UNIVERSITY OF WARWICK

Academic Quality and Standards Committee

Minutes of the meeting of the Academic Quality and Standards Committee
held on 13 June 2016

Present: Professor C L Hughes (Chair), Professor A Dowd (Academic Director of the Graduate School), Professor S Gilson (Chair of the Faculty of Arts), Mr C Hindhaugh (Education Officer, Students' Union), Professor C W Hughes (Chair of the Faculty of Social Sciences), Professor C Jenainati (SSLC Coordinator (Arts)), Professor D Lamburn (Chair of the Collaborative, Flexible and Distributed Learning Sub-Committee), Professor R Leng (Chair of the Board of Undergraduate Studies), Dr N Monk (Director of IATL), Professor A Reeve (Representative of Senate (Social Sciences)), Professor L Roberts (Representative of Senate (Medicine)), Mr N Shiers (Postgraduate Officer, Students' Union), Professor M Shipman (Chair of the Faculty of Science), Dr I Tuersley (SSLC Co-ordinator (Science)), Ms A Thomas (Service Owner (Academic Technology)), Professor G Van der Velden (Academic Director, Warwick International Higher Education Academy), Dr N Whybrow (Representative of Senate (Arts))

Apologies: Ms S Bennett (Director of Student Careers and Skills), Professor A Clarke (Chair of the Faculty of Medicine), Professor P Corvi (SSLC Co-ordinator (Social Sciences)), Dr L Gramaglia (Learning and Development Manager (Academic), Professor S Jacka (Representative of Senate (Science))

In Attendance: Ms K Gray (Secretary), Ms C Pearson (Acting Assistant Secretary), Mr P Blagburn (Head of Widening Participation and Outreach & Assistant Director SROAS) for minute 79/15-16, Mr J Dale (Head of Platform Engineering & Deputy Director, ITS) for minute 84(a)/15-16, Ms R Davis (Head of Student Development, Student Careers and Skills) for minute 87/15-16 and Ms J Garner (Postgraduate Admissions Officer, SROAS) and Ms D Ranger (Head of Governance and Quality, Warwick Medical School) for agenda item 89/15-16.

78/15-16   White Paper and TEF2 Consultation

CONSIDERED:

(a)   A presentation by the Chair and Director of Strategic Planning and Analytics on the Teaching Excellence Framework proposals (Paper AQSC.57/15-16 {restricted}).

(b)   The White Paper 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (Paper AQSC.45/15-16).

(c)   The Teaching Excellence Framework Technical Consultation for Year 2 (Paper AQSC.46/15-16).

REPORTED: (by the Chair)

(d)   That the institutional priority should be to improve the experience of students but that actions taken should also result in improved TEF ratings;

(e)   That the Committee be asked to consider actions to be taken forward;

(f)   That the expansion of activities such as placement opportunities involved significant resource requirements and increased flexibility in the curriculum;

(by the Director, WIHEA):

(g)   That there needs to be clear communication with students about what will be delivered, that processes need to operate effectively and then engagement with students on enhancement should be embedded;

(h)   That most actions with the potential to bring about significant change to the institutional position in the TEF required long-term change, investment and development over three to five years;

(by the Education Officer, Students' Union):

(i)   That non-continuation rates be disaggregated and examined by student characteristics;

(j)   That the SSLC system and how it is functioning be considered further;

(k)   That feedback on assessment be a focus of activity;

(by the Representative of Senate (Medicine)):

(l)   That the characteristics of high-performing institutions be examined further;

(by the Representative of Senate (Social Sciences)):

(m)   That personal tutoring required further consideration;

(by the Chair of the Faculty of Social Sciences):

(n)   That resourcing for TEF-related activities needed to be included in academic departments' strategic and financial plans;

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

(o)   That some issues could be addressed through good curriculum design;

(by the Service Owner (Academic Technology)):

(p)   That enhanced support for the design and implementation of assessment could be provided, potentially through a specialist unit;

(by the Postgraduate Officer, Students' Union):

(q)   That the Office for National Statistics' report had indicated that the metrics to be applied in the TEF were not useful.

79/15-16   Report from the Widening Participation Working Group

CONSIDERED:

(a)   A report from the Widening Participation Working Group by the
Assistant Director (Outreach) (Paper AQSC.47a/15-16{restricted});

(b)   The Educational Analytics Widening Participation Dashboard for the
University of Warwick (paper AQSC.47b/15-16{restricted});

REPORTED: (by the Head of Widening Participation and Outreach &
Assistant Director SROAS)

(c)   That the emphasis in widening participation at a sector level was
extending from access to participation and success throughout the
student lifecycle;

(d)   That the data on the widening participation dashboard (as set out in
paper AQSC.47b/15-16) had been developed to adhere to broad
principles relevant to sector developments but tailored to the
University's strategy;

(e)   That the dashboard was available at departmental and institutional level
and would be shaped in future by those who use it to inform their own
work;

(f)   That new targets for the University included a focus on widening
participation of those from low performing schools, local and regional
schools and BME populations in particular;

REPORTED: (by the Chair of the Board of Undergraduate Studies)

(g)   That revision to intermediate year progression requirements to permit
students to resit examinations and the introduction of exit qualifications
for undergraduate courses had the potential to better support
undergraduate students who are slower to adjust and thrive over the
course of their three years;

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

(h)   That the new course approval process would enable the introduction of
exit qualifications for undergraduate degrees;

REPORTED: (by the SSLC Coordinator, Arts)

(i)   That the campus location of the University restricted the availability of
part-time employment of a suitable quality and affordable
accommodation for students who needed to work to support their
studies;

(j)   That the accessibility of the University to more local students could be
enhanced through promotion of local transport infrastructure, including
local rail links;

80/15-16 <u>Institutional Teaching and Learning Review 2017</u>

CONSIDERED:

Proposals relating to the Institutional Teaching and Learning Review (Paper AQSC.48/15-16).

REPORTED: (by the Chair of the Faculty of Social Sciences)

(a) That care needed to be taken to align the timing of the Institutional Teaching and Learning Review (ITLR) and follow up processes to those of the planning cycle;

REPORTED: (by the Director of the Warwick International Higher Education Academy)

(b) That where prioritisation of topics or units for review is necessary, this should be led by what is of the greatest concern to students;
(c) That, should this be desirable, it would be possible to review Academic Service or Support departments ahead of the ITLR period for Academic departments;

REPORTED: (by the Postgraduate Officer of the Students' Union)

(d) That the thematic and institution-wide perspective captured in a pan-institutional review would be in agreement with scrutiny and processes proposed for the TEF;

RECOMMENDED (to the Steering Committee):

(e) That departments be encouraged to embed resourcing issues related to teaching and learning into the Self Evaluation Document for the ITLR to ensure that there clear links to the academic planning process;

(f) That professional and service departments supporting students' education be included in the ITLR but that a realistic number for review be prioritised and agreed with the Faculty Chairs;

(g) That the ITLR follow the same process for the appointment of Chairs and externals that was used in the previous institutional review;

(h) That in relation to recommendations outlined in section 9 of AQSC.48/15-16:
(i) That the objectives as outlined in 2(a)-(f) be approved;

(ii) That both Faculty Engagement and pan-institutional review were deemed necessary in follow up to the ITLR;

(iii) That, in relation to the proposed schedule in section 4, the Faculty Engagements might best take place in the Autumn term 2017 to ensure that outcomes could feed into the planning cycle;

(iv) That the membership of the ITLR Operational Group and the ITLR Steering Group be approved;

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(v)   That the proposal that a risk-based approach to determine the length of review be supported;

(vi)   That although it was broadly supported, there were concerns that a dedicated ITLR fortnight might divert departmental staff from core business and that a more condensed review period could be considered;

(vii)   That annual course review for collaborative programmes continue as per previous years in 2016-17, noting that this was in agreement with arrangements in 2011-12;

(viii)   That the proposal to suspend Annual Course Review (for non-collaborative programmes) in 2016-17 in light of ITLR be supported, noting that the new review and monitoring process should be in place from 2017-18.

81/15-16   HESA Consultation on Measuring Graduate Outcomes

RECEIVED:

A consultation by the Higher Education Statistics Agency (HESA) on changes to the Destinations of Leavers from Higher Education Survey (DLHE) (Paper AQSC.49/15/16).

REPORTED:

That members were invited to provide feedback to the consultation, noting that the consultation would be considered and approved by the Steering Committee prior to the consultation closing on 14 July 2016.

82/15-16   Minutes of the last meeting

RESOLVED:

That the minutes of the meeting held on 12 May 2016 be approved.

83/15-16   Conflicts of Interest

REPORTED:

That, should any members or attendees of the Committee have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK.

84/15-16   Matters arising

(a)   Moodle (minute AQSC.69/15-16 referred)

REPORTED:

(i)   That at its meeting on 12 May 2016, the Committee considered a report by the Service Owner, Academic Technology on source-matching (paper AQSC.41/15-16) and resolved:

(A) That the location of and the rationale for the decision that the standard variant of Moodle be implemented rather than a variant with greater functionality be investigated further;

(B) That the Chair would discuss options with representatives of the Warwick Business School and IT Services;

(C) That this would be discussed further at the next meeting of the Committee.

RECEIVED:

(ii)   A report from the Head of Platform Engineering and Deputy Director of ITS on the implementation of Moodle (Paper AQSC.50/15-16).

RESOLVED:

(iii)   That the Technology Enhanced Learning Steering Group be asked to consider and report back to the Committee whether there is an institutional need for bespoke applications of Moodle using an on-premise instance as opposed to the current off-the-shelf version, noting the history of discussions as set out in paper AQSC.50/15-16.

(iv)   That members send any comments directly to the Chair of the Technology Enhanced Learning Steering Group;

(b)   Source-matching (minute AQSC.69/15-16 referred)

RECEIVED:

(i)   An update report from the Head of Platform Engineering and Deputy Director of ITS on source-matching and the Service Owner (Academic Technologies) and Service Owner (Learner Support Technology) as set out in paper AQSC.51/15-16).

REPORTED: (by the Chair)

(ii)   That, noting the intention for source-matching software to be integrated into existing VLEs purely for the purposes of plagiarism detection, consideration could be given to whether the functionality required should be advanced or basic;

REPORTED (by the Academic Director, Graduate School)

(iii)   That, given the growth in the area of contract cheating, there was a pressing need for software with linguistic analysis capability;

RESOLVED:

(iv)   That the proposed trial integration with Warwick Business School be supported;

(v)   That as part of the trial, the working group appointed to compare the outcomes of Turnitin and Urkund further compare plagiarism detection outcomes for samples of assessments from as wide a range of departments and disciplines as possible;

(vi)   That academic user input (including staff with substantial experience at the University of Warwick) was critical to the assessment, selection and design of any process and system for plagiarism detection by the institution;

(vii)   That an interim report be brought to the Committee in the Autumn Term.

(c)   Resit Examinations (minute AQSC.44/15-16 referred)

REPORTED:

(i)   That at its meeting on 22 February 2016, the Committee considered a discussion paper from the Secretary on resit examination arrangements for students in intermediate and final years of study (paper AQSC.29/15-16(revised)) and resolved:

(A)   That additional work be undertaken to investigate the following:
1) The views of students;
2) Benchmarking of University practices against other institutions;
3) Resource implications of the proposal.

(B)   That the proposal be brought back to the Committee in Summer term, noting that any change would not be applied in the academic year 2016-17;

(C)   That the issue of support for resitting students be considered separately at the next meeting of the Committee, noting that any outcome could be applied in time for the next academic year.

CONSIDERED:

A paper from the Secretary proposing revisions to Regulation 36 relating to students resitting without residence (Paper AQSC.52/15-16).

RESOLVED:

That further consideration be given to the implications arising from allowing students to attend revision classes, particularly with respect to capacity, parity of experience and clarity of communication to students.

(d)   International Student Barometer (minute AQSC.68/15-16 referred)

REPORTED:

That at its meeting on 12 May 2016, the Committee resolved that a report on outcomes related to teaching and learning from the Autumn Wave Survey of the ISB/SB 2015/16 (Paper AQSC.40/15-16 {restricted}) be deferred to the next meeting of the Committee;

REPORTED: (by the Chair)

(i)   That at its meeting on 6 June 2016, the Steering Committee resolved that the University only take part in the Student Barometer Survey Autumn Wave on a biennial basis;

(ii)   That concerns arising from the ISB would be addressed outside of the committee.

85/15-16   Chair's Business

(a)   Degree Apprenticeships

REPORTED: (by the Chair)

(i)   That the Higher Education Funding Council for England had invited proposals for a new Degree Apprenticeships Development Fund, to support Higher Education providers in developing and delivering degree apprenticeships;

(ii)   That members and staff were invited to consider whether there were curriculum areas where an apprenticeship route of entry might be valid, noting that this was not restricted to traditional and directly vocational programmes;

(b)   International Foundation Programme

REPORTED: (by the Chair)

(i)   That the University had previously franchised its International Foundation Programme to partner Colleges;

(ii)   That, from the 2016/17 academic year, the University would be managing the delivery of the programme itself, using teaching facilities predominantly on the Westwood campus and taught by staff with experience of teaching at level three of the Qualifications Framework and employed by the University;

(iii)   That the University hoped to develop complementary Foundation level provision for home students, noting that this

may further enhance and encourage participation from under-represented groups;

(c) Review of Survey incentives

REPORTED: (by the Chair)

(i) That the University was reviewing the use of institutional and departmental incentives for student surveys, in particular the National Student Survey;

(ii) That discussions with stakeholders would take place through the remainder of the summer and in to the Autumn term.

(d) The Graduate School and the Board of Graduate Studies

(i) That Professor J Palmowski had stood down from his responsibilities as Pro Vice Chancellor for Postgraduate and Transnational Education in order to take up a new role;

(ii) That the Chair will be assuming the responsibilities of this portfolio in her capacity as Pro Vice Chancellor for Teaching and Learning;

(iii) That the University was reviewing its governance arrangements, including both committees and senior academic roles within Teaching and Learning.

86/15-16 Students' Union Update

REPORTED: (by the Education Officer)

(i) That work continued on "rate my module" initiative, noting that it was likely that the name for this might change in future;

(ii) That the Students' Union were currently focussing on drafting their response to the White Paper and how best to prepare SSLC Reps for their roles in 2015-16.

REPORTED: (by the Chair)

(iii) That thanks be given to the Education Officer for the Students' Union for his contributions to the Committee over the course of the year;

87/15-16 Report from the Induction Strategy Steering Group

CONSIDERED:

A report from the Induction Strategy Steering Group by the Director of Student Development, Student Careers and Skills (Paper AQSC.53/15-16):

REPORTED: (by the Head of Student Development, Student Careers and Skills)

(a)   That an extensive research project had been undertaken into the issues facing students moving from year 1 to year 2 and the report contained recommendations on how these might be addressed, focusing on resourcing and information;

(b)   That embedding developments in academic departments where they would have most impact on students would require resources and a bid had been submitted for Faculty Transition Officers;

REPORTED (by the Representative of Senate (Medicine)):

(c)   That resource allocation on initiatives needed to be co-ordinated and to take into consideration departmental as well as central priorities;

RESOLVED:

(d)   That the Recommendations in 1.1 and 1.2 (as set out on page 4 of AQSC.53/15-16) be endorsed by the Committee;

(e)   That the Sub-Group Chair and Secretary be commended for their work in this area;

(f)   That should the bid for Faculty Transition Officer posts be successful, early engagement with Faculty Chairs would be required;

(g)   That the proposed objectives for the Group for 2016/17 be supported.

88/15-16   Feedback on Examinations

REPORTED:

(a)   That, at its meeting on 31 May 2016, the Board of Undergraduate Studies considered a paper from the Senior Assistant Registrar (Teaching Quality) on the proposal to introduce feedback on examinations (paper BFSS.33/15-16) and resolved that the view of the Board was that, while it would support the principle of providing meaningful feedback to students on examinations, the pro-forma included in paper BFSS.33/15-16 would not achieve this. In particular, the value of publishing quantitative and statistical data was doubted and the Board considered that the advice to limit comment on specific questions to three to five lines would discourage the provision of meaningful advice to students. The Board would propose that the exact means of providing feedback should be for each department to determine in accord with the academic discipline concerned and the form of the examination (unconfirmed minute BUGS 34/15-16 referred).

CONSIDERED:

(b)   A report on feedback from Faculty Sub-Committees on proposals for feedback on examinations (Paper AQSC.44/15-16).

REPORTED: (by the Secretary)

(c)   That the changes proposed would apply to exams taken during the 2016/17 year;

REPORTED: (by the Chair)

(d)   That further consultation on proposals had been undertaken through Faculty Sub-Committees;
(e)   That a meeting would be held with departmental representatives on 21 June to clarify proposals;
(f)   That it was proposed that feedback on examinations be provided but that options were available as to how this be achieved:
    (i)   Departments already providing feedback on examinations could continue with current practice;
    (ii)   Either the pro-forma template could be used, or an adapted version could be implemented for feedback to cohorts;
    (iii)   Departments could proposal alternative mechanisms for feedback on assessment, appropriate to their context and discipline;

REPORTED: (by the SSLC Coordinator (Arts))

(g)   That the course handbook provided to students should contain the feedback template in use for a department;

RECOMMENDED (to the Senate):

(h)   That feedback on examinations be provided to all students to apply to examinations taken during 2016/17 and that this could take the form either of feedback to individuals or to cohorts;
(i)   That academic departments be offered the following options for implementing this requirement:
    (i)   Departments already providing feedback on examinations should continue with current practice;
    (ii)   Either the pro-forma template set out in Paper AQSC.44/15-16 or an adapted version could be implemented for feedback to cohorts;
    (iii)   Departments could propose alternative mechanisms for feedback on examinations, appropriate to their context and discipline;
(j)   That, where departments proposed using alternative mechanisms for providing feedback on examinations, these be approved by a working group of the Committee;
(k)   That the method of providing feedback on examinations be clearly communicated to students.

89/15-16   Amendments to Regulation 34: Determination of the Fitness to Practise

CONSIDERED:

Proposed amendments to Regulation 34 on Determination of the Fitness to Practise by the Postgraduate Admissions Officer (SROAS) and the Head of Governance and Quality (Warwick Medical School) (Paper AQSC.54/15-16);

REPORTED: (by the Secretary)

(a)   That it was proposed that the membership of the Fitness to Practise Committee remain as set out in the existing version of Regulation 34 but that further consideration be given in 2016/17 to amendments to membership;

(By the Head of Governance and Quality (Warwick Medical School)):

(b)   That the proposed revisions were intended to bring the regulation in line with regulators' requirements and to make the operation of the Regulation more effective;

(c)   That all departments to which this applied had been consulted;

RECOMMENDED (to the Senate):

That the proposed amendments to Regulation 34 on Determination of the Fitness to Practise be approved as set out in Paper AQSC.54/15-16, subject to a minor amendment to remove references to "Rogerian Counselling", noting that this programme had ceased since the initial approval of the regulation and to include the current membership of the Fitness to Practise Committee in the Regulation.

90/15-16   Revision of Progression Requirements for Research Students

REPORTED:

(a)   That at its meeting on 31 May 2016 the Board of Graduate Studies considered a paper from the Senior Assistant Registrar (Graduate School) on the revision of progression requirements for research students (paper BGS 58/15-16), with the following attachments:

(i)   A copy of the paper previously considered by the Board (paper BGS 45/15-16);

(ii)   A paper setting out proposed amendments to the Guidelines on the Supervision and Monitoring of Research Degree Students (paper BGS 59/15-16).

(b)   It was reported to the Board by the Senior Assistant Registrar (Graduate School):

(i)   That feedback from Graduate Studies Committees had been considered and incorporated into the revised guidance where appropriate;

(ii)   That it is not proposed that the MPhil upgrade is in addition to a progress review in the student's first year of study, nor is it intended that an MPhil upgrade is required for all students;

(iii)   That concerns in relation to resource requirements were reported, noting that the Board has no remit for academic resourcing, and that membership of an annual review panel should not

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compromise the ability of members to act as internal examiner, unless they undertake a more active role in the student's research;

    (iv)   That the proposed guidance include provision for some flexibility in individual student-cases, noting that the intention of the guidance was to implement greater consistency across the University;

(c)   And the Board recommended to the Academic Quality and Standards Committee that the proposed amendments to the Guidelines on the Supervision and Monitoring of Research Degree Students as set out in paper BGS 59/15-16, be approved, subject to clarification that supervisors must submit a written report to the annual review panel, with the opportunity to attend the review meeting as appropriate.

CONSIDERED:

(d)   A paper from the Senior Assistant Registrar (Graduate School) outlining proposed changes to progression requirements for research students and the consultation undertaken (Paper BGS.45/15-16 (revised);

(e)   A paper noting feedback from Graduate Studies Committees regarding the proposals (Paper BGS 58/15-16);

(f)   Proposed changes to the 'Guidelines of Supervision and Monitoring of Research Students' (Paper BGS 59/15-16).

REPORTED (by the Representative of Senate (Arts)):

(g)   That proposals would have resource implications for small departments;

(by the Academic Director (Graduate School)):

(h)   That the Board of Graduate Studies had considered this issue in light of the concerns raised through the consultation and had taken a view that the proposal was appropriate;

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

(i)   That the proposals accorded with sector expectations.

RESOLVED:

That the Chair be granted authority to consider the proposal for recommendation to Senate in light of further consideration of the issues raised by the Representative of Senate (Arts).

91/15-16   <u>Penalties for Late Submission</u>

REPORTED:

That at its meeting on 31 May 2016 the Board of Undergraduate Studies considered a report from the Chair on penalties for late submission in relation

to work which is submitted both electronically and in hard copy and recommended that the proposals set out in paper BUGS.17/15-16, be approved.

CONSIDERED:

Proposals related to penalties for late submission as set out in Paper BUGS.17/15-16.

REPORTED (by the Secretary):

(a)   That it was intended that the clarification of the interpretation of Regulation 36.3 be set out in the Senate Examination and Degree Conventions;

 (by the Academic Director (Graduate School):

(b)   That the proposal had not yet been considered by the Board of Graduate Studies.

RESOLVED:

That the proposed clarification of Regulation 36.3 be supported in principle but that it be considered at the next meeting of the Board of Graduate Studies.

92/15-16   Timeliness of Feedback

CONSIDERED:

The annual report on timeliness of feedback on assessments from the Boards of the Faculties (Paper AQSC.43/15-16).

RESOLVED:

(a)   That the reports continued to be useful and important for monitoring timeliness of feedback;

(b)   That the reports for the Warwick Medical School were disappointing and that the School be asked to take action to improve timeliness of feedback to students in line with the University's policy.

(c)   That IATL modules be included in the reports in future years.

93/15-16   Review of Committee Effectiveness

CONSIDERED:

A report by the Assistant Secretary, mapping the agenda items against the terms of reference of the Academic Quality and Standards Committee (paper AQSC.55/15-16).

RESOLVED:

That the report be noted.

94/15-16   Academic Quality and Standards Committee Away Day

REPORTED (by the Chair):

That an Away Day was being organised for the Committee and members would be notified of dates in due course.

95/15-16   Collaborative Courses

RESOLVED:

That the Chair be granted authority on behalf of the Committee to consider collaborative courses for approval for recommendation to the Senate at its meeting on 27 June 2016.

96/15-16   Proposed Revisions to Regulation 8.1

CONSIDERED:

Proposed revisions to Regulation 8.1 to include the award of BASc, by the Assistant Registrar (Teaching and Learning), (Paper AQSC.56/15-16).

RECOMMENDED (to the Senate):

That proposed revisions to Regulation 8.1 to include the award of BASc be approved as set out in Paper AQSC.56/15-16.

97/15-16   Matters arising

Draft Statement of Expected Student Behaviour (minute AQSC.61b.15-16 referred)

REPORTED:

(a)   That at its meeting on 12 May 2016, the Committee received an update report on the development of the Statement of Expected Student Behaviour from the Director of Delivery Assurance and Resolution (Paper AQSC.36/15-16) and resolved (*inter alia*) that members provide feedback to the Secretariat 016;

(b)   That no further feedback was received.

98/15-16   Accreditation of Prior Learning for BA Early Childhood Care and Education

REPORTED:

That, at its meeting on 31 May 2016, the Board of Undergraduate Studies resolved that the recommendation from the Undergraduate Studies Committee of the Board of the Faculty of Social Sciences, on behalf of the Centre for Education Studies, that changes to the accreditation of prior learning rules for the BA Early Childhood Care and Education, as set out in paper UFSS.51/15-16, be approved (draft unconfirmed minute BUGS 33/15-16 referred).

99/15-16   New Postgraduate Courses

REPORTED:

That at its meeting on 31 May 2016, the Board of Graduate Studies approved the following new courses:

- MSc in Behavioural and Data Science
- MSc (and sub-qualifications) in Smart, Connected and Autonomous Vehicles
- PGCE (QTS) School Direct (Early Years)

100/15-16   Revised Postgraduate Courses

REPORTED:

(i)   That at its meeting on 31 May 2016 it was reported to the Board of Graduate Studies that the Chair had taken action to approve revisions to the following courses:

- MSc in Analytical Science and Instrumentation
- MA in English Language Teaching
- MSc (and sub-qualifications) in Management for Business Excellence

(ii)   That at its meeting on 31 May 2016, the Board of Graduate Studies approved revisions to the following courses:

- MA in English Literature
- MSc in Advanced Critical Care Practice
- MSc in Medical Biotechnology and Business Management
- Warwick MBA by Distance Learning

101/15-16   New Undergraduate Courses

REPORTED:

That, at its meeting on 31 May 2016 the Board of Undergraduate Studies approved the following new courses:

- BA Sociology and BA Sociology with Intercalated Year with the following specialisms:
    - Gender;
    - Research Methods;
    - Technologies and Markets;
    - Race and Global Politics;
    - Social Inequalities and Public Policy;
    - Social and Political Thought
- BSc Digital Innovation and Entrepreneurship
- BSc Engineering

102/15-16   <u>Revised Undergraduate Courses</u>

That, at its meeting on 31 May 2016 the Board of Undergraduate Studies approved the revisions to the following courses:

- BA Sociology and Quantitative Methods
- BA Sociology and Quantitative Methods with Intercalated Year

103/15-16   <u>Next meeting</u>

REPORTED:

That the next meeting of the Committee will be communicated once the Committee Timetable for the 2016/17 academic year is available.