their response rates compared to the 2012 survey (e.g. Sociology, Psychology, Music, History and Design);

- (iii) that Visual Cultures was commended for increasing their 2013 response rate by over 20 percentage points, where the Head of Department took a particular interest and visited classes to promote the survey, thus demonstrating that the direct intervention of academic staff is the most effective way of ensuring student engagement;
- (iv) that some departmental response rates were of particular concern, where response rates had either declined or the 66% target had not been met (e.g. Anthropology, Educational Studies, Media and Communications, Politics, STaCS, and Theatre and Performance);
- (v) that the Continuing Student Survey (CSS) was becoming increasingly important and should be used as an agent for change in advance of the NSS survey point, with students clearly seeing change and an effective dialogue in response to their feedback.

Resolved:

- (i) that target response rate of 66% be set again for the 2014 NSS but at department level;
- (ii) that work with the Heads of Department, Departmental Coordinators, the Students' Union and Departmental Administrators within specific departments would take place to ensure that 2014 targets are met, thus increasing the institutional response rate overall.

12 POSTGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2011-12

Received:

the Postgraduate Annual Programme Review (APR) Report from the interim Quality Administrator (13-223).

Noted:

- (i) that the summary report identified a common perception that the VLE was being used as a repository of information rather than being used to its full potential;
- (ii) that the Head of Quality intended to review the APR process to ensure its effectiveness, and specifically that the report and action plan was a useful tool for departments and programmes to drive change and continuous improvement going forward;
- (iii) that discussion had already taken place between the Quality Office and Management Information on datasets informing the APR process, with particular focus on how data is presented at programme and departmental level and the point at which data was released;
- (iv) that any postgraduate reports outstanding at the time of writing the annual summary report were expected to be received in due course, as an Annual

Programme Review Report was required for every programme each academic year;

- (v) that consideration would be given as to how annual summary reports differentiate between postgraduate taught and postgraduate research programmes;
- (vi) that the mechanisms by which a peer review/reader system might be incorporated in the process would be considered.

13 STANDARD CRITERIA FOR MERIT AND DISTINCTION

Received:

an oral report from the Pro-Warden (Students and Learning Development) on proposed revisions to the standard criteria for merit and distinction.

Noted:

- (i) that the standard criteria for the award of Merit and Distinction has on the whole operated smoothly with the exception of a small number of instances highlighted by departments and External Examiners in which it has not been possible to award a distinction to a candidate even though the Assessment Board felt this would have been deserved;
- (ii) that the proposal consisted of two elements; the introduction of an overall mean mark as an alternative criterion to the preponderance of courses in determining the Merit and Distinction award and the removal of discretion in cases where the dissertation/major project element receives a borderline mark;
- (ii) that the Committee could expect to receive a proposal at a future meeting, following a modelling exercise of results from past examination boards against the proposed criteria in order to analyse the impact, and a wider consideration of practice at other institutions.

14 INCLUSION OF HONOURS LEVEL CREDIT ON TAUGHT POSTGRADUATE PROGRAMMES

Received:

a report on the inclusion of honours level credit on taught postgraduate programmes and recommend for approval the amendments to the Credit Framework and the College's published processes (13-245).

Noted:

- (i) that when Academic Board considered and approved the amendment to the Goldsmiths Credit Framework to allow foreign language courses to the value of 30 credits to be included within Masters qualifications, it was queried whether the principle could be extended beyond foreign language courses to 30 credits of general honours level credit;

- (ii) that the paper clearly sets out general issues and characteristics to be considered, including practice across the sector;
- (iii) that normal practice across the sector is to require that the credit should not be at more than one level below that of the award, namely that the 30 credits of general credit contributing to the Masters could normally only be from a level 6 course (final year Honours);
- (iv) that the College would need to ensure that, even with the inclusion of level 6 credit, the overall outcomes of its taught postgraduate awards still remained at level 7, thus meaning that any proposal to include level 6 credit as part of a Masters programme would need to be considered by the Programme Scrutiny Sub-Committee on a case-by-case basis and in the context of all of the other courses which make up that programme;
- (v) that due to the grading criteria for the two levels being against a different scale (with the threshold for a pass set at 40% for undergraduate but 50% for postgraduate), the standard criteria for the award of Merit and Distinction must state that the marks for any level 6 credit included within a level 7 programme would not be used in the calculation of the student's final classification.

Recommended:

that the recommendations outlined in the proposal be approved.

15 PHD COMPLETION RATES

Received:

a paper from the Graduate School Board on PhD completion rates (13-148).

Noted:

- (i) that the statistics on projected performance were alarming;
- (ii) that the School had invested much time to change existing culture this year in order to tighten up expected periods and normal maximums for completion;
- (iii) that the proposal to move the 'exceptional maximum' from the Completion/Continuation table into the supporting narrative text was welcomed, as it was noted that when this information was provided to students at the start of their programme there was a tendency for students to see the 'exceptional maximum' period of completion as the normal period of completion;
- (iv) that it is intended that more robust mechanisms be in place to monitor student progression through the various stages of the programme, with those not upgrading by their third year not being permitted to progress;
- (v) that a change of perception of the MPhil would be welcomed so that it is used effectively as an exit point;

- (vi) that following discussion at the Graduate School Board, it was recommended that the part time completion periods be amended to better reflect the reality faced by part time students so that the 'Expected' and 'Normal' periods of registration become 6 and 8 years for PhD students and 4 and 6 for MPhil students.

Recommended:

that the proposal be approved.

16 DISTANCE LEARNING

Received:

a paper from Academic Development Committee regarding a proposal to develop Distance Learning at Goldsmiths (13-194).

Noted:

- (i) that the provision of degree programmes online was increasingly on the agenda within higher education;
- (ii) that the College would need to consider the viability and any quality assurance implications of any private organisation involved in any distance learning delivery.

Resolved:

that the Academic Developer (Technology Enhanced Learning) would be interested in being a member of the Working Group and would report back to the Committee on progress as appropriate.

17 BA INTERNATIONAL STUDIES AND CHINESE

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Politics and the Confucius Institute for a new BA in International Studies and Chinese (13-75) be approved.

18 BA ENGLISH LANGUAGE AND LITERATURE

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of English and Comparative Literature for a new BA in English Language and Literature (13-76) be approved.

19 MA FASHION

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal

from the Department of Design for a new MA in Fashion (13-77) be approved.

20 MA CULTURAL POLICY, RELATIONS AND DIPLOMACY AND MA CULTURAL POLICY AND TOURISM

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute for Creative and Cultural Entrepreneurship for a new MA in Cultural Policy, Relations and Diplomacy and a new MA in Cultural Policy and Tourism (13-78, 13-79) be approved.

21 MSc CONSUMER BEHAVIOUR

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute of Management Studies for a new MSc in Consumer Behaviour (13-108) be approved.

22 MA PROMOTIONAL MEDIA: PUBLIC RELATIONS, ADVERTISING AND MARKETING

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Department of Media and Communications for a new MA in Promotional Media: Public Relations, Advertising and Marketing (13-122) be approved.

23 BSc MANAGEMENT AND ENTREPRENEURSHIP

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Institute of Management Studies for a new BSc in Management and Entrepreneurship (13-142) be approved.

24 BA POLITICS, PHILOSOPHY AND ECONOMICS

Resolved:

that, on the recommendation of Programme Scrutiny Sub-Committee, a proposal from the Departments of Politics, Sociology, Anthropology and Media and Communications for a new BA in Politics, Philosophy and Economics (13-143) be approved.

25 REVISED ASSESSMENT REGULATIONS 2013-14

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee, the revised

Assessment Regulations 2013-14 (13-224) be approved.

26 CAPITAL NORMAL UNIVERSITY

Recommended:

that the Capital Normal University, Beijing: Institutional Approval and Due Diligence Report (13-225) be approved.

27 DEPARTMENTAL STUDENT COORDINATORS' ANNUAL PROJECT REPORTS 2013

Received:

the Undergraduate Departmental Student Coordinators' Annual Project Reports on Access to Learning, Academic Support and Student Representation and the Student Voice and the Postgraduate Departmental Student Coordinators' Annual Project Reports on Organisation, Communication and Department Community (13-226).

28 SUPPLEMENTARY UNDERGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2011-12

Received:

the supplementary undergraduate Annual Programme Review Report, including a summary of University of London International Programmes (13-227).

29 POSTGRADUATE RESEARCH PERIODIC PROGRAMME REVIEW

Received:

a follow-up report from the Graduate School on the Periodic Programme Review of Postgraduate Research programmes (13-150).

30 RESPONSE TO DEPARTMENTAL STUDENT CO-ORDINATORS' ANNUAL REPORT 2012 ON POSTGRADUATE LEARNING SPACES

Received:

a paper from the Graduate School in response to the Departmental Student Coordinators' Annual Reports 2012 on postgraduate learning spaces (13-149).

31 REPORT OF THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF HISTORY AND THE DEPARTMENTAL RESPONSE

Received:

the report of the Periodic Programme/Departmental Review of the Department of History and the departmental response (13-158).

32 REVISED SCHEDULE FOR PERIODIC PROGRAMME REVIEWS 2012-13

Received:

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

33 SCHEDULE FOR PERIODIC PROGRAMME REVIEWS 2013-14

Received:

from the Head of Quality a schedule for Periodic Programme/Departmental Reviews in 2013-14 (13-228).

34 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 2012-13 (13-229).

35 PERIODICAL TRAINING COUNCIL ACCREDITATION OF THE MA JOURNALISM

Received:

the Periodical Training Council Accreditation Report for MA Journalism (13-159).

36 GRADUATE SCHOOL BOARD

Received:

the minutes of the Graduate School Board meeting held on 18 April 2013 (13-230) and the accompanying Chair's report from the Dean of the Graduate School (13-147).

37 INTERNATIONAL PROGRAMMES SUB-COMMITTEE MINUTES

Received:

the minutes of the International Programmes Sub-Committee meeting held on 6 December 2012 (13-231).

38 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Programme Scrutiny Sub-Committee meetings held on 13 March 2013 (13-232) and on 24 April 2013 (13-233).

39 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Standards Scrutiny Sub-Committee meeting held on 25 April 2013 (13-234).

40 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Wednesday 16 October 2013 at 2pm in room 110 of the Deptford Town Hall Building (DTHB), and that the remaining meetings for the academic year 2013-14 will take place at 2pm on:

Wednesday 20 November 2013 (110 DTHB)

Wednesday 26 February 2014 (110 DTHB)

Wednesday 21 May 2014 (110 DTHB)

CT
May 2013