Meeting APPC18/4
Confirmed

ACADEMIC POLICY AND PRACTICE COMMITTEE

Minutes of the meeting held on 29 March 2019

PRESENT:	Professor N. Andrew, Ms C. Bowick, Dr M. Ferguson, Ms E. Fulton, Ms J. Main, Mrs M. McCann, Professor S. McMeekin (vice Professor I. Cameron), Professor A. Nelson, Mr R. Ruthven, Ms R. Simpson, Dr C. Smith (*vice* Mrs M. Wright), Professor B. Steves, Professor V. Webster (Chair),
APOLOGIES:	Professor A. Britton, Dr D Chalmers, Professor R. Clougherty, Ms C. Hulsen, Professor J. Lennon, Mr S. Lopez, Dr N. McLarnon, Professor A. Morgan, Dr S. Rate
IN ATTENDANCE:	Mrs H. Brown, Ms D.Donnet, Ms J. Fisher (Head of Admissions – for item A4), Ms V. Wilson (Head of Marketing and Recruitment – for item A3), Mr P. Woods (Secretary)

MINUTES		
018.153	Considered	Minutes of the meeting held on 30 January 2019 (**APPC18/34/01**)
018.154	Resolved	That subject to adding Mrs McCann to the list of attendees, the minutes be approved as a correct record.

MATTERS ARISING		
Banded Grading (*arising on 018.119*)		
018.155	Reported	By the Chair that the working group would report back to APPC at the next meeting.

UNDERGRADUATE ENTRY CRITERIA - WEST AFRICAN SENIOR SCHOOL CERTIFICATE AND KENYAN CERTIFICATE OF SECONDARY EDUCATION		
018.156	Considered	A proposed variation of entry requirements for applicants holding the West African Senior School Certificate and the Kenyan Certificate of Secondary Education (**APPC18-22-01**).
018.157	Reported	By Ms Wilson that currently the number of applicants from these countries was very small. This proposal could potentially open up these markets for the University. Competitors in the sector were accepting these qualifications and it was proposed that the University should do the

		same.
		The recommendation was that for WASSCC/WAEC to accept grades B and above in 5 subjects, including mathematics. The academic schools are currently in the process of mapping the WAEC for entry to the GCU bridging programme and this exercise will determine grades to be accepted.
		For KCSE, the recommendation was to accept B average. Again, the academic schools are currently in the process of mapping for entry to the GCU bridging programme and this exercise will determine grades to be accepted.
018.158	Discussion	Members were supportive of the proposal. It was noted that West African students currently fare well at ALC.
018.159	Resolved	1. That the proposal be approved and monitoring of admissions numbers (**Action: Head of Marketing and Recruitment**). 2. That there is monitoring of student progress and access of support services (**Action: ADLTQs, Support Department Heads**). 3. That the potential for producing a subset report in the SIMs system be investigated (**Action: Academic Registrar**).
ASSESSMENT LOADING		
018. 160	Considered	A discussion on Assessment Loading and progress of the review.
018. 161	Reported	By the Chair that she wanted the Schools to update on the progress of the review.
018. 162	Discussion	Mrs McCann reported that all modules in GSBS had been reviewed. Of 420 modules 18 had more than 2 assessments. Some of these exceptions were in relation to professional body examination exemptions. Dr Ferguson reported that in SCEBE the Heads of Department were reviewing their assessment loading. Many modules had more than 2 assessments although the majority of these were class tests and lab reports. Some reported more than 3 and not included in the module descriptor. Some of these were pedagogically correct e.g. in mathematics modules. Professor Nelson reported that in SHLS that one department had shown a tendency to have more than 2 assessments but others were broadly in line, taking PSRB requirements into account.
018. 163	Resolved	That there is consolidated summary paper from ADLTQs (shared with student officers); unpacking those modules not in line and tying to assessment loading matrix (**Action: ADLTQs**).
MINIMUM ENTRY REQUIREMENTS		
018.164	Considered	A report on minimum entry requirements (**APPC18-46-01**)

018.165	Reported	By Head of Admissions that the Commission on Widening Access final report *A Blueprint for Fairness* contained 3 recommendations on access thresholds. Universities Scotland had also agreed actions in relation to MERs i.e. MERs based on best evidence for successful completion and guaranteed offers for care experienced learners. Schools have been working on preparing this evidence and the majority would be 2 grades below current standard. Should standard entry requirements change in subsequent years it is not expected that MERs will be changed also. Any changes to MERs in future would be based on the progression of students accepted with these grade profiles. The number of offer made and acceptances will be monitored alongside the progression of the students. This will ensure there is no impact on the progression of these students on their chosen programme.
018.166	Discussion	A member queried some programmes requiring 2 science subjects rather than simply what is required to pass. There was discussion around SHLS programmes and the provisional position of not dropping from the standard. This had changed in the report and members were wished to verify that this was an accurate statement of the School's position. Some specific concerns were raised about Radiotherapy and Oncology about science subjects required. It was suggested that this could be more specific and that PSRB requirements may also be more specific. Another member proposed ongoing monitoring to assess the impact of the proposed MERs. One member queried the need to specify MERs for MEng Mechanical Electronic Systems Engineering as BEng students normally progress to MEng. Ms Fisher replied that MEng was included as applicants can apply directly. Nevertheless, as the progression route was available, the School's preference was to specify MERs for the BEng.
018.167	Resolved	1. That there is specific checking of the PSRB requirements for SHLS programmes. 2. That there is an overall final check of the report by all Schools. (**Action: ADLTQs**)
JANUARY ASSESSMENT BOARDS		
018.168	Considered	A verbal report on January Diet Assessment Boards.
018.169	Reported	By the Chair that in the past formal assessment boards had been held in January. Currently there are some boards during that timeframe for various reasons. However the majority of trimester A marks is unratified until the May boards. She proposed that formalising January Boards should be reconsidered.

018.170	Discussion	Members agreed that there were advantages. Potential compensation was the only issue that could complicate but this could be flagged as being in a compensable band. The issue would only arise where the student was eligible for early retrieval.
018.171	Resolved	That the proposal be approved for further development (**Action: DVC Academic)**

THEMATIC REVIEW OF THE ARTICULATING STUDENT EXPERIENCE

018.172	Considered	The report of the Thematic Review (**APPC18/42/01**).
018.173	Reported	By the Head of Academic Quality that this had been a comprehensive review and the recommendations were outlined. It was for APPC to consider how to proceed with implementation.
018.174	Discussion	Members commended the comprehensiveness of the report. It was noted that there was cross over with the academic families project in HLS aimed at international students but which was transferable. It was an extension of the common buddying system with the advantage of greater continuity over a longer period of time.

The academic jump for articulating students had come over strongly in the review. The buddy system worked well for the initial transition but was needed to extend beyond trimester 1.

Members felt that there were different approaches being used in different parts of the University and there was a need to identify what worked. There was also a possible link to MERs and it should always be remembered that students may articulate themselves (i.e. not via a recognised partner college pathway).

It was proposed that there should be a working group which should include articulating representatives and a workshop organised. This should be internal but reported to the College Board once completed.

One member informed members that other HEIs were approaching this in various ways with partner colleges i.e. academies. Other members agreed this was an interesting development but a separate discussion to the pathways.

Members were keen to ensure that existing work was not duplicated. Professor Andrew reassured members that the intention was to work in tandem with existing projects. It was agreed that a timeline and mapping would help to ensure this was the case. |
| 018.175 | Resolved | That there is an action plan and timeline for the recommendations (**Action: Head of AQ**). |

POST GRADUATE RESEARCH STUDENT EXPERIENCE (PGRSE) THEMATIC REVIEW

018.176	Considered	The PGRSE Thematic Review Action Plan (**APPC18/35/01**).
018.177	Reported	By the Chair that the impetus for the thematic review was form the last ELIR. The review report had been considered at APPC previously (12 September 2018) and this was the action plan developed by the Task and Finish Group. The group had one more meeting to close this off but it was presented here for APPC consideration. The aim was to mainstream PGR student experience and to allow oversight by APPC and Senate as well as School Boards and RDC. She drew members attention to the proposal for a consultative forum to better capture the PGR student voice and provision of clearer escalation routes e.g. SPGRT/ADR etc.
018.178	Discussion	Professor Steves welcomed the recommendations and informed members that many were completed or in train to complete. Reported by the Student President that she supported the SSCF proposal and PGR student representatives on School Boards. From the Students' Association perspective 1 dedicated PGR rep had worked well. The Students' Association were reviewing how to provide representation including workloads and recruitment. The recommendations led by Graduate School with input from GCUSA and others. Professor Steves commented that she welcomed the clarity of the action plan and was comfortable that the underpinning work had been done. Communications had been and is an issue however a status review at this stage would be useful.
018.179	Resolved	That there is an interim review for the 1 May 2019 meeting of APPC and final review in September 2019 (**Action: Director GS**).

AREAS FOR UNIVERSITY CONSIDERATION ARISING FROM SCHOOL ANNUAL MONITORING PROCESS 2018-19

018.180	Considered	Areas for University Consideration Arising from School Annual Monitoring Process 2018-19 (**APPC18/36/01**).
018.181	Reported	By the Head of Academic Quality that the following broad areas, arising from the School Annual Monitoring Reports and discussion at LTSC, were brought to APPC for University consideration.
018.182	Discussion	1. *Forward planning to future proof and encompass anticipated increasing demand for flexible delivery (GAs, Part time, online etc.) and desired University wide growth in TNE and Collaboration* This would entail a wider discussion about pedagogy with Director Academic Development. 2. *Improving the student learning environment* The Chair stated that this would require development of a plan infrastructure for the consideration of the Executive Board. 3. *Personal Tutoring: role and focus of the Personal Tutor (Staff Guidelines for Personal Tutoring).*

		The Head of Academic Quality commented that guidelines were now available on the intranet.
		4. *Approach to Annual Monitoring Process and suggested development of a Data Pack* This should be highlighted to Strategy and Planning for consideration.
		5. *Staff development around Digital Skills, the growing use of data analytics, metrics and the VLE* This was noted as an item for the consideration of Academic Development.
		6. *English Language provision to support current and desired future growth in international student numbers* The Chair informed members that this would be picked up in discussion with relevant ADT(s).
		7. *Ongoing issues with timetabling (NSS)* The Chair informed members that Registry was currently producing data for Deans of School in relation to timetabling issues.
018.183	Resolved	That the actions against these items be taken forward as outlined above.

ELISR TIMETABLE

| 018.184 | Considered | The ELISR Timetable 2018-2023 (**APPC18-15-02**) |
| 018.185 | Resolved | That the updated timetable be approved. |

COMPLAINTS HANDLING OVERVIEW REPORT 2017/18

018.186	Considered	The Complaints Handling Overview Report 2017/18 (**APPC18/37/01**).
018.187	Reported	By Ms Donnet that the report showed a slight increase in recording of complaints at stage 1. Across the sector there is under-reporting at this stage and this is similar here. Stage 2 was static. Timescales ranged between 3 and 64 days. The SPSO expect 20 working days and this can be challenging. There had been one referral to the SPSO which had not been upheld. The process involved good support from Schools and the Department was keen to speak to as many colleagues as possible to highlight the process.
018.188	Resolved	That the report be noted.

SENATE DISCIPLINARY COMMITTEE (SDC) OVERVIEW REPORT 2017/18

| 018.189 | Considered | The SDC Overview Report 2017/18 (**APPC18/38/01**). |
| 018.190 | Reported | By Ms Donnet that the report was on disciplinary matters other than plagiarism which was reported separately.

There were 26 recorded cases but there was no overall trend with previous years. Exam breaches were now being dealt with differently than before with more guidance and warning letters for most breaches and this may have had some impact in terms of the drop in recorded cases from |

		2016-17.
		Major academic misconduct cases had fallen. Most of these cases in the past have involved ghost writing. The reasons for this were not clear at this stage.
		There had been one protective suspension and this process had worked well using a case conference approach to assess each case and minimise academic impact on the individual.
		Appeals are via the Appeal Committee of the University Court. There had been one appeal in this timeframe but the conclusion of the review was that there was no basis for appeal.
018.191	Discussion	One member asked how the Code interfaced with the HLS Fitness to Practise. Ms Donnet replied that FTP was a separate issue and not competing but different. For example a student can go through an SDC process without penalty but still face consequences under FTP.
		Other members reported potential initiatives in planning assessment i.e. through the TESTA approach being considered by the ARWG currently.
		Another member asked if there further analysis by outcome was available. Available. Ms Donnet replied that it could be provided and added in this timeframe one student had been expelled.
018.192	Resolved	That the report be noted.

ALC PROGRAMME PROPOSAL – ENTREPRENEURIAL LEADERSHIP

018.193	Considered	ALC Programme Proposal BSc /BA (Hons) Entrepreneurial Leadership (**APPC18/41/01**).
018.194	Reported	By Mrs Brown that ALC were planning to deliver co-created programmes i.e. GCU award with GCU quality assurance. The proposed title was chosen as it was favoured by prospective employers.
018.195	Discussion	Members commended the proposal and the programme title. It was felt that there was potential cross applicability with home provision.
018.196	Resolved	That the proposal be approved.

GSBS – GENERIC AWARD

018.197	Approved	GSBS Generic Award Proposal **(APPC18/42/01).**

COLLABORATION WITH COLLEGE OF ENGINEERING, NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY (CENU), OMAN

018.198	Considered	Proposal to deliver MSc Applied Instrumentation and Control (Oil & Gas) and transitioning to a Dual Award (**APPC18/44/01**).

018.199	Resolved	Clarify 1) What is meant by the transition to dual awards; 2) Who the students register to; 3) are there are library implications? (**Action: SCEBE Development Team**).
GCU LONDON: ACADEMIC CASE MASTERS INTERNATIONAL DIPLOMACY		
018.200	Received	Chair's Action for the Academic Case for a new International Diplomacy suite of Masters programmes for delivery at GCU London (**APPC18/45/01**).
LEARNING AND TEACHING SUBCOMMMITEE		
018.201	Received	LTSC minutes 10 October 23018 (**LTSC18-28-01**).

*Appendix 1

Areas for University Consideration Arising from School Annual Monitoring Process 2017-18 – an update from the Head of Academic Quality

Committee:	APPC			
Title	**AREAS FOR UNIVERSITY CONSIDERATION ARISING FROM SCHOOL ANNUAL MONITORING PROCESS 2017-18**			
Sponsored by	Professor Nicky Andrew			
Author (if different from sponsor)				
Please tick ✓ as appropriate)	For information		For discussion	**x**
	For noting		For approval	
	For endorsement			

1.   Purpose of the Paper and Summary of Key Issues and Information

What is the purpose of the paper and what key issues do you want to bring to Court's/Senate's/the committee's/Executive Board's attention?

APPC is asked to discuss the following broad areas for University consideration arising from the School Annual Monitoring Reports and discussion at LTSC on the 6th of March.

1. Forward planning to future proof and encompass anticipated increasing demand for flexible delivery (GAs, Part time, online etc) and desired University wide growth in TNE and Collaboration.
   - **This will be subject to wider University debate as part of the Strategy 2030 discussions**

2. Improving the student learning environment
   - **Programme of work is being initiated in relation to the learning environment**

3. Personal Tutoring: role and focus of the Personal Tutor (Staff Guidelines for Personal Tutoring).
   - **CDP for Personal Tutors will be the mental health awareness training which will be co-ordinated by People Services. Student Life will input.**

4. Approach to Annual Monitoring Process and suggested development of a Data Pack
   - **Strategy and Planning are meeting to discuss the best way to take this forward.**

5. Staff development around Digital Skills, the growing use of data analytics, metrics and the VLE
   - **AD will launch Digital Capabilities survey and a paper related to this area will go the next ETSE Group**

6. English Language provision to support current and desired future growth in international student numbers
   - **Ongoing**

7. Ongoing issues with timetabling (NSS)
   - **Deans Group**

2.   Recommendations

What decisions or actions are required by Court/Senate/the committee/Executive Board?

APPC to considerer any actions arising from the AMP, discussed at LTSC on the 6th of March with regard to implications for University and School policy and practice.

3. Freedom of Information

Unless you specify otherwise, this paper will be deemed available for unredacted release under the Freedom of Information (Scotland) 2002 Act. If some, or all of the paper, should not be released, briefly explain the reason. Examples include: commercial sensitivity, personal information.

No FOI implications

4. Consultation undertaken/required

Who have you consulted when developing the paper?	LTSC consideration
Has this paper been submitted to the Student Action Group for Engagement (SAGE)?	Not at present, however GCUSA FTOs are members of APPC.
Have you already submitted this paper to any other committee for discussion and/or approval? If yes, please state which committee	School AM Reports considered at LTSC on March 6th 2019
Will you require to submit this paper to any other committee following its consideration/approval at this meeting? If yes, please state the committee and date of meeting[s.]	No

5. Promulgation of Decision/Actions and Implementation

Who will be responsible for ensuring the decision taken by the Court/Senate/committee and/or actions arising from the meeting are promulgated to the relevant people for implementation?	AQD/Schools and Departments
Who will be responsible for overseeing any resultant changes or implementation plan as a result of the decision taken or actions arising from the meeting?	AQD/Schools and Departments