Present:
Professor Sue Jackson (Chair), Robert Atkinson, Katherine Bock, Dr Christy Constantakopoulou, Dr Jennifer Fraser, Jasbir Gill, Dr Elizabeth Houl, Tricia King, Dr Joanne Leal, Dr Deborah Mabbett, Dr Nathan Moore, Dr Stewart Motha, Dr Jim Pitts, Dr Dick Rayne, Dr Martin Shipway, Harriet Smith, Jeremy Tanner, Dr Anita Walsh

Apologies for absence:
Dr Joana Barros, Nigel Buckle, Dr Dionyssis Dimitrakopoulos, Neil O’Connor, Professor Matthew Weait

In attendance:
Bob Westaway (Interim Academic Registrar); Scott Miller (Assistant Academic Registrar (Operations & Quality)); Dr Kate Burrell (Academic Standards & Quality Team Leader); William Scott (Secretary)

2. TERMS OF REFERENCE & SCHEME OF MEMBERSHIP (TQEC 01 – 2014/15)
Received and Noted:
2.1 It was clarified that Dr Christy Constantakopoulou will be unable to attend the Spring term meeting but will return to attend in the Summer term. Dr Jan Reuger will deputise for the meeting of the Spring term.
2.2 It was highlighted that the Terms of Reference should be amended to reflect that Dr Joanne Leal shared the role of Assistant Dean Learning and Teaching and not College Board Chair with Dr Martin Shipway.

3. MINUTES (TQEC 02 – 2014/15)
Received and Confirmed:
3.1 Paragraph 9.2 – The response from the department of Earth and Planetary Science has now been circulated to TQEC members and any matters should be raised via email to the Chair.
3.2 Paragraph 12.1 – The amendments suggested by TQEC (and subsequently ABExCo and Academic Board) have been completed by the Interim Academic Registrar and approved by Chair’s Action. It was suggested that the policy should be reviewed in 12 months to assess its operation.
3.3 The minutes of the Teaching Quality and Enhancement meeting held on the 20 May 2014 were confirmed as an accurate record.

4. MATTERS ARISING
(i) Matters arising relating to items not featured elsewhere on the agenda
Noted:
4.1 There were no matters arising.
(ii) The report to Academic Board of the TQEC meeting of 20 May 2014 (TQEC 03 – 2014/15)
Noted:
4.2 All the Committee’s recommendations to the Academic Board were endorsed.
5. **CHAIR’S REPORT**

*Noted:*

(i) A verbal report from the Chair on teaching and quality enhancement matters

5.1 Due to the fullness of the agenda a verbal report was not given.

*Discussed:*

(ii) **Summary of Catalyst Projects and sub-projects (TQEC 04 – 2014/15)**

5.2 Catalyst funding from HEFCE has been provided to improve provision for full time students studying on three year undergraduate degrees.

5.3 As part of the student achievement and success project the Chair commented on three sub-projects currently in development:

- **Learning Development and Academic English**  
  Considering how to support students outside of taught programmes. Development of both online and face to face services. Guidance ‘books’ will be created and made available to all students.

- **Transitions to critical thinking**  
  Will provide support for students studying through level 4. Plan to determine what Schools currently provide in terms of imbedded learning. Also support students progressing to level 7 via the School of Arts step up to flexible study blended learning model assisting in the transition from undergraduate to postgraduate study. Led by Dr Kerry Harman

- **Birkbeck summer programme**  
  Aim to make available summer vacation provision for students possibly including personal and professional development modules. Led by Dr Tim Markham it is still in the early stages of development.

5.4 Concern was raised about the initiatives being developed as to whether there had been any evidence demonstrating that there was a demand from students for these projects. It was explained that as the initiatives were new there was only limited data available and therefore we could not be sure how successful these will be.

5.5 It was suggested that the additional summer teaching would have an unintentional knock-on impact for staff through exam boards etc.

5.6 The Learning and Teaching Working Group would be considering the implications of summer teaching and will continue to work through solutions.

5.7 It was mentioned that in the School of Law pre-sessional lectures are offered in the summer, which have proved popular and the take-up had been encouraging.

5.8 It was noted that the Step up to level 7 model uses the Moodle platform requiring that students have a Birkbeck login which limits the opportunities to use the model as a recruitment tool.

**ACTION:**

The Chair will discuss with the Information Technology Services team opportunities to use different platforms or temporary log-ins for the Step up to level 7 model. Dr Stewart Motha and Dr Joanne Leal to discuss possible developments of the model for recruitment purposes.

*Discussed:*
(iii) Flexible learning and teaching at Birkbeck (TQEC 05 – 2014/15)

5.9 Although it was evident that the College was using flexibility in a number of areas it did not appear that there was a coherent definition of what Birkbeck being flexible meant. It was hoped that an open document would be developed considering the meaning of flexibility which would then return to TQEC next term for discussion. The Chair welcomed comments on the paper from the Committee.

5.10 It was commented that the document appeared to move from using ‘flexibility’ to ‘choice’ which carried with it suggestions of a business/consumer model which made members apprehensive.

5.11 It was disclosed that the Working Group had moved from using ‘flexibility’ as a term to using ‘responsive’ which it was felt better demonstrated the focus on the aim of providing what was wanted rather than a retroactive process.

5.12 It was mentioned that College Deans were working on a change to the existing Break in Studies procedure which would include a name change to ‘Student Study Sabbatical’ to emphasise the option as a positive action.

5.13 The committee were invited to offer suggestions as to how to present the appendix in the document.

5.14 It was noted that students had not yet been approached to provide an input on the document.

6 STRATEGY FOR LEARNING AND TEACHING ENHANCEMENT (TQEC 06 – 2014/15) and (TQEC 07 – 2014/15)

Noted:

6.1 The SLATE strategy was at the mid-point and has completed the majority of its objectives so far.

6.2 The strategy has been revised to make explicit that research led teaching in an important factor of the institutional context.

6.3 Objectives have been added to the strategy including the wish to increase intensive three-year degree recruitment.

6.4 The end date of the strategy was extended to 2017 to allow the revised strategy at least two years to run.

7 ANNUAL QUALITY MONITORING PORTFOLIO REVIEW SUMMARY REPORT (TQEC 08 – 2014/15)

Noted:

7.1 There were numerous instances of good practice within programmes contained in the report. The next stage will be considering how best to share and replicate this good practice across Schools.

7.2 The report will be taken to Schools by AD’s Learning and Teaching for discussion.

8. HIGHER EDUCATION REVIEW (TQEC 09 – 2014/15)

Noted:

8.1 Preparation for the next Institutional Audit, now called Higher Education Review, has begun.

8.2 The majority of actions resulting from the 2010 audit have been completed, the next audit is expected during 2016/17.
8.3 We still require that all programmes specifications are provided to ASQ from departments and that training for student representatives is an issue that needs addressing.

Noted:
9.1 Certain aspects of the survey were highlighted as interesting including discussions on predicted learning gain. The meaning of student effort and how participation in class was valued were also said to be interesting considerations for TQEC.
9.2 There was an opportunity to get involved with UKES and ask our students how engaged they felt with their studies. This could be done via surveying of students about BBK and then taking the results back to either TQEC or L&T working group for discussion.
9.3 A Student Engagement Strategy, based on the Research Strategy is currently being developed.
9.4 Active consideration of engagement with students through digital avenues has begun.

10. COLLEGE PROGRAMMES COMMITTEE (TQEC 11 – 2014/15)
Approved:
10.1 TQEC endorsed the College Programmes Committee’s decisions and the subsequent decisions of the CPC Chair on programme approval and withdrawal.
10.2 A guide to developing programmes was being written and will be available to download via the website.

11 ANNUAL PROGRAMME REPORTS (TQEC 12-18 – 2014/15)
Noted:
11.1 (i) Combined Degree Scheme
(ii) Spanish and Section B
(iii) Philosophy and Section B
(iv) Organizational Psychology/Human Resource Management and Section B

12 INTERNATIONAL PROGRAMME REGULATIONS (TQEC 19-20 – 2014/15)
Approved:
12.1 The changes made to the ‘old’ Regulations for the International Programmes Organizational Psychology and Human Resource Management courses were approved by the committee.

13 QAA QUALITY CODES (TQEC 21-22 – 2014/15)
Discussed:
(i) B5 Student Engagement, including the draft Birkbeck Student Representation Framework
13.1 The chapter was discussed which focuses on the minimum standards expected of HE providers concerning the participation of students in quality assurance and enhancement. The document included indicators of sound practice which should be considered within the specific Birkbeck context.
13.2 It was noted that the ASQ and Student’s Union have been working towards a new framework for student representation to develop more structure to student representation on Birkbeck committees.

13.3 A student representation system was planned to be in place next year preceding with a trial.

13.4 The committee was encouraged to send any examples of good practice to the ASQ team for collation.

13.5 It was highlighted that the Department of Management have actively moved away from a formalised method of student engagement and had developed more social and relaxed avenues for students to engage.

13.6 It was stressed that the process of development had begun early in order to ensure that the final framework was right for Birkbeck and not purely in place to satisfy future review concerns.

**ACTION:**

KB, SM and SJ will consider how to take forward the work and collection of good practice at their next pre-TQEC meeting.

(ii) **B10 Managing Higher Education with Others, including the procedure for Academic Collaborations**

13.7 A new Memorandum of Agreement has been revised in consultation with the College’s lawyers and now provides a robust template to be used when developing collaborations.

13.8 Some of the 19 indicators are missing from our current practices but we are identifying how best to address these gaps through the suggested process on the flowchart provided.

13.9 The intention is for better recording of assessment of risk and of due diligence when considering collaborations.

13.10 Improvements would include the requirement for Executive Deans to approve collaborations and all collaborations to be stored centrally.

13.11 It was considered that this could be seen as an overly cumbersome and onerous process for small-scale collaborations and it is expected that an alternative process will be in place and used for these exceptions.

13.12 It was expected that the more complex the collaboration the more administration and assessment of risk will be involved but the intention of the framework was that it will be flexible enough to be utilised for a range of different sized collaborations.

13.13 It was noted that at the next meeting of TQEC two further QAA chapters will be brought for consideration.

14 **PARTNERSHIP AGREEMENT (TQEC 32 – 2014/15)**

*Approved:*

14.1 It was explained that the agreement proposed was a dual Masters award between Birkbeck and the School of Economics, Moscow which had previously been approved by the School of BEI and STQEC.

14.1 There was no existing framework to allow a 50/50 split between modules and therefore a suspension of regulations has been sought to allow the use of APL for this specific agreement, the paper requested that TQEC approve the suspension of regulations request.

**ACTION:**

The suspension of regulations to be sent to the Master for approval.
15  **LEARNING AND TEACHING WORKING GROUP**

*Noted:*

15.1 A verbal report was given to the committee on the work of the Learning and Teaching Working Group.

15.2 It was noted that STQEC’s will now be held before TQEC meetings in order to feed into discussions at College level.

15.3 It was noted that an away day will be planned for January.

16  **STUDENT SURVEYS 2013/14 (TQEC 23 – 2014/15)**

*Noted:*

16.1 Survey responses are now available on tableau with functionality allowing the filtering of data on student characteristics for the BSS and PTES surveys, and, by department and programme level for the NSS.

16.2 The results can be used in portfolio review and annual programme monitoring processes.

16.3 College level analysis was conducted by ASQ.

16.4 Some issues which ran through all three surveys were identified. These included assessment and feedback which scored low (as also seen across the sector). There is an opportunity to investigate the reasons for this as a piece of distinct work.

16.5 A specific issue concerned the Mary Ward Centre with which a number of students had experienced problems.

16.6 Department of Management had an innovative scale for student feedback detailed in their internal review. It was planned that the developments in BEI will come back and report to next year’s TQEC.

**ACTION:**

Inform estates that this was an issue highlighted by students through their survey responses and request proposed solutions.

**ACTION:**

KB to work with TK’s team to develop a College-level response to the three surveys.

**ACTION:**

SJ to take assessment and feedback survey results back to the Learning and Teaching working group for consideration.

**ACTION:**

Assistant Dean’s (Learning and Teaching) to take survey results back to Schools for discussions at STQEC’s.

17  **POLICY REVIEW TIMETABLE (TQEC 24 – 2014/15)**

*Noted:*

17.1 The time table of policy review planned during 2014/15 was noted.

18  **INTERNAL REVIEWS 2013/14 (TQEC 25-27 – 2014/15)**
18.1 The schedule of Internal Reviews for 2014/15 was noted.

19 **SUBJECT BENCHMARK STATEMENTS (TQEC 28-30 – 2014/15)**

*Noted:*

19.1 The various QAA subject benchmark consultation notifications and revisions were noted.

19.2 It was agreed that these should in future be sent to the Chairs of STQEC’s rather than TQEC for discussion.

20 **PROGRAMMES SPECIFICATIONS (TQEC 31 – 2014/15)**

*Noted:*

20.1 It was noted that their remained a number of outstanding programme specifications which should be submitted as a requirement,

**ACTION:**

The revised list will return to the next meeting of TQEC to monitor the submission of specifications.

21 **PROGRAMME MONITORING**

*Noted:*

21.1 A verbal update on programme monitoring was provided. Data and timetable will be available shortly.

22 **DATES OF NEXT MEETINGS**

*Noted:*

22.1 Future meetings of the Committee are scheduled for Wednesday 11 February 2015 and Wednesday 20 May 2015.

23 **ANY OTHER BUSINESS**

*Noted:*

23.1 Bob Westaway was thanked for his valuable contribution to TQEC during his time as Interim Academic Registrar.

23.2 The School of Law spoke of their concerns with the screening of student applications about criminal convictions. It was explained that the current and future processes would be designed to include students after appropriate risk assessment had taken place. Law hope to bring a paper to the next TQEC meeting.