![GCU Glasgow Caledonian University]

Meeting Number APC15/3
Confirmed

ACADEMIC POLICY COMMITTEE

Minutes of the meeting held on 3 February 2016

PRESENT:	Mr N. Alexander, Ms G. Bartsch, I. Cameron, Mrs M. Henaghan, Mr S. Lopez, Ms J. Main, Ms S. McGiffen, Mr V. McKay, Mr R. Ruthven, Dr S. Rate, Dr M. Sharp, Mr M. Stephenson, Mr I. Stewart, Dr N. McLarnon, Professor V. Webster (Chair), Professor R Whittaker
APOLOGIES:	Professor I. Cameron, Professor T. Hilton, Professor A. Morgan, Professor B. Steves
BY INVITATION:	Ms J. Brown, Dr R. Clougherty, Ms D. Donnet, Professor M. Mannion
IN ATTENDANCE:	Mr P. Woods (Secretary)

MINUTES

15.098	Considered	The minutes of the meeting held on 16 September2015 (**APC15/13/1**).
15.099	Resolved	That the minutes be approved as a correct record.

MATTERS ARISING

GCU "TURNITIN UK" POLICY (*Arising on 15.012*)

15.100	Reported	By the Secretary that Professor Creanor would bring back a revised online plagiarism detection policy to the meeting on 23 March 2016.

GCU NEW YORK EXAMINATION AND ASSESSMENT ARRANGEMENTS

15.101	Considered	Compliance requirements for GCU New York Module Assessments and Module Assessment Boards (APC15/28/1).
15.102	Reported	By Professor Mannion the paper proposed some modifications to normal University procedures and practice in order to satisfy local requirements at GCU New York.
		The reason for considering different procedures for GCU New York was that academic programmes delivered at GCU New York would have to comply with legislative and quality assurance regulations from US education agencies. Additionally for competitiveness reasons, GCU New York would also require to reflect the HE environment in the US where it is common for students to accrue

credit at different institutions and thereby require their credit to be ratified on completion of individual modules.

Part of the proposal therefore was to allow ratification of module marks at Module Assessment Boards which would confirm the award of credit for these modules.

He welcomed comments from members on the proposals and also on the implications of a modified student experience for GCUNY students in relation to that of their Glasgow or London counterparts.

| 15.103 | Discussion | One member asked about turnaround time between the completion of the examination diet and ratification i.e. 10 days. This differed from at GCU in that marks may not be ratified until there is a formal Assessment Board which may be significantly later. |

Professor Mannion did not think this would be a difficulty in terms of feasibility and it should be remembered that there would be a small cohort at GCUNY initially. However it was accepted that the divergence from the normal expectations for home students would require further consideration.

Members observed that the proposal was similar to a SAABs/PABs arrangement, which previously operated at GCU and agreed it would be necessary to further consider the implications of such a move.

Another member expressed concern that there may be systematic lowering of marks as a result of the process. Professor Mannion thought this was unlikely and changes to marks were, in any case, strictly governed by the Assessment Regulations.

Professor Mannion was also asked if GCU NY programmes/modules would deviate in any other ways.

He replied that other deviations were not expected at this stage and that assessment would be governed by the University Assessment Regulations in other respects.

At this stage Professor Mannion said he expected that programmes and modules at GCUNY would have the same external examiners as the GCU equivalents but it was a detail to be considered further.

He added that students at GCUNY would be able to register for a programme or single modules.

| 15.104 | Resolved | 1. That the principle of operating a potentially modified Assessment Board system for GCU New York is approved.
2. That the policy detail is defined following wider consideration of the benefits of implementing a system of two-tier Module Assessment Boards - Programme Assessment Boards across GCU.
3. That "examination" is changed to "assessment" throughout.
4. In proposal 2 (paragraph 2)"should be" is replaced by "must be".
5. For proposal 3(i) it is noted that this should be exceptional.
6. In Proposal 3(ii) the final sentence is removed.
(**Action: Profs Mannion/Clougherty**) |

UPDATED ADMISSION POLICY

15.105	Considered	The draft updated Admissions Policy (APC15/30/1).
15. 106	Reported	By Ms McGiffen that the policy was due for review and had been delayed various developments such as CMA and the development of contextual admissions. The Admissions Subcommittee had reviewed the policy section by section and presented this draft.
15. 107	Discussion	Sections of the Policy document were introduced by Ms McGiffen in sequential order.

Policy Statement

This section was largely unchanged.

1. **Roles and Responsibilities**
   This section described how the admissions process works at GCU and lists roles and responsibilities.

   Members requested that the list is removed and replaced by URL to Admissions Subcommittee membership.

   Members were not comfortable considering references to the Criminal Convictions Policy in this Policy without the CCP being available, either in parallel or integrated within the overarching Admissions Policy.

2. **Transparency and Consistency**
   The entry criteria had been updated.

3. **Selection**
   Members asked how (Curriculum for Excellence) "capacities" would be assessed?
   Ms McGiffen stated that the Curriculum for Excellence would be used as guidance.

   Members felt that decisions "as quickly as possible" would require a specific timescale and an explanation of what will happen when normal timescales are exceeded.

4. **Application Procedures**
   There were no significant changes in this section.

5. **International Applicants**
   This section explained the UKVI points based system.

6. **Widening Participation**
   All of the URLs in this section required updating.

7. **Contextualised Admissions**
   The full Policy was the next item on the agenda.

8. **Mature Applicants**
   There were no changes to this section.

9. **Applicants with Disabilities**
   There were no substantive changes to this section but members asked that the wording be checked in respect of the legislation.

On a point of clarification it was noted that students have the right not to declare a disability but the contract with the University is based on what is declared.

10. Articulation
This section had been completely rewritten. Ms McGiffen would consult Professor Whittaker on a number of changes to the text.

11. Recognition of Prior Learning (RPL)
As 10 above.

12. Student Conduct, Terms and Conditions
The word "note" was not considered to be appropriate in this context as these were requirements of any student. Members requested that a discussion between Governance and Admissions take place to ensure consistency.

13. Fraudulent Applications
Some minor changes had been made. Ms McGiffen explained that this issue was a problem for institutions where applications were made directly and not through UCAS. The general intention of this section was to say that our procedures are in line with those of UCAS.

Members asked if "may" terminate was strong enough in the case of a fraudulent application. Ms McGiffen stated that it allowed for a distinction between levels of deception and genuine errors. Members thought that reviewing the Code of Student Conduct could inform this section and clearer description of what constitutes an 'offence' and actions to be taken

14. Disclosure of Criminal Convictions
As discussed above members required to see the CCP in tandem with the overarching Admissions Policy.

15. Cancellation/Change of Programme
This section had been revised in the light of CMA guidance issued in 2015.

16. Feedback
Members were content with the text of this section.

17. Complaints and Appeals
The URLs required updating.

18. Data Protection
The URL should be updated and the statement given to Department of Governance for comment.

19. Monitoring and Review
The Committee name should be changed to the Admissions *Sub*committee.

Glossary of Related Codes of Practice/Policy Documents/Regulations

The glossary required a final check to ensure up to date links inserted.

15. 108	Resolved	1. That the Policy is revised in line with the above discussion
		2. That the revised Policy is brought back to APC to be considered in parallel with the Criminal Convictions Policy.

3. That the Department of Governance is consulted with regard to the Criminal Convictions Policy and any potential implications for the Code of Student Conduct.
(**Action**: **Director Global Admissions – advised by Director GCU Lead, Head of Quality Enhancement, Department of Governance**).

UPDATED CONTEXTUALISED ADMISSIONS POLICY

15. 109	Considered	An updated Contextualised Admissions Policy (APC15/31/1).
15. 110	Reported	By Ms McGiffen that the policy had been updated to allow the contextual measures to be taken into consideration when making the initial decision on applications to Level 1 of a full time undergraduate degree programme. An Admissions Officer may reduce the Scottish Higher/Scottish Advanced Higher offer requirements by one grade, for one subject only. Adjustments may only be made on the academic requirements for the programme, all other requirements, such as personal statement or interview will remain the same.
15.111	Discussion	Members felt that the policy did not explain some aspects which they would have expected and required more detail on what applicants can expect.
		Another member thought that reference to the Caledonian Club should be included in the basket of measures.
15.112	Resolved	That the policy is revised in line with the above discussion and feedback following implementation last session for Chair's Action prior to approval by Senate. (**Action: Director Global Admissions**).

STUDENT PROGRESSION AND COMPLETION 2014-15

15.113	Considered	An overview of 2014-15 progression and completion for students undertaking full-time undergraduate and postgraduate taught programmes at GCU following the SFC census date (APC15/35/1).
15.114	Reported	By Ms Bartsch that there was an error on page 6 – it should read "13% of students who are eligible for an honours award but may proceed to MEng".

Other highlights were:

- the progression and completion rates across undergraduate levels were the same in 2013-14 and 2014-15, with the exception of level 2 which had gone down by 1%.
- International student progression from Level 2 had decreased by 19% to 61%.
- Articulating students were broadly in line with other undergraduate students.

15.115	Discussion	Members reported that Schools were in the process of scrutinising the statistics and developing actions plans based on their analysis.

Members found the 19% reduction in international student progression at level 2 concerning and sought more specific data in order to explore and address specific problem(s). It was noted that not all Schools were experiencing the same issues and some members felt that a template may be useful to ensure consistency of feedback. Some members also asked if there was data on part-time cohorts.

Ms Bartsch explained that part-time data was not currently required by HESA and

was not included in these figures. It was difficult to track part-time with current University systems however Strategy and Planning were working with Information Services to develop a solution to provide a solution to this and provide a more comprehensive report. She felt that an additional template would not be useful at this time and that the problem areas were identified.

It was noted that the School for Work Based Education was not included in this report.

| 15.116 | Resolved | 1. That a summary response from Schools is provided on School specific issues in relation to international student progression (**Action: ADLTQs**). |
| | | 2. That the Director of Student Experience consider if there are any issues related to student support that may be having an impact on international student progression. (**Action: DSE**) |

ELISR ISSUES

15.117	Considered	Issues for University consideration, resultant from 2014/15 Enhancement-led Internal Subject Review of the Department of Engineering and the Department of Computer, Communication and Interactive Systems (APC15/38/1).
15.118	Reported	By Mrs Henaghan that the issues related to ELISR in 2014-15.
15.119	Discussion	*Computer Communication and Interactive Systems*

1. 24 Hour lab access
   Members were aware that some students (particularly part-time) had limited access due to their working hours but they were not persuaded that there was any great demand for 24 hour access. There were numerous barriers to it (security, lone working policy) a detailed case for 24 hour access would have to be made to the Executive Board if School agree there is an unmet need.

2. Programme leader training
   Mrs Henaghan stated that the Quality Enhancement "back to basics" programme was partly addressing this although there was a need to review the role and programme leaders understanding of their role.

3. Feedback for future learning
   Members were unclear as to why this was cited here. More information would be required in order to specify any action.

4. Effective signposting of non-academic services/support
   Members agreed that this should be consistent and would rely heavily on a coherent communications strategy and the review of the website.

Engineering
1. Progamme leaders
   The role was cited again as an issue for review.
2. PGR students and teaching
   This matter was being dealt with via the PVC Research and the University Research Committee, involving the Schools, People Services and the new Research Degrees Committee. There had been progress which would lead to a consistent University approach and enhanced guidance from People Services would be communicated widely to PGR students.
3. Personal development for administrative staff
   This was a matter for People Services.
4. Student Engagement with governance and quality procedures at induction
   Mrs Henaghan stated that more work was being done with students as

		partners although more explanation was needed to pin down exactly what was being requested here.
15.120	Resolved	1. Computer Communication and Interactive Systems

1. Computer Communication and Interactive Systems
    a. A case for 24 hour lab access should be made to the University Executive Board if unmet need is identified
    b. The programme leader role is reviewed and clarified with programme leaders.
    c. Clarification is requested
    d. The Communications Strategy and website update is monitored.
2. Engineering
    a. As 1b above.
    b. The progress in this area is noted.
    c. That the matter is referred to People Services
    d. Clarification is requested

(**Action**: **Quality Enhancement**)

STRATEGY FOR LEARNING

15.121	Considered	Strategy for Learning Progress Update (APC15/33/1).
15.122	Reported	By Professor Whittaker that this was a brief update on progress on the two priority areas: Digital Learning and the Common Good Curriculum. The annual report would be submitted to the Committee in May 2016.
15.123	Resolved	That the update is noted.

THE TAUGHT POSTGRADUATE STUDENT EXPERIENCE AT GLASGOW CALEDONIAN UNIVERSITY

15.124	Considered	The executive summary and recommendations of the report into the Taught Postgraduate student experience (APC15/34/1).
15.125	Reported	By Ms Brown that the project had used a mixed methodology and it was described here. The key points were as follows:

- There is a relatively high satisfaction rate;
- There are high expectations that are not always met initially;
- There are some language barriers;
- Expectations of engagement with the Students Association;
- Learning and teaching expectations – support, transferable skills, feedback;
- Timetabling;

The full report had a breakdown of these issues by School.

| 15.126 | Discussion | Members felt that there was some content in the report which gave cause for concern. In particular responses related to "thoughts of leaving the course" and "feelings of isolation" needed more context and scrutiny in the Schools.

Members were also intrigued by the "misleading marketing".

Ms Brown thought that this may relate to statements at opens days rather than written materials.

Members felt that more scrutiny was required to get the context of the data presented before appropriate responses and or action plans could be developed, and particular issues to specific cohorts of students could be addressed |

| 15.127 | Resolved | 1. That Ms Brown shares the questionnaire with Committee members for their information (**Action: J.Brown/Committee Secretary**). |
| | | 2. The key issue list and background to the school specific data is broken down by School and the School specific information is evaluated by the Schools (**Action: J. Brown/ADLTQs/Acting Dean GCUL**). |

AOCB (Part A)

| 15.128 | Resolved | That the Founding Dean of GCU New York be added to the composition of the Academic Policy Committee (**Action: Committee Secretary**). |

TIMETABLING AND ROOM BOOKING POLICY

| 15.129 | Considered | Timetabling and Room Booking Policy (**APC15/29/2**). |

| 15.130 | Discussion | The following points were made: |

At 3.5.3 "necessary" AV/IT equipment related to core provision not specialist provision.

At 3.9.2 Mr Lopez explained that the final timetable should be ready by the 8 week deadline. He expected there may be some adjustments thereafter where necessary, but these would be minimised.

3.10.2 The list of reasons for change should accommodate additional ad hoc classes.

| 15.131 | Resolved | That the Policy is approved subject to any minor amendments based on the above discussion (**Action: Academic Registrar**). |

SCHOOL OF HEALTH AND LIFE SCIENCES – ACADEMIC CASE

| 15.132 | Approved | An academic case for the programme MSc Paramedic Practice (**APC15/36/1**) (**Action Programme Development Lead/HoD Psychology, Social Work and Allied Health Sciences).** |

GLASGOW SCHOOL FOR BUSINESS AND SOCIETY – ACADEMIC CASE

| 15.133 | Approved | An academic case for the programme MSc Digital Brand Marketing subject to clarification that the projected international student numbers for programme viability are accurate. (**APC15/37/1**) (**Action: GSBS ADLTQ/Programme Development Lead/HoD Business Management**). |

COLLEGE CONNECT

| 15.134 | Received | A Progress Update on the College Connect project January 2016 (**APC15/32/1**). |

ACADEMIC APPEALS OVERVIEW 2014-15

| 15.135 | Received | A statistical overview of Academic Appeals received for Session 2014/15 (**APC15/35/1**). |

LEARNING AND TEACHING SUBCOMMITTEE

15.136   Received   Confirmed minutes of the meeting held on 28 October 2015 (**LTSC15/34/1**).

THE TAUGHT POSTGRADUATE STUDENT EXPERIENCE AT GLASGOW CALEDONIAN UNIVERSITY

15.137   Received   The full report into the Taught Postgraduate student experience **(APC15/39/1).**