

UNIVERSITY OF WARWICK

ACADEMIC QUALITY AND STANDARDS COMMITTEE

OPEN MINUTES OF THE MEETING HELD 10:00, WEDNESDAY 1 JUNE 2022 (ONLINE MEETING)

Present	Professor Andy Clark	AC	Co-Chair, Deputy Pro-Vice-Chancellor (Education and Policy) (Meeting Chair)
	Professor Will Curtis	WC	Co-Chair, Deputy Pro-Vice-Chancellor (Education Quality and Standards)
	Professor Dan Branch	DB	Academic Director (Doctoral College)
	Dr Jon Burrows	JB	Representative of the Board of Faculty of Arts
	Professor David Davies	DDa	Chair of the Faculty Education Committee (Science, Engineering and Medicine)
	Dan Derricott	DDe	Director of Education Policy and Quality
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Professor Jonathan Heron	JH	Representative of the Institute for Advanced Teaching and Learning
	Dr Jeff Jones	JJ	Co-opted member of academic staff in a quality assurance role
	Nathan Parsons	NP	Postgraduate Officer, Students' Union
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee (Arts)
	Professor Ross Ritchie	RR	Representative of the Faculty of Social Sciences
	Dr Chris Rogers	CR	Representative of the Faculty of Social Sciences
	Professor Dmitriy Rumynin	DR	Representative of the Faculty of Science, Engineering and Medicine
	Professor Gwen van der Velden	GvdV	Deputy Pro-Vice-Chancellor (Education)
	Dr Tim White	TW	Representative of the Board of Faculty of Arts
Professor Philip Young	PY	Representative of the Faculty of Science, Engineering and Medicine	
Attending	Lauren Baker	LBak	Assistant Registrar (Teaching and Learning), Education Policy and Quality (for items 120 and 121)
	Will Ellis	WE	Product Manager (Student Information Systems), IDG (for item 113)
	Louise Hasler	LH	Heads of Education Policy and Governance, Education Policy and Quality (Secretary)
	Phil Griffiths	PG	Education Projects & Academic Governance Officer, Education Policy and Quality (Asst Secretary)
	Dr Jo Lee	JL	Head of Italian Studies, SMLC (for item 119)
	Dr David Lees	DL	Deputy Dean of Students, attending <i>in lieu</i> of Professor Rebecca Freeman
	Dr Nathan Morris	NM	Head of Student Complaints and Academic Casework (for items 124 and 125)
	Echo Zhou	EZ	Immigration Services Manager (for item 122)
Ref	Item		
109	<p>Chair's welcome and introduction</p> <p>The Chair welcomed all members and attendees. Dr David Lees attended <i>in lieu</i> of Professor Rebecca Freeman, Professor Gill Cooke had moved to a new role in WMG (Discipline Group Lead: Operations and Business Management) and so would step down from the committee at the end of the academic year, noting that the committee's other co-opted member, Dr Jeff Jones, was also from WMG. The Chair thanked Gill on behalf of the committee for her considerable input to AQSC over a number of years.</p> <p>Professor Georgia Kremmyda, Head of Teaching in the School of Engineering, had agreed to become a co-opted member of the committee from the start of the 2022/23 academic year.</p> <p>Dr Jon Burrow's 3 year term of office on the committee would end and was thanked for his service.</p> <p>The Chair also thanked Nathan Parsons and Isabelle Atkins for representing students on AQSC this year.</p>		

	<p>Dates for the AQSC's meetings for the next academic year had now been published in the 2022-23 committee timetable. There would continue to be six meetings annually, but spread more evenly across the academic year, with two meetings scheduled per term. The first meeting of the year would take place later than in previous years, on 28 September 2022, and was intended to be face to face. The last meeting of the academic year on 31 May 2023 was also intended to be face to face, whilst the other four meetings would be online.</p>
110	<p>Apologies for absence</p> <p>Apologies were received from Professor Jo Angouri, Professor Gill Cooke, Professor Rebecca Freeman, Professor Jonathan Heron, Professor Chris Hughes, Dr Helen Nolan, Professor Pat Tissington, Dr Naomi Waltham-Smith.</p>
111	<p>Declarations of Interest</p> <p>No new declarations were made.</p>
112	<p>Minutes of the meeting held on held on 5 May 2022</p> <p>The minutes of the meeting held on 5 May 2022 (112-AQSC010622) were approved.</p>
113	<p>Matters Arising</p> <p>a) 2020-21 Quality Improvement Plan (QIP) and proposed process to write the 2021-22 Self-Assessment Report (SAR) for Degree Apprenticeships (Protected) (minute 099-AQSC050522 refers)</p> <p>Will Ellis, Product Manager (Student Information Systems, IDG), provided an update on progress to procure an appropriate purpose-built apprenticeship information management system:</p> <ul style="list-style-type: none"> • The procurement of the system would take some time, however it was being treated as a priority and an 'IQA' document had been submitted to UEB to expedite it. • As an interim solution, IDG and SPA had been reviewing current processes and would be able to evidence the necessary information at short notice. <p>b) External Examiners' Reports on PGT Courses (minute 100-AQSC050522 and refers)</p> <p>LG had revised the report citing departments of the Faculty of Arts, where applicable, along with updated submission/responses numbers. The revised report (100-AQSC050522 (revised)) had been circulated below the line for information.</p> <p>c) Variations on Rules for Award (minute 101-AQSC050522 refers)</p> <ul style="list-style-type: none"> • SMLC had withdrawn its request for a variation to the Rules for Award following internal discussions. • The Co-Chairs had also taken Chairs' action to reject the aspect of the joint Mathematics and Statistics variation to the Rules for Award that proposed a reduction in the minimum amount of credit to be passed that was below that published in the QAA qualifications framework; the situation it was intended to remedy happens infrequently and student expectations would be managed instead. <p>d) Redraft of Regulation 36: Regulation Governing Student Registration, Attendance and Progress</p> <ul style="list-style-type: none"> • LH had spoken with SR and DL, who were of the view that CRCs were an important mechanism for the thorough exploration of very complicated student cases and that they did not think that such a substantial change should be made without broader consultation with stakeholders. <p>ACTION 1: A revised regulation 36 report would be drafted for Chair's action approval in respect of minor changes to the regulation which were required this year to ensure compliance with our obligations as a student visa sponsor and to permit students who had not met the required standards in pre-sessional English to be withdrawn. Further consultation with academic departments and other stakeholders in relation to continuation of registration committees would take place.</p> <p>ACTION 2: Two task and finish groups relating to monitoring points and the 20 point marking scale (actions: 132-AQSC020621, 005-AQSC140921 and 014-AQSC140921 refer), would be rolled over into the 2022-23 academic year, noting that progress had not been made in 2021-22 due to EPQ staff resource needing to be allocated to other projects.</p>
Substantive Items	
114	Chair's Business

	<p>Deputy Pro-Vice-Chancellor (Education Quality and Standards) provided a brief update on the annual review of External Examiners' reports for collaborative programmes.</p> <p>ACTION: The latest yearly audit had taken place and whilst reports were generally positive, there was a need to ensure, as part of the forthcoming training programme for External Examiners, that external examiners commented on key aspects around effective collaborative working.</p>
115	<p>Students' Union Update</p> <p>An update would be provided at the 28 September meeting of the committee.</p>
116	<p>Analysis of Student Outcomes (B3) Data OfS Conditions of Registration</p> <p>The Director of Education Policy and Quality presented the report (116-AQSC010622 (protected)) with key points and discussions as follows:</p> <ul style="list-style-type: none"> • In January 2022 the Office for Students (OfS) published its consultation on a new approach to regulating student outcomes through condition B3 of registration and the setting of numerical thresholds for outcomes in terms of continuation, completion, and progression. • The Strategic Planning and Analytics team had examined the student outcome data provided by the OfS to identify any areas where Warwick's indicators were at risk of falling below the numerical thresholds. A summary of the indicator analysis and associated subject exploration undertaken had been provided in the report, noting that further analysis of the split indicator data around continuation, completion and progression by student demographic was required. 'Live' data would also be made available to the university in September 2022. An updated report would be submitted to AQSC in the autumn of 2022. • Out of 120 indicators, 116 were satisfactory. • Data indicated the need to follow up on the CLL Social Studies 2+2, WMG Applied Engineering, and WBS part-time MBA were detailed in the report. • 2+2 courses: there were some recognised quality concerns with CLL's remaining partner colleges which were being addressed. The 2+2 provision was a key part of the University's widening participation provision however CLL were participating in the strategy development process with the Academic Resourcing Committee. • In relation to WMG's Applied Engineering and WBS's part-time MBA provisions related to data issues which are explained in further detail in the report. SPA was working with HESA to correct the relevant data and ensure processes are in place to reduce the risk of mis-reporting going forward. • The analysis of student outcome data would be incorporated into the university's annual quality assurance processes, including: programme and department level monitoring and assurance, TEG, Warwick dimensions of a curriculum and course approval, and ITLR. <p>ACTION: DDe recommended that the actions to address the quality concerns in CLL's Social Studies 2+2 provision were followed-up and examined as part of CLL's ITLR and collaborative review in 2022/23.</p>
117	<p>Review of Mitigating Circumstances Policy</p> <p>The Deputy Dean of Students presented the report (117-AQSC010622) with key points and discussions as follows:</p> <ul style="list-style-type: none"> • The revised policy had been produced by the Mitigating Circumstances Review Group, should be easier to follow and apply. • Guidance around self-certification would be re-distributed to departments. • Members of the committee recommended further consideration be given to the following areas: <ul style="list-style-type: none"> ○ Whether 'mild' could be used instead of 'weak' in grading the classification of cases. ○ Whether an alternative term to 'normal emotional resilience' should be used. ○ Whether a minimum deadline period should be specified in clause 3.6.3, or what reasonable timescale would be. ○ Assurance relating to GDPR compliance, including how long documents and decisions would be retained. ○ Clarify how outcomes would be communicated to students including when and by whom, or if this would be included in accompanying guidance that would be provided to departments. ○ Clarify if/how appeals to be decisions could be made. ○ Clarify in section 1 that the policy applied to UG and PGT modules/programmes only. ○ Amend clause 6.8 as follows: "The MCP will <u>may</u> triage and consider all MC submissions initially in the absence of student's marks to ensure equity and scrutiny ..."

	<ul style="list-style-type: none"> ○ Add to the preamble a rationale for not changing self-certification i.e. “considered but no agreed way forward”, noting that DL would distribute guidance to depts with regard to self-certifications. ○ Clarify what documents this policy would revoke. ○ Clarify the definitions and relationship between extensions, self-certification and mitigating circumstances, noting that in some cases students could benefit twice. ○ Clause 7.3.8 stated that mitigation panels could recommend progression with lower credit but this may conflict with Regulation 12. ○ SR recommended that accompanying guidance sent to departments included information on the rationale for not making any changes to self-certification. <p>ACTION: Senior Policy Advisor (Assessment) to follow up with IDG to ensure that changes to categories listed in the mitigating circumstances portal would be implemented for the start of the 2022/23 academic year, noting that Covid-19 specific categories may also need to be removed.</p> <p>DECISION 1: Business ownership of the Mitigating Circumstances Policy likely to sit best with EPQ.</p> <p>DECISION 2: The Mitigating Circumstances Policy was recommended to the Senate for approval, subject to AC liaising with DL to make minor amendments to address the recommendations made by AQSC members in the 1 June 2022 meeting.</p>
118	<p>Operational Changes for Examinations for the Academic Year 2022/23</p> <p>The Deputy Pro-Vice Chancellor (Education Policy) presented the report (118-AQSC010622) from the Online Assessment subgroup of the AQSC with key points and discussions as follows:</p> <ul style="list-style-type: none"> • An increasing number of academic departments were using the Warwick Assessment System and this would necessitate an annual review and recommendation of operational changes in relation to examinations. • Major issues which were being addressed by the sub-group’s recommendations included: <ul style="list-style-type: none"> ○ Harmonisation of the Alternative Exams Portal (AEP) and MyWBS platforms. ○ Reducing the 45 minute upload window to a shorter time period. ○ Formalisation of a number of specific assessment types which were used during the pandemic such as the School of Law’s 24 hour take-home papers. • The Examinations Committee’s 2021/22 approval for specific face-to-face examinations, including invigilated online on-campus examinations, would be rolled over to 2022/23. Requests to hold new face-to-face exams would continue to be considered for approval by the Examinations Committee. • Hybrid assessments would not be permitted for the 2022/23 academic year. <p>DECISION: The Online Assessment subgroup’s operational recommendations were approved, noting that recommendation 5 was approved for the 2022/23 academic year only in order to harmonise and increase consistency; further discussion relating to the default upload period would take place with stakeholders in advance of the next Education Committee meeting.</p>
119	<p>University Guidance on Advance Content Statements in Teaching</p> <p>Dr Joanne Lee presented the report (119-AQSC010622) on behalf of the WIHEA Wellbeing Pedagogies Learning Circle, noting that further work on the guidance would be progressed through the Student Learning Experience and Engagement Committee.</p> <p>[Shortly after the meeting, the committee’s secretariat was advised that the guidance would be published on the WIHEA website as a project output once completed.]</p>
120	<p>University College Birmingham – Changes to Academic Regulations 2022-2023</p> <p>The Assistant Registrar (Partnerships) presented the report (120-AQSC010622) which detailed further changes that University College Birmingham would be making to its regulations for PGT programmes to harmonise with Warwick’s regulations (minute 048-AQSC231121 refers).</p> <p>DECISION: The committee recommended the report (120-AQSC010622) to the Education Committee and Senate for approval.</p>

121	<p>Timeline for the production of departmental and institutional Self-Assessment Reports</p> <p>The Assistant Registrar (Partnerships) presented the report (121-AQSC010622), with key points and discussions as follows:</p> <ul style="list-style-type: none"> • The committee raised no concerns in regard to the high level and departmental SAR timeframes and activities set out in the report. • Training and support would be provided to academic departments to assist them in producing their self-assessment reports (SAR) over the summer of 2022, noting that the department SARs would then inform the institutional SAR.
122	<p>Good Practice Guide on Monitoring Student Attendance and Progression</p> <p>The Immigration Services Manager presented the report (122-AQSC010622) with key points and discussions as follows:</p> <ul style="list-style-type: none"> • The revisions were intended to lower the number of consecutive and cumulative missed monitoring points before certain intervention procedures were initiated. • A review of the University’s attendance and monitoring policy is undertaken annually to ensure the University remains compliant with UKVI sponsorship licence requirements. <p>ACTION: In response to a query from SR and DB, where PGR students were undertaking extended periods of field research away from the university campus, monthly monitoring points could be held remotely in the same way that students on work or study placements; an additional row to clarify this would be added to the table on page 8 of the report.</p> <p>DECISION: The committee approved the following recommendations:</p> <ol style="list-style-type: none"> (a) The expectation that all monitoring points are face to face, unless students are undertaking field research, or work or study placements outside the UK; (b) Intervention to take place at 3 consecutive missed monitoring points (2 for PGR students), and 6 (3 for PGR) cumulative monitoring points for Visa Sponsored Students only; (c) Narrowing of the timeframe in which to re-engage the student following 6 (3 for PGR) cumulative missed monitoring points from 30 days to 10 days for Visa Sponsored Students only; (d) Withdrawal of sponsored students at 8 missed monitoring points upon the Academic Registrar’s approval; (e) Related changes to the Good Practice Guide for Attendance and Progression
123	<p>Updates to Regulation 8: Regulations for First Degrees</p> <p>The Head of Education Policy and Governance (Education Policy and Quality) presented the report (123-AQSC010622).</p> <p>DECISION: The proposed minimal changes necessary to align Regulation 8 with the Right to Remedy Failure, as set out in 123-AQSC010622, to take effect from the start of the 2022/23 academic year were recommended to the Senate for approval.</p>
124	<p>Updates to Regulation 11: Academic Integrity</p> <p>The Head of Student Complaints and Academic Casework presented the report (124-AQSC010622) with key points and discussions as follows:</p> <ul style="list-style-type: none"> • A new version of Regulation 11 Academic Integrity was introduced in the academic year 2021-22; minor changes were requested to make procedure more robust and transparent to students. • Expectations of timelines has been moved from guidance to regulation. • Clarification of student representation and their role was provided, to reflect current practice in related procedures. • The need for the VC to approve the constitution of AIC had been removed, to reflect institutional direction of travel. • The reference to staff training had been removed from the regulation, as hard to evidence to OIA, even where there is the intention to train institutionally. • Expectation of automatic referral to AIC for contract cheating had been removed, as covers a spectrum of offences, not all of which merit escalation to an AIC. • Reference to inability to qualify as automatic referral had been removed, as this might lead to all PGT students needing to be considered (noting students have right to request referral to an AIC).

	<ul style="list-style-type: none"> • Expectation that student should provide evidence of why they wish an AIC to consider the case had been inserted, to prevent fruitless escalation. • Clarified that students should receive their AIC paperwork 5 University working days in advance. <p>DECISION: To remove requirement for VC to approve the constitution of an appeal committee.</p> <p>DECISION: To amend numbering, which was now erroneous.</p> <p>DECISION: To include expectation within the guidance that training should be provided (exact wording to be approved by Chair's action).</p> <p>DECISION: The proposed changes to Regulation 11, as set out in 124-AQSC010622, were recommended to the Senate for approval.</p>
125	<p>Updates to Regulation 42: Academic Appeals</p> <p>The Head of Student Complaints and Academic Casework presented the report (125-AQSC010622) with key points and discussions as follows:</p> <ul style="list-style-type: none"> • Amended to align the regulation with current practice for SCACT to 'triage' appeal to check it has met the grounds for appeal. <p>DECISION: The proposed changes to Regulation 42, as set out in 125-AQSC010622, were recommended to the Senate for approval.</p>
<i>Items below this line were for receipt and/or approval, without discussion</i>	
For Information	
Approved by Chair's Action	
126	<p>Chair's Actions</p> <p>The Committee noted the report (126-AQSC010622).</p>
127	<p>PSRB Update 2021/22</p> <p>The Committee noted the report (127-AQSC010622).</p>
128	<p>External Examiners' Reports for Postgraduate Taught Courses 2019-20</p> <p>The Committee noted the report (128-AQSC010622 (Revised)).</p>