



Meeting APC16/4
Confirmed

ACADEMIC POLICY AND PRACTICE COMMITTEE

Minutes of the meeting held on 22 March 2017

PRESENT:	Dr N. Andrew, Dr D. Chalmers, Professor R. Clougherty, Mr C. Daisley, Ms J. Fisher, Professor T. Hilton, Mr S. Lopez, Mr V. McKay, Dr N. McLarnon, Dr S. Rate, Ms K. Roden, Mr R. Ruthven, Dr M. Sharp, Professor B. Steves, Mr I. Stewart, Professor R. Whittaker (Chair), Mrs M. Wright	
APOLOGIES:	Professor I. Cameron, Ms J. Main, Professor A. Morgan, Ms L. Ramage, Professor V. Webster	
BY INVITATION:	Ms D. Donnet, Professor S. McMeekin	
IN ATTENDANCE:	Mr P. Woods (Secretary)	
PREAMBLE		
The acting Chair explained that the Chair sent her apologies and was away on University business. She also welcomed Julie Fisher to her first meeting as Head of Admissions.		
MINUTES		
16.159	Considered	The minutes of the meeting held on 1 February 2017 (APC16/01/01).
16.160	Resolved	That the minutes be approved as a correct record subject to <i>a note of clarification at 16.140 that data omitted 2 year Masters.</i>
MATTERS ARISING		
Credit Rating of Modules and Module Contact Hours (<i>Arising on 16.111</i>)		
16.161	Reported	By the Secretary that an update was provided at item C6 on the agenda.
Senate Disciplinary Committee – Academic Standards Issues (<i>Arising on 16.117</i>)		

16.162	Reported	By the Secretary that since the last meeting additional explanatory text and link to SMILE guidance pages had been added to the Department of Governance website under <i>Code of Student Conduct</i> and a statement will be included in revised Code of Student Conduct.
Module Performance Review Reports (Arising on 16.121)		
16.163	Reported	By the Academic Registrar that there would be pilot using 6 modules identified by the ADLTQs.
Student Wellbeing Policies (Arising on 16.126, 16.129, 16.132, 16.135)		
16.164	Reported	By the Secretary that the amendments required by APPC had been made and all student wellbeing policies were approved by Senate on 24 February 2017.
Student Progression and Completion (Arising on 16.138 UG & 16.141 PG)		
<i>Secretary's note: the ADLTQs provided following summaries post-meeting to provide more detail and updates on School actions in relation to Student Progression and Completion.</i>		
16.165	Reported	<p>By Dr McLarnon that there was a report going to the School Management team on 23 March and which explored the possible factors for poorer progression and completion across the School at L3 and associated action plans. The key points of this report would be shared following the SMG.</p> <p>A summary of the actions presented within the paper is presented below:</p> <ul style="list-style-type: none"> • Reviewing entry and admissions criteria: • Reviewing entry requirements for programmes with problematic progression/ completion at this level. • Reviewing admissions processes e.g. consideration of interviews • Enhancing student support and engagement: • Providing additional tutorial support for repeating students. • Providing additional support for year 3 Direct Entrants. • Facilitating buddying systems for articulating students. • Prioritising 'Open door' policy and/or implementing more group academic advice sessions to re-engage with students. • Further embedding transition, support and extracurricular activities within programmes to increase a sense of community among students. • Tailored conversion events involving industry/NHS to raise awareness of desired graduate attributes and opportunities. • Incorporating earlier exposure to/placements within industry/ NHS/ Local Authorities. • Timetabled student support/ Academic Advising sessions with students

16.166	Reported	<p>By Dr Rate that GSBS was undertaking the following actions:</p> <p>To Set Targets for Progression, Retention and Completion</p> <ul style="list-style-type: none"> • Set annual progression targets for all programmes and student categories including Home/EU, International, INTO and Articulation and monitor action planning. School and programmes to develop action plan below target. <p>To Enhance Processes of Monitoring Progression</p> <ul style="list-style-type: none"> • Enforce first diet progression action planning to the Annual Programme Analysis. <p>To Provide Robust and Tailored Academic Support</p> <ul style="list-style-type: none"> • Learning Development Centre: <ul style="list-style-type: none"> ○ Develop and deliver embedded induction and transition programme for INTO, international and articulation students. ○ Deliver dedicated language support programme for all international students. ○ Run dedicated, tailored resit support programme for all students – aligned to academic advising. ○ Improve reach through ADT supporting module assessment strategy and delivery. ○ Enhance the digital online study support materials for pre-entry students. • Academic Leadership roles developed around portfolio, exchange and INTO – new AH LTQ. • CPD and staff support programmes of enhancing the quality of feedback using technology. • Reducing number of assessment units through programme review to reduce overloading. • Overseeing the management of assessment schedules to reduce assessment bunching. • Enhance and support the dissertation experience through improving clarity and transparency of assessment criteria and standardising supervision support for dissertation modules at all levels. • In collaboration with the International Partnerships Office, review current support levels, structures and processes for both in-bound and out-bound exchange students to ensure that all students have tailored documentation and online information, briefing/de-briefing and embedded academic progress support.
16.167	Reported	<p>By Mr Stewart that there had been discussions at SMG looking issues raised by the report. The following update on actions was provided:</p> <p>Undergraduate:</p> <p>The rollout of the DASH tool is already leading to greater visibility, analysis and action being taken.</p> <ul style="list-style-type: none"> • Regular feature of AHoD and PL meetings. • Reviewing module and programme trends. HoDs, AHoDs and PLs alerted to outlier issues.

- Increased emphasis on first diet progression – PL forum and APA reporting

LT Leads are working with ML and module teams to improve performance. Targeted interventions in outlier modules developed and implemented. (eg a module that in 15-16 had 66% progression after 2nd diet and a mean pass mark of 42% has achieved 74% progression and 58% mean after first diet only in 16-17). Similar activities are running based on first diet results from trimester A.

Major area of activity just now is the focus on summer support. Meetings with AHoDs and PLs to ensure resources and support are in place for all modules and this is clearly communicated to the students. The “Back on Track” resit support programme is set up and ready to start running.

Review of modules to ensure actions in place for start in Sept 2017

Improved tracking of uncoded students (approx. 2.5% each year) to improve understanding of all student journeys.

Working with S&P to improve reporting of PT student performance.

LDC review complete. Currently under resourced. 0.5 FTE replacement of existing post going to advert. Additional 1FTE identified in review to be pursued to allow expansion of support (particularly for maths and international students)

Developing and enhancing maths support is part of a longer term resource discussion at SMG.

Articulation:

Working with GCU Outreach to improve the information in the data provided in reporting. In particular to be able to track articulating students through their entire HE journey, not just first year of HE.

Increased engagement with the College sector- Evident at senior management level and programme level.

- Increased engagement in both directions in new programme developments
- Redeveloping the staff “exchange” activities. This was a strong element in the past but has tailed off in some programmes so is being reintroduced.

The development of the new Maths delivery to HND (developed with input from SEBE staff) is now mainstream and will be tracked for its impact on the transition to HE.

Taught Postgraduate

Need to develop a standard for reporting – made more difficult by the different start dates but looking at eligible to progress to next stage there is a consistent 87-89% progression (excluding PgC and PgD exit). Reporting is more detailed and

		<p>this is appreciated but needs further development to allow better tracking at programme level.</p> <p>Roll out of DASH for TPG will support analysis of cohort trends.</p> <p>Programmes are currently being rationalised as part of portfolio 2020 to allow better concentration of resources.</p>
SEBE – Withdrawal of MSc IT (Oil And Gas) Programme (Arising 16.143)		
16.168	Reported	By the Secretary that the proposal was approved by Senate on 24 February 2017.
SHLS - Withdrawal Of MSc Health & Social Care (Forensic Mental Health) Pathway (Arising 16.145)		
16.169	Reported	By the Secretary that the proposal approved by Senate on 24 February 2017.
SHLS - Graduate Certificate in Ophthalmology Nursing Concept Paper (Arising 16.149)		
16.170	Reported	By the Secretary that the concept was approved by APPC Chair's action and was included on the agenda as item C1 for information.
SCHOOL ANNUAL MONITORING REPORTS		
16.171	Considered	School Annual Monitoring Reports- Areas for University Consideration (APC16/40/01).
16.172	Reported	By Dr Andrew that the report closed a loop on previous activity and this paper summarised both key actions and ongoing activity.
16.173	Discussion	<p>Members were positive about the actions and ongoing activity and were keen to ensure that it continued and developed. Consistency of approach was considered to be a key factor.</p> <p>The acting Chair reported that the suggestion of a standardised programme handbook was being considered and that there would be an Academic Pillars half day follow up event.</p> <p>Assessment loading and preparation guidance required updating and the Assessment Regulations Working Group was developing proposals.</p>
16.174	Resolved	That the report be noted.
ARTICULATION REPORT 2016-17		
16.175	Considered	An update on articulation intake for 2016-17, both through the traditional route and through GCU Pathways (APC16/42/01).
16.176	Reported	By Ms Roden that the SFC target for traditional articulation had been reached but was below target for Pathways.

16.177	Discussion	<p>A member asked if there was a strategy to increase MD20 students intake.</p> <p>Mr Stewart said that this was intended after the current transitional period (due to FE partners restructuring).</p> <p>It was noted that GCU Outreach would be tracking all articulating students and members agreed this would be helpful.</p> <p>Members discussed the possibility of developing a wider range of strategic partnerships in the FE sector. Members felt there were pros and cons to this and pointed out that colleges were themselves more specialised which was a factor in identifying relevant partners.</p> <p>Schools were employing various mechanisms to assist articulating students e.g. support meetings; buddy system (SHLS) and engagement plans for each college (GSBS).</p>
16.178	Resolved	That the report be noted.
HESA PERFORMANCE INDICATORS		
16.179	Considered	An overview and analysis of the HESA PIs on learning outcomes. (APC16/49/01).
16.180	Reported	<p>By Ms Roden that small decreases generally in terms of degree completion and drop out rate. There was a small decline of performance of mature entrants in non-continuation after one year. She also asked members to note the changes in HESA categories for under-represented groups.</p> <p>The University had the highest average entry tariffs of Modern Scottish Universities.</p> <p>With changes in HESA reporting methods there was a need to monitor closely for variance in the PIs.</p>
16.181	Resolved	That the report be noted.
WIDENING ACCESS SECTOR STATISTICS		
16.182	Considered	An overview of GCU's performance in key metrics relating to widening access (APC16/50/01).
16.183	Reported	<p>By Ms Roden that members should note the University's strong performance in widening access metrics particularly in relation to limited sector growth.</p> <p>Key points to note were the increase in students declaring a disability and progress in declarations from care experienced students.</p>
16.184	Discussion	Members felt that the report reflected well on the University and linked to

		<p>the previous two reports as well. The articulation was a strength but there was a potential risk if the associated funding for widening access was targeted more at FE.</p> <p>Other members also cautioned that while the University's performance was good in respect of the sector, other HEIs were becoming more proactive in their approach and therefore GCU needed to continue to improve. The Acting Chair reported that as part of this recognition there would be a refresh of the Widening Participation Strategy led by GCU Outreach .</p> <p>In relation to entry tariffs it was noted that there was a danger that stronger students could go elsewhere. This may be a matter to give further consideration to for some programmes.</p> <p>In relation to disability it was reported that the Student Wellbeing Team were working to raise awareness in tandem with GCUSA.</p>
16.185	Resolved	That the report be noted.
ACADEMIC CALENDAR REVIEW UPDATE		
16.186	Considered	A verbal update by the Academic Registrar on the Academic Calendar review.
16.187	Reported	<p>By Mr Lopez that a small implementation group had developed proposals for the Executive Board who had endorsed a process of consultation.</p> <p>The main proposal is to introduce mid trimester breaks. Feedback suggested that it is feasible in trimester A by moving the calendar one week back, including all induction activities. The international orientation week was reported as ineffective in its current format and it was proposed to compress this into a long weekend of orientation.</p> <p>The proposed breaks parallel school breaks and should be welcomed by students as Registry have noted these times show a drop in attendance, potentially as a result of increased childcare pressures.</p> <p>Another proposal is to introduce a break between the winter examinations and the trimester B teaching start date. This proposal would entail moving graduation ceremonies back by 1 week.</p> <p>It was proposed that an amended calendar would be brought for consideration to the next APPC and subsequently to Senate.</p>
16.188	Discussion	<p>One member asked if the proposals would lead to condensed marking times. Mr Lopez replied that the proposals would have no impact other than increased flexibility.</p> <p>Some concern was noted in that the proposals would squeeze time available for recruitment, particularly for international students. Mr</p>

		<p>Lopez agreed this was the case and hence there were no plans to introduce the revised calendar until trimester B 2018.</p> <p>Mr Lopez informed members that there would be a consultation meeting on 12 April.</p>
16.189	Resolved	That the update be noted.
AOCB		
16.190	Reported	By Mr Lopez that Registry had received reports regarding late changes to programme structures via the module choice form process.
16.191	Discussion	No members were aware of any late changes being implemented.
16.192	Resolved	That the ADLTQs investigate for any potential issues. (Action: ADLTQS).
SHLS - PROPOSAL FOR THE WITHDRAWAL OF MSC CLINICAL NUTRITION AND HEALTH FROM DEPARTMENT OF LIFE SCIENCES POSTGRADUATE PORTFOLIO		
16.193	Considered	Proposal for the withdrawal of MSc Clinical Nutrition and Health from Department of Life Sciences Postgraduate Portfolio (APC16/43/1).
16.194	Discussion	By Dr McLarnon that the School would prefer to withdraw the proposal for the moment and return with the wider portfolio review in May.
16.195	Resolved	The proposal is withdrawn at this time.
SCHOOL FOR WORK BASED EDUCATION –ACADEMIC CASE		
16.196	Considered	An academic case for the programme BSc (Hons) Applied Construction Management and BSc (Hons) Applied Quantity Surveying Programmes in partnership with Geason Training (APC16/44/1).
16.197	Reported	<p>By Mrs Wright that these programmes would be “closed” programmes developed as bespoke training for specific clients. The methodology employed by SWBE involved internal and external partners and in this proposal the partners would be SEBE and Geason Training. The proposal involved level SCQF7 degree level apprenticeship being delivered by Geason and the remaining academic levels (8, 9 and 10) delivered by GCU.</p> <p>The rationale was that the apprenticeship levy provided an opportunity for the University become registered training provider and significant opportunities for work based education provision to organisations. At present three companies had signalled interest in taking up the proposed programme.</p>

16.198	Discussion	<p>Members asked if there were reasons why the proposals did not follow current QE procedures in that the proposals were effectively a hybrid of concept paper and academic case.</p> <p>Mrs Wright explained there was a commercial imperative to progress the proposals in an accelerated process to meet approval deadlines and also that it was difficult under the SWBE model to produce a detailed business case before approval i.e. the business case is dependent developed to the point where client is able to sign and approval was required for that.</p> <p>In lieu of a detailed business case, members asked Mrs Wright about programme viability. She replied that the breaking even point was 18 per level (i.e. 54 students).</p> <p>Members also requested more explicit detail around amount of work-based education included.</p> <p>Mrs Wright said this would be 12-15 hours of contact time/1 week face-to face contact.</p> <p>It was noted that a GCU model for Graduate Level Apprenticeships was being developed for consideration at the next APPC meeting in May.</p>
16.199	Resolved,	<p>That the proposal be approved for continued development towards a programme approval event subject to:</p> <ol style="list-style-type: none"> 1. Completion and agreement of the full business case. 2. Completion of an equality impact assessment on the current EIA pro forma. 3. That there is clarity around the work based education component in the programme <p>(Action: Programme Development Team)</p>
SCHOOL FOR WORK BASED EDUCATION –ACADEMIC CASE		
16.200	Considered	<p>An academic case for the programme BEng (Hons) Power Systems Operations and Maintenance Engineering in partnership with Eskom (South Africa) (APC16/45/1).</p>
16.201	Reported	<p>By Mrs Wright that this proposal was for a specific client (Eskom) in South Africa, a parastatal energy provider organisation with many staff and its own staff development procedures. A South African educational partner is required to operate this partnership and the South African Department of Education would assign a local University partner.</p>
16.202	Discussion	<p>It was noted by members that this proposal was at an earlier stage of development and more work was required with SEBE and South African partners and due to its multi-partner format would require a rigorous</p>

		<p>approval process.</p> <p>Members asked about the proposed refresher module and its purpose.</p> <p>Mrs Wright stated that this was intended as a standalone CPD module functioning as a preparatory underpinning module for students entering at SCQF level 7. Members felt that the phrase “bridging missing knowledge” was inappropriate in this context.</p> <p>Mrs Wright explained that there was also a refresher module at SCQF level 9 (<i>Integrated Power Systems Engineering Science</i>) for students entering at that level.</p> <p>Members noted that the pass/fail outcomes in appendix B flow chart were the wrong way round.</p>
16.203	Resolved	<p>That proposal be approved in principle for further development subject to:</p> <ol style="list-style-type: none"> 1. Completion and agreement of the full business case. 2. Completion of an equality impact assessment on the current EIA pro forma. 3. Correction of the document in line with the comments above. <p>(Action: Programme Development Team)</p>
SCHOOL FOR WORK BASED EDUCATION –ACADEMIC CASE		
16.204	Considered	<p>An academic case for the BEng (Hons) Rail Manufacturing Engineering and BEng (Hons) Rail Manufacturing Systems Engineering (APC16/46/1).</p>
16.205		<p>By Mrs Wright that this proposal was two work-based undergraduate university programmes for Transnet Engineering. These Honours degree programmes would offer work-based qualifications aimed at developing staff to maintain, upgrade and manufacture freight and suburban rail rolling stock. These programmes are being developed in a partnership with SWBE, EBE and the University of Pretoria, South Africa.</p> <p>The approval schedule was not decided for this proposal but she informed members that it would take place in South Africa. These costs were being factored in to the overall resourcing model.</p>
16.206	Resolved	<p>That the proposal be approved in principle for further development subject to:</p> <ol style="list-style-type: none"> 1. Completion and agreement of the full business case. 2. Completion of an equality impact assessment on the current EIA pro forma. <p>(Action: Programme Development Team)</p>
SEBE - PROPOSAL FOR GRADUATE LEVEL APPRENTICESHIP (GLA) IN ENGINEERING DESIGN AND MANUFACTURING WITH SKILLS DEVELOPMENT SCOTLAND (SDS)		

16.207	Considered	Proposal for a Graduate Level Apprenticeship (GLA) In Engineering Design And Manufacturing with Skills Development Scotland (APC16/47/1).
16.208	Reported	<p>By Professor McMeekin that the proposal had been developed in response to a Skills Development Scotland tender where there had been a successful bid.</p> <p>The programme would be a Graduate Level Apprenticeship (GLA) based on the existing BEng (Hons) Compute Aided Mechanical Engineering and it was hoped there could be a light touch approval process going forward due to the proposal being based on existing programme. The total credits for the award would be 120 per year, years 1-4, with 80 credits per year delivered on campus and the remainder as work based education.</p> <p>Skills Development Scotland would fund 1 (or possibly 2) cohorts at SFC price group 3. Professor McMeekin clarified that the available funding was from EU monies via SDS and not the apprenticeship levy.</p> <p>In terms of programme viability, the ideal cohort would be 20 with 10 as a minimum. Students would be jointly taught with full-time cohorts where possible.</p> <p>Professor McMeekin added that there was potential for significant interest in this programme from industry clients and also significant competition for the 320 funded places available across Scotland.</p>
16.209	Discussion	<p>Members felt that the minimum number for viability was low and would need to be addressed in more detail in the business case.</p> <p>Members discussed the challenge for the programme development team to integrate the WBE elements within the programme and also noted that GLAs were being debated elsewhere in the University in terms of their potential impact on provision, including potential risks vis-à-vis full-time programmes. It was noted that further development of the programme would be within the context of the GCU model for Graduate Level Apprenticeships being developed for consideration at the next APPC meeting in May.</p>
16.210	Resolved	That the proposal be approved for further development
CHAIR'S ACTION: SHLS - CONCEPT PAPER for GRADUATE CERTIFICATE in OPHTHALMOLOGY NURSING		
16.211	Received	A Chair's Action approving a concept paper for the programme Graduate Certificate in Ophthalmology Nursing (APC16/34/2).
CHAIR'S ACTION: SEBE – ACADEMIC CASE for DELIVERY of BSc(HONS) INFORMATION TECHNOLOGY MANAGEMENT FOR BUSINESS at CCE OMAN		
16.212	Received	A Chair's action approving an academic case for collaboration with Caledonian College of Engineering, Oman to deliver BSc (Hons) Information

		Technology Management for Business (APC16/48/01).
LEARNING AND TEACHING SUBCOMMITTEE		
16.213	Received	Confirmed minutes of the meeting held on 18 January 2017 (LTSC16/44/1).
STUDENT PROGRESSION AND COMPLETION		
16.214	Received	Postgraduate Student Completion and Continuation Report 2015-16 with revision to Executive Summary point for SHLS (APC16/30/02).
MODULE CONTACT HOURS AND CREDIT RATING OF MODULES		
16.215	Received	Update from the meeting of Senate held on 24th of February 2017 on Module contact hours and Credit Rating of Modules (APC16/41/1).

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