

ACADEMIC POLICY COMMITTEE

Minutes of the extraordinary meeting held on 25th February 2013

PRESENT: Ms C Fyfe, Prof D Greenhalgh (to 12. 098 only) , Mr S Laing, Ms J Main (to 12.094 only), Ms S McGiffen, Mr V McKay, Mr D Myles, Mr R Ruthven, Mr I Stewart, Prof R Whittaker (Chair), Mr S Laing, Prof J Wilson.

APOLOGIES: Ms D Borrett, Dr J Edwards, Prof V James and Prof D Smith.

IN ATTENDANCE: Ms D Donnet (Secretary), Mr N Dennis, Ms K Thomson and Ms E Smith.

CHAIR'S OPENING REMARKS

Professor Whittaker advised that Professor Wilson had asked her to chair this meeting in his place to avoid any potential conflict of interest given his dual responsibilities as PVC Learning and Teaching and Executive Dean of Glasgow School *for* Business and Society.

With the Committee's agreement, the order of business was changed with the report from the School of Engineering and Built Environment being considered first as Professor Greenhalgh had another commitment at 11.00am.

SCHOOL OF ENGINEERING AND BUILT ENVIRONMENT – PORTFOLIO REFRESH

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| 12.091 | Considered | Document APC12/32/1 setting out proposals for a portfolio refresh for the School of Engineering and Built Environment and detailing specific departmental proposals. |
| 12.092 | Reported | By the Executive Dean, SEBE that <ol style="list-style-type: none">i. The refresh had been welcomed by the School and an extensive competitor analysis had been undertaken, which was available to committee members on request, and that this had provided valuable information to inform the portfolio refresh. There had also been broad consultation and discussion across the School.ii. The broad principals included the introduction of a suite and pathway |

model across undergraduate provision, with common first and second years including 20 and 40 credit modules, with specialisation taking place in 3rd and 4th year.

- iii. There would be one UCAS code per suite but that this would require modifications in ISIS to reflect specialisms in 3rd and 4th year.
- iv. A marketing strategy for the suite and pathway model would be needed.
- v. The School would also be looking at developing “soft” skills so that students were market ready on graduation.
- vi. A new academic programme administrative structure would be introduced with a Suite Programme Leader and Depute Programme Leaders for each pathway within the suite.
- vii. Close attention had been paid to current and forthcoming market demands in relation to postgraduate provision, and oil and gas as well as Building Information Modelling had been identified as key areas.
- viii. Discussions would be ongoing regarding the academic development of the portfolio, and a full review of learning and teaching approaches across the School will take place in 2013/14 with implementation in the 2014/15 academic year.

12.093 Discussed

- i. The proposed undergraduate changes would accommodate articulating students joining at level 3, but that work would have to be done with colleges to ensure that curricula were aligned and discussions were ongoing on this matter.
- ii. That the portfolio refresh was essentially an acceleration of work that had commenced following the creation of the School, with efficiency being a driver with effectiveness and innovation as key elements, as highlighted in the Learning and Teaching Position Statement annex to the report, but that more work needed to be done in this area.
- iii. Concern was expressed about the move to “long and thin” modules without a full analysis of the pros and cons, and it was noted that no definitive model had been decided upon but that options for utilising two-semester modules to good effect would be explored.

12.094 Agreed

To approve in principle and subject to normal approval procedures, the proposals for a portfolio refresh as outlined in the paper, with the second phase of work in relation to learning and teaching considered by this Committee at a later point.

SCHOOL OF HEALTH AND LIFE SCIENCES – PORTFOLIO REFRESH

12.095 Considered

Document APC12/31/1 setting out proposals for a portfolio refresh for the School of Health and Life Sciences covering

- i. A whole School focus on interdisciplinary health and life sciences as

evidenced, practiced, engaged with employers while maintaining individual professional pride

- ii. A move in the undergraduate provision from shared learning to inter-professional education and inter-professional practice with a module in each of the 4 years of UG study
- iii. Two frameworks for taught post-graduate provision:
 - Advancing Practice (Health) Framework (including diabetes care) designed for global health professionals to advance their practice; and
 - Life Sciences Framework enhancing scientific lab-based practice.
- iv. A reduction in repetition across the portfolio (11 UG modules in research methods and ethics to 5; 15 honours project/dissertation modules to 5; 17 modules cover management and leadership learning outcomes to 6).

12.096 Reported

By the Vice Dean, School of Health and Life Sciences that

- i. The School's key strength was its multi-disciplinarity and that this was the focus of the refresh.
- ii. The portfolio refresh encompassed phase 2 of ongoing work, building on developments that had commenced following the establishment of the School following reorganisation.
- iii. Key drivers were to
 - Increase articulation
 - Develop community engagement, especially with users and carers.
 - Increased flexibility to accommodate articulation, RPL, and flexibility across programmes.
 - Increase student satisfaction
 - Increase in blended learning.
- iv. Further module rationalisation was being considered and that this would have knock on implications for ISIS.
- v. Discussions were underway within the School on module structure and that it was hoped that this would be concluded by the end of March with a view to going forward for re-approval events next spring.

12.097 Discussed

- i. The Committee remarked that ISIS would be key in supporting the portfolio refresh across the whole university and that there needed to be changes in module coding activities, in addition to ensuring that data was in a suitable format for statutory returns.
- ii. No decision had yet been taken regarding the format of modules (short/fat versus long/thin) and this was still the subject for discussion within the School but that the outcome would be in line with the

Strategy for Learning which was currently being developed.

- iii. The refresh was seen as being crucial for increasing international students and there was confidence that the proposed changes in conjunction with appropriate marketing to target countries would help achieve this.

- 12.098 Agreed To approve in principle and subject to normal approval procedures , the proposals to
- i. Amend the allied health profession, social work and nursing undergraduate programmes to embed a core spine of authentic inter-professional education leading to inter-professional practice.
 - ii. To amend, suspend and removed named TPG programmes in the paper to better fit with the future direction of the School.

GLASGOW SCHOOL FOR BUSINESS AND SOCIETY – PORTFOLIO REFRESH

- 12.099 Considered Document APC12/31/1 setting out proposals for a portfolio refresh for the Glasgow School *for* Business and Society, detailing revised undergraduate and postgraduate frameworks and providing details on specific programme amendments at both undergraduate and postgraduate level.

- 12.100 Reported By the Executive Dean, Glasgow School for Business and Society
- i. That the design principals behind the refresh included
 - An opportunity to incorporate the key defining characteristics of the School: responsible leadership, global citizenship, entrepreneurship and employability into the curriculum.
 - The move to a liberal arts approach and draw upon other disciplines in addition to business to create a more rounded student.
 - A commitment to move to predominantly year-long modules (6 x20 credits) but that a mixed mode approach would be considered where necessary e.g. for professional accreditation or if modules were provided by /shared with another School.
 - The desire to create more autonomous learners.
 - ii. Undergraduate programmes and modules would be rationalised to remove oversupply and duplication and maximise quality of provision.
 - iii. A rationalization of the postgraduate portfolio would focus on building on programmes that could help shift the student demographic towards a more international focus, in addition to the introduction of standard modules to be shared across programmes.

- 12.101 Discussed i. It was noted that programmes used the terminology “international” as opposed to “global” as featured in the University Strategy, but that this was in direct response to “international” being more widely used and recognised across the sector, both at home and overseas.
- ii. The possibility of the Principles of Responsible Management Education (PMRE) being disseminated and incorporated into modules

more widely across the University was raised and it was noted that this was also incorporated in the draft Strategy for Learning.

- iii. There was broad support for the adoption of a liberal arts approach and it was noted that flexibility within programmes was very popular with students.
- iv. The Student President welcomed the opportunity for undergraduates to learn a foreign language under the liberal arts approach as this was an option that currently was not always available to them.
- v. Concern was expressed that that some of the principles in the report could be seen as driving the overall direction within the University, however the Chair advised that the draft Strategy for Learning would be considered by the next meeting of the Committee and that would be the forum for discussing the overall direction.
- vi. It was noted that whilst there was a lot of common ground across the Schools, the refresh was being undertaken on a School by School basis and it was therefore essential to ensure that the revised delivery still allowed for inter-School working.

12.102 Agreed

To approve in principal and subject to the normal approval procedures, the proposals as outlined in the report and the provisional undergraduate and postgraduate awards.