

LEARNING AND QUALITY COMMITTEE

Minutes of the sixth meeting of the Learning and Quality Committee in the 2012-13 academic session, held on Wednesday 20th March 2013 in Blake 028 Medway Campus

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| Present: | S. Jarvis (Chair) | Deputy Vice-Chancellor (Academic Development) |
|  | S. Naylor (Officer) | QA Manager Learning and Quality Unit |
|  | R. Blackburn | DLQ, School of Science |
|  | W. Cealey Harrison | Head of Learning and Quality Unit |
|  | C. Delage | DLQ, School of Architecture, Design and Construction |
|  | J. Cullinane | DLQ, School of Business |
|  | A. Grant | DLQ, School of Engineering |
|  | V. Habgood | DLQ, School of Health & Social Care |
|  | C. Ierotheou | DLQ, School of Computing & Mathematical Sciences |
|  | S. Leggatt | DLQ, School of Education |
|  | A. Murphy | Head of Learning Services, ILS |
|  | Z. Pettit | DLQ, School of Humanities & Social Sciences |
|  | D. Sheppard | SQAO, School of Business |
| In attendance  | N. GarstenR. Mayor | Business SchoolFaculty Operating Officer, Business Faculty |
| Apologies | D. Hayes | Head of Partnership Division |
|  | E. Kehoe | Deputy Director of Office of Student Affairs |
|  | S. Walker | Head of Educational Development Unit |

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| LQC/12/6.1 | **Items from Chair** |  |
|  | The Chair noted that the University policy for personal tutoring has been endorsed by Academic Council subject to minor amendments. It was noted that School implementation plans are expected to be completed in May-June 2013 and presented at either the first meeting of the Academic Quality and Standards Committee in September 2013 or an extra meeting of the Learning and Quality Meeting before the end of the academic year.Members also noted that links to at least one key University policy need to be live on the portal and the University website. The University’s Learning and Teaching Strategy was cited as an example of a non-functioning link. |  |
| **Action** | **Remove links to old strategies and activate live portal and web link to University Learning and Teaching Strategy and the Personal Tutoring Policy** | **EDU****Website/****Portal Manager** |
| LQC/12/6.2 | **Minutes of the Previous Meeting** |  |
|  | The minutes of the meeting of 13th February were agreed as a correct record subject to minor amendments in paragraphs 5.1 (“informal” and not “formal”) and 5.7 (“sector average” not “University average”). |  |
| LQC/12/6.3 | **Matters arising from the Minutes** |  |
| 12/5.4 refers | The Higher Education Achievement Report |  |
|  | LQC remained concerned that, in the continued absence of the Deputy Director of OSA who is responsible for the HEAR, the actions requested of OSA by the Committee have potentially stalled. LQC recognised that systems development is ready to deliver the HEAR but reiterated its request that a formal and full report on the HEAR and the mechanisms designed to facilitate, manage and develop HEAR are formally presented to the committee. (LQC 12/5.4 refers) |  |
| **Action** | **OSA to address requests for full report and development of protocols for continued HEAR development[[1]](#footnote-1)** | **OSA** |
| 12/5.5 refers | University Review schedule – agenda item |  |
| 12/5.6 refers | Student representation on approval and review panels – agenda item |  |
| 12/5.7 refers | Key Information Sets and programme review |  |
|  | LQC noted that PAS has placed the KIS data on the PAS website. Inclusion of KIS data as part of review data sets will be incorporated into proposed revisions to the QAH for consideration by May LQC. |  |
| 12/5.8 refers | QAA Consultation on Institutional Review |  |
|  | This action is ongoing in view of 22nd April deadline and the final response will be circulated prior to the May meeting of LQC. |  |
| LQC/12/6.4 | **The Student Employability Passport** |  |
|  | At the request of the committee, Business Faculty representatives made a presentation which covered the Student Employability Passport that had been developed by the Business School. The Faculty project has now been running for 9 months and focuses on development of “soft” skills and is aiming to be integrated with other University initiatives, such as Greenwich Graduate Attributes. The Faculty has established an employability office to manage its administration and development. The scheme is based on a points system, points being accrued for a wide range of verifiable activities and with students needing to obtain 200 across 3 years. The School has devised key progression points within this time frame with the aim of achieving learning through activity. Examples include volunteering, work within the University, prizes, mentoring, ambassadorship and other non-academic related activities. LQC noted that this development will enable the Faculty to supply a good dataset for its students to the HEAR, once the HEAR is established, in addition to a physical “passport” that indicates the activities in which the student has engaged. The format of the “passport” was agreed through student consultation exercises. Faculty noted that resource implications indicate that a minimum of two key staff are needed initially: one to devise, nurture and manage the project and at least one senior “champion” within the Faculty or School structure as well as administrative support. The Faculty was of the opinion that commitment of such resource is, longer term, invaluable to the employability of Greenwich students.The committee found the initiative stimulating and noted points for more general consideration: * That the award of points within this system for “passive” activities such as attending certain types of lecture or event ought to be treated with caution;
* That the recording system appears very onerous administratively and streamlining potential ought to be investigated.

The Faculty agreed that it may set up discussion sessions for other Schools should they wish to take this forward in a similar manner. |  |
| **Action** | **Schools interested in attending discussion sessions of the Business Faculty Employability Passport initiative to contact the project Manager, Nicky Garsten, and indicate attendance numbers.** | **DLQ** |
| QC/12/6.5 | **Student Representation on Approval and Review Panels** |  |
|  | LQC received a second draft of a paper proposing to appoint student representatives onto approval and review panels on a pilot basis in 2013-14. Whilst the paper had gone some way in addressing the issues raised by the first draft, LQC requested further changes and simplifications before a final version is presented to Academic Council. LQC noted the additional cost of about £200 per event which would amount to some £6000 - £8000 per annum should the proposal be adopted in full. |  |
| **Action** | **Final draft of Student Representation paper to be drawn up and the paper to be agreed by the Chair prior to submission to Academic Council** | **LQU** |
| LQC/12/6.6 | **Professional and Statutory Bodies** |  |
| (a) | LQC received two reports from the Health Care Professions Council in relation to the successful annual visit for the BSc and the Foundation Degree in Paramedic Science. Both reports recommended ongoing approval for the programmes.  |  |
| (b) | LQC received a draft annual report on the University’s and Partners’ Higher National programmes which will be submitted to Edexcel. Prior to its submission the Committee requested a number of changes and review of the progression data within the report. A final draft will be agreed by the Chair in time for the Edexcel deadline of 31st March 2013. |  |
| **Action** | **Review Edexcel annual report and secure Chair’s agreed version prior to submission to Edexcel** | **LQU** |
| LQC/12/6.7 | **Minutes of University Committees** |  |
| (a) | Approval and Review Group (January 2013) |  |
| (i)(ii)(iii)(iv)(v)(vi) | The committee noted the ARG minutes of January 2013 and discussed several specific issues identified by the Group:LQC agreed that reconstituting a formal approval or review panel in the event of a breakdown of electronic communications must take place where loss of sound or sound *and* vision has occurred. Visual loss may permit continuation provided sound is available. The QAH will address this issue with guidance provided in the 2013-14 Handbook. A minimum technical specification should be provided and if overseas partners cannot meet this specification then a panel may be obliged to conduct the event face to face.LQC noted the need for greater consistency of approach to drafting conditions and requirements, acknowledging the ARG view that some of the latter might have been expressed as conditions. LQC acknowledged that further guidance and training as to the differentiation between conditions and requirements could be provided, but also acknowledged that panel discretion must remain. Reports would also be enhanced by ensuring that the rationale for panel decisions relating to conditions and requirements placed upon development teams are clearly presented within the report.LQC noted the ARG request concerning the relevance of Greenwich Graduate Attributes to the conduct of partnership review and approvals. LQC agreed that this should be less aimed at unitary imposition of GGA terminology but focussed on how well a programme team is engaged in understanding the curriculum and skills they are teaching, particularly for franchised programmes of study. With this in mind panels may need to be guided to ask GGA questions in a more indirect manner than appears at present.LQC requested ARG to clarify Point 11(d) of the January minutesLQC agreed that 12(a): enhancements to access online materials ought to be conditional where such lack of access is bound to adversely affect the student learning experience.LQC noted in response to 12(b) – the use of statistical data in reviews – that “official” statistical data is the only source to be used at this time – meaning HESA returns and data from PAS. However, LQC acknowledged that such datasets, currently under discussion as part of the University’s new Business Information system, need to be enhanced to include cohort analysis as a priority. |  |
| **Action** | **Points raised in ARG minutes relating to possible enhancements and additional guidance to panels to be reviewed for inclusion in the next version of the QA Handbook** | **LQU** |
|  | **LQC sub-group to consider appropriate datasets for inclusion in programme review**  | **S. Leggatt** |
| (b) | School LQC MinutesMinutes of the School of CMS LQC raised the issue of what teaching and support materials the University ought to provide for its partners where a programme is franchised. Discussion indicated variability of approach from no materials up to and including individual lecture notes. LQC requested that ACC discuss the issue with a view to providing clear indications of requirements and expectations in the development of franchise programmes with either new or existing partners. |  |
| **Action** | **Academic Collaboration Committee to discuss and define the extent and nature of any academic support materials that the University should supply to its partners delivering franchised programmes of study.** | **ACC** |
| LQC/12/6.8 | **Items from the DLQ Group** |  |
|  | LQC acknowledged that the Group would meet to consider course monitoring forms and their consistency before the end of the session. |  |
| LQC/12/6.9 | **Items for information** |  |
|  | The Chair noted that the Extenuating Circumstances Group has met and some revisions to the regulations will take place. These will be circulated in due course and will be part of the May Academic Council Agenda.  |  |
| AOB | None |  |

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|  | Date of next meeting |
|  | Wednesday 8th May 2013Queen Anne 075Greenwich CampusCommencing at 13.00 |

*Officer: Stephen Naylor
Tel: 8159
Email:* *ns01@gre.ac.uk*

1. LQC officer contacted Director of OSA 11/4/2013 with formal request for these items in absence of Deputy Director. [↑](#footnote-ref-1)