

**GOLDSMITHS
University of London**

ACADEMIC BOARD

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 26 February 2014

- Present: Dr Michael Young (Chair), Mrs Cathryn Thompson, Professor Len Platt, Ms Mary Claire Halvorson, Dr Veronica Lawrence, Ms Siân Prime, Dr Anna Traianou, Dr Brett St Louis, Dr Andrew Bremner, Mr James Ohene-Djan, Ms Sue Dixon, Mr Conrad Grant, Mr Søren Goard
- Apologies: Mr Gareth Bodrell, Professor Anna Furse, Mr John Ginman, Professor Janis Jefferies, Ms Claire MacLean, Vivienne Richmond
- In attendance: Ms Rachel Davies (Secretary), Ms Sue English, Mr Graham Gaskell, Ms Sue Young, Ms Fairouz Aniq, Catriona Boulton, Alison McGregor (item 7), Isobel Bowditch (item 9), Tina Rowe (item 8), Mr Simon Kear (item 10), Ms Lucie Gibson (item 18)

OPEN BUSINESS

1 ANNOUNCEMENTS

Noted:

- (i) that the Director of Estates Catriona Boulton was welcomed as she would be joining the Committee in attendance.

2 MINUTES

Resolved:

that the Minutes of the meeting held on 20 November 2013 be approved
subject to the following corrections:

Minute 1(ii). The announcement should read that 'Goldsmiths Careers Service underwent its three-yearly quality assurance assessment by Matrix, which had a positive outcome';

Minute 14. The title of the agenda item and Received. This should read 'Postgraduate Certificate/Diploma/MA Management of Learning and Teaching in Higher Education'.

3 MATTERS ARISING FROM THE MINUTES

- (i) that a message from the Pro-Warden (Students and Learning Development) was sent out to departments reminding them that feedback should always be typed (Minute 3);
- (ii) that various communication was sent out from the Pro-Warden (Students and Learning Development) following the Departmental Student Coordinators' bi-monthly reports summary (Minute 4);
- (iii) that issues raised in programme monitoring were referred on by the Pro-Warden (Students and Learning Development) (Minute 5);
- (iv) that there were different views about reading packs in departments (Minute 5);
- (v) that Rody Bristow-Jones in Human Resources was addressing staff VLE training in collaboration with GLEU (Minute 6);
- (vi) that in the current DLHE data collection, Goldsmiths was meeting all but one benchmark (Minute 7);
- (vii) that a shortlist of comparative institutions was to be used as a benchmark in place of the disbanded 1994 Group institutions (Minute 7);
- (viii) that data on department feedback turnaround time would be collected in term one, part of term two and terminate on 27 April 2014 in response to the UCU marking boycott.

4 UPDATE ON WORK PLACEMENTS AT GOLDSMITHS

Received:

a report from the Work Placement Manager in Careers Service updating the Committee on work placements (14-39).

Noted:

- (i) that there had been a number of developments in the past few months following the approval of the Good Practice Guidelines for Placements, Internships and Volunteering by the Committee at its 16 October 2013 meeting;
- (ii) that there was a policy at Goldsmiths to offer all students on taught degrees the opportunity to undertake a placement or similar programme of activities monitored as part of Goldsmiths Operational KPIs;
- (iii) that undergraduate placements had gone up from 28% in 2012-13 to 58% in 2013-14 and some postgraduate programmes would be incorporating placements next academic year 2014-15;

- (iv) that placement opportunities varied with only one department not offering placements at all and a small number of departments only offering a few to students;
- (v) that a new generic undergraduate placement module which was built into the academic curriculum was currently being trialled and was available to any department for incorporation into the relevant degree programme;
- (vi) that a session would take place at GLEU's May conference which looked at how e-technologies could support placement learning;
- (vii) that the Work Placement Manager was involved in a GLEU fellowship to investigate the pedagogical value of undergraduate placements;
- (viii) that posters with case studies and handouts were available to departments for Open Days which promoted placements;
- (ix) that the Committee was interested in exploring access to learning including hidden costs associated with placements.

Resolved:

that a document from the Work Placement Manager would be circulated to the Committee which outlined which departments had placements.

5 GOLDSMITHS LEARNING ENHANCEMENT UNIT: ASSESSMENTS SURVEY AND RESULTS

Received:

a report from the Academic Developer (Technology Enhanced Learning) on an internal assessments survey and results (14-40).

Noted:

- (i) that there had been an increased uptake in online assessments and marking with most departments using electronic tools for assessment;
- (ii) that upcoming upgrades to learn.gold would allow for second marking online;
- (iii) that students raised the issue of diversity among and within departments in the use of online assessment and feedback which could create inconsistency across and within programmes;
- (iv) that there was concern raised about verbal feedback meetings as it was felt that feedback should also be written;

- (v) that staff disabilities should be taken into consideration in the shift to electronic submissions and feedback;
- (vi) that the use of email for assessment submission by students was a concern;

Resolved:

- (i) that departments would be contacted to remind them that assessment submission via email was not appropriate and should not be used;
- (ii) that the report would be forwarded to HR and the staff disability section would be highlighted and we would expect a response.

6 GOLDSMITHS LEARNING ENHANCEMENT UNIT: LECTURE FLIPPING

Received:

a report the Academic Developer (Technology Enhanced Learning) on lecture flipping (14-41).

Noted:

- (i) that classroom flipping referred to VLE support such that students could view material and engage in e-tivities outside of class, so that more time could be spent on active dialogue and questions during contact hours;
- (ii) that the traditional lecture was fifty minutes to one hour long and students had a one off opportunity to learn the material;
- (iii) that classroom flipping allowed students to engage with the material in advance of the lecture and focus on deeper learning than on the delivery of the content during the lecture;
- (iv) that different subjects would approach classroom flipping differently;
- (v) that there was a GLEU fellowship to pilot classroom flipping in a number of departments including Computing, History and Psychology;
- (vi) that academics might be cautious about a radical change in their teaching methods;
- (vii) that the literature on classroom flipping described a more self-paced learning where students could revisit material at their own pace and as many times as they wanted which might close up gaps in their knowledge;
- (viii) that GLEU did not have the facilities to capture all lectures, but it was felt that it was not necessary for classroom flipping;

- (ix) that a range of other information could be made available in advance of class contact time as part of an overall package of information given to students before, during and after the lecture.

7 GOLDSMITHS LEARNING ENHANCEMENT UNIT: MEDIA STREAMING SERVICE

Received:

a report from the Academic Developer (Technology Enhanced Learning) on a media streaming service for Goldsmiths (14-42).

Noted:

- (i) that SMT approved a proposal on 25 February 2014 supported by IITS for a media streaming service;
- (ii) that GLEU would manage with IITS the training and the integration of the service;
- (iii) that students would be able to submit video assignments through learn.gold;
- (iv) that staff could make short recordings available to students and vice versa;
- (v) that GLEU would ensure integration with Moodle and could control file sizes;
- (vi) that the service might be promoted before the beginning of next academic year 2014-15.

8 GOLDSMITHS LEARNING ENHANCEMENT UNIT INTERIM REPORT

Received:

an interim oral report from the Head of GLEU on activities taking place over the 2013-14 academic year.

Noted:

- (i) that from September 2013 to January 2014 GLEU saw 167 staff for training;
- (ii) that VLE induction films were developed for staff and students;
- (iii) that an audit of VLE course areas took place which looked at approximately 600 areas in total and it was felt that 6.5% of the areas fell short of the VLE1 standard;
- (iv) that GLEU wanted staff to work on their course areas, but were considering providing a course area template for staff to utilise;

- (v) that perhaps information could be collected from DSCs about VLE pages that needed to be addressed and/or amended;
- (vi) that GLEU was working with the Library about directing bibliographic information on the VLE;
- (vii) that GLEU made a bid for Erasmus+ funding for its postgraduate students and staff, to enable professors who had taught on the programme in the past to return to London for this, and to also contribute to the PG Diploma module on Innovative Curriculum and Internationalisation;
- (viii) that the GLEU conference on technology enhanced learning 'Designing Learning Landscapes: Mobile, Open, Inclusive' would take place on 30 May 2014.

9 GOLDSMITHS CAREERS SERVICE DRAFT ACADEMIC ENGAGEMENT STRATEGY

Received:

a report from the Head of Careers Service on the draft Careers Service Academic Engagement Strategy (14-43).

Noted:

- (i) that careers and/or employability activities differed in extent between departments with a small number of departments apparently not engaging with the Careers Service;
- (ii) that there was a feeling that departments who engaged with careers activities improved graduate employment outcomes;
- (iii) that the Head of Careers would like a new approach to careers education across the campus where all academic departments actively worked with the Careers Service;
- (iv) that training or a role outline would be provided for academic staff who liaised with Careers Service and students within their department;
- (v) that students could be involved in the design for careers/personal development curriculum.

10 LIBRARY ANNUAL REPORT 2012-13

Received:

the Library Annual Report (14-44).

Noted:

- (i) that in 2012-13 the Library opened 24/7 for the full academic year for the first time which was well-received by students;
- (ii) that the first stock take in twenty years took place which represented what was actually on the shelves in the Library;
- (iii) that the Library research support section, Goldsmiths Research Online (GRO), supported the recent REF submission;
- (iv) that Research Skills Plus was implemented to make it easier for Library users to find resources;
- (v) that the report highlighted three areas that required action to improve the quality of the Library:
 - (a) that further investment in information resources was needed which included a sustained financial approach from Goldsmiths year on year;
 - (b) that the Library spaces needed to be improved to address urgent needs for quiet spaces for postgraduate students and expanding student numbers as it was full of students from Christmas onwards;
 - (c) that staff development was needed in those areas which would help Library staff to provide students with the best experience.

11 SUMMARY OF DEPARTMENTAL STUDENT COORDINATORS' BI-MONTHLY REPORTS: JANUARY 2014**Received:**

a report from the Academic Representation and Student Voice Coordinator of the Departmental Student Coordinators' (DSCs) bi-monthly reports which were submitted in January 2014 (14-45).

Noted:

- (i) that this was the first time that departments were asked to respond to the feedback raised in the DSC bi-monthly reports before the summary report was written by the Academic Representation and Student Voice Coordinator;
- (ii) that there were varied responses to the reports from departments with the Centre for Cultural Studies and Design not providing responses to the Academic Representation and Student Voice Coordinator;
- (iii) that hidden course costs were highlighted in some DSC reports as an issue with some students spending upwards of £10 a week to print out readings;

- (iv) that if there were additional course costs, they should be outlined in marketing materials;
- (v) that if lecture notes were not uploaded to the VLE in advance of lectures and seminars, this should be communicated to students;
- (vi) that Estates was considering more uniform provision in lecture theatres and seminar rooms to avoid technical issues with various audio visual systems;
- (vii) that Estates was looking to put a process into place to ensure when changes in the student numbers occurred after planning, these were communicated between academic departments and Estates.

Resolved:

that the Chair with Associate Pro-Wardens would liaise with the Director of SALS and Head of Marketing, Outreach and Recruitment to ensure that additional course costs were included in marketing materials and on the website.

12 RESPONSE TO DEPARTMENTAL STUDENT COORDINATORS' NOVEMBER BI-MONTHLY REPORTS

Received:

a report from the Pro-Warden (Students and Learning Development) on departmental responses following the November 2013 Departmental Student Coordinator (DSC) bi-monthly reports (14-46).

Noted:

- (i) that following the DSC bi-monthly report summary presented to the Committee at 20 November 2013 meeting, the Chair agreed to follow up with academic departments on the feedback raised in the report;
- (ii) that the report highlighted a sample of good practice across departments in response to student feedback;
- (iii) that the Chair was consulting with Heads of Departments to establish a more systematic approach to improve the mechanism for responding to student feedback.

13 HIGHER EDUCATION ACHIEVEMENT REPORT

Received:

a report from the Pro-Warden (Students and Learning Development) on the introduction of a Higher Education Achievement Report (14-47).

Noted:

- (i) that the Associate Pro-Warden (Learning Enhancement) and Head of Careers Service were leading a consultation with academic departments about the introduction of the Higher Education Achievement Report (HEAR);
- (ii) that the benefits of the HEAR were recognised and the Committee felt that it was a valid academic project to undertake.

Recommended:

that the introduction of the Higher Education Achievement Report be approved.

14 UNDERGRADUATE ANNUAL PROGRAMME REVIEW REPORT 2012-13

Received:

a report from the Quality Administrator on the undergraduate Annual Programme Review reports for academic year 2012-13 (14-48).

Noted:

- (i) that there had been a 100% response rate by departments and the standard of reports was generally high;
- (ii) that two joint degree programme reports did not sufficiently engage with the annual monitoring process which was concerning as there were a number of known issues around communication, organisation and timetabling with joint degree programmes.

Resolved:

- (i) that the enhancements section of the report would be forwarded to the Director of Students, Alumni and Library Services (SALS) and Head of Communications and PR;
- (ii) that the report would be forwarded to all departments and Chairs of department Learning and Teaching Committees.

15 LASALLE COLLEGE OF THE ARTS ANNUAL PROGRAMME REVIEW REPORT 2012-13

Received:

a report from the Collaborative Provision Manager and Collaborative Provision Officer on the Annual Programme Review reports for the academic year 2012-13 from LASALLE College of the Arts (14-49).

Noted:

- (i) that Goldsmiths had a partnership with LASALLE College of the Arts, Singapore where eighteen degrees, fourteen at undergraduate level and four at postgraduate level, were validated;
- (ii) that John Ginman provided academic leadership in his role as Associate Pro-Warden (Collaborative Provision);
- (iii) that there had been positive activity over the course of the academic year and issues raised by the validation panel were acted upon quickly by LASALLE College of the Arts staff;
- (iv) that the annual programme review was completed in line with Goldsmiths quality assurance procedures and a clear action plan had emerged for the next academic year.

16 QUALITY ASSURANCE AGENCY CAUSE FOR CONCERN SCHEME

Received:

a report from the Head of Quality on the Quality Assurance Agency (QAA) Cause for Concern process (14-50).

Noted:

- (i) that there was a QAA Cause for Concern scheme with concern used to mean concerns about standards, quality and the information that providers made available in relation to their higher education provision;
- (ii) that Goldsmiths should be mindful that the scheme as there had been a recent application made by the QAA to the Department of Media and Communications.

17 DEPARTMENT ACTION PLANS IN RESPONSE TO THE LEARNING, TEACHING AND ASSESSMENT STRATEGY

Received:

a report from the Pro-Warden (Students and Learning Development) and Quality Administrator on department action plans in response to the Learning, Teaching and Assessment Strategy (14-51).

Noted:

that the Department of Art and the Centre for Cultural Studies (CCS) had not submitted Action Plans at the time of the meeting.

Resolved:

- (i) that Art and CCS would be contacted;
- (ii) that the recommendations outlined in the report be approved.

18 ANNUAL DIGEST OF EXTERNAL EXAMINERS' REPORTS 2012-13

Received:

a digest of External Examiners' reports for 2012-13 (14-10).

19 LASALLE COLLEGE OF THE ARTS ANNUAL DIGEST OF EXTERNAL EXAMINERS' REPORTS 2012-13

Received:

a digest of External Examiners' reports for 2012-13 from LASALLE College of the Arts (14-11).

20 APPLICATION FROM THE UNIVERSITY OF SEYCHELLES FOR COMPUTING AND INFORMATION SYSTEMS (CIS) DIPLOMA TEACHING STATUS

Resolved:

that, on the recommendation of the International Programmes Sub-Committee, the University of Seychelles be awarded Diploma teaching status for 2014-15, with the possibility of a two-year extension subject to the outcome of UoLIA's 2014 TIRF review (13-465) be approved.

21 UNIVERSITY OF LONDON INTERNATIONAL ACADEMY BSc IN COMPUTING AND INFORMATION SYSTEMS (CIS) AND BSc IN CREATIVE COMPUTING (CC)

Resolved:

that, on the recommendation of the International Programmes Sub-Committee, Automatic Accreditation of Prior Learning (APL) for qualifications offered by institutions in Hong Kong (13-466) be approved.

22 MPhil/PHD IN EDUCATION

Resolved:

that, on the recommendation of the Graduate School Board, a proposal from the Educational Studies department for a change to the programme regulations regarding thesis composition for the MPhil/PhD in Education (14-18) be approved.

23 MPhil/PHD IN INTELLIGENT GAMES AND GAMES INTELLIGENCE

Resolved:

that, on the recommendation of the Graduate School Board, a proposal

from the Computing department for a new MPhil/PhD in Intelligent Games and Games Intelligence (14-76) be approved.

24 ASSESSMENT REPORT 2012-13

Received:

a report on the assessment process for session 2012-13, from the Head of Assessments (14-09).

25 DIGEST OF ACTIVITIES OF DEPARTMENTAL LEARNING AND TEACHING COMMITTEES 2012-13

Received:

a report from the Quality Administrator on the activities of Departmental Learning and Teaching Committees in 2012-13 (14-52).

26 GRADUATE SCHOOL BOARD MINUTES

Received:

the minutes of the meeting of the Graduate School Board held on 14 February 2014 (14-53).

27 INTERNATIONAL PROGRAMMES SUB-COMMITTEE MINUTES

Received:

the minutes of the meeting of the International Programmes Sub-Committee held on 10 December 2013 (14-54).

28 LIBRARY USER GROUP MINUTES

Received:

the minutes of the meeting of the Library User Group held on 23 January 2014 (14-55).

29 PROGRAMME SCRUTINY SUB-COMMITTEE MINUTES

Received:

the minutes of the meeting of the Programme Scrutiny Sub-Committee held on 29 January 2014 (14-56).

30 FORTHCOMING MEETINGS

Noted:

that the one remaining meeting for the academic year 2013-14 will take place at 2.00pm in room 110 DTHB on:

Wednesday 21 May 2014