

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 20 November 2013

Present: Dr Michael Young (Chair), Mrs Cathryn Thompson, Professor Len Platt, Ms Mary Claire Halvorson, Dr Veronica Lawrence, Dr Vivienne Richmond, Ms Siân Prime, Dr Anna Traianou, Dr Brett St Louis, Dr Andrew Bremner, Professor Anna Furse, Mr James Ohene-Djan, Ms Sue Dixon, Mr John Ginman, Mr Conrad Grant, Mr Søren Goard

Apologies: Mr Gareth Bodrell, Professor Janis Jefferies, Ms Claire MacLean

In attendance: Ms Rachel Davies (Secretary), Ms Sue English, Mr Graham Gaskell, Ms Sue Young, Ms Becky Court, Mr Simon Kear (item 6)

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that it was Becky Court's last meeting before leaving the College and the Chair thanked her for her work and contributions as the Academic Representation and Student Voice Coordinator;
- (ii) that the University of London Careers Group visited Goldsmiths Careers Service last week to carry out a Matrix assessment and Sue Young and her staff in Careers were thanked for their hard work leading up to the assessment, which had a positive outcome;
- (iii) that Steve Pateman, the Head of UK Banking at Santander was visiting College next week to discuss creating sustainable and economic recovery;

- (iv) that Santander supported scholarships and internships for Goldsmiths students and graduates, and had recently agreed to fund a new Santander Skills Plus programme, to be developed during 2014.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 16 October 2013 be approved subject to the following corrections:

Minute 7 Resolved. This should also include that the issues of timetabling including room bookings and teaching spaces would be forwarded to the Space Management Review Group;

Minute 12 Resolved. This should read Associate Pro-Warden (Learning Enhancement) not Pro-Warden (Students and Learning Development).

3 MATTERS ARISING FROM THE MINUTES

- (i) that departments needed to be reminded that they should always provide typed feedback (Minute 6);
- (ii) that departments within Professional Services had been written to where issues had been highlighted in the DSC annual projects (Minute 7);
- (iii) that departmental contacts for DSCs and Student Representatives had successfully been identified across Goldsmiths (Minute 7);
- (iv) that the Library recently purchased software for storing reading lists which was hoped to be introduced in the 2014-15 academic year (Minute 7);
- (v) that students should contact the Library if they were having issues with learning resources, e.g. locating recommended reading (Minute 7);
- (vi) that the Associate Pro-Warden (Learning Enhancement) would continue to review surveys around student engagement following on from the proposed 1994 Group survey and the recent dissolution of the 1994 Group (Minute 8);
- (vii) that the Pro-Warden (Students and Learning Development) had made contact with external providers regarding module level evaluations (Minute 8);
- (viii) that Human Resources would need to train students if they were going to work for Goldsmiths (Minute 10);

- (ix) that further industrial action was scheduled for 3 December and it was requested that students should not be penalised if they did not attend on that day (Minute 23).

Resolved:

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

4 SUMMARY OF DEPARTMENTAL STUDENT COORDINATORS' BI-MONTHLY REPORTS: NOVEMBER 2013

Received:

a report from the Academic Representation and Student Voice Coordinator summarising the Departmental Student Coordinators' bi-monthly reports which were submitted in November 2013 (13-435).

Noted:

- (i) that the DSCs were commended on the high quality of their reports which had been forwarded to all Heads of Departments and Department Business Managers;
- (ii) that the feedback raised in the reports should also be shared with the relevant departments within Professional Services;
- (iii) that responses to the reports from academic departments and Professional Services should be compiled and fed back to the DSCs and to the Committee;
- (iv) that the reports highlighted institution-wide issues as well as issues specific to departments and courses and included examples of good practice and recommendations for improvements;
- (v) that some of the issues raised in the 2012-13 programme monitoring reports are also raised in the DSC reports which were mostly based on feedback in the 2013-14 academic year;
- (vi) that I.T. issues were raised in a number of reports which included frustration with multiple logins, patchy WiFi, the receipt of too many emails and long queues at the I.T. Help Desk at the beginning of term;
- (vii) that other key issues raised related to feedback turnaround time, timetabling, classroom size and suitability and unexpected costs at programme level;
- (viii) that further work was needed to ensure Goldsmiths has a systematic, comprehensive and timely response mechanism to address issues

raised in DSC reports, building on improvements in the last twelve months.

Resolved:

- (i) that the Pro-Warden (Students and Learning Development) would write to Heads of Department to get an informal report on their action points on departmental or generic issues raised in feedback to pass on to DSCs at their next meeting on 3 December 2013;
- (ii) that the Pro-Warden (Students and Learning Development) would write a paper for the Committee next term summarising departmental responses to the DSC bi-monthly reports;
- (iii) that the Space Management Review Group would be approached for a response to timetabling and classroom issues raised in the reports.

5 SUPPLEMENTARY PROGRAMME MONITORING REPORT

Received:

a supplementary report from the Quality Administrator on programme monitoring in 2012-13 (13-439).

Noted:

- (i) that there was improved engagement with the programme monitoring database following the October 2013 meeting of LTQC; however, the Centre for Cultural Studies (CCS), Computing and the Institute for Creative and Cultural Entrepreneurship (ICCE) had not submitted feedback to the database for the 2012-13 academic year at the time that the follow-up report was written;
- (ii) that issues with the current programme monitoring system were being addressed by the Quality Office to maintain oversight on student feedback, to ensure Goldsmiths has a systematic, comprehensive and timely response mechanism;
- (iii) that there was positive feedback from students on teaching, departmental events and personal tutors;
- (iv) that some issues were raised through programme monitoring that had not been included in the DSC bi-monthly reports;
- (v) that issues with assessment and feedback in the report highlighted idiosyncratic practices in departments that the new feedback policy would address;

- (vi) that financial assistance for work placements might become a matter for concern as the number of work place opportunities grow, and Goldsmiths would need to respond accordingly;
- (vii) that additional costs that students incurred as part of their required programme of study were not consistent across departments and these costs should be always be published on the Goldsmiths website and in printed materials, and made clear during application and admissions to programmes;
- (viii) that there was increased interest in student exchange opportunities, including Erasmus programmes, and that Goldsmiths would need to respond with increased capacity to administrate student exchanges, to support for these activities and to generate new exchange opportunities.

Resolved:

that the Pro-Warden (Students and Learning Development) would refer the issue of additional costs and how they are communicated to applicants and students to the Head of Marketing, Outreach and Recruitment and the Director of Student, Alumni and Library Services.

6 ACCESSIBLE ONLINE LEARNING AT GOLDSMITHS

Received:

a report from the Academic Developer (Technology Enhanced Learning) on accessible online learning at Goldsmiths (13-436).

Noted:

- (i) that the report was a scoping document focused on accessibility in learning;
- (ii) that advice GLEU gave academic staff about learning technology needed to emphasise accessibility issues;
- (iii) that accessible online learning should address both student and staff needs at Goldsmiths and established good practices (e.g. in presentation formats) that benefited all staff and students;
- (iv) that there was a duty of legislation that Goldsmiths needed to meet under the Disability Act and guidelines for using the VLE should be further clarified with additional detail to ensure that the minimum legal requirement was explained;
- (v) that training needed to be available for academic staff to help ensure that at least minimum requirements for accessibility were being met;

- (vi) that there was a case for establishing guidelines that were mandatory for VLE usage by staff which also might increase staff engagement with the technology.

Resolved:

- (i) that staff training of the VLE would be highlighted to Rody Bristow-Jones in Human Resources as well as with the GLEU team;
- (ii) that guidelines regarding accessibility on the VLE would be re-developed.

7 DESTINATIONS OF LEAVERS FROM HIGHER EDUCATION (DLHE) 2011-12 SUMMARY

Received:

an oral report and statistical data from the Head of Careers Service summarising the results of the 2011-12 Destinations of Leavers from Higher Education (DLHE) survey (13-437).

Noted:

- (i) that HESA required universities to have a benchmark level of response rates for the DLHE survey:
 - (a) UK domiciled full time students 80% response rate;
 - (b) UK domiciled part time students 70% response rate;
 - (c) EU domiciled students 50% response rate;
 - (d) Research council funded students 80% response rate;
- (ii) that Goldsmiths had an 83.6% response rate for the 2011-12 DLHE survey against a benchmark of 88.3%;
- (iii) that self-employed students were not included in the statistical data, but will be in the future;
- (vi) that HESA benchmarked like to like institutions and a number of London universities missed their benchmark with three UK universities exceeding their benchmark in the 2011-12 DLHE survey responses;
- (v) that only UK undergraduate full-time student DLHE data was used for the Employment Performance Indicator (EPI), the statistics of which were used to place universities in the league tables;
- (vi) that departments should engage with the DLHE survey results and the Careers Service to make changes and improvements to employability.

Resolved:

- (i) that ways of meeting HESA's benchmark for response rates would be considered;
- (ii) that Goldsmiths position in the DLHE data results and EPI should be monitored against comparable institutions;
- (iii) that the DLHE survey data would be shared by the Head of Careers Service with departments to help inform development of their Learning, Teaching and Assessment Strategy Action Plan.

8 ASSESSMENT FEEDBACK TURNAROUND TIME 2012-13**Received:**

a report from the Pro-Warden (Students and Learning Development) on assessment feedback turnaround time in 2012-13 (13-438).

Noted:

- (i) that a monitoring process of assessment feedback turnaround time was introduced in academic departments during the 2012-13 academic year to indicate the interval periods between coursework submission and the return of marked work;
- (ii) that the exercise was intended to provide evidence that could be correlated to NSS results for the question 'Feedback on my work has been prompt', which, in the past, had been relatively poor for Goldsmiths;
- (iii) that the results for feedback turnaround times were not consistently comprehensive across departments, and this may indicate an issue of efficiency and effectiveness in departmental organisation that needed addressing;
- (iv) that there was some evidence of a correlation between the NSS results regarding student satisfaction with feedback turnaround time and departmental feedback return rates as reported;
- (v) that where departments had good systems in place for monitoring assessment feedback times, it was suggested that this be shared with other departments;
- (vi) that departments need to be alert to the possibility that any increased emphasis on prompt return might have the unintended consequence of a reduction in the quality and length of feedback reports, however all evidence shows that students expect prompt return, nevertheless;

- (vii) that the Associate Pro-Warden (Learning Enhancement) was working on a new feedback policy and it was suggested that minimum best practice for departments should be included in the policy, including procedures for monitoring time intervals.

Resolved:

that departments would be expected to keep a record of assessment feedback turnaround time going forward which would be monitored by the Pro-Warden (Students and Learning Development).

9 INTRODUCTION OF A CREDIT FRAMEWORK FOR THE UNIVERSITY OF LONDON INTERNATIONAL ACADEMY (UoLIA) BSc IN COMPUTING AND INFORMATION SYSTEMS (CIS) AND BSc IN CREATIVE COMPUTING (CC)

Recommended:

that, on the recommendation of Standards Scrutiny Sub-Committee and Programme Scrutiny Sub-Committee, the introduction of a credit framework for the University of London International Academy (UoLIA) BSc in Computing and Information Systems (CIS) and BSc in Creative Computing (CC) (13-322R) be approved.

10 ACTION PLAN UPDATE FOLLOWING THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF HISTORY

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, that the update on action taken in response to the recommendations of the Periodic Programme Review of the Department of History demonstrated that the recommendations had been acted upon and that no further information was required (13-427).

11 ACTION PLAN UPDATE FOLLOWING THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF MEDIA AND COMMUNICATIONS POSTGRADUATE PROGRAMMES

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, that the update on action taken in response to the recommendations of the Periodic Programme Review of the Department of Media and Communications Postgraduate Programmes demonstrated that the recommendations had been acted upon and that no further information was required (13-417).

12 ACTION PLAN UPDATE FOLLOWING THE PERIODIC PROGRAMME/DEPARTMENTAL REVIEW OF THE DEPARTMENT OF MEDIA AND COMMUNICATIONS UNDERGRADUATE PROGRAMMES

Resolved:

that, on the recommendation of Standards Scrutiny Sub-Committee, that the update on action taken in response to the recommendations of the Periodic Programme Review of the Department of Media and Communications Undergraduate Programmes demonstrated that the recommendations had been acted upon and that no further information was required (13-418).

13 MPhil/PHD IN COMPUTING

Resolved:

that, on the recommendation of the Graduate School Board, a proposal from the Computing department for a change to the programme regulations regarding thesis composition for the MPhil/PhD in Computing (13-379R) be approved.

14 REPORT OF THE PERIODIC PROGRAMME REVIEW OF THE POSTGRADUATE DIPLOMA/MA MANAGEMENT OF LEARNING AND TEACHING IN HIGHER EDUCATION IN GOLDSMITHS LEARNING ENHANCEMENT UNIT AND THE DEPARTMENTAL RESPONSE

Received:

the report of the Periodic Programme/Departmental Review of the Postgraduate Diploma/MA Management of Learning and Teaching in Higher Education in Goldsmiths Learning Enhancement Unit and the initial departmental response (13-428).

15 ACTION TAKEN BY THE CHAIR

Noted:

the action taken by the Chair (13-440).

16 GRADUATE SCHOOL BOARD MINUTES

Received:

the minutes of the Graduate School Board meeting held on 23 October 2013 (13-441).

17 INTERNATIONAL PROGRAMMES SUB-COMMITTEE MINUTES

Received:

the minutes of the International Programmes Sub-Committee meeting held on 1 October 2013 (13-442).

18 LIBRARY USER GROUP MINUTES

Received:

the minutes of the Library User Group meeting held on 30 October 2013 (13-443).

19 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Programme Scrutiny Sub-Committee meeting held on 13 November 2013 (13-444).

20 STANDARDS SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the Standards Scrutiny Sub-Committee meeting held on 12 November 2013 (13-445).

21 ANY OTHER BUSINESS

Noted:

that the Quality Office would ensure that the institution's position was mapped against newly published chapters of the UK Quality Code: Part A, B1, B2, B6 and B8.

22 FORTHCOMING MEETINGS

Noted:

that the next meeting would be held on Wednesday 26 February 2014 in room 110, Deptford Town Hall Building and that the remaining meeting for the academic year 2013-14 would take place at 2.00pm in room 10 DTHB on:

Wednesday 21 May 2014

**23 CHANGING THE LEARNING LANDSCAPE-STRATEGIC
CONSULTATION CONVERSATION: POST-CONVERSATION
FEEDBACK**

Received:

a report from the Pro-Warden (Students and Learning Development) on the feedback report following Sarah Davies' (JISC) visit in October 2013 as part of the Leadership Foundation's 'Strategic Conversation' on Changing the Learning Landscape (13-446).

Noted:

- (i) that Goldsmiths took part in a Changing the Learning Landscape (CLL) programme for 2013-14 which focused on e-learning;
- (ii) that a CLL nominated consultant visited in October 2013 and had a number of small group meetings to assess and feedback on Goldsmiths current position for e-learning;
- (iii) that the feedback from the consultant was a useful and perceptive overview given that they were only on campus for one day;
- (iv) that some of the recommendations in the feedback were already underway or are already planned in the future by GLEU and I.T..