

UNIVERSITY OF WARWICK

Academic Quality and Standards Committee

Minutes of the meeting of the Academic Quality and Standards Committee
held on Wednesday 20 June 2012

Present: Professor R Leng (Chair), Mr L Bøe, Professor S Hand, Dr C Jenainati, Professor J Labbe, Mr S Lamb, Dr D Lamburn, Dr P O'Hare, Professor A Reeve, Dr J Robinson, Mr S Ruston, Professor S Swain, Dr P Taylor, Professor P Thomas

Apologies: Professor A Caesar (Chair), Ms S Bennett, Professor C Hughes, Professor N Johnson

In attendance: Ms K Gray, Mr R McIntyre, Mr M Mik

116/11-12. Minutes of the last meeting

RESOLVED:

That the minutes of the meeting held on 17 May 2012 be approved subject to the following amendment (deletions ~~struck through~~):

100/11-12 Learning and Teaching Strategy

RESOLVED:

That the Chair of the Board of the Graduate Studies would discuss further with the Secretary to the Committee how to reflect better postgraduate ~~taught~~ provision in the Strategy.

117/11-12. Matters arising

(a) Feedback and Assessment (minute 8/11-12 referred)

REPORTED:

That at its meeting on 1 November 2011, the Committee considered a request from the Steering Committee that AQSC consider revision of the policy on return of assessed work and feedback, with a view to moving to an expectation of a three week maximum period of turnaround and resolved that further consideration would be given to the guidance on standard turnaround times for feedback on assessment following Institutional Review, noting that common themes and innovative approaches to addressing problems would be identified through this process.

CONSIDERED:

Guidance for departments on timing of feedback on assessment (Paper AQSC.98/11-12).

RESOLVED:

- (i) That a working group be established to review the Good Practice Guide on Providing Feedback to Students on Assessment.
 - (ii) That, in the context of this work, the Group would also consider guidance and policy development on feedback on examinations and maximum timescales for provision of feedback on assessed course work, taking into consideration local practice.
 - (iii) That the principle that all departments be required to communicate clearly to students the timescales for provision of marks and feedback on course work in advance be approved.
 - (iv) That the principle that all departments be required to take into consideration the timing of the provision of feedback when setting deadlines for submission of assignments be approved.
- (b) Personal Tutoring (minute 92(d) referred)

REPORTED:

- (i) That at its meeting of 17 May 2012, the Committee considered a report on the outcomes of the discussions on the Working Group on Personal Tutoring (AQSC.84/11-12), focusing in particular on the minimum requirements for Personal Tutors and resolved (*inter alia*):
 - That the minimum requirements be approved subject to the following amendments:
 - (A) That point (3) on communication skills be amended to remove reference to “diagnosing” and to reflect the fact that these characteristics are attributes rather than minimum requirements.
 - (B) That point (4) on feedback be amended to reflect the fact that Personal Tutors would only be able to fulfil this requirement were arrangements in place to ensure that the feedback on assignments received by students was available to them.
 - (C) That point (6) be amended to clarify that Personal Tutors would not be expected to provide expert careers advice, other than in relation to academic careers or postgraduate study, and that they should instead be aware of the need to refer students to the Centre for Student Careers and Skills.
- (ii) That the minimum requirements as set out in Paper AQSC.84/11-12 (revised) had been considered and endorsed by the Steering Committee at its meeting on 11 June 2012.

RECEIVED:

Amended minimum requirements for Personal Tutors as set out in Paper AQSC.84/11-12 (revised).

- (c) Strategic Departmental Review and Periodic Review Processes
(minute 99/11-12 referred)

REPORTED:

That at its meeting of 17 May 2012, the Committee resolved that the proposal that an institution-wide approach to Periodic Review be taken in future, as in 2011/12, be endorsed.

RECEIVED:

A summary of responses from the Boards of the Faculties and the Boards of Undergraduate and Graduate Studies on proposals relating to the future form of Periodic Review (Paper AQSC.99/11-12)

- (d) Course Specifications

RESOLVED:

That Dr Lamburn be delegated authority to approve new and revised Course Specifications in his capacity as Academic Lead Co-ordinator for QAA Institutional Review.

- (e) Good Practice Guides (minute 92(b) referred)

REPORTED: (by the Administrative Officer, Teaching Quality)

- (i) That at its meeting on 17 May 2012 the Committee had resolved that an index to the Good Practice Guides related to teaching and learning be provided on the Teaching Quality website
- (ii) That an index to Good Practice Guides had now been provided and was available at
<http://warwick.ac.uk/quality/categories/goodpractice>

118/11-12 Progress of Committee Recommendations

REPORTED:

That, the Steering Committee, at its meeting on 11 June 2012, resolved that recommendations from the Committee relating to the thematic element of the QAA Institutional Review be approved (unconfirmed minute SC 548(b)/11-12 referred).

119/11-12 QAA Institutional Review

REPORTED:

That Dr David Lamburn had been appointed Academic Lead Co-ordinator to lead the preparations for QAA Institutional Review.

120/11-12 Teaching and Learning Showcase

REPORTED:

That the Teaching and Learning Showcase held on 19 June had been a successful event and had been oversubscribed.

121/11-12. Learning and Teaching Strategy

REPORTED:

That, at its meeting on 17 May 2012, the Committee had considered the draft Learning and Teaching Strategy 2012-2017 (Paper AQSC.70/11-12) and resolved:

- (a) That the Chair of the Board of the Graduate Studies would discuss further with the Secretary to the Committee how to reflect better postgraduate provision in the Strategy.
- (b) That Sub-Groups of the Faculty Boards would be convened to consider the Strategy in detail.

(by the Chair of the Faculty of Arts):

- (c) That the feedback from the Faculty of Arts was broadly supportive of the document.

(by the Chair):

- (d) That the comments from the Students' Union on the Strategy were noted and that meetings would be held with all departments to discuss contact hours in light of the data being prepared for the Key Information Sets.

(by the President of the Students' Union):

- (e) That it was his view that the Strategy could be more aspirational.

CONSIDERED:

- (a) A summary of comments on the Learning and Teaching Strategy (Paper AQSC.100/11-12).
- (b) A revised version of the Learning and Teaching Strategy (Paper AQSC.70/11-12 (revised)).
- (c) A summary of comments from the a sub-group of the Board of the Faculty of Social Sciences (Paper AQSC.116/11-12).

RECOMMENDED (to the Senate):

- (a) That the Learning and Teaching Strategy be approved, subject to further amendments being made in light of comments received and approved by the Chair on behalf of the Committee.

- (b) That the commitment to introduce a Liberal Arts degree as set out in Vision 2015 be reviewed and developed into a broader commitment to enhancing flexibility and inter-disciplinarity in all undergraduate degrees, noting that the Centre for Lifelong Learning offered generic part-time undergraduate degrees in Humanities and Social Studies which could be adapted for full-time study.

122/11-12 Warwick Community Agreement

REPORTED:

- (a) That, at its meeting on 2 February 2012, the Committee had resolved that a small Group be formed to develop a statement setting out the mutual roles and responsibilities of students and the University but that this not be called a 'Student Charter'.
- (b) That a draft document, titled the Warwick Community Agreement, had been developed by the Group and circulated for comment to the Boards of Graduate and Undergraduate Studies, representatives of the Faculty Boards, and Steering Committee.

(by the President of the Students' Union):

- (c) That the Working Group had considered whether separate documents should be developed for undergraduate and postgraduate students, but had determined that a common document would be preferable.

CONSIDERED:

The draft Warwick Community Agreement (Paper AQSC.101/11-12), noting that the comments received as set out in Paper AQSC.101/11-12 had not yet been reflected in the current draft.

RECOMMENDED (to the Senate):

That the Warwick Community Agreement be approved, subject to further amendments being made in light of comments received and in discussion with representatives of the Students' Union, and approved by the Chair on behalf of the Committee.

123/11-12 Institutional Review of Teaching and Learning: Faculty Engagements

REPORTED:

That at its meeting of 17 May 2012, the Committee had resolved that consideration of the recommendations arising from the Faculty Engagements be deferred until the reports had been considered and commented on by the Faculty Boards.

CONSIDERED:

- (a) Recommendations arising for consideration by AQSC, arising from the Faculty Engagements and amended following consideration of reports by the Boards of the Faculties, noting that the document had previously been incorporated in Paper AQSC.69/11-12, considered by

the Committee at its meeting on 17 May 2012 (Paper TLR.101/11-12 (revised 2)).

- (b) The report of the Faculty Engagement of the Faculty of Arts (Paper TLR.96/11-12).
- (c) The report of the Faculty Engagement of the Faculty of Social Sciences (Paper TLR.98/11-12).
- (d) The report of the Faculty Engagement of the Faculties of Science and Medicine (Paper TLR.97/11-12).
- (e) Responses from the Boards of the Faculties to the reports of the Faculty Engagements (Paper AQSC.102/11-12).

RESOLVED:

- (a) That, in relation to Recommendation 11.2(b)(ii) from the Faculty of Arts and Recommendation 13.3(b)(iv) from the Faculty of Social Sciences, following discussions with academic departments on contact hours, further policy and guidance be developed.
- (b) That, in relation to Recommendation 11.2(b)(iii) from the Faculty of Arts, further clarification of the recommendation be sought, noting that guidance was provided in the Placement Learning Guidance and that an annual meeting of Placement Learning Co-ordinators was held.
- (c) That, in relation to Recommendations 11.2(c)(i) and 11.2(c)(ii) from the Faculty of Arts, it be noted that commitments had already been given to undertake reviews of the 50:50 rule and the 17 point marking scale and proposals for revisions to existing policies would be brought forward to AQSC in due course, should this be considered necessary.
- (d) That, in relation to Recommendation 11.2(c)(iii) from the Faculty of Arts, standardisation of essay submission methods could be achieved through the implementation of the Assignment Management system.
- (e) That, in relation to Recommendations 11.2(d) from the Faculty of Arts, 11.2(k) from the Faculty of Science with Medicine and 13.3(b)(ii) from the Faculty of Social Sciences, it be noted that a VLE was in the process of being implemented.
- (f) That, in relation to Recommendation 11.2(c) from the Faculty of Science with Medicine regarding students on joint degrees, it be noted that the Good Practice Guide on Joint and Cross Departmental Degrees had been updated for consideration by AQSC.
- (g) That, in relation to Recommendation 11.2(c) from the Faculty of Science with Medicine regarding career planning, that this recommendation be referred to the Centre for Student Careers and Skills.

- (h) That, in relation to Recommendation 13.3(b)(iii) from the Faculty of Social Sciences, the recommendation be referred to the University Senior Tutor.

RECOMMENDED (to the Steering Committee):

- (a) That, in relation to Recommendation 13.3(a)(i) from the Faculty of Social Sciences regarding exams scheduling, a review of exams scheduling be instigated, noting that these concerns were shared more broadly across the institution.
- (b) That such a Review would need to take into consideration wide-ranging implications for academic departments in terms of both curricula and research commitments, and for administrative and commercial departments, including Warwick Conferences.

124/11-12 Good Practice Guide on Joint and Cross Departmental Degrees

CONSIDERED:

Amendments to the Good Practice Guide on Joint and Cross Departmental Degrees (Paper AQSC.103/11-12)

RECOMMENDED (to the Senate):

That the amended Good Practice Guide on Joint and Cross Departmental Degrees be approved as set out in Paper AQSC.103/11-12.

125/11-12 Undergraduate Degree Classification Conventions

REPORTED: (by Dr Lamburn)

- (a) That the proposed amendments to the Undergraduate Degree Classification Conventions had been discussed and agreed with the Heads of Departments and Directors of Undergraduate Studies in the Departments of Mathematics, Computer Science, Statistics and Physics, whose degree courses would be affected most significantly by the proposed changes.
- (b) That the proposed conventions would apply to students commencing their studies from Autumn 2013 at the earliest.
- (c) That further discussions would be required on the implementation of the proposed conventions.

(by the Chair of the Faculty of Science):

- (d) That some members of staff in the Institute of Mathematics had outstanding concerns regarding the proposals.

(by the Students' Union Education Officer):

- (e) That some students of the Faculty of Science had expressed a significant level of concern with the proposals.

CONSIDERED:

A proposal 'in principle' to amend the Undergraduate Degree Classification Conventions (Paper AQSC.105/11-12).

RECOMMENDED (to the Senate):

That the proposed 'in principle' amendments to the Undergraduate Assessment Conventions be approved, noting that further work would need to be undertaken on the detail of the implementation.

126/11-12 Risk Assessment and Collaborative Course Approval

REPORTED:

- (a) That, at its meeting on 10 February 2011, the Collaborative, Flexible and Distributed Learning Sub-Committee resolved (*inter alia*) that the Teaching Quality section of the Academic Office investigate the use of "risk scoring" in the assessment of collaborative proposals with a view to more clearly guiding academic departments on those items which would require scrutiny by the Sub-Committee (minute CFDLSC 22/10-11 referred);
- (b) That, at its meeting on 15 February 2012, the Sub-Committee considered a proposal for a "risk scoring" framework for categorising risk as part of the collaborative course approval process (paper CFDLSC 36/11-12), and resolved (*inter alia*) that the "risk scoring" framework be broadly approved, and that a final version, amended in line with the resolutions of the Sub-Committee, be considered at the next meeting of the Sub-Committee (minute CFDLSC 28/11-12 referred).
- (c) That, at its meeting on 25 May 2012, the Sub-Committee considered a revised proposal from the Assistant Registrar (Teaching Quality) for a "risk scoring" framework for categorising risk as part of the collaborative course approval process, amended in line with the resolutions of the Committee at its last meeting (paper CFDLSC 103/11-12) and resolved that the risk assessment process be reviewed within a maximum of two years of its introduction to ensure that it remains fit for purpose and that it is operating in the manner intended (unconfirmed minute CFDLSC 40/11-12 referred).
- (d) The Sub-Committee recommended to the Academic Quality and Standards Committee that the proposal from the Assistant Registrar (Teaching Quality) for a "risk scoring" framework for categorising risk as part of the collaborative course approval process be approved, subject to:
 - (i) Rewording of the categories in relation to the assessment of the proposed partner's quality assurance processes to ensure that their meaning is understood by those completing the form;
 - (ii) Clarification that, in situations where multiple answers to a single question may apply to a proposed collaboration, only the highest scoring category should be included;

- (iii) The amendment of categories relating to a proposed collaborative partner's prior collaborative experience to ensure a consistent reference to the UK HE sector, and that prior experience would be considered "low risk" if at the same level or higher;
- (iv) Consideration of any further guidance or clarification that might be necessary to define the economic context of the country of the proposed collaborative partner.

CONSIDERED:

A revised proposal for a "risk scoring" framework for categorising risk as part of the collaborative course approval process (Paper CFDLSC 103/11-12 (revised)).

RECOMMENDED (to the Senate):

That the proposal for a "risk scoring" framework for categorising risk as part of the collaborative course approval process be approved as set out in Paper CFDLSC 103/11-12 (revised).

127/11-12 Collaborative Course Approval Documentation and Guidance

REPORTED:

That, at the meeting of the Collaborative, Flexible and Distributed Learning Sub-Committee held on 25 May 2012, the Sub-Committee considered:

- (a) Proposed amendments to the "Procedures for the approval and monitoring of collaborative courses", amended in line with the proposals outlined in 39/11-12 – 41/11-12 above, together with the accompanying online guidance attached as an annex (paper CFDLSC 104/11-12);
- (b) Proposed amendments to the CA1 - part 4 course approval form, updated in line with proposals outlined in 39/11-12 – 41/11-12 above (paper CFDLSC 105/11-12).

And recommended (to the Academic Quality and Standards Committee):

- (c) That proposed amendments to the "Procedures for the approval and monitoring of collaborative courses" and the accompanying online guidance be approved, subject to the minor amendments noted at the meeting;
- (d) That the proposed amendments to the CA1 - part 4 course approval form be approved.

(unconfirmed minute CFDLSC 42/11-12 referred)

CONSIDERED:

- (a) Proposed amendments to the “Procedures for the approval and monitoring of collaborative courses”, together with the accompanying online guidance attached as an annex (paper CFDLSC 104/11-12 (revised));
- (b) Proposed amendments to the CA1 - part 4 course approval form (paper CFDLSC 105/11-12).

RECOMMENDED (to the Senate):

- (a) That proposed amendments to the “Procedures for the approval and monitoring of collaborative courses”, together with the accompanying online guidance attached as an annex be approved as set out in Paper CFDLSC 104/11-12 (revised);
- (b) That proposed amendments to the CA1 - part 4 course approval form be approved as set out in Paper CFDLSC 105/11-12.

128/11-12 Collaborative Review Process

REPORTED:

- (a) That, at its meeting on 10 November 2011, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal for a formalised process of refreshing expired collaborative contracts [and partnerships] (paper CFDLSC 7/11-12), in line with QAA recommendations, and resolved that the Chair and Secretary explore further options for reviewing collaborative courses in line with discussion at the meeting, including:
 - (i) The desire of the Sub-Committee for a departmental level engagement, that may take the form of a one day review every five years, acknowledging the need for a risk-based system that adds value, and is not seen as overly bureaucratic;
 - (ii) The potential to devolve some aspects of monitoring to departments in the form of a self-reflective, ‘tick box’ review;
 - (iii) That the Committee should receive updates on departmental reviews, and when specific course contracts are approaching renewal.(minute CFDLSC 10/11-12 referred)
- (b) That, at its meeting on 15 February 2012, the Sub-Committee considered a discussion paper on a proposal for a collaborative review process, and a proposal to run a pilot exercise with a view to informing the development of the methodology prior to wider implementation (paper CFDLSC 35/11-12), and made suggestions for their further development as outlined in the minutes (minute CFDLSC 27/11-12 referred)

- (c) That at its meeting on 25 May 2012, the Sub-Committee considered a proposal from the Senior Assistant Registrar (Teaching Quality) for a collaborative review process, amended in line with suggestions made at the last meeting of the Sub-Committee, to commence operation from the 2012/13 academic year (paper CFDLSC 102/11-12) and resolved that the Sub-Committee undertake to carry out a departmental collaborative review as soon as possible in the Autumn term 2012/13 with a view to testing the process;
- (d) The Sub-Committee recommended (to the Academic Quality and Standards Committee) that the proposal from the Senior Assistant Registrar (Teaching Quality) for a collaborative review process, as set out in paper CFDLSC 102/11-12, be approved, subject to:
 - (i) Amendment of the proposal to more clearly specify from where the student representative to sit on the review panel would be drawn, noting the view of the Sub-Committee that it might be difficult to identify suitably informed individuals from within the cohorts of an existing collaborative course due to the variety of models of provision on offer;
 - (ii) Redrafting of the text to ensure that it is clear that, in some departments, the review will incorporate multiple courses, rather than just a single collaborative arrangement;
 - (iii) Clarification of the extent to which the review panel may wish to meet – via teleconference if necessary – with multiple partners where a department’s provision covers multiple collaborations, and the inclusion of further guidance regarding the risk-based process by which partners who will be required to meet with the review panel might be identified;
 - (iv) Acknowledgement that the proposed schedule of reviews may need to be adjusted in situations where the collaborative review for a given department falls in close proximity to its full periodic review of teaching and learning.

(unconfirmed minute CFDLSC 39/11-12 referred)

CONSIDERED:

A proposal for a collaborative review process as set out in paper CFDLSC 102/11-12 (revised).

RECOMMENDED (to the Senate):

That the proposal for a collaborative review process be approved as set out in paper CFDLSC 102/11-12 (revised).

129/11-12 Collaborative Policy and Strategy

REPORTED:

- (a) That, at its meeting on 27 May 2011, the Collaborative, Flexible and Distributed Sub-Committee considered the University's existing collaborative policy (paper AQSC 49/10-11) and the strategic approval of new partners, and resolved that the Chair and Secretariat bring a proposal to revise the University's collaborative policy to the next meeting of the Sub-Committee, noting the view of the Sub-Committee that the policy needed to be more aligned with the University's strategic aim, as evidenced in Vision 2015, to embed internationalism into every area of the University's mission (minute CFDLSC 39/10-11 referred);
- (b) That, at its meeting on 10 November 2011, the Sub-Committee considered a draft University collaborative policy (paper CFDLSC 8/11-12), and recommended (to the Academic Quality and Standards Committee) that the proposed University collaborative policy be approved, as set out in paper CFDLSC 8/11-12 (minute CFDLSC 11/11-12 referred).
- (c) That the approval of the proposed Collaborative Policy and Strategy had been temporarily postponed whilst the further guidance of the International Office was sought by the Chair of the Sub-Committee, and that this consultation had now taken place;

CONSIDERED:

The proposed University Collaborative Policy and Strategy, as set out in paper CFDLSC 8/11-12.

RECOMMENDED:

That the proposed University Collaborative Policy and Strategy be approved as set out in paper CFDLSC 8/11-12

130/11-12 Information for Students

REPORTED:

- (a) That, at its meeting on 2 February 2012, the Committee had considered (*inter alia*) the QAA UK Quality Code Part C: Information about Higher Education, draft for consultation (Paper AQSC.31/11-12) and resolved (*inter alia*) that the University's Good Practice Guide on Information for Students would need to be updated in time to allow academic departments to implement changes for 2012/13.

(by the Administrative Officer (Teaching Quality):

- (b) That the Good Practice Guide would be supplemented by examples of good practice.

(by the President of the Students' Union):

- (c) That it would be preferable to advise departments to provide information on course costs at a modular as well as a course level.

(by the Secretary):

- (d) That further discussions would be ongoing with the Student Recruitment and Admissions Office and the Centre for Student Careers and Skills relating to the provision of information for prospective students.

(by Dr Lamburn):

- (e) That guidance should be provided regarding departmental approval of handbooks.

CONSIDERED:

- (a) A mapping of current practice within the University against the Expectation set out in Part C (Paper AQSC.106/11-12).
- (b) An updated Good Practice Guide on Information for Students (Paper AQSC.107/11-12).

RESOLVED:

- (a) That the provision of information on higher education at an institutional level was in line with the Expectation set out in the UK Quality Code Part C.
- (b) That the Committee be asked to provide examples of good practice on the provision of information for students.

RECOMMENDED (to the Senate):

That the updated Good Practice Guide on Information for Students be approved as set out in Paper AQSC.107/11-12, subject to minor revisions agreed in the meeting and noting that the Guide would be supplemented with examples of good practice.

131/11-12 Learning and Teaching Statement

REPORTED (by the Secretary):

- (a) That the Key Information Sets (KIS) for the University's undergraduate degree courses to be published from September 2013 would be linked to contextual information on the data, including a Learning and Teaching Statement.

(by the Chair of the Board of Graduate Studies):

- (b) That consideration could be given to consulting with the University's Schools' Network on the Statement;
- (c) That the Statement should be aligned to the Warwick Community Agreement and the Learning and Teaching Strategy;

(by the President of the Student's Union):

- (d) That the Statement could better represent the challenging and stimulating nature of a Warwick education.

CONSIDERED:

A draft Learning and Teaching Statement by the Senior Assistant Registrar (Teaching Quality) (Paper AQSC.108/11-12).

RESOLVED:

That minor amendments be made to the Statement as agreed in the meeting, noting that the Steering Committee would approve a final version prior to the publication of the KIS.

132/11-12 Evolution of the SSLC System

CONSIDERED:

Proposals for the revision of the SSLC system (Paper AQSC.63/11-12).

REPORTED (by the Students' Union Education Officer):

- (a) That the Students' Union were supportive of the proposals which would make the feedback loop to students more timely.

(by the Chair of the Collaborative, Flexible and Distributed Learning Sub-Committee):

- (b) That the application of the revised system to collaborative courses would need to be considered further.

RECOMMENDED (to the Senate):

That proposals for the revision of the SSLC system be approved as set out in Paper AQSC.63/11-12.

133/11-12 HEFCE Consultation on 'Improving Quality Assurance in Higher Education'

CONSIDERED:

- (a) The HEFCE consultation on the introduction of a more risk-based approach to quality assurance in higher education in England (excluding Annexes) (Paper AQSC.85/11-12).
- (b) A draft University response to the consultation document by the Senior Assistant Registrar (Teaching Quality) and an oral report on issues arising from a consultation event held on 18 June 2012 (Paper AQSC.109/11-12).

REPORTED: (by the Secretary)

That the primary focus of discussion at the consultation event focused on the proposed intervals between Institutional Reviews and the proposed triggers for out-of-cycle Reviews.

RESOLVED:

That comments on the University response be provided to the Secretary, noting that the Steering Committee would approve a final response.

134/11-12 QAA UK Quality Code Chapter B3: Learning and Teaching Consultation

CONSIDERED:

The UK Quality Code Chapter B3: Learning and Teaching, draft for consultation (Paper AQSC.110/11-12).

RESOLVED:

That comments on the consultation document be provided to the Secretary, noting that the Steering Committee would approve a final response.

135/11-12 Changes to Withdrawal Policies for Undergraduate Students from 2012/13

REPORTED:

That, at its meeting of 8 May 2012, the Steering Committee considered proposed changes to withdrawal policies for undergraduate students from 2012/13 in line with BIS requirements, as set out in Paper SC.338/11-12, and resolved that the proposed changes to the University's policy on tuition fee liabilities for undergraduate student withdrawals from 2012/13 be approved in principle, as set out in paper SC.338/11-12.

CONSIDERED:

Proposed changes to withdrawal policies for undergraduate students from 2012/13 (paper SC.338/11-12).

RESOLVED:

That further guidance be requested on the circumstances in which fees may be waived if a student temporarily withdraws, and how the costs of the fee waiver might be met, noting the concerns of the Committee regarding the potential implications for vulnerable students.

136/11-12 Update from the Students' Union

REPORTED (by the Students' Union Education Officer and the President of the Students' Union):

- a) That work was progressing on the Student Written Submission for QAA Institutional Review.

- b) That campaigning on feedback on assessed work was progressing, in liaison with the Institute for Advanced Teaching and Learning.
- c) That they had been liaising with students in the Faculty of Science over the proposed changes to the Undergraduate Degree Classification Conventions.
- d) That they had contributed to the development of the Learning and teaching Strategy and the Warwick Community Agreement.
- e) That developments were ongoing to provide additional study space for students in Leamington Spa and on the Ground Floor of the Rootes Building.

137/11-12 Reports from External Examiners

REPORTED:

That, at its meeting on 7 June 2012, the Board of Graduate Studies considered a report compiled by the Assistant Secretary on issues arising from External Examiners' reports on Postgraduate Programmes for 2010-11 (paper BGS 90/11-12) and recommended to the Academic Quality and Standards Committee that the relevance of the annual consideration of the external examiners' reports for postgraduate taught programmes by the Board of Graduate Studies be reviewed, noting that due to timing of meetings of Boards of Examiners, submission of external examiners' reports and departmental responses, the Board was considering reports after up to a year's delay.

CONSIDERED:

The recommendation arising from the Board of Graduate Studies that the relevance of the annual consideration of the external examiners' reports for postgraduate taught programmes by the Board of Graduate Studies be reviewed.

RESOLVED:

That the Teaching Quality team develop proposals with the Graduate School for an alternative mechanism for reviewing postgraduate taught External Examiners' reports.

138/11-12 Collaborative Course Proposals

- (a) Joint PhD between Warwick and Monash (Arts)

REPORTED:

That, at its meeting on 25 May 2012, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal from the Faculty of Arts to introduce a new collaborative PhD with Monash University, as set out in the following papers:

- (i) Part 1 course approval form (paper CFDLSC 137/11-12);
- (ii) Part 4 course approval form (paper CFDLSC 138/11-12);
- (iii) External advisor's report (paper CFDLSC 139/11-12);
- (iv) CVs for the following members of non-Warwick staff:
 - (A) Leah Gerber (paper CFDLSC 140/11-12);
 - (B) Marc Xu (paper CFDLSC 141/11-12);
 - (C) Rita Wilson (paper CFDLSC 142/11-12);
 - (D) Sarah McDonald (paper CFDLSC 143/11-12);
 - (E) Farzan Sharifian (paper CFDLSC 144/11-12);

and resolved:

- (i) That the CVs of staff as set out in papers CFDLSC 140/11-12 – 144/11-12 be approved, subject to clarification being provided of their respective roles;
- (ii) That the Teaching Quality section of the Academic Office obtain the required "due diligence" documentation in support of the collaboration, in line with minute CFDLSC 43/11-12, above.

CONSIDERED:

The proposal from the Faculty of Arts to introduce a new collaborative PhD with Monash University, as set out in papers:

- (i) Part 1 course approval form (paper CFDLSC 137/11-12);
- (ii) Part 4 course approval form (paper CFDLSC 138/11-12);
- (iii) External advisor's report (paper CFDLSC 139/11-12).

RECOMMENDED (to the Senate):

That the proposal from the Faculty of Arts to introduce a new collaborative PhD with Monash University, be approved as set out in papers:

- (i) Part 1 course approval form (paper CFDLSC 137/11-12);
- (ii) Part 4 course approval form (paper CFDLSC 138/11-12);
- (iv) External advisor's report (paper CFDLSC 139/11-12).

(b) MA in the History and Business of the Contemporary Art Market

REPORTED:

That, at its meeting on 25 May 2012, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal from the Department of History of Art to introduce a new course entitled MA in the History and Business of the Contemporary Art Market in collaboration with an existing partner, L'Institut D'Etudes Superieures des Arts (IESA), France, as set out in the following papers:

- (i) Background to the collaboration (paper CFDLSC 147/11-12);
- (ii) Part 1 Course approval form (paper CFDLSC 148/11-12);
- (iii) Course specification (paper CFDLSC 149/11-12);
- (iv) Part 4 course approval form (paper CFDLSC 150/11-12);

- (v) CVs for the following members of external staff:
 - (A) Sebastien Delot (paper CFDLSC 151/11-12);
 - (B) Daniel Lesbaches (paper CFDLSC 152/11-12);
 - (C) Stephanie Dieckvoss (paper CFDLSC 153/11-12);
 - (D) Gerrie van Noord (paper CFDLSC 154/11-12);
 - (E) Nathalie Moureau (paper CFDLSC 155/11-12);
 - (F) Christine Vial Kayser (paper CFDLSC 156/11-12);
 - (G) Anna Moszynska (paper CFDLSC 157/11-12);

and resolved:

- (i) That the possible need for a blanket APL agreement to be put in place to manage the “transfer in” of students be raised with the department;
- (ii) That the CVs of staff as set out in papers CFDLSC 151/11-12 – 157/11-12 be approved, but that those members of staff who had not supervised at this level previously (papers CFDLSC 152/11-12, CFDLSC 153/11-12 and CFDLSC 156/11-12) be permitted to co-supervise only in the first instance;

CONSIDERED:

A proposal from the Department of History of Art to introduce a new course entitled MA in the History and Business of the Contemporary Art Market in collaboration with an existing partner, L’Institut D’Etudes Superieures des Arts (IESA), France, as set out in papers:

- (i) Background to the collaboration (paper CFDLSC 147/11-12);
- (ii) Part 1 Course approval form (paper CFDLSC 148/11-12);
- (iii) Course specification (paper CFDLSC 149/11-12);
- (iv) Part 4 course approval form (paper CFDLSC 150/11-12);

RECOMMENDED (to the Senate):

That a proposal from the Department of History of Art to introduce a new course entitled MA in the History and Business of the Contemporary Art Market in collaboration with an existing partner, L’Institut D’Etudes Superieures des Arts (IESA), France, be approved as set out in papers:

- (i) Background to the collaboration (paper CFDLSC 147/11-12);
- (ii) Part 1 Course approval form (paper CFDLSC 148/11-12);
- (iii) Course specification (paper CFDLSC 149/11-12);
- (iv) Part 4 course approval form (paper CFDLSC 150/11-12);

- (c) New College Nottingham

REPORTED:

That, at its meeting on 25 May 2012, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Nottingham to deliver the following existing courses:

- Preparing to Teach in the Lifelong Learning Sector
- Certificate in Teaching in the Lifelong Learning Sector
- Diploma in Teaching in the Lifelong Learning Sector
- Foundation Degree in Teaching in the Lifelong Learning Sector

As set out in the following papers:

- (i) Part 4 course approval form (paper CFDLSC 158/11-12);
- (ii) Two letters of support from New College Nottingham (papers CFDLSC 159/11-12 and 160/11-12);
- (iii) CVs for the following members of non-Warwick teaching staff:
 - (A) Adrian Stanfield (paper CFDLSC 161/11-12);
 - (B) Catriona Mowat (paper CFDLSC 162/11-12);
 - (C) Danuta Januszonok (paper CFDLSC 163/11-12);
 - (D) James Brady (paper CFDLSC 164/11-12);
 - (E) Natasha Rear (paper CFDLSC 165/11-12);
 - (F) Trevor Cotterill (paper CFDLSC 166/11-12).

And resolved:

That the CVs of staff as set out in papers CFDLSC 161/11-12 – 166/11-12 be approved.

CONSIDERED:

The proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Nottingham to deliver the following existing courses:

- Preparing to Teach in the Lifelong Learning Sector
- Certificate in Teaching in the Lifelong Learning Sector
- Diploma in Teaching in the Lifelong Learning Sector
- Foundation Degree in Teaching in the Lifelong Learning Sector

as set out in papers:

- (i) Part 4 course approval form (paper CFDLSC 158/11-12);
- (ii) Two letters of support from New College Nottingham (papers CFDLSC 159/11-12 and 160/11-12);

RECOMMENDED (to the Senate):

That the proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Nottingham to deliver the following existing courses:

- Preparing to Teach in the Lifelong Learning Sector
- Certificate in Teaching in the Lifelong Learning Sector
- Diploma in Teaching in the Lifelong Learning Sector
- Foundation Degree in Teaching in the Lifelong Learning Sector

be approved as set out in papers:

- (i) Part 4 course approval form (paper CFDLSC 158/11-12);
- (ii) Two letters of support from New College Nottingham (papers CFDLSC 159/11-12 and 160/11-12);

(d) Solihull College

REPORTED:

That, at its meeting on 25 May 2012, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal from the Centre for Lifelong Learning to enter into a collaborative partnership with Solihull College to deliver the existing BA Social Studies (2+2), as set out in the following papers:

- (i) Part 4 course approval form (paper CFDLSC 167/11-12);
- (ii) Letter of support from Solihull College (paper CFDLSC 168/11-12);
- (iii) CVs for the following members of non-Warwick teaching staff (paper CFDLSC 167/11-12):
 - (A) Keith Rathbone;
 - (B) Carol Gordon;
 - (C) Julia Matthews;
 - (D) Mary Younan;

and resolved:

That the CVs of staff as set out in paper CFDLSC 167/11-12 be approved.

CONSIDERED:

A proposal from the Centre for Lifelong Learning to enter into a collaborative partnership with Solihull College to deliver the existing BA Social Studies (2+2), as set out in papers:

- (i) Part 4 course approval form (paper CFDLSC 167/11-12);
- (ii) Letter of support from Solihull College (paper CFDLSC 168/11-12);

RECOMMENDED (to the Senate):

That a proposal from the Centre for Lifelong Learning to enter into a collaborative partnership with Solihull College to deliver the existing BA Social Studies (2+2) be approved, as set out in papers:

- (i) Part 4 course approval form (paper CFDLSC 167/11-12);
- (ii) Letter of support from Solihull College (paper CFDLSC 168/11-12);

(f) Postgraduate Diploma in Public Finance and Leadership

REPORTED:

That, at its meeting on 25 May 2012, the Collaborative, Flexible and Distributed Learning Sub-Committee considered a proposal from the

Warwick Business School to suspend the Postgraduate Diploma in Public Finance and Leadership, delivered in collaboration with the Chartered Institute of Public Finance and Accountancy (paper CFDLSC 169/11-12), noting that only the above named Postgraduate Diploma falls within the Terms of Reference of the Sub-Committee.

CONSIDERED:

A proposal from the Warwick Business School to suspend the Postgraduate Diploma in Public Finance and Leadership, delivered in collaboration with the Chartered Institute of Public Finance and Accountancy (paper CFDLSC 169/11-12).

RECOMMENDED (to the Senate):

That a proposal from the Warwick Business School to suspend the Postgraduate Diploma in Public Finance and Leadership, delivered in collaboration with the Chartered Institute of Public Finance and Accountancy, be approved as set out in paper CFDLSC 169/11-12.

139/11-12 Amendments to University Regulations

- (a) Amendments to Regulation 12: Absence for Medical Reasons from a University Examination for First Degrees

REPORTED:

That, at its meeting of 6 June 2012 the Board of Undergraduate Studies considered proposed amendments to Regulation 12 relating to the MBChB as set out in Paper BUGS 24/11-12 and recommended that the proposed amendments be approved (unconfirmed minute BUGS 28/11-12 referred).

CONSIDERED:

Proposed amendments to Regulation 12 relating to the MBChB as set out in Paper BUGS 24/11-12.

RECOMMENDED (to the Senate):

That proposed amendments to Regulation 12 relating to the MBChB be approved as set out in Paper BUGS 24/11-12.

- (b) Proposed amendments to Regulation 11: Governing Procedure to be Adopted in the Event of Suspected Cheating in a University Test

REPORTED:

- (i) That, at its meeting on 3 May 2012, the Board of Graduate Studies recommended to AQSC that the amendments to University Regulation 11 Governing Procedure to be Adopted in the Event of Suspected Cheating in a University Test, as set out in paper BGS 84/11-12, be approved, subject to consideration and endorsement of the proposed changes by

the Board of Undergraduate Studies (minute BGS 79(c)/11-12 referred);

- (ii) That at its meeting on 6 June 2012, the Board of Undergraduate Studies considered amendments to University Regulation 11 Governing Procedures to be Adopted in the Event of Suspected Cheating in a University Test as set out in paper BUGS 25/11-12 and recommended that the amendment be approved, subject to the addition of the phrase “which has previously been submitted for assessment” be added following “his/her own work” both in the ‘Definitions’ section of the Regulation and in Regulation 11(B)(1) itself. (minute BUGS 29/11-12 referred)

CONSIDERED:

Amendments to University Regulation 11 Governing Procedure to be Adopted in the Event of Suspected Cheating in a University Test, as set out in paper BGS 84/11-12 (revised).

RECOMMENDED (to the Senate):

That amendments to University Regulation 11 Governing Procedure to be Adopted in the Event of Suspected Cheating in a University Test be approved as set out in paper BGS 84/11-12 (revised).

- (c) Proposed amendment to Regulation 8: Regulations for First Degrees (Appeals)

REPORTED:

That at its meeting on 6 June 2012 the Board of Undergraduate Studies considered a proposed amendment to University Regulation 8.1: Regulations for First Degrees as set out in BUGS 26/11-12 and recommended that the proposal be approved and also added to the analogous paragraphs in Regulations 8.2, 8.3, 8.4, 8.7, 8.9, 8.10 and 8.11.

CONSIDERED:

A proposed amendment to University Regulation 8.1: Regulations for First Degrees as set out in BUGS 26/11-12, to be applied also to the analogous paragraphs in Regulations 8.2, 8.3, 8.4, 8.7, 8.9, 8.10 and 8.11.

RECOMMENDED (to the Senate):

That a proposed amendment to University Regulation 8.1: Regulations for First Degrees, be approved as set out in BUGS 26/11-12, to be applied also to the analogous paragraphs in Regulations 8.2, 8.3, 8.4, 8.7, 8.9, 8.10 and 8.11.

140/11-12 Risk Identification and Assessment

CONSIDERED:

A paper from the Senior Assistant Registrar (Governance, Risk and Continuity) on risk identification and assessment within the scope of the Committee's Terms of Reference (Paper AQSC.111/11-12).

RESOLVED:

That the institutional risks associated with teaching and learning be reviewed on an annual basis alongside the University Teaching and Learning Strategy.

141/11-12 Committee Effectiveness

CONSIDERED:

A paper by the Senior Assistant Registrar (Teaching Quality) mapping the terms of reference of the Committee against agenda items (Paper AQSC.112/11-12).

RESOLVED:

That the Committee was fulfilling its Terms of Reference and that these did not require amendments.

142/11-12 UK Quality Code Database of Expertise 2012/13

CONSIDERED:

Nominations for the QAA UK Quality Code Database of Expertise 2012/13 (Paper AQSC. 115/11-12)

RESOLVED:

That nominations for the QAA UK Quality Code Database of Expertise be provided to the Secretary.

143/11-12 Committee Membership

RESOLVED:

That the following members of the Committee be thanked for their work and significant contributions to the Committee:

- Mr L Bøe
- Professor S Hand
- Dr P O'Hare
- Professor C Hughes
- Mr S Ruston

144/11-12 Policy on Accreditation of Prior Learning

REPORTED:

- (a) That the Chair of the Board of Undergraduate Studies had taken action on behalf of the Board to approve an application from the Institute of Education for a variation to the AP(E)L Policy to permit students with the Diploma in Pre-School Education (Teaching) and the Diploma in Pre-School Education (Leadership), accredited by the Singapore Ministry of Education or Ministry of Community Development, Youth and Sports, and having passed the Institute of Education bridging module, to enter directly to level 6 of the part-time BA (Hons) Early Childhood Care and Education (Singapore), constituting 240 credits at FHEQ levels 4 and 5.
- (b) That the Chair, in taking this action, noted that this was subject to the expectation that the progression of students to Level 6 would be subject to normal external examination procedures and that the approval was for one year only with arrangements being reviewed once the first cohort had completed the bridging module.

145/11-12. New Postgraduate Courses of Study (minutes BGS.98(a) and 112/11-12 refer)

REPORTED:

- (a) That it was reported to the Board of Graduate Studies at its meeting on 7 June 2012 that the Chair had taken action to approve the following new courses considered initially at its meeting of 24 November 2011:

MA in Philosophy

- (b) That the Board of Graduate Studies at its meeting on 7 June 2012 approved the following new courses:

Joint Warwick/Monash PhD (Arts)
MA in the History and Business of the Contemporary Art Market
Physics EngD in Non Destructive Evaluation

146/11-12 Revised Postgraduate Courses of Study (minutes BGS.98(a)/11-12 and 113/11-12 refer)

REPORTED:

- (a) That it was reported to the Board of Graduate Studies at its meeting on 7 June 2012 that the Chair had taken action to approve revisions to the following courses:

MA in Philosophy and Literature

- (b) That the Board of Graduate Studies at its meeting on 7 June 2012 approved revisions to the following courses:

MSc in Research Methods in Health Sciences
PhD in Health Sciences and PhD in Medical Sciences courses

MSc in Service Management and Design
MSc in Mathematics and MSc in Interdisciplinary Mathematics
PhD in Finance
Master of Business Administration
PG Certificate in the Teaching of Shakespeare

147/11-12 Discontinuation of Postgraduate Courses (minute BGS.113/11-12 referred)

REPORTED:

That the Board of Graduate Studies at its meeting on 7 June 2012 approved the discontinuation of the following courses:

MA in Applied Social Studies
Master of Public Administration;
Postgraduate Diploma in Public Finance and Leadership;
Postgraduate Diploma for Leaders in Finance;
Postgraduate Diploma in Local Government Management

148/11-12 New Undergraduate Courses of Study (minute BUGS 25/11-12 referred)

REPORTED:

That the Board of Undergraduate Studies at its meeting on 6 June 2012 approved the following new courses:

Certificate of Higher Education in Teaching and Learning
Foundation Degree in Teaching and Learning
Higher Education Award in Governance for Clerks

149/11-12 PSRB Requirements

RECEIVED:

- (a) Notification by the British Psychological Society of the approval of a Statement of Policy on Publication and Authorship Credit (Paper AQSC.113/11-12, available online).
- (b) Notification by Ofsted of changes to inspection arrangements for ITE Partnerships (Paper AQSC.114/11-12, available online)

150/11-12 Next meeting

REPORTED:

Thursday 13th September 2012 at 9.00am in the Council Chamber (if required).