

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 16 October 2013

Present: Dr Michael Young (Chair), Mrs Cathryn Thompson, Professor Len Platt, Ms Mary Claire Halvorson, Dr Veronica Lawrence, Dr Vivienne Richmond, Mr Adrian De La Court (*vice* Ms Siân Prime), Dr Sarah Pearce (*vice* Dr Anna Traianou), Dr Brett St Louis, Dr Jan de Fockert (*vice* Dr Andrew Bremner), Miss Sue Dixon, Professor Janis Jefferies, Mr Søren Goard

Apologies: Mr Gareth Bodrell, Dr Andrew Bremner, Ms Sue English, Professor Anna Furse, Mr Conrad Grant, Ms Claire MacLean, Mr James Ohene-Djan, Ms Siân Prime, Dr Anna Traianou

In attendance: Ms Rachel Davies (Secretary), Mr Graham Gaskell, Ms Sue Young, Ms Becky Court, Mr John Ginman, Ms Alison McGregor (item 11), Dr Marco Gillies (item 12), Dr Mick Grierson (item 12), Mrs Rachel-Rose Burrell-Murphy (item 14), Mr Peter Roberts (item 15), Mr James MacGregor (item 27)

OPEN BUSINESS

1 STANDING ORDERS

Noted:

the College's Standing Orders (13-300).

2 CONFLICTS OF INTEREST

Noted:

the College policy on conflicts of interest (13-301).

3 MEMBERSHIP AND TERMS OF REFERENCE

Received:

the terms of reference, composition and membership of the Learning, Teaching and Quality Committee for 2013–2014 (13-338).

4 ANNOUNCEMENTS

Noted:

- (i) that the first Innovation Award, which was introduced by the Students' Union as a pilot in the Department of Media and Communications to recognise an outstandingly innovative and creative project, was presented at the September 2013 Presentation Ceremonies to a graduate from the BA in Media and Communications.

5 MINUTES

Resolved:

that the Minutes of the meeting held on 22 May 2013 be approved.

6 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) that online assessment discussions would continue with the Academic Developer (Technology Enhanced Learning) in GLEU, academic departments and the Chair (Minute 6);
- (ii) that following the resolution of the Committee at its last meeting (Minute 7) a working group was created to consider open access resource opportunities further and would work on an institutional policy and statement of intent in accordance with the Goldsmiths' Learning, Teaching and Assessment Strategy;
- (iii) that following the resolution of the Committee at its last meeting (Minute 8) Goldsmiths' 2010 Feedback Policy would be reviewed and updated accordingly;
- (iv) that all departments should always provide typed feedback in accordance with the 2010 Feedback Policy (Minute 8);
- (v) that distance learning delivery at Goldsmiths was being addressed by a Working Group including the Academic Developer (Technology Enhanced Learning) who would report back to the Committee as progress was made (Minute 16).

Resolved:

that the Pro-Warden (Students and Learning Development) would write to Heads of Departments and Heads of Learning and Teaching Committee to remind them that feedback should be typed.

7 DEPARTMENTAL STUDENT COORDINATORS' REPORTS 2012-13 UPDATE

Received:

a report from the Pro-Warden (Students and Learning Development) which was an update on the Departmental Student Coordinators' annual reports from 2012-13 (13-429).

Noted:

- (i) that two meetings were held in the summer 2013 term with the Warden, Pro-Warden (Students and Learning Development), Academic Representation and Student Voice Coordinator from the Students' Union and Departmental Student Coordinators to discuss the findings of the reports;
- (ii) that there was a greater presence of Departmental Student Coordinators during Welcome Week, but the number of student helpers might have been confusing to new students as they might not have known the difference between a Departmental Student Coordinator and Student Ambassador;
- (iii) that it was not always clear who the department contact for Departmental Student Coordinators was as it varied across departments with some contacts being academic staff and others being administrative staff, it was suggested that it would be addressed at departmental administrative forums;
- (iv) that there were issues with the organisation of room bookings and teachings spaces which was attributed to the lack of a centralised room booking system;
- (v) that Departmental Student Coordinators reported that there were some classes where one or two students had to sit on the floor because there weren't enough seats;
- (vi) that a Space Management Review Group has been formed to consider the estate, identify department-owned space and make improvements to room bookings, and its remit should be widened to include timetabling, and the Pro-Warden (Students and Learning Development) would write to the Group accordingly;

- (vii) that an online option system had been piloted and would be introduced across all undergraduate programmes in 2013-14.

Resolved:

- (i) that the team who organised Welcome Week would be contacted about clearly defining the roles of Departmental Student Coordinators and Student Ambassadors for future events;
- (ii) that the contact that Departmental Student Coordinators had with their departments would be monitored;
- (iii) that a primary person in each department would be identified for the Departmental Student Coordinators to contact;
- (iv) that departments would liaise with their subject librarian about the availability of recommended reading in the Library;
- (v) that Departmental Student Coordinator annual reports would run in the same way for 2013-14 with presentations in March followed by meetings with the Warden, Pro-Warden (Students and Learning Development) and other academic and professional services departments.

8 SATISFACTION AND ENGAGEMENT SURVEYS AT GOLDSMITHS

Received:

an oral report from the Pro-Warden (Students and Learning Development) and Head of Quality regarding satisfaction and engagement surveys at Goldsmiths.

Noted:

- (i) that the Pro-Warden (Students and Learning Development), Associate Pro-Warden (Learning Enhancement), Head of Quality and Head of Market Strategy had reviewed surveys that were conducted at Goldsmiths both internally and externally and had proposed one internal survey that every single student could complete regardless of their mode of study;
- (ii) that students might have a negative experience if they were asked to complete too many surveys if they did not see changes in response to their feedback;
- (iii) that a previous continuing student survey that had been approved by Academic Board had a 30% response rate;
- (iv) that a 1994 Group survey currently out for consultation would be taking place with the same core questions used across institutions and the

Associate Pro-Warden (Learning Enhancement) would develop questions to include in the survey around student engagement;

- (vi) that the Pro-Warden (Students and Learning Development) wanted a systematic approach to consultation where academic and professional services fed back to the Associate Pro-Warden (Learning Enhancement);
- (vii) that an internal Goldsmiths survey would be broader than the 1994 Group survey and would avoid duplication of the NSS.

Resolved:

- (vii) that the Associate Pro-Warden (Learning Enhancement) would forward the 1994 Group survey draft to Heads of Department, Head of Market Strategy and the Academic Representation and Student Voice Coordinator for feedback before the end of the consultation period.

9 GOOD PRACTICE GUIDELINES FOR PLACEMENTS, INTERNSHIPS AND VOLUNTEERING

Received:

a report from the Work Placement Manager in Careers Service on good practice guidelines for placements (13-339).

Noted:

- (i) that there were a variety of work placement opportunities available to students and certain risks attached to them so a policy was needed that was valid across Goldsmiths and the Students' Union emphasising good practice;
- (ii) that there was a risk if Goldsmiths did not have a firm policy and guidance on placements that there would be scope for negative publicity;
- (iii) that payment of expenses where appropriate and feasible were encouraged;
- (iv) that because Goldsmiths has a policy that there should be no mandatory "hidden" costs and it was possible that students might attend work placements that involved travel costs, the potential cost to students, and how this was explained to them in advance of programme or module enrolment needed to be closely monitored;
- (v) that a new fund might be introduced which was particularly relevant for students where a placement makes up a large portion of their programme.

Recommended:

- (i) that the policy be approved subject to minor revisions;
- (ii) that the policy would be sent to Heads of Departments;
- (iii) that the policy would be put on the Careers Service and Students' Union web pages.

**10 GOLDSMITHS CREATIVE COMPUTING COURSERA MOOC:
CREATIVE PROGRAMMING FOR DIGITAL MEDIA AND MOBILE
APPS**

Received:

a report from the Department of Computing on developing and offering the first MOOC at Goldsmiths (13-340).

Noted:

- (i) that the Department of Computing ran one of four new University of London International Academy MOOCs in the summer 2013;
- (ii) that this free course on digital creativity offered through distance learning on the MOOC platform Coursera recruited well;
- (iii) that most students taking part already had degrees, many with graphic design and web design backgrounds and 30% of those enrolled were female;
- (iv) that 6,600 students were assessed out of 95,000 who had initially enrolled on the course;
- (v) that although some argue that MOOCs may disrupt and/or threaten higher education those responsible for this MOOC did not agree;
- (vi) that the MOOC required on going commitment and supervision after development and registration, as the MOOC included online forums which had to be staffed full-time and this was delivered by trained undergraduate Computing students;
- (vii) that the staff felt that it was successful in attracting attention from a reputation and marketing perspective, but that there might be better options for online provision which might attract more financial support;
- (viii) that running a MOOC required an infrastructure in place and an investment in forum management;

- ix) that certification fees offered a source of income which to some extent compensated for the initial development costs, and the learning materials could be re-purposed for in-house programme provision.

Recommended:

that the Director of Students, Alumni and Library Services discussed with HR the appropriate training for students who were employed for forum management on the MOOC.

11 CAREERS SERVICE ANNUAL REPORT

Received:

the Careers Service Annual Report (13-341).

Noted:

- (i) that there had been an increase in staffing resources and overall usage; however, 340 students still had to be turned away because Careers Service was at capacity;
- (ii) that cross-campus collaborations had gone well including growing collaborations with the Students' Union;
- (iii) that the second Enterprise Boot Camp had been very successful and had focused more on student enterprise;
- (iv) that the Careers Service would like to see increased academic engagement because there was little uptake by some departments;
- (v) that a college-wide approach with better integration between academic teaching and Careers Service was needed;
- (vi) that the Careers Service had started industry panel sessions where students could meet experts in a variety of fields and were also considering starting "speed dating"-style events;
- (vii) that the Careers Service should work closely with alumni and set up an interviewing mentor system between alumni and current students;
- (viii) that the Students' Union was keen to participate in alumni talks that focused on employability;
- (ix) that careers engagement needs to be mapped against the UK Quality Code.

12 COUNSELLING SERVICE ANNUAL REPORT

Received:

the Counselling Service Annual Report (13-342).

Noted:

- (i) that service use was up in 2012-13 with 817 students seen, up from 642 in 2011-12, this might have been the result of increased student numbers;
- (ii) that internal partnerships especially with Disability had been going well;
- (iii) that the Counselling Service was happy with external partnerships created especially with local GP practices and they wanted to create further partnerships that focused on issues pertaining to drugs and alcohol abuse;
- (iv) that there was a rise in students reporting mental health difficulties;
- (v) that some students had contacted the Counselling Service before enrolment;
- (vi) that the wait time to be seen by the Counselling Service was longer than at external services provided through the NHS;
- (vii) that the Counselling Service worked with two local GP practices, but found that students were often assessed and then referred back to Goldsmiths Counselling Services;
- (viii) that an injection of £25,000 in 2012-13 enabled the service to function more effectively; however, further continued financial investment in the Counselling Service was needed;
- (ix) that mental health issues may well impact upon student completion and retention rates.

Resolved:

that the Pro-Warden (Students and Learning Development) would discuss strategy including the development of a mental health strategy with the Director of Student, Alumni and Library Services.

13 GOLDSMITHS LEARNING ENHANCEMENT UNIT: UPGRADES TO LEARN.GOLD AND MAHARA

Received:

a report from GLEU on upgrades to learn.gold and Mahara (13-343).

Noted:

- (i) that the server infrastructure had needed updating; this work was completed over the summer and learn.gold and Mahara were upgraded as a result;
- (ii) that GLEU was optimistic about the learn.gold course area as there had been an increased uptake in enrolments to VLE induction pages;
- (iii) that increased face-to-face interaction and staff training had proved popular with some 90 plus staff taking part ahead of 2013-14.

Resolved:

that a log of staff interaction with GLEU would be included in future reports.

14 LEARNING, TEACHING AND QUALITY COMMITTEE ANNUAL REPORT TO COUNCIL AND ACADEMIC BOARD

Received:

the draft Learning, Teaching and Quality Committee Annual Report to Council and Academic Board (13-344).

Resolved:

that the draft Learning, Teaching and Quality Committee Annual Report to Council and Academic Board be approved.

15 PROGRAMME MONITORING REPORT

Received:

a paper from the Quality Administrator on programme monitoring in 2012-13 (13-345).

Noted:

- (i) that the current requirements for documenting programme monitoring had not been fully met in 2012-13, with only eight departments out of twenty departments, centres, institutes or units submitting feedback via the programme monitoring database in 2012-13; however, this did not mean that the programme monitoring meetings had not taken place;
- (ii) that the lack of department engagement with the programme monitoring database needed to be addressed as it was a quality assurance issue;

- (iii) that the Head of Quality planned to meet with all Heads of Department and would discuss programme monitoring and central committee engagement at these meetings.

Resolved:

that the Quality Administrator would contact the twelve departments who didn't upload feedback to the programme monitoring database in 2012-13 to request this information.

16 STUDENT DEATH PROCEDURE

Received:

a policy from Student Services on the Student Death Procedure (13-346).

Recommended:

that the policy be approved pending minor revisions.

17 MISSING PERSONS POLICY

Received:

a policy from Student Services on Missing Persons (13-347).

Recommended:

that the policy be approved.

18 LEARNING, TEACHING AND ASSESSMENT STRATEGY (LTAS 2012-16) ACTION PLAN

Received:

the Learning, Teaching and Assessment Strategy 2012-16 Action Plan (13-348).

19 SUPPLEMENTARY POSTGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2011-12

Received:

the supplementary postgraduate Annual Programme Review Report (13-349).

20 ACTION TAKEN BY THE CHAIR

Noted:

the action taken by the Chair (13-350).

21 INTERNATIONAL PROGRAMMES SUB-COMMITTEE MINUTES

Received:

the minutes of the International Programmes Sub-Committee's meeting held on 23 April 2013 (13-351).

22 LIBRARY USER GROUP MINUTES

Received:

the minutes of the Library User Group meeting held on 3 June 2013 (13-352).

23 ANY OTHER BUSINESS

Noted:

- (i) that a single programme specification template would be created for departments to update programme specification information accordingly, making it suitable for a varied audience and be published on the Goldsmiths website;
- (ii) that industrial action was planned for 31 October 2013 and Head of Departments needed to ensure that students were not negatively impacted by staff absence that day.

24 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Wednesday 20 November 2013 at 2.00pm in room 110, Deptford Town Hall Building and that the two remaining meetings for the academic year 2013-14 will take place at 2.00pm in room 110 DTHB on:

Wednesday 26 February 2014
Wednesday 21 May 2014

25 NATIONAL STUDENT SURVEY 2013

Received:

a report from the Head of Quality and the Management Information and Statistical Officer on the College's results in the 2013 National Student Survey (13-353).

Exemption 41 of the FOI Act (Information provided in confidence) applies to the paper (due to inclusion of comparative data from other universities)

Noted:

- (i) that all the 2013 NSS results were distributed to all academic staff;
- (ii) that students overall satisfaction had been 88%, above the national average, which strongly evidenced a positive experience of degree programmes;
- (iii) that assessment, feedback and organisation of programmes remained areas of concern;
- (iv) that there would be a review of the 2010 Feedback Policy;
- (v) that a Learning, Teaching and Assessment Strategy Action Plan process and template had been launched and departments would be expected to devise action points partly in response to recent NSS results;
- (vi) that for 2013-14 NSS, departments would be individually set a 66% response rate;
- (vii) that joint degree student response rates needed to be addressed;
- (viii) that student representation needed to be consistent at department and programme level;
- (ix) that a student experience and engagement strategy was briefly discussed which would identify measures that should in time improve NSS results.

Received:

a paper from the Head of Market Strategy on the open box comments from the 2013 National Student Survey (13-354).

Noted:

- (i) that overall satisfaction had gone up significantly;
- (ii) that assessment and feedback appeared to correlate less strongly with overall satisfaction compared to other areas;
- (iii) that feedback and assessment and organisation and management attracted critical and/or negative comments more frequently than any other issue.

Resolved:

that the Academic Representation and Student Voice Coordinator would encourage departments to discuss with current students why such comments had been made by the 2012-13 graduating cohort.