

<b>UNIVERSITY OF WARWICK</b>			
<b>ACADEMIC QUALITY &amp; STANDARDS COMMITTEE</b>			
<b>OPEN MINUTES OF THE MEETING HELD 10:00, THURSDAY 22 OCTOBER 2020</b>			
<b>Present</b>	Professor Andy Clark	AC	Co-Chair, Deputy Pro-Vice-Chancellor (Education and Policy)
	Professor Will Curtis	WC	Co-Chair, Deputy Pro-Vice-Chancellor (Education Quality and Standards)
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Christopher Bisping	CB	Academic Director (Postgraduate Taught)
	Dr Jon Burrows	JB	Representative of the Board of Faculty of Arts
	Professor David Davies	DD	Chair of the Faculty Education Committee (Science, Engineering and Medicine)
	Shingai Dzumbira	SD	Students' Union representative
	Dr Beccy Freeman	BF	Dean of Students
	Professor Jo Garde-Hansen	JGH	Representative of the Board of Faculty of Arts
	Professor Jonathan Heron	JH	Representative of the Institute for Advanced Teaching and Learning
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee (Arts)
	Dr Ross Ritchie	RR	Representative of the Faculty of Social Science
	Professor Jane Sinclair	JS	Representative of the Faculty of Science, Engineering and Medicine
	Professor Pat Tissington	PT	Academic Director (Employability and Skills)
	Professor Gwen Van der Velden	GVV	Deputy Pro-Vice-Chancellor (Student Learning Experience)
	Dr Naomi Waltham-Smith	NWS	Chair of the Faculty Education Committee (Social Sciences)
Dr Phil Young	PY	Representative of the Faculty of Science, Engineering and Medicine	
<b>Attending</b>	Geraldine Connelly	GConnelly	Assistant Registrar, Education Policy and Quality (Assistant Secretary)
	Katharine Gray	KG	Senior Assistant Registrar (Teaching Quality) (Secretary)
	Maureen McLaughlin	MMc	Director of Education Policy and Quality
<b>Ref</b>	<b>Item</b>		
<b>019</b>	<b>Chair's Welcome and Introduction</b> The Chair welcomed Dr Chris Rogers as a new member of the Committee, as the undergraduate representative for the Faculty of Social Sciences.		
<b>020</b>	<b>Apologies for absence</b> Apologies were received from Robin Clark, Megan Clarke, Gill Cooke, Lucy Hammond, Chris Hughes and Chris Rogers.		
<b>021</b>	<b>Declarations of Interest</b> No new declarations were made.		
<b>022</b>	<b>Minutes of last meeting on 15 September 2020</b> The minutes of the meeting held on 15 September 2020 were received and approved, subject to the amendment of Jonathan Heron's title from Dr to Professor.		
<b>023</b>	<b>Matters arising from last meeting on 15 September 2020</b> The Committee received a report (023- AQSC221020) and the key points and discussions were as follows: <b>120 (i). Revisions to Course Discontinuation Policy:</b>		

	<ul style="list-style-type: none"> <li>• The Student Protection Plan was scheduled to be amended, upon publication of national guidance that was anticipated to be published by the Office for Students (OfS).</li> <li>• The OfS have recently published a consultation on new conditions of registration, and whilst this was not solely focused on SPPs, it was confirmed that the guidance on protection plans was to remain as they are.</li> </ul>
<b>Substantive Items</b>	
<b>024</b>	<p><b>Chairs Business</b></p> <p>The Committee received several verbal reports with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• The progression requirements for students for the academic year 2020/21 will be confirmed shortly and published in due course.</li> <li>• A query had been raised by Professor Sarah Richardson, regarding item 040- Good Practice Guide on Monitoring Attendance and Progression, which was below the line and would be discussed in further detail outside of the meeting.</li> </ul> <p><b>ACTION:</b> AQSC Chairs and Secretariat to discuss queries on the Good Practice Guide on Monitoring Attendance and Progression paper outside of the committee meeting, with Professor Sarah Richardson.</p>
<b>025</b>	<p><b>Students Union Update</b></p> <p>The Committee received several verbal reports with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• The key item to note was that work on the Decolonisation of the Curriculum Project was progressing, with interviews for a project coordinator taking place in the week. Work on the project would therefore be developed and progressed further once a coordinator was in place.</li> <li>• The campaign for online teaching was currently paused, with work ongoing to redefine the campaign to look at quality of online teaching and levels of support available.</li> <li>• It was noted that there was a difference in the call for requests for online teaching being received at a departmental level, with some wanting to move wholly online and others requesting more face-to-face teaching.</li> </ul>
<b>026</b>	<p><b>Results of the National Student Survey 2020</b></p> <p>The Committee received a report (026- AQSC221020) and a verbal report from the Assistant Registrar (Monitoring and Review). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The majority of engagement for the completion of the National Student Survey (NSS) took place before the Covid-19 pandemic. The cohort completing the survey had experienced a number of events, including two instances of industrial action, the group chat incident and the issues with the exams timetable in 2018/19.</li> <li>• The impact of these events showed mainly in the survey comments, but it was noted that despite the challenges, students recognised where progress had been made at both an institutional and departmental level.</li> <li>• Warwick has performed well on the Student Voice, as compared with other institutions, and the Committee may wish to consider how this strength can be maintained through academic quality processes.</li> <li>• Learning Community was an area where outcomes were more challenging, but where improvement was required more so now than ever, given there is a strong need to foster a sense of community and belonging which has become paramount for the student population.</li> <li>• The Community Values Education Project was working to look at students' roles in the Warwick community. With the exception of one department, all other departments are involved in the active bystanders training for first year students, which will help to aid students in making a positive contribution to the community.</li> <li>• The Dean of Students and the network of Directors of Student Experience are undertaking work to develop creative activities between staff and students. In the long term, it is intended that further programmes and induction events are developed to ensure inclusivity is at the heart of communities.</li> </ul>

	<ul style="list-style-type: none"> <li>• ADC, WIHEA and IATL continue to support this activity, running learning circles and providing resources to help build, support and sustain communities. Digital and learning communities have been added as a dedicated theme this academic year.</li> <li>• As well as building disciplinary communities, the importance of considering the pedagogy of digital communities and the differences between learning was also noted. This area is covered within the ADC programme, <a href="#">Teaching for Learning Online</a>, which colleagues were encouraged to engage with.</li> <li>• Members of the Faculty of Arts had met to discuss NSS results, particularly as some scores had dropped this year. Whilst acknowledging there were a number of actions that could be taken at departmental level, the following points were fed back at the institutional level: <ul style="list-style-type: none"> <li>○ Positive outcomes of the NSS could be accentuated, particularly considering the effect on staff morale, which further impacts on the student experience.</li> <li>○ That there could be clearer communications to students on decisions and processes outside of departmental control (i.e. exam timetable). The staff and student newsletters used during covid-19 had been useful in achieving this.</li> <li>○ It was raised that the process of change is difficult for departments to manage at such a rapid pace and that more advanced notice about planned changes coming in the next year would be appreciated. Departments would then be able to manage communications to students.</li> </ul> </li> <li>• The Committee was in agreement that Warwick needs to be co-ordinated in its working and that communication is key. A key focus for this year will be working with departments to look at communications and promote positive messages, although, in light of current requirements, there has been a pause on recruitment to new posts intended to undertake this work.</li> <li>• Despite this, improvements can be made on closing the feedback loop and communicating with students at both University and department levels.</li> <li>• The NSS itself is currently subject to review, as confirmed by the Office for Students. The Director of Education Policy and Quality would be attending a roundtable discussion with other Russell Group universities, and any comments on the NSS from colleagues could be shared in advance of this meeting in order to be fed back in to these discussions.</li> </ul>
027	<p><b>Education Executive Priorities for 2020-21</b></p> <p>The Committee received a report (027- AQSC221020) and a verbal report from the Deputy Pro-Vice Chancellor (Education). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• As 2020/21 will continue to remain a pressured year, the Education Executive has reduced the number of priorities for the coming academic year.</li> <li>• There are a number of priorities that need to progress, which include: <ul style="list-style-type: none"> <li>○ Student success and inclusion;</li> <li>○ Enabling blended learning;</li> <li>○ Assessment;</li> <li>○ Employability and preparing students for their outcomes;</li> <li>○ Review of undergraduate and postgraduate taught curriculums.</li> </ul> </li> </ul>
028	<p><b>Teaching Excellence Group in 2020/21</b></p> <p>The Committee received a report (028- AQSC221020) and a verbal report from the Assistant Registrar (Monitoring and Review). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Teaching Excellence Group (TEG) process serves both as a core quality assurance function and to facilitate a strategic conversation.</li> <li>• The approach in 2020/21 is intended to be a slimmed down version of TEG, with a small handful of departments to be reviewed in December, and further meetings to continue in January and February.</li> <li>• This year, the process would not be linked to the Academic Resourcing Committee (ARC) meeting deadlines in the autumn term, as had been the case in previous academic years, as these meetings are now more focused on risk.</li> </ul>

	<ul style="list-style-type: none"> <li>• A decision is yet to be reached as to whether there will be TEG meetings organised for joint honours programmes, such as MORSE and Humanitarian Engineering.</li> <li>• A request to consider further means for more continuous monitoring and review was raised, as the arrangements for the structuring of Schools and Departments becomes more complex in some subject disciplines.</li> </ul>
<b>029</b>	<p><b>Degree Outcomes Statement</b></p> <p>The Committee received a report (029- AQSC221020) and a verbal report from the Senior Assistant Registrar (Teaching Quality). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• In response to government concerns regarding grade inflation in the UK, Higher Education institutions are expected to produce a Degree Outcomes Statement to summarise student outcomes. The statement needs to be approved by Council, but it is yet to be determined if the production of the Statement will be an annual requirement.</li> <li>• The statement is intended be short, and so links to detailed information have been included in the summary.</li> <li>• That, internally, it would be possible to share detailed data analysis with departments as a means of reflection.</li> </ul> <p><b>DECISION:</b> The committee recommended that the Degree Outcomes Statement be <b>approved</b> by the Senate and Council, subject to minor amendments from the Co-Chairs of the Committee.</p>
<b>030</b>	<p><b>Update to the Policy on the Recording Lectures by Students</b></p> <p>The Committee received a report (030- AQSC221020) and a verbal report from the Deputy Head of PAIS, Head of Academic Technology &amp; Digital Transformation and Senior Academic Technologist. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Policy on Recordings is limited to the recordings of lectures, and predates the introduction of lecture capture and use of online lectures. With a move to blended learning, online teaching and new guidance that has been introduced regarding transcripts, a suitable policy on recordings has become increasingly important.</li> <li>• Where there is misuse of materials by current students, Regulation 23, which governs Student Disciplinary Offences, could be employed. Where there are concerns of inappropriate use of information by alumni, this would be deemed a copyright matter.</li> <li>• It was agreed that the Policy should not be extended to cover seminars and that a separate discussion should take place regarding this, which would include consideration of intellectual property of both staff and students and reasonable adjustments.</li> </ul> <p><b>ACTION:</b> Small group to meet and finalise the policy amendments, based on the comments received by the committee.</p> <p><b>DECISION:</b> The Committee are to approve the updated Policy via Chairs Action, once a final version is made available.</p>
<b>031</b>	<p><b>Alliance Intensive Summer Programme Framework</b></p> <p>The Committee received a report (031- AQSC221020) and a verbal report from the Academic Director (Education and Internationalisation) and the International Partnerships Officer. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The aim of the Alliance Intensive Summer Programme (AISP) is to bring a number of mobility options together, enhancing provision in term 3, create more opportunity for students and develop stronger relationships with strategic partners.</li> <li>• The Programme was initially designed to be credit bearing and delivered in short and intensive format on campus in collaboration with Monash University, before Covid-19.</li> <li>• For the academic year 2020/21, AISP modules will be offered as non-accredited options, as students have already selected their optional modules. Ongoing discussions are taking place to establish operational requirements with Student Administrative Services and Strategic Planning and Analytics.</li> </ul>

	<ul style="list-style-type: none"> <li>The Committee welcomed the programme that will offer international and inclusive opportunities to students, particularly in a year effected by the Covid-19 pandemic, where student mobility is more challenging.</li> </ul> <p><b>DECISION:</b> The Committee <b>approved</b> the framework for the Alliance Intensive Summer Programme as a pilot for the academic year 2020/21.</p> <p><b>ACTION:</b> An updated framework to be submitted to AQSC at the end of the academic year for approval beyond 2020/21.</p>
032	<p><b>Update from Education Executive: Teaching, Learning and Assessment</b></p> <p>The Committee received a report (032- AQSC221020) and a verbal report and presentation from the Director of Education Policy and Quality. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>An update on the developments made in respect to Teaching, Learning and Assessment in the academic year 2019/20 in response to Covid-19 was provided, on behalf of the Education Executive. The paper and presentation outlined the key decisions made, the quantity of work undertaken by professional services staff and implementation by Academic Departments.</li> <li>The University are committed to ensuring the continuation of good practice that has developed over 2020, recognising the tremendous efforts made by staff in achieving this.</li> <li>A summary of the outcomes of the Senate was provided and it was flagged that a recommendation to review the University’s approach to online assessment, in light of pedagogical and disciplinary needs, would be required via the Institutional Teaching and Learning Review in 2022.</li> </ul>
033	<p><b>Examinations Committee</b></p> <p>The Committee received a report (033- AQSC221020) and a verbal report from the Director of Education Policy and Quality. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>The terms of reference had been redrafted to modernise the Committee’s remit and take account of work undertaken in the last 7 months to incorporate online assessment.</li> <li>The Committee’s remit covers in-person and online examinations, and may be a possible route for considering on-campus examination exemption requests.</li> <li>The membership had been expanded to encompass suggestions made at the previous AQSC meeting, but agreement is yet to be made on a secretariat for the Committee.</li> <li>The name of the Committee should be kept under review, as its work may go beyond examinations as online assessment develops.</li> <li>The Committee were given reassurance that any strategic matters discussed would be recommended to AQSC for discussion and approval, and were not being removed from AQSC’s remit.</li> </ul> <p><b>DECISION:</b> The Committee recommended that the establishment of the Examinations Committee be <b>approved</b> by the Senate, subject to a review of the Committee at end of the academic year.</p>
034	<p><b>Proposal to Flag Modules with Sustainability Content</b></p> <p>The Committee received a report (034- AQSC221020) and a verbal report from the Assistant Registrar (Assessment). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Warwick takes part in the UI Greenmetric ranking with the Energy &amp; Sustainability team preparing the submission, with input and support from SPA. Each year, temporary resource is employed to go through all of the university’s module approval forms to determine if they contain sustainability-related content.</li> <li>The process is laborious and there is risk of human error so the request has been put forward to include a field in the module approval form for module leaders to indicate if their module contains ‘sustainability’ content.</li> <li>It was proposed that the field would be added as a new entry from Easter 2021 for departments to complete when creating new modules, or updating existing forms. Existing information held by the</li> </ul>

	<p>SPA team could potentially also be backfilled in to the system, to prevent departments having to do so.</p> <ul style="list-style-type: none"> <li>The Committee agreed that additional fields should not be added incrementally at this point and that the module approval form should be reviewed in its entirety as it is likely that there will be more fields to be added as the University prepares for curriculum reviews.</li> <li>It was also noted that the back filling of data, without explicit departmental knowledge would be problematic.</li> </ul> <p><b>DECISION:</b> The Committee <b>rejected</b> the proposal to add a sustainability field to the module approval form at this time, and that the form should come back to review in its entirety at a future committee meeting.</p>
<b><i>Items below this line are for receipt and/or approval, without discussion</i></b>	
<b>Approved by Chair's Action</b>	
<b>035</b>	<b>Moderation Guidance</b> The Committee received and noted the approved report (035- AQSC221020)
<b>036</b>	<b>RPL Standing Exemption for the MA in Professional Education (CTE)</b> The Committee received and noted the approved report (036- AQSC221020)
<b>037</b>	<b>Partnerships Committee Process and Due Diligence Documentation</b> The Committee received and noted the approved report (037- AQSC221020)
<b>038</b>	<b>Revisions to List A: Alternative Assessment Conventions for the BA in Modern Languages</b> The Committee received and noted the approved report (038- AQSC221020)
<b>039</b>	<b>AQSC Membership and Terms of Reference</b> The Committee received and noted the approved report (039- AQSC221020)
<b>For Information</b>	
<b>040</b>	<b>Good Practice Guide on Monitoring Attendance and Progression</b> The Committee received and noted the report (040- AQSC221020)
<b>041</b>	<b>BCS Accreditation: Confirmation of initial accreditation</b> The Committee received and noted the report (041- AQSC221020)
<b>042</b>	<b>Course Discontinuation of the MSc in Orthodontics and Diploma in Orthodontic Therapy in collaboration with the Leamington Spa Orthodontic Centre</b> The Committee received and noted the report (024-PC22092020)
<b>043</b>	<b>General Dental Council Inspection of the Diploma in Orthodontic Therapy</b> The Committee received and noted the report (025-PC22092020)
<b>044</b>	<b>External Examiners Handbook 2020-21</b> The Committee received and noted the report (044- AQSC221020)
<b>045</b>	<b>Approved Courses: December 2019 – September 2020</b> The Committee received and noted the report (045- AQSC221020)
<b>046</b>	<b>OIA Consultation on Mitigating Circumstances</b> The Committee received and noted the report (046- AQSC221020)
<b>047</b>	<b>PC Minutes 22 September 2020</b> The Committee received and noted the report (047- AQSC221020)
<b>Any Other Business</b>	
<b>048</b>	<b>Any Other Business</b>  The Deputy PVC (Education) expressed their thanks and gratitude to Dr Phil Young for all of the work undertaken in supporting WBS over the summer period, which supported assurance on academic standards.