

LEARNING AND TEACHING SUB-COMMITTEE

Minutes of the meeting held on 26 June 2014

PRESENT: Dr N Andrew, Mr N Clark, Prof L Creanor, Mr R Ekpeloodum (UG Student Representative), Dr B Ellis, Mr I Stewart, Ms K Thomson, Mr K Ward, Ms M Ward, Mrs S White (Vice Mrs Shirley Rate), Prof R Whittaker (Chair).

APOLOGIES: Mr M Bromby, Mrs M Kelt, Ms B McMahon, Mr M Jones, Ms J Main, Dr J Nally, Mrs S Rate, Prof J Wilson.

BY INVITATION: Mrs F MacInnes (for LTSC13/41/1)
Dr R Ingram (for LTSC13/40/1) and Mrs J Ramsay (for LTSC13/55/1)

IN ATTENDANCE: Mr I Butchart (Vice Ms B McMahon), Mrs M Henaghan, Mr A MacKinlay (Secretary).

CHAIR'S OPENING REMARKS

The Chair welcomed members to the fourth and final meeting of the academic session. The April meeting of the committee had been cancelled and it had been hoped to schedule an earlier meeting in June to consider business that would have gone to the April meeting including the School outputs from the programme monitoring process for 2012/13. This had not been possible and the scheduled 25 June meeting remained. This was subsequently changed due to Graduation to Monday 23 June but again had to be rescheduled for a final time to accommodate as many ADLTQs as possible to attend. The Chair apologised to members for any inconvenience that this may have caused. The Senate and Standing Committee calendar of meetings for 2014/15 had now been approved by Senate and dates would be circulated to committee members.

The Chair welcomed Mr Iain Stewart to his first meeting of the committee in his new role as Associate Dean of Learning, Teaching and Quality (SEBE) and to Mrs Siobhan White (GSBS) and Mr Ian Butchart (INTO GCU) attending on behalf of Mrs Shirley Rate and Ms Brenda McMahon respectively.

Prior to commencing business members were advised that the addendum to the agenda circulated by email yesterday morning (A14 Articulation Progression and Completion 2012/13 and 2011/12 Reports) would be elevated up the agenda to come after item A11 and precede discussion of item A12.

AMENDMENTS TO THE TERMS OF REFERENCE AND COMPOSITION OF APC AND LTSC

13.094 Considered Minor amendments to the terms of reference and composition of the Academic Policy Committee and the Learning and Teaching Sub-Committee (Doc S13/58/1).

- 13.095 Reported By the Chair, that the terms of reference and composition of both committees had recently been approved by Senate at its meeting on 13 June 2014 following earlier consideration by APC at its meetings on 26 March and 2 April 2014. A number of changes were proposed, specifically, to integrate the quality enhancement work previously undertaken by APC/LTSC working groups within the remit of LTSC. This would include Quality Enhancement Themes, Curriculum for Excellence (CfE) and Enterprise Education. The composition of the committee would also be extended to formally include the institutional thematic leads for each area who would be invited to report on activity at each meeting (to become a standing item).
- 13.096 Reported By the Secretary, that due to recent staffing changes across the University there were now some vacancies on the committee which required to be filled. These included the SEBE Senior Lecturer position and a replacement for the SHLS Senior Lecturer position. Dr N Andrew had recently taken up a University wide role working across GCU LEAD and the Department of Governance and Quality Enhancement and would continue to be in attendance at future meetings. It would also be appropriate to consider the appointment of a vice-chair in advance of the start of the new academic session.
(Action: Secretary)

MINUTES

- 13.097 Considered The unconfirmed draft minutes of the meeting of the Learning and Teaching Sub-Committee held on 11 December 2013 (Doc LTSC13/32/1).
- 13.098 Resolved The minutes were approved as a correct record.
(Action: Secretary)

MATTERS ARISING

AOB: Module Evaluation and Feedback (arising 13.081)

- 13.099 Reported By the Chair, an update on the current status following consideration of the report from the short-life working group on module evaluation by APC at its meetings held on the 26 March and 2 April. APC had resolved that the proposal to pilot Evasys would not now take place and that the three ADLTQs had been invited to define an institutional requirement before further consideration of an appropriate system to support evaluation.
- 13.100 Reported By the ADLTQ (SEBE), and in consultation with the other ADLTQs, in defining the University's requirements:
- The general concept of having a programme-level questionnaire aligned to the NSS;
 - Assess GCU requirements first, then investigate the most appropriate system to support the evaluation process;
 - Schools would continue to adopt their own internal processes currently in place for module evaluation;
 - Reference to the proposed approach would be reflected in the Reflective Analysis for the ELIR.

CHAIR'S REPORT

- 13.101 Reported By the Chair, the following items of relevance:

Quality Enhancement Themes

QET would have a more explicit focus at future meetings in light of the changes to the terms of reference and future standing item report. At the 2014 international conference the new theme, Student Transitions, had been launched.

ANNUAL PROGRAMME MONITORING PROCESS 2012/13

- | | | |
|--------|------------|--|
| 13.102 | Considered | Annual reports from Schools and GCU LEAD on Monitoring, Quality Assurance and Enhancement of Programmes 2012/13 (Doc LTSC13/33/1). |
| 13.103 | Reported | By the Chair that this item, the substantive item on the agenda, were the annual reports from Schools and GCU LEAD on the monitoring, quality assurance and enhancement of programmes for session 2012/13. The committee are invited to consider the overview reports and supplementary presentations, and draw reference to the emerging common themes and areas identified for specific consideration by the University. The Chair reminded members of the recent changes to the process and the approved move to in year programme monitoring for 2014/15 which would see the output considered on an annual basis at the August meeting of LTSC. |
| 13.104 | Reported | The reports and supplementary presentations by each School and GCU LEAD. |

By Mrs S White, the following key points from the GSBS Annual Report:

- In terms of student population, UG student numbers remained static. GSBS had the largest student population in the University in 2012/13.
- The PG student population had dropped from 723 (2010/11) to 611 (2011/12) to 553 (2012/13) which was a concern and the main plan was to continue to focus on recruitment.
- Under widening access, the GSBS target for recruiting articulation students came in slightly under at 296 (target of 320 set). In some programmes, articulating students had done very well but in other programmes less so. There was work underway in the School to explore key issues around performance and progression and identify ways to support and enhance the experience of articulation students.
- Following the postgraduate portfolio refresh in 2012/13, programmes were now in their first year of operation. A similar refresh had recently concluded in 2013/14 for undergraduate provision which would see a wholesale move to long-thin module delivery.
- In terms of progression, figures for years 2 to 3 and 3 to 4 were sitting between 88/91%. First diet results were slightly lower at all levels than the previous year but were comparable with other Schools. The School had identified the growing resit 'culture' as an issue. It was highlighted that for some programmes, the requirements of professional bodies which demanded a higher module pass mark than the norm (50%) did provide an 'external whip' to students to engage in a first diet attempt.
- There was some concern around progression to honours in programmes. In two programmes, 30.5% and 50% of students had elected to exit after Year 3 (SCQF L9) with an ordinary degree. The School was investigating the reasons behind this statistic.
- The annual report provided details of the School's Enhancement Plan, which included an operational plan to support the University's

strategic goal of excellence in education; the action plan response to the recent NSS 2013/14; and the School's enhancement priorities.

- A number of priorities had already been met and others were on track.
- In terms of the key areas for University consideration in respect to policy and practice, the anonymising of marks at Assessment Boards, was specifically highlighted for consideration.

13.105 Discussed

The following points were noted during discussion:

- There would be pros and cons to the anonymising of marks at Assessment Boards especially where there were borderline students and therefore a need to identify them to inform discussion and inputs from staff.
- As an aside, the ADLTQ (SEBE) highlighted that anonymous marking, certainly from his School, could be better in terms of process and practice.
- GCU London was not listed as an enhancement priority for the School which was felt an omission nor where there any explicit qualitative references (some brief comments around progression).
- It was hoped that the issues around the 'resit culture' and the implementation of the revised Assessment Regulations would go some way to addressing this via the reduction in attempts at undergraduate level.
- The HEAR transcript should also address the importance of achievement at first attempt.
- In respect to the issues raised around progression to honours and elected exit at Year 3 (SCQF L9), the Chair reminded members of the work undertaken by the Centre for Research in Lifelong Learning (CRL). The Centre had undertaken some research in this area and had reported to APC. The report may be a useful reference point for Schools and the key researcher, Mrs Julie Brown, could be contacted for further information.

13.106 Reported

By Mr I Stewart, the following key points from the SEBE Annual Report:

- Generally, the report provided a positive picture and the overall trajectory read well.
- In terms of student population, numbers had stayed reasonably consistent across programmes with UK based students remaining the highest population.
- Articulation into SEBE accounted for 45% of the University's articulation rates.
- Portfolio refresh had been a major focus of activity during 2012/13 resulting in a major restructuring which was still bedding in.
- In general the report reported a good trend in progression and the School was moving in the right direction.
- One issue to improve was Year 3 to Year 4 progression. This was generally but not completely aligned to widening access students who had elected to exit after Year 3. For an articulating student to achieve a good BSc ordinary degree was to be commended, however, the implication on progression rates to honours, not so much. The School would continue to enhance the co-badging of articulating pathway programmes with partner colleges.
- From a review of programme improvement plans, key themes for

improvement identified were internationalisation; employability; and the enhancement of individual modules.

- The School was able to report a good reputation from their External Examiners with areas of strength around student experience and support; international links; presentation skills and the assessment process and operation of Boards.
- Main areas for improvement, arising from External Examiners feedback, included resourcing (physical infrastructure) and student skills development.
- In terms of the implementation of the Strategy *for* Learning, the School had received good engagement from staff.
- The professional bodies which the School were accredited by were driving a similar skill set to that within the SfL and the School were able to map across their requirements in relative ease.
- The School were pleased with the results of the NSS and were implementing a whole range of actions to address points.
- In terms of areas for University level consideration, the following points were noted:
 - feedback from students (the development of an effective mechanism for programme and module evaluation);
 - improve the efficiency of the MIS system (ISIS) in terms of reporting, and reports which could be easily exported and generated useful information; some of the workflows in the approval of units could be streamlined; the pressure across all three Schools at the Assessment Board reporting period and input of marks on the system; and the module approval process to meet housekeeping deadlines, specifically, the associated timeframes to allow modules teams to review and update their modules for next sessional delivery. It was acknowledged that the ISIS issues were part of University wide rolling discussions.
 - the retrospective APA process (which was now being addressed).

13.107 Reported

By Ms K Thomson, the following key points from the SHLS Annual Report:

- That due to the diversity of programmes within the School it had been quite a challenge to draw the outputs from all the APAs into a single report. To that end, each LTQ Lead prepares a departmental report based on the programmes within their remit which then feeds into the annual School report.
- Again due to the diversity of programmes within the School, programme teams engaged with a wide variety of professional, regulatory and statutory bodies, which brought a number of different issues.
- Articulation numbers were lower in comparison with the other Schools. This was generally due to the nature of the professional programmes structures and the requirements associated with placement hours.
- International student numbers had seen an increase at postgraduate level.
- Overall progression did not cause any major areas of concern within the School.
- An area to keep a close watch would be around programme structures and the mix of short-fat, long-thin and long-fat modules that now exist across the University. The School had some concerns

around the move by some Schools to long-thin modules and the implications on programmes e.g. languages modules and some psychology modules.

- Some SHLS modules are 40 credits and there would be implications associated with the revised Assessment Regulations if students were not permitted to carry these (20 credits maximum being proposed).
- The School had produced an action plan to address the areas for enhancement arising from the programme monitoring process. It featured a list of areas for enhancement and associated action points including student feedback enhancement; partnership activity and community engagement; student engagement; blended learning; research/teaching linkages; Curriculum for Excellence (CfE); and internationalisation of the student experience.
- In terms of areas for University level consideration, the following points were noted:
 - Potential sabbaticals for staff to enhance the evolving digital environment.
 - The lack of detail in External Examiners Annual Reports.

13.108 Discussed

In terms of the lack of detail in External Examiners Annual Reports this would be flagged up at the External Examiner Briefing Session which was to be re-introduced from 2014/15. It was crucial that full commentary was provided by External Examiners to ensure the monitoring and security of academic standards and quality.

In terms of parity across the University, the preparation of the departmental level composite report by the LTQ Leads within SHLS should perhaps now be elevated for discussion in terms of formalising this approach across all Schools and Departments. This would be discussed at the Learning, Teaching and Quality Enhancement Network (LTQEN).

13.109 Reported

By Dr B Ellis, the following key points from the Graduate School Annual Report:

- Some initial context; that this was the first time a report had been prepared and presented to committee.
- New governance structures for the Graduate School had been developed and approved by the Research Committee and would be subject to final approval by Senate.
- The Graduate School did not have a formal ADLTQ and a member of the Senior Management Group (SMG) took on this role.
- There was no separate Learning, Teaching and Quality Committee in the School but instead a standing time at SMG meetings.
- The Graduate School was represented on both APC and LTSC.
- The MSc Research Methods programme had suffered from a change in programme leadership over the years, which had impacted on continuity and the development of the programme. The programme was mainly populated by PhD students picking up modules. Only a few students elected to undertake the full programme but this was to be an area of growth for the Graduate School to develop. A number of students who accessed the modules did not take the assessment resulting in follow up with individual Director of Studies.
- Module monitoring and student feedback had not been as robust as it should have been and this has in part gone to support the request for an extension to the period of approval of the MSc Research Methods programme.

- APA reporting timeframes were out-with the standard timeframes for other UG/PG programmes. The reporting period runs from January through to the following summer.
- The progression rate through the first stage of the ProfD programme was much poorer than in all previous cohorts combined with an unprecedented withdrawal rate (4 students).
- Despite the above, student feedback on the programme was exemplary.
- In terms of areas for University level consideration, the following points were noted:
 - The length it takes to complete a plagiarism investigation. Tighter timeframes are required.
 - Exceptions Committee meeting only once a year.
 - External Examiner annual reports not submitted on time.

- 13.110 Discussed In response to plagiarism investigations it was highlighted that there needed to be more voluntary intervention from staff if there were to be the turnarounds required. The Department of Governance and Quality often had difficulty appointing a plagiarism assessor due to either staff availability or a willingness to engage in the process despite being nominated to the current pool. It was intended to expand the pool of plagiarism assessors. It should perhaps also be an expectation that senior lecturers contribute to this activity. Further guidance, if this was to be agreed and formalised, would be required. Plagiarism investigations were to be included under the new Code of Student Conduct and not within the University Assessment Regulations. The regulations had been established in 2005 so it was perhaps appropriate and now the time to review the process and approach.
- 13.111 Resolved That the annual reports, supplementary presentations and discussions are noted and that these feed into the drafting of a summary overview report to be prepared by the Department of Governance and Quality Enhancement.

With the agreement of the Committee, a reordering of the agenda, to elevate item A13 up the agenda, to facilitate presentation of the item by the invitee.

BRIGHTER FUTURES FOR LIFE SCIENCES CONFERENCE 2014 REPORT

- 13.112 Considered The report of the inaugural Brighter Futures for Life Sciences Conference held on 12 March 2014 (Doc LTSC13/41/1).
- 13.113 Reported The Chair welcomed Mrs Frances MacInnes (SHLS) who had been invited to the meeting to present the report to the Committee.

By Mrs F MacInnes, that:

- The conference had been organised in partnership with the University Careers Services;
- The aim of the conference was to provide an opportunity for students in SCQF levels 9,10,11 and 12 to participate in employer engagement, networking, research, poster presentations, professional careers development, debate and to make employer contacts;
- The full conference programme was outlined in the report. All students were given the opportunity to submit an abstract for selection to present with circa twelve student posters being presented across all four levels (3-D);

- Feedback on the conference from stakeholders was positive. The report provided a summary of student and stakeholder evaluation.
- The report also highlighted some difficulties, recommendations and commendations around the organisation of the conference;
- The School was keen to run the conference again and for it to become an annual event.

- 13.114 Discussed The following points were noted during discussion:
- The conference should be a model of interest to other Schools and Departments;
 - The practical issues around organising this type of activity and a full understanding of, what and where staff resources were available across the University to support activity;
 - Possible tie in to the new Enhancement Theme of Student Transitions and the University's Career and Employability Strategy.
- 13.115 Resolved That the report and positive feedback be noted in terms of future proposals and to make improvements and expansions of the current 2014 format.

ENHANCEMENT LED INTERNAL SUBJECT REVIEW (ELISR)

School of Health and Life Sciences: Department of Psychology, Social Work and Allied Health Sciences

- 13.116 Considered The report of the ELISR of the Department of Psychology, Social Work and Allied Health Sciences of the School of Health and Life Sciences held on 11-12 March 2014 and the School's action plan response (Doc LTSC13/34/1).
- 13.117 Reported By the Secretary, that the report had been approved by the Chair of the Review Panel and Panel Members and that the School's action plan response had been accepted and signed-off by the Chair of the Review Panel in line with the ELISR process.
- 13.118 Reported By the ADLTQ (SHLS), that in terms of process, the aggregation of all three subject areas within the scope of the review, was not the most optimum and that at the next cycle there would be a separation of psychology from the other two subject areas (social work and allied health sciences).
- 13.119 Discussed In terms of the University-wide practice that could be enhanced, Dr B Ellis (Graduate School) commented that monthly meetings of PGRTs do take place and this provides a forum to promote the opportunities and support available within the Graduate School for student research career development. It was noted that attendance at the meetings was often disparate.
- 13.120 Resolved
- That the report and action plan response be approved.
 - That the report and action plan response be recommended to APC for approval.
(Action: Secretary)

With the agreement of the Committee, a reordering of the agenda, to elevate items A14 and A12 up the agenda, to facilitate presentation of the items by the invitees.

ARTICULATION PROGRESSION AND COMPLETION: 2012/13 AND 2011/12 REPORTS

- 13.121 Considered Reports from Policy and Planning on progression and completion of articulating students in academic years 2012/13 and 2011/12 (Doc

LTSC13/55/1).

13.122 Reported The Chair welcomed Mrs Jacqueline Ramsay (P&P) and Dr Robert Ingram (GCU LEAD) who had been invited to the meeting to present their related reports to the Committee.

By Mrs J Ramsay, the summary overview including clarification and update of bullet points two and three in the 2012/13 report and subsequently bullet point two in the 2011/12 report, as follows:

- The increase of 9% on full-time articulation progression should read 5%;
- Part time articulation increased...compared to 88% last year should read 94%.

For part time articulating students, the report presented a positive picture. This was also the same for the nursing cohort, presented as a separate analysis (92% of students were eligible to progress). The University was still under target for articulation progression but overall the gap was closing.

13.123 Resolved That the reports be noted.

GCU ARTICULATING STUDENTS: PROGRESSION AND COMPLETION REPORTS

13.124 Considered Research narrative of Policy and Planning's GCU Articulation Students: Progression and Completion Reports (Doc LTSC13/40/1).

13.125 Reported By Dr R Ingram, the background and context of the research presented in the narrative. The research themes were aligned to the College Connect Strategy 2013-2020 and the Greater Glasgow Articulation Partnership (GGAP) Operational Plan 2013-15 and focussed on three areas of activity. Overall progression was good with an increase by 5%. It was important to remain cautious around reporting due to the small cohort numbers. Dr Ingram highlighted proposed future research activities and emphasised the importance of the sharing of an evidence base between college partners and GCU to generate beneficial data to both on the progress of articulating students. The Chair confirmed that the report would be shared with the College Connect Advisory Group.

13.126 Discussed The following points were noted during discussion:

- Year 2 to Year 3 appeared to be showing good results but less so from Year 3 to Year 4 . For students articulating into Year 3 within SEBE programmes mathematics was an issue as this was not fully covered in the HN syllabus;
- Further exploration around gender balance could be considered as a future research activity;
- Dr Ingram confirmed that an analysis of progression of protected groups was to be considered in future activity.

13.127 Resolved i. That the recommendations outlined in the report be noted for onward action to inform future research and data exploration.

ii. That the report be circulated to Schools for discussion within Learning Development Centres. If required, Dr Ingram be invited to attend any discussions.

conclusions and comparisons following the impact of the introduction of the new Mitigating Circumstances Policy.

- 13.135 Resolved
- i. That the report and analysis be noted.
 - ii. That in the future annual reports be considered by APC.
 - iii. That the 2012/13 report and analysis be updated to include statistics for the Graduate School (and if appropriate GCU LEAD) even although there was a nil return, for completeness.
(Action: Secretary)

STUDENT COMPLAINT MEDIATION AND RESOLUTION PROCEDURE OVERVIEW 2012/13

13.136 Considered An overview report of formal complaints received and investigated under the former Student Complaint Mediation and Resolution Procedure in 2012/13 (Doc LTSC13/37/1).

13.137 Reported By Mrs M Henaghan, that:

- The paper represented an overview of formal complaints received and investigated under the former Student Complaint Mediation and Resolution Procedure.
- Due to the small number of complaints received and investigated during the session it was not possible to identify significant themes.
- Members be drawn to 2012/13 developments and specifically the significant amount of time devoted to developing a new Complaints Handling Procedure (CHP).
- Future reporting on complaints handling would be undertaken in line with the new CHP launched at the start of the outgoing session.

13.138 Resolved That the overview report be noted.

EXTERNAL EXAMINERS OVERVIEW REPORT 2012-13

13.139 Considered An overview report of External Examiners' Annual Reports for Session 2012/13 (Doc LTSC13/38/1).

13.140 Reported By Mrs M Henaghan, that:

- Members be invited to specifically note the enhancement activity during 2013/14 in response to comments received from External Examiners in previous reports and the mapping to the QAA Quality Code Chapter B7 indicators.
- Under the common themes arising from 2012/13 reporting, of particular note were concerns raised by some External Examiners around the tight timeframes associated with the assessment reporting process.
- The positive feedback to students on assessment, in particular SHLS, be noted in terms of dissemination of good practice.
- A detailed analysis of the assessment and examination process (section 2 of the External Examiner Annual Report) would be provided to Schools.

13.141 Discussed In terms of the common theme around the tight timeframes associated with the assessment reporting process, there was brief discussion around the

bringing forward of the date of the summer Graduation and the impact that this has had on the process. The timeframes more recently had become tighter to meet the operational requirements of key stakeholders in the assessment and awards process. The work undertaken by programme administrators to meet deadlines and, under pressure, was commended. It was queried if there was any evidence from the DHLE data the impact of bringing forward Graduation in terms of employability. The date of Graduation should be looked at in the context of the academic calendar as a whole.

- 13.142 Resolved
- i. The need to explore the appropriate mechanisms for overview reports considered by the committee and the outputs from the programme monitoring process to constructively and effectively feed into the Sfl Plan.
 - ii. That section four (Good Practice) be expanded to specifically reflect what was good practice around the poster presentation (SEBE).
(Action: Secretary)

STRATEGY FOR LEARNING

- 13.143 Considered An update on the progress to date on embedding the Strategy *for* Learning (Doc LTSC13/39/1).
- 13.144 Reported By the Chair, that members were invited to note the progress to date on embedding the Sfl. The progress update was now out of date due to the inclusion of Graduate School activity which had not been able to be accommodated in this version of the progress update. The focus would now shift on 2014/15 plan which would be a continuation of some activities and the addition of new activity. The 2014/15 plan would go forward to APC for approval in October. Mrs M Henaghan reminded of the need to ensure that INTO GCU, GCU London and GCU New York were included in the development of plans, as appropriate.
- 13.145 Resolved That the Chair forwards the revised version of the Sfl progress report to include the Graduate School inputs to the Secretary for circulation to members.
(Action: Chair)

OUTCOME OF PROGRAMME APPROVAL EVENT:

MSc Social Business and Microfinance (Glasgow School *for* Business and Society)

- 13.146 Approved The report of the outcomes of the Programme Approval Event for the MSc Social Business and Microfinance programme held on 6 December 2013 and the Programme Development Board's response to the conclusions, requirements and recommendations of the Programme Approval Panel (Doc LTSC13/42/1).

OUTCOME OF PROGRAMME APPROVAL/RE-APPROVAL EVENT:

Glasgow School *for* Business and Society: Department of Business Management and Department of Law, Economics, Accountancy and Risk (Undergraduate Portfolio)

- 13.147 Approved The report of the outcomes of the departmental level Programme Approval/Re-Approval Events for the Department of Business and Management held on 11-12 December 2013 and Department of Law, Economics, Accountancy and Risk held on 24-25 February 2014 and the response to the conclusions, requirements and recommendations of the Programme Approval/Re-approval Panels (Doc LTSC13/43/1).

OUTCOME OF PROGRAMME APPROVAL EVENT:

MSc Construction Management: off-campus delivery at Caledonian College of Engineering (School of Engineering and Built Environment)

- 13.148 Approved The report of the outcomes of the Programme Approval Event for the MSc Construction Management programme (off-campus delivery at Caledonian College of Engineering) held on 12 December 2013 and the Programme Development Board's response to the conclusions, requirements and recommendations of the Programme Approval Panel (Doc LTSC13/44/1).

OUTCOME OF PROGRAMME RE-APPROVAL EVENT:

BSc (Hons) Optometry (School of Health and Life Sciences)

- 13.149 Approved The report of the outcomes of the Joint Programme Re-Approval Event (with the General Optical Council) for the BSc (Hons) Optometry programme held on 2 October 2013 and the Programme Team's response to the conclusions, requirements and recommendations of the Programme Re-approval Panel (Doc LTSC13/45/1).

REINSTATEMENT OF PROGRAMME

MSc Management (Glasgow School for Business and Society)

- 13.150 Approved The response to the feedback and recommendations following the external review of the proposal and rationale to reinstate the MSc Management programme within the postgraduate portfolio of the Glasgow School for Business and Society (Doc LTSC13/46/1).

IMPLEMENTATION OF LEVEL 4 FLEXIBLE AND DISTRIBUTED LEARNING (FDL) PATHWAY

BSc Fire Risk Engineering (Hons) (School of Engineering and Built Environment)

- 13.151 Approved A paper from the School of Engineering and Built Environment formalising the implementation of the FDL pathway within the BSc (Hons) Fire Risk Engineering programme (Level 4) (Doc LTSC13/47/1).

EXTENSION TO PERIOD OF APPROVAL

- 13.152 Approved The requests from Schools for the extension to the period of approval of the following programmes:

School of Engineering and Built Environment
MSc Mechanical Engineering
MSc Maintenance Management
(Doc LTSC13/48/1)

Glasgow School for Business and Society
MSc Human Resource Management
MSc International Human Resource Management
(Doc LTSC13/49/1)

Graduate School
Master of Research (MRes) Framework
Professional Doctorate* (ProfD)
**contraction of current timescale by one year*
(Doc LTSC13/50/1)

of the suite of undergraduate Built Environment and Engineering programmes delivered at Caledonian College of Engineering (Oman) **(Doc LTSC13/54/1)**.

DATE OF NEXT MEETING

- | | | |
|--------|----------|--|
| 13.161 | Reported | The next meeting of the Committee would take place on Wednesday 20 August at 2pm in B024. |
| | Reported | The Chair concluded the meeting by thanking Mr N Clark for his contribution to the work of the committee and wished him well for the future. Mr Clark would shortly be leaving the University to take up external employment new job and therefore stepping down from his recently re-elected role as VP Education within the Students' Association. |