**Executive Secretary**

Chris Harper, Learning and Quality Unit

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**ACADEMIC COLLABORATION COMMITTEE**

**Minutes of the Sixty-first meeting (second of 2012-13 session) of the Academic Collaboration Committee, held Thursday 31 January 2013 at 2.30pm in Room QA75, Maritime Greenwich**

**12.2.1 PRESENT:**  Gordon Ade-Ojo (Education)

Ala Al-zobaidie (CMS)

 Alessandro Benati (HSS)

Richard Blackburn (SCI)

 Dean Brander (VP Education -Students’ Union)

Wendy Cealey Harrison (LQU)

Fiona Conlan (International Partnerships Manager)

Corine Delage (ADC)

Lorraine Gaskin (OSA)

Alasdair Grant (ENG)

Veronica Habgood (HSC)

Geoff Hallam (Partnerships Division)

Chris Harper (LQU) *(Secretary)*

Simon Jarvis (DVC – Academic Development) *(Chair)*

Richard Jump (BUS)

Maggie Leharne (ILS)

**APOLOGIES:** Peter Bryant (EDU)

 Will Calver (Access and Partnerships Manager)

Samer El-Daher (SCI);

Mamood Gousy (HSC)

Debi Hayes (Partnership Division)

Henry Hill (OSA)

Nick Hand (BUS)

Mayur Patel (CMS)

Zoe Petit (HSS)

Simon Walker (EDU)

**MINUTES OF LAST MEETING**

**12.2.2** The minutes of the previous meeting held on 12th October 2012 were confirmed as a true and accurate record.

 **ACC ACTION CHECK-LIST FROM PREVIOUS MEETINGS**

**12.2.3** The list of actions arising from the October 2012 meeting of ACC was noted. Specific attention was drawn to the following:

1. ***12.1.3(a) On-line registration for international partners***

Feedback from School and OSA representatives reported that information regarding applications and registrations for some partners did not appear to be readily available, indicating that full utilization of the on-line system was not occurring.

This appeared to be due to a variety of factors – delay in migration from paper to the electronic system, misunderstanding between the terms application and registration and the failure to engage with the on-line process.

Failure to register in a timely and appropriate fashion would cause a knock-on effect for student access to on-line learning materials and put pressure on the University Student Records teams in being unable to attach students to programmes, courses and PAB cohorts. Given the scope of collaborative partners and the varied pattern of cohort start dates it was agreed that a number of measures be instigated:

**ACTION:**

1. **Fiona Conlan to consult with the Banner team and issue further communication/guidance to collaborative partners regarding on-line registration (with particular regard to log-ins and late applications and the two step process of application followed by registration).**
2. **Link Tutors (as part of their visits) to raise issue with Partner staff and report back with regards to ongoing concerns.**
3. **ACC Secretary to convene meeting between Banner team/OSA/ School representatives in order to identify problems and solutions relating to systems operational cycle. Meeting to be chaired by a senior OSA Manager.**

**(**b) ***12.13(b) Partner College Student Representation***

Geoff Hallam reported that guidelines regarding:

* the effective organisation of programme committees (inclusive of student representatives) including an annual agenda/calendar of business.
* reporting processes which included individuals (Link Tutors/Progression and Development Officers), Schools and the wider University community.
* measures in which student opinion can be captured outside of formal student representatives and surveys.

 had been published in the Partner College Handbook, on a dedicated website.

**ACTION:** **Partnership Division to**

1. **circulate website links to Schools**
2. **liaise with International Partnerships Manager to align practices with commentary within International Partners Handbook and planned portal for international partners.**

Dean Brander (SUUG) reported that training sessions for student representatives had been held during October/November 2012 across the 3 campuses of the University. Some Partner College student representatives (notably from Bexley, Bird, Hadlow and K Colleges) had attended. It was suggested that training materials should be circulated to student representatives at all Partner Colleges.

**ACTION: Partnership Division to disseminate SUUG training material to Partner College student representatives.**

*(c)* ***12.1.6 UK Quality Code***

Wendy Cealey Harrison reported that the academic regulations relating to dual/joint awards were under review. Revisions would be submitted to LQC and Academic Council in March 2013.

(d) ***12.1.11 Professional Development Scheme (GOLD)***

**ACTION: ACC Secretary to secure feedback from EDU concerning Partner College staff awareness of and involvement with the above scheme.**

(e) ***12.1.12 QAA TNE China***

ACC noted that the QAA had conducted a visit to Yunnan University of Economics & Finance (YUFE) on 27 November 2012. A QAA report was expected in April 2013.

**ANNUAL MONITORING OF COLLABORATIVE NETWORKS 2011-2012**

* + 1. ACC received and discussed the following reports
1. ***CMS Network***

Ala Al-zobaide introduced the salient points of the Network Monitoring report:

* a continuing School policy of consolidating existing collaborations and

discontinuing partners that recruited poorly;

* anticipated growth in new student registrations through NCC-accredited centres;
* the valuable work of the Regional Link Tutors, which enabled enhanced monitoring of partners and involvement in local issues.
* improvements had occurred in the on-line registration of students and reducing delays in the production of degree certificates. Further improvements were anticipated as systems were used and implemented by all centres together with a conferments system, integrated within Banner, was introduced in May 2013.

**12.2.5** For the future, a number of challenges faced the School:

- to increase the number of collaborations. Regions that were being targeted included the Middle East, Caribbean and South America

- to maintain the quality of service offered to Centres, given the loss of several key staff members

- to migrate teaching and learning materials from the School VLE ‘Teachmat’ to the University’s Moodle system.

**12.2.6** ACC commended the report and in conjunction with the School, would monitor the challenges it faced, via APC, Faculty re-structuring, Approval and Review group and student feedback.

1. ***LLTE Network***

**12.2.7** Gordon Ade-Ojo reported that a review of the Network (clusters of Colleges) had been successfully completed. Memorandum of Agreements (including a new financial model) had been signed with all remaining Network Colleges. Strengths of the Network were:

* the cluster model of managing the network with link tutors and external examiners being allocated to a particular cluster (4-6) of Colleges. Regional clusters allowed Colleges to share good practice, standardise assessment and moderation, which in turn were strengthened by Network events;
* AMRs received from all Colleges in the Network and scrutinised by Network Co-ordinator and SDLQ;
* the positive role of the Link Tutor in facilitating collaboration, sharing of good practice and providing support to Colleges;
* an improving and high level of student satisfaction (90% in recent survey) across many areas such as quality of teaching, accessibility of tutors, feedback and use of ICT.

**12.2.8** A number of challenges presented themselves:

* the current political and economic climate, manifested most obviously in tuition fees, had resulted in a reduction in the number of applications to the Network Colleges
* College studentsaccess to on-line learning resources, allied to registration/ electronic application process.
* to further strengthen College students’ engagement with the University via a University campus induction and a Network conference for students hosted at the University.

**12.2.9** ACC welcomed the report and requested that the Network Co-ordinator provide progress reports via the standing item on ACC Agenda.

**ANNUAL INSTITUTIONAL REPORTS**

**12.2.10** A representative sample of international partners, who collaborated with 2 or more University Schools, had been requested to submit an Annual Institutional Report. AIRs were received from:

(a) ABRS Management and Technology Institute -Hong Kong

(b) University for Modern Sciences and Arts – Egypt

(c) New York College Athens

(d) School of Business and Computer Studies-Trinidad

(e) SEGi College – Kuala Lumpur

(f) TMC Academy – Singapore

The reports provided an insightful commentary on the partner’s local plans/ directions (e.g. campus expansion/learner resources/programme portfolio) in addition to the relationship with the University/Schools.

**12.2.11** Across the AIRs a number of general themes were identified:

1. clearer commentary required through the production of an action plan, plus clarity of resolutions/distance travelled through reflection on the previous year’s action plan. These formed part of the general AIR template but were completed to varying quality.
2. an overall improvement in systems/communications as Sharepoint, Moodle and on-line applications were ‘rolled-out’. Some partners needed to be ‘encouraged’ to utilise/provide the environment in order to subscribe to these system improvements.
3. partners confirmed that they are receiving sufficient support from Schools and Departments within the University
4. several initiatives were commended i.e. summer exchange programme with MSA students coming to Greenwich. (N.B. Schools involved and OSA to iron out any inconsistent expectations relating to Banner ID/Visa requirements).
5. the role of link tutors (with several individuals commended) cited as good practice
6. further staff training required at some partners in the use of Moodle
7. given changes in University staff and differing patterns of programme recruitment and delivery, it was important for Schools to provide updated information and an academic calendar of key tasks to be performed by partner staff. In relation to University guided processes (e.g. extenuating circumstances) Schools should make reference to the standardised documentation available from University webpages.

**ACTION:**

**LQU to revise AIR template and guidance notes**

**Schools’ to note general themes arising from AIRs and address as part of future dialogue with partners at programme level.**

 **COLLABORATIVE PROVISION UPDATE**

**12.2.12** ACC received an update from the Partnership Division which reflected upon changes in the composition of the Partner College Network and the current activities recently/being undertaken by PD staff. A planning day with College Principals had been organised for 27th February 2013 to discuss programme portfolios.

 On more than one occasion the update referred to College Directly Funded students and (for this constituency) the quality assurance and other services to be provided by the University. With such a mixed-economy (of differently funded students) ACC emphasised the following:

1. greater scrutiny by Schools (and onus on Partner College management of learning opportunities) to ensure the maintenance of an appropriate learning environment/equity of student experience.
2. in terms of its provision of services, the University needed to differentiate between the two types of funded students. Whilst all were registered on a University of Greenwich award which necessitated quality assurance, there was scope for clarifying access to the learning resources provided by ILS.
3. a working model for a Service Level Agreement already existed having been developed by the Partnership Division in collaboration with LQU. This would need to be refined given this extra dimension of directly funded students. Partnership Division would need to liaise with ILS/OSA not only in terms of the differing expectations/entitlement but also to identify what was feasible e.g. specific programme codes to disaggregate the student body based on funding type.

**ACTION: Partnership Division to further develop the Service Level Agreement, disseminated to Partner Colleges, clarifying the responsibilities of the respective parties.**

**PARTNER SCRUTINY PANEL**

**12.1.13** ACC received an update from the October and December 2012 meetings of PSP. Academic Councilhad ratified the approval of EdNet FZLLCas a new partner. Academic Council had noted the discontinuation of Tower Hamlets College as a partner.

PSP had also recommended to Academic Council that it ratify ESCEM, Poitiers, Franceas a new partner and Multimedia University College, Mbagathi, Kenya as a continuing partner

**DATE OF NEXT MEETING:**

Wednesday 27 March 2013, commencing at 2.30 p.m. in Room QA75 Maritime Greenwich